

A background image of four students in a library. A young woman with long dark hair is on the left, smiling. Next to her is a young man with short brown hair, also smiling. To his right is a young woman with dark hair and glasses, looking at a laptop. On the far right is a young man with dark hair, seen from the back/side, looking at the laptop. They are all sitting at a table with books and a laptop. The background is filled with bookshelves.

Competency Based IEPs

Module 3: Universal & Essential Supports and Support Plans
FISA

Universal Design for Learning

- ▶ Engagement – with content and concepts
- ▶ Representation – access to information
- ▶ Expression – what they know and understand



How do we determine universal supports and for students?

What are the student's stretches (from student, team, reports)?

What tools and/or actions that will support a student to be successful?

Refer to the Universal Supports tool.

Are the tools/actions universal (for all)?

Tool for Identifying Universal Supports

Instructions: Select Universal and Essential Supports and use this document as a reminder/prompt for what you would like to include in the student's IEP for supports and additional comments.

Universal Supports					
For students with or without a designation where certain universal supports have been successful to their overall learning					
Student Name:		Teacher:		Date:	
School:		Designation:		Grade:	
Social and Emotional, Behaviour Strategies			Instructional Strategies		
<input type="checkbox"/> Movement/Water breaks		<input type="checkbox"/> Consistent, structured classroom routines			
<input type="checkbox"/> Simple, predictable, directions		<input type="checkbox"/> Explicitly state the purpose of each lesson			
<input type="checkbox"/> Visual- step-by-step instructions		<input type="checkbox"/> Oral, written or visuals instruction or Use "to do" lists, or other organization structures.			
<input type="checkbox"/> Give choices (within parameters)		<input type="checkbox"/> Front loading using outlines (chapters/tests)			
<input type="checkbox"/> Front loading expectations		<input type="checkbox"/> Vocabulary at the start of the lesson/unit			
<input type="checkbox"/> Class norms co-created		<input type="checkbox"/> Teach multi-modal (i.e., visual & verbal)			
<input type="checkbox"/> Positive praise & build positive rapport		<input type="checkbox"/> Provide cues / mnemonics as a memory tool			
<input type="checkbox"/> Assign groups AND roles		<input type="checkbox"/> Allow for extra wait time for student response			
<input type="checkbox"/> Calm space in the classroom		<input type="checkbox"/> Simplified language/directions			
<input type="checkbox"/> Check in/out with a specific adult each day.		<input type="checkbox"/> Repeat instructions to student individually			
<input type="checkbox"/> Clear specific rules consistent across settings.		<input type="checkbox"/> Allow for re-teaching of key concepts Notes provided (notetaker)			
<input type="checkbox"/> Regular check and connect		<input type="checkbox"/> Reader or Text Reader (Be specific about technology)			
<input type="checkbox"/> Zones, Social Thinking, We Thinkers, etc.		<input type="checkbox"/> Sound field system			
Physical Environment			<input type="checkbox"/> Alternatives to print (audiobooks, movies, videos digital media.		
<input type="checkbox"/> Access to vertical surfaces		<input type="checkbox"/> Use simple, concise instructions			
<input type="checkbox"/> Ability to move around indoor and outdoor spaces easily to access materials		<input type="checkbox"/> Teach notetaking, finding information in text			
<input type="checkbox"/> Classroom zones/alternate workspaces (i.e. quiet spaces, collaborative spaces)		<input type="checkbox"/> Allow for use of calculator			
<input type="checkbox"/> Flexible seating		<input type="checkbox"/> High contrast materials, large print			
<input type="checkbox"/> Ability to move around the room		<input type="checkbox"/> Use closed captioning			
<input type="checkbox"/> Sensory Tools (fidget items, wiggle cushion)		<input type="checkbox"/> Provide alternate materials at student's level			
<input type="checkbox"/> Special lighting or acoustics		<input type="checkbox"/> Use cooperative learning			
<input type="checkbox"/> Separate setting		<input type="checkbox"/> Use small group instruction/ peer tutoring			
<input type="checkbox"/> Seated close to the teacher		<input type="checkbox"/> Provide immediate/frequent feedback			

Organizational Strategies	Assessment/Assignment Strategies
<input type="checkbox"/> Take picture of notes & homework board	<input type="checkbox"/> Use in-class evidence of understanding (exit ticket, etc.)
<input type="checkbox"/> Get ready, do, done strategy	<input type="checkbox"/> Adjust expectations "quality over quantity"
<input type="checkbox"/> Mini due dates to ensure task completion	<input type="checkbox"/> Reduce # of homework questions or assignment length
<input type="checkbox"/> Chunk longer projects/assignments	<input type="checkbox"/> Alternate ways of responding (oral, written, demonstration, drawing, media)
<input type="checkbox"/> Use highlighters for important directions	<input type="checkbox"/> Alternate assessment type depending on need
<input type="checkbox"/> Provide note taker or notes of each lesson	<input type="checkbox"/> Provide samples/exemplars at the beginning
<input type="checkbox"/> Supported use of an agenda, planner	<input type="checkbox"/> Adapt tests and assignments (shorten, enlarge, revise format)
<input type="checkbox"/> Graphic organizers for writing assignments	<input type="checkbox"/> Use dot procedure: work to the dot and then get feedback
<input type="checkbox"/> Use simple, concise directions	<input type="checkbox"/> Repeat instructions/provide written instructions
<input type="checkbox"/> Pneumonic strategies; Study strategies	<input type="checkbox"/> Spelling dictionary, proof reading, word bank checklists etc.
<input type="checkbox"/> Visual daily/weekly schedule/calendar	<input type="checkbox"/> Do not penalize for spelling or convention errors
<input type="checkbox"/> Visual timer	<input type="checkbox"/> Calculator/multiplication chart/number line and manipulatives
<input type="checkbox"/> Use post-it-notes	<input type="checkbox"/> Graphic organizers
<input type="checkbox"/> Home/school communication book	<input type="checkbox"/> Alternate format: short answer, point form listing, fill in the blank, multiple choice, true/false, matching
<input type="checkbox"/> Provide/create reference guides	<input type="checkbox"/> Provide rubric or scoring guide
<input type="checkbox"/> Work organization system	<input type="checkbox"/> Review criteria before starting
Testing	
<input type="checkbox"/> Allow for retests or test previews	<input type="checkbox"/> Framework, step-by-step outlines for longer projects
<input type="checkbox"/> Adapt tests (shorten, enlarge, revise format)	<input type="checkbox"/> Reduce or eliminate oral reading in class
<input type="checkbox"/> Extra time to complete written tests/quizzes	<input type="checkbox"/> Access to devices with dictation/word predict abilities, laptop, tablet, iPad
<input type="checkbox"/> Allow 1-page cheat sheet for tests	<input type="checkbox"/> Use learning progressions for assignments
<input type="checkbox"/> Break down tests into small chunks	<input type="checkbox"/> Materials available at independent reading level
<input type="checkbox"/> Allow for test "previews" to be sent home	<input type="checkbox"/> Limit homework to ___min/ No homework
<input type="checkbox"/> Use of regulating strategy before writing tests (e.g., stair climbing, deep breathing)	<input type="checkbox"/> Voice to text, Speech to text or Dictation
Other Strategies	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

How do we apply universal supports in the classroom?

1

Teach all students about universal design for learning and when universal supports may be helpful.

2

Teach all students how to use the universal supports and practice using them.

3

Allow all students to use the universal supports when appropriate and/or needed.

Tool for Identifying Essential Supports

Essential Supports					
For students with or without a designation where certain essential supports are identified by a medical or other professional assessments, or school-based team					
Student Name:		Case Manager:		Date:	
Teacher Name:		Designation:		Grade:	
Social, Emotional and Behaviour Strategies			Instructional & Presentation Strategies		
<input type="checkbox"/> Choice Zone			<input type="checkbox"/> ASL interpreter		
<input type="checkbox"/> Personalized visual schedule			<input type="checkbox"/> Personal hearing aid(s)		
<input type="checkbox"/> Scheduled sensory movement breaks with access to specialized spaces			<input type="checkbox"/> Designated reader or scribe		
<input type="checkbox"/> Work/Break schedule			<input type="checkbox"/> Personal FM/RMT system		
<input type="checkbox"/> Personal countdown strip/visual timer			<input type="checkbox"/> Video Magnifier		
<input type="checkbox"/> Learning contract			<input type="checkbox"/> Alternative formats (Braille, large print, auditory, specialized assistive technology)		
<input type="checkbox"/> Personal communication intent dictionary			<input type="checkbox"/> Low vision tools		
<input type="checkbox"/> Work Organization system			<input type="checkbox"/> Technology *must specify (Text to speech, speech to text, .pdf to speech BrailleNoteTouch)		
<input type="checkbox"/> Personalized communication intent dictionary			<input type="checkbox"/> Acceleration (interactions with peers with similar ability)		
<input type="checkbox"/> Service Dog			<input type="checkbox"/> Personalized visual/tactile supports		
<input type="checkbox"/> Calm space			<input type="checkbox"/> Other:		
<input type="checkbox"/> Other:			<input type="checkbox"/> Other:		
Physical Environment			Assessment/Assignment Strategies		
<input type="checkbox"/> Specialized seating (adapted chair, cushions, source of sound to stronger ear)			<input type="checkbox"/> Alternate formats (Braille, specialized assistive technology)		
<input type="checkbox"/> Orientation and Mobility Support (lift, walker, standing frame, cane, GPS etc.)			<input type="checkbox"/> Alternative and Augmentative Communication Device * must specify (Snap + Core, Touch Chat, Big Mac, Eye Gaze etc.)		
<input type="checkbox"/> Service Dog			<input type="checkbox"/> ASL/Signing/Interpreter		
<input type="checkbox"/> Special lighting and/or acoustics			<input type="checkbox"/> Assessment over several sessions		
<input type="checkbox"/> Separate setting			<input type="checkbox"/> Handheld microphone		
<input type="checkbox"/> Alternative personal work space			<input type="checkbox"/> Personal countdown strip/visual timer		
<input type="checkbox"/> Other:			<input type="checkbox"/> Work organization system		
<input type="checkbox"/> Other:			<input type="checkbox"/> Other:		

Universal and Essential Supports in the CB IEP Word Template

Supports and Plans		
Universal Classroom Supports		
Stretches	Support Type	Support Descriptions
	Choose an item.	
	Choose an item.	
	Choose an item.	
	Choose an item.	
Essential Individualized Supports		
Stretches	Support Type	Support Descriptions
	Choose an item.	
	Choose an item.	
	Choose an item.	
	Choose an item.	
Supplementary Plans		Date
Choose an item.		
Choose an item.		
Choose an item.		
Choose an item.		

Tool for the Universal & Essential Supports

What Information Goes Where in the CB IEP

What Information Goes Where in the CB IEP

Supports		
Essential Supports Supports that are identified in assessments as necessary in order for the student to access the curriculum.	Support Type (Essential or Universal)	Description Identify the supports that can help the student access the curriculum <ul style="list-style-type: none">• These may be found in recommendations from professional reports• Or through teacher observation (SBT notes, Report Cards, etc.)
Universal Supports Supports that could be beneficial for all students. Lists supports that are particularly helpful for this student.	Support Type (Essential or Universal)	Description Supports that are available and beneficial to all students. <ul style="list-style-type: none">• List 3-5 supports that are particularly helpful for the student• Aim for 3-5 specific supports
Supplementary Plans		
Supplementary Plans List any other plans that the student may have, such as a Safety plan, Medical Plans, Behavior plan, etc. The supplementary plans are listed here but not attached. Please refer to the student's confidential student file to view them.		Date
Additional Comments		
Include relevant and current information that supports the learning: <ul style="list-style-type: none">• Transition plan meeting – (date)• Riley was homeschooled for one year (date)• Integrated Case Management Meetings (dates)		

Essential Supports

Example for a student with a hearing impairment:

- Speaker faces me to allow for lip reading
- Time to process language
- Visuals accompany spoken instruction and directions
- Laptop during school to type notes and access reading and writing programs
- Hearing Aids



Supplementary Support Plans

List the Support Plan and Date

- Behaviour plan
- Safety plan
- Supervision plan
- Medical Plan (e.g., seizure, diabetes, g-tube feeding)
- Medication Administration