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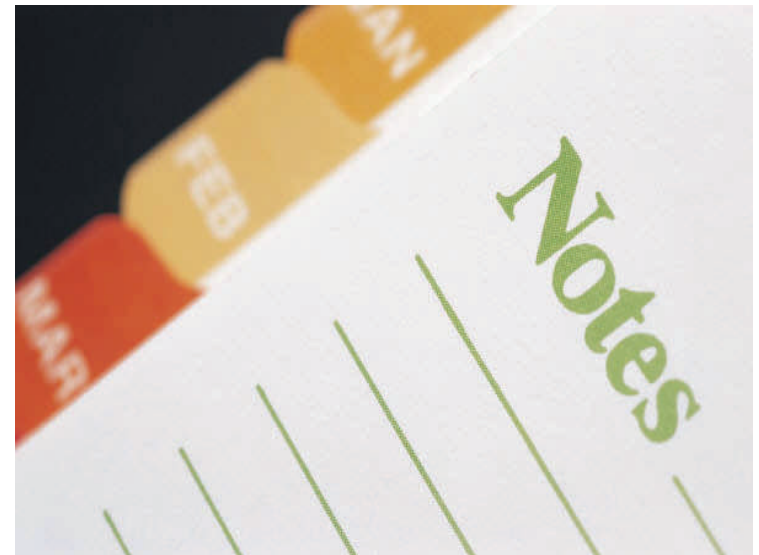
## Services for Students with Disabilities

### *Note Taker Handbook*

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with Disabilities  
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#### Contents:

- Overview of SSD
- Note taking accommodation process
- Confidentiality
- Note taking methods

# Welcome to Services for Students with Disabilities

Thank you for your interest and commitment to helping your fellow students.

This handbook will provide you with useful information as well as a description of the guidelines for note taker services.

If you have any questions or concerns, please do not hesitate to contact our office for assistance.

-SSD Director



## Note taking methods

### *Paragraph Form and Key Word Lists*

These are two different methods generally used together and used more frequently because most people naturally take notes this way. A series of informal, incomplete but precise sentences can create paragraphs organized around key points. Key word lists of vocabulary, names or dates supplement the paragraphs to draw attention to important details. For both paragraphs and key word lists, it is important to not use complete sentences unless the instructor suggests writing down the entire sentence or a quote.

### Useful symbols and abbreviations

*When you are listening to your instructor and trying to take notes at the same time, it can be frustrating and difficult to write quickly enough. Using abbreviations or symbols in your notes will help you write more quickly and get all of the information. Here are some useful abbreviations and symbols to use:*

Symbol/Abbrev	Meaning	S/A	- Meaning
i.e.	that is	e.g.	for example
sp.	spelling	p or pg	page
w/	with	w/o	without
w/i	within	# or no.	number
# or no.	number	+ or &	and
ch.	chapter	~ or approx.	approximately
@	about, around, at	?	question
etc.	etcetera, so forth	gov't	government
rt	right	b/c	because
b/4	before	re:	regarding
esp.	especially	yr/yrs	year or years
\$	money, cost, price		

## Note taking methods

### *Outline Format*

A standard Roman numeral outline or a free-form, indented outline can organize the information in a lecture. This method shows major points and supporting ideas. Another advantage to using this form is that as you take notes, you are simultaneously organizing the information (especially useful if the instructor is disorganized).

I. Title
1. Subject
a. Item 1: Description
b. Item 2: Description
c. Item 3: ...
2. Subject 2
II. Title 2
...

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## Disability Support Services and the Law

The office of Services for Students with Disabilities at John Carroll University collaborates with students, faculty, and staff to ensure appropriate services are provided to students with disabilities. We advocate for appropriate accommodations, and provide auxiliary aids and services to assist otherwise qualified persons in achieving access to programs, services, and facilities. These goals are in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and also the Americans with Disabilities Act of 1990.

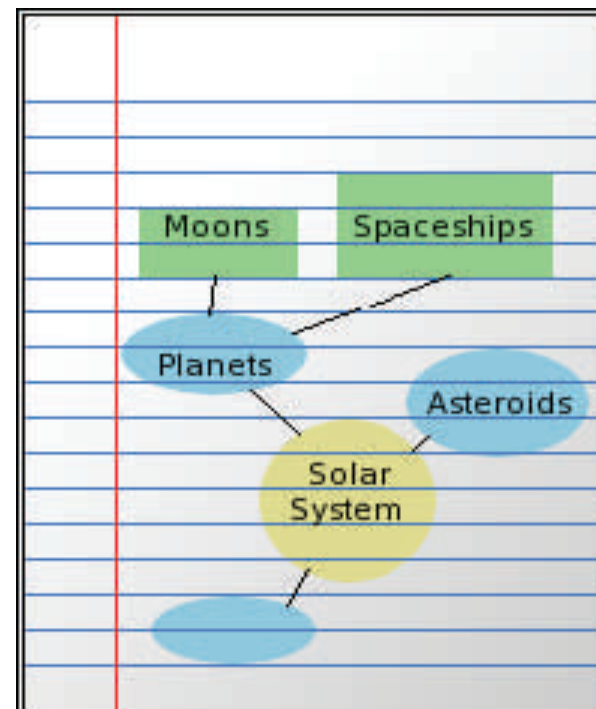


Your understanding of these laws keeps JCU an institution where equal opportunities are provided for all students. The Americans with Disabilities Act and Section 504 of the Rehabilitation Act guarantee equal access, not success. Individual success is therefore up to each student. We encourage students to become self-advocates, develop empowerment, responsibility, independence, personal growth, and compensatory skills. We also work to increase awareness among the JCU students, faculty and staff of the abilities inherent in those students with disabilities

## Note Taking Methods

### *Mind Maps*

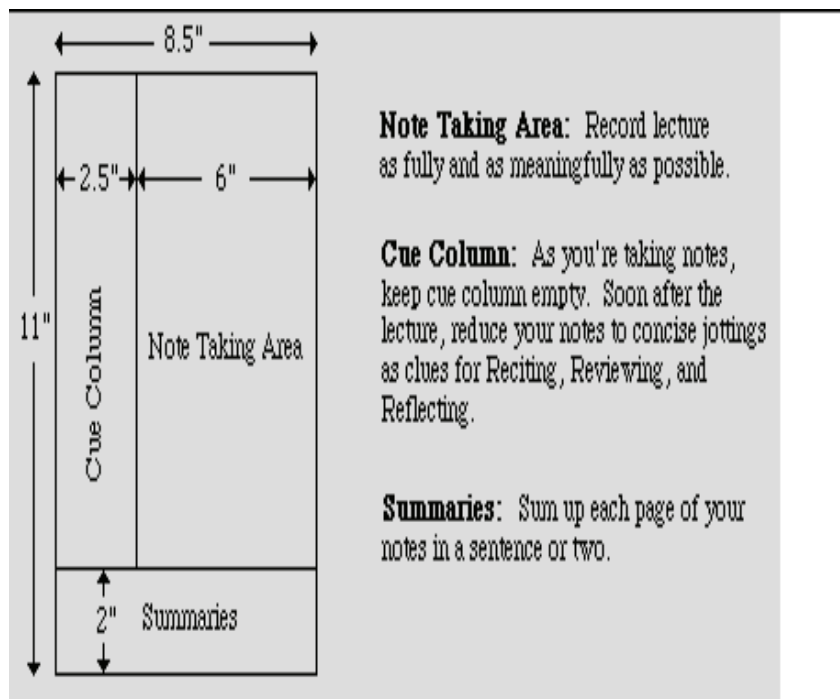
This system can be used with other methods, as it shows the relationship between ideas in a visual way, quickly and accurately. Good for lectures or subjects which focus on the big picture and then narrows down to details. Use as much space as possible (you may need to flip the page horizontally, as well). Write the concept in the center of the page and circle it, then add additional concepts and details, using as few words as possible.



## Note Taking Methods

### *The Cornell Method*

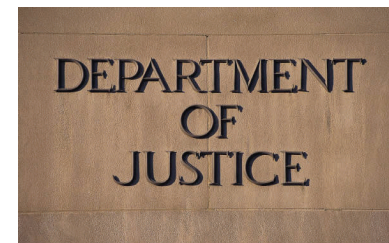
Draw a vertical line, top to bottom, 1-1/2 inches from the left edge of the paper. Write notes to the right of the line. Use the area on the left for key words, sample questions, etc. Or, use the left side for key points or theorems, and the right side for examples proving that point.



### **The Rehabilitation Act, Section 504**

Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), as amended (P.L. 93-516 and 95-602), prohibits discrimination on the bases of handicap or disability. Section 504 states: “No otherwise qualified handicapped individual in the United States—shall solely by reason of his handicap be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program activity receiving federal financial assistance.”

The Department of Justice’s Civil Rights Division is responsible for overseeing compliance with the provisions of section 504, the objective of which is the elimination of discrimination based on handicap.



### **Americans with Disabilities Act (ADA)**

This law is considered an extension of Section 504. Like Section 504, the ADA requires schools, universities, businesses, agencies, etc., to supply “reasonable accommodations” to individuals with disabilities. The ADA, unlike Section 504, covers institutions regardless if they are federally supported or if they are privately funded.



## Students with Disabilities & Note Taking

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There are many types of disabilities that would require a note taker to be provided. Here are some for you to consider:

### Physical Disabilities or Mobility Impairments

The range of physical disabilities or mobility impairments is broad - from limitations in manual dexterity to paralysis. These disabilities could be “invisible” within the classroom setting or more profound like individuals who use wheelchairs or crutches. Many students with mobility impairments lead lives similar to those without disabilities. Dependency and helplessness are not characteristics of physical disability.

### Chronic Health Disabilities

Chronic health disabilities are conditions affecting one or more of the body’s systems. These include the respiratory, immunological, neurological, and circulatory systems. There are many kinds of chronic health disabilities, including but not limited to cancer, diabetes, epilepsy, and multiple sclerosis. Many chronic health disabilities cause problems with class performance and attendance. Some chronic health disabilities require medication that could also have an adverse affect on class performance and attendance.

### Acquired Brain Injury

Acquired brain injury (ABI) can cause physical, cognitive, social, and vocational changes that affect an individual for varying periods of time. Depending on the extent and location of the injury, symptoms caused by a brain injury vary widely. Some common results are seizures, loss of balance or coordination, difficulty with speech, limited concentration, memory loss, and loss of organizational and reasoning skills.

### Visual Disabilities

Visual disabilities range in severity from poor or low vision to total blindness. Depending on the severity of the disability, a student can be accommodated in a number of ways.

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## Taking good notes

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- Be sure to list the date, course name and number at the top of each page of notes.
  - Inclusion of chapter numbers or pages in the book being discussed is also beneficial.
  - Only write on one side of the paper, using blue or black ink.
  - Leave generous amounts of white space (blank areas) so the notes can be read clearly and the student can add in any notes.
  - It is important when taking notes for another student not to delete any information, even if you do not see it as new information. Do not assume your fellow student has the same information you do. If the instructor discusses it, write it down.
  - If taking notes in math, you must copy problems and the exact steps to use in completing the problem. Showing all computation work and every step in the sequence is necessary so that your fellow student may practice similar problems at another time. Be sure to copy at least one example of each type of problem the instructor demonstrates and show all work.
  - If the instructor makes a point and then uses several examples, be sure to record the examples, technical facts, names, dates, equations and diagrams.
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## Basic guidelines for note takers

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- It is imperative that you attend class regularly and arrive on time.
- If you must miss class, find notes for the student from another classmate.
- Maintain communication with the instructor and/or the student you are taking notes for. Take into consideration any feedback from the student regarding the notes and their usefulness, such as organization or emphasizing major points.
- If the student you are taking notes for misses class, you **are not to give them the notes** for that day. Please inform the instructor as you give them the notes.
- Our office is happy to sign off on service learning hours for a student who takes notes for a student with disabilities. Please contact our office to obtain a signature.

### Hearing Disabilities

There is a wide range of severity of loss in people with hearing disabilities. Some people with hearing disabilities read lips, while others rely on sign language interpreters and transcribers to communicate for them. Given the close relationship between oral language and hearing, students with hearing loss might also have speech impairments.

### Learning Disabilities

Students who are diagnosed with learning disabilities have deficits which interfere with the ability to process information, in one or more of the following areas: thinking, reading, writing, spelling, speaking and mathematical calculations and reasoning. Contrary to what most believe, a learning disability is not an intellectual deficit. Individuals with learning disabilities commonly have average or above-average intelligence (IQ).

### Attention-Deficit/Hyperactivity Disorder (ADD/ADHD)

Attention-Deficit/Hyperactivity Disorder (AD/HD) is the term that includes three subtypes: Predominately Inattentive Type, Predominately Hyperactive-Impulsive Type and Combined Type. Students with these disorders may have problems sustaining attention for long periods of time, may be easily distracted and make careless mistakes rushing through work.

### Psychological Disabilities

Psychological disabilities may be chronic or short term, moderate or severe and can affect a student in various ways. Psychological disabilities are true “invisible” disabilities that are often treated with medication that could cause problems with performance and attendance in class.

*Remember a person with a disability is not defined by their condition; each person is a unique individual. Understanding some types of disabilities and their impact on learning will help you to improve your ability to take notes for these students.*

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## Note Taking Procedures

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### Instructor Responsibilities

Each instructor of record is the primary faculty/staff member designated to accommodate students with disabilities in their own class. Students with disabilities that have received an accommodation of note taking should provide an official letter of accommodation to the instructor from the SSD office. Students and instructors are then encouraged to discuss any concerns including confidentiality and method of providing notes. Instructors are asked to identify a volunteer student in their class willing to provide a copy of their own notes to be given to the student with a disability.

### Providing Notes

*Once a student volunteer has been identified, they should be provided a copy of this instructional brochure.*

Students are not obligated to disclose the nature of their disability to their note taker, nor should the note taker try to get this information from anyone. Note takers should provide notes directly to the student.

*\*If the accommodated student is concerned with confidentiality, individual arrangements for delivery of notes can be initiated by the student-in these cases SSD will act as the go-between for receiving and distributing the notes.*

## Procedures

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Below are the procedures for note takers:

1. Students requiring a note-taker should present the LOA to the instructor.
  2. The instructor should then ask for a volunteer from the class.
  3. The instructor should discuss whether or not the student wants to remain anonymous.
  4. Once a student volunteer has been identified the instructor can request carbon paper from the SSD office.
  5. NCR paper can be delivered in person or via inter-office mail.
  6. The instructor should give the volunteer the NCR paper to use for taking notes.
  7. At the end of class the volunteer simply pulls off the yellow sheets and turns them into the SSD office (for confidential situations) or to the student.
  8. Students who type their notes CAN be volunteers-they should simply send an electronic copy of their notes to SSD or the student.
  9. Students **should not** be given the notes for that day
- *NCR paper is provided at no cost through SSD and may be picked up by the note taker or the instructor in AD 7 between 9 am and 4:00 pm Monday through Friday.*
  - *Both Lined and Unlined Paper is available. Copies of the students original notes are also an option if they prefer not to use carbon paper. Simply bring notes to SSD (AD 7) and we'll gladly copy the students notes.*
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