AT Quick Guide

Creating Guided Notes

Guided notes help students attend to important concepts. They can be used when the teacher is presenting new content, or they can be used as study guides. When guided notes are digitized in a word processing document, they can be easily "leveled" to provide instructional scaffolding. Guided notes are useful for students who:

- Have difficulty with handwriting and/or spelling and cannot keep pace when note taking.
- Have difficulty attending or processing new information.
- Have difficulty identifying critical concepts.

Creating Guided Notes

- First create your content. Do this in Word or even PowerPoint.
    - When using PowerPoint, use slide layouts and be sure your text is typed into text boxes. When you have finished creating your presentation, go to File >> Send to>> Microsoft Office Word. You will want to check and edit the formatting.

- Once your instructional content is complete, you can create leveled notes:
    - Full version of notes: Be sure to save the full version of your notes. Some students may need this type of accommodation.

    - Highly supported notes: From the **File** menu, choose **Save as** and rename your file. Then strategically replace key words in your document with some blanks. This provides a high level of scaffolding. (Limit the number of fill-in-the blanks at this level.)

    - Moderately supported notes: From the **File** menu, choose **Save as** and rename your file again. Then strategically replace more key words and phrases in your document with blanks. This provides a moderate level of scaffolding.

    - Outlined notes: From the **File** menu, choose **Save as** and rename your file again. Eliminate most of the text so that you have a note taking outline. Outlines are best used with students who have learned how to summarize key constructs.

Example of highly supported notes:

Universal Design for Learning

UDL is the practice of embedding _____ strategies into the curriculum during the planning process so that ALL students can access a variety of learning solutions.

UDL is concerned with:

1. setting clear goals, that separate the goal from the means of reaching it
2. selecting and implementing flexible _____
3. providing challenging and supportive instruction
4. assessing progress accurately

Universal design for learning (UDL) is a framework for removing barriers by _____ the needs of all students.

Example of moderately supported notes:

Universal Design for Learning

UDL is the practice of _____ into the curriculum during the planning process so that _____.

UDL is concerned with:
1. setting clear _____
1. selecting and implementing _____
2. providing challenging and supportive _____
3. assessing _____

Universal design for learning (UDL) is a _____
_____.