

**Canadore College**  
**Protocol for Recommending and Using**  
**Memory Aids as a Testing Accommodation**

**Information for Faculty**

Memory aids provide help to students with documented deficits in rote memory, sequencing memory, working memory, and /or long-term memory to recall information that would otherwise be inaccessible to them in a testing situation.

The memory aid allows the student to demonstrate his or her knowledge of course material without taxing already compromised memory function.

A proper memory aid will not be useful to the student unless the student knows and understands how to use the information it refers to. If the student doesn't understand the course material, a proper memory aid will not help.

The memory aid allows the student to demonstrate knowledge of course material by helping to trigger the student's memory.

Disabilities that may affect memory include:

- Acquired Brain Injury
- Psychiatric disability
- Specific learning disability
- ADD/ADHD
- Medical Conditions

**What Do They look like?**

Memory aids can contain acronyms, short phrases, pictures, schematic diagrams or mind maps, names, definitions, tables, charts or key terms and certain formulae.

Styles of Memory Aids may vary. Generally they can be written or typed on a large index card and up to one double sided letter size page (8 1/2 x 11"). Typically the Memory Aid should be written or typed in a standard font size (i.e. 10 or 12 point font).

**Memory Aids are not:**

- Full course notes
- Answer sheets
- Substitutes for studying
- Open textbooks.

If the purpose of a test is to determine whether or not the student knows specific definitions, having those words or definitions on a Memory Aid would make it an answer sheet and therefore, not acceptable. If the definitions were written but not connected to the terms to be defined in any way, this may be allowable, since it will trigger the student's memory of the

correct term. The ideal memory aid would make no sense to anyone but that specific student. If it is useful only to one student, the more likely it is not an answer sheet for another student.

### **Procedure for Implementing a Memory Aid Accommodation:**

- a. The Counsellor/Learning Strategist identifies those students who may benefit from using Memory Aids as a testing accommodation where documentation supports their use.
- b. The Counsellor/Learning Strategist may use the following criteria when recommending use of Memory Aids:
  - There is evidence that memory is posing a challenge with current academic performance.
  - Documentation of the disability that was developed by a specialist in the area of disability. For example, a medical disability recommended by their specialist or their physician, a student with a mental health disability who has been assessed by a psychiatrist, a student with Learning Disability or Attention Deficit/Hyperactivity Disorder who has been assessed by a psychologist, a student with an Acquired Brain Injury who has been assessed by a neuro-psychologist.
  - The documentation may provide specific recommendations for the use of a memory aid.
  - The documentation may include data that indicates the functioning of memory will be a significant barrier.
- c. The Counsellor/Learning Strategist will develop and/or revise the Memo to Faculty, to reflect use of a memory aid as a testing accommodation by placing a statement in the “other” area in testing accommodations. The Counsellor/Learning Strategist attaches the “Memory Aids-Faculty Information”.
- d. The Counsellor/Learning Strategist will support the student in developing the Memory Aid. Support includes, but is not limited to, reviewing the “Memory Aids – Student Information” document, providing support with development where needed, and referring the student to consult with their professor regarding Memory Aid content.
- e. Once the student has developed the memory aid, the student must consult with his or her professor to review the content of the memory aid.
- f. The student’s professor will provide feedback on memory aid content offering guidance on revisions and additions as appropriate. The professor has final approval of the memory aid.
- g. Students who require use of a memory aid as a testing accommodation will indicate the memory aid accommodation when booking tests with Disability Services. The professor will attach the memory aid to the test when forwarding to Disability Services.