

Notetaking Intervention Case Example

Student: Mary

Grade: 6th

Presenting Problems: Poor academic achievement

Intervention: Notetaking intervention

Background: Mary has been having some difficulty in Mr. Foley's History class. Mr. Foley has noted that Mary struggles to retain some of the content from the class instruction, which is a major part of Mr. Foley's curriculum. So, he decides to work with her on her notetaking skills.

Collect baseline data on the student's note-taking ability. Identify the specific strengths and weaknesses in the organization and content of their notes.

Mr. Foley collects some of Mary's notes from his class that day. He notices that Mary has a hard time identifying the main ideas of what is being talked about. Additionally, the information she does write down is unorganized and in one giant wall of text. However, Mary's handwriting is exceptionally neat.

Determine upcoming instructional or text material that will require notetaking and prepare a set of model or ideal notes

In preparation for starting this intervention, Mr. Foley creates a set of model notes that is organized well and contains the main and supporting ideas of the upcoming lesson.

Meet with the student to discuss the notetaking intervention

Mr. Foley meets with Mary during her study hall period to discuss the notetaking intervention.

Sample Script

Mr. Foley: *Hi Mary! I know you have been working really hard during History class. I had an idea that may help you out. I took a look at the notes you took yesterday. Your handwriting is amazing! But I think there could be some better ways for you to organize some of the main ideas. I want to work with you to better organize your notes so that you can understand some of the important ideas better.*

Mary: *OK, that sounds good.*

Mr. Foley: Great! Here is a set of model or ideal notes that someone might take during my class today. See how the important parts are organized into main and supporting ideas? That is what I want you to do with your notes today. Here, you can take this to



reference it during class. Next time, I will remove certain parts of the model notes for you to fill in as I go through the material.

Model notetaking skills

During the next few classes, Mr. Foley makes sure to pause throughout his instruction to emphasize important ideas. Sometimes he would even say “I am going to repeat that last piece because it is a really important *main idea*” or even telling the class what he might write down as a note.

Provide feedback to the student(s) on their notetaking skills

Between classes, Mr. Foley meets with Mary to see how she did copying down notes that match the model notes. He makes sure to explain parts that Mary is confused about.

As the student(s) become more skilled, phase out the structure

Over time, the set of model notes that Mr. Foley provides to Mary has less and less content. Perhaps the first week had almost all of the information present with a few blank spaces for Mary to fill in. Now, the model notes just has a few headings relating to the overarching topics that will be covered. Eventually, Mr. Foley will not need to provide any structure for Mary.