

Intervention: Guided Notes

Function of Intervention:

Guided notes are in evidence based intervention strategy in relation to increasing academic performance and on task behavior (Konrad, Joseph, & Eveleigh, 2009).

Description:

Guided Notes provide pre-made notes that include blank spaces for writing down components from the lesson of the day. Using guided notes allows for the student to have opportunities to demonstrate their ability to actively engage and increase their time-on task while a lesson is being taught. After the lesson has been completed notes are reviewed by the teacher. In order to reinforce the student, the teacher should reviews the notes with excitement, praise, and other forms of positive reinforcement for each blank completed correctly. This intervention can be used with students in regular education settings (especially with those in grades four through twelve) or with students receiving addition educational services. Guided notes is a flexible intervention that can be adapted for any instructional level and altered for students with specific skill deficits. Guided Notes are inexpensive, efficient, allow teachers to exhibit their own style, and are often preferred over “regular” notes by both teachers and students. In addition, the sheets provide prompts for students to actively listen and engage in the learning process.

What “Common Problems” Does This Address?

Guided Notes can provide appropriate attending prompts for students so that they may engage in on-task academic behavior and will allow for the student to be rewarded for listening to instruction (Ex: listening to the teacher instead of counting the number of times on the ceiling). Having the student engage in the appropriate attending behaviors will reduce the likelihood that they will engage in inappropriate behaviors (ex: talking without permission, walking around the room). Guided notes, if implemented with integrity, will allow for students to receive positive reinforcement for their appropriate attending behavior.

Procedure:

1. Make a lesson outline using a form of presentation software or overheads, concentrating on major concepts and facts to be learned.
2. Make a student handout from the lesson outline. Leave blank spaces for the student to fill-in that corresponds to the most important concepts in the lesson plan. Blank spaces may be short (one to three words) or long (four to eight words) depending on the students’ instructional level.
3. Lead a training activity to teach the student how to use Guided Notes while listening to instructions and looking at presentation materials (e.g. PowerPoints, transparencies). First, explain to the student the way in which the notes work. Next, provide an example and model the way in which the student needs to fill out the notes. Finally, hold a practice session with

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feedback so that the student will know whether or not she is filling them out correctly.

4. Teach the planned lesson utilizing the presentation software/overheads that go along with students' Guided Notes. Include prompts and/or questions while teaching the lesson if it seems necessary or it will aid in student learning.
5. Review the students' notes in order to provide positive reinforcement. This can be done by collecting, grading, and returning the notes to the student or, more preferably, by checking the notes in front of the student so that you can provide positive praise and specific feedback.
6. Supplemental strategies may be added to the Guided Notes intervention to further promote student success and responding (see below).

Supplemental Strategies:

- Use Guided Notes as an intervention for the entire class.
- Combine Guided Notes with unison responding, a lottery incentive, or response cards.
- Quiz students on the material from the Guided Notes after a lesson.
- Offer extra credit to those who accurately fill out Guided Notes.
- Use with an entire class, a small group of students, or an individual student.

Critical Components that must be implemented for intervention to be successful:

- The Guided Notes instruction and lesson plans/materials must match each students' instructional level.
- Students must have demonstrated that they are capable of completing Guided Notes.
- Training the students on how to use guided notes is necessary. Otherwise the intervention will likely fail.
- Guided Notes should be reviewed by the teacher and/or turned in and handed back as soon as possible so that students may receive specific feedback about their performance along with positive reinforcement.
- Guided Notes must contain enough blank spaces to give students an adequate amount of opportunities to respond.
- If Guided Notes is used as a class-wide intervention, make sure that the criteria for earning a reinforcer is set at a level at which all students will be capable (intellectually, physically, etc.) of earning their reward.

Materials:

- Guided Notes (sample below)
- Presentation software/overheads
- Response cards (if utilizing a supplemental strategy)
- Reinforcers valuable to students (if utilizing a lottery incentive)

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Examples:

Guided Notes—2nd Grade Social Studies

1. We elect a new president every _____ years.
2. Presidential candidates must be citizens of the _____.
3. Presidential candidates must be at least _____ years old.
4. They must have lived in the USA for at least _____ years.
5. Candidates campaign by traveling all over the USA and _____ as many people as they can.

Guided Notes—5th Grade Writing

1. A _____ is a group of _____ that tell about one _____.
2. The _____ in a paragraph usually comes _____ and tells the main idea of the paragraph.
3. Sometimes, though, the topic sentence can come at the _____ or in the _____ of a paragraph.
4. When looking for a _____ sentence, try to find the one that tells the _____ of the paragraph.
5. _____ follow the topic sentence and provide details about the topic.

Guided Notes—8th Grade Math

1. When two figures are _____, you can slide, flip, or _____ one so it fits exactly on the other one.
2. The _____ of the angles of any triangle is _____. The _____ of the angles of any quadrilateral is _____.
3. In the expression 6^3 , six is the _____ and three is the _____. The problem would be solved by multiplying (_____) (_____) (_____) = _____.
4. To divide numbers or _____ with the same base, _____.
5. Whatever you do to one side of an equation, you must do to the other side of the equation in order to keep it _____ or _____.

Note: Example were produced with the Guided-Notes Maker on the Intervention Central

Website (http://rti2.org/rti2/guided_notes)

References:

Konrad, M., Joseph, L. M., & Eveleigh, E. (2009). A meta-analytic review of guided notes. *Education and Treatment of Children*, 32, 421-444.

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