



**Jessica Kingsley**  
Publishers

These supplementary materials are intended *strictly* for your personal use in connection with the publication they support. They may not be reproduced for any other purposes (including sharing with colleagues or friends, in publications, or sharing on social media) without the permission of the publisher.

## FINDING JOY IN STUDYING



### STUDY SKILLS

**I find this difficult**    **I am okay with this**    **I generally do this well**

<b>In class</b>	I attend classes (seminars/lectures/practical sessions etc.) regularly		
	I am able to understand the information presented in class		
	I take effective notes in class		
	I stay on task and focus in class		
	I ask when there's something I don't understand		
	I contribute in class		
	I carry out practical tasks accurately and competently		

<b>Organization</b>	I know what assignments, exams and deadlines are approaching		
	I organize my notes and resources effectively		
	I hand in assignments on time		
	I manage my time well, not leaving tasks until the last minute		
	I prioritize the most important tasks		

**Continued on next page.**



UNDERSTAND YOURSELF – AND YOUR NEURODIVERGENCE

**STUDY SKILLS**

I find this difficult

I am okay with this

I generally do this well

<b>Research</b>	I know where, and how, to find relevant research and resources			
	I make notes effectively when researching a topic			
	I take effective notes in class			
	I focus and concentrate when working independently			
	I work with others effectively			

<b>Completing assignments</b>	I understand the meaning of assignment language (e.g. explain, describe, evaluate, analyse...)			
	I plan and structure my assignments well			
	I keep my answers relevant			
	I have effective oral presentation skills			
	I write in a suitable academic style			
	I present arguments in my own words			
	My sentences are clear and coherent			

Continued on next page.



## FINDING JOY IN STUDYING

	<b>STUDY SKILLS</b>	<b>I find this difficult</b>	<b>I am okay with this</b>	<b>I generally do this well</b>
<b>Assignments, cont.</b>	I have a clear argument linking paragraphs together effectively			
	I proofread my work for correct spelling, punctuation and grammar			
	I reference sources accurately			
<b>Support</b>	I respond well to constructive criticism from tutors/peers			
	I use the feedback from tutors to improve my assignments			
	I know where to seek support if I am finding an aspect of studying difficult			
<b>Exams and revision</b>	I prioritize which topics I need to revise and focus on			
	I use revision strategies to prepare			
	I manage exam stress effectively			
	I manage my time well during exams			

From this exercise, you'll have gained an insight into your study skills profile. Knowing what you already do well and identifying what you find difficult can be really useful. You'll now know which chapters of this book to focus on and how to utilize any support you're entitled to most effectively.

# FINDING JOY IN STUDYING



## MY ACTIONS

Action table:


FINDING JOY IN STUDYING



TIME	MON	TUE	WED
6am - 8am			
8am - 10am			
10am - 12pm			
12pm - 2pm			
2pm - 4pm			
4pm - 6pm			
6pm - 8pm			
8pm - 10pm			
10pm - 6am A small icon of a night sky with a crescent moon and several stars.			

TIME MANAGEMENT, FOCUS AND ORGANIZATION

THU

FRI

SAT

SUN

## TIME MANAGEMENT, FOCUS AND ORGANIZATION



Task separation table:

My bigger task is:		
Smaller steps to complete this	Resources or equipment I'll need	Date to do this
1.		
2.		
3.		
4.		
5.		
6.		
7.		

## FINDING JOY IN STUDYING



Verdict table part 1:

**What I will try first is:**

(Once you've tried this strategy, reflect below)

**What worked for me was:**

- 
- 
- 
- 
- 

**What didn't work well was:**

- 
- 
- 
- 
- 

### VERDICT

These methods/structures worked really well for me! I'll try these again.

There were some positives. Next time I'll utilize what worked well and adjust what didn't.

These methods/structures probably aren't right for me at this point in time.

# FINDING JOY IN STUDYING



Strong beliefs table:

Topic:	
Beliefs/opinions I hold:	Where these originate:

# FINDING JOY IN STUDYING



## Essay Template #1

**Introduction:**

Empty box for writing the introduction.

**Paragraph 1:**

Empty box for writing the first paragraph.

**Paragraph 2:**

Empty box for writing the second paragraph.

**Paragraph 3:**

Empty box for writing the third paragraph.

**Paragraph 4:**

Empty box for writing the fourth paragraph.

**Conclusion:**

Empty box for writing the conclusion.

## WRITTEN ASSIGNMENTS



An essay in which you have to present a balanced argument

### Essay Template

**Introduction:**

**Background to the topic:**

**Arguments FOR:**

**Arguments AGAINST:**

**Conclusion:**

## FINDING JOY IN STUDYING



An essay in which you have to compare two topics or issues

### Essay Template #3

**Introduction:**

**Similarities:**

**Differences:**

**Conclusion:**

## WRITTEN ASSIGNMENTS



A research report

Essay Template #4

Abstract:

Introduction:

Lit. review/previous research:

Methodology:

Results/findings:

Discussion:

Conclusion:

References:

## FINDING JOY IN STUDYING



A business report

Essay Template #5

Executive summary:

Table of contents:

Introduction:

Methodology:

Findings:

Discussion:

Conclusion:

Appendices:

## WRITTEN ASSIGNMENTS



### Proofreading checklist. Have you checked...

Spelling, including typos and incorrect choices made by predictive text?

Punctuation such as full stops, commas, capital letters and apostrophes?

Word choices? Does your essay use formal, academic vocabulary? Have you avoided slang words?

Each sentence is clear and makes sense?

You've included a clear introduction and a logical conclusion?

You've split your work up into clear paragraphs or sections that are all in a logical order?

You've signposted your reader through your essay with headlines, useful phrases or linking sentences appropriately?

The points you made are backed up with evidence?

You've referenced research and quotes accurately in the text, and in the reference list?

You've avoided repeating the same ideas or points?

You've answered the question, and that each point you make is relevant?

You're within the word limit?

You've read the assignment brief to ensure you've included everything necessary?

You've looked at any specific guidance your college or university has provided in terms of how to present assignments?

## PRESENTATION SKILLS

If you experience social anxiety which negatively impacts your life, speak to a counsellor or therapist for specialist support.

### **Presentations – Bringing it all together**

That was a lot of information to remember. Here is a checklist for you to use whenever you have a presentation to help you remember all the things you have learnt and put your skills to use!



#### **Presentation checklist. Have you:**

- Found out all the necessary details about the location, timing, and format of the presentation?
- Read the assessment criteria so you are sure about what to include?
- Made a plan – in whatever way works for you – about what to include, and in which order?
- Done any relevant research so you have the necessary information or facts you want to include?
- Made a visual support, such as a slideshow, if required?
- Created cue cards or notes to help you remember what to say for each section?
- Rehearsed your presentation?
- Focused on the positives? Presentations can be scary. Well done for giving it a go. Note what you've done well, or improved at.

## FINDING JOY IN STUDYING



If you discover your own recurring negative beliefs, how do they affect you?  
Have a go at filling in your own negative beliefs cycle:

### LIMITING BELIEFS PART A

