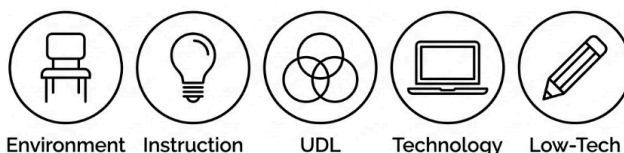


Assistive Technology: “Did You Try?” Checklist

Before requesting an AT assessment, consider what has already been tried at Tier 1.



✓	Environment & Access
	Reduced visual/auditory distractions
	Student has an appropriate seating/location
	Materials are organized and easily accessible (both paper and accessible digital formats)
	Student has access to needed Tier 1 classroom tools/materials (grades 3-12)
	Instructions are provided in multiple ways (visual, verbal, modelled, accessible digital access)
✓	Instruction and Task Design
	Directions are chunked into manageable steps
	Tasks are broken into smaller parts
	Models/examples are provided
	Explicit instruction has been provided for the skill/task
	Opportunities for guided practice have been provided
	Additional processing time has been considered
	Alternate ways to demonstrate learning have been offered (ex: digital)
✓	Universal Design for Learning (UDL)
	Multiple means of engagement have been considered



	Multiple means of representation have been provided
	Multiple means of action/expression have been offered
	Barriers within the task, rather than just within the student, have been considered
✓	Classroom Technology and Built-In Tools (ATSWs can support)
	Available Tier 1 classroom technology (RW4G, OrbitNote) has been explored with full class and modelled
	Built-in accessibility features have been tried
	Read-aloud/text-to-speech has been considered
	Speech-to-text has been considered
	Word prediction has been considered
	Accessibility features such as magnification, contrast, dictation, etc. have been considered
	After full class implementation of tier 1 tech, student has been explicitly taught how to use the tool with settings customized
✓	Low Tech Tools
	Pencil grips/alternate writing tools
	Graphic organizers
	Visual schedules/checklists
	Word banks/sentence starters
	Templates or partially completed notes
	Paper-based text-to-speech alternatives (e.g., adult/peer reading, recorded instructions)
	Alternative response formats
	Other simple adaptations appropriate to the task