

## Making Timing and Scheduling Accommodations Est. Time: 1 Hour

### Objective

Use a set of guiding questions to identify timing and scheduling accommodations for a student with a disability based on her individual strengths and needs.

### Overview

Students with disabilities often encounter barriers or challenges when accessing the general education curriculum. The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) require that educators address these barriers by providing appropriate accommodations. Careful consideration of a student’s strengths and needs can help guide the identification and selection of instructional and testing accommodations.

An *accommodation* is a change to instructional or testing procedures or materials that allows a student to fully access the information and to accurately demonstrate knowledge. It does not change the expectations of learning or the requirements of the task. Instructional and testing accommodations are generally grouped into four categories:

- Presentation
- Response
- Setting
- Timing and Scheduling

This activity will focus on *timing and scheduling accommodations*, which allow for changes to how time is organized (e.g. extended time to complete a task, frequent breaks). When teachers adjust the timing and scheduling of instructional tasks and tests, they can support their students by reducing their fatigue or stress. The following table provides examples of some common timing and scheduling accommodations.

Timing and Scheduling Accommodations	
Common Barrier	Accommodation Examples
Processing information	<ul style="list-style-type: none"> <li>• Extended time to complete task (generally 1.5 to 2 times the amount typically permitted)</li> <li>• Frequent breaks</li> <li>• Multiple sessions to complete tests or activities</li> <li>• Break large assignments into smaller tasks</li> </ul>

## Making Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	
Common Barrier	Accommodation Examples
Staying focused or maintaining attention	<ul style="list-style-type: none"> <li>• Extended time to complete task (generally 1.5 to 2 times the amount typically permitted)</li> <li>• Frequent breaks</li> <li>• Multiple sessions to complete tests or activities</li> <li>• Break large assignments into smaller tasks</li> <li>• Timeline for completing assignment</li> <li>• Time limit for completing assignment</li> <li>• Device or timer to signal end of breaks</li> <li>• Progress bars on online quizzes and tests</li> </ul>
Stamina (i.e., easily fatigued, reduced energy due to medication or medical condition)	<ul style="list-style-type: none"> <li>• Extended time to complete task (generally 1.5 to 2 times the amount typically permitted)</li> <li>• Frequent breaks</li> <li>• Multiple sessions to complete tests or activities</li> <li>• Break large assignments into smaller tasks</li> <li>• Schedule change (e.g., morning when student is more alert or less fatigued; beginning of the week instead of end of the week)</li> </ul>
Frustration and anxiety	<ul style="list-style-type: none"> <li>• Extended time to complete task (generally 1.5 to 2 times the amount typically permitted)</li> <li>• Frequent breaks</li> <li>• Multiple sessions to complete tests or activities</li> <li>• Break large assignments into smaller tasks</li> <li>• Timeline for completing assignment</li> <li>• Schedule change</li> </ul>

## Making Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	
Common Barrier	Accommodation Examples
Dexterity	<ul style="list-style-type: none"> <li>• Extended time to complete task (generally 1.5 to 2 times the amount typically permitted)</li> <li>• Frequent breaks</li> <li>• Multiple sessions to complete tests or activities</li> <li>• Break large assignments into smaller tasks</li> </ul>
Completing work on time because assistive technology or other equipment requires additional time	<ul style="list-style-type: none"> <li>• Extended time to complete task (generally 1.5 to 2 times the amount typically permitted)</li> <li>• Multiple sessions to complete tests or activities</li> </ul>
Managing time	<ul style="list-style-type: none"> <li>• Break large assignments into smaller tasks</li> <li>• Timeline for completing assignment</li> <li>• Time limit for completing assignment</li> <li>• Timer</li> </ul>

*Note: Although this table highlights common examples of timing and scheduling accommodations, it is by no means an exhaustive list.*

### Activity

Identify a timing and scheduling accommodation for a student with a disability based on his or her individual strengths and needs. Select one of the options below to begin.

**Option 1:** Identify a student with a disability in your classroom. To preserve the anonymity of your student, be sure to use only her first name or an alias.

1. Describe the student you selected, making sure to include:
  - Information about the student’s age, gender, disability, and first language
  - The student’s strengths (list a minimum of three)
  - The student’s barrier(s)
2. Complete the attached Timing and Scheduling Accommodations Worksheet.
3. Select one timing and scheduling accommodation from the Timing and Scheduling Accommodations Worksheet.
  - Identify the accommodation you selected and explain how it will address the student’s barrier(s).
  - Provide an example of how you would implement this accommodation.

## Making Timing and Scheduling Accommodations

**Option 2:** If you are not currently teaching, use the scenario below to complete this activity.

Mason is an energetic ten-year-old boy who speaks English. Typically, he gets along with his peers and is well-liked by his classmates. Because he is quite creative and is fascinated by objects with moving parts, he is actively involved in the robotics club. Although Mason is very bright, he has a learning disability and ADHD. Mason has difficulty processing, retaining, and recalling information. He also has some difficulty organizing materials and keeping up with school supplies. It is quite common for him to complete his homework but then misplace it before he has a chance to turn it in. Mason often becomes easily distracted by what is going on around him and has difficulty staying focused long enough to complete his work.

1. Complete the attached Timing and Scheduling Accommodations Worksheet.
2. Select one timing and scheduling accommodation from the Timing and Scheduling Accommodations Worksheet.
  - Identify the accommodation you selected and explain how it will address the student's barrier(s).
  - Provide an example of how you would implement this accommodation.

## Making Timing and Scheduling Accommodations

### Timing and Scheduling Accommodations Worksheet

**Directions:** This worksheet should be completed for an individual student. Read through each item in the left-hand column and determine whether it is a barrier for the student. If it is, circle "Yes." If not, circle "No." For each item with a "Yes," refer to the Timing and Scheduling Accommodations table above and record one or two accommodations in the third column to address the student's barrier(s).

Timing and Scheduling Accommodations		
Barrier	Circle One	If "Yes," list 1–2 accommodations.
Processing information	Yes No	
Staying focused or maintaining attention	Yes No	
Stamina (i.e., fatigues easily, reduced energy due to medication or medical condition)	Yes No	
Frustration and anxiety	Yes No	
Dexterity	Yes No	
Completing work on time because assistive technology or other equipment requires additional time	Yes No	
Managing time	Yes No	

*Note: This worksheet was developed specifically for this activity. It is not a standard form.*