

Memory Aid Policy

Memory Aids are a rare accommodation for students whose disabilities/neurological impairments clearly impact the ability to retrieve learned information.

A memory aid will not be suggested for a student unless we have disability-related documentation that strongly supports the need, and the following criteria have been met:

Criteria 1: Objective testing resulting in evidence of long-term memory impairment.

- The assessment must demonstrate that learning took place to assess long-term memory recall.
- Low scores on measures of working memory or short-term memory are not sufficient evidence to support the need for a memory aid accommodation.
- Memory tests such as the WRAML (Wide Range Assessment of Memory and Learning) and WMS (Wechsler Memory Scale) may primarily be assessing attention, not memory.

Criteria 2: If delayed memory is impaired, the memory tests must confirm that the student could recall the learning information when given cues.

- It must also confirm that the difference between the student's spontaneous recall and cued recall is significantly larger than it is for other students (e.g., normed comparisons).

Criteria 3: Clinical reports must be clear in stating that the recommended memory aids may not be appropriate in every course. If the professor has concerns about the appropriateness of this accommodation for their course, they will reach out to the students Accessibility Consultant for further discussion and guidance.

There are two types of memory aids for which students may be approved as an accommodation:

1. **Cue Sheet** – a document containing information that serves as “triggers” to help cue a student's recall of previously learned information.
2. **Formula Sheet** – a document containing formulae. Formulae refers to a set of rules or principles that are expressed using symbols, figures, or both. Students are permitted to use a formula sheet only on exams/tests that test students on their use and application of the formula. Instructors may not permit students to use formula sheets on exams/tests that evaluate student's recall of formulae themselves.

A recommendation of a memory aid, without the above criteria being met, will not be considered.

What Memory Aids Are & Are Not

Are:

- Provide a cue to a definition or formula that would enable the student to solve the problem or generate a response.
- Should contain retrieval cues that the student has developed (e.g., mind maps, images, rhymes, acronyms, emojis, etc.).
- Makes sense ONLY to the student who created it.

Are Not:

- NOT cheat sheets.
- Should not contain a synopsis of course material or include material that is deemed an essential learning objective or outcome.
- Should not cover all the information from the course or possible formulas.
- Does not include specific examples, complete terms or definitions, instructions, steps, complete answers, or other essential course knowledge.

Features of Cueing Sheets or Computational Formula Sheets

- Double sided 8 ½" x 11" page.
- Created on a computer (minimum 12-point font) or handwritten (equivalent to 12-point font).
- May contain mind maps, images, rhymes, acronyms, formulas in notation form, etc.
- Makes sense ONLY to the student who created it.

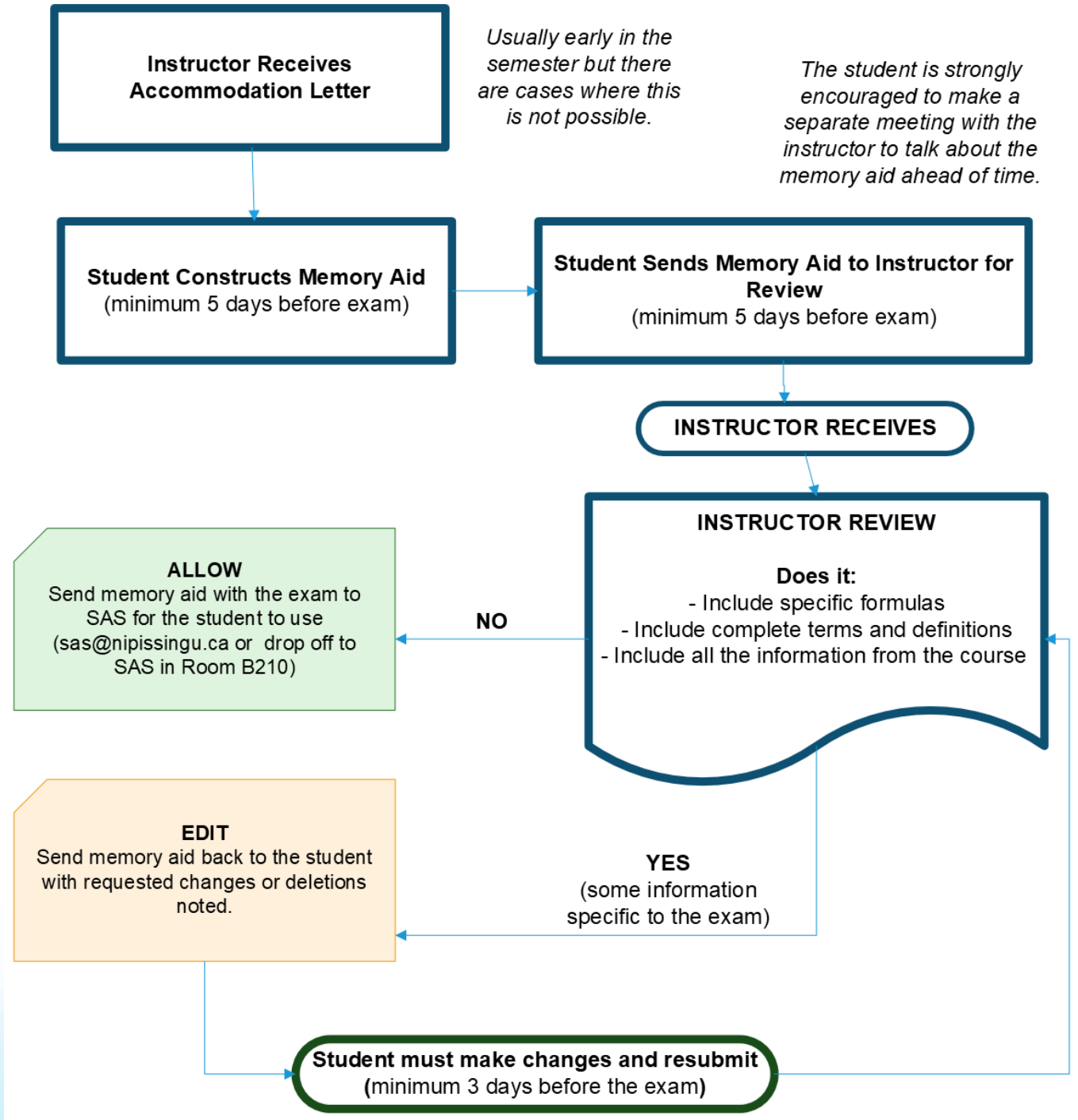
Memory Aids: Process

1. The Accessibility Consultant (AC) reviews the student's formal documentation to verify it meets the criteria for a Memory Aid and implements the Memory Aid accommodation.
 - Please note that ACs exhaust all other options, including, but not limited to a referral to a Student Learning Coordinator to develop individualized exam-writing skills, study strategies, and memory strategies (with an emphasis on self-testing) or a referral to other campus resources to develop exam-writing and exam anxiety coping strategies, before implementing the Memory Aid Accommodation.
2. The student must release their Letter of Accommodation for each course and connect with the instructor to confirm any authorized content for their memory aid.
 - Should the instructor have any questions about the Letter of Accommodation, they will contact the student's Accessibility Consultant.
3. The student should be identifying and summarizing course material throughout the course for possible use on the memory aid sheet.
 - If the student requires support in developing cueing summary skills, they should connect with a Student Learning Coordinator in Student Learning & Transitions and their Accessibility Consultant.
4. The student must submit their proposed Memory Aid via email to their instructor and cc their Accessibility Consultant **no later than 5 business days** before the test or exam.
5. Upon receipt of a student's proposed Memory Aid, the instructor will reply to the email with formal approval or request changes to the content if it undermines the essential learning objectives for the course or provides an unfair advantage.
 - If the student must make changes to the proposed Memory Aid, they must resubmit the edited proposed Memory Aid no later than **3 business days** before the test or exam.
6. If the instructor approves the proposed Memory Aid, they will send the approved document to sastesting@nipissingu.ca for inclusion in the test/exam package. The Memory Aid is collected with the completed testing materials.

Important Notes:

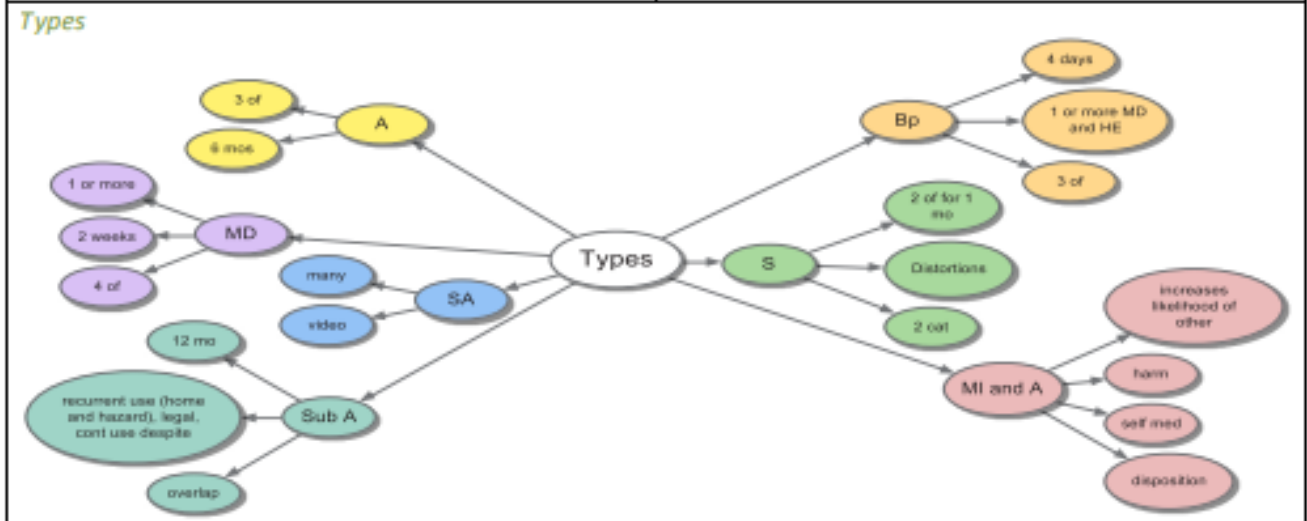
- Memory Aids may not be appropriate in every course. It is up to the professor in coordination with the student's Accessibility Consultant to determine whether this accommodation is reasonable and appropriate for their course.
- If the student does not follow the Memory Aid policy and expectations, the Memory Aid accommodation may not be available to them.
- If a professor does not follow the Memory Aid policy and expectations, a student can request a deferral of their test/exam on the grounds that they did not have access to their accommodations.

Process for Memory Aid Approval



Issues in Human Services
Adult Mental Health Issues

<p>Mental Health</p> <ul style="list-style-type: none"> • Def: Changing, holistic, RBS-AF • BMS: Nutrition, thoughts, spiritual 	<p>Stigma</p> <ul style="list-style-type: none"> • 1 in 5 • Inequality • Addressing stigma: <ul style="list-style-type: none"> ○ national, provincial, local ○ MHCoC – OM 2009: health, youth, work, media
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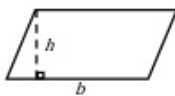
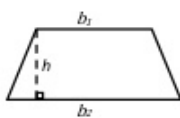
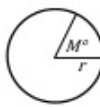
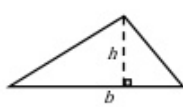
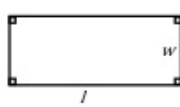
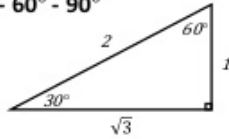
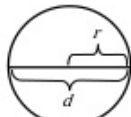
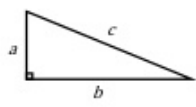
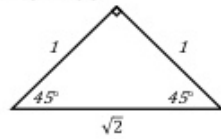

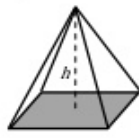
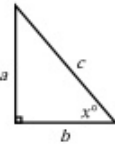



<p>Consequences</p> <ul style="list-style-type: none"> • Suicide <ul style="list-style-type: none"> ○ 2nd by 2020 ○ Bp 15% ○ S 4 – 10% @ risk • Treatment/social supports 	<p>Recovery</p> <ul style="list-style-type: none"> • Hosp. – stabilize/integrate • Treatment <ul style="list-style-type: none"> ○ Ed, Med, CBT and SGs
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Causes

Handwritten notes and symbols:

$(\leftarrow \odot) = (\hat{a} = 0) | a$
 $F = \odot$
 $S = (\oplus) = 4.5$
 $C = \frac{x}{y} \Rightarrow (\odot)$
 $I = \odot = \odot$
 $(\odot) \text{ core} = (\oplus) \text{ core}$
 $F = \uparrow \downarrow$
 $R = \leftarrow \rightarrow$
 $S = \rightarrow$
 $M = \curvearrowright$
 $I = \odot$
 $S = 29 + m$
 $M = \uparrow \text{ temp}$
 $P = \emptyset \text{ earth}$
 $(\leftarrow) = (M) \times 3$
 $\odot \text{ or } \odot = \frac{243}{\odot}$
 $\text{not } \frac{m}{\odot} \text{ cold}$
 $(M) = \text{house}$
 $(V) = \text{house}$
 $w(m) \downarrow \text{ temp}$

Geometry EOC Released Items – Formula Sheet
End of Course Mathematics Reference Sheet

Parallelogram  $P = \text{sum of all sides}$ $A = bh$	Trapezoid  $A = \frac{h(b_1 + b_2)}{2}$	Arc and Sector  $\text{Arc Length} = \left(\frac{M}{360}\right) \cdot 2\pi r$ $\text{Sector Area} = \left(\frac{M}{360}\right) \cdot \pi r^2$
Triangle  $P = \text{sum of all sides}$ $A = \frac{bh}{2}$	Rectangle  $P = 2l + 2w$ $A = lw$	30° - 60° - 90° 
Circles  $C = 2\pi r$ $C = \pi d$ $A = \pi r^2$ $\pi \approx 3.14$	Pythagorean Theorem  $a^2 + b^2 = c^2$	45° - 45° - 90° 
Rectangular Solid  $\text{Volume} = lwh$ $\text{Surface Area} = 2lw + 2lh + 2wh$	Pyramid  $B = \text{area of base (shaded)}$ $\text{Volume} = \frac{Bh}{3}$	Trigonometric Ratios  $\sin x^\circ = \frac{a}{c}$ $\cos x^\circ = \frac{b}{c}$ $\tan x^\circ = \frac{a}{b}$
Cylinder  $\text{Volume} = \pi r^2 h$ $\text{Surface Area} = 2\pi rh + 2\pi r^2$	Cone  $l = \text{slant height}$ $\text{Volume} = \frac{\pi r^2 h}{3}$ $\text{Surface Area} = \pi rl + \pi r^2$	Sphere  $\text{Volume} = \frac{4\pi r^3}{3}$ $\text{Surface Area} = 4\pi r^2$
Miscellaneous Formulas	Area of an equilateral triangle	$A = \frac{s^2\sqrt{3}}{4}$ s = length of a side
	Distance	rate · time
	Interest	principal · rate · time in years
	Sum of the angles of a polygon having n sides	$(n - 2)180^\circ$
	Distance between points on a coordinate plane	$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
	Midpoint	$\left(\frac{x_2 + x_1}{2}, \frac{y_2 + y_1}{2}\right)$
	Slope of a nonvertical line (where $x^2 \neq x^1$)	$m = \frac{(y_2 - y_1)}{(x_2 - x_1)}$
	Slope Intercept (where m = slope, b = intercept)	$y = mx + b$
	Last term of an arithmetic series	$a_n = a + (n - 1)d$
	Last term of a geometric series (where $n \geq 1$)	$a_n = ar^{n-1}$
	Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
	Area of a square	$A = s^2$
Volume of a cube	$V = s^3$	
Area of a regular polygon	$A = \frac{1}{2}ap$ a = apothem, p = perimeter	

RELEASED MATERIALS. MAY BE DUPLICATED.

Sources: <https://www.slideshare.net/adheeradra/geometry-formulasheet>
<https://sas.mcmaster.ca/wp-content/uploads/2022/07/Memory-Aid-Accommodation-Guide-Revised-3.pdf>
[memory_aid_information_sheet.pdf \(uwindsor.ca\)](https://www.uwindsor.ca/memorial-library/files/2015/05/memory_aid_information_sheet.pdf)