NOTE-TAKER TRAINING

ACCESSIBILITY RESOURCE CENTER (ARC)
HTTP://ARC.UNM.EDU

University of New Mexico
Albuquerque, New Mexico
Why & when are note-taking needs necessary?

- Laws
- Students Eligible for accommodations
- Benefits of a Note-taker
- Situations Requiring Note-takers
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.**
- **Section 504 of the Rehabilitation Act of 1973.**
Students Eligible for Note-taking

- Students who are hard of hearing or deaf.
- Students with visual impairment.
- Students with motor skill difficulty.
- Students with learning disabilities.
- Students with ADD/ADHD.
Benefits of a Note-taker

- 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.
- Gives student the opportunity to participate in classroom discussion.
- Supplements the student’s notes and provides a tool for note-taking improvement.
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).
Labeling Notes – header, corresponding textbook chapter, page numbers, footnotes, date, course number etc.

Record all class announcements including assignments, test/quiz dates, and project due dates.
Qualities of a Good Note-taker!

- 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 ARC 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 ARC staff).
Good Student

- Minimum G.P.A 2.5
- Basic understanding and comprehension of the material
- Excellent class attendance
- Prepared for class
- Strong English Language skills
- *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
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 legend.
- 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.
Use black or blue ball point pen.
Use 8 ½ x 11 lined loose leaf paper – easier to copy & organize.
Pick up paper from ARC
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.
Note-taking Suggested Formats

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

- Legible handwriting and correct spelling.
- Header!!!
  - Course & instructor (1st 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
Underline, circle, box use *asterisk, etc. on main points or ideas.

- Use highlighters with caution because some will not show when copied.

Notes should focus on content of lecture & not just a duplication of an overhead or PowerPoint presentation.
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) + iatreia (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.

<table>
<thead>
<tr>
<th>Use this column to emphasize Key Points</th>
<th>Use this column for taking notes as usual.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy Lott - guest speak <a href="mailto:jlott@ufl.edu">jlott@ufl.edu</a></td>
<td>Mood Disorders</td>
</tr>
<tr>
<td>Psychiatric Disorders</td>
<td>• Depression:</td>
</tr>
<tr>
<td></td>
<td>Treatment</td>
</tr>
<tr>
<td></td>
<td>o Psychotherapy</td>
</tr>
<tr>
<td></td>
<td>o ECT - Electro Convulsive Therapy</td>
</tr>
<tr>
<td></td>
<td>o Medications &gt; prozac, Zoloft, wellbutrin</td>
</tr>
<tr>
<td>Note: Jeremy’s PowerPoint presentation will be posted on Dr. Swett’s webpage</td>
<td>• Vocational Applications</td>
</tr>
<tr>
<td></td>
<td>o Miss work &amp; lower productivity</td>
</tr>
<tr>
<td></td>
<td>o Change work environment</td>
</tr>
<tr>
<td>Note: There is Bipolar I And Bipolar II</td>
<td>Bipolar Disorder</td>
</tr>
<tr>
<td>Internship Sites for Psychiatric Disorders</td>
<td>• Manic-depressive</td>
</tr>
<tr>
<td></td>
<td>• Episodes of depression an mania</td>
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<td></td>
<td>• Elevated mood swings</td>
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<tr>
<td></td>
<td>• Symptoms</td>
</tr>
<tr>
<td></td>
<td>o Grandiosity, der. Sleep, rushed speech</td>
</tr>
<tr>
<td></td>
<td>• With mania - sometimes hallucinations</td>
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<td></td>
<td>• Follow a depression episode</td>
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<tr>
<td></td>
<td>• Treatment</td>
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<tr>
<td></td>
<td>o Individual psycho-therapy</td>
</tr>
<tr>
<td></td>
<td>o Medications</td>
</tr>
<tr>
<td></td>
<td>• Lithium, depakote, zyprexa</td>
</tr>
<tr>
<td></td>
<td>o Crisis stabilization</td>
</tr>
</tbody>
</table>

**Internship Sites**

- Meridian
- Vista
- 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 for notes as usual.

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

Bipolar Disorder
- Manic-depressive
- Episodes of depression and mania
- Elevated mood swings
- Symptoms
  - Grandiosity, dec. Sleep, rushed speech
  - With mania - sometimes hallucinations
  - Follow a depression episode
  - Treatment
    - Individual psycho-therapy
    - Medications
      - Lithium, depakote, zyprexa
    - Crisis stabilization

Recommendations for internship sites:
1. Meridian
2. Vista
3. Metamorphosis

Note: There is Bipolar I and Bipolar II

Internship sites for Psychiatric Disorders

Use this column for notes to yourself

Look up more accommodation for work on JAN.wvu.edu

Call sites to check availability.
What to know if you are taking notes for a student who is deaf or hard of hearing!

- Get student’s feedback on quality of notes.
- Periodically allow instructor to review notes for content.
- Periodically check-in with Accessibility Resource Center’s Notetaker Coordinator.
- Face student when speaking (Eye contact is important)
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 for more thorough training of notetakers for students with hearing loss. www.ntid.rit.edu/elearning
Involves completing this presentation.

Verify completion of your training by clicking on the following email address asnotes@unm.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 specifics questions or comments please contact us by any of the following methods.

Contact information:
- Accessibility Resource Center
  Mesa Vista Hall 202
  505-277-7305
  505-277-3750- Fax
References

