

# ASC Study Tips

(or stuff you already knew, but a little reinforcement couldn't hurt!)

1. **DON'T PROCRASTINATE.** If academic success has an enemy, it's putting off 'til tomorrow what you should have completed the day before yesterday. Until physicists can turn back time, remember: Prior Preparation Prevents Poor Performance. For example, the time to start an assignment that was given three weeks ago is not the day before it's due.
2. **READ THE BOOK.** Yes, my friend, you DO need to read your text book! You can start by reading the first and last sentence of each paragraph in the reading assignment. Pay attention to the definition of words in bold print. Go back and read the material again, this time reading all of it. Highlighting important stuff will also help you when it's time to review.
3. **REVIEW NOTES.** Look over the notes you took in class (you did take notes in class, didn't you?). Review these along with the PowerPoint lecture notes provided by your professor. Most profs now provide these, or post them for you to access on their website or the NDC website.
4. **FLASH CARDS.** A great way to review key words/concepts for quizzes and tests is to prepare and 'drill' with flash cards. This reinforces the old adage that "repetition is the mother of knowledge."
5. **UTILIZE THE TUTORS.** Many ASC students who need occasional one-on-one assistance rarely come in to the ASC for help from the Instructional Advisors or, if they do, it's frequently when they are long overdue for help (see #1 above). Sign up early and often!

*Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude.* **Thomas Jefferson**

## Tips on Test Anxiety

1. Be well prepared
2. Space out studying over a few days/weeks
3. Constantly review material
4. Maintain a positive attitude
5. Get a good night's sleep before test
6. Show up for class early - don't be late
7. Stay relaxed - take slow, deep breaths



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*Changing the World... One Student at a Time.*



### Dyslexia Rally:

I was extremely honored to have the privilege to attend a rally for such an important cause. Dyslexia awareness and its recognition in our school systems are vital to the overall success of many students in the state of Ohio. It is my hope that this important Bill is passed and our educational system can move forward towards early screening and accommodations for students with dyslexia. – *Marcie Estep*

### Dates to Remember

- 11/4 – Adaptive Equipment Workshop: Read & Write Gold
- 11/5 – Last Day to Withdraw
- 11/9 – Priority Registration
- 11/10 – Transfer to Action
- 11/16 – Falcon Friends Chill-ax
- 11/24-26 – Thanksgiving Break
- 11/30 – Career Workshop: Interactive Cover Letter
- 12/1 – Transfer to Action
- 12/10 – Last Day of Classes
- 12/13-16 – Final Exams
- 12/30 – Grades Issued

### ASC Hours of Operation

- **Monday through Thursday**  
8:00 am – 8:00 pm
- **Friday**  
8:00 am – 4:30 pm
- **Sunday**  
1:00 pm – 4:00 pm

## Notre Dame College Academic Support Center

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### Director

Gretchen Walsh

### Services Coordinator

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### Office Manager

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Mary Kreager

Patricia Noble

Dorothy Power

Carla Raguz

Sr. Judith Ann Sabau

Mick Schultz

Carol Sisson

Joe Szwejkowski

Julie Szwejkowski

Bernice Van Tyne

Marie Walsh

James A. Yates

### Outreach Coordinator

Mary Jo O'Neill

### We would like to welcome...

**Lindsay Barbicas** grew up in the Cleveland suburb of Solon, OH. She attended The Ohio State University where she graduated Cum Laude with a Bachelor's Degree in Human Development and Family Science, focusing on Early Childhood Development. Lindsay continued at OSU to earn her Master's Degree in Early Childhood Education the next year. After graduating she moved to Virginia to teach kindergarten and second grade and participate in various tutoring programs. Lindsay recently

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## From the Desk of Gretchen Walsh:

The 2010-2011 school year is flying by. We already have had mid-term progress reports and finals will be quickly approaching. September and October were very active months for the ASC. The Kathleen Kendel Memorial Award was established with a Mass, a student program, and a reception in her honor. This program was planned by the Student Leadership Team and will culminate with the award presentation at Recognition Day in April. Additionally in September, we held a Kurzweil Workshop, which featured Tim Gardener, our regional Cambium representative.

In October, we hosted Jonathan Mooney, a noted author with dyslexia and ADHD, for our annual NEOEA Day workshop. The reviews from his presentation were glowing, and the ASC intends to bring Jonathan back to Notre Dame College to inspire our students to achieve their dreams. October was also busy for our students as they studied for their midterms, interviewed with the Workforce Recruitment Program, and participated in peer mentoring activities and the Falcon Friends' meetings.

Looking ahead, November will be busy, as the ASC students will be allowed priority registration starting on November 9th. This means that the ASC students should meet with their faculty advisor and their ASC mentors as soon as the spring catalog is printed. Also, in November the ASC will be bringing Dr. Jay Berk to our campus for a presentation for the faculty on *Classroom Strategies for students with ADHD and Asperger's Syndrome*.

Our ASC students continue to amaze me with their accomplishments both in the classroom and in their extracurriculars. Our Leadership Team and Peer Mentors are creative and moving forward on ASC projects. Fourteen of our students are preparing to graduate this year, our juniors are working on internships, our sophomores are finalizing their decision of a major, and our freshmen are adjusting to the academic rigor of college.

All of these are wonderful steps in the right direction!! Please keep up the momentum as we prepare for our finals.

On Thursday, September 16, 2010, the Academic Support Center held a memorial Mass for **Kathleen Kendel**, long time instructional advisor and friend to the ASC. The memorial service was planned by the ASC Student Leadership Group, a group of dedicated ASC students who have a desire to contribute to the ASC and the Notre Dame Community. The memorial service, held at Notre Dame College's Christ the King Chapel, included readings from ASC students, memories shared by family, friends, and students, and two musical renditions. The first was performed by Michael Kaplan, who sang Ava Marie, accompanied by Sr. Mary Karita Ivancic. The second was performed by Kathleen Kendel's daughter and niece, in which they interpreted a song through sign-language. Gretchen Walsh, director of the Academic Support Center, presented a scholarship fund in Kathleen Kendel's honor as well as a memory book to Kathleen's family. The memorial was followed by a reception in the Great Hall, which was enjoyed by all. Kathleen Kendel was a shining star of the Academic Support Center and will be missed by all of its members. Her memory will live on through her influences and teachings she had on every student that she worked with, and through a scholarship fund, which has been set up in her honor.



Lindsay Barbicas

moved back to the Cleveland area and is excited to be a part of Notre Dame College working as a Graduate Assistant at the ASC while also obtaining her reading endorsement. She and her husband reside in Brecksville where they enjoy running and exploring all that the Cleveland area has to offer.

**Colleen Hanna** graduated magna Cum Laude from Southern Methodist University in Dallas, Texas, where she earned her Bachelor's of Fine Arts Degree in Journalism. Her professional career focused on marketing, advertising and communications for various Cleveland-based corporations. She spent several years working at Nestle Foods Corp as a manager in frozen foods. In her spare time, she paints portraits/landscapes in pastels, is an avid golfer and enjoys walking her two dogs. She also volunteers at the Cleveland Art Museum. She is the mother of three grown children and lives in Lyndhurst.

**Mary Kreager**, a west sider, graduated Summa Cum Laude with a Master's in Education from Notre Dame. While working on her Master's she focused on Critical and Creative Thinking Skills in conjunction with the Multiple Intelligences Theory. For the past 31 years, she had the privilege of teaching English at Regina High School where she won multiple national awards for her excellence in education. She also initiated an directed the Clown Ministry troupe at

## “Redrawing the Lines: NeuroDiversity, A Compass to a Changing World”

How did a “stupid, crazy, lazy” kid, who didn't learn to read until age 12, ever graduate with honors from an Ivy League college, Brown University, to be exact, with an English literature major? That was the interesting question posed by Jonathan Mooney to an avid and amazed NEOEA audience on October 15 at Notre Dame College.

Jonathan, who has ADHD and dyslexia, took his audience on a remarkable journey from his years struggling in special education classes in grade school to his incredible university achievements and the secrets to his success as a prominent author and speaker. In grade school, he was unkindly labeled as “one of those kids,” a “bad kid,” and a “problem.” He even had a guidance counselor, who, during his high school years, told him he'd be “lucky to flip burgers for a living if he didn't land in jail first.” So, what changed in Jonathan's life? How did these negative comments not become a self-fulfilling prophecy, and how can every parent and teacher become a catalyst for this type of dramatic change? (Here's the “secret” ... a three-part plan!)

First, parents and educators must be committed to “building a positive learning identity” within each individual. Mr. Mooney commented that a child's self-concept is more important than a teacher's skill set. Think back! Who are the teachers you remember and why? If you're like most folks, you remember the teachers who took an active interest in you, much more than the day-to-day lessons. Jonathan feels that schools, unfortunately, equate good kids with compliant kids or those who can sit still in their desks; yet, he explained that some of the most innovative, creative entrepreneurs of our century have been the non-compliant thinkers. Howard Gardner from Harvard University has shown that there are multiple ways to learn (the multiple intelligences theory), and Mooney wants educators and parents to help the young understand that intelligence is a process, not an entity, and the process is one to be worked at, practiced, and strengthened. The question should not be, “How SMART is that kid but HOW is that kid smart?” He remarked that extrinsic motivation in



Jonathan Mooney

schools (gold stars versus detentions) should not be emphasized as much as focusing on an individual's intrinsic motivation. Students should be encouraged to do their schoolwork with the concepts of mastery, autonomy, and purpose in mind.

Second, Jonathan attributes his success to those people who were committed not only to “remediating but EMPOWERING” him. Parents should constantly be advocates for their children in school, and teachers should connect more with each student to build a relationship in the classroom. Jonathan commented on a Harvard study that showed that every resilient, young person has had a meaningful adult in his life at one point, and 95 percent of the time, that adult was a teacher. Mooney believes that significant relationships will result in significant learning. The focus should be on a student's strengths versus his weaknesses. Howard Gardner stated, “School is the only place we ask human beings to be good at all things.” Mooney suggested that a student would be empowered when his strengths are actually named and cultivated.

Third, Mooney felt we should “focus on fixing the environment, not the kid.” Success for Jonathan at Brown University was all about the environment and finding books on tape, note-takers, having oral exams, using portfolio-based assessments versus all written tests, making use of dictation software – all the tools he needed to navigate his ADHD/dyslexic world to promote success. The correct learning environment for a child with learning differences along with the development of learning skills will help that child live a very meaningful life.

The two-hour session concluded much too quickly as each participant was challenged to reinvent his/her thinking about learning differences. Jonathan Mooney comically noted that the most common question he receives at the end of his talks is, “Will you come home with me and will you talk to my class?” Each of us certainly had that same request in mind after hearing his fascinating, heartfelt presentation. If you would like more information about Jonathan's journey, visit his website: [jonathanmooney.com](http://jonathanmooney.com) or e-mail Jonathan with any questions at [jonathanmooney@me.com](mailto:jonathanmooney@me.com).

### The 60-Second Note Card

The 60-second note card is key for effective preparation. It is pretty simple. Set aside a page in the appropriate notebook or grab a 3-by-5-inch index card and label it “Discussion notes.” Divide your page or card into four sections and title them: Thesis, Argument Development, Broader Themes, and Abstract Connections. If you want to take this to its extreme, set aside another page for each individual chapter in the text (or sections if the text is an essay or chapter). For each chapter or section, create a heading with the title, and create a section for Main Point, Comments, and Questions. Finally grab a bunch of highlighters – one for the thesis, terms, and other relevant topics with each section. As you read, take your notes on this little card, bring the card to section, and talk away. All is good.

Mooney, J., & Cole, D. (2000). *Learning Outside the Lines*. New York: Fireside.

### ADHD Action Guide

The ADHD Action Guide was created for adults and young adults who have been diagnosed with ADHD. Students can go to their FREE website and answer a few questions regarding their school, work, and home lives and then have a personalized plan generated for them. The plan, which students can print out and keep, provides them with tools that can help them meet any daily challenges!

Go to [www.adhdactionguide.com](http://www.adhdactionguide.com) to learn more!

*The greatest mistake you can make in life is to continually be afraid you will make one.* **Elbert Hubbard**

Regina, which incorporated ¼ of the student body for the past 26 years. The Clowns utilized the performing arts of song, dance, mime and sign language with multiple acts of service to the community, especially St. Philip Neri Hunger Center and the Little Sisters of the Poor Nursing Home. She is very enthusiastic about continuing her teaching career at the ASC.

**Carla Raguz** graduated from John Carroll University, Summa Cum Laude, in 1999. She began her teaching career at St. Clare School in Lyndhurst, Ohio where she taught Junior High English, Life Science, Earth Science and Physical Science. Later she moved to Fuchs Mizrahi School in University Heights, Ohio to teach high school students. In addition to Carla's secondary classroom teaching experience, she has coached Women's High School and Junior Olympic Volleyball for the past ten years. She is currently the Assistant Varsity/Junior Varsity Volleyball coach for Hathaway Brown School. Carla resides in Highland Heights with her husband, George and their two children.

**Sister Judith Anne Sabau** was born and raised in Warren, Ohio. She attended St. Mary Grade School and graduated in 1960 from St. Mary High School. She earned her Bachelor's degree in Elementary Education from Notre Dame College in 1974 and completed her Master's in Education – Curriculum and Instruction with an emphasis in Learning Disabilities/Behavior Disorders from Cleveland State in 1986. Sister has been a member of the Sisters of Notre Dame since 1961. She taught in elementary schools in both the Cleveland and Youngstown Diocese for over 22 years. Sister served as Assistant Principal and Principal at St. Mary Middle School in Warren, Ohio and was named director of the newly formed Notre Dame School – one school on four campuses in 1997. Sister is currently ministering in the finance office at Notre Dame Educational Center in Chardon, Ohio. In her free time she enjoys reading, working on craft projects, golf, bowling and working jigsaw puzzles.