Using Strategic Note-Taking to Teach Note Taking

What is the evidence base?

This is a research-based practice for **Students with disabilities** based on two methodologically sound group experimental study with random assignment across 63 participants with disabilities or low reading ability.

Where is the best place to find out how to do this practice?

The best place to find out how to implement strategic note taking to teach writing is through the following research to practice lesson plan starters:

- Using Note Taking to Teach Writing (Boyle, 2013)

With who was it implemented?

- Students with
  - **Learning disabilities (2 study, n=25)**
  - **Others (1 study, n=38)**
- Ages ranged from 12 - 14
- Males (n=30), females (n=33)
- Ethnicity
  - White (n=33+11)
  - Black (n=7)
  - Hispanic (n=12)
  - Not specified (n=1)

What is the practice?

Strategic note-taking is a note-taking approach helps students with disabilities to record notes of lectures. Studies showed students who received the strategic note-taking training was able to use conventional note-taking techniques on immediate free recall, long-term recall, quiz performance, and total recorded notes (Boyle & Weishaar, 2001). Specifically, the approach offers students with disabilities a chance to learn effective note-taking skills that they could use

independent of teacher assistance and, once mastered, these skills could be used by students as they move on to high school and postsecondary settings (Boyle, 2013).

Where has it been implemented?

- A Midwestern K-12 non-public school in a large metropolitan area (1 study).
- Inclusive science classes in two middle schools (1 study).

How does this practice relate to Common Core Standards?

- CCSS.ELA-LITERACY.W.9-10.1
  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.2
  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.8
  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

How does this practice relate to the Common Career Technical Core?

- Communicate clearly, effectively and with reason
  - Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

References used to establish this evidence base:

Boyle, J. R. (2011). Strategic note-taking for inclusive middle school science classrooms. *Hammill Institute on Disabilities, 32*(2), 78-90.

Curcic, S. & Johnstone, R. S. (2016). The effects of an intervention in writing with digital interactive books. *Computers in Schools, 33*(2), 71-88.

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