

Facilitators' Guidebook to Interventions Implemented in

California State University, Northridge's (CSUN) Developmental Mathematic Courses

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Facilitators' Guidebook to Interventions Implemented in

CSUN's Developmental Mathematic Courses

California State University Northridge

Introduction

Hi there! Thank you for taking time to read the Facilitator's Guidebook to Interventions Implemented in CSUN's Developmental Mathematic Courses. First, we'll review each presentation's goals and description. Following, we will discuss a step-by-step guide of how each intervention looks in the classroom. The three interventions are about: 1a) Remembering your Purpose; 1b) Learning from Failure and Success 2) Test Anxiety; and 3) Wind Beneath your Sail & Proud Learning Moment. Workshops are offered both in the Fall and Spring semesters. Most of the students in the Spring semester will have participated in at least one workshop. In the Spring semester, facilitators will want to reinforce important take home messages of ExCEL, as well offer something different, so they are not participating in the same workshop they experienced in the Fall semester.

In addition to the workshops, there will be *follow up* activities to further ensure the messages presented during the workshops remain potent throughout the semester. The "follow ups" will be reinforced by the SI instructors *after* workshop 1 and workshop 2, and *before* workshop 3.

Population in the Classroom (Spring Semester)

Before digging into our workshops, let's review the population. Students in the workshop will be enrolled in Math 093, or 097. Separate workshops will be done for 092 students in their SI class. You can gauge each workshop by simply asking who is taking what course, demonstrating by raising their hand. Be sure to *avoid* questions such as "who failed 093 last semester?" Since the students were asked to sign up for their own workshops, you will be getting a mixed bag of the following students:

- Enrolled in 092 – Per Dev Math, about 90% of students enrolled in 092 this semester did not pass the 092 course in Fall 2016. Thus, please dedicate some additional time in speaking about the failure-conversation in workshop #1.

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- Enrolled in 093 and 097 – most these sections are individuals who passed 092 and are now moving over to the next math course. However, considering that Math 093 and 097 had a passing rate of 54% and 65%, respectively, during the Fall 2016 semester, there will be some repeaters.

Goals and Descriptions

First Intervention

1a) Remembering Your Purpose – Fall Semester

1b) Learning from Failure and Success – Spring Semester

Goals. The goals of the ExCEL Presentation are to increase the sense of self-efficacy and to create a preferable view of passing developmental mathematics as an opportunity to learn from mistakes, and to acknowledge that CSUN, along with its professors and staff, wants every student to succeed. Students will identify and foster their purpose of being in college by creating a mindset surrounding hope to succeed. Students will create a sense of ability to complete task ahead. Also, students will create an opportunity to identify and present insight of challenges presented in the scholastic journey to allow students to think about a time in their life (i.e. future) where this task is behind them, and reflect on possible learned lessons and obstacles faced.

Description. To increase motivation, students were asked to identify sources of intrinsic motivation (e.g. desire to make their loved ones proud, completing goals set early on in education) and extrinsic motivation (e.g. earning college diploma, higher wages in career choice). Students will be encouraged to identify members of their family and friends that are rooting for them to finish college. Students will be encouraged to change their narratives by reframing their negative thoughts towards their mathematical abilities to positive thoughts that will create motivation to pass the course. Students will also complete an activity on FutureMe.org, writing a letter to their future selves.

Second Intervention: Test Anxiety

Goals. The goal is to increase insight on how students experience test anxiety, its cause and effects, and to facilitate a creation of effective coping skills for test anxiety.

Description. Students were asked to identify symptoms and effects from test anxiety. Presenters presented psycho-education on anxiety (e.g. Thoughts-feelings-behaviors, fight-or-flight responses, and knowing the difference between poor preparation and test anxiety), and discussed its effects on mathematical abilities.

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Students will also spend time identifying ways to decrease test anxiety (e.g. finding effective studying skills, deep breathing exercises, test-taking strategies). Students will be encouraged to share their past experiences with test anxiety and identify key differences between times they felt confident and times they felt anxious entering an examination. Lastly, facilitators and students will identify how to deal with test anxiety in the moment and how to prevent test anxiety in the future.

Third Intervention

3a) Wind Beneath your Sail & Proud Learning Moment – Fall Semester

3b) Proud Learning Moment – Fall Semester

Goals. The goal is to help students remember and re-discover their internal drive to succeed by instilling hope, and energizing students during a time where they feel worn out (i.e. close to end of semester) by reinforcing help seeking behaviors.

Description. Presenters will use a visualization exercise where students will be asked to visualize their experience of attending graduation. Students will also be asked to identify a Proud Learning Moment (PLM), a successfully accomplished task that began with self-doubts. Students will reflect on the doubts they may have experienced, their self-efficacy, sacrifices made, and joy in completing the challenging task. Students will be asked to share PLM with others and reflect on their experience. Students will participate in visualization exercise about graduation, to identify feelings of accomplishment, identify sources of support, and reflect on self-advice for academic motivation.

Step-by-Step Intervention Guidebook

Intervention 1A Fall Semester: Remembering your Purpose

Goals

1. Increase sense of Self-efficacy
2. Helping to view passing Developmental Math as an opportunity: to learn from mistakes, remember purpose of being in college, create a mindset of hope.
3. Let students know CSUN cares and wants them to succeed. You belong at CSUN.

Strategies

1. Introduce yourself

- Say your name, how you are involved at CSUN, and why you are involved with ExCEL.

2. Discussion: Why are we doing this?

- Since this is the first intervention of the semester, attempt to make a good connection with the students here.
- WE care about you. We want you to succeed. We know that passing this course has more to do with social-emotional factors more than your intelligence.

3. Discussion: Remember your purpose—graduating college

- Who is rooting for you?
- How do these individuals support you?
- Any other ways these individuals can support you?
- How would it be for you to ask them for additional support?
- How are you rooting for yourself?
- Can you identify extrinsic motivational factors?
- Can you identify intrinsic motivational factors?

4. Discussion: Key elements to passing this course to remember

- Don't listen to what people have said about your math abilities.
- Don't listen to what you have said about your math abilities - CHANGE YOUR NARRATIVE

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- Ask for help and ask early. It is OK not to know. Look forward to figuring it out with help.
- Put in the time and effort. Prioritize passing this class.
- Double-check your work.
- You have done this before. Remember your proud learning moments.

Helpful Tips

- **Connect with students**

- The first intervention allows for the opportunity to start a connection with the students.

Important factor of creating an environment that encourages growth include, but are not limited to, providing the environment to actively learn, the ability to make and embrace mistakes, and to address and discuss social-emotional factors.

- **Exercises used during activity**

- A great exercise to begin this intervention is to allow the students to remember their purpose and identify why they want to graduate college. You can accomplish this by asking students to take a minute to share with those around them 1) who is rooting for them to finish college, and 2) how are they rooting for themselves. Since this is the first intervention of the semester, asking the students to pair off to groups of 2-4 people will create an opportunity for them to familiarize themselves with their classmates, while addressing the challenge of limited participation in conversation.
- Another strategy to increase self-efficacy would be to identify key elements to passing the development mathematics course. Below are some strategies that will help.

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Intervention 1B Spring Semester: Learning from Failure and Success

Goals

1. Increase sense of Self-efficacy
2. Helping to view passing Developmental Math as an opportunity: to learn from mistakes, remember purpose of being in college, create a mindset of hope.
3. Let students know CSUN cares and wants them to succeed. You belong at CSUN.

Strategies

1. Introduce yourself

- Say your name, how you are involved at CSUN, and why you are involved with ExCEL.

2. Brief Discussion: Why are we doing this? (5 minutes)

- WE care about you. We want you to succeed. We know that passing this course has more to do with social-emotional factors more than your intelligence.

3. Discussion: Creating a Positive Mind Set About Using Failure as an Opportunity for Growth (20 minutes total)

- Presenters will show compilation of failure quotes. (There will be handouts)
- In groups of 3 or 4, students will spend time discussing one of the quotes about failure (you can assign which quote or have them choose). In their small groups, they can discuss: what is the meaning of the quote and how they will use the quote this semester in the math class or another class. Each group can report out what they discussed.
- Facilitators will create conversation that will speak of opportunity presented in students' current position, identifying strengths that will be applied, intrinsic/extrinsic motivation identified.



4. Activity: Futureme.org reflecting on previous attempt at course (20 minutes total)

• Facilitator's note

- i. FutureMe.org is a website where you can write a letter to yourself, and pick a future date in which they will e-mail you the letter. This creates an opportunity for students to 1) reflect on the challenges ahead, 2) note their strengths and challenges, and 3) improve their self-efficacy.
- ii. Per the website:
 1. Usually, it's the future that will reflect on the present. We decided to flip that around. So, send your future self some words of inspiration. Or maybe a swift kick in the pants. Or just share some thoughts on where you'll or what you'll be up to in a year, three years...more? And then we'll do some time travel magic and deliver the letter to you. Future you, that is. Getting a surprise from the past is actually kind of an amazing thing - just check out all the people on Twitter and Facebook that agree. FutureMe.org is based on the principle that memories are less accurate than e-mails. And we strive for accuracy.

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- Students who do not have computers can create first draft and present it on paper to instructor for credit.
- Students will complete activity on futureme.org, writing a letter to their future self. Students will describe what will work, and will not work, in terms of successfully passing the course.
- Purpose
 - i. To create a sense of ability to complete task ahead.
 - ii. To create an opportunity to students to identify and present insight of challenges presented in scholastic journey.
 - iii. To allow students to think about a time in their life (i.e. future) where this task is behind them, and reflect on possible learned lessons and obstacles faced.

Helpful Tips

- **Connect with students**
 - The first intervention allows for the opportunity to start a connection with the students. Important factor of creating an environment that encourages growth include, but are not limited to, providing the environment to actively learn, the ability to make and embrace mistakes, and to address and discuss social-emotional factors.
- **Exercises used during activity**
 - A great exercise to begin this intervention is to allow the students to remember their purpose and identify why they want to graduate college. You can accomplish this by asking students to take a minute to share with those around them 1) who is rooting for them to finish college, and 2) how are they rooting on themselves. Since this is the first intervention of the semester, asking the students to pair off to groups of 2-4 people will create an opportunity for them to familiarize themselves with their classmates, while addressing the challenge of limited participation in conversation.
 - Another strategy to increase self-efficacy would be to identify key elements to passing the development mathematics course. Below are some strategies that will help.

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Intervention 2 Fall and Spring Semester: Test Anxiety

Goals

1. Increase self-knowledge and insight of how students experience Test Anxiety and the some of the causes of their test anxiety.
2. Increase self-knowledge of how they experience being prepared for a test and the behaviors and mind-set that contributes to feeling prepared.
3. Provide strategies for dealing with ineffective test anxiety related to Developmental Math

Strategies

1. Introduce yourself

- Say your name, how you are involved at CSUN, and why you are involved with ExCEL.

2. Activity: Reflection Exercise

- Hand out sheet and give 5 minutes (See page 17) for students to read and review.
 - What are some of the differences b/t times you felt confident walking into an exam and times you felt anxious? What were the differences in your Thoughts/Feelings/Behaviors between the two?
- Discuss: Who wants to share?

3. Discussion: What is Test Anxiety?

- “A combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations.”
 - That’s a fancy way of saying: Test anxiety might take on various forms.

4. Discussion: Examples of what test anxiety might look like or feel like in the moment?

- Be sure to discuss:
 - Thoughts (“If I fail this, A B and C will happen”)
 - Feelings (panic, dread, nervousness)
 - Behaviors/Physical Symptoms (rushing through, sweaty palms, nausea)

5. Discussion: Fight or flight mode

- Test anxiety is a fear response.
 - It is your body and mind reacting to stress in a way that's not helpful. Helpful if a bear is chasing you, not helpful when you have a test!
- Poor preparation for a test is NOT the same as test anxiety.
 - Sometimes people who say they have test anxiety have a problem with test preparation or study skills, or maybe a hard time asking for help.
- Some anxiety is necessary in life
 - Use bell curve to show anxiety levels, highlighting how extremes can affect performance (i.e. no anxiety can lead to lack of action, while high anxiety can lead to increased stress and/or flight).

6. Discussion: How do you deal with Text Anxiety in the moment?

- Before the test, avoid classmates who cause anxiety
- Focus on answering the question, not on your grade
- Approach the exam with confidence: View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done
- Check in with your body. If you're anxious, stop and do some deep breathing. Less than 30 seconds can help.
- Do not rush to turn your exam in because you want to get the test "over with". This can lead to careless mistakes. If you have time check over your work for careless mistakes.
- Remind yourself that this is only one test, not your whole grade/career/etc. It's one measure of one chunk of knowledge on one day. Don't make it more than that.
- If you don't know the answer, skip the question and move on.
- Don't worry about people who are turning their tests in before you – you have no idea what their experience is. It might be blank.
- Start from the end and go backwards if that helps

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- Acknowledge your desire to hurry up or give up. Tell yourself that is your anxiety talking. Stick with it.
- Remind yourself to just breathe and do your best

7. Discussion: How do you prevent Test Anxiety?

- Preparation! - Is it anxiety or your study habits?
 - Avoid cramming
- Pace your studying
 - The night before should be for review, not learning
- Adequate sleep the night before
 - Sleep is when our memory consolidates information
 - Sleep affects concentration, memory retrieval
- Avoid caffeine that morning
 - Caffeine increases anxiety!

8. Discussion: Does anyone want to share what has worked for them in the past?

- Ask students to get into groups of 2-4 and discuss within themselves, then bring it back to the room for a class-wide discussion.

9. Questions?

- If this is something that continues to be a problem, it might be time to seek out some help from UCS – Bayramian Hall 520 – for an intake apt.

Helpful Tips

- Intervention can create anxiety
 - Remember that test anxiety itself, can create anxiety. Be kind to the students. Be sure to check up with questions such as: How is everyone doing right now? Be sure to highlight that just like talking about any other issue we have, the discussion itself can bring up emotions and feelings (e.g. hopelessness, anxiety, fear, frustration).
 - If you're on the edge, don't give up!

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Intervention 3A Fall Semester: Wind Beneath your Sail & Proud Learning Moment

Goals

1. Create and maintain inspiration and motivation by instilling hope to energize the students at a time where they are feeling worn out.

Strategies

1. Introduce yourself

- a. Say your name, how you are involved at CSUN, and why you are involved with EXCEL.

2. Activity: Proud Learning Moment (PLM)

- a. Recall a proud learning moment.
 - i. A proud learning moment is a task/assignment/ skill you had doubts you would be able to accomplish or successfully complete.
 - ii. On a sheet of paper write about your PLM.
 1. What kind of doubts did you have?
 2. How did you decide not to let those doubts stop you from “going for it?”
 3. Who and when did you ask for help?
 4. What did your effort look like?
 5. What examples of persistence are part of this proud learning moment story?
 6. How did your attitude (your internal messages) play into the proud learning moment?
 7. How can your proud learning moment, help you with feeling proud about learning math?
 8. After you write your story, share your story with your accountability partner.

Remember: embrace your story and own your story. It is yours forever.

- b. Discuss: Bring it back to the classroom, ask students to share and how they relate to shared stories.

3. Activity: Visualization Exercise

- a. Start class with visualization about graduation.

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- b. Ask students if they are comfortable with it, to close their eyes. Those students who are not comfortable with it, ask them to stare into a place with minimal distraction (e.g. ceiling, front board, floor)
 - c. Start painting a picture for the students
 - i. Specifically, helping students visualize their experience of attending graduation, walking across stage and having loved ones supporting them.
 - d. Discuss: What feelings came up for students (e.g. happiness, excitement, anxiousness, fear).
 - e. Discuss: Who was in the stands for you?
 - i. Explore why? What those persons mean to you?
- 4. Discussion: Proud Learning Moments are inspired by people in your life.**
- a. Tip: It might be helpful to use the persons in the stands in previous activity.
 - b. Discuss: “Who Inspires You” and/or “Who is the Wind Beneath Your Sail”
 - c. Discuss: Identify who are the people that inspire you and/or support you?
 - d. Discuss: What inspires you about the person? How are you supported?
 - e. Discuss: What inspirational or supportive messages will they say to you?
- 5. Discussion: Revisiting Your Goal /Purpose:**
- a. Remember your goal and purpose for college.
 - b. Write a one-sentence statement of one of your most motivating goals or dreams as a college student. Ask students to reflect on statement, and share what will be the first step in implementing their statement during finals week and future semesters.

Helpful Tips

- Remember where students are in the semester. They are weeks away from completing their semester, and being bombarded with finals, projects, and papers. Attempt to be empathetic to their increase anxiety, frustration, depression, and other related moods and thoughts. Remember to end your session by wishing them luck, and telling them that it is possible.

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Intervention 3B Spring Semester: Wind Beneath your Sail

Goals

1. Create and maintain inspiration and motivation by instilling hope to energize the students at a time where they are feeling worn out.

Strategies

1. Introduce yourself

- a. Say your name, how you are involved at CSUN, and why you are involved with ExCEL.

2. Activity: Visualization Exercise

- a. Start class with visualization about graduation.
- b. Ask students if they are comfortable with it, to close their eyes. Those students who are not comfortable with it, ask them to stare into a place with minimal distraction (e.g. ceiling, front board, floor)
- c. Start painting a picture for the students
 - i. Specifically, helping students visualize their experience of attending graduation, walking across stage and having loved ones supporting them.
- d. Discuss: What feelings came up for students (e.g. happiness, excitement, anxiousness, fear).
- e. Discuss: Who was in the stands for you?
 - i. Explore why? What those persons mean to you?

3. Activity: Commencement Speech

- a. Revisiting the graduation visualization activity, ask students to put themselves in a position of coming back to CSUN to give a commencement speech to a graduating class.
- b. Ask students to summarize their speech into a sentence, or saying, related to struggling towards a goal, motivation, or “dropping knowledge.”
- c. In a quick-fire fashion, go around room and ask students to read their sentence or saying.

BEFORE starting, make sure everyone in room pays attention to others’ share.

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- d. Discuss: Briefly share how it's sometimes difficult to create a sense of motivation for yourself, but is sometimes easy to create it for others. Use example of compliments we receive. Ask students to reflect and/or share their thoughts on the activity.

Helpful Tips

- Remember where students are in the semester. They are weeks away from completing their semester, and being bombarded with finals, projects, and papers. Attempt to be empathetic to their increased anxiety, frustration, depression, and other related moods and thoughts. Remember to end your session by wishing them luck, and telling them that it is possible.

Coping with Test Anxiety

There are many ways you can reduce test anxiety before your next exam. Making a study plan, getting enough rest, and finding healthy ways to cope with stress can all be helpful in reducing test anxiety. Using the list below, **identify at least two different** coping strategies to help manage any anxiety before your next exam.

- Before the test, avoid classmates who cause anxiety.
- Focus on answering the question, not on your grade.
- Approach the exam with confidence:** View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done.
- Check in with your body. If you're anxious, stop and do some deep breathing. Less than 30 seconds can help.
- Remind yourself that this is only one test, not your whole grade/career/etc. It's one measure of one particular chunk of knowledge on one day. Don't make it more than that.
- If you don't know the answer, skip the question and move on and come back to it later.
- Don't worry about people who are turning their tests in before you – you have no idea what their experience is. It might be blank.
- Start from the end and go backwards if that helps.
- Acknowledge your desire to hurry up or give up. Tell yourself that is your anxiety talking. Stick with it.
- Do not rush to turn your exam in because you want to get the test "over with". This can lead to careless mistakes. If you have time check over your work for careless mistakes.
- Remind yourself to just breathe and do your best.
- Avoid cramming and pace your studying. The night before should be for review, not learning.
- Ask for help early.
- Get adequate sleep the night before.
- Avoid extra caffeine that morning.
- Have a healthy meal or snack beforehand. Feed your brain-- hunger can inhibit focus.
- Other (specify): _____

Follow Up Activities Spring 2017

Supplemental Instructor Developmental Math

California State University Northridge

Post-intervention Workshop #1- Building a Support Team of Encouragement for Positive Growth Mind Set.

Background on workshop

- The workshop will be talking about creating opportunities from failed attempts of reaching a goal. Students will be asked to reflect on quotes surrounding failure, and how they can create a growth mind set to use failure as an opportunity for growth (e.g. not passing math 092, 093, 097). Students who did not pass the developmental math course last semester are encouraged to use that experience as the example for this exercise, but do not have to do so.

Description

- **“All Star Support Team”** – For the follow-up activity, students will be asked to identify sources of support. The activity will be called “All-Star Support Team.” Students will identify up to 5 individuals that can support them throughout the semester. Students will be asked how each person can support them (e.g. keeping a positive growth mind set, helping student with homework, participating in recreational outing activities, venting). Students will plan on reaching out to the individual and asking them for support. Reaching out for support can be awkward, so this activity can help put words to their needs, and figure out a way for the students to reach out to their support system during the beginning of the semester.

SI Facilitation

- Start the activity by quickly reflecting on last week’s workshop, which included thinking about failure. Then, ask students what a person needs to achieve any goal they set. Pay attention and listen for any answer that talks about support. If no one says support, go ahead and start off the conversation sharing how academic support can be essential in creating *and maintaining* academic motivation.
- Then, you can continue the workshop by asking students to identify people they can count on for academic motivation. Go ahead and go around the room and ask 2-3 students to share one person and

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why they chose their person. Afterwards, ask students to reflect on an “all-star team” containing 5 individuals.

- For the activity, on a piece of paper, ask students to write down the 5 individuals, identify who they are, why they chose them, and how they support the students. Ask students once more if anyone would like to share their activity (2-3 shares max).
- To conclude the activity, ask the students to write down one way they can contact at least one (encourage all 5) of their all-star team members, and how they can share their needs for the semester (keep in mind, this can feel awkward to plan, so just meet the students where they are and reflect away!).

Post-intervention to Workshop #2: Practicing Reducing Text Anxiety

Background on workshop

- The workshop will be a conversation on test anxiety, concentrating on symptoms and ways to cope.

Description

- **“Try a Skill”** – During the workshop, students were given a list of coping strategies to help manage any anxiety before their next test. For the follow-up activity, after the students identify 2 coping strategies they can do *during the test*, they will discuss how they are going to bring this to life. Encourage students to provide an explanation of why they picked the coping strategy, and how they think it will help them address test anxiety during their next test.

SI Facilitation

- To begin the activity, pass out the list of coping strategies in regards to test anxiety (see below). This document should have been passed out in the intervention, but will be attached to this document just in case. Identify that doing *all* the coping skills can create additional anxiety, so we will only be concentrating our efforts on two coping strategies. Ask students to identify two strategies they can commit to decrease anxiety during the test.
- Ask students to form groups per the #1 strategy they picked. If there are groups with only 1 student, encourage those students to join the group of their 2nd strategy. Once the groups are formed, have the students discuss what the first step of using this strategy will be.
 - For example, if they chose the strategy of checking in with their bodies and deep breathing, the first step would be to practice this before the exam to get familiar with challenges that are presented.
 - Another example, if students chose to avoid cramming, the first step could be to plan and dedicate themselves to study times throughout the semester.
- Encourage students to form accountability partners without the groups of 2 or 3, and encourage students to follow up the following week regarding students’ first steps.

Coping with Test Anxiety

There are many ways you can reduce test anxiety before your next test. Making a study plan, getting enough rest, and finding healthy ways to cope with stress can all be helpful in reducing test anxiety. Using the list below,

identify at least two different coping strategies to help manage any anxiety before your next test.

- Before the test, avoid classmates who cause anxiety.
- Focus on answering the question, not on your grade.
- Approach the test with confidence:** View the test as an opportunity to show how much you've studied and to receive a reward for the studying you've done.
- Check in with your body. If you're anxious, stop and do some deep breathing. Less than 30 seconds can help.
- Remind yourself that this is only one test, not your whole grade/career/etc. It's one measure of one chunk of knowledge on one day. Don't make it more than that.
- If you don't know the answer, skip the question and move on and come back to it later.
- Don't worry about people who are turning their tests in before you – you have no idea what their experience is. It might be blank.
- Start from the end and go backwards if that helps.
- Acknowledge your desire to hurry up or give up. Tell yourself that is your anxiety talking. Stick with it.
- Do not rush to turn your test in because you want to get the test "over with". This can lead to careless mistakes. If you have time check over your work for careless mistakes.
- Remind yourself to just breathe and do your best.
- Avoid cramming and pace your studying. The night before should be for review, not learning.
- Ask for help early.
- Get adequate sleep the night before.
- Avoid extra caffeine that morning.
- Have a healthy meal or snack beforehand. Feed your brain-- hunger can inhibit focus.
- Other (specify): _____

Pre-intervention to Workshop #3—Wind Beneath Your Sail – Getting Ready to Succeed

Background on workshop

- The workshop will be a visualization exercise, asking students to visualize their commencement, reflecting on people who have supported them, what obstacles they overcame, and the feeling of accomplishment. Students will also be asked to prepare a one-line commencement speech as words of encouragement.

Description

- **“Reflect on a Success”** – For the *pre-workshop* activity, students will be asked to reflect on successful challenges that have been presented in the school-year thus far. Identifying successful challenges will increase the sense accomplishment during the upcoming visualization exercise. During the activity, facilitators will ask their students to reflect on accomplishments they imagine they have overcome, and to concentrate on the feeling of accomplishment. Workshop #3 will have a small part which asks students to reflect on an accomplishment. In order to smooth that transition, students will be asked to reflect on the success they thought about during this pre-workshop activity.

SI Facilitation

- Remember that this workshop will be happening *before* the intervention. Explain that reflecting on a success now will enhance their experience during the following week’s workshop.
- Begin the activity by checking in with students in regard to being near the end of the semester. Reflect feelings of being relieved, stressed, anxious, depressed, lost, fear, confused, etc. Ask students how many of them can see the finish line, and encourage them to stay up and about for the following 2-3 weeks!
- For the activity, ask students to reflect on one success through the semester, provide examples of a group project, big homework, midterms, finding time to self-care, relationships, etc.
- Remember, this pre-workshop activity is not meant to be heavy on the mind since students have not participated in the workshop quite yet. Once the students identify one (or more) of their success, ask them to hold on to the feeling, and try to remember how it feels to reflect on the memory.
- Encourage client to continue reflecting on their successes of the semester, and to remember that the finish line is just around the corner!