One advantage of CBE is that it recognizes that all students have strengths and challenges and learn best at their own pace, sometimes with supports. The flexibility and individualization of CBE is also at the heart of effective instruction for students with learning and attention issues. It is a core tenet of special education laws. CBE allow students to demonstrate mastery of competencies in many ways, and by allowing such broad differentiation, it has the potential to increase access of students with learning and attention issues to the general education curriculum.

Additionally, CBE emphasis on developing an understanding of students’ unique strengths and needs may help build self-advocacy skills. These skills are critical for students with learning and attention issues, many of whom may benefit from accommodations throughout their lives.

CBE is a 10th grader with LD and ADHD. He is struggling in school. Why?

Carter is smart but he isn’t passing his classes. Why?

We’re giving him extra support, but he’s not progressing. Why?

I see Carter needs extra support, but he’s not passing his classes. Why?

I need to hand in his homework. Why?

One Example of CBE

**KEY TENETS OF CBE**

- Students advance upon mastery, not seat-time.
- Competency-based instruction requires a personalized learning environment.
- Assessment is a positive lever of student learning.
- Students get support for learning.
- Learning emphases competencies in knowledge and skills.

**UNIVERSAL DESIGN FOR LEARNING (UDL)**

Universal Design for Learning (UDL) is a framework of personnel (supporting) that ensures instruction is available in multiple ways to engage all students. UDL relies on real-world technology (replication environment) and check-in prompts (instant feedback on your engagement).

**MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)**

Multi-Tiered System of Supports (MTSS) is a data-driven, whole-school framework to ensure all students progress at a reasonable pace. MTSS relies on timely screening and monitoring of student progress, and evidenced-based supports tailored to each student.

**COMPETENCY-BASED EDUCATION IS THE FOCUS, BEHAVIOR A PART**

CBE has great promise, but more research and development needs to be done.

- Schools must involve parents and give them information on CBE.
- Schools must consider the impact of CBE on the identification and assessment of learning and attention issues.
- Schools must set high expectations for all students. CBE may progress more slowly.
- MTSS must be in place to ensure that students make progress at a reasonable pace.
- Students with disabilities must be taught with peers according to the “least restrictive environment” rule.

- Students must have enough resources and support for all students.
- Schools must prevent negative mental-emotional off-supports on students who reach mastery at a slower pace.
- General and special education teachers must have on-going CBE professional development.
- States must raise age limits for high school enrollment for students who need extra time to get a diploma.
- The U.S. Department of Education must fund research into how CBE affects instruction for students with learning and attention issues.

**Two Frameworks to Keep Students on Track in CBE**

- NCLD Recommendations
- Multi-tiered System of Supports (MTSS)
- Universal Design for Learning (UDL)