

The Scheduling Process

When you schedule your Fast ForWord product sessions, consider both the time of year and time of day that is appropriate for the Student(s). In addition to timing issues, take the following factors into consideration:

- Personnel availability
- Funding availability
- Computer availability
- Student pre-testing, if necessary

The following issues may also impact your choice of schedule:

- **Specific Student needs.** Some Students may require a break between exercises.
- **Events occurring during the sessions.** Take into account any activities that a Student may be involved.
- **Location of the work area.** Consider the length of time the Student needs to travel to the work area, get settled, and start working on the Fast ForWord products.

For best results, avoid interrupting the schedule for holidays, vacations, semester breaks, testing, or other important breaks in schedule.

Scheduling Considerations for Schools

Scheduling the Time of Year

The table below lists seasonal considerations that may affect your Fast ForWord product schedule during the calendar year. Remember to include time in the schedule for post-participation assessment if that is part of your implementation.

Time of Year	Seasonal Considerations
After the winter holidays (January through March)	Ensure that Students will finish before spring break
March through April	Work around spring break and state testing
May through June	Ensure that Students will finish before summer break
Summer break (July through August)	Take vacations into account
Beginning of the school year (September through October)	Factor in any pre-scheduled state testing
After first report card (October through November)	Ensure that Students will finish before the winter holidays

Schedule the Time of Day

If you are providing the Fast ForWord products at a school, allotting time for Students to work on the Fast ForWord products requires planning. Consider allotting additional time for restroom, water, and snack breaks.

Here are some suggestions for implementing the Fast ForWord products following the Fast ForWord product recommended protocol:

Option 1: The Pull-Out Program

A pull-out program is appropriate when language difficulties prevent Students from understanding much of the regular classroom instruction during the school day, in which case the Student is “pulled out” of his or her normal classroom instruction for part of the day and works on the Fast ForWord product.

In a pull-out program, consider the following:

- Students start early in the day, work for 90 to 100 minutes, then return to class.
- Students start later in the day, work for 90 to 100 minutes, then return to class.
- Students work during separate 15- to 20-minute increments throughout the day.
- Students work during classes in which they are not benefiting from regular instruction.

Option 2: Before- and After-School Program

A before- and after-school program is most appropriate for schools that have extended day programs or a previously determined way to solve transportation issues.

Consider the following scheduling options:

- Students arrive early and complete all exercises before school begins.
- Students arrive 45 minutes before school, complete two of the exercises and finish with an hour of after-school time.
- Students stay after school and work on all the exercises at that time.

Option 3: Hybrid Program

If there is not an extended-day option at a school, but parents can provide the early or late transportation, a hybrid approach may be the most appropriate.

Consider the following options:

- Students arrive 60 minutes before school begins, complete four exercises before classes begin, and finish the remaining two exercises during a later class.
- Students arrive 60 minutes before school begins and work through the first 40 minutes of their regular class time.
- Students arrive 30 minutes before school begins, complete one or two exercises before school begins, work on another few exercises during the school day, and stay 30 minutes after school to finish the exercises.

Option 4: Block Scheduling

The following two pages are examples of block scheduling. Your school's actual class day will be different from this one but these pages show some options that can easily be incorporated into your schedule.

Sample 1

The first sample shows a simple scheduling plan with the Group 1 beginning 30 minutes before classes begin and then using the first hour of each day's first period class to complete the exercises during a 90-minute period. This allows some class time at the end of the Fast ForWord session.

Group 2 follows another simple schedule by using the entire second class period from each day (Period 2 on A days and Period 5 on B days). (A lunch time is included that would be incorporated into the class periods immediately preceding and following the periods on this schedule.)

Group 3 has a schedule that begins 50 minutes into the third class period for each day (Periods 3 and 7) and then continues into the fourth class period (Periods 4 and 8). The Fast ForWord session would end 50 minutes into the last

class period. This would allow approximately 45 minutes of class time for the last two classes of each day so the students could have an abbreviated instruction time in those subjects.

Sample 2

The second sample shows a varied schedule in which the groups would have different schedules on each of the alternating A and B days.

Group 1 in this example completes two exercises in the 30 minutes before school begins and returns after school for the final hour of Fast ForWord on the first A day. On the first B day, they attend Fast ForWord sessions during the second class period. The second A day, they have Fast ForWord during the second class period and then have the before and after-school schedule on the second B day. This varied schedule lacks the consistent A and B day schedules of the other examples but would allow the students to attend their subject area classes one to two days each week.

Group 2 has a varied schedule that is more consistent in that they work on a Fast ForWord product during Period 2 on A days and during period 7 on B days. These examples show that the time of the sessions can vary from one day to the next but the entire 90-100 minutes of exercises must be completed each day.