
Note-taking Intervention Checklist

Adherence:

Getting Started

- Collect baseline data on the student's note-taking ability. Look over a sample of the student's notes and identify the specific strengths and weaknesses in their organization and content.
- Determine upcoming instructional or text material that will require note-taking and prepare a set of model or ideal notes. The recommended format would include main ideas with supporting details in an organized outline format
- Meet with the student to discuss the note-taking intervention.
 - Review the gold-standard version of the notes
 - Explain the rationale for the organization (i.e., separating main and supporting ideas)
 - Describe how the intervention will be used in the upcoming weeks and inform the student of when the intervention will begin.

Implementation

- Model note-taking skills
 - For instructional note-taking, pause throughout to present the relevant notes.
 - For note-taking from text, walk the student(s) through the first set of notes.
- Meet with the student to review the student(s) notes and provide feedback on their ability to replicate the model notes.
- As the student(s) become more skilled, phase out the structure
 - Provide less structure in the set of ideal notes such that the student gains experience in filling in the information without a perfect model.

Quality:

- Start small. Pick a topic or lecture that is relatively simple and follows a clear structure for the first days of intervention. This allows the student to learn and build upon the skill.
- Remember to continue providing praise for effort with this strategy, continued practice, and whenever possible success learning new skills.
- Students should not be provided with their own copy of the notes as this reduces the likelihood of compliance and may distract them from the information being covered in the moment (e.g., flipping ahead, doodling).

Tips for Success:

- For taking notes from text, encourage the student to pay attention to cues signaling key information (e.g., bolded words, highlighted text, comprehension questions at the end of the chapter).



- Over time, the student should take on more independence and demonstrate greater skill with their note-taking. Make sure to provide supports that are meeting the student where they are, while also encouraging them to challenge themselves.
- Once students are able to independently take notes, continue to provide feedback to the student regarding the completion and accuracy of their notes.