ADHD:
Directed Note-taking Activity
Rena Little

Directed Note-taking Activity (DNA):

What is it?

- A teacher directed note-taking strategy that is built on three principles of instruction:
  - A split-page structured format
  - Self-questioning strategy intended to monitor individual involvement before, during, and after note taking
  - Direct teaching of the note-taking process

Purpose:

- To provide an effective organizational structure for note taking - students must differentiate between the main concepts and the supporting ideas
- To stimulate understanding and processing of information during the note-taking activity
- To help student to determine interest, motivation, prior knowledge, and purpose for listening and taking notes
- To support the continued focus throughout the lecture and note-taking process
- To help students to assess note taking
- To provide direct instruction, practice, and feedback in order to become proficient

Advantages:

- Can be used at the high school level and beyond
- Supports student independence
- Valuable for all students
- Provides structure for students with ADHD – students take notes, must attend, and must organize
- Notes can be used later for review
- Note-taking can improve on-task behaviour and comprehension while decreasing disruptive behaviours
- Actively engages the student in the learning task

Procedure:

- Provide students with a rationale and a clear explanation of the strategy
  - Show students how to divide pages into two columns: main ideas in the left column and definitions, examples, and key words in the right column.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Definitions, examples, and key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is DNA?</td>
<td>Directed Note-taking Activity</td>
</tr>
</tbody>
</table>
| Principles of instruction | Split-page structure – main ideas on left and supporting material on right
|                     | Self-questioning strategies                                    |
|                     | Direct teaching                                                 |
ADHD:

Directed Note-taking Activity

Rena Little

- Model the strategy for students – provide students with notes as they are to appear in their notebooks
  - Use video tapes of classroom lectures similar to those that the students may actually encounter or model process while lecturing
  - Provide students with a clear rationale for each note within the context of the lecture
  - Encourage students to ask themselves questions such as:
    - Planning: How interested am I in this topic? How will I increase my interest level? Am I motivated to pay attention to this topic? Why am I listening to this lecture?
    - Monitoring: Am I concentrating adequately? Am I separating the main concepts from the supporting details? What am I doing when I do not understand?
    - Evaluating: Did I achieve what I set out to do? Was I able to concentrate and stay motivated? Did I successfully manage instances when I didn’t understand? Did I process the lecture well enough? (Spires & Stone, 1989, p. 37)
- Guide student practice and provide teacher and peer feedback
  - Provide short sessions of instructions – about 15 minutes in duration
  - Gradually move to longer periods of instruction as students become more comfortable with the strategy
- Gradually reduce teacher support and encourage students to become responsible for the note-taking
  - The ultimate goal is for students to utilize this strategy in any note-taking situation
- Encourage student independence