This worksheet is a chance to reflect on how effective your go-to study spaces are for your concentration and productivity. Think of three places you commonly study and write them at the top of each column below (1, 2, 3). Then, for each of the statements below, evaluate whether that statement is true or false for each location.

TAY PRODUCTIVE

STUDY PLACES	1.		2.		3.	
<b>1.</b> Minimal distractions allow me to main- tain focus when I'm studying here	Т	F	Т	F	Т	F
<b>2.</b> I'm not interrupted by external noise when I study here (music, TV, etc.)	Т	F	Т	F	Т	F
<b>3.</b> I'm able to block out others' conversa- tions or discussions when I'm here	Т	F	Т	F	Т	F
<b>4.</b> I'm not tempted to engage in side- or off-topic conversations when I'm here	Т	F	Т	F	Т	F
<b>5</b> . The physical environment encourages and is supportive of study activities	Т	F	Т	F	Т	F
<b>6.</b> In this space, I'm surrounded by people who are focused and on task	Т	F	Т	F	Т	F
<b>7.</b> I have access to this space when I need it/do my best studying	Т	F	Т	F	Т	F
<b>8.</b> I'm able to find seating and a table with lighting that supports my learning	Т	F	Т	F	Т	F
<b>9.</b> I feel comfortable and welcome in this space	Т	F	Т	F	Т	F
<b>10.</b> When I'm in this space, I notice that I often get a lot done	Т	F	Т	F	Т	F
<b>11.</b> I'm able to monitor my break times in this space, and get back to work promptly	Т	F	Т	F	Т	F
<b>12.</b> I associate this space with my own productivity and my learning	Т	F	Т	F	Т	F
<b>13.</b> I look forward to my time in this space	Т	F	Т	F	Т	F
TOTAL True Statements (out of 13)						

The locations with the most "true" answers are going to be the most supportive to your focus and productivity, but in any study location, you can always look for ways to reduce distractions.

Adapted from Nataupsky, Huelf, Bermudez. *The USAF Academy How-To Study Program: A Handbook for Volunteer Counselors*. 2nd Edition. (FJSRL Technical Report 80-0016, July 1980) p. 37 and Thomas M. Sherman, *Proven Strategies for Successful Learning*, Merrill Publishing Company 1984.



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