

NEW!

**Way to Succeed
is now available in
Canvas, D2L,
and more!**

We have recently partnered with Content2Classroom to bring our mini-course, *Find Your Way to Succeed* to your campus through your LMS.

Find Your Way to Succeed is a revolutionary program tailored specifically for math and STEM students, designed to elevate their academic performance through self-regulation and metacognitive skills. Our innovative method harnesses the power of adaptive diagnostic learning assessments, ensuring that each student receives personalized feedback and strategies to tackle their unique learning challenges.

QUOTE OF THE MONTH

"You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself. That is something you have charge of."

--Jim Rhon

Responsibility:

Jeanine got her math test back and slumped in her seat. Another F. She had been complaining that her professor was so unfair, making her write out her work in just the right way, and labeling answers. She lost so many points for not doing this, but she knew how to do *most* of the problems on the test...just not all of them. She just didn't have much time to study because her boyfriend's birthday was last week, and no one told her that the material from last Thursday's class (the one she missed) was going to be on the test. Now Jeanine was in jeopardy of failing the class.

Maybe you know students like Jeanine. Many of your students fall into the trap of waiting for ideal circumstances or seeking external rescue from their problems. Blaming external factors such as circumstances, parents, bosses, or even bad luck may provide a momentary sense of relief, but it ultimately immobilizes your students, leading them to even more inactivity to change their position. When students shirk responsibility, they relinquish their power to effect change in their lives.

This mindset can be paralyzing and counterproductive. Real growth often begins when you acknowledge your current reality and take proactive steps toward change.

Mature adults recognize that, while unfortunate situations may not be their fault,

Way to Succeed
Mindful Insights for Learning

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the way they respond is entirely within their control. Life will present challenges; however, the key lies in how you choose to respond to those challenges. Embracing responsibility shifts the focus from blaming others to taking proactive steps toward improvement.

The moment your students accept responsibility for their circumstances, they unlock an immense potential within themselves. This acceptance fosters an empowering mindset, allowing them to control their pursuit of success. Their achievements become a result of their own choices rather than dependent on others. Encourage your students to adopt this mindset and watch as they begin to chart their own paths to success.

Here are a few ideas to spur on acceptance of responsibility you can share with your students.

1. **Emphasize the Growth Mindset.** They CAN improve if they open their minds to change.
2. **Shift the blame to things THEY can control.**
3. **Reflect on choices.** Identify patterns in your behavior and habits that contribute to success or hinder it.
4. **Accept feedback** with an open mind.
5. **Learn from successes and failures.** Give an honest self-appraisal of what leads to both.
6. **Set clear goals.** Short and long-term goals.
7. **Use a planner.** Keep track of important dates, assignments, and commitments.
8. **Develop action plans** for your day, week, semester, during college years and beyond.
9. **Prioritize tasks.** Know what is most important and break down tasks into manageable parts and specific deadlines.
10. **Stay organized.** Keep class notes, study space, assignments, and other materials organized to improve focus and efficiency.



From Anxiety to A's Strategies for Final Exam Success



Final exams season is fast approaching!

Preparing for final exams is a mystery to many of your students. Each professor has a different way of ascertaining knowledge learned during the academic term, so your students must become detectives of sorts, trying to determine how they should study and what kind of final they will face. Some professors balance equally the number of questions for each topic from the semester, while others emphasize more recent material. Some exams are multiple choice, some are essays, and still others are open response or short answer.

Studying for each type of exam is different, as is the way you study for each subject. Learning math is different from learning history, for example. Instead of making your students into final exam detectives, give them some information to lead them to approach studying for your final exam in an effective way.

COME VISIT US IN WASHINGTON D.C.!

We will be attending **JMM**
January 4 – 7, 2026

Mention this newsletter for a special offer from Way to Succeed!

Way to Succeed Can Help!

We designed Way to Succeed to accompany first-year math and other STEM classes. Our goal is to help your students become aware of and develop their learning skills and strategies in a personal way while freeing you to focus on your math or other STEM content. The online program works concurrently with your class, providing students with personal learning profiles and targeted actions for improvement, short, thought-provoking readings, videos, and short quizzes that highlight the skills, attitudes, cognitions, and learning strategies in which successful students engage. Students can quickly make changes to become better learners and improve their academic achievement.

Keeping with the detective theme, help your students answer some pertinent questions about your exam. They may need a little coaching on these topics.

Who?

- Your students should be doing *their own preparation*. It's possible to provide them with a review, but in reality, you have done that already for them during the course. Therefore, it is up to them to prepare themselves for a test over all the material covered in the course.
- With whom should your students study? Should your students study with others? Alone? Both options have benefits. Explain those benefits and encourage your students to do both.

What?

- What gets covered? Is your exam material more weighted with problems at the end of the course, or are you incorporating all material equally in your exam? That is something you should communicate to your students.
- What is a good method for planning and studying a large amount of material they will find on a final

When?

- How early should students begin studying for the final exam?
- When should your students fit in studying for their final when they are still going to class and completing assignments?

Where?

- Where do your students find materials to study from? What are some good options?

- Where should they go to get help if they don't remember how to do the problems?

How?

- How is the final exam weighted, and do you have a special replacement policy? For example, some professors replace one test grade from the semester with the final exam grade if the exam grade is higher. This gives students a chance to recover from earlier lower grades by demonstrating improved understanding and use of prior concepts.
- How should your students spend their time when they do sit down to study, both with a group and when they're by themselves?

Navigating Disabilities (Part 3 of 3):



Overcoming Memory Barriers to Math Success

Supporting Students with Memory and Recall Difficulties:

- Allow calculator use when appropriate.
- Incorporate active learning and multiple learning modes into your lessons.
- Encourage the use of "cheat cards." One professor noted that students often didn't need to use their cards when taking their tests. Writing out necessary information became a fundamental form of study for many students.
- Stress the use of mnemonics as memory aids. An example of a mnemonic is the word HOMES, which helps recall the names of the five Great Lakes of North America. PEMDAS is another for remembering the order of operations in math. The use of songs is also helpful, as in the example of the quadratic equation song which is sung to "Pop Goes the Weasel."
*"X equals negative b,
Plus, or minus the square root,
Of b squared minus 4ac,
All over 2a."*
- Practice writing important formulas and terms. Index cards are a great way to review vocabulary and formulas. Students can keep them throughout your course and beyond as needed.

Supporting Students with Working Memory Processing Disorders

Working memory is the synthesis of new information and what a student knows, both procedural and declarative. The mental space dedicated to holding information on a short-term basis while working on solving a problem includes the retrieval of both declarative and procedural memory and holds the new information given in a novel problem. Any disability that interferes with one of the three components, declarative, procedural, and working memory can result in an inability to complete a problem. Mathematics depends more heavily on working memory than other subjects, such as history, that rely on more of a declarative type of memory.

- Keep a classroom routine to help students order their time in your class. If students are familiar with a routine, they can focus more on the content.
- Meet individually with students struggling in this area for personal coaching.
- Again, practice! Repetition is a foundational way to learn new things, such as learning a musical instrument and improving athletic skills. The same principles apply to learning math.
- Break solutions down into smaller components to limit the possible procedures necessary to solve a single step of the problem.
- Discuss step-by-step thinking and reasoning, and not only the step-by-step algorithms.
- Instruct on procedure choice. Students confronted with a problem with a wide variety of possible procedures, such as on an exam, need to know in advance about procedure choice and how to make wise decisions about what procedure to use.

The last two issues of Learning Insights highlighted four of the six most common learning disabilities that interfere with college math success: Dyslexia, Dysgraphia, Dyscalculia, and Organizational. Students may exhibit varying levels of these disabilities, some of them, all of them, or just one. The last two we will cover in this issue involve memory issues.

They most likely struggle with math facts and finding common factors and multiples. Just because a person does not know their facts does not mean they cannot understand the fundamental principles of logic and reasoning in math.

Students with memory difficulties are at a real disadvantage in a college math class, although they are not deal-breakers when it comes to student success in college math courses. The students themselves must be aware of their own memory deficiencies and must incorporate strategies to enhance their learning in a more deliberate way that compensates for memory problems.

Q&A About Way to Succeed

Q: Our students already have so much to do. Why do they need one more thing to do?

A: Your students benefit from Way to Succeed in five ways:

1. They increase meta-cognition and self-regulation which improve learning & achievement
2. They learn about how to set goals and manage their time which are essential skills for college.
3. They use their newfound learning skills in other classes.



4. They typically cannot afford to fail their first year in college. Way to Succeed helps them pass their first math class.
5. They become more aware of their strengths and weaknesses making their study efforts more efficient and productive.





Visit our Website

We offer a unique research-supported approach to helping students become more independent and successful in your classes.

Visit [Way to Succeed](#) for more information about our product, pricing, and how to order.

You can be ready for Spring Semester 2026 classes!

First-year, at-risk, and probationary students typically need more support than most other returning students, especially when these students enroll in online classes. [Way to Succeed](#) can help you to assist your students with a personalized, stand-alone success program designed for mathematics and other STEM courses. [Way to Succeed](#) helps students develop their own self-regulating and metacognitive skills so they can become more independent and effective learners.

- Students learn how to learn, especially in their math or STEM class.
- Our focus is on improving self-regulation, time-management skills, metacognition in your students, and how to access extra help resources.
- Nothing to grade. Nothing to plan. No essays for your students.
- Personalized learning diagnostics and recommendations for each student.
- [Companion eBook or LMS-based format](#) for better student accountability.
- Research-based process establishes significant improvement in grades.
- Low department and per-student costs.
- Compatible with [any](#) STEM course or curriculum, online or face-to-face.
- Easy-to-access instructor reports.
- **Quick and easy set-up for your school, by department, course, or class.**

Upcoming Articles in the next issue of *Learning Insights*

Look for a new format for our newsletters coming up in January!

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Way to Succeed

Mindful Insights for Learning

864-777-3015 text or call
www.waytosucceed.com