

Challenges with Memory Aid Sheet (MAS) Accommodations

	Student Perspective	Faculty Perspective	Solutions
Expectations and Purpose of MAS	Differences in what was allowed in secondary to postsecondary - Transitioning (i.e. cheat sheet)	Frustration with student not following MAS guidelines - page limits, font size, etc.	Advisor educates student on differences, what to expect, at point of transitioning – intake and summer sessions
	Concept and purpose of memory aid misunderstood	Concept and purpose of memory aid misunderstood	ALS uses MAS Guide and Video to inform students and faculty
	Lack of knowledge about where memory challenge exists, i.e. sequencing, wrote names, disconnected content, etc.	Question whether this is a legitimate accommodation for student	Learning Strategist (LS) works with faculty and students to educate about specific memory challenges and tailored strategies
Process of Creating MAS	Negotiating accommodation with professor early within term	Notifying student in early negotiations of acceptable components for aid, i.e. definitions Maintaining academic integrity What can be included on each aid may differ for each test	ALS reinforces importance of early communication and negotiation between professor and student around MAS components
	Student unaware of what is the course content and /or format of test	Faculty does not make clear what is the course content and/or format of test(s), i.e. multiple choice vs. essay questions	LS reviews with student how to check and cross reference course materials – syllabus/outlines or to self-advocate and ask professor for this information at the beginning of term
	Time and process to prepare aid inadequate, resulting in late submission	Challenge in differentiating learning outcomes from acceptable aid content Frustration with student not providing sufficient time to review MAS before test	Student attends LS MAS workshops to review process LS helps student integrate MAS creation into study process and timeline
	Frustrated with aid being declined or returned for revision	Faculty has final say; feels student is trying to push boundaries of MAS guidelines	ALS reinforces that professor has final determination on what is allowed on sheet, however early communication on what is allowed should lessen major changes to aid
	Other:		

Process for Using a Memory Aid Check List

Memory Aid Accommodation

Memory aids are testing accommodations to support students who have documented challenges with memory. Memory aids give students equal opportunities to demonstrate their knowledge in a testing situation by lessening the impact of their disability. This accommodation is not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

The memory aid accommodation is determined by the Case Manager and identified in the "Testing Accommodations" section of the Accommodation Form.

Need Help?

For questions about how memory aid accommodation process works, contact Accessible Learning Services at:

hmc.als@sheridanc.on.ca
davis.als@sheridanc.on.ca
trafalgar.als@sheridanc.on.ca

For guidance and strategies for creating Memory Aid Sheets, please see the ALS Learning Strategist.

What a Memory Aid is

A memory aid is typically a one sided 8 ½" x 11" piece of paper that:

- ✔ Is used to cue information that you understand but is difficult to retrieve from long-term memory.
- ✔ Is created on a computer or hand written.
- ✔ Uses minimum 12 point font size or 2-3 mm high handwritten
- ✔ Is legible, i.e. includes white space with reasonable page margins, and is written in English.

Content Areas and Sheet Format For Review

Professors may indicate if the following Content Areas can be included prior to each test:

<input type="checkbox"/> Acronyms/acrostics	<input type="checkbox"/> Names	<input type="checkbox"/> Charts
<input type="checkbox"/> Short phrases	<input type="checkbox"/> Shortened definitions	<input type="checkbox"/> Key term/words
<input type="checkbox"/> Cuing pictures	<input type="checkbox"/> Short forms	<input type="checkbox"/> Formulae
<input type="checkbox"/> Labelled Diagrams	<input type="checkbox"/> Example questions	<input type="checkbox"/> Tables
<input type="checkbox"/> Non-Labelled Diagrams		<input type="checkbox"/> Mind Maps











What a Memory Aid Is Not

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

- ✘ Include learning outcomes. Learning outcomes are broad goals that describe what learners are supposed to know or be able to demonstrate.
- ✘ Exceed one side of a page
- ✘ Include complete terms and definitions.
- ✘ Include information word-for-word from the course.
- ✘ Help you, if you have not studied the material.
- ✘ Be created without the input of the professor.

For Media Memory Aid Explanation see a Sheridan ALS Produced Overview at <http://bit.ly/1h15xq7>

Once a memory aid is an approved accommodation by a Case Manager and on a student's Accommodation Form, the steps below can be followed in order to use memory aids for tests/exams:

<p>1. Discussion with faculty</p> 	<p>The student speaks with instructor early in the semester, about the accommodation of a memory aid and the Content Areas (see page 1) allowed, based on each test's learning outcomes.</p>	
<p>2. Creation of Memory Sheet</p> 	<p>The student identifies and summarizes material throughout the course for possible use on memory aid sheet. If student needs support in developing cueing summary skills, they see the <u>ALS Learning Strategist</u>.</p>	
<p>3. Approval of Sheet 7 days prior to test.</p> 	<p>The student submits for approval by professor 7 days prior to test or as negotiated with professor in Step 1. If the professor indicates changes to maintain the academic integrity of the test, the student will make the changes and resubmit for signed approval by the professor.</p>	
<p>4. Student books test in Centre</p> 	<p>The student completes the Record of Test Accommodation Form and books the test with the Assessment Centre, indicating the use of Memory Aid Sheet for test (7 Days prior to test).</p>	
<p>5. Professor submits memory aid</p> 	<p>Professor will include the final approved Memory Aid Sheet with the test. The memory sheet is collected with completed test by the professor.</p>	

Memory Aid Examples Adapted from Mohawk College's Memory Aids And Formula Sheets

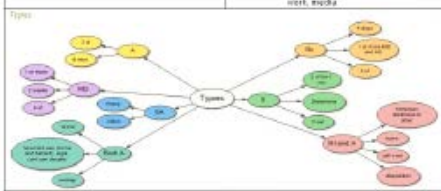
Pictures, Charts, Mind Maps

Issues in Human Services
Adult Mental Health Issues

Learning Objectives:

- Def: Changing health, PBS-AF
- Ident: location, thoughts, spiritual

Types:




Considerations:

- Individual
- Def by 2028
- Eg 20%
- 5.4 - 10% @ risk
- Treatment/social supports

Resources:

- Help - staff/Doc/strategist
- Treatment - CM, Med, CBT and SIs

Images:

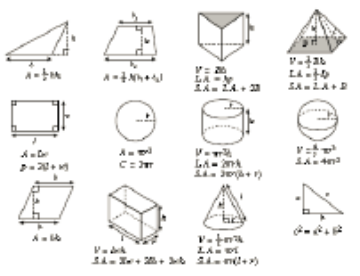


Signature of Professor: _____

Formula Sheet

Geometry Formula Sheet

Geometric Formulas



Geometric Symbols

Symbol	Meaning	Symbol	Meaning
$\angle A$	Measure of angle A	$\angle A \cong \angle B$	Angle A is congruent to angle B
\odot	Circle	$\triangle ABC$	Triangle ABC
\square	Square	$\square ABCD$	Square ABCD
$\square ABC$	Rectangle ABC	$\square ABCD$	Rectangle ABCD
$\square ABCD$	Parallelogram ABCD	$\square ABCD$	Parallelogram ABCD

Abbreviations

Abbreviation	Meaning
Area	A
Perimeter	P
Volume	V
Surface Area	S.A.
Length	L
Width	W
Height	H
Radius	R
Diameter	D
Apex	A
Base	B

Formulas:

- Area of Triangle: $A = \frac{1}{2}bh$
- Area of Rectangle: $A = l \times w$
- Area of Circle: $A = \pi r^2$
- Area of Parallelogram: $A = b \times h$
- Area of Trapezoid: $A = \frac{1}{2}(b_1 + b_2)h$
- Area of Square: $A = s^2$
- Area of Rhombus: $A = \frac{1}{2}d_1d_2$
- Area of Kite: $A = \frac{1}{2}d_1d_2$
- Area of Polygon: $A = \frac{1}{2}(P \times a)$
- Volume of Rectangular Prism: $V = lwh$
- Volume of Cylinder: $V = \pi r^2 h$
- Volume of Cone: $V = \frac{1}{3}\pi r^2 h$
- Volume of Sphere: $V = \frac{4}{3}\pi r^3$
- Volume of Pyramid: $V = \frac{1}{3}Bh$
- Volume of Prism: $V = Bh$
- Volume of Cylinder: $V = \pi r^2 h$
- Volume of Cone: $V = \frac{1}{3}\pi r^2 h$
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- Volume of Prism: $V = Bh$

Abbreviations:

- Area: A
- Perimeter: P
- Volume: V
- Surface Area: S.A.
- Length: L
- Width: W
- Height: H
- Radius: R
- Diameter: D
- Apex: A
- Base: B

Formulas:

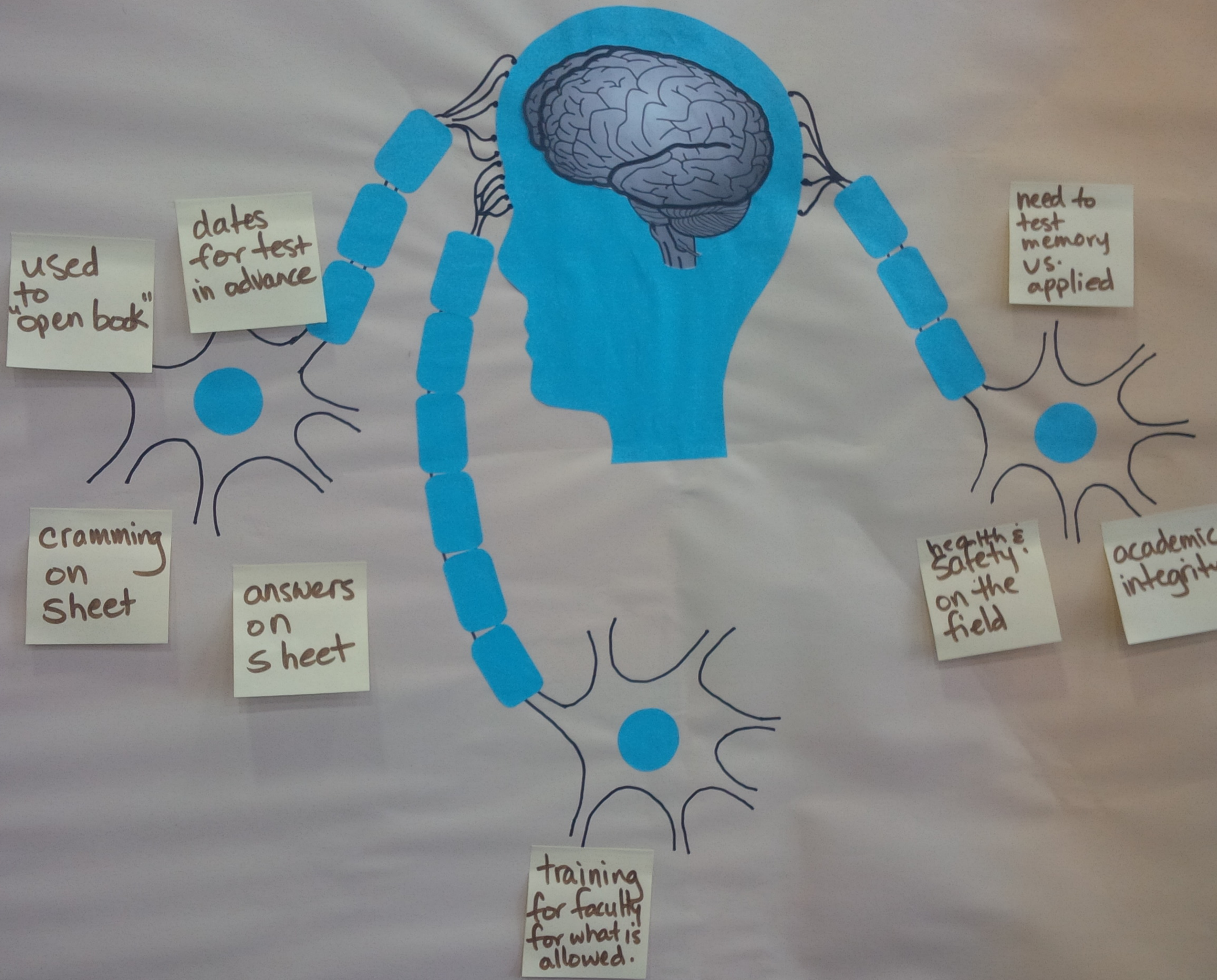
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ACCOMMODATION



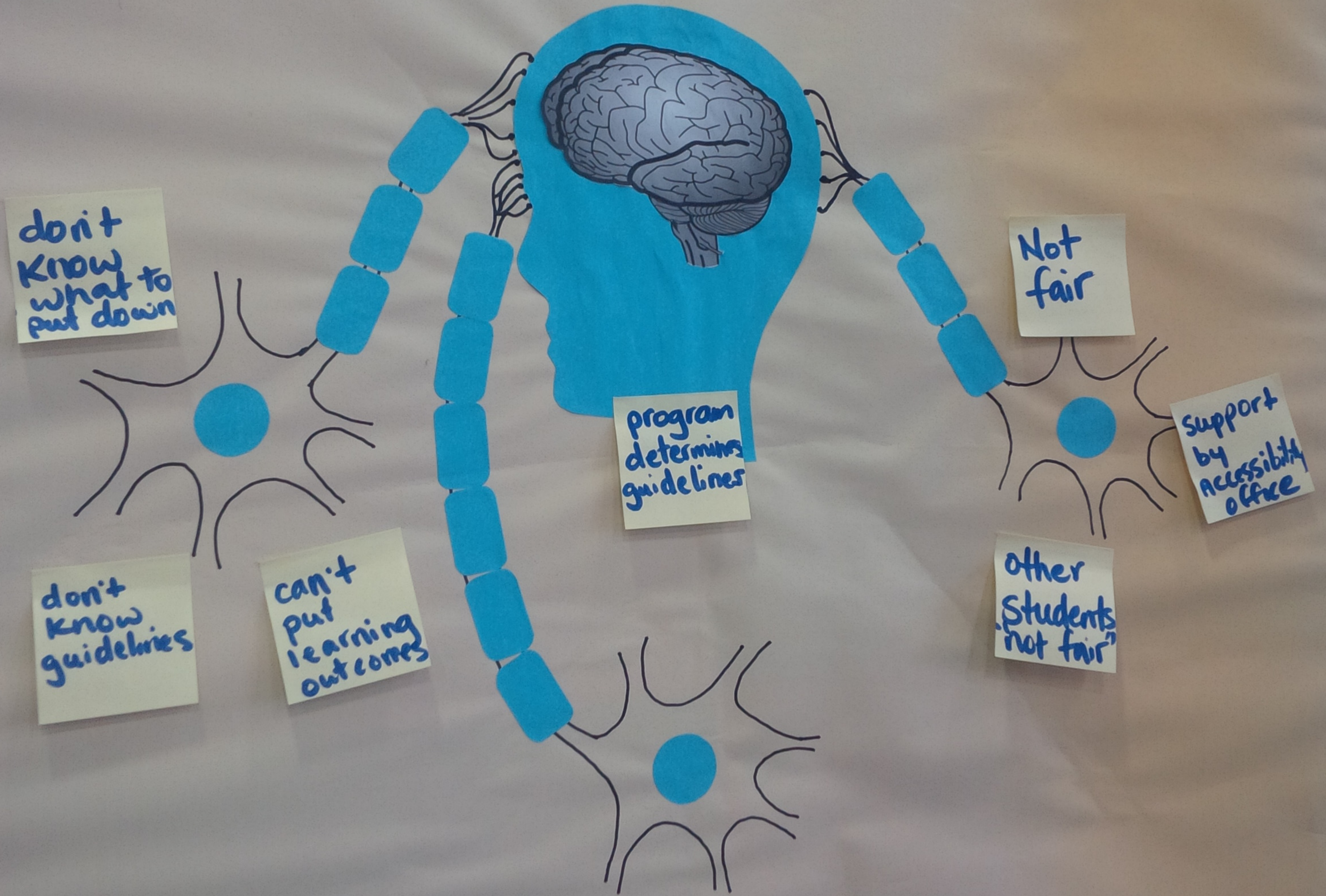
SOLUTIONS

MEMORY

AID

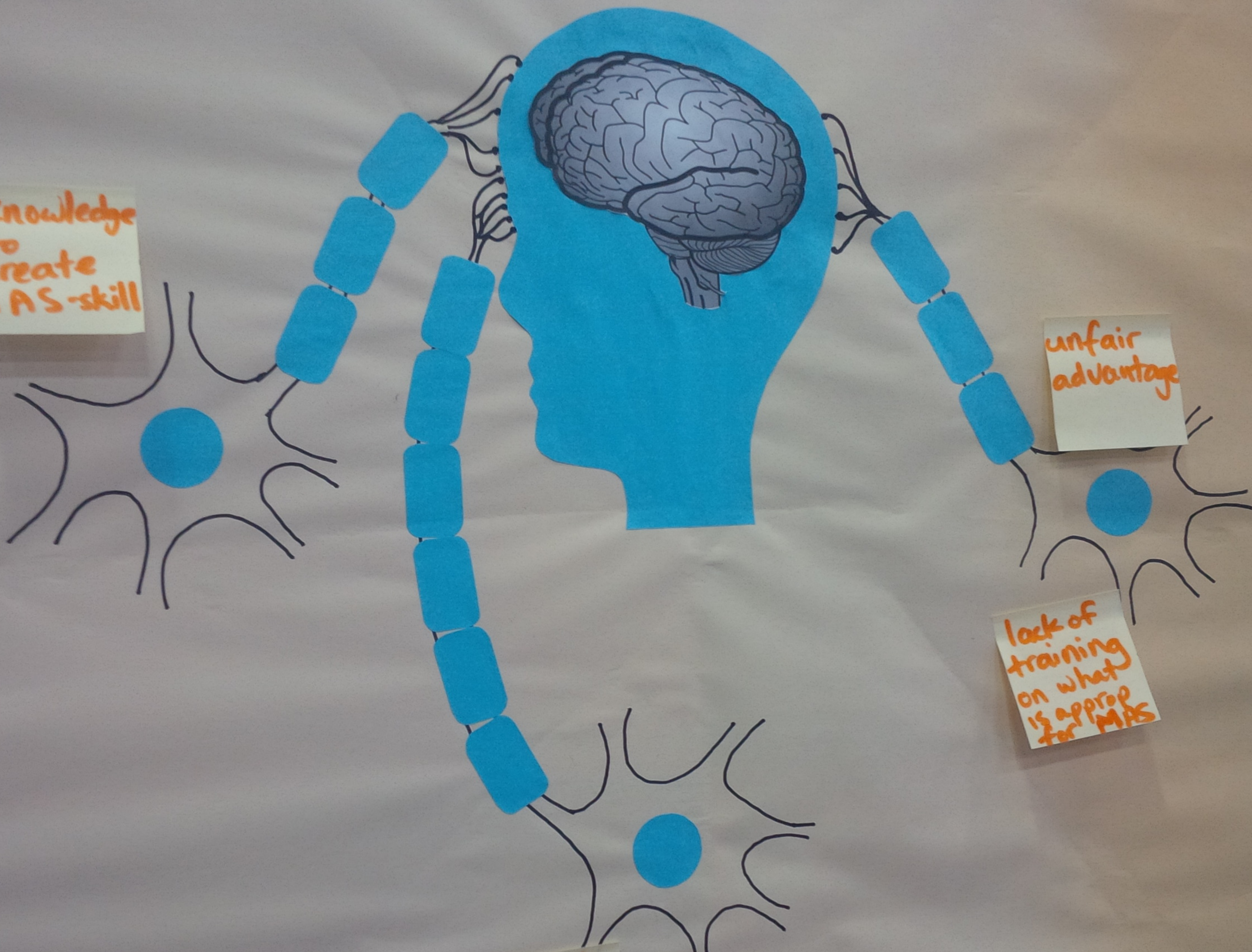
SHEET

ACCOMMODATION



INNOVATION

Knowledge
to
create
MAS-skill



unfair
advantage

lack of
training
on what
is approp
for MAS

student
support
from LS
on MAS

Faculty
support
&
education