

# Note-taker Training

## Disability Resource Center

[www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)



Dean of Students Office

[www.dso.ufl.edu](http://www.dso.ufl.edu)

University of Florida

[www.ufl.edu](http://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 notetaking services necessary?

- Laws
- Students Eligible for Services
- Benefits of a Notetaker
- Situations Requiring Notetakers

# 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](http://www.ada.gov)
  - Section 504 of the Rehabilitation Act of 1973.
    - [www.hhs.gov/ocr/504.html](http://www.hhs.gov/ocr/504.html)

# Students Eligible for Notetaking Services

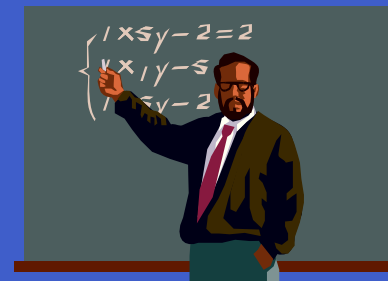
- Students who are hard of hearing or deaf.
- Students with low vision or blind.
- Students with dexterity/motor skill difficulty.
- Students with learning disabilities.
- Students with ADD/ADHD.

# Benefits of a Notetaker

- 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 Notetaker

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

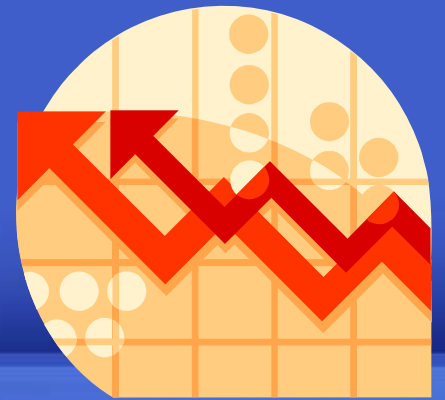


## Differences between notetaking for others and taking notes for yourself!

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

## Differences - continued

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



# Qualities of a Good Notetaker!

- Dependable/Reliable
- Trustworthy/Ethical
- Good Student
- Good Listener
- Empathetic/Respectful
- 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.

# Trustworthy/Ethical

- 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.).



# Good Student

- Minimum G.P.A 3.0
- Basic understanding and comprehension of the material
- Excellent class attendance
- Prepared for class
- Strong English Language skills



# Good Listener



- ***Pay attention*** to what is being said – not just hearing but understanding.
- Involves ***thinking, processing*** and ***analyzing***.
- Good listener will hear ***instructor's cues*** during lecture followed by key information. (cues will be explained in detail later).

# Empathetic/Respect



- 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***.

# Notetaking Tips

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

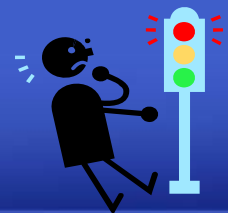


# Instructor's Cues (Signals)

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 (Signals) continued

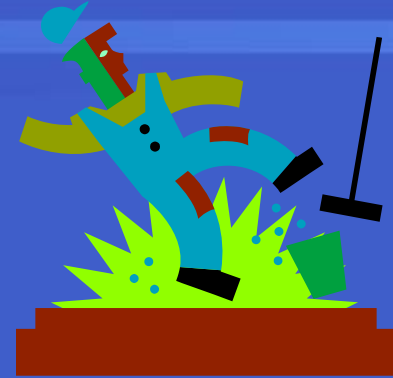


Phrases that can clue you of important upcoming information:

- “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.

# Notetaking - Suggested Formats

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

# Basics Characteristics of Good Notes

- ***Legible handwriting*** and ***correct spelling***.
- ***Header***
  - Course & instructor (1<sup>st</sup> page only)
  - Date & Page number (all pages)
- Leave ***space in margins*** to edit notes with additional info from text or to emphasize key points.
- Leave plenty of ***white space*** between main points – don't squeeze.
  - ***Abbreviate*** especially when using repeated terms or titles
    - suggest using acronyms
    - make a ***glossary*** or ***key*** for abbreviations

# Basics Characteristics

## – continued

- Underline, circle, box, 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.

# 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) + iatreia (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) + iatrea (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](mailto: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**

RCS 6080 Prof. Swett (Header info on 1 <sup>st</sup> page)		02/03/06 page 1 ( Date & number every page)
<p>Use this column to emphasize Key Points</p> <p>Jeremy Lott - guest speak <a href="mailto:jlott@ufl.edu">jlott@ufl.edu</a> 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>Use this column for taking notes as usual.</p> <p><u>Mood Disorders</u></p> <ul style="list-style-type: none"> <li>• Depression: Treatment               <ul style="list-style-type: none"> <li>◦ Psychotherapy</li> <li>◦ ECT - Electro Convulsive Therapy</li> <li>◦ Medications &gt; prozac, Zoloft, wellbutrin</li> </ul> </li> <li>• Vocational Applications               <ul style="list-style-type: none"> <li>◦ Miss work &amp; low productivity</li> </ul> </li> <li>• Accommodation               <ul style="list-style-type: none"> <li>◦ Change work environment</li> </ul> </li> </ul> <p><u>Bipolar Disorder</u></p> <ul style="list-style-type: none"> <li>• Manic-depressive</li> <li>• Episodes of depression an mania</li> <li>• Elevated mood swings</li> <li>• Symptoms               <ul style="list-style-type: none"> <li>◦ Grandiosity, dec. Sleep, rushed speech</li> </ul> </li> <li>• With mania - sometimes hallucinations</li> <li>• Follow a depression episode</li> <li>• Treatment               <ul style="list-style-type: none"> <li>◦ Individual psycho-therapy</li> <li>◦ Medications                   <ul style="list-style-type: none"> <li>▪ Lithium, depakote, zyprexa</li> </ul> </li> <li>◦ Crisis stabilitation</li> </ul> </li> </ul> <p>Recommendations for internship sites:</p> <ol style="list-style-type: none"> <li>1. Meridian</li> <li>2. Vista</li> <li>3. Metamorphosis</li> </ol>	<p>Use this column for notes to yourself</p> <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 taking notes for 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 Notetaker 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](http://www.ntid.rit.edu/elearning)) for more thorough training of notetakers for students with hearing loss.

# The Disability Resource Center's Notetaking Policy & Procedure

- Notetaker Packet
- Notetaker Training

# Notetaker Packet

- ***Notetaker Packet*** (6 pages) contains information for the the DRC student, instructor and notetaker.
- Student with a disability may choose to ***remain anonymous***.
  - Instructions on how to be anonymous are in packet.
- ***One packet must be completed for each course & instructor.***
- Page 1 is the cover page.
- Page 2 contains the DRC student & teachers instructions.
- Pages 3 & 4 contain Notetakers Job Description and Responsibilities.
- Page 5 contains the DRC student & instructor contact info.
- Page 6 contains notetaker contact info & his/her signature.
- Pages 5 & 6 must be submitted by the notetaker to the DRC immediately!
- **Notetaker Packet** is available to download from the DRC website.  
([www.dso.ufl.edu/drc/resources/](http://www.dso.ufl.edu/drc/resources/))

# Notetaker Training

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

**“Notetaker Training Completed \_\_\_\_\_”**  
(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](mailto:accessuf@dso.ufl.edu)
  - Phone (352) 392-8565 x200
  - Fax (352) 392-8570



# References

- RIT, National Technical Institute for the Deaf. (n.d.). *Notetaking for students with hearing loss*. Retrieved 12/1/2005, from <http://www.ntid.rit.edu/elearning/>
- James Madison University Special Education Program. (n.d.). *The learning toolbox home*. Retrieved 12/01/2005, from <http://coe.jmu.edu/LearningToolbox/notetaking.html>
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- College of Saint Benedict – Saint John's University. (n.d.). *Academic advising lecture note taking*. Retrieved 12/01/2005, from <http://www.csbsju.edu/academicadvising/help/lec-note.htm>