



Crosswalk of High-Leverage Practices & Evidence-Based Practices Using the Universal Design for Learning Framework



The contents of this crosswalk were developed under grants with the US Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. #H326M200040. Project Officer, Jennifer Coffey.

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Introduction

[Project COOL](#) focuses on refining, implementing, and sustaining a coaching system that leverages High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) using the Universal Design for Learning (UDL) framework as a lever to address potential barriers and design more inclusive implementation of the identified approaches. Based on implementation science and the UDL framework, Project COOL's coaching model supports improved teacher training in elementary classroom instruction and resource procurement, through the development of professional learning communities of coaches.



As part of this work, Project COOL has developed a **High-Leverage Practices (HLPs), Evidence-Based Practices (EBPs), and Universal Design for Learning (UDL) Crosswalk** to support coaches and educators as they integrate these approaches into their elementary classrooms. The crosswalk can be used as a tool to:

1. guide coaching conversations among educators,
2. highlight the interconnectedness of HLPs, EBPs, and UDL and how these approaches can be used in complementary ways to support elementary learners to thrive, and
3. to provide effective resources and strategies to improve instructional practices and student outcomes.

The structure of the Crosswalk is organized into three columns:

The left-hand column lists the HLPs grouped into four areas of practice: collaboration, assessment, social/emotional/behavioral, and instruction. The links included in this column go directly to the various resources on the [High Leverage Practices for Students with disabilities website](#) developed in partnership by the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) and the Council for Exceptional Children (CEC).

The middle column shows connections to [CAST's UDL Guidelines](#). The UDL Guidelines are a tool to support educators, curriculum developers, researchers, parents, and more to apply the UDL framework to practice and can be used to guide the design of inclusive learning environments for learners of all ages. The Guidelines are made up of 9 guidelines and 36 corresponding considerations that offer more detailed design suggestions. In this crosswalk, we draw from the most recent iteration of the UDL Guidelines (version 3.0) and suggest specific guidelines and considerations to address potential barriers and design inclusive implementations of HLPs and EBPs.

The right-hand column connects to EBPs to improve student engagement. The EBPs were identified through research-based sources such as the What Works Clearinghouse, the National Center for Intensive Intervention, the Iris Center, and research syntheses conducted by leading researchers in the field of special education.

We hope that this Crosswalk will support a variety of educators in a range of contexts. For example:

- **A coach** may use the Crosswalk in various stages of the coaching cycle to support planning, implementation, and reflection.
- **A teacher** may draw from the Crosswalk to explore suggestions for new approaches for lesson design and to expand their repertoire of instructional techniques to support students with disabilities.
- **An administrator** may draw from the tool to guide reflective conversations with coaches and teachers and to guide classroom observation.



Please share how you are using the Crosswalk.
Contact us at:
cool@cast.org.

Project COOL Universal Design for Learning, High Leverage Practices, and Evidence-Based Practices Crosswalk

Collaboration

The **HLPs** in this section focus on promoting a partnership between staff and families to support students with disabilities. The **UDL** Guidelines are used to break down school structure and system barriers related to collaboration. Implementation of the selected guidelines help school teams effectively foster collaboration, interdependence, and collective learning. The resources in the **Evidence-Based Practices** column were curated from the “What Works Clearinghouse,” “Ideas that Work” funded sources, and other sources. Consider using these strategies and protocols and the UDL Guidelines to support learner voice, actionable feedback, and the development, implementation and reflection of ongoing student educational plans.

High-Leverage Practice 1

[Collaborate with professionals to increase student success.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Foster collaboration, interdependence, and collective learning](#) (consideration 8.3)
- [Offer action-oriented feedback](#) (consideration 8.5)

Action & Expression

- [Organize information and resources](#) (consideration 6.3)
- [Enhance capacity for monitoring progress](#) (consideration 6.4)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Summary of effective collaboration support](#)
- [Including students with extensive support needs in general education](#)
- [School IEP team collaboration](#)

High-Leverage Practice 2:

Organize and facilitate effective meetings with professionals and families.

Design Implementation with the UDL Guidelines

Engagement

Clarify the meaning and purpose of goals
(consideration 8.1)

Representation

- Clarify vocabulary, symbols, and language structures (consideration 2.1)
- Address biases in the use of language and symbols (consideration 2.4)
- Organize information and resources (consideration 6.3)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- Collaborating with families
- Find your OSEP-funded Parent Information & Resource Centers by state
- Building communication pathways and trust with families

High-Leverage Practice 3:

[Collaborate with families to support student learning and secure needed services.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Address biases, threats, and distractions](#) (consideration 7.4)
- [Foster belonging and community](#) (consideration 8.4)
- [Offer action-oriented feedback](#) (consideration 8.5)

Representation

- [Clarify vocabulary, symbols, and language structures](#) (consideration 2.1)
- [Address biases in the use of language and symbols](#) (consideration 2.4)

Action & Expression

- [Address biases related to modes of expression and communication](#) (consideration 5.4)
- [Challenge exclusionary practices](#) (consideration 6.5)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Family engagement tool](#)
- [Promoting involvement of diverse families](#)

Assessment

The **HLPs** in this section focus on assessment design, implementation, and interpretation. Student assessment takes many forms, such as summative and formative assessment, Curriculum Based Measures (CBM), observation, and information from families. Assessments are needed to support educators to understand student knowledge, skills and application and to create individualized profiles of students' strengths and needs. The **UDL** Guidelines listed support these practices by addressing barriers to engagement, content, and expression. Implementation of the selected guidelines and considerations supports educators to design and use accessible assessments that create opportunities for students to demonstrate their understanding and application of concepts and skills. The resources in the **Evidence-Based Practices** column were curated from the "What Works Clearinghouse," "Ideas that Work" funded sources, and other sources. Consider using these strategies and protocols and the UDL Guidelines to support learner voice, actionable feedback, and the development, implementation and reflection of ongoing student educational plans.

High-Leverage Practice 4:

[Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.](#)

Design Implementation with the UDL Guidelines

Action & Expression

- [Design options for interaction](#) (Guideline 4)
- [Vary and honor the methods for response, navigation, and movement](#) (consideration 4.1)
- [Optimize access to accessible materials and assistive and accessible technologies and tools](#) (consideration 4.2)
- [Design options for expression and communication](#) (Guideline 5)
- [Use multiple media for communication](#) (consideration 5.1)
- [Use multiple tools for construction, composition, and creativity](#) (consideration 5.2)
- [Build fluencies with graduated support for practice and performance](#) (consideration 5.3)
- [Address biases related to modes of expression and communication](#) (consideration 5.4)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Progress Monitoring](#)
- [Academic Progress Monitoring Tools](#)
- [Behavior Progress Monitoring Tools](#)

High-Leverage Practice 5:

[Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.](#)

Design Implementation with the UDL Guidelines

Representation

- [Support multiple ways to perceive information](#) (consideration 1.2)
- [Design options for language and symbols](#) (Guideline 2)
- [Clarify vocabulary, symbols, and language structures](#) (consideration 2.1)
- [Support decoding of text, mathematical notation, and symbols](#) (consideration 2.2)
- [Cultivate understanding and respect across languages and dialects](#) (consideration 2.3)
- [Address biases in the use of language and symbols](#) (consideration 2.4)
- [Illustrate through multiple media](#) (consideration 2.5)
- [Highlight and explore patterns, critical features, big ideas, and relationships](#) (consideration 3.2)

Action & Expression

- [Address biases related to modes of expression and communication](#) (consideration 5.4)
- [Anticipate and plan for challenges](#) (consideration 6.2)
- [Challenge exclusionary practices](#) (consideration 6.5)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Data-based decision making](#)
- [6 steps to partner with diverse families](#)
- [Assessment practices in tiered frameworks](#)

High-Leverage Practice 6:

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Design Implementation with the UDL Guidelines

Representation

- Highlight and explore patterns, critical features, big ideas, and relationships (consideration 3.2)
- Maximize transfer and generalization (consideration 3.4)

Action & Expression

- Set meaningful goals (consideration 6.1)
- Anticipate and plan for challenges (consideration 6.2)
- Organize information and resources (consideration 6.3)
- Enhance capacity for monitoring progress (consideration 6.4)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- Assessment data within MTSS
- Data-based Individualization

Social/Emotional/Behavioral

The **HLPs** in this section focus on creating a respectful learning environment that supports learners' interpersonal, communication, and self-awareness skills. The **UDL** Guidelines listed help educators identify and break down barriers associated with creating a welcoming, sustaining, learner-centered environment. These guidelines focus on student engagement and prompt educators to consider and design for learner interests, identities, emotional capacity, interdependence and sense of belonging. The resources in the **Evidence-Based Practices** column were curated from the "What Works Clearinghouse," "Ideas that Work" funded sources, and other sources. These strategies and protocols help educators implement the HLPs.

High-Leverage Practice 7:

[Establish a consistent, organized, and respectful learning environment.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Design options for welcoming interests and identities](#) (Guideline 7)
- [Optimize choice and autonomy](#) (consideration 7.1)
- [Optimize relevance, value, and authenticity](#) (consideration 7.2)
- [Nurture joy and play](#) (consideration 7.3)
- [Address biases, threats, and distractions](#) (consideration 7.4)
- [Foster collaboration, interdependence, and collective learning and community](#) (consideration 8.3)
- [Foster belonging and community](#) (consideration 8.4)
- [Design options for emotional capacity](#) (Guideline 9)
- [Recognize expectations, and beliefs, and that optimize motivations](#) (consideration 9.1)
- [Develop awareness of self and others](#) (consideration 9.2)
- [Promote individual and collective reflection](#) (consideration 9.3)
- [Cultivate empathy and restorative practices](#) (consideration 9.4)

Evidence-Based Practices

Explicit connections to EBPs:

[Explicit school-wide expectations](#)

- [Classroom PBIS](#)
- [Pyramid Model ECSE](#)

Routines and Schedules

- [Early childhood](#)
- [School-aged](#)

Transitions

- [Early childhood](#)
- [School-aged](#)

Family Engagement

- [Early childhood](#)
- [Home-school collaboration](#)
- [Enhancing collaboration with diverse families](#)

High-Leverage Practice 8:

[Provide positive and constructive feedback to guide students' learning and behavior.](#)

Design Implementation with the UDL Guidelines

Engagement

[Offer action-oriented feedback](#) (checkpoint 8.5)

Evidence-Based Practices

Explicit connections to EBPs:

- [Instructional feedback](#)
- [Behavior contracts](#)
- [Peer support arrangements](#)

High-Leverage Practice 9:

[Teach social behaviors.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Design options for welcoming interests and identities](#) (Guideline 7)
- [Optimize choice and autonomy](#) (consideration 7.1)
- [Optimize relevance, value, and authenticity](#) (consideration 7.2)
- [Nurture joy and play](#) (consideration 7.3)
- [Address biases, threats, and distractions](#) (consideration 7.4)
- [Foster collaboration, interdependence, and collective learning and community](#) (consideration 8.3)
- [Foster belonging and community](#) (consideration 8.4)
- [Design options for emotional capacity](#) (Guideline 9)
- [Recognize expectations, and beliefs, and that optimize motivations](#) (consideration 9.1)
- [Develop awareness of self and others](#) (consideration 9.2)
- [Promote individual and collective reflection](#) (consideration 9.3)
- [Cultivate empathy and restorative practices](#) (consideration 9.4)

Evidence-Based Practices

Explicit connections to EBPs:

- [Supporting peer interactions](#)
- [Social skills groups](#)
 - [Small group academic instruction with social behaviors](#)
 - [Stay-play-talk \(preschool\)](#)
 - [Arranging the environment](#)
 - [Peer-mediated interventions](#)

Training peers: [Assistive and augmentative communication](#)

High-Leverage Practice 10:

[Conduct functional behavioral assessments to develop individual student behavior support plans.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Optimize relevance, value, and authenticity](#) (consideration 7.2)
- [Address biases, threats, and distractions](#) (consideration 7.4)
- [Optimize challenge and support](#) (consideration 8.2)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [The basics of behavior](#)
- [Overview of FBA-BIP](#)
- [Functional assessment-based interventions](#)
- [Explore your regional educational laboratory program for additional supports](#)

Instruction

The **HLPs** in this section focus on intentionally designing instruction that is strategic, explicit, and flexible. The **UDL** Guidelines guide educators to break down barriers to learning by designing for multiple means of engagement, representation, and action and expression so that every learner can access and participate in meaningful, challenging learning opportunities. Therefore all of the UDL Guidelines may be helpful when applying the practices in this section. The guidelines listed in each HLP below are particularly useful when designing instruction that helps students make connections to content and develop new skills. The resources in the **Evidence-Based Practices** column were curated from the “What Works Clearinghouse,” “Ideas that Work” funded sources, and other sources.

High-Leverage Practice 11:

[Identify and prioritize long- and short-term learning goals.](#)

Design Implementation with the UDL Guidelines

Engagement

[Clarify the meaning and purpose of goal](#)
(consideration 8.1)

Action & Expression

- [Set meaningful goals](#) (consideration 6.1)
- [Anticipate and plan for challenges](#)
(consideration 6.2)

Evidence-Based Practices

Explicit connections to EBPs:

[Self-determined learning model of instruction](#)

High-Leverage Practice 12:

Systematically design instruction toward a specific learning goal.

Design Implementation with the UDL Guidelines

Engagement

- [Clarify the meaning and purpose of goal](#) (consideration 8.1)
- [Optimize challenge and support](#) (consideration 8.2)

Representation

- [Connect prior knowledge to new learning](#) (consideration 3.1)
- [Maximize transfer and generalization](#) (consideration 3.4)

Action and Expression

[Organize information and resources](#) (consideration 6.3)

Evidence-Based Practices

Systematic instructional procedures are often specific to content areas (e.g., literacy; math). We encourage you to utilize your district curricular resources to guide your content area instruction. We have included some general procedures and resources below to support your practice alongside your curricular guidelines.

[Academic Intervention Tools Chart](#)

What Works Clearinghouse Literacy Instructional EBPs

- [Evidence-based literacy practice guides](#)
- [Evidence-based STEM practice guides](#)
- [Evidence-based social emotional behavioral guides](#)

High-Leverage Practice 13:

[Adapt curriculum tasks and materials for specific learning goals.](#)

Design Implementation with the UDL Guidelines

Engagement

[Clarify the meaning and purpose of goals](#) (consideration 8.1)

Representation

[Support opportunities to customize the display of information](#) (consideration 1.1)

Action & Expression

- [Design options for interaction](#) (Guideline 4)
- [Vary and honor the methods for response, navigation, and movement](#) (consideration 4.1)
- [Optimize access to accessible materials and assistive and accessible technologies and tools](#) (consideration 4.2)
- [Use multiple media for communication](#) (consideration 5.1)
- [Use multiple tools for construction, composition, and creativity](#) (consideration 5.2)
- [Build fluencies with graduated support for practice and performance](#) (consideration 5.3)
- [Set meaningful goals](#) (consideration 6.1)
- [Anticipate and plan for challenges](#) (consideration 6.2)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Adapting Instruction](#)
- [Setting accommodations](#)
- [Timing and scheduling accommodations](#)

[Presentation accommodations:](#)
[Text modifications](#)

[Response accommodations:](#)
[Collaborative strategic reading](#)

High-Leverage Practice 14:

[Teach cognitive and metacognitive strategies to support learning and independence.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Design options for emotional capacity](#) (Guideline 9)
- [Recognize expectations, beliefs, and motivations](#) (consideration 9.1)
- [Develop awareness of self and others](#) (consideration 9.2)
- [Promote individual and collective reflection](#) (consideration 9.3)
- [Cultivate empathy and restorative practices](#) (consideration 9.4)

Representation

- [Design options for building knowledge](#) (Guideline 3)
- [Connect prior knowledge to new learning](#) (consideration 3.1)
- [Highlight and explore patterns, critical features, big ideas, and relationships](#) (consideration 3.2)
- [Cultivate multiple ways of knowing and making meaning](#) (consideration 3.3)
- [Maximize transfer and generalization](#) (consideration 3.4)

Action & Expression

- [Design options for strategy development](#) (Guideline 6)
- [Set meaningful goals](#) (consideration 6.1)
- [Anticipate and plan for challenges](#) (consideration 6.2)
- [Organize information and resources](#) (consideration 6.3)
- [Enhance capacity for monitoring progress](#) (consideration 6.4)

Evidence-Based Practices

Explicit connections to EBPs:

- [Self-regulated strategy development](#)
- [Self-Evaluation](#)
- [Self-Monitoring](#)

High-Leverage Practice 15:

[Provide scaffolded supports.](#)

Design Implementation with the UDL Guidelines

Engagement

[Optimize challenge and support](#)

(consideration 8.2)

Action & Expression

[Build fluencies with graduated support for practice and performance](#) (consideration 5.3)

Evidence-Based Practices

Explicit connections to EBPs:

Materials Adaptation

- [Chunking assignments](#)
- [Visual supports](#)
- [Guided notes](#)

Response Adaptation

- [Vary opportunities to respond](#)
- [Pre-Teaching](#)

High-Leverage Practice 16:

[Use explicit instruction.](#)

Design Implementation with the UDL Guidelines

Engagement

[Offer action-oriented feedback](#)

(consideration 8.5)

Representation

[Clarify vocabulary and symbols and language structures](#) (consideration 2.1)

Action & Expression

[Build fluencies with graduated support for practice and performance](#) (consideration 5.3)

Evidence-Based Practices

Explicit connections to EBPs:

Errorless learning procedures

- [Progressive time delay](#)
- [System of least prompts](#)
- [Graduated guidance](#)
- [Small group direct instruction](#)

[Features of explicit instruction](#)

High-Leverage Practice 17:

[Use flexible grouping.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Foster collaboration, interdependence, and collective learning](#) (consideration 8.3)
- [Foster belonging and community](#) (consideration 8.4)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

[Collaborative teaching](#)

High-Leverage Practice 18:

[Use strategies to promote active student engagement.](#)

Design Implementation with the UDL Guidelines

Engagement

- [Design options for welcoming interests and identities](#) (Guideline 7)
- [Optimize choice and autonomy](#) (consideration 7.1)
- [Optimize relevance, value, and authenticity](#) (consideration 7.2)
- [Nurture joy and play](#) (consideration 7.3)
- [Address biases, threats, and distractions](#) (consideration 7.4)
- [Design options for sustaining effort & persistence](#) (Guideline 8)
- [Clarify the meaning and purpose goals](#) (consideration 8.1)
- [Optimize challenge and support](#) (consideration 8.2)
- [Foster collaboration, interdependence, and collective learning](#) (consideration 8.3)
- [Foster belonging and community](#) (consideration 8.4)
- [Offer action-oriented feedback](#) (consideration 8.5)
- [Design options for emotional capacity](#) (Guideline 9)
- [Recognize expectations, beliefs, and motivations](#) (consideration 9.1)
- [Develop awareness of self and others](#) (consideration 9.2)
- [Promote individual and collective reflection](#) (consideration 9.3)
- [Cultivate empathy and restorative practices](#) (consideration 9.4)

Evidence-Based Practices

Explicit connections to EBPs:

[Antecedent Strategies](#)

- [Instructional choice](#)
- [Increasing opportunities to respond](#)
- [High probability request sequences](#)
- [Including student preference](#)
- [Additional antecedent strategy resources](#)

Materials adaptations: [Visual supports](#)

Response strategies

- [Reinforcement strategies](#)
- [Behavior specific praise](#)
- [Group contingency](#)

High-Leverage Practice 19:

[Use assistive and instructional technologies.](#)

Design Implementation with the UDL Guidelines

Representation

- [Support opportunities to customize the display of information](#) (consideration 1.1)
- [Support multiple ways to perceive information](#) (consideration 1.2)
- [Support decoding of text, mathematical notation, and symbols](#) (checkpoint 2.3)

Action & Expression

- [Design options for interaction](#) (Guideline 4)
- [Vary and honor the methods for response, navigation, and movement](#) (consideration 4.1)
- [Optimize access to accessible materials and assistive and accessible technologies and tools](#) (consideration 4.2)
- [Design options for expression and communication](#) (Guideline 5)
- [Use multiple media for communication](#) (consideration 5.1)
- [Use multiple tools for construction, composition, and creativity](#) (consideration 5.2)
- [Build fluencies with graduated support for practice and performance](#) (consideration 5.3)
- [Address biases related to modes of expression and communication](#) (consideration 5.4)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

[Assistive technology](#)

- [Reading](#)
- [Writing](#)
- [Math](#)
- [Writing across content](#)
- [Hearing assistive technology systems](#)
- [Speech-to-text software](#)

Augmentative and alternative communication

- [Overview](#)
- [How to incorporate in classrooms](#)

High-Leverage Practice 20:

[Provide intensive instruction.](#)

Design Implementation with the UDL Guidelines

Action & Expression

[Anticipate and plan for challenges](#)
(consideration 6.2)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Intensification strategy checklist](#)
- [Intensifying literacy instruction](#)
- [Intensifying mathematics instruction](#)
- [Intensifying behavioral strategies and instruction](#)

High-Leverage Practice 21:

[Teach students to maintain and generalize new learning across time and settings.](#)

Design Implementation with the UDL Guidelines

Representation

[Maximize transfer and generalization](#)
(consideration 3.4)

Evidence-Based Practices

Explicit EBPs are not listed, however, the resources below support implementation of this HLP.

- [Learning module on generalization](#)
- [Supporting students with disabilities at school and home](#)

High-Leverage Practice 22:

[Provide positive and constructive feedback to guide students' learning and behavior.](#)

Design Implementation with the UDL Guidelines

Engagement

[Offer action-oriented feedback](#)
(consideration 8.5)

Evidence-Based Practices

Explicit connections to EBPs:

[Reinforcement procedures](#)

- [Behavior specific praise](#)
- [Differential reinforcement](#)
- [Group contingencies](#)
- [Preference assessments](#)


[Instructional feedback](#)

[Positive, descriptive feedback](#)




Find CAST online:

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