

## I. Memory Aid Accommodation

Memory Aids are accommodations to support students who have specific psychological/medical documentation that supports the use of memory aids. Memory aids give students an equal opportunity to demonstrate their knowledge in a test and/or exam by lessening the impact of their disability.

Accommodations are not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

Accessibility Services staff will assist in determining if a memory aid is an appropriate accommodation and can, if requested, support the student in developing their memory aid.

Approval of the contents of the memory aid is at the instructor's discretion and it should not run contrary to the essential requirements of the course.

### **Disclaimer:**

**Memory aids developed for use at Northern College may NOT be accepted for use during Provincial or National Exams.**

## II. Legislative Requirements and Guidelines for Providing Accommodations

*Guidelines on Accessible Education*, a document created by the Ontario Human Rights Commission, outlines the scope of application and principles of accommodation for public and private education providers:

### **Scope of Application**

#### 1. *Defining disability*

"A disability may be the result of a physical limitation, an ailment, a perceived limitation or a combination of all these factors. The focus is on the effects of the preference, exclusion or other type of differential treatment experienced by the person and not on proof of physical limitations or the presence of an ailment" (p. 6).

#### 2. *Duty to accommodate disability*

"Once a disability-related need has been identified, or where *prima facie* case of discrimination has been established, education providers have a duty to accommodate the needs of a student with disabilities to allow them to access education services equally" (p.5).

#### 3. *Public and private education institutions*

"The right to equal treatment and the duty to accommodate exist for publicly funded and privately funded early childhood pre-schools, elementary and secondary schools, colleges and universities" (p. 6).

## **Principles of Accommodation**

### *1. Respect for dignity*

Education providers must accommodate students in a manner that respects the dignity of an individual with disabilities which encompasses self-respect and self-worth. Accommodations should respect a student's right to privacy, autonomy and dignity (p. 7).

### *2. Individualized accommodation*

"There is no set formula for accommodation. Each student's needs are unique and must be considered afresh when an accommodation request is made" (p. 7).

### *3. Inclusion and full participation*

"Education providers must first make efforts to build or adapt education services to accommodate students with disabilities in a way that promotes their inclusion and full participation" (p. 8).

## **III. Who Requires a Memory Aid?**

Memory aids may be recommended for students with documented disabilities characterized by deficits in rote memory, sequencing memory, working memory, and/or long-term memory. The memory aid allows the student to demonstrate his or her knowledge of course materials without taxing already compromised memory function. Disabilities that may affect memory include:

- head injury
- psychiatric disability
- specific learning disability
- ADD/ADHD
- Medical condition

## **IV. What is a Memory Aid?**

The memory aid allows the student to demonstrate knowledge of course material by helping to trigger the student's memory. A proper memory aid is a sort of 'pocket reference' or 'address book' that will not be useful to the student unless he/she has a solid knowledge of how to use the information it contains. If the student does not understand the course material, a proper memory aid will not help.

A memory aid is typically an 8.5" by 11" piece of paper (double sided) that

- ✓ Can be handwritten or typed in 12 point font.
- ✓ Can include diagrams, mind maps, general formulas, acronyms, pictures, etc.
- ✓ Can be organized chronologically, or by module or chapter.
- ✓ Makes sense only to the student who created it and will use it.
- ✓ Includes only the information the student cannot remember.
- ✓ Same number of characters in larger font for visually impaired students.

## **V. What is not a Memory Aid?**

A memory aid is not meant to record all the facts, concepts or processes being tested. This means that a memory aid should **NOT**:

- × Exceed one page (double sided).
- × Include specific examples of how formulas are used.
- × Include complete terms and definitions.
- × Include all information from the course (only the information a student is unable to remember).

- × Be created to replace studying – because a memory aid will not help if a student has not studied the material.

Only the mutually agreed upon memory aid will be allowed in the test. This means a student cannot bring other course materials in to the test/exam.

## **VI. Process for the Development and Use of a Memory Aid**

Once a memory aid is an approved accommodation by an Accessibility Services Advisor, as prescribed on supporting documentation, the steps below can be followed in order to use the Memory Aid for tests/exams.

### **1. Discussion with faculty.**

The student will meet with his/her faculty about the use of a memory aid and decide when the memory aid will need to be completed. Ideally, this consultation around development of the memory aid should occur at a mutually agreed upon time line between the student and professor before a scheduled test/exam.

### **2. The student books his/her test.**

### **3. The student creates his/her memory aid.**

This can be done in consultation with an Accessibility Services Advisor who should initial the memory aid to indicate their involvement in creating it.

### **4. The memory aid is given to the professor.**

The professor receives the memory aid prior to the test/exam respecting the mutually agreed upon timeline, he/she will determine whether the information on a memory aid is acceptable. If the memory aid is deemed acceptable, the faculty member will sign and keep a copy to attach to the student's test. If it is deemed unacceptable, the student will be asked to make the necessary changes and resubmit the memory aid for approval. The student and the professor are encouraged to work together to find alternatives to support the student's needs, but also to maintain the integrity of the test. **If the student and professor are unable to agree on a memory aid, the faculty member shall provide the student and their Accessibility Advisor with a written explanation of their rationale for rejecting the memory aid; as well as suggest specific revisions in order to ensure that a mutually agreeable memory aid can be developed. If this cannot be achieved, the appropriate Dean/Associate Dean/Manager should be contacted.**

### **5. The final approval of a memory aid.**

The memory aid will be approved within a reasonable timeframe in order to allow for amendments, if necessary, and the professor will attach the memory aid to the test/exam and submit it to the respective individual in charge of the Accessibility Services testing area.

### **6. The student should keep a copy of the memory aid for study purposes only.**

Students do not need to bring their copy of the memory aid to the test or exam.

### **7. The memory aid will be returned with the completed test/exam.**

## VII. Memory Aid Examples

While the following memory aid examples do not include all elements of a memory aid, they provide an idea of what a memory aid can look like.

Mind Maps, Pictures, Charts	Formula Sheet																																												
	<p style="text-align: center;"><b>Geometry Formula Sheet</b></p> <p style="text-align: center;"><b>Geometric Formulas</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> <div style="width: 25%;"> </div> </div> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Geometric Symbols</th> <th colspan="2">Abbreviations</th> </tr> </thead> <tbody> <tr> <td>∠A</td> <td>angle A</td> <td>V</td> <td>Volume</td> </tr> <tr> <td>m∠A</td> <td>measure of angle A</td> <td>L.A.</td> <td>Lateral Area</td> </tr> <tr> <td>AB</td> <td>line segment AB</td> <td>S.A.</td> <td>Total Surface Area</td> </tr> <tr> <td>AB</td> <td>measure of line segment AB</td> <td></td> <td></td> </tr> <tr> <td>AB</td> <td>line AB</td> <td></td> <td></td> </tr> <tr> <td>∠A = ∠B</td> <td>Angle A is congruent to angle B</td> <td>π</td> <td>3.14</td> </tr> <tr> <td>△ABC</td> <td>triangle ABC</td> <td>π = 22/7</td> <td></td> </tr> <tr> <td>△A ~ △B</td> <td>Triangle A is similar to triangle B</td> <td></td> <td></td> </tr> <tr> <td>□ABCD</td> <td>rectangle ABCD</td> <td></td> <td></td> </tr> <tr> <td>▱ABCD</td> <td>parallelogram ABCD</td> <td></td> <td></td> </tr> </tbody> </table>	Geometric Symbols		Abbreviations		∠A	angle A	V	Volume	m∠A	measure of angle A	L.A.	Lateral Area	AB	line segment AB	S.A.	Total Surface Area	AB	measure of line segment AB			AB	line AB			∠A = ∠B	Angle A is congruent to angle B	π	3.14	△ABC	triangle ABC	π = 22/7		△A ~ △B	Triangle A is similar to triangle B			□ABCD	rectangle ABCD			▱ABCD	parallelogram ABCD		
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### Other Examples:

**Acronyms:** An invented combination of letters where each letter is a cue to an idea.

- Example: HOMES is an acronym for remembering the names of the Great Lakes: **H**uron, **O**ntario, **M**ichigan, **E**rie, **S**uperior

**Acrostic:** A sentence created where the first letter of each word is a cue to an idea.

- Example: **M**y **V**ery **E**nergetic **M**other **J**ust **S**erved **U**s **N**ine **P**izzas is a famous acrostic for the order of the planets.

**Keyword:** Valuable for recalling of factual information and involves four steps

- Identifying the information that need to be remembered (meaning of the word: barrister).
- Identifying previous knowledge (meaning of the word: lawyer).
- Creating a keyword that cues the unfamiliar work and can be easily visualized (bear and barrister).
- Creating a simple picture of the keyword interacting with the familiar knowledge together (i.e.: a bear acting as a lawyer)

Q & A	Memory Aid Checklist
<p><b>Q. What is a memory aid sheet?</b> A. A memory aid sheet is an accommodation granted to students with supporting, prescribed documentation.</p> <p><b>Q. Who is responsible for making the memory aid sheet?</b> A. It is the student's responsibility to create the memory aid sheet, though an Accessibility Services Advisor is available to discuss and develop supportive aids.</p> <p><b>Q. How soon before the test should a memory aid sheet be created?</b> A. Students should create their memory aid sheet well in advance of a test/exam for approval by their professor.</p> <p><b>Q. What size can my memory aid sheet be?</b> A. Students are encouraged to make their memory aid sheet on 8.5"X11" sheet (one or two sided).</p> <p><b>Q. What can I put on my memory aid sheet?</b> A. To create your memory aid sheet try to use acronyms, acrostics, pictures, personal examples or mind maps. You may also be allowed to include key formulas, definitions to specific terms or a word list (with no definitions). Remember the memory aid sheet is supposed to be a prompt for you, if it can help other students in your class, it is most likely not a memory aid.</p> <p><b>Q. Can a professor refuse my memory aid sheet?</b> A. Yes. Your professor can refuse your memory sheet if he/she believes that it is providing you with answers instead of memory cues or prompts. Students are encouraged to see their Accessibility Services Advisor if this occurs and it is recommended that the faculty member correspond and meet with this individual to explain why the memory aid was unacceptable and recommend possible changes.</p> <p><b>Q. Do I bring the memory aid to the test/exam?</b> A. No. The memory aid will be attached to your test/exam, but keep a copy to assist you in studying.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using a memory aid is on your Accommodation Form for this semester.</li> <li><input type="checkbox"/> You have talked to your faculty about using a memory aid for this test/exam.</li> <li><input type="checkbox"/> The memory aid contains only information that you need to prompt your memory.</li> <li><input type="checkbox"/> The memory aid does not contain examples of problems, terms or definitions, etc. Consult your Accessibility Services Advisor for support.</li> <li><input type="checkbox"/> The memory aid meets size requirements.</li> <li><input type="checkbox"/> The memory aid was given to your faculty in advance of a test/exam based on or a mutually agreed upon timeline.</li> <li><input type="checkbox"/> If you and the faculty cannot agree on the contents of your memory aid, please see your Accessibility Services Advisor.</li> <li><input type="checkbox"/> You and the faculty have agreed on the memory aid that will be used for the test/exam.</li> </ul>