

Note-Service Training Disability Resource Center

www.dso.ufl.edu/drc

Dean of Students Office

www.dso.ufl.edu

University of Florida

www.ufl.edu



Note: Links and animation do not work in PDF version. This version is specifically for students needing to use a screen reader. For all other students please use the PowerPoint version.



Scroll to next page.

Why & when are note-services necessary?

- Laws
- Students Eligible for Services
- Benefits of a Note-Supplier
- Situations Requiring a Note-Supplier

Laws



- The government has established laws to protect the civil rights of citizens/students with **disabilities**. (click on links below – the section of the ADA pertaining to education is Title II)
 - Americans with Disabilities Act (ADA) 1990.
 - www.ada.gov
 - Section 504 of the Rehabilitation Act of 1973.
 - www.hhs.gov/ocr/504.html

Students Eligible for Note-Service

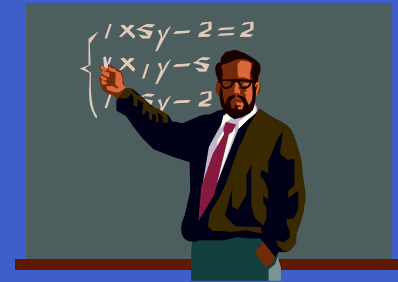
- Students who are hard of hearing or deaf.
- Students with low vision or blind.
- Students with dexterity/motor skill difficulty.
- Students with learning disabilities.
- Students with ADD/ADHD.

Benefits of a Note-Supplier

- Allows student to ***focus on the instructor.***
- Provides student with ***accurate information.***
- ***Increases students confidence*** – student knows that he/she is receiving accurate information.
- Gives student ***access to classroom information*** that may have otherwise been omitted.
- Gives student the opportunity to participate in ***classroom discussion.***
- Supplements the students notes and provides a ***tool for notetaking improvement.***

Situations Requiring a Note-Supplier

- Class or lab *lectures*
- Class *discussion*
- Class *guest speakers*
- Class *videos* or *films*
- Class *field trips* or *experiential learning*

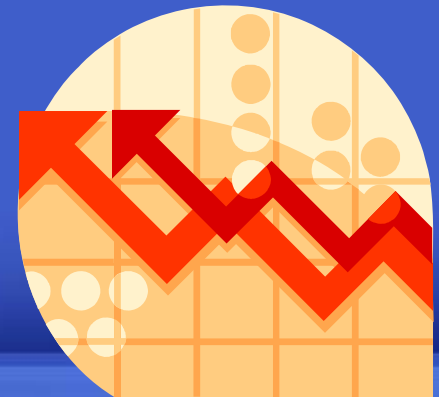


Differences between taking notes for others and taking notes for yourself!

- Record all vital information e.g. major themes, new vocabulary, basic concepts, etc. - even if it is something you already know.
- Explain any personally used abbreviations (provide a glossary or key).

Differences - continued

- Labeling Notes – header, corresponding textbook chapter, page numbers, footnotes, etc.
- Record all of the instructor's announcements including assignments, test/quiz dates, and project due dates.



Qualities of a Good Notetaker!

- Dependable/Reliable
- Respectful/Empathetic
- Motivated/Good Attitude



Dependable/Reliable



- ***Excellent class attendance*** – arrive to class on time.
- Secure a ***backup plan*** for notes in case of an emergency.
- Supply notes within ***24-48 hours***.
- Share ***contact information*** with the DRC student.

Respectful/Empathetic

- Practice ***confidentiality*** – respect the Student's rights to privacy.
- ***Do good***, not harm – when faced with an ethical dilemma utilize good decision making skills (e.g. consult with instructor, the DRC staff, etc.).
- Be ***understanding and sensitive*** to the student's needs & feelings – demonstrate compassion.
- Practice ***common courtesy***.
- Treat the student as you would want to be treated yourself.
- Only offer advice if asked.



Motivated/Good Attitude

- Demonstrate a ***good work ethic*** – stay on top of class readings, assignments, etc.
- Act ***professionally***.
- Be ***positive*** and ***upbeat***.
- Be ***friendly*** and ***approachable***.

Note-Supplier Tips

- Instructor's Cues (signals)
- Edit Notes – Clean Up
- Additional Tips



Instructor's Cues

Instructor's will often provide cues (signals) during their lecture. These cues will be a signal to you of important information and key points that will most likely show up on a test.

Examples:

- writes on chalkboard
- repeats information
- speaks more slowly
- gives a definition
- lists a number of points/steps
- explains why or how things happen
- describes a sequence
- refers to information as a test item
- changes tone of voice
- uses body language
- uses visual aids
- refers to specific text pages



Instructor's Cues continued



Phrases that can clue you of important upcoming information:

- “Now this is important...”
- “Remember that...”
- “The basic concept is...”
- “You’ll need to remember this...”
- “This will be on the test...”
- “First you must understand that...”
- “There are two main reasons why...”
- “For example...”
- “In addition...”
- “On the other hand...”
- “However...”
- “In contrast...”
- “In summary or in conclusion...”

Edit Notes – clean up



Review notes to ensure the following:

- ***Correct spelling*** errors.
- Make sure all ***abbreviations*** have been properly identified – use a key or a glossary.
- ***Rewrite*** sloppy handwriting.
- Check for proper ***header labeling*** – course, instructor, date, & page.
- ***Identify*** key points and important information.
- Make sure any incorrect or ***false statements*** and any of your own personal beliefs are crossed out.



Additional Tips

- Use black or blue ball point pen.
- Use 8 ½ x 11 lined loose leaf paper – easier to copy & organize.
- Write notes on one side of paper only.
- Do not doodle on your notes.
- Sit close to instructor – unobstructed view.
- Write down everything instructor puts on board.
- Notes can also be done on a laptop or PC using a word processor.
- Free! Carbonless, college rule, 3-hole punched, copy paper is available at the DRC.

Lecture Notes – Suggested Formats

- Basics Characteristics of Good Notes
- Paragraph format
- Outline format
- Two column format
- Three column format

Basics Characteristics

- Underline, , , use *asterisk, etc. on main points or ideas.
 - ***Don't use highlighter*** because it will not show when copied.
- Notes should ***focus on content*** of lecture & not just a duplication of an overhead or PowerPoint presentation.
- Leave plenty of ***white space*** between main points – don't squeeze.

Paragraph Format

- Each sentence should **express a complete thought**.
- Keep paragraphs **short**.
- Make sure important info is **not** buried in the text.
- Leave plenty of **white space** for editing notes.

Persons With Disabilities (PWD) & Rehabilitation Disciplines

Person first language places the person before the disability. This helps decrease labeling and stereotyping.

If you are unsure how to address a PWD ask them for their preference. For example some people that are deaf or blind prefer to acknowledge their disability first for cultural reasons.

Categories of Disabilities include:

- ★ • Physical
- Visual (sensory)
- Cognitive
- Hearing (sensory)

There are various types of disciplines within rehabilitation. These disciplines may include:

- Physiatry which takes a non-surgical approach (therapy) to rehabilitation. The emphasis is on reconditioning.
- Physical therapy works directly with mobility.
- Occupational therapy works specifically with activities of daily living.
- Speech language therapy increase expressive and receptive language skills and also assists in developing chewing and swallowing skills.
- Rehab counselors often referred to as case managers are mostly involved in outpatient discharge planning.

Physiatry: physis (nature) + iatrea (healing) = rehabilitation

Outline Format

- **Label** outline levels.
- **Be consistent** in your labeling.
- Each level can be **one word** or **short phrase**.
- Leave **space** for editing later.

I. *Persons With Disabilities (PWD) labeling*

A. *Language*

1. *PWD places person first*
2. *Helps decrease labeling & stereotyping*

B. *If unsure*

1. *Ask person*
2. *may have a cultural preference*
 - a. *Deaf*

II. *Categories of Disabilities*

A. *Physical*

B. *Visual (sensory)*

C. *Cognitive*

D. *Hearing (sensory)*

III. *Rehabilitation Disciplines*

A. *Physiatry*

1. *non-surgical (therapy)*
 - a. *emphasis is reconditioning*

B. *Physical Therapy (PT)*

1. *mobility & strength*

C. *Occupational Therapy (OT)*

1. *activities of daily living (ALD)*

D. *Speech Language Therapy*

1. *expressive & receptive skills*
2. *eating & swallowing*

E. *Rehab counselor*

1. *case manager*
 - a. *discharge planning*

Physiatry: physis (nature) + iatρεία (healing) = rehabilitation

Two Column Format

- Fold paper or use ruler to make *dividing line*.
- Take notes as usual in larger column.
- Fill in *key points* column with words or phrases to alert you.

Use this column to emphasize Key Points

Jeremy Lott - guest speak
jlott@ufl.edu
Psychiatric Disorders

Note:
Jermey's PowerPoint presentation will be posted on Dr. Swett's webpage

Note: There is Bipolar I And Bipolar II

Internship Sites for Psychiatric Disorders

Use this column for taking notes as usual.

Mood Disorders

- *Depression:*
Treatment
 - *Psychotherapy*
 - *ECT - Electro Convulsive Therapy*
 - *Medications > prozac, Zoloft, wellbutrin*
- *Vocational Applications*
 - *Miss work & lower productivity*
- *Accommodation*
 - *Change work environment*

Bipolar Disorder

- *Manic-depressive*
- *Episodes of depression an mania*
- *Elevated mood swings*
- *Symptoms*
 - *Grandiosity, der. Sleep, rushed speech*
- *With mania - sometimes hallucinations*
- *Follow a depression episode*
- *Treatment*
 - *Individual psycho-therapy*
 - *Medications*
 - *Lithium, depakote, zyprexa*
 - *Crisis stabilitation*

Recommendations for internship sites:

1. *Meridian*
2. *Vista*
3. *Metamorphosis*

Three Column Format

- A two-inch column for **key points**
- A four-inch column for **detailed notes**
- A one-inch column for **questions or reminders**

Use this column to emphasize Key Points	Use this column for taking notes as usual.	Use this column for notes to yourself
<p>Jeremy Lott - guest speak jlott@ufl.edu Psychiatric Disorders</p> <p>Note: Jermey's PowerPoint presentation will be posted on Dr. Swett's webpage</p> <p>Note: There is Bipolar I And Bipolar II</p> <p>Internship sites For Psychiatric Disorders</p>	<p><u>Mood Disorders</u></p> <ul style="list-style-type: none"> • Depression: Treatment <ul style="list-style-type: none"> ◦ Psychotherapy ◦ ECT - Electro-Convulsive Therapy ◦ Medications > prozac, Zoloft, wellbutrin • Vocational Applications <ul style="list-style-type: none"> ◦ Miss work & low productivity • Accommodation <ul style="list-style-type: none"> ◦ Change work environment <p><u>Bipolar Disorder</u></p> <ul style="list-style-type: none"> • Manic-depressive • Episodes of depression an mania • Elevated mood swings • Symptoms <ul style="list-style-type: none"> ◦ Grandiosity, dec. Sleep, rushed speech • With mania - sometimes hallucinations • Follow a depression episode • Treatment <ul style="list-style-type: none"> ◦ Individual psycho-therapy ◦ Medications <ul style="list-style-type: none"> ▪ Lithium, depakote, zyprexa ◦ Crisis stablilitation <p>Recommendations for internship sites:</p> <ol style="list-style-type: none"> 1. Meridian 2. Vista 3. Metamorphosis 	<p>Look up more accomm for work on JAN.wvu.edu</p> <p>Call sites to check availability</p>

What to know if you are supplying notes to a student with hearing loss!



- Get student's feedback on quality of notes.
- Periodically allow instructor to review notes for content.
- Periodically check-in with the Disability Resource Center's Note-Service Coordinator.
- Face student when speaking (staring is acceptable)– ***student probably speech reads*** and may also use a hearing aid and/or an assistive listening device.

...Hearing Loss – continued

- ***Don't yell*** at student!
- Get student's attention by waving your hand or lightly tapping on shoulder.
- Visit National Technical Institute for the Deaf (www.ntid.rit.edu/elearning) for more thorough training of notetakers for students with hearing loss.

Disability Resource Center's Note-Service Policy & Procedure

- Be sure to read and complete the Note-Service Packet
- Note-Service Packet is available to download from the DRC website
www.dso.ufl.edu/drc/onlineservices.php

Notetaker Training

- Involves completing this presentation.
- Verify completion of your training by clicking on the following email address jimrf@dso.ufl.edu and place the following information **exactly** as stated in the subject line of the email:

Note-Service Training Completed _____
(your first & last name)

- Don't place anything in the body of the verification email.

If you have specific questions or comments please contact us by any of the following methods.

- Contact information:
 - Disability Resource Center 0020 Reid Hall
PO Box 114085, Gainesville, FL 32611-4085
 - Email accessuf@dso.ufl.edu or noteservice@dso.ufl.edu
 - Phone (352) 392-8565 x200
 - Fax (352) 392-8570



References

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