UDL 3.0 and EBPs for Autism Crosswalk

Multiple Means of Engagement (Why of Learning)

Optimize choice and autonomy (7.1)
- **Self-Management (SM):** Encouraging learners to monitor and record their own behaviors gives them autonomy over their actions.
- **Antecedent-Based Interventions (ABI):** These provide choices in the arrangement of events or circumstances to manage behavior.

Optimize relevance, value, and authenticity (7.2)
- **Naturalistic Intervention (NI):** Embedding learning strategies in real-life contexts increases relevance and authenticity.
- **Parent-Implemented Intervention (PII):** When interventions are guided by family and contextual relevance, they tend to be more authentic to the learner's everyday life.

Foster collaboration, interdependence, and collective learning (8.3)
- **Peer-Based Instruction and Intervention (PBII):** Involving peers in direct social interaction promotes collective learning.
- **Social Skills Training (SST):** Group-based instruction encourages learners to interact collaboratively with others.

Multiple Means of Representation (What of Learning)

Provide options for perception (1.1)
- **Visual Supports (VS):** Offering visual representations to guide learners through behaviors supports this principle.
- **Augmentative and Alternative Communication (AAC):** Non-verbal communication systems enhance perception for those with limited verbal skills.

Clarify vocabulary, symbols, and syntax (2.1)
- **Task Analysis (TA):** Breaking down tasks into manageable steps makes it easier for learners to understand complex behaviors.
- **Social Narratives (SN):** Describing social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.

Illustrate through multiple media (2.5)
- **Video Modeling (VM):** Demonstrating behavior through video recordings is a clear example of using multimedia to support learning.
- **Music Mediated Interventions:** Incorporating songs, melodic intonation, and/or rhythm to support learning or performance of skills/behaviors.

Connect prior knowledge to new learning (3.1)
- **Naturalistic Intervention (NI):** skills are taught in real-world contexts, connecting new learning with familiar routines.

Multiple Means of Action and Expression (How of Learning)

Vary methods for response and navigation (4.1)
- **Prompting (PP):** Assisting learners with verbal, gestural, or physical prompts to respond effectively.
- **Technology-Aided Instruction (TAII):** Providing learners with technological tools for instruction enhances their ability to express and navigate tasks.

Optimize access to assistive technologies (4.2)
- **Augmentative and Alternative Communication (AAC) and Visual Supports (VS):** Using technology and visuals to support skill acquisition.

Use multiple tools for construction and composition (5.2)
- **Discrete Trial Training (DTT):** Repeated trials offer multiple opportunities to respond and express knowledge.

Build fluencies with graduated support for practice and performance (5.3)
- **Direct Instruction (DI):** This structured teaching approach provides opportunities for repeated practice to build fluency.