

ADD (ADHD) Self-report Questionnaire for Teenage/College Girls

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This screening tool should not be used for the diagnosis of Attention Deficit Hyperactivity Disorder (ADD / ADHD). This self-report questionnaire is intended to be completed by teenage/college age girls who are concerned about possible ADD (ADHD). While most people would check some items on this list, when a majority of items are checked a professional evaluation for ADD (ADHD) may be advisable.

Please place a check mark beside the each item that you feel describes you.

- 1. It's very hard for me to keep track of homework assignments and due dates.
- 2. No matter how hard I try to be on time, I am usually late.
- 3. I have trouble getting to sleep at night.
- 4. I have trouble getting up in the morning.
- 5. I jump from one topic to another in conversation.
- 6. I interrupt other people when they're talking, even though I try not to.
- 7. Even when I try to listen in class my thoughts start wandering.
- 8. I have difficulty remembering what I've read.
- 9. I can't seem to get started on school assignments until the last minute.
- 10. My room is very messy.
- 11. My friends say I'm "hyper."
- 12. My friends call me "spacey."
- 13. I forget to do things my parents ask me to do.
- 14. I frequently lose or misplace personal items.
- 15. My parents and teachers tell me I need to try harder in school.

ADD/ADHD Symptoms

Inattention

Symptoms of inattention include the following:

- Often does not give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
- Often has trouble keeping attention on tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
- Often has trouble organizing activities.
- Often avoids, dislikes, or doesn't want to do things that take a lot of mental effort for a long period of time (such as schoolwork or homework).
- Often loses things needed for tasks and activities (e.g. toys, school assignments, pencils, books, or tools).
- Is often easily distracted.
- Is often forgetful in daily activities.

Impulsivity/Self Control

An individual with ADHD may have difficulty with self-control and inhibiting behaviors. Impulsive symptoms include the following:

- Often blurts out answers before questions have been finished.
- Often has difficulty waiting one's turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games).
- Acts before thinking through consequences.

Hyperactivity

An individual with ADHD may have difficulty with regulating and inhibiting behaviors.

Hyperactive symptoms include the following:

- Often fidgets with hands or feet or squirms in seat.
- Often gets up from seat when remaining in seat is expected.

Hyperactivity (cont)

- Often feels restless.
- Often has trouble playing or enjoying leisure activities quietly.
- Often “on the go” or often acts as if “driven by a motor.”
- Often talks excessively.

Source:

American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (Fifth Edition, Text Revision) DSM-V. Washington, D.C. 2000

- 16. I am distracted easily by sounds or by things I see.
- 17. My parents tell me that I overreact to things.
- 18. I feel anxious or worried a lot of the time.
- 19. I feel moody and depressed, even for no reason.
- 20. I blurt things out without thinking.
- 21. I am easily frustrated.
- 22. I'm pretty impatient and hate to wait.
- 23. I feel different from other girls.
- 24. I wish my parents understood how hard high school is for me.
- 25. I feel mentally exhausted when I get home from school.
- 26. It takes me longer to get assignments done compared to my classmates.
- 27. Even when I study hard I can't seem to remember things when I'm taking an exam.
- 28. It's so hard for me to stay organized.
- 29. I only make good grades in the classes that really interest me.
- 30. I have trouble completing papers and projects on time.
- 31. The only way I can really study for a test is to stay up late the night before.
- 32. I sometimes eat to calm down.
- 33. It seems like I'm always messing up.
- 34. I fidget or doodle in class because it's hard for me to sit still and listen.
- 35. I blurt things out without thinking

Adult ADHD Symptom Checklist

Adapted from the Adult ADHD Self Report Scale

World Health Organization

Please answer the questions below, rating yourself on each of the criteria shown using the scale on the right side of the page. As you answer each question, place an X in the box that best describes how you have felt and conducted yourself over the past 6 months. Please give this completed checklist to your healthcare professional to discuss during today's appointment.	Rarely	Sometimes	Very Often
1. How often do you have trouble wrapping up the final details of a project, once the challenging parts have been done?			
2. How often do you have difficulty getting things in order when you have to do a task that requires organization?			
3. How often do you have problems remembering appointments or obligations?			
4. When you have a task that requires a lot of thought, how often do you avoid or delay getting started?			
5. How often do you fidget or squirm with your hands or feet when you have to sit down for a long time?			
6. How often do you feel overly active and compelled to do things, like you were driven by a motor?			
7. How often do you make careless mistakes when you have to work on a boring or difficult project?			
8. How often do you have difficulty keeping your attention when you are doing boring or repetitive work?			
9. How often do you have difficulty concentrating on what people say to you, even when they are speaking to you directly?			
10. How often do you misplace or have difficulty finding things at home or at work?			
11. How often are you distracted by activity or noise around you?			
12. How often do you leave your seat in meetings or other situations in which you are expected to remain seated?			
13. How often do you feel restless or fidgety?			
14. How often do you have difficulty unwinding and relaxing when you have time to yourself?			
15. How often do you find yourself talking too much when you are in social situations?			
16. When you're in a conversation, how often do you find yourself finishing the sentences of the people you are talking to, before they can finish them themselves?			
17. How often do you have difficulty waiting your turn in situations when turn taking is required?			
18. How often do you interrupt others when they are busy?			

Exam Preparation: Think Like a Professor



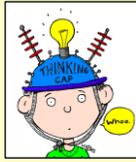
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Answers: 1. analyzing, 2. evaluating, 3. applying, 4. creating, 5. understanding, 6. synthesizing, 7. remembering

Overview

Effective exam preparation involves more than strategizing for particular test formats, such as multiple-choice or essay.



Commonly referred to as “Bloom’s Taxonomy,” the framework outlined at right has remained popular with teachers and students alike since the publication of *Taxonomy of Educational Objectives in 1956* and its revision in 2001 as *A Taxonomy for Teaching, Learning, and Assessment*.

Objectives

Use the table as a guide to assess your comprehension of readings, lecture notes, and other course materials. By creating and answering questions from a variety of categories, you can better anticipate and prepare for all types of exam questions.

Question Category	Purpose	Study Methods
Remember	For recall of foundational or factual information: names, dates, formulas, definitions, components, or methods.	<ul style="list-style-type: none"> ➤ Make flashcards ➤ Draw diagrams
Understand	To demonstrate knowledge at a deeper level; typically this requires a significant investment of time, thought, or a varied approach to a subject.	<ul style="list-style-type: none"> ➤ Discuss content with a partner ➤ Consider the underlying objectives of homework, not just the answers ➤ Focus on “why” questions
Apply	To recognize or use concepts in real-world situations. To address when, where, or how to employ methods and ideas.	<ul style="list-style-type: none"> ➤ Seek concrete examples of abstract ideas ➤ Work practice problems and exercises
Analyze	To break a topic or idea into components or examine a subject from different perspectives. To shift from “whole” to “parts.”	<ul style="list-style-type: none"> ➤ Generate a list of contributing factors ➤ Take alternate approaches
Synthesize	To consider individual elements together for the purpose of drawing conclusions, identifying themes, or determining common elements. To shift from “parts” to “whole.”	<ul style="list-style-type: none"> ➤ Generalize information from lectures and readings ➤ Condense and re-state content in one or two sentences ➤ Compare and contrast
Evaluate	To form an opinion, assign value, develop an argument, or judge merit. Often there is not a clear or correct answer to this type of question. What do you think and how do you support your position?	<ul style="list-style-type: none"> ➤ Make note of your reactions as you read and study ➤ Decide if you like, dislike, agree, or disagree with an author or a decision ➤ Consider what you would do if asked to make a choice
Create	To design, invent, offer alternative solutions, or combine elements into a new pattern.	<ul style="list-style-type: none"> ➤ Build a model ➤ Design an experiment

Practice

Classify each test question below by the type of question described in the table. Assume that lectures and course materials didn’t supply direct answers to questions 1 -6. Answers are on the left side of this page.



- _____ 1. Explain the effects of inflation, political instability, and recession on the price of gold.
- _____ 2. Do you consider the protagonist a hero? Defend your answer.
- _____ 3. Using natural selection theory, explain why we might not see any new Puriri trees in the future.
- _____ 4. Outline an alternative system to the electoral college. Your proposal must be original.
- _____ 5. Why does the federal government collect taxes rather than print money as needed?
- _____ 6. What do stage theories have in common?
- _____ 7. What is an oligopoly?

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Losing It

Every day I wake up knowing that I'll lose at least one thing that day.

by Christine Brady

In life, losing things is a frequent occurrence. For someone with attention-deficit disorder, though, it's guaranteed. Money back, if you surprise yourself (and everyone else) by somehow keeping track of your stuff.

When I wake up in the morning, I'm aware of the fact that I will misplace at least one thing that day. I just pray that I will find it again. I am, in a sense, notoriously good at losing and finding things I've lost. I always lose something, find it, lose it again, and, if I'm lucky, find it again before I have a chance to lose it one more time — or fall asleep, whichever comes first.

The remote control I just used, that little piece of paper I'm convinced I can hold onto, the keys that I could have sworn I left in my purse, or even the purse itself — I lose them all. Why lie? If you have ADHD, there's virtually nothing you can do to avoid losing or misplacing something. I find, though, that following a few simple rules makes holding on to things a little easier for me:

- Put classic "waiting to be lost" items (remote, keys, small but important pieces of paper) in the same place. Once I had the pleasure of searching 30 minutes for keys I was holding in my hand. Hey, ADHD readers! Anyone beat that?
- Don't try to hide it... you've tried to hide it. I always hide things in "special places" so that I won't lose them. But guess what? I lose them anyway. I can't remember the special place, and then spend hours looking for something that I hid myself.
- Keep a notebook and tape those small but important papers inside. This will work until you lose the notebook.
- Don't use sticky notes for messages that you'll need longer than a day. Reason? Sticky notes evolve into un-sticky notes after 24 hours. I recently moved my desk and found about 20 reminder notes that had become "unstuck" and fallen out of sight. Use sticky notes as a "to be done today" reminder system.
- When it comes to other people's stuff, just don't lose it. Something as common to ADHD as losing belongings might be enough to end a valued friendship if the belongings belong to someone else. So take special care to keep track of anything that isn't yours.

- Everyone thinks they'll be able to remember where they've parked their car. With ADHD, however, if you don't write down "Level 5, Section G," good luck finding the car. Just hope you don't have to be someplace anytime soon.

I'm aware that the new "key finder" gadgets are supposed to revolutionize the world of ADHD. With a simple click, you can find your keys, the remote, your cat, and so forth. I do find it ironic that they've decided to give the ADHD person another thing to keep track of. "You say you can never find your remote? Let's give you another one to help you find it."

But wait — what if you lose that remote? Will you then need a remote to find the remote that helps you find the remote?

Making the most of Professors' Office Hours



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Why

- Clarify course content
- Get study ideas
- Ask questions about the syllabus

When & How

- **Visit early in the semester**, not a week before the first exam.
- **Ask specific questions** – the meeting will be productive and you'll learn more!
- Schedule a follow-up meeting if needed.



Preparation

- **Signal your interest** in an office visit. Email or talk to professor before or after class to check availability.
- If your schedule conflicts with office hours, **contact the professor** and ask for an appointment, offering a range of days and times you are available.
- **Prepare questions beforehand.** Even if you feel generally lost in the class, your professor will be better able to help if you offer specifics.
EX: "I understand two parts of this problem or idea, but don't know how to connect them." This question not only shows that you attend class and read the material, but gives the professor direction.
- Bring whatever materials are appropriate: book, laptop, notes.



During the Appointment

- Take notes.
- Ask for clarification.
- Ask about supplemental readings that may help.
- **Be honest.** Say so if you aren't following or need more examples.
- Sum up your take-away or action plan at the end of meeting.

Etiquette

- **Be respectful.** Arrive on time and introduce yourself.
- Address the professor by his or her last name with the appropriate title (Professor, Dr.).
- If you want to discuss an exam or paper grade you disagree with, don't be mad! Discuss questions you missed on the test or what was lacking in your paper. Ask: "How can I improve my next test or paper grade?"
- Be aware that other students may be waiting.
- Thank the professor at the end of the meeting.

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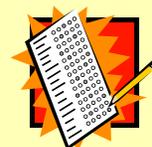
Mastering Multiple-Choice Exams

To master multiple choice questions, understand how professors create them.

First, they select an important concept to test your understanding

Next, they generate the correct answer

Finally, they generate **distractors** to test **how well** you understand concept



Distractors are choices that can look, sound or mean about the same thing as the correct answer, but are incorrect because they are either:

- too specific (include extreme modifiers such as *always*, *never*)
- too general (they leave out a piece, make answer vague)

Try these strategies when faced with multiple choice exams:

1. Cover up the answer and read only the **stem** (the question or statement). Underline or circle key words.
2. **Analyze the stem**, noting how the meaning changes with:
 - Qualifiers (i.e. usually, sometimes)
 - Modifiers (i.e. always, never)
 - Negatives (i.e. not, none, un__, dis__, etc.)
3. Try to answer the question before reading choices
4. **Identify and eliminate distractors** to help narrow your choices:
 - Note similar answers
 - Note grammatically incorrect choices
 - Can an answer be correct with extreme modifiers (i.e. *always*, *never*)?
5. Re-read remaining choices as **true/false statements**
6. Stuck?
 - Scan test questions for clues** and information that might help
 - Make notes in the margin** to help you recall content
 - If all else fails, guess!

Sample:

The following question stem has a **qualifier** that suggests one choice is the best answer among several plausible alternatives.

What is **chiefly** responsible for the increase in the average length of life in the USA during the last fifty years?

- a. Compulsory health and physical education courses in public schools. **(Distractor)**
- b. ****The reduced death rate among infants and young children. **(Correct Answer)**
- c. The safety movement, which has greatly reduced the number of deaths from accidents. **(Distractor)**
- d. The substitution of machines for human labor. **(Distractor)**

From: How to Better Prepare Multiple Choice Test Items: Guidelines for University Faculty.

<http://testing.byu.edu/info/handbooks/betteritems.pdf>

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Bolded, Starred, and Color-Coded: A Planner I Can't Ignore

To manage my schedule, I need tools that I can't lose, break, or overlook. My solution: going big to keep track of my college life.

Christine Brady

As a college student with attention deficit disorder (ADD/ADHD), sometimes I feel like a circus performer — answering and returning calls and e-mails, attending class and taking notes, typing up those notes, planning and working on papers, making sure my cats get fed, and, oh yeah, getting the trash out for pickup on Monday morning. You may as well add in juggling balls and bowling pins. Did someone ask about my social life? Very funny.

For someone who has ADD, like me, all of these things that should and must get done won't get done without some kind of external cuing system. In high school, I used a notebook-type planner. I would color-code it for each class, bolding, starring, or underlining especially important items. I didn't fail high school and I earned a scholarship to college, so I guess the results speak for themselves. Still this is a labor-intensive approach — if you don't work it, it won't work — and, once I got to college, I didn't have the time to manage my academic schedule this way. What have I tried (or considered) since?

- **Notes:** I lose notes. That's it. I still find scraps of paper or formerly sticky notes with things like "Test Monday" written on them. I don't remember what test, or when it was, but I hope I made that test.
- **Erasable month calendars:** Heaven forbid that I have a test on the first of next month. You have to erase the whole month before entering the next month's dates, so, if I ever wanted to schedule something a month or two down the line, I might have to get 12 erasable month calendars, which kind of defeats the purpose.
- **Microsoft Outlook:** Booting up and navigating the computer can be tedious. I would write notes to remind myself to enter a date, which I then, of course, lost. My biggest problem with Outlook was that I'd put in a test date, and then get a reminder — on the day of the test.
- **Electronic planners:** They break, and it's adios to whatever organization you had in your life. Plus, if the smallest thing goes wrong, it's hard to type in things.
- **And finally, a really, really big calendar:** My current calendar is about two feet wide, spiral-bound. The key is not just the size but the placement — I put it next to my door, on the floor, where I have to see it. If you're visualizing something like a calendar area rug, you're on the right track. You can't miss something that huge that you have to step on or over several times a day.

At the beginning of each semester, I write the dates from my syllabi on the calendar, using a different colored marker for each class. For important events outside of class, I combine yellow highlighter with black marker to create a "caution sign" effect. If a new deadline comes up during class or something on the syllabus changes, I write a note on a Post-it and stick the note inside my flip-phone. I recommend the one-inch Post-its in bright colors, such as screaming green. I discard the note only after transferring the information to my calendar, or sometimes I post it directly onto the due-date.

My calendar has a full-year calendar inset at the bottom, so I can circle or use stickers to mark upcoming birthdays or deadlines. Right now, I'm using red for my environmental science class. A glance at the full-year inset, with several dates circled in red, lets me know, in a manner of speaking, that there is "trouble ahead."

Reading Guide for Social Sciences: Journal articles, book-length studies, primary sources.



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Before Reading

Gather Basic Information about Author and Text

Title
Author(s)
Biography of author(s)
Year published
Historical context
Type of source: journal, primary source, book-length study?
Intended audience: scholars, students?

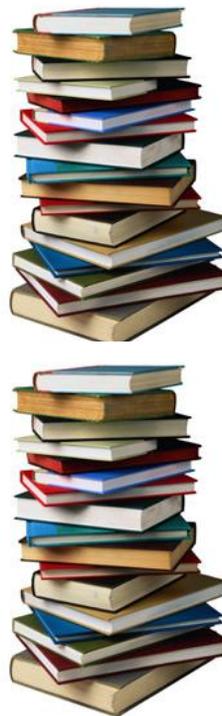
How might the publication date and historical context help you understand the text?

Preview Text

Thumb through pages, noting bold headings, graphics, etc. **Any predictions?**

Read abstract, or intro and

summary. Look at charts and graphs. Previewing will help you see the direction the text will take you.



During Reading

Understand the Argument

Does the reading advance an argument, often referred to as a **thesis**? If so, what is the author's thesis or point of view?

What is author's **objective**?

What **major points** does she make?

Analyze the Thesis

What kind of **evidence supports the thesis**? Do you find it convincing? Why or why not?

Learn Vocabulary

As you encounter unknown terms, write them down and then be sure to find their definitions during reading.

Reread the sentence where the word is located to help you remember its meaning. Try using it in an original sentence.

After Reading

Ask Questions

Make note of unclear points to clarify in recitation or office hours.

Solidify Your Learning

Either individually or with a partner, consider drawing a concept map, timeline or map. List key people or major events. Write a summary of main ideas.

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Adapted by work from Russell Bither-Terry, Ph.D. Candidate, Department of Political Science, UNC-CH

Semester Goals and Action Plan



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Consider broad goals this semester. What habits can you develop that will help create an overall positive experience (academically, socially, etc)? When you reach the end of the semester, what do you want to have accomplished and how do you want to feel? Use this worksheet to identify 3 broad goals. Keep this sheet where you'll always see it, and refer to it when completing the Weekly Action Plan worksheet.

GOAL:	WHY IS THIS GOAL IMPORTANT? How will progress on this goal positively affect your life as a student at UNC?	BEHAVIOR CHANGE To make progress on this goal, what behaviors might you need to change? What new behaviors might you need to include.	Make your goal SMART: S pecific, M easurable, A ction-Oriented, R ealistic and T ime-Sensitive
EX: I want to exercise regularly	Exercising gives me more energy and helps me sleep better. With more energy and sleep, I'll be more alert in classes and can study with more focus.	I can't return to my room after classes because I'll be less likely to go to gym later. Instead, I'll pack workout clothes in my backpack and go to gym directly after class.	I will go to gym 4X/week, doing a combination of cardio and weights. I'll ask a friend to join me to keep me motivated and accountable. I'll keep a chart tallying my progress.
1.			
2.			
3.			

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Smartphone Savvy for the Organized College Student

These apps and tools will help ADHDers wake up, show up, and study up at college.

Theresa E. Laurie Maitland, Ph.D.

Assignments, notes, appointments, dates — there's so much to keep track of when you're juggling college classes and campus life. Need a little electronic help when it comes to getting and staying organized? There's an app for that.

WAKE UP

Wake N Shake (for iPhone) You have to vigorously shake your iPhone to shut off the alarm.

I Can't Wake Up! (for Android) You have to do eight wake-up tasks before the alarm is silenced.

Clocky and Tocky These alarm clocks jump off your nightstand and roll around the room while playing your favorite MP3s.

CALM DOWN, FALL ASLEEP, OR PAY ATTENTION

Relax Melodies (for iPhone) Creates a white noise ambience for falling asleep or meditation.

Relax Completely (for iPhone and Android) A hypnotherapist puts you in a relaxed state.

White Noise (for iPhone) or **White Noise Lite** (for Android) Features natural and man-made sounds.

KEEP TRACK OF TIME

Watchminder Set alarms and get reminders to help you focus.

TimeTimer Displays the passage of time visually.

Pomodoro Timer Lite (for Android) Focus for 25 minutes, and the timer signals it's time for a break.

FocusTime (for iPhone) Set work and break intervals.

FIND LOST ITEMS

Find My iPhone (for iPhone)

Find My Phone (for Android)

Find One Find All Attach a sensor to your keys or other items. Press a button and the item beeps.

SET REMINDERS

iCalendar (for iPhone); **Google Calendar** (for Android) Both sync with cell phones, allowing you to schedule online, and to send reminders by e-mail or text.

Watchminder Organize schedules and manage time.

KEEP A SCHEDULE

30/30 (for iPhone) Make a list and give yourself a time allotment to complete each task.

BLOCK THE INTERNET

Keep Focus (for Android)

Freedom (for Mac and PC)

SelfControl (for Mac and iPhone)

LISTEN TO PRINTED DOCUMENTS

Voice Dream Listen to PDF and Word documents, e-books, articles, and Web pages anywhere with this text-to-speech app.

Read & Write Gold Text-to-speech software similar to Voice Dream.

TURN SPEECH INTO PRINTED WORDS

Dragon Dictation (for iPhone and Android) A speech-to-type app that allows you to speak and instantly see your e-mail and text messages.

Dragon Naturally Speaking The software types what you say. You can launch applications, open files, and control your mouse with your voice.

TAKE NOTES

Sky Wifi Smartpen The pen not only writes but records everything you write and hear.

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Studying for Tests Strategically

1. Find Out What You Already Know

Use syllabi to **make a list of key concepts** you must know for the test.

Hide all notes and books and **test your understanding on each key concept.**

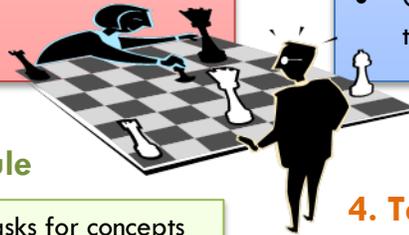
How well can you: summarize main ideas, do sample problems, recall facts from memory, apply concepts in a new way?

How did you do? Rate your skill and understanding on each bit of content from your list using this simple scale:

3 = I know this well

2 = I know this some

1 = don't know this at all



2. Make a Study Smart Plan

Watch the **Active Studying** animation on The Learning Center's Student Resource web page.

Make a study guide, merging main ideas from class notes and readings.

Choose study tasks to practice the content you rated with a 1 or 2, including:

- Make mind maps, time-lines, flash-cards.
- Study with a partner.
- Teach concepts to someone else.
- Write or speak aloud the main ideas.
- Generate higher-level thinking questions to test yourself with.

3. Make a Study Schedule

Once you've selected study tasks for concepts rated 1 and 2, **estimate how much time you will need** to complete them.

Look over your calendar and **identify available time-blocks** for above.

Lay out plan on a calendar, noting exactly what you will be doing and for how long.

Example:

- 8:00 – 8:45: *Flash-card review for chapters 1-3*

Save time in your calendar for **Self-Testing**.

4. Test Yourself

When you've completed your Study Plan, it's time to **test yourself again**.

Hide all materials and test your understanding on concepts you rated 1 and 2 the same way you did in Step 1.

- Can you do a problem from memory?
- Can you restate or rewrite what you learned?
- Can you teach these concepts to a friend?
- Can you answer questions you generated (not simple recall!)
- Still stuck on a particular concept? Keep practicing!

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Take Charge of Distractions

Internal Distractions

Thoughts

- about pressing responsibilities
- about pleasant things you'd rather do

Emotions

- related to life circumstances
- about the task itself

Managing Internal Distractions

Make a daily plan

- Carve out time for each task, and include fun!
- Discover the best time of day for you to tackle challenging assignments.
- Discover how long you can study effectively before needing a break.

While Studying

- Plan an activity to transition your mind for focus, like deep breathing or listening to music.
- Park competing thoughts on a post-it or notebook and save for later.
- Consider building movement into your study time. Try a treadmill desk at the Student Union or a standing desk. How about using a white board?

Get enough rest! Everyone is more distracted when tired.

External Distractions

Technology (phone, video games, laptop, MP3 player)

Objects or people in your environment

Noises or too much silence

Managing External Distractions

Pick a setting that is a good match for the academic task

- Can you *really* stay focused in your dorm room or house when studying?
- What's better: a group setting or working alone?
- What's better: the library or a cozy spot in a coffee shop?

Consider the noise level you need to work productively

- Do you need ear plugs or head phones to cancel out surrounding noise?
- Try background sound. Play white noise on your computer, like [rainymood](#) or [simplynoise](#). Run a fan or play quiet music.

Take charge of technology distractions

- Limit or bar yourself from unnecessary technology use during set times, and ask a friend to hold you accountable to this!
- Leave your smart phone, laptop, etc. either at home or with a friend while studying.
- Use internet-blocking sites or self-management tools. [Click here to learn more.](#)

For further reading
[Click Here!](#)

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Marking Text & Taking Notes while Reading



The Learning Center
at UNC-CH



Making Choices

There are many options for marking text and taking notes while reading. Choices you make will depend on your background with a subject, your learning style, your purpose, and your time.

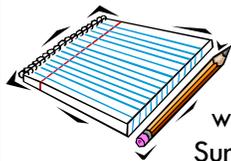
Traditional Methods

Mark Directly on the Text

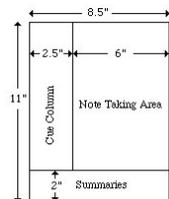
Underline, circle, or highlight key words and phrases. Annotate margins with symbols, abbreviations, or summaries.



Use a Separate Document or Medium



Write or type important points or passages. Generate bulleted lists. Create structured outlines with numerals and letters. Summarize sections in your own words.



Cornell Style:

Take notes on the right two-thirds of the page. List key words in the left column. Summarize the entire page in the space at the bottom.

Make Flashcards

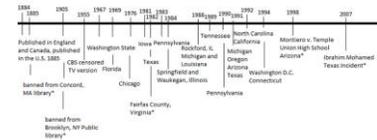
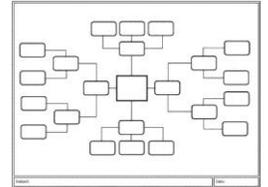
Transfer information to index cards or electronic flashcards for easy drilling.



Non-Traditional Methods

Create a Graphic Organizer

Organize information visually. Differentiate main ideas from support in an appropriate format: concept map, table, flow chart, hierarchy, timeline, or Venn diagram.



Dictate

Record important points or passages as audio files.



Generate Your Own Q&A

Formulate questions from headings and key words before you begin. Then seek answers as you read.



Tips

1. **Preview** the assignment before you begin.
2. **Finish** reading each section or page before marking on it and taking notes.
3. **Include** your own thoughts, opinions, and questions.
4. **Be selective.** Don't transcribe large sections of text. Use highlighters sparingly.
5. **Stop frequently.** Use the ends of sections as cues to summarize.
6. **Seek connections.** Look for contrast and overlap with other materials.
7. **Talk** with your professor about the role of the assignment.



For further reading
[Click Here!](#)

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Test Day Game Plan

1. Before Arriving at the Test

Give your brain a rest before you head to your test. Consider:

- Quick exercise to help with attention and overall cognition
- Yoga or meditation to calm yourself
- Listening to music, or anything else to help you relax.

Eat enough to give you necessary fuel, but not too much to make you sluggish. Read these tips on [exam day nutrition](#).

Give yourself plenty of time to arrive with time to spare so you can get mentally and physically settled.

3. While Taking the Test

Keep track of time so you can follow your plan of attack. Wear a watch and use it.

Read questions actively. Underline key words and eliminate any distractors. Restate the essence of the question in your own words.

Stuck on a question? Peruse the exam for possible hints found in other questions. Or simply move on to the next question you can answer.

Feeling anxious? Read our handout on [Tackling Test Anxiety](#).

Read our handouts for specific tips on [Multiple Choice](#) and [Essay Exams](#).

2. Before Starting to Answer Test Questions

A. Survey the test.

How many questions? What type of questions? How are the points distributed?

B. Make a plan of attack so you can earn as many points as possible in the given time. Decide the order in which you'll approach each question and how you'll allocate time. Write your plan on the test or on a scrap of paper.

★ **Idea: Complete test sections in order of their overall value so you will earn the most possible points if you run out of time to finish the test.**

Consider a 50 minute test consisting of:

15 Multiple Choice Questions – 30 overall points

5 Short Answer Questions – 10 overall points

1 Essay Question – 60 overall points

Given the distribution of points, allocate your time among the three sections in the following order:

Essay: 30 minutes (60% of your time because it's worth 60% of the points)

Multiple Choice: 15 Minutes (30% of your time, 30% of points)

Short Answers: 5 minutes (10 % of your time, 10% of points)

★ **Idea: Complete test in order of questions you know the best. Like above, this will earn you the most possible points in case you can't finish entire test.**

C. Any formulas or facts you've memorized? Before starting the exam, write the ones you are least confident about on a scrap of paper; this will free you to work on harder cognitive tasks during the test.

For further reading
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Understanding Diagrams and Graphs

Don't skip over diagrams and graphs when reading!

These visual aids provide summaries or can illustrate a complex process; understanding how to read them is a very efficient way to learn material.

When tackling diagrams or graphs, pay attention to:

Captions: What clues about the illustration can you gain from the general description?

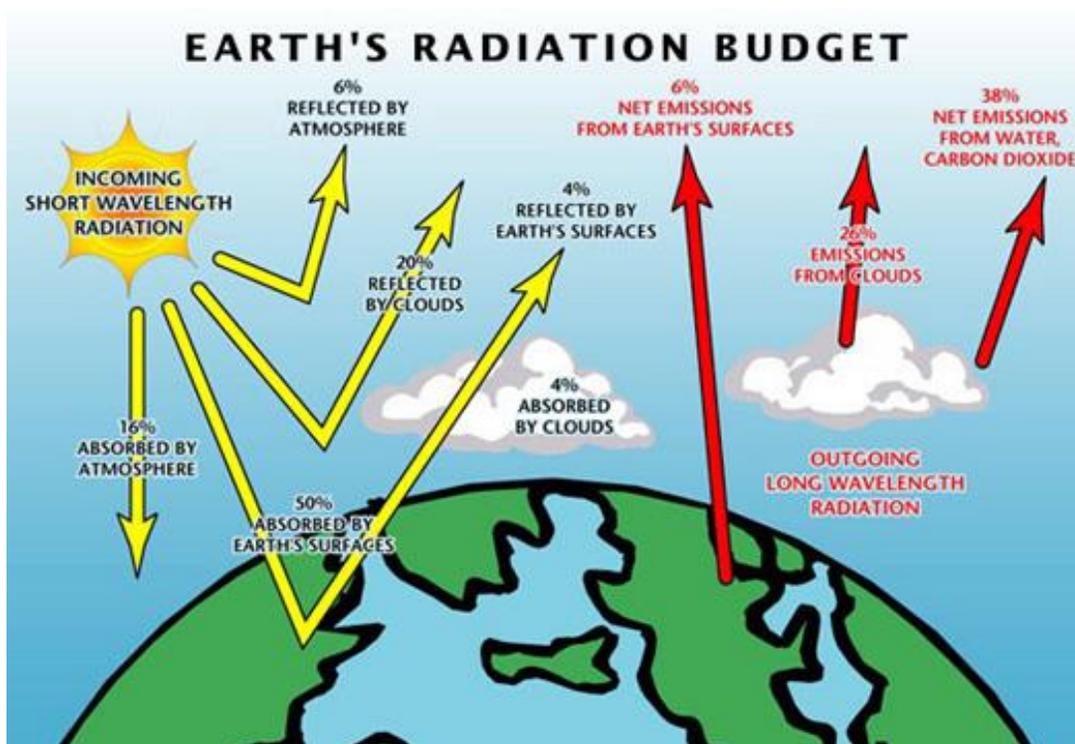
Labels: Can you define or describe the items labeled? If not, reread the text.

Directionality: Are there arrows, numbers or letters that orient the illustration?

The Big Picture: Do you notice any trends in data? Can you draw conclusions about relationships among items on a diagram?

Review the two examples provided. By answering the questions for each, you'll see how much information can be gleaned from diagrams and graphs.

1.



What information does this diagram provide? How do the arrows help illustrate the process depicted in the diagram? How do the colors of the arrows and the text help organize the facts?

Diagram taken from [Calypso Outreach](#)



2.



What information does this graph provide? Note the labels in the X and Y Axis, as well as the location of the “Profit Target” line. What does this graph tell you about the performance of the three products over the course of a year?

Graph taken from [JPowered's History of Bar Charts and Graphs](#)

Studying with Diagrams and Graphs:

Start assigned readings by first reviewing any visual aids provided. This will lay the foundation for understanding the meat of your reading.

Review them again right before class. This will help prepare you for lecture.

After you have completed a reading assignment, **create a visual representation that demonstrates your understanding.** This active learning strategy is an effective way to transfer your new learning to your long-term memory.

For further reading
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Weekly Action Plan



The Learning Center
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Setting weekly and daily goals helps you stay directed and focused. Use this worksheet at the start of each week to help you select SMART goals (see definition in the box below) as well as plan specific steps you'll take to meet each goal.

SMART GOAL: (S=specific, M=measurable, A=action-oriented, R=realistic, T=time sensitive)	PLAN TO REACH GOAL: Tools and structures needed	I AM _____% CONFIDENT that I can do this	How can I INCREASE MY CONFIDENCE?
EX: Review new Spanish vocabulary ten minutes daily.	Put vocab into flashcard app or quizlet and test myself for 10 minutes each night before bed.	75%	Make a check-list to keep track of each night I use flashcards. Reward self at end of the week if I stick to plan.
1.			
2.			
3.			
4			

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Will This Be on the Test?

Sometimes securing academic accommodations for ADHD means forsaking popularity with college professors.

Christine Brady

My school, like many colleges, has special accommodations for those with attention deficit disorder (ADD ADHD) and other learning differences.

A testing center is set up to provide extended time and other helpful arrangements. More often than not, I would rather take the test with the other students in my class. This, however, may lead to failure, loss of financial aid, probation, disenrollment, and, ultimately, spending my life under a bridge. So I force myself to schedule a time at the testing center to take my tests.

It is not easy to approach a teacher, in high school or college, to ask for accommodations in testing. I, personally, would rather ask them their preference in deodorant.

I often outline my "plan of approach" before actually, well, approaching. So many teachers are unaware of the real disability experienced by someone with ADHD, and just don't see the need for accommodations.

"You should take the test with everyone else," "I don't understand why you get an advantage over other students," "Why should I bend over backward for one student?" "I never had extended time when I was in school," or, my favorite, "I'm only doing this because I'm required to by law." I've heard it all and, clearly, I am not the most popular student in some of my classes.

Some teachers don't understand ADHD, and they don't want to learn about it. My dad says forgive them, for they know not that they know not. Once you have lived with someone who has ADHD, your view of it changes radically. I'm confident that many of my professors are simply one child or grandchild away from understanding -- and appreciating -- the extra burden carried by a student with ADHD.

Despite my carefully plotted approach plan, because I am afraid of some authority figures, I tend to forget what I've planned to say. The cogent arguments I have built into my presentation dwindle away after the first sentence. This, along with just plain forgetting to talk to the teacher at all, has been my downfall on more than one occasion.

Even when I have written a reminder to myself in my assignment book... I forget. The last five minutes of class cast a spell over me, and I focus solely on getting the you-know-what out of there. If I have not written a reminder on my hand, I return home, sit down, and think "D'oh!" Thankfully, e-mail has turned out to be my personal savior. If I have forgotten to approach a professor -- or am too chicken to have that conversation with an especially forbidding one -- I

simply go to the information superhighway and hit the Send button (no stammering, no preparation, no forgetting).

It is also a good idea to ally yourself with the counseling service, or whatever office your school provides to students qualified for accommodations. If I have trouble with a teacher, I know where to go for guidance... and maybe even for some advocacy with an indifferent teacher.