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About Gretchen Wegner

As an academic life coach, Gretchen Wegner inspires young adults to uncover their true identities as capable, clever, and creative learners in school and in life. As a former middle and high school teacher, Gretchen Wegner noticed an epidemic -- that the majority of her students were stressed out and bored with school because they lacked basic skills related to studying strategically, managing time, organizing, and advocating for themselves.

She left teaching to become an academic life coach so that she could address this epidemic head on. Her unique system, which she calls *The Anti-Boring Approach to Powerful Studying*, has now helped hundreds of stressed out students thrive as they navigate the tricky transitions through high school, college and grad school. Not only has Gretchen coached hundreds of students in middle school through grad school, she now trains educators all over the world in her unique, powerful, and research-based system for transforming students into voracious, organized learners through her signature courses *The Art of Inspiring Students to Study Strategically* and the *Anti-Boring Approach™ Coach Training Program*.

A former Fulbright Fellow, Gretchen has a Masters in Curriculum and Instruction and is a credentialed middle and high school teacher and certified facilitator of the InterPlay™ method. In addition to being an academic life coach, she helped found a charter school, designed a million dollar peer education program; has taught teacher training workshops and arts-based residencies throughout the country; and is a founding member of the Bay Area Council of Academic Coaches.

In her spare time, Gretchen enjoys improvisation, swing dance, and backpacking, and is a proud resident of Oakland, California.

Introduction

“To me, doing schoolwork was like dying for a short time.”¹

I ran across this description of schooling in the Sun literary magazine recently, and it struck me as oh-so-accurate.

For so many students, school is overwhelming and stressful. Doing homework and studying can feel “like dying for a short time” every day. Because it’s so boring, it’s hard for students to motivate themselves. Parents and educators watch -- often helplessly! -- as students get sucked into a procrastination wormhole. For some students, work never gets done or turned in; for others, they suffer through the studying they’re told to do, but test grades remain frustratingly low.

For educators this can be frustrating! “They’re just not studying enough” I hear from countless teachers. “I’ve given them strategies for what to do to prepare for tests, but they’re just not doing it.” Or, “How are they supposed to do well on tests if they don’t do their homework? There’s nothing I can do to make them follow through.”

¹ I discovered this quote years ago in an essay in *The Sun* magazine, though I have since lost track of the exact citation.

Some blame laziness. Some blame the contemporary world filled with distractions -- social media, computer games, and more.

In fact, students often blame themselves, too. "I'm just lazy" I often hear them say. Or "I'm just not good at school."

There are countless factors that contribute to students' struggles with schooling, but the one I want to focus on in this report is one that I rarely hear talked about by educators. Of all the blind spots I [shared in the last blog post](#), this is perhaps the biggest one of all --

No one ever teaches students HOW to study!

When I was a teacher I actually *thought* I was teaching students how to study. As a middle school world history teacher, I taught all kinds of crazy strategies for studying -- my kiddos could be seen drawing pictures of vocabulary words, creating skits with their friends that included important facts that might be on the history test, creating flashcards and re-writing their notes.

My students knew how to prepare for *my tests*, but they usually couldn't transfer those skills to other subject matter and classrooms.

When I became an academic life coach, I loved helping them identify their learning styles and then using this information to help them find fun, anti-boring study techniques that I hoped would be effective.

Clients certainly felt more confident about their test preparation, but as I watched them hone their study processes, something seemed missing. Students still seemed to be spending an *inordinate* amount of time studying, with results that remained lackluster, while grades on tests did not improve as fast as I'd hoped. This frustrated me to no end (and it frustrated my clients too!).

How I Stumbled Upon the Art (and Science!) of Inspiring Students to Study

In 2013 I attended a conference that changed my life -- and started completely transforming my students' ability to study more strategically...and land the grades they were hoping for.

As a result of what I learned at the conference, the the 3-Step Study Cycle was born. I began experimenting on my clients, and I watched their eyes light up with understanding. We were able to make much more strategic, effective study plans because we made sure that they followed the Study Cycle. Grades started rising, and along with those grades, students' confidence rose too.

Take Angela, for example. She came to me as a senior in high school who had always made C's and D's on tests. She'd been working with another academic coach who helped her come up with decent strategies, but never taught her the underlying mechanisms about how the brain works. I shared with her my Basic Brain Formula and 3-step Study Cycle, and she applied it to a test that she had the very next day. Voila! Her test scores went up by a whole letter grade on that test, and her studying on subsequent tests got exponentially more effective, too. Her mom commented that her grades this year are the best grades she's ever gotten in school, and her confidence about going to college is increasing. Go Angela!!

The Study Cycle became, and remains, the centerpiece of step-by-step system for learning more with less stress, which I call *the Anti-Boring Approach to Powerful Studying*. The Study Cycle takes me about

5 minutes to teach to my clients, and then we apply it to everything else we do in coaching -- organizing our binders, taking powerful notes, designing quizzable study tools, making study plans, and battling procrastination.

I teach this system to students and I also train educators how to incorporate these lessons into their classrooms, tutoring, and coaching sessions.

The reports are coming in and it's looking good -- Angela is not an anomaly! Teens are rapidly transforming their ability to study effectively, sometimes after a single coaching session, as soon as they are taught the Anti-Boring Study Cycle and how to apply it to their own studying. Schools are starting to send their guidance counselors and teachers to my trainings to help them more effectively incorporate the Study Cycle into their classrooms and peer coaching programs.

So what's the secret? What is this 3-Step Study Cycle that is so transformative? I'm going to share it with you now. And I'm going to pretend that you are a teenager and I'm coaching you. Ready to go?

In the rest of this ebook we'll explore:

- What it means to study
- What makes studying “strategic”
- What the study Cycle is, and how to teach it
- How you can use the study cycle to help your students
- What's Next? 31 Tools to Help Inspire Students to Study Strategically
- The 7 Types of Struggling Students and Which Tools Are Best for Which Students

Alrighty. Let's dive in.

What Does it Mean to “Study”?

First of all, if we are going to help you study more effectively and raise those test grades, we need to be in agreement about what the word “study” means, and how it differs from homework.

Homework is an activity designed by the teacher to have you:

- practice something you have just learned, or
- begin learning something that the teacher is going to build on the next day*

Studying, on the other hand, is an activity designed by you, the student, with the purpose of:

- practicing or reviewing the skills/content your teacher is teaching, or
- checking your own learning, to see how well you've mastered the skills/content, so that you're ready for an assessment.

Although you are not in charge of the content or skills that are being taught, you are in charge of HOW YOU CHOOSE to STUDY that content.

Distasteful as studying may be to many students, it's one of the only places in many schools & universities during which YOU THE STUDENT IS IN CHARGE of HOW YOU learn. That's actually pretty cool.

Rather than being a necessary evil, studying is the one opportunity you have to be your own teacher, in control of your own learning.

What It Means to Study Strategically

Did you know that most students study in the **WRONG** way? In fact, many educators and parents inadvertently teach them to study in the **WRONG** way. Talk about a sad waste of time.

The most common study technique amongst students world-wide is to re-read their textbook or their notes...over and over again. This is inefficient, boring, bad for your brain and causes grades on tests to be whole letter grades lower than they would be if students studied in more brain-friendly ways.

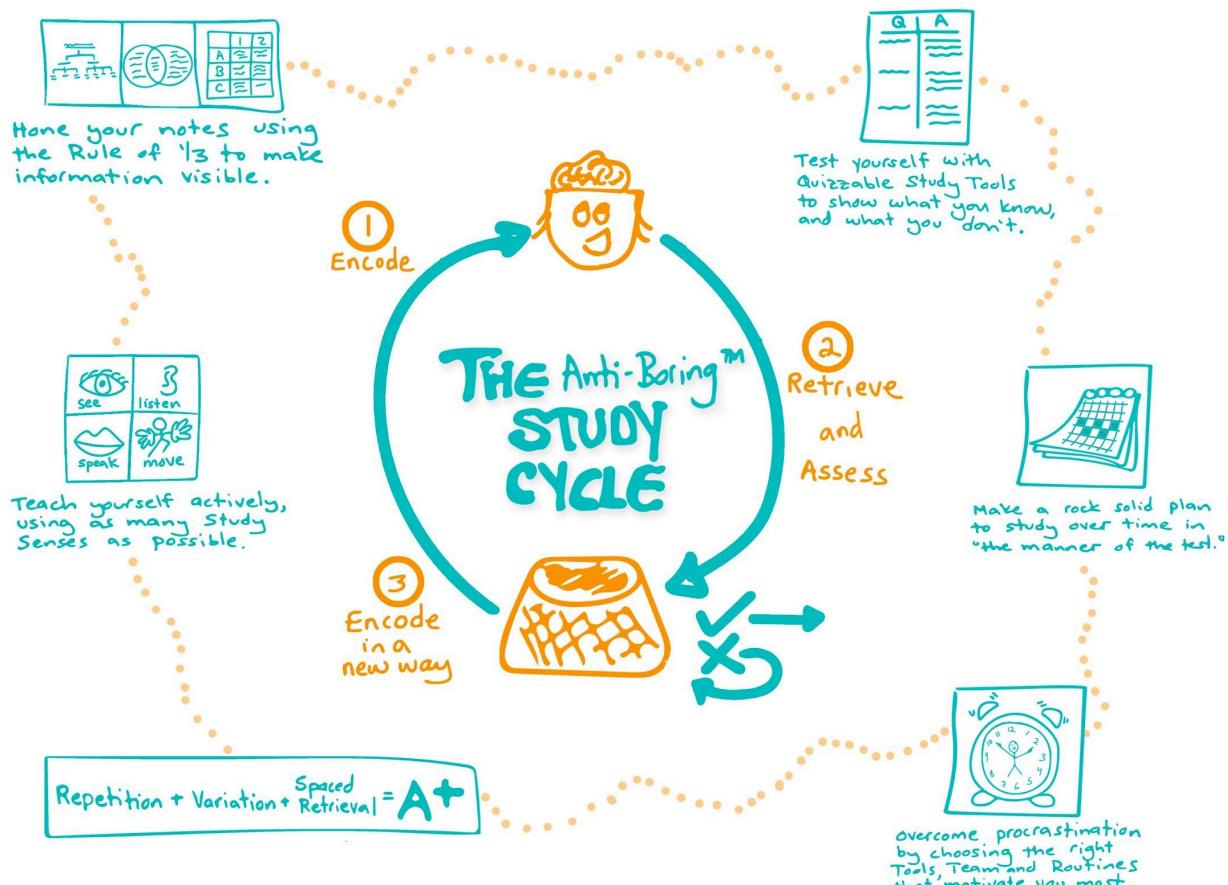
When students understand brain science, and are taught what the brain needs in order to learn efficiently, they can plan their study time to be more effective and less time wasting. This planning process is what I refer to when I recommend that you study "strategically."

If you're to make a strategic study plan, here's the most important thing you need to know:

the single most effective learning strategy is the act of testing yourself!

Sounds boring, I know. But if you test yourself strategically (rather than waiting for teachers to do it for or to you), it's the most anti-boring way to make an A that I know!

Let's break it down. The picture below summarizes all the steps you can follow to study strategically and make better grades with less stress



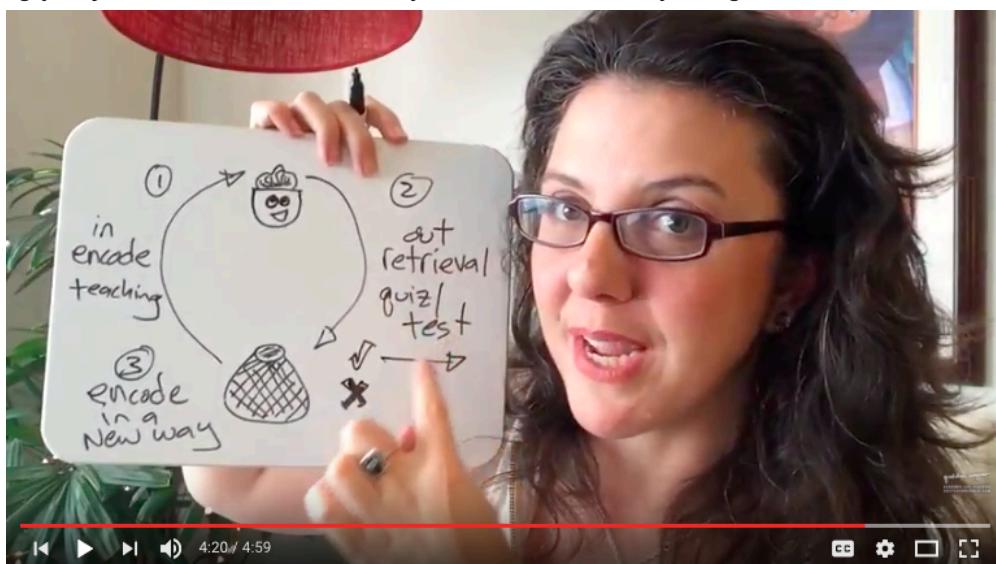
Let's take a tour. Start in the center. The *Anti-Boring™ Study Cycle* represents the three most important parts of the learning process, as revealed to us by brain scientists. I discovered that by presenting it as a 3-step cycle, my students understand the cycle better, and are more easily able to apply it to their own studies.

The basket at the bottom represents all the knowledge and/or skills that students need in order to demonstrate mastery on the test.

The person at the top represents the learner and their BRAIN. Studying effectively means cycling through the following 3 steps:

1. First, you need to get the information **FROM** the basket of knowledge and skills **INTO** your brain. The brain scientists call this process "encoding."
2. Secondly, you need to practice testing yourself, or showing yourself what you know and what you don't know. The brain scientists call this process "retrieval." It is imperative here that you test yourself from memory! Looking over your notes while you test yourself doesn't count. Anything you prove you know leaves the study cycle for this particular study session; anything you don't know goes back into the basket of knowledge and skills, so that you can...
3. ...re-encode it in a new way!! It is boring to do the same study strategy over and over again, and this is the *anti-boring* approach to powerful studying. It's important to re-teach yourself the information in a way that is *different* than you originally learned it. This means that part of learning how to study strategically is having a "toolbox" of many, many learning strategies, so that if one doesn't work, you can easily shift to a different one.

Speaking of encoding information in new ways, here is a video that I made that summarizes everything you just read. I *should* walk my talk after all, don't you agree?



This video, by the way, is taken straight out of my online course *The Anti-Boring Approach to Powerful Studying*, which I decided to give you here for free. It's too important not to share as widely as possible.

In summary, then, the Study Cycle reminds students that there is more to learning than just passively reading and re-reading your notes and the textbook. The act of testing yourself, and forcing yourself to prove what you know and don't know, is crucial to learning. However, don't stop there! Once you have proof of what you don't know, then it's your responsibility to figure out how to teach it to yourself in a new way. The learning process is complete when you've developed the habit -- a fluency, even -- of strategically cycling through these 3 stages over and over until you have proof that you've learned it. When students fully internalize the 3-Step Study Cycle, their confidence and their grades go up, and their testing anxiety and confusion go down. It's inspiring to watch.

How Can You Use *The Study Cycle* Help Your Students?

Hopefully by now, you've got a good sense of the Study Cycle and why it is such a powerful model for teaching students to study strategically.

So what do you DO with it?! That all depends on if you are a teacher, a tutor, or a coach.

If you are a classroom teacher: I recommend teaching your students The Study Cycle at the beginning of every semester. It only takes about 5-minutes to deliver the “mini-lecture” that I modeled in the video above. You can then have them use the Study Cycle to design their own study processes every time you're ready for another test.

If you are a tutor: In my experience many tutors study alongside students when tests are on the horizon. Instead, what if you teach your clients the Study Cycle, and then ask them which side they need the most help with? Do they need you to help them practice retrieval to identify what they know or don't know? Or perhaps you want them to come to their sessions with you having already practiced retrieval, so that the two of you can practice encoding what they don't know in new ways!

If you are an academic coach: Teach your clients the Study Cycle at the very beginning of the year, and then use it to brainstorm study plans. Make sure you have them write those plans down in their planners!

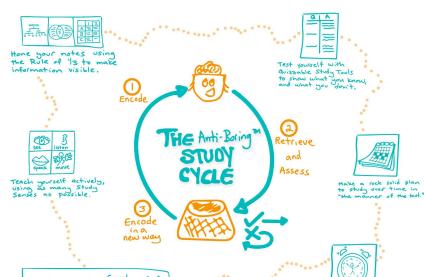
Once Students Understand the Study Cycle, What's Next?

One word of warning: understanding the Study Cycle is just the first step on the journey to learning to study strategically.

The next step is to make sure that students have a wide and varied toolkit of strategies to use when they apply the Study Cycle to their real lives.

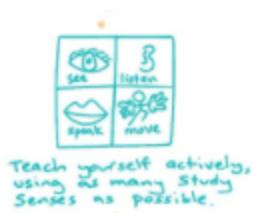
The Study Cycle is a theory -- a roadmap or a blueprint. Yes, it's important to understand the importance of testing yourself to see what you do and don't know. But *how do you do that?* What are the specific tools that students need to be able to test themselves regularly?

How can we provide them with enough tools so that they always have multiple choices, and boredom is never an excuse?



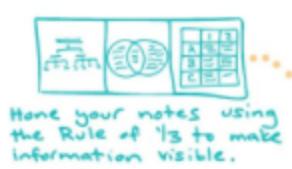
I'd like to use the next section of this report to introduce you to the tools that I teach as a part of *The Anti-Boring Approach to Powerful Studying* (the online course designed for students) and *The Art of Inspiring Students to Study Strategically* (the online course designed for teachers, tutors and coaches).

In order to understand the tools that help students apply The Study Cycle in their real lives, let's take another look at that graphic I shared earlier, and continue our tour.



7+ Tools for Active Studying Using the Senses. To the left of the Study Cycle you'll find the Study Senses. These are the four most effective ways that the brain likes to encode information -- seeing, hearing, talking, and moving.

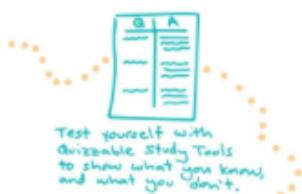
In my courses I teach educators and students how to use the Study Senses in different creative combinations, so that students (and teachers, tutors and coaches, too) have an unlimited number of ways to encode what they're learning. In fact, I provide over 20+ concrete encoding strategies that are fun, interesting and effective (not to mention the world's most hilarious method for using flashcards).



8+ Tools for Powerful Note-Taking. Follow the yellow-dotted line up from the Study Senses, and you'll discover the next necessary skill in learning how to study strategically -- taking powerful notes.

Forget Cornell notes and outlines! Although those are decent strategies, I've found that students need even simpler guidelines for taking the kinds of notes that help them learn key points. Instead I teach a concept called "Hone It" notes, and I provide 8+ "Hone It" strategies. More choices equals more way to stave off boredom when studying, and that is a good thing!

Back to the tour of the Study Cycle graphic.
Let's move from the Encoding side of the Study Cycle (on the right) to the Retrieval side (on the left).
As you follow the dotted line, our next stop is...



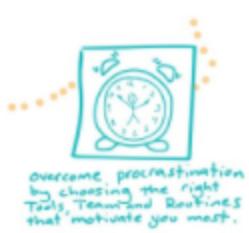
10+ Quizzable Study Tools. Once students have encoded the information in a new ways by honing their notes and applying the Study Senses, now it's time to practice retrieval. It's good to equip yourself with many different ways to test yourself, so that you don't get too bored by doing it one way all the time.

In the *Art of Inspiring Students to Study Strategically*, I provide you with over 10+ ways that students can create quizzable study tools. Some of them are standard (flashcards!) but some will be surprising (there's a fun memorization trick I got from studying Japanese students, in fact).



4+ Tools to Make Rock Solid Study Plans. Next, students need to learn how to make effective study plans. Studying is even more effective if you can spread it out over time, after all! But it's hard to spread out your learning if you're flying by the seat of your pants.

In the *Art of Inspiring Students* I teach a clear formula for planning which will take all the guess work out of preparing for tests. If you teach students this formula and have students apply it along with the Study Cycle, you'll be amazed how quickly their grades improve on their tests.



5+ Tools to Overcome Procrastination. Finally, since students are human, they're likely to procrastinate! No study plan is going to be effective if students don't follow it, after all. That's why they need a great set of tools for knowing how to overcome procrastination.

In the *Art of Inspiring Students to Study Strategically* I teach 3-part system for overcoming procrastination. I also 2 specific new and painless habits that students can implement immediately to help them get started on their homework as soon as they get home every day.

Curious about joining us for the next *Art of Inspiring Students to Study Strategically*?

I'd love you to join us! Every Spring Semester I bring together an incredible cohort of smart, creative, passionate educators to teach them my "secret formula" for helping scattered students stress less and study smarter.

It's a 5-week course in which you will learn:

1. A simple system that turns disorganized students into expert time managers, and test takers
2. 5 academic skills that every student should master, and how to teach them so they stick for good
3. 3 transformative conversations that turn teens into test taking powerhouses, and how to weave those conversations repeatedly into your ongoing work with students until they totally get it
4. How to ask empowering questions that inspire students to think deeply about their study skills and time management habits and take action immediately
5. 15+ concrete tools to have in your back pocket to help teens tackle procrastination, disorganization, weak note-taking, and haphazard study skills

The course includes:

- Five training calls introducing you to the concrete skills teens need to be rockstar students
- Entire 6 module *Anti-Boring Approach to Powerful Studying™* online course
- Online portal where training materials and call recordings can be accessed for up to 2 years

- Private Facebook community in which to collaborate with cohort members and, for the duration of the training, get support directly from Gretchen
- A printable graphic of *The Study Cycle*™ and *The Study Senses*™ to use with students
- Bonus Resources:
 - Short video excerpts from sessions with teens, to see coaching conversations & the concrete *Anti-Boring*™ tools in action
 - Sample scripts for the 3 most important mini-lectures to master when coaching teens about study skills
 - “The Art of Inevitable Success: Academic Coaching Biz Building Basics, aka How to Get Paid Well Doing the Work You Love Most” training call for participants considering becoming academic coaches

[For more information about this course, including the dates and prices for the next course, check out my website.](#)

If you want to participate in the course but the dates don't work, you're in luck! I also offer a self paced version of the course that you can work through anytime. For access to that, email me at gretchen@gretchenwegner.com.

“Art of Inspiring Students to Study Strategically” Resource Kit for Educators - Launch 2017

1. Video explaining the Study Cycle. Note: I'll likely re-make the video, but [this is an example of what it will be like.](#)
2. A printable PDF and instructions/transcript of video on the back of the PDF. [It will be](#)

BONUS: Which Tools Are Best for Which Struggling Students?

Phew! Those are a lot of tools! As an academic life coach, how do I make sure that I don't overwhelm students with too many strategies? It can be hard for a student to take action if they have too many choices for what to do.

In my 1000+ hours in coaching sessions with students, I have noticed that different students suffer in their own unique ways. This means that different students benefit from different entry points into the *Anti-Boring* tools.

The Study Cycle and the other Anti-Boring Approach tools are designed to be flexible, to meet students where they are and weave in the various skills as they are ready.

Here are the 7 types of struggling students I've observed in my years as a coach:

- The Stressed Out Perfectionist
- The Fade Away Student
- The Brilliant but Bored Student
- The Meh Student
- The Disorganized Student

- The Artist
- The Athlete

Each of these students has their own unique struggles and study blind spots. I've also observed that each of them is best served by learning the Anti-Boring tools in a unique order. Whether or not you choose to equip yourself with my tools for teaching students to study strategically, I'm hoping you'll find this outline helpful in learning how to support the struggling students you know and love.

Type 1: The Stressed Out Perfectionist.

Stressed out with no life outside of school, this student is overly anxious about performing well. They are overwhelmed with everything they think they need to do, and tend to overdo their assignments. This student is a perfectionist, and often procrastinates because the bar has been raised so high that it's difficult to get started with work.

Study Blind Spots:

- This student is great at finding study tasks that *feel* productive but are *actually* inefficient.
- All their time goes to reading and re-reading the textbook, or taking detailed notes over and over again.
- Although they are good at quizzing themselves (their Quizlet flashcard decks are always up to date!), they are not strategic about *how* they practice retrieval.
- They also have a dearth of interesting tools for how to encode in a new way.

Study Solutions:

- This student needs to understand how to use all of their senses when studying.
- They need a clear method for how to tell if they are overusing one method of studying, and a bigger toolbox of quizzable study tools so that they can have more variety in their study process.
- This student is the one I've seen integrate the Anti-Boring Approach tools the fastest!
- Try starting with *The Study Cycle (Module 1)* and *Quizzable Study Tools (Module 5)** from *The Anti-Boring Approach™*. If your Stressed Out Perfectionist is a compulsive note-taker, you might want to start with *Powerful Notetaking (Module 4)* before you do either of these.

Type 2: The Fade Away Student.

Starts strong but then motivation goes down and procrastination goes up. Most students are this type, I've discovered. They know that in the past they might not have put the most effort into school, and they think that this school year will be different. They start totally strong and meaning well, but discover that doing well takes more effort than they're willing to give (often because they're not making smart choices about where to put in effort) and they lose hope part way through the semester.

Study Blind Spots:

- These students tend to struggle on tests and assessments because they haven't learned how to sustain their attention on studying outside of class.
- This student is good at the "encoding" part of the Study Cycle.
- They pay attention in class, and do their best to follow the teacher's instructions to the T. However, when it comes to studying they feel lost.

- At the beginning of the year, they are diligent about re-reading their notes or the textbook, but this quickly becomes more effortful than they desire.

Study Solutions:

- This student needs to have a solid understanding of the brain theory behind the Study Cycle.
- They then need to be tested on it repeatedly throughout the semester so that their knowledge can't "fade away."
- This student also needs consistent support thinking through how to apply the Study Cycle to the unique needs of their different classes.
- With practice at all three parts of the Study Cycle, this student will eventually become self sufficient, and will be able to sustain their enthusiasm for much longer into the semester.
- *Start with The Study Cycle (Module 1) + Train the Brain (Module 2)* in The Anti-Boring Approach.*

Type 3: Brilliant but Bored Student.

This is the type of student for whom learning in high school comes easily. They often don't need to study for tests much, and still do well. They are often very verbal learners, and can remember readings and classroom discussions easily. They're often bored by school and all the "busy work" that teachers assign, and rarely feel challenged.

Study Blind Spots:

- This student is often not motivated to learn to study in high school, because they simply don't need to in order to perform well.
- Also, they often have an underdeveloped ability to sustain their attention on mentally taxing tasks, because school has come easily to them for so long.
- This student often flounders the minute they get to college because they've never had to develop strategies for managing time or learning difficult things.
- Often, this type of student is surprised by the college workload, and many fail their classes first semester.

Study Solution:

- This student often needs to "hit bottom" in order to realize that they need some skills.
- However, once they become motivated to learn, they will understand and internalize the Study Cycle very quickly.
- They will also need support with time management, because they are not used to working hard and putting "grit" into their school work.
- They will need support with remembering to apply the Study Cycle into their time management routines.
- Start by teaching The Study Cycle (Module 1) plus Anti-Procrastination Tools (Module 7) of the Anti-Boring Approach™.

Type 4: The "Meh" Student.

This type of student plods along just fine. The effort they put into their school work is mediocre, and their grades are decent but not great. This is the student who often flies under the radar in most classrooms, and blends into the background.

Study Blind Spots:

- This student is more focused on following the teacher's directions as efficiently as possible.
- Because their grades are ok, they're not motivated to put in additional work.
- They have not found an inner compass that helps them connect their academic performance to their long term goals.
- Also, they lack rely on teacher feedback to tell them whether their work is of high quality or not, and lack the tools to assess this for themselves.

Study Solutions:

- This student definitely benefit from learning more about the "retrieval" and "encode in a new way" parts of the Study Cycle.
- Teaching this student how to use a variety of quizzable study tools helps them better assess the quality of their study strategies.
- Also, teaching them to encode in a new way helps them get more excited about school, because they learn to find and apply learning strategies that are actually interesting to them.
- Start with teaching the Study Cycle (Module 1) + Quizzable Study Tools (Module 5).

Type 5: The Disorganized Student.

This student may or may not perform well tests and assessments. What is certain, though, is they lose a great deal of points on overall grades because work doesn't get turned in or is incomplete or lost. Their backpacks and lockers are disasters, with crumpled papers that are rarely filed in an easy to find place. They also tend to have difficulty with time management. This is the kid with clear executive function difficulty.

Study Blind Spots:

- This student may or may not perform well on tests and assessments.
- One thing is clear -- they have difficulty keeping track of assignments and resources that might serve as good study tools when it's time to prep for tests.

Study Solutions:

- This student benefits from getting a clear organization system down.
- The best organization systems for students (and the one that I teach in my Anti-Boring Approach) require that they keep the final exam in mind as they file papers and resources.
- Start with teaching Anti-Procrastination + Organizing Tools (Module 7) in the Anti-Boring Approach™. .

Type 6: The Artist.

This type of student has a very clear direction for their lives -- the want to be a singer, painter, actor, writer, or artist of some type. Many of my clients are artists who see no point in school because they already know that they'd like to pursue their art as their profession.

Study Blind Spots:

- These students tend to have very active extracurricular lives, and barely have time for all their homework, much less studying.

- Also, after being exposed to the idea that studying can involve a lot of creativity, they often go overboard on designing creative study processes, and forget to pay attention to how **effective** their study process is.

Study Solutions:

- This student often gets super jazzed when they realize that studying can be a creative process, and are often more motivated to study when they realize they can apply their art to the process.
- However, they also benefit from mastering several types of Quizzable Study Tools, which help keep them grounded when they're tempted to go overboard with the creativity.
- These tools also help provide concrete ways to study during rehearsals and in small gaps of time available to them between rehearsals, on commutes, etc.
- Start with Teaching the Study Cycle (Module 1) + the Study Senses (Module 2) in the Anti-Boring Approach™.

Type 7: The Athlete.

The struggling student who is an athlete is often a very physical person who is more engaged when he or she is moving than sitting in seats. They have a difficult time paying attention in class, and they also have a difficult time caring about their academics. Especially during their sports season, they also have very little time to devote to their studies because of practices and games.

Study Blind Spots:

- This student often has the same blind spots as the “meh” student above.
- Usually they’re performing just well enough that they don’t need to hone their skills.
- Many assume that their sports participation will help get them into college, and so they don’t worry too much about improving the grades.
- These students tend to study at the last minute, and cram their school work into breaks between practice and games.

Study Solutions:

- Because the Athlete is prone to appreciate sports metaphors, they are sometimes motivated by thinking about the brain as a muscle that needs to be exercised, and the Study Cycle as an example of an interval training program.
- Much like the Fade Away student, the Athlete needs to begin by understanding the study cycle and the brain training
- Start with teaching The Study Cycle + the Study Senses from the Anti-Boring Approach™ (with an emphasis on the “moving and manipulating” sense).

Final note about all these types of students: As you were reading through them, you probably thought to yourself, “These are awfully simplistic summaries.” What a clever reader you are. Yes, they are awfully simplistic! Although I have a few students who fit one of these types exactly, what’s more likely is that each struggling student is an amalgam of several of these types.

Nonetheless, I stand by overall structure of these 7 types. When I speak to PTA’s and student assemblies, I find that students enjoy finding themselves in these types. It helps their problems feel less “strange” and more “normal.” Also, for educators it might help you hone in faster to finding a starting point in helping your struggling student.

The name of the game, though, is experimentation. I stand by all the tools I teach in the Anti-Boring Approach and the Art of Inspiring Students to Study Strategically. However, different students will be motivated to start learning different tools. So be open to letting your students' curiosity lead the direction you go!

How Can I Follow Up With You, If I Have More Thoughts?

Please email me if you have some questions or observations after reading this book! Gretchen@gretchenwegner.com is a great place to find me.

Also, if you found your way to this e-book, that means that you are *also* on my email list. You'll be getting a weekly video with a study (or time management) strategy inspired by my work with clients. You can always respond to that email if you have something specific to discuss with me.

And finally, my website has a great deal of information on it:

- [Click here for more information about my training courses for educators](#)
- [Click here for more information about by business training courses for academic coaches.](#)

I'm looking forward to connecting with you soon!

Grethen

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