

## HANDOUT: Support Services: Notetaking

### Checklist for Instructors Using Notetaking Services in the Classroom

The table below presents, in checklist form, a series of 'best practices' to allow the deaf and hard-of-hearing students in your classroom to obtain the maximum benefit from a notetaker in your classroom.

Topics for discussion between the professor and the notetaker prior to the first class	
_____	The notetaker's role in the classroom
_____	Classroom set-up for optimum listening by the notetaker, and appropriate access to power connections for a notetaker using a laptop or Tablet PC
_____	Ensuring a clear line-of-vision for the notetaker (and for the deaf and hard-of-hearing students) with respect to the board and classroom visuals
_____	Ensuring that classroom materials such as handouts, syllabus, website references, textbook, overheads, and copies of PowerPoint slides are provided to the notetaker
_____	What is expected of the notetaker in terms of class participation if the notetaker is a student registered in the class
_____	How the notetaker should communicate with the professor in class, for example to indicate a request for you to slow down or to ask you to define abbreviations
_____	How notes should be taken for audio/visual materials (films, videos, music) used in class and the importance of obtaining captioned material if possible
_____	The availability of notes and their appropriate usage after class
_____	The exchange of email addresses between the professor and the notetaker so communication can be ongoing
During the class the professor should do the following to help the notetaker	
_____	Pause between topics and changes in subject material
_____	Allow visuals to remain posted until the notetaker (and all students) have had time to copy them
_____	If a student asks a question or has a comment or concern, repeat question if clarification is needed and allow a slight pause before responding
_____	If you have group work in class, encourage students not to talk over each other, and to allow a slight pause before the next speaker begins
_____	When deaf/hard-of-hearing and hearing students to work together in a group, ensure that the notetaker has a place in this group
_____	When students give presentations, ask them to speak clearly and slowly, and to give any handouts to the notetaker
_____	If you write multiple equations on the board, label them and refer to them by those labels
_____	Avoid using references such as "this one goes here, and that one goes there," and instead refer to items by their names and to locations by specific references
After class the professor should	
_____	Allow the notetaker an opportunity to clear up any confusion with the notes
_____	Determine if the notetaker is struggling with content, and if so address this with the notetaker to ensure better access for the students
_____	Review the copies of the notes you receive to ensure they are accurate and complete, especially after the first few classes, and if there are problems, raise them with the notetaker