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**Wendiann R Sethi\*** ([sethiwen@shu.edu](mailto:sethiwen@shu.edu)), 400 South Orange Ave, Dept of Mathematics & Computer Science, South Orange, NJ 07079. *How to shift a math-anxious student into a "can do" place using language patterns and belief changing strategies.*

Our experience at Seton Hall University's Developmental Mathematics program is that students create obstacles with their beliefs about mathematics and their capabilities of solving mathematical problems. While there are numerous articles addressing practices to help the students with these obstacles, we believe that there are a few more tips that are worth sharing with the community who work with these students. The last three years we have changed our program from a passive-lecture based instruction to an active, computer-assisted approach. With the introduction of the Mathematics Learning Laboratory, we have been able to create a warm, friendly, responsive environment for our students to succeed in mastering the material they need to learn in order to move onto college-level mathematics or statistics. We also recognized that students enter our program with beliefs about what they can do and what they like to do influence their success and learning process. With the use of language patterns specifically focusing on reframing those beliefs, we have observed that the students' attitudes shift from "I can't do math" or "I am afraid of math" to "I can do math" and "I am okay with math." We will share these language patterns and the feedback we have received for our students. (Received September 20, 2007)