

**Table 3. Tips for students.**

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1. Study at a regular time and place. Identify a location for study.
2. Plan study sessions with a group of successful students.
3. Study as soon after the class as possible. Make study checklists for each class.
4. Use odd hours during the day to study (one hour intervals are excellent).
5. Limit blocks of time for studying to no more than 30-45 minutes on one course. Take a 3-5 minute break before moving to another subject.
6. Eat complex carbohydrates or protein on breaks, not high sugar foods (e.g., candy, cola).
7. Keep organized notes from class. Match and file assignments with each chapter.
8. Review your notes daily and weekly.
9. Do not re-write notes. Use a highlighter for identifying important points. Review highlighted material for tests.
10. Write key words/phrases in margins; use these for last minute review.
11. Study the most difficult or boring subjects first.
12. Identify when you learn the best (morning or evening).
13. Block this time for intensive study.
14. Sit in the front of the class.
15. If the teacher talks fast, learn to work with another student to share notes.
16. If the teacher is organized, take notes in outline form or use information from the board or overheads.
17. If the teacher is disorganized, take notes by leaving space between notes to fill in later.
18. If the class is mostly discussion, take bulleted notes and write key ideas or statements below the bullets.
19. If the class has a lab with it, make sure you have a lab notebook for recording all materials (e.g., drawings).
20. Try to incorporate all learning styles: auditory, visual and kinesthetic. Hear the lecture (auditory), write the notes (kinesthetic) and review the notes/materials by reading (visual) and sharing with a study group (auditory).
21. Study by self-testing with note cards; divide pages length-wise (e.g., left side for questions and right side for answers); use a cover sheet to cover answers when studying from the book or notes.
22. Learn relaxation and visualization skills (see Table 5).
23. Know how to develop short and long term goals (see Chapter 80).
24. Vocabulary is important on all standardized tests; read recreationally as well as academically.

Note. Adapted from Athletic Counseling Center materials, University of Wyoming.

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**Table 1. Suggestions for parents/guardians to help students reduce test anxiety  
(adapted from Squires & Jacobs, 2001).**

1. Keep reactions and personal feelings about the test to a minimum (whether positive or negative).
2. Focus on the range of scores rather than specific scores.
3. Reframe negative reactions (e.g., I'm a failure) to one of hope (e.g., We can work together to do better).
4. Check-ins can include discussion of feelings about the upcoming test.
5. Understand fears associated with testing. Allow time for discussion of "what-ifs."
6. Instill acceptance of the student BEFORE the test; regardless of the results, the student is NOT the test.
7. Keep YOUR fears to yourself.
8. Avoid negative words (e.g., scared) when talking about the test.
9. Understand the test, ask questions about it, and become familiar with it.
10. Ask the student to create a practice test or together create a mini-version of the test.
11. Carefully regulate the addition of extra homework. It can be interpreted as overkill.
12. Know when to ask for professional outside help (e.g., Is this student exhibiting trait anxiety? Is this a phobia?).
13. Teach positive coping strategies (see Chapter 80, "Helping Students Acquire Time Management Skills").
14. Help identify assets (e.g., learning style).

**Table 2. Suggestions for teachers to help students reduce test anxiety  
(adapted from Slavin, 2000).**

1. Create a classroom environment that is welcoming, encouraging and accepts repeated trials to attain success.
2. Engage students in planning how and what will be learned. This team approach can help reduce subject matter anxiety.
3. Make sure subject matter matches test content.
4. Give practice tests containing similar content and format as the standardized or final test.
5. In testing situations:
  - a. Give clear and simple instructions.
  - b. Break down directions and/or the test into segments.
  - c. Avoid time constraints (or if timed tests are necessary, conduct dress rehearsals with time factors).
  - d. Teach students to check their work.
  - e. Begin each test with the least difficult and work up to most difficult.
  - f. Provide an easy to follow format for selecting answers.