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THE USAF ACADEMY HOW-TO-STUDY PROGRAM:
A HANDBOOK FOR VOLUNTEER COUNSELORS,
2ND EDITION

MARK NATAUPSKY, MAJOR, USAF

MRS. NITA HUELF

JOHN M. BERMUDEZ, MAJOR, USAF

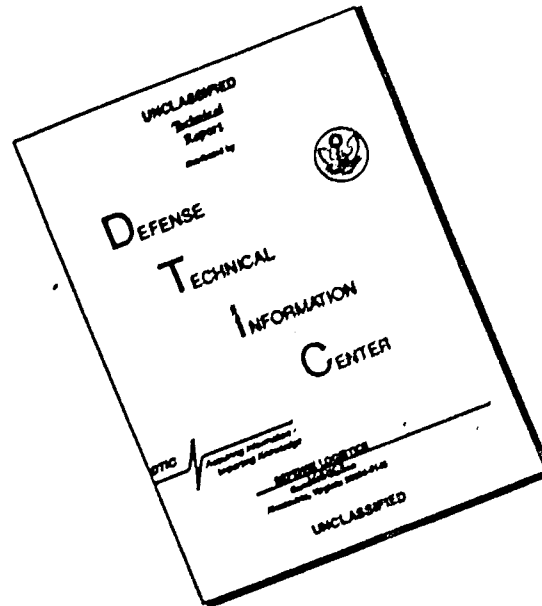
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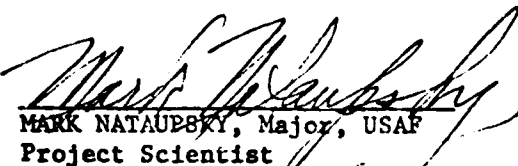
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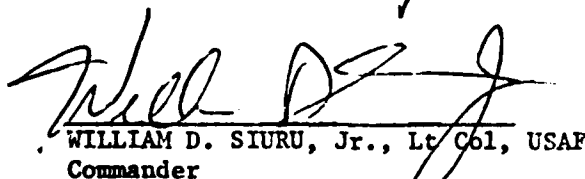
Inquiries concerning the technical content of this document should be addressed to the Department of Behavioral Sciences and Leadership (Major Mark Nataupsky, DFBL, USAF Academy, Colorado 80840. Phone (303) 472-4174).

This report has been reviewed by the Commander and is releasable to the National Technical Information Service (NTIS). At NTIS it will be available to the general public, including foreign nations.

This technical report has been reviewed and is approved for publication.


MARK NATAUPSKY, Major, USAF
Project Scientist


KENNETH E. SIEGENTHALER, Lt Col, USAF
Director
Directorate of Chemical Sciences


WILLIAM D. SIURU, Jr., Lt Col, USAF
Commander


JOCK C. H. SCHWANK, Lt Col, USAF
Deputy Head
Department of Behavioral Sciences &
Leadership

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PREFACE

The contents are adapted in part from Literature Review, Treatment Manuals, and Bibliography for Study Skills Counseling and Behavioral Self-Control Approaches to Improving Study Behavior by Alan M. Groveman, C. Steven Richards, and Richard B. Caple of the University of Missouri, Columbia, Missouri.

The editors would like to thank Dr. Jon M. Hasbrouck, Chief, Speech/Language Rehabilitation Section, Fitzsimons Army Medical Center. He provided the section titled Impact of Auditory Perceptions on Learning Disabilities.

The editors are also indebted to Mrs. Gail Garrett and Mrs. Gladys Dilorenzo for her advice, suggestions, and timely administrative support in the editing of this Handbook.

July 1980

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INTRODUCTION

This Handbook has as its basic three premises about the study behavior of cadets:

1. Planning and scheduling efficient study behavior involves analytical or procedural skills and techniques which are not a part of the behavioral repertoire of some students. The counselor can lead the cadet to adopt useful time and work management habits, skills and techniques.
2. A sufficient number of these skills and techniques can be identified and taught to less experienced cadets by the counselor. Using appropriate techniques, the counselor can help the cadet to change ineffective study habits.
3. The ultimate objective of the counselor/cadet relationship is to help the cadet increase in self-awareness and self-reliance. The counselor must try to avoid overly dependent relationships which could deprive more needy students of counselor help.

Successful study improvement programs have at least three characteristics:

1. The programs require at least 10 contact hours distributed over eight or more continuous weeks.
2. Program treatments include prescriptive techniques that involve self-monitoring techniques as well as study skills instruction and advice. These treatments are provided by a counselor who cares but does not overly emphasize friendship and companionship.

3. Ideally, both students and counselors are volunteers.

Simply joining the program will not increase the student's grades. The cadet must be committed to try new techniques, and the counselor must be committed to help the cadet overcome his or her ineffective study behaviors.

IMPACT OF AUDITORY PERCEPTION ON LEARNING DISABILITIES

The clinicians of the Speech Pathology Section, of Fitzsimons Army Medical Center, evaluate many children and adults with learning disabilities. Frequently, the evaluations indicate that the learning disability is due to an underlying auditory perception disorder. If that is the case, appropriate treatment procedures are undertaken and, in most cases, the learning disability is eliminated or markedly reduced.

It is possible that many USAFA cadets, who are having difficulty academically, may be suffering from some type of auditory perception disorder. Experience has shown that proper diagnosis and treatment of auditory perception problems in USAFA cadets will result both in improved academic performance for those cadets experiencing academic failure and in a greater number of cadets being retained by the Academy.

Auditory perception involves comprehension of the meaning of auditory stimuli. This is in contrast to auditory reception, which deals with whether or not the person can hear. In the case of auditory perception, we are usually dealing with a person who hears normally, but has some defect in the functioning of the auditory neurological system beyond the ear. Auditory perception consists of essentially eight components, which are:

1. Auditory attention -- recognizing and responding to the presence or absence of sound. Problems may be indicated by instructor observations that a cadet had difficulty "staying with" the flow of lecture material or difficulty attending to information or directions presented in face to face interactions. Cadet reports of frequent "daydreaming" or difficulty following lectures in different classes may be indication of problems with auditory attention.
2. Sound localization -- determining the direction or source of sound. The greatest problem with sound localization tends to be

confusion resulting from inability to find a sound source. In a lecture class, confusion may occur as a cadet seeks to find another cadet asking a question. In the confusion of his search for the source of the question, the first cadet may miss the question and the answer and end up asking the same question later. This type of problem will be magnified in field, athletic, and/or training exercises where multiple or changing sound sources are present. The confusion generated by the search for the sound source may create problems for integration and comprehension of auditory messages.

3. Auditory discrimination -- detecting differences among sounds and recognizing the different speech sounds. Problems may be indicated in a number of ways. Cadets may appear to hear a message and comprehend it, but, in fact, they have confused words that sound alike with each other and have completely misunderstood the message. Examples of such confusions might be "wear" for "tear," "he" for "she," "go" for "show," etc. Problems often occur in learning a foreign language. The cadet may not be able to learn the appropriate sounds that go with the letters of the sound/symbol system of the language. Problems become apparent when a cadet reads aloud and mispronounces words. Often, a sentence or short paragraph is presented verbally and a cadet is asked to repeat it verbatim. Problems become apparent when the cadet repeats the sentence(s), but substitutes words that sound like words in the sentence, but change the sentence meaning. Any form of reading disability may reflect a problem in auditory discrimination.
4. Auditory memory -- storing auditory experiences which allows for comparison of past and present auditory stimuli. Memory deficits can occur in either or both short term memory and long term memory functions. Cadets may demonstrate difficulty in remembering strings of numbers, difficulty in following directions for fine motor tasks, difficulty in following directions for gross motor tasks, and/or difficulty in hearing information and picking out and retaining the relevant ideas.
5. Auditory figure-ground -- selecting relevant auditory stimuli from irrelevant background sounds and noise. Problems are evident when a cadet describes or is observed to have difficulty understanding messages in background noise. For cadets with a figure-ground problem, such simple things as sitting near a hallway or window, hearing a pencil drop, hearing paper rustle, or hearing someone else talking or whispering is enough to impair their ability to comprehend the primary message. Cadets with this problem will study with their hands over their ears or will describe having difficulty studying when radios are on or friends are talking.

6. Auditory closure -- filling in missing elements when an incomplete auditory stimulus is received, such as a sound missing in a word or a word missing in a sentence. This is a difficult area to diagnose without specific testing. Problems may be apparent when a noise or a visual distraction occurs during a lecture and the instructor happens to ask a cadet what was just said. If the cadet can't fill in what he missed during the distraction, he may have auditory closure problems.
7. Sequencing -- putting a series of sounds into correct order both spatially and temporally. Problems in spatial sequencing may be most apparent in cadets' spelling. They may reverse letters and sound groups because they don't have the ability to sequence properly what they have heard. This may be most apparent in writing in English and in a newly learned foreign language. Any reading disability may reflect problems of auditory sequencing. Problems in temporal sequencing appear as difficulty with inflection and intonation patterns in speaking English and/or a foreign language.
8. Synthesizing -- blending sounds together to form a word and/or breaking a word down into separate sound elements. Problems in this area may be apparent when a cadet has difficulty sounding out words. In other words, he exhibits difficulty in breaking a word down into its component sounds either to say it or to spell it. Again, any reading disability may reflect problems in synthesizing.

As already indicated, test batteries are available which allow clinicians to assess the components of auditory perception in depth. Once a problem area has been diagnosed, treatment procedures are available to either eliminate problems in component areas or to teach more effective compensatory skills.

Hopefully, with the information you have been provided, you will be able to identify cadets at risk for auditory perceptual problems. They should be referred to the How to Study office for further evaluation and treatment/referral.

VISUAL LEARNING DISABILITIES

In addition to the auditory perception problems, cadets might have visual perception problems. We want to provide our study counselors with some very basic information to help them recognize cadets whose academic problems may be caused by some sort of visual learning disability.

There are three major parts in the visual processing system; the eye muscles, the eye, and the brain which acts as a visual processor. Distinctions must be made between a) eye defects which involve seeing, b) eye defects which involve reading efficiency, and c) visual processing problems which involve reading deficits. Here then are some signs of reading deficit which could mean a visual learning disability exists.

Very slow reading - usually, learning disabled students take more time to focus upon a visual object. There is a greater amount of effort involved in discriminating words which help to cue the student to remember and understand the material. Learning disabled students will complain of being very slow readers. They will also complain of having great difficulty in comprehending.

Learning disabled students are not able to attend to visual objects as well as the non-disabled students. They process visual information more slowly. They also make more errors in carrying out a task after they have carefully read the instructions. They may seem to act more impulsively in carrying out a task after they have read the instructions.

Learning disabled students spell and write poorly. They will reverse letters and numbers (e.g., "J" for "L", "P" for "9"). They also may reverse whole words (e.g., was-saw).

Cadets who exhibit any of these characteristics, or any those characteristics described in the previous section, should be referred immediately to the How-to-Study office. They will receive further evaluation to determine whether or not their academic difficulties might be related to some form of a learning disability. Many cadets who have a learning disability can be helped by various remedial programs. Adequate help will greatly facilitate their academic progress.

GENERAL COUNSELING TIPS

Effective counseling consists of a structured, but accepting relationship that enables the cadet to gain a better self-understanding and an understanding of his/her academic problems. This insight then enables the cadet to take positive steps to change ineffective behaviors.

TRAITS OF A GOOD COUNSELOR

Sincerity

The successful counselor must be sincerely interested in the cadet and his or her problems. The counselor cannot play a role just for the sake of the counseling situation. It is necessary to develop attitudes that will enable a sincere relationship with the cadet. Be sure that you do not make any promises which you will not keep.

Acceptance

All of us have a rather strong tendency to judge one another. This is especially true of older persons when dealing with younger ones and of teachers when dealing with students. Counselors must withhold judgment and accept the cadet for what he or she is, not for what we would like for the cadet to be. The counselor should accept the cadet's attitudes and values as having meaning whether or not this meaning is understood. Acceptance does not mean that the counselor approves of the cadet's attitudes and values, but, rather, that they are recognized as important to the individual. Try to avoid being overly influenced by one aspect of the person or his/her problem, and thereby "coloring" the rest of the information.

Be a good listener

All counseling sessions are for the benefit of the cadet. The objectives of counseling can be achieved only if the cadet is encouraged to talk and the counselor listens to what the cadet says. The

counselor must listen not only attentively to what is being said, but must learn to listen perceptively for what the cadet really means. The counselor must listen from the viewpoint of the cadet. The counselor should ask the question: "How does the cadet view what he or she is saying?"

Honor confidences

Many times in a counseling situation a cadet will disclose confidential information. Respect this confidence; don't be a gossip.

Use of referral services

Sometimes you may feel there are things with which the cadet cannot or will not cope. On these occasions, the best way you can help the cadet is to make a referral to the HTS office. Check with the student or the HTS office to be sure the cadet followed through with the referral. People in the HTS office have available many specific study aids. They also have the ability to provide more intense help or diagnosis of particular problems. Counselors are encouraged to make greater use of these services.

Test anxiety problems are one area in particular which can benefit from the use of referral services. Counselors should look for indications that the cadet does poorly on examinations even though there has been adequate preparation. Candid self-reports by the cadet in the course of conversation should give a clear indication of the extent of the problem. Cadets who exhibit symptoms of "test anxiety" should be referred to the HTS office for further evaluation.

SOME COMMON CAUSES OF COUNSELING FAILURES

1. Failure to listen.
2. Failure to observe the nonverbal communications of the cadet, such as actions, gestures, and tone of voice.

3. Failure to use nonverbal communication tools effectively.
4. Failure to allow for differentials in education, culture, and age.
5. Failure to keep technical or professional words out of the conversation.
6. Failure to give enough time for the cadet to speak his or her piece.
7. Failure to clarify the questions that you ask or try to answer.
8. Failure to think before you speak.
9. Failure to recognize the therapeutic value of conversations by the cadet.
10. Failure to allow the cadet to do most of the talking.

THE INTERVIEW

Rapport

The first thing that should be done in the interview is to establish rapport. This is an active form of communication between two persons based on the attitude of acceptance. If this attitude of acceptance is not present, rapport will never be established no matter how long you discuss significant topics nor how comfortable the cadet may become.

Establish purpose

Before the cadet comes in, think about what you desire to achieve during this interview. Determine the purpose or objective of the interview. You may want to use the "Counselor's Study Habit and Skill Assessment Record" as a guide. You may want to give the cadet a copy of the "Study Skills Interview Outline". Additional copies of both sheets can be obtained from the How-to-Study Office. The following questions might help you to evaluate the cadet's problems further:

- 1) Why did you enroll in the program?
- 2) What study techniques have previously been unsuccessful?
- 3) What do you expect out of the program?

Check the student's background

Find out all you can about the cadet, e.g., schools attended, test grades, family background, and any other information. This information will assist you to better understand what the cadet says during the interview.

Facilities

Consider your facilities for the interview. Ideally, they should be private, quiet, comfortable, and free from distractions and interruptions. If you must hold your interviews under less than these ideal conditions, make sure that you are using them to the best advantage.

COUNSELOR'S STUDY HABIT & SKILL ASSESSMENT RECORD

Date _____

I. NAME _____ Sqdn _____ # _____

GPA - 1st Sem (Prog) (Final) 2nd Sem (Prog) (Final) Cum GPA _____

Referral Source (Self) (SFO) (AOC) (Class Comm) (DFSCS) (Advisor) _____

CURRENT CLASSES: _____

II. TIME SCHEDULING: _____ TEST ANXIETY? _____

FEAR OF SUBJECT? _____ SLEEPY? _____

LOCATION _____ TESTS _____ MEMORIZING _____

MATERIAL: TECHNICAL/ EXPOSITORY _____ REVIEWS _____ ORGANIZATION _____

CARELESS _____ NOTE-TAKING _____ MOTIVATION _____

OUTLINING _____ LISTENING _____ STUDY SKILLS _____

READING _____ DISTURBANCES _____ HIGHLIGHTING _____

III. PROBLEM

IV. ASSIGNMENTS

TIME LOG _____ SELF-MONITORING SHEET _____

OTHER _____

FOLLOW-UP: _____

NEXT APPOINTMENT: _____

How to Study Program - Academic Material

STUDY SKILLS INTERVIEW OUTLINE

HOW-TO-STUDY

1. Most Important Items in Learning
 - a. Feedback as to performance
 - b. Repetition
 - c. Readiness
2. Readiness and Feedback
 - a. Same place (do nothing else there)
 - b. Same time (don't sleep or daydream)
 - c. (Clock (R⁺ self - time study - keep daily log)
3. Organization of Material
 - a. Contemplate chapter title and organization
 - b. Stop after reading each paragraph, cover it and recite salient points to self.
 - c. Underline, carefully and selectively (just key words, phrases)
 - d. Outline chapter briefly in own words
 - e. Flash cards (study only that which you don't know)
4. Studying for Tests
 - a. Don't cram, space out practice
 - b. Chaining (association)
 - c. Maximize senses (recite to buddy)
 - d. Testing is gamesmanship (scout past tests)
(check notes vs test)
 - e. Study items like the type of test you will take (problems, multiple choice, fill in the blank or essay)
 - f. Warm up effect

Discuss worthwhile topics

Remember that counseling is a conversation with a purpose. Don't let it become a "bull" session. If you allow the interview to become a "bull" session, and you have the time and want to do this, fine, but remember that this is not counseling.

Limitations

Keep in mind some limitations of the interview situation. Some of your limitations to be considered are your position, rank, age, time available for the cadet, and the nature of your training.

Closing the interview

Don't allow the interview to come to a close like an automobile running out of gas. Close on a positive note and be sure that the counselee feels welcome to come back.

After the counselee has left, make notes of your impressions of what happened. Some record should be kept on all interviews. You will be asked to evaluate your cadets at the Prog and at the end of the semester. The sample should help you to decide what to include in your notes.

Follow-up

The counselor should follow up to see if any change has been made in the counselee as a result of the interview, and, if a referral was made, a follow-up should also be made with the referred agency.

CHECK LIST ON THE EFFECTIVENESS OF THE INTERVIEW:

- .. Did I prepare adequately for the interview?
- .. Did I make it possible and easy for the CADET to make full use of the counseling situation?
- .. Did I help to free the cadet from tensions or fears that might block clear understanding and constructive action?
- .. Did I help the cadet to grow in self-understanding?
- .. Was the real problem identified and examined?
- .. Was a possible and satisfying course of action planned?
- .. Were other resources identified and used?
- .. Was the plan of action carried out?
- .. Was the interview followed up?
- .. Was a record made of the interview?

USE OF PROVIDED SESSION PLANS

Outline plans for each of several types of sessions are provided. These outlines contain (a) one or more goals for each session and (b) the main points that should be covered during the session. Although these outlines appear in numerical sequence in this handbook, counselors naturally must tailor their assistance to the cadet's needs. Therefore, counselors must choose their own sequence of session plans depending on those needs. Counselors will select only those plans which they judge to be relevant. You may want to include some plans as a part of several sessions. You also may want to return to a plan after several intervening sessions. In most cases, a minimum eight week program or 10 contact hours will be carried out. Initially you will want to meet your cadets for a full period, once a week. You will later want to see the cadets less frequently and for a shorter period of time.

RECOMMENDED SESSION ORGANIZATION

Each session with a student should be subdivided into three structural parts. This structure sets the tone for results-oriented sessions which can be very rewarding to both participants, giving them both a sense of achievement.

1. The Opening & Review.
2. The Discussion and/or Review
3. The Closing

1. Opening & Review (5-10 minutes)
 - a. This is a warm-up period. Work up to sharing your goals for the session with the cadet.
 - b. Review the last session, and discuss any questions the cadet may have.
2. Discussion & Diagnosis (20-40 minutes)
 - a. Discuss or teach new material.
 - b. Discuss identified problems and techniques to solve or ameliorate.
3. Closing (5-10 minutes)
 - a. Summarize main points covered, agreements reached, and answer questions.
 - b. Remind cadet of time and date for next session.
 - c. Praise and otherwise reinforce succesful aspects of the cadet's behavior (e.g., smiles, pat on back, etc.)

LOCATION OF FORMS

Throughout this handbook you will see a number of forms and worksheets. The How-to-Study Program Office maintains a supply of them. Any counselor or cadet is welcome to take the desired forms as needed. Please return any unused forms which you intend to discard.

SESSION PLAN 1

Subject: Self-Evaluation.

- Goals:
1. To learn about time clock.
 2. To evaluate current use of time.

Main Points:

A. Use of time clock.

1. Make an inexpensive "stop watch".
 - a. Buy an electric clock and an in-line switch.
 - b. Insert the switch close to the clock.
2. Set the clock to 12.
3. Turn on switch when you start to study.
4. Turn off switch when you stop for any reason, e.g., get a drink of water or daydream.
5. Record total time when you stop studying that subject.
6. Set the clock to 12 before starting to study a different subject.
7. A watch with a stop watch function is very useful when the cadet is studying in the library or similar locations.

B. Record current use of time.

1. Record actual activities on Study and Free Time Schedule.
2. Use the clock or a stop watch to determine actual time spent studying.

C. Evaluation.

1. Total the time spent studying each subject.
2. Total the combined time for all subjects.

D. Supplemental Notes.

1. Record the major activities in each time block.
2. Don't "fudge" the results - show what really happened.

STUDY AND FREE TIME SCHEDULE

Month ____ Week: ____ to ____ No. of study hours planned ____

time/day							
0730 - 0820							
0830 - 0920							
0930 - 1020							
1030 - 1120							
1130 - 1230							
1240 - 1330							
1340 - 1430							
1440 - 1530							
1555 - 1645							
1655 - 1745							
1755 - 1830							
1840 - 1905							
1915 - 1950							
2000 - 2050							
2100 - 2150							
2200 - 2250							
2300 - 2350							

SESSION PLAN 2

Subject: Efficient Scheduling of Study Time.

- Goals:
1. How to create and use a study and free time schedule.
 2. Why a schedule is important.

Main Points:

A. Factors involved.

1. Need for effective budgeting of time.
2. Need for free time and study time.

B. What is your most efficient study time?

1. Most people study more efficiently earlier in the day.
2. Efficiency decreased after about 45 minutes. At that point take a 5-10 minute break.

C. How much study time? (Make out a realistic schedule)

- daily
- weekly
- Allow $2 \frac{1}{2} \times$ No. of credit hrs/wk for the most difficult course ($=7.5/3$ s.h.)
- Allow $1.5 \times$ No. of credit hrs/wk for the easiest course ($=4.5/3$ s.h.)

D. First fill in classes and other mandatory activities (see example).

E. Complete schedule with study and free time activities (see example).

F. Supplemental notes.

1. If a cadet does not study in a block so designated have the cadet write the actual activity with a different color pen.
2. Make sure the cadet plans some recreation on the weekends - and does the activity.
3. Plans will not be followed exactly. It is important to understand why the plan was not followed.
4. Many cadets benefit from completing the Study and Free Time Schedule in additions to any other forms which are used.

STUDY AND FREE TIME SCHEDULE

Month Sep . Week: 8 to 14 . No. of study hours planned 2 hrs. 55 min

time/day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
0730 - 0820	Mil Stu	Hist	Mil Stu	Hist	Mil Stu		
0830 - 0920	Mil Stu	Mil Tng 710	Mil Stu	Mil Tng 710	Mil Stu		
0930 - 1020	Math	Math	Math	Math	Math		
1030 - 1120							
1130 - 1230	Lunch	Lunch	Lunch	Lunch	Lunch		
1240 - 1330	French	Chem	French	Chem	French		
1340 - 1430	French	Chem	French	Chem	French		
1440 - 1530	Beh Sci		Beh Sci		Beh Sci		
1555 - 1645		Intra- murals		Intra- murals			
1655 - 1745		↓		↓			
1755 - 1830							
1840 - 1905	Dinner	Dinner	Dinner	Dinner	Dinner		
1915 - 1950	Mil Tng	Mil Tng	Mil Tng	Mil Tng	Mil Tng		
2000 - 2050							
2100 - 2150							
2200 - 2250							
2300 - 2350							

STUDY AND FREE TIME SCHEDULE

Month Sep . Week: 8 to 14 . No. of study hours planned 28 hr 55 min

time/day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
0730 - 0820	Mil Stu	Hist	Mil Stu	Hist	Mil Stu	Parade	Sleep
0830 - 0920	Mil Stu	Mil Tng 710	Mil Stu	Mil Tng 710	Mil Stu	and	and
0930 - 1020	Math	Math	Math	Math	Math	Sami	Church
1030 - 1120	Math EI	Study French	Study Math	Math EI	Study French	↓	↓
1130 - 1230	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1240 - 1330	French	Chem	French	Chem	French	Nap	C. Springs
1340 - 1430	French	Chem	French	Chem	French	Study Math	to
1440 - 1530	Beh Sci	Study Math	Beh Sci	Chem EI	Beh Sci	Study Chem	shop
1555 - 1645	Study Math	Intra-murals	Nap	Intra-murals	Work on	Play	and
1655 - 1745	work on	↓	Study Math	↓	Mil Stu speech	Tennis	Movie
1755 - 1830	Mil Stu speech	goof off	Study Chem	Study Mil Stu	Study Chem	Study Beh Sci	↓
1840 - 1905	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
1915 - 1950	Mil Tng	Mil Tng	Mil Tng	Mil Tng	Mil Tng	Study Beh Sci	Study Beh Sci
2000 - 2050	Study Hist	Study Beh Sci	Study Math	Study Beh Sci	Study Hist	Go	Study Math
2100 - 2150	Study Math	Study Math	Study Hist	Study French	work	To	Study French
2200 - 2250	Study Chem	Study Mil Stu	Study Chem	Study Math	on Room	Archie's	Study Chem
2300 - 2350	Sleep	Sleep	Study Hist	Sleep	Sleep	Sleep	Sleep

SESSION PLAN 3

Subject: Self-Monitoring.

- Goals:
1. To learn about self-monitoring.
 2. To learn to use self-monitoring for increasing study time.

Main Points:

A. What self-monitoring is.

"The systematic observation and recording of one's own behavior."

B. What self-monitoring does.

1. Provides a person with information for self-awareness, self-evaluation, and self-reinforcement.
2. Provides students with information about progress, quantity, and quality of their study behavior.

C. How self-monitoring works.

1. Daily records of two types of information must be kept.
 - a. Number of hours studied for each course.
 - b. Number of hours studied for all courses.
2. THESE RECORDS MUST BE MARKED EVERY DAY AND SUMMED WEEKLY.
3. A special effort must be made to be accurate and to pay attention to the information recorded. The student must have a "total number of study hours goals" for each week. This goal should be increased gradually each week. The following study goal schedule is recommended:

STUDY TIME GOALS

<u>Weeks in Study Program</u>	<u>Hours of Study</u>
1	15
2	17
3	20
4	22
5	25
6	27
7	29
8	30

D. Getting Started.

1. Give cadet blank study time logs or self-monitoring sheets (see samples).
2. Discuss proper use of sheets. Record all hours spent studying.
(This does include time spent in EI.)
3. Emphasize (regularly) that the small amount of time spent in planning a schedule and in recording the results is paltry compared to the gain in time savings that will be realized. Most students actually find they have more time for relaxation than before they self-monitored.
4. Counselors should check these sheets at least every other session.

E. Supplemental Notes.

1. Cadets should probably start with either of the Study Time Logs.
2. The Self Monitoring Sheet is most effective to record actual time spent if the cadet has a well established study routine.
 - a. The Study and Free Time Schedule should be continued.

STUDY TIME LOG

NAME

Waldo Dumsquat

PLANNED

DATES

8 Sep - 5 Oct

ACTUAL

Course Title	Week	M	T	W	T	F	S	S	Planned Total	M	T	W	T	F	S	S	Actual Total
Math	1st	2½	2	2½	2			1	10	2	90	2	1hr 45min	50min	1		9 hrs 5 min
	2nd																
	3rd																
	4th																
French	1st		1½		1½		1½		4½	1hr 10min		2		50min		2	6
	2nd																
	3rd																
	4th																
Chem	1st	1		1½	2			2	6½	1		1hr 40min		50min			3½ hrs
	2nd																
	3rd																
	4th																
Hist	1st	1		2		1			4	1hr 15min			1			45	3
	2nd																
	3rd																
	4th																
Beh Sci	1st		1		1		2	1	5		1		30 min		1	30 min	3
	2nd																
	3rd																
	4th																
Mil Stu	1st	1½		1	1		2		5½	90		1			1		3½
	2nd																
	3rd																
	4th																

Hourly Totals

1st Week	2nd Week	3rd Week	4th Week
P A	P A	P A	P A
35½ / 28 hrs, 5 min	/	/	/

STUDY TIME LOG

NAME Waldo Dunsenat

DATES 8 Sep - 5 Oct

Planned/Actual

Course Title	Week								TOTALS	TEST SCORES		
		Mon	Tues	Wed	Thurs	Fri	Sat	Sun		Max.	Mean	Score
Math	1st	2 1/2 2	2 90	2 1/2 2	2 1 hr 45 min	2 50 min	1	1	10 9 hr 5 min			
	2nd											
	3rd											
	4th											
French	1st		1 1/2 1 hr 10 min		1 1/2 2		1 1/2 50 min	2	4 1/2 6	500	286	301
	2nd											
	3rd											
	4th											
Chem	1st	1 1		2 1 hr 40 min		1 1/2 50 min		2 50 min	6 1/2 3 1/2	100	82	64
	2nd											
	3rd											
	4th											
Hist	1st	1 15 min		2 1		1		4 45 min	3			
	2nd											
	3rd											
	4th											
Beh Sci	1st		1 1		1 30 min		2 1	1 50 min	5 3			
	2nd											
	3rd											
	4th											
Mil Stu	1st	1 1/2 90 min		1 1	1 1		2 1		5 1/2 3 1/2			
	2nd											
	3rd											
	4th											

1st Week

2nd Week

3rd Week

4th Week

Hourly Totals P 1 A 3 5 1/2 / 28 hrs, 5 min. P A P A P A

H.W.-TO-STUDY Program - Academic Materials

SELF MONITORING SHEET

NAME Waldo Dunsquat

DATES September

Course Title	Week	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	TOTALS	Test Scores		
										Max.	Mean	Score
Math	1st	1 hr 25 min	65 min	60 min	25 min	1 hr 55 min		2 hrs	7 1/2 hrs			
	2nd											
	3rd											
	4th											
Chem	1st		1 hr 20 min		1 hr 35 min		70 min	2 hrs	6 hrs 5 min	500	286	301
	2nd											
	3rd											
	4th											
Beh Sci	1st	50 min	35 min	75 min		60 min	1 1/2 hrs		5 hrs 10 min			
	2nd											
	3rd											
	4th											
Hist	1st		25 min	1 hr 35 min			75 min		3, 15			
	2nd											
	3rd											
	4th											
French	1st	55 min		55 min	25 min	45 min			3 hrs	100	82	64
	2nd											
	3rd											
	4th											
Mil Stu	1st			35 min		1 hr		90 min	3, 5			
	2nd											
	3rd											
	4th											

1st Week

2nd Week

3rd Week

4th Week

Hourly Totals 28 hrs 5 min.

HOW-TO-STUDY Program - Academic Materials

SESSION PLAN 4

Subject: Long range plans.

- Goals:
1. Identify the need to break tasks into sub-tasks.
 2. Need to plan completion dates for sub-tasks.

Main Points:

- A. Major requirements such as GRs and papers can and must be broken down to sub-tasks.
 1. A paper might be subdivided into topic selection, literature review, draft paper, final typing.
 2. A GR might be subdivided into general overview and intensive study.
- B. Completion of the Cadet Milestone Chart (see samples) will facilitate semester planning.
 1. Scratch out inappropriate semester and month headings.
 2. Schedule events as soon as the due dates are known.
- C. Schedule conflicts will become readily apparent.
- D. Supplemental Notes.
 1. Arrange entries in order of due date.
 2. Cross out completed projects after they have been completed.

Paper, Exam, etc.	Month Week	Aug/Sept				Sep/Oct				Oct/Nov				Nov/Dec				Dec/Jan			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
English Paper due 7 Oct	Choose Subject Card Catalog			18- 24																	
	Read			25- 27																	
	Write Paper			28-9																	
	Show Teacher						9-17														
	Write Final						18-25														
	Type + In						26- 30														
							1- 6														
History Paper due 26 Nov	Choose Subject Card Catalog																				
	Read																				
	Write Paper																				
	Show Teacher																				
	Write Final																				
	Type + In																				
Econ GR 12 Sep	Review			22- 24	29- 31	5- 7	11														
Mech GR 17 Sep	Review																				
							4-16														

Paper, Exam, etc.	Month Week	Aug/20				Sep/20				Oct/20				Nov/20				Dec/20			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
English Paper due 7 Oct	Choose Subject Card Catalog Read Write Paper Show Teacher Write Final Type & In																				
History Paper due 26 Nov	Choose Subject Card Catalog Read Write Paper Show Teacher Write Final Type & In																				
Econ GR 13 Sep	Review																				
Mech GR 17 Sep	Review																				

SESSION PLAN 5

Subject: Stimulus Control of Behavior.

Goals: To learn and use stimulus control techniques for improving study behavior.

Main Points:

A. What stimulus control is.

1. Behavior is influenced by the environment or stimuli around us (desks, tables, people, etc.).
2. If you change your environment, you can change your behavior as well.
3. For example, if a particular stimulus (the library, empty classroom, time log, etc) is associated mentally with efficient studying, then the stimulus will influence the behavior (i.e., you tend to study efficiently when in the presence of these objects or events). Evaluate your study places with the Study Locations Evaluations sheet.
4. There are three (3) key variables: time, place, and distractions.
 - a. Time - Study at regular times each day and try to do nothing but study at these times. Take short breaks (5-10 minutes) at least every 45-60 minutes. Plan to increase study time a little each day until you reach an optimal goal.
 - b. Place - Only study at certain regular places (e.g., at the desk in your room or a particular place at the library, or elsewhere). This place should be quiet, comfortable, and well lit. If you start to daydream in this place, then leave it immediately and take a short break. Return to this study place ready to work.

- c. Distractions - Study where noises, disturbances, etc. are at a minimum. This may be the most crucial variable of the three.
- d. Have the cadet discuss time, place, and distractions with you. Review the completed Study Locations Evaluation. (Such discussions raise awareness levels.)

B. Supplemental Notes.

- 1. Sometimes a place must be used for study and other activities.
 - a. During study time make the place different e.g. take out an object that is only on the desk during study time.

STUDY LOCATIONS EVALUATION

List the three places where you usually study:

1. _____ 2. _____ 3. _____

Indicate whether each statement is true or false for each of your study

	PLACES					
	1		2		3	
1. Other people often interrupt me when I study here.	T	F	T	F	T	F
2. Much of what I see here reminds me of things that are not related to studying.	T	F	T	F	T	F
3. I can often hear music, TV, etc. when I study here.	T	F	T	F	T	F
4. I can often hear the phone ringing when I study here.	T	F	T	F	T	F
5. I can often hear other cadets "fooling around" when I study here.	T	F	T	F	T	F
6. I take too many breaks when I study here.	T	F	T	F	T	F
7. I am especially bothered by distractions when I study here.	T	F	T	F	T	F
8. I usually don't study here at a regular time each day.	T	F	T	F	T	F
9. My breaks tend to be long when I study here.	T	F	T	F	T	F
10. I start conversations with other cadets when I study here.	T	F	T	F	T	F
11. The temperature at this place is not very good for studying.	T	F	T	F	T	F
12. Chair, table, and lighting arrangements at this place are not very good for studying.	T	F	T	F	T	F
13. When I study at this place I am distracted by members of the opposite sex.	T	F	T	F	T	F
14. I don't enjoy studying at this place.	T	F	T	F	T	F

TOTALS

THE COLLECT WITH THE MOST "TRUE" RESPONSES IS YOUR PLACE WITH THE MOST DISTRACTIONS.

YOU SHOULD PLAN TO STUDY AT THE PLACE WITH THE MOST "FALSE" RESPONSES.

SESSION PLAN 6

Subject: Self-Instruction (Self-Talk).

Goal: To help cadet learn more appropriate self-instructions and how to apply them in studying.

Main Point:

A. What self-instructions are.

Self-instructions are self-statements or self-talk. People frequently make these convert "internal statements" to themselves. These statements usually involve a dimension of evaluation and a dimension of instruction. Sometimes these statements are functional (adaptive, positive). All too often they are negative and dysfunctional. In a sense, using such internal language "programs" the person to carry out his or her own instruction.

Examples:

(Sample of negative self-statements and positive self-statements.)

1. Negative self-statements:

- a. "I know that studying is useless because I'm going to fail anyway!"
- b. "Studying is just a waste of my time and I have more important things to do."
- c. "The teacher hates me; he or she will probably flunk me, so why should I study?"

2. Positive self-statements:

- a. "I know that if I study I will probably do better on my tests!"
- b. "Studying is not a waste of my time and I better get started with it now."
- c. "The teacher may or may not like me, but I still have to take tests in the course and studying should help me do better."

B. How to raise awareness about self-instruction tendencies.

- 1. Ask your cadet to take a few minutes to imagine (form mental picture) he or she is about to study or take a test, etc.
- 2. Have your student verbalize the self-statements that they have thought of during the above event.
 - a. List self-statements.
 - b. Ask cadet to formulate more positive statements, then verbalize them.
 - c. Ask cadet to again imagine (picture) about to begin studying, testing, etc. and to now employ the new, positive statements.
 - d. Cadets who have difficulty with this exercise may be resisting efforts to change dysfunctional behavior. A very few students normally cannot form "mental pictures."

C. Supplemental Notes.

- 1. This is not just a silly exercise; it works.
- 2. The positive statements will foster a positive attitude which we'll help other activities in addition to studying.

SESSION PLAN 7

Subject: Self-Reinforcement

Goal: To learn and use self-reinforcement techniques

Main Points:

- A. Self-reinforcement is rewarding oneself for good study behavior.

Self-reinforcement also means to obtain knowledge of results of one's behavior (e.g., recording time involved in study). Knowledge of results is also a form of reward. Rewards can be either covert (self-praise) or overt (watching TV, or getting a snack, or talking to friends).

- B. The basic procedure for self-reinforcement is STUDY → Self-record study behavior → evaluate study behavior → self-reinforce → strengthening of study habits.

- C. When to use self-reinforcement.

When student meets his or her study goals. Cadets can set "contracts" with themselves. Some cadets benefit from this awareness-raising exercise.

- D. Supplemental Notes.

1. Make the reinforcement fit the accomplishment, e.g., a glass of juice for completing a daily homework assignment vs. a new record album for completing a term paper on time.
2. Only use the form to document activities over a long period of time, e.g., completion of a term paper.

SELF-REINFORCEMENT STUDY CONTRACT

Please fill out this page with the required information.

1. Study Goals: _____

2. Self-reinforcement (contracted in advance):
 - a. Self-praise thought - _____

 - b. Overt self-reward - _____

3. Recorded Data: (time spent, pages read, time per course,
exercises done, etc.) _____

4. Evaluation: (performance compared to goal, or previous
performance) _____

SESSION PLAN 8

Subject: Textbook reading.

Goals: 1. Know how to use reading time most efficiently.
2. Learn the SQ3R method.

Main Points:

- A. The SQ3R method should be used for every textbook assignment.
- B. Unless it is used all the time, it will not work.
- C. SQ3R Methods
 - 1. Survey
 - a. Skim over chapter headings and topic headings within each chapter.
 - b. Read summary paragraph at the end of each chapter, if there is one.
 - c. Notice core ideas of each chapter.
 - d. The goal is to help you organize ideas when chapter reading is done.
 - 2. Question
 - a. Create a question from the first heading.
 - b. This is done to increase curiosity about the chapter and to orient the student - towards finding critical information in the chapter.
 - c. Key words to ask when reading are the basic interrogatives:
Who? Why? Where? What? How? When?
 - d. What ideas does the author really want to make reader aware of?

3. Read

- a. Read each chapter to answer the questions that you have developed.
- b. Notice italicized words and phrases.
- c. Were all your questions answered?

4. Recite

- a. Try to answer the created questions without looking back at the book.
- b. Use your own words to express your thoughts.

5. Review

Review your notes.

D. Example of SQ3R

The sample paragraph below is presented to demonstrate the use of Survey, Question, and Read portions of the SQ3R method.

Causes of the French Revolution

Although it has been argued that the reasons for the French Revolution were as numerous as the roots of a tree, there were probably three basic causes of the Revolution. The first cause centers around the emerging French middle class' desire to expand its influence within the government. The industrial revolution had created a potent middle class yearning for power. The intolerable conditions under which they were forced, by the nobility, to live made them ripe for revolution. The third reason had its source in events that happened 3,000 miles away. The recent revolution in the United States quickened within the French their own desires for demoncracy.

1. Survey - This paragraph is about the causes of the French Revolution.
2. Question - What are the causes of the French Revolution?
3. Read - There were three causes:
 - a. The middle class' desire for power.
 - b. Living conditions.
 - c. The example of the revolution in the United States.
4. Recite
 - a. Try to answer questions asked without looking at book (using own words).
 - b. Can students do this?
 - If they can, they know the chapter.
 - If they cannot, they don't know it, they should then go back over it.
 - c. Another method - use 3x5 cards
 - questions on one side, answers on the other -- provides basic for text studying.
5. REVIEW.
 - a. Check over notes that were made.
 - b. Cover up notes and recall major points.

The sample paragraph presented on page above is referred to again to demonstrate the use of the Recite and Review portions of the SQ3R.

1. Recite - the front of 3x5 card is used to write a question and the back of the card is used to write the answer.

- a. Card #1

Front - First cause of the French Revolution?

Back - The middle class desire for power.

- b. Card #2

Front - Second cause of the French Revolution?

Back - Living conditions.

- c. Card #3

Front - Third cause of the French Revolution?

Back - The example of the revolution in the United States.

2. Review

- a. Answer the questions without looking at the back of each 3x5 card.

E. Supplemental Notes.

1. The SQ3R will initially take more time than other methods such as underlining.
2. The added time is likely to reduce the time required to study for GRs.

SESSION PLAN 9

Subject: Note-taking.

Goals: To become proficient in note-taking.

Main Points:

A. Myths.

1. Don't take notes, just listen in class.
(Can anyone remember everything?)
2. Take notes only on a few important points.
(Many cadets can't decide on what's important.)
3. Reflect a lot on lecture ideas.
(Problem-instructor can leave you behind.)
4. Complain that instructor is poor lecturer.
(He or she may be, but you still have to take final exam.)

B. Steps to improve skills.

1. Good listening -
 - a. Listen to understand, not refute.
 - b. Stay alert.
2. Orderliness -
 - a. Keep separate loose-leaf section or separate book by course.
 - b. Write legibly.
 - c. Develop simple abbreviation system (i.e., & (and), ... (therefore), b (but).
 - d. Note-taking format.

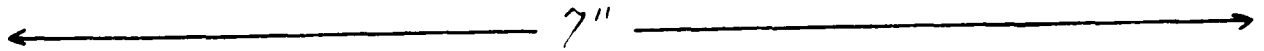
There are several alternative formats which can be used.

Discuss the three formats which are illustrated.

C. Supplemental Note

1. Use different formats for different classes.

NOTE - TAKING FORMAT I



This is the typical "format", i.e., simply writing from left to right.

Formats II and III provide possible alternatives.

NOTE-TAKING FORMAT II

← 1" → use this column for key ideas, e.g., titration or id	← 3" → use this column for textbook notes	← 3" → use this column for in-class notes
use this space for summary 2"		

NOTE-TAKING FORMAT III

← 1" →	6" →
use this column for key ideas, e.g., titration or id	use this section for detailed notes
use this space for summary.	

2"

SESSION PLAN 10

SUBJECT: Test-Taking Strategies.

Goal: To learn test-taking strategies for both essay and objective examinations.

Main Points:

A. General Rules for all exams.

1. Make a review schedule - don't cram.
2. Take outlines, lecture notes, textbook notes, and prepare summary of main topics (use 10-12 major subheadings).
3. Take all the facts, details, laws, principles, etc. and organize them under the subheadings developed above.
4. Go over prior quiz papers if appropriate.

B. Rules for essay exams.

1. Read all essay test directions with care!
2. Jot down points you recall in relation to the question. (If there is time, attempt to outline.)

C. Rules for objective tests.

1. Read the general directions with care!
2. Don't spend too much time on any one item. Return to the item when you have completed the rest of the test.
3. Attack each item, narrow down your choice (if possible, mark off wrong answers).
4. Don't change answers unless you are sure that you know the correct answer.

D. Supplemental Notes

1. Don't depend on the curve.
2. Be (really) prepared.

SESSION PLAN 11

Subject: Overview.

Goals: 1. To briefly review session topics and techniques discussed with student during first eight weeks.

Main Points:

- I. Remind student of all techniques discussed, e.g.,
 - A. Schedule study and free time.
 - B. Self-monitoring.
 - C. Long range plans.
 - D. Stimulus Control of Behavior.
 - E. Self-Instruction.
 - F. Self-reinforcement.
 - G. Textbook Reading.
 - H. Note taking
 - I. Test taking strategies.
- II. Remind student of goal of self-reliance.

Closing:

- Questions
- Goodbyes - so-longs
- next appointment (if appropriate).
- Determine at this meeting whether student desires to continue or drop. Mandatorily enrolled cadets should continue for one semester.
- Stop by the How-to-Study Office if the cadet wants more forms after completing the program.

PROGRAM COMPLETION

There are several guidelines which you can use to determine that a cadet has "completed" the How-to-Study Program. They are as follows:

1. The cadet is studying a minimum of 22 clock hours per week, and
2. There is mutual agreement that there is no need for you and the cadet to meet more than once a month.

Additionally, if the person is a 4C cadet:

3. Try to keep the 4C cadet in the program for a full semester.

PLEASE BE SURE TO INFORM THE HOW-TO-STUDY OFFICE WHEN TO DROP A CADET.

REMEMBER THAT THE GOAL IS TO MAKE EACH CADET SELF-RELIANT.

ANY CADET IS WELCOME TO COME TO THE HOW-TO-STUDY OFFICE TO OBTAIN FORMS OR HELP EVEN AFTER THEY COMPLETE THE PROGRAM.