



CAATE

Commission on Accreditation
of Athletic Training Education

Navigating Student Accommodations: *Additional Break Time*

Understanding Limitations and Accommodation Needs

Accommodations must be tailored to a student's specific functional limitations and context, aiming to remove barriers to access while maintaining essential program functions and learning objectives.



Functional Limitations and Barriers

- **Processing speed challenges:** Students may need more time to read, interpret, or formulate responses.
- **Memory retrieval difficulties:** Trouble with short-term recall or working memory can slow down test-taking or practical decision-making.
- **Executive functioning deficits:** Difficulties with organizing, planning, or shifting attention can delay task completion or multitasking in clinical settings.
- **Fine motor delays or coordination disorders:** May affect ability to complete hands-on tasks efficiently (e.g., taping, suturing).
- **Chronic pain or fatigue:** Can limit endurance, speed, or consistency in clinical tasks or during long exams.
- **Mobility limitations:** May affect ability to move between clinical sites or complete physical tasks in a timely manner.
- **Visual impairments:** May require screen readers, alternative formats, or longer time for visual assessments.
- **Auditory impairments:** Can affect processing of oral instructions or conversations, requiring captioning or note-taking support.
- **Psychological Conditions:** May affect focus, stamina, or reaction time during prolonged tasks or assessments.



Navigating Student Accommodations

Additional Break Time

Accommodating Extra Time on Written Exams

In the didactic setting, these functional limitations can be effectively accommodated through:

- extended time on written examinations
- use of text-to-speech technology for easier processing
- reduced-distraction testing locations



Accommodating Extra Time on Practical Exams

Example 1: Staggered Exam Starts

All students begin the assessment at the same time. Once the standard time for each station elapses, the non-accommodated students are dismissed.

Students with accommodations then take a brief break. Afterward, they restart the assessment, with their extended time applied to each station. This method helps maintain a consistent testing environment for all students.

Example 2: Dedicated Extended Session

All students requiring extended time can form a separate, final testing group for the day. In this scenario, all stations are timed specifically according to their accommodation from the very beginning. This option ensures their needs are effectively met without compromising the integrity of the assessment.



Important Considerations

- Evaluate whether *time* is a measured outcome in your assessment.
- Apply accommodation only to the specific portion of activity or assessment where the barrier exists
- Clearly document procedures to ensure consistency across instructors and sessions.
- Protect student privacy while ensuring equitable assessment conditions.



Accommodating Extra Time in Clinical Experiences

- Pre-assign patients to allow extra preparation time
- Additional time to complete patient documentation

