

Flexible Scheduling for In-Class Supports: A Blueprint for Change

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Introduction

Flexible scheduling for students with disabilities is critical to the success of inclusive service delivery models. It is essential that school-based teams work collaboratively to develop student and staff schedules that reflect effective supports for **all** students. This guide is intended to provide information about scheduling steps that teams can employ to ensure appropriate in-class supports for students with and without disabilities.

The following key elements should be considered prior to scheduling supports for students with disabilities in general education settings:

- ❖ Identify and develop a “scheduling team” that involves *key* individuals. Team members should include, but are not be limited to, a school administrator, general education teachers, ESE teachers, guidance counselors, and specialists or resource teachers. Be sure to include those personnel who hold the *specific* responsibility of scheduling all students on the campus. See *Section 1* for team member roles.
- ❖ Students are grouped by educational need, not ESE category, label, or existing classrooms.
- ❖ **All** ESE personnel should be considered when scheduling supports to ESE students in the general education setting.
- ❖ ESE students served in general education classrooms are *included* in totals for each subject area before projecting general education units for the coming year.
- ❖ ESE students receiving *in-class* supports should be **included** in required class size totals.
- ❖ Consider assigning ESE teachers to general education classrooms according to specific subject areas or grade levels.
- ❖ Flexible, co-planning time **MUST** be included in all teacher schedules!
- ❖ To avoid “burn-out”, schedule ESE teachers to **four or less** collaborative teaching classrooms during the school day.
- ❖ *Remember that flexibility and creativity* are key! Revising schedules may be necessary given the many variables that affect courses and programs (e.g., student enrollment, teacher units, state mandates, etc.).



Phase 5: Moving In - Implementation Considerations

1. Do teachers have appropriate materials to meet the needs of students placed in the general education classrooms (e.g., books with varied reading levels, workbooks, manipulatives).
2. What other resources will teachers need to support students with diverse needs in their classrooms?
3. What structures are in place to monitor and reflect upon the effectiveness of in-class supports for students with disabilities?
4. Do teachers have the full support of district and site-based administrators? What support will staff have for problem-solving and resolving conflict?
5. How will team members celebrate their successes along the way?
6. Is there a plan to share information about students with new teachers as students transition from a) grade-to-grade and b) school-to-school?



Phase 6: Customizing Your Home - Professional Development Considerations

It is essential that staff and family members have appropriate information and/or training relative to serving students with disabilities in the general education classroom. For example, if students are to be scheduled into co-taught classes, teachers should have prior training and planning opportunities devoted to examining their roles and responsibilities in the co-teach partnership.

The following questions should be considered before students are scheduled into general education settings:

1. Is there a plan in place to inform family members of the change in service delivery model(s)? Do IEP reviews need to be conducted? Do family members understand the rationale behind the change in service delivery for their child?
2. Are all ESE teachers prepared to serve all ESE student, regardless of their disability category or label?
3. Do teachers have opportunities to collaboratively plan instruction **prior** to students entering the classroom (e.g., summer curriculum planning)?

4. Which staff members (teachers, paras, etc.) need training and/or technical assistance?

ESE Teachers	Gen. Ed., Vocational, and Specials Teachers
Support Services (OT, PT)	Paraprofessionals
Speech/Lang. Pathologist	Guidance Counselor
Special Area Teachers & Specialists (ESOL, Reading, Math)	

Other: _____

5. What professional development will be needed?

- Content Area Training (e.g., Sunshine State Standards & Access Points)
- Legal and Compliance Issues
- Co-Teaching Structures and Methods
- Positive Behavioral Supports (PBS)
- Differentiated Instructional Strategies
- Formative Assessment and Grading
- Learning Styles/Multiple Intelligences
- Classroom Management Strategies
- Communication and Conflict Management
- Problem-Solving and Action Planning
- Collaborative Teaching Roles &
- Curricular Adaptations (Dealing With Differences, Meaningful Participation)

• Other: _____

Appendices

Considering Individual Student Needs Chart
Inclusive Models of Support Defined
Elementary Scheduling Worksheets
Secondary Scheduling Worksheets
Tools for Building a Master Schedule
Frequently Asked Questions

Considering Individual Student Needs: *It's A Process*

Curriculum and Instruction

Can the student be successful with the *same activity* as is?

If no, then...

Is the activity appropriate for the student if *accommodations* are made?

If no, then...

Is the activity appropriate for the student with *modifications* to goals, expectations or assessment?

Personal Support

Can the student participate in the activity *without* personal assistance?

If no, then...

Can the student participate in the activity *with assistive technology*?

If no, then...

Is the activity appropriate for the student *with* personal assistance?

Is the student able to participate *among his peers* in the general education classroom?

If no, then...

Location

Is the student able to *participate in instruction* in another part of the classroom?

If no, then...

Is the student able to *participate in instruction* in another part of the school ?