



## Three Steps to ATSI Exit

Simple Logic That's Hidden in Plain Sight



# **Students with disabilities are falling farther and farther behind because we...**



focus on **WHAT** they can't do instead of **WHY** they can't do it.



give them easier work instead of better supports.



schedule services for adults instead of students.

# This manual will help you succeed in exiting ATSI in Three Simple Steps



1

Understand WHY students with disabilities are impacted academically and behaviorally.



2

Change HOW they learn, not what they learn.



3

Schedule for student needs FIRST.

# What is Specially Designed Instruction?

Specially Designed Instruction (SDI) is defined in the Individuals with Disabilities Education Act (IDEA) as

**adapting**, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- (i) To **address** the unique needs of the child that result from the child's disability; and
- (ii) To ensure **access** of the child to the general curriculum

The heart of special education is about connecting the 3 core elements of specially designed instruction so every student has the opportunity to meet the grade level standards.

## 3 core elements of specially designed instruction

### Address

**the unique needs of the child that result from the child's disability to...**

### Adapt

**the content, methodology, and/or delivery so the student can...**

### Access

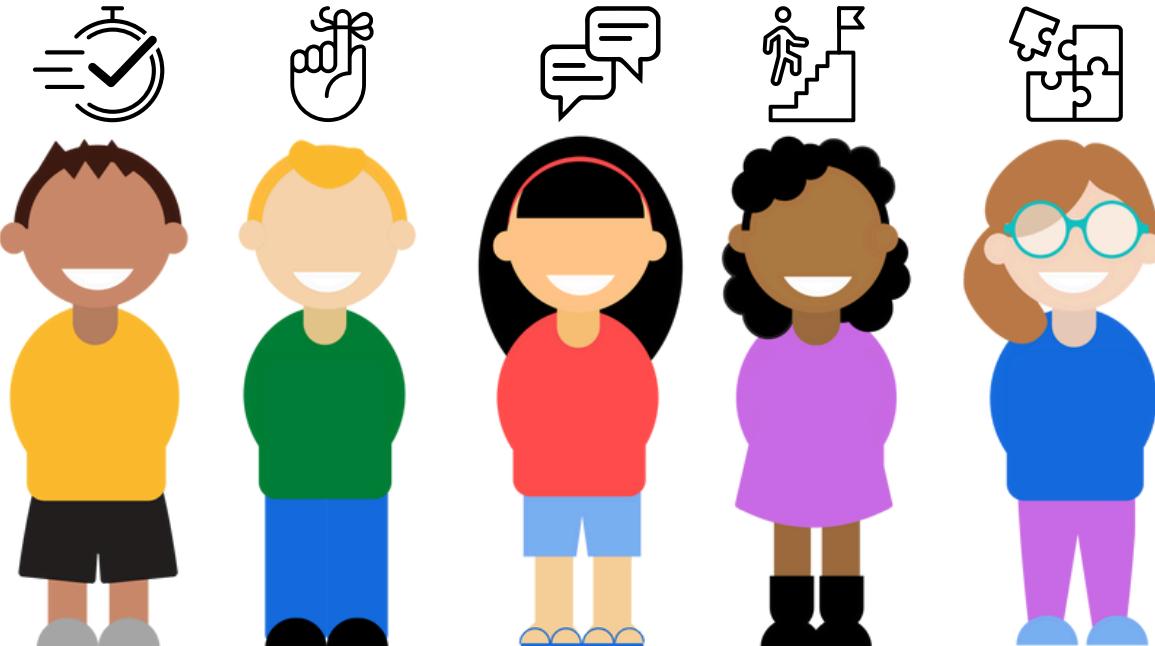
**the general curriculum, and meet the grade level educational standards**



1

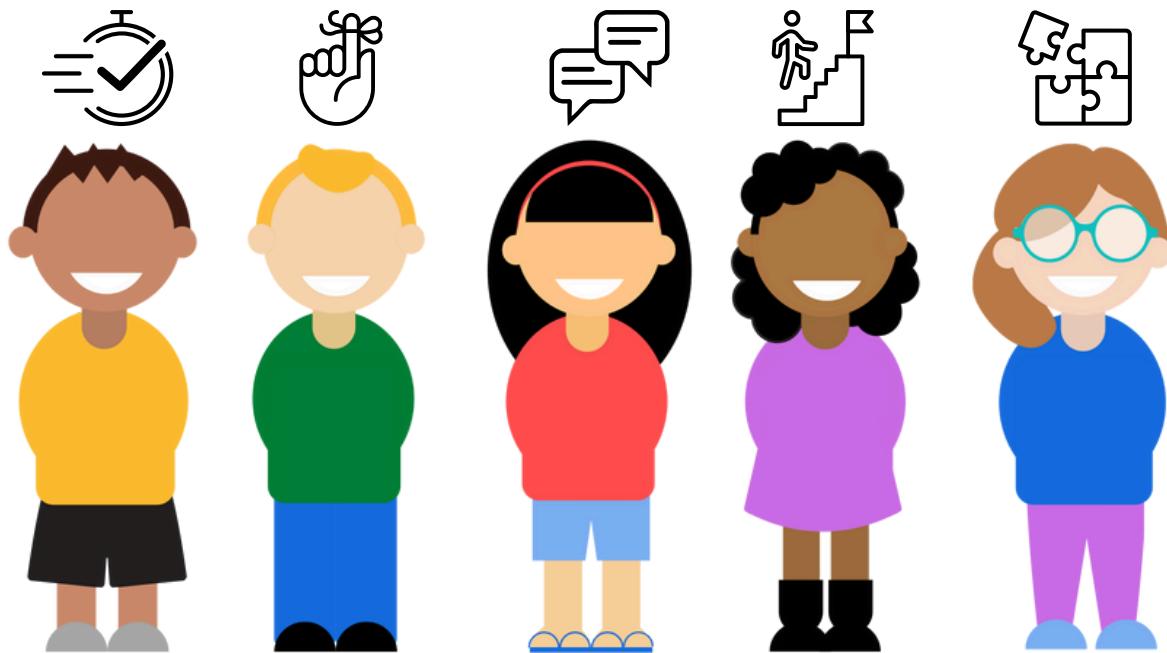
## Address the **ACTUAL** Impacts

### 5 Types of Impacts



Processing Speed Impact	Working Memory Impact	Verbal Reasoning Impact	Non Verbal Reasoning Impact	Visual Spatial Reasoning Impact
Has difficulty absorbing information	Has difficulty holding information	Has difficulty understanding verbal information	Has difficulty reasoning through new concepts and tasks	Has difficulty recognizing relationships

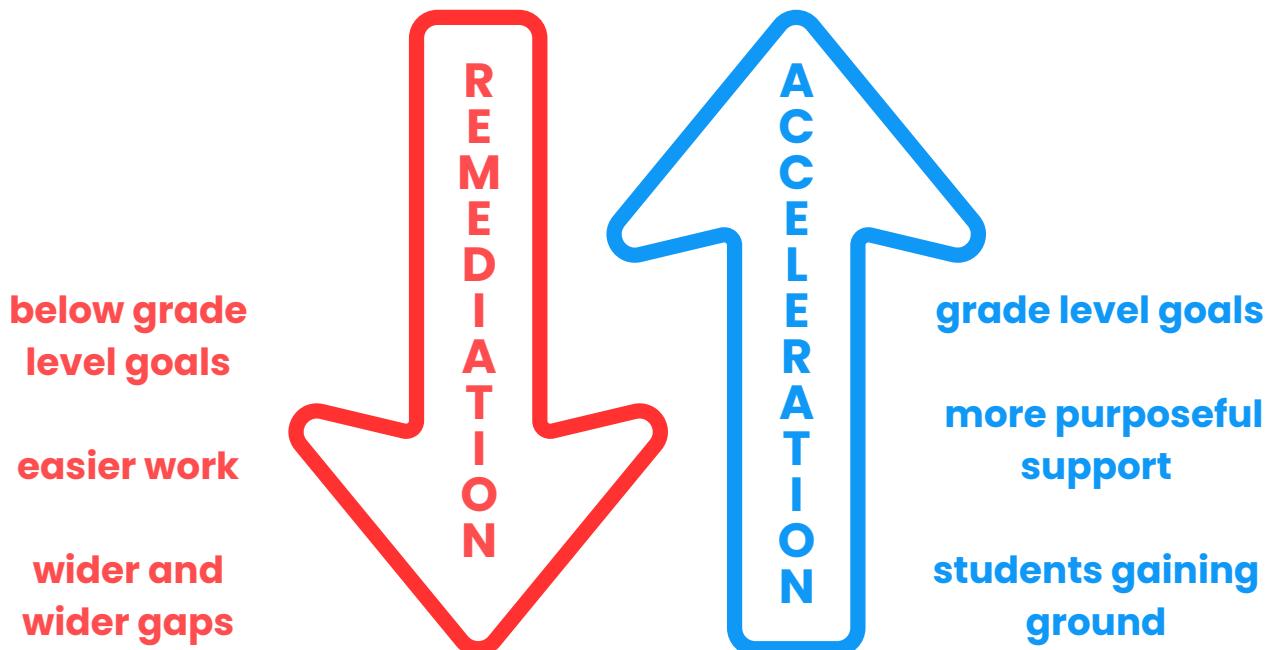
## 3 Intensity Levels



Processing Speed Impact	Working Memory Impact	Verbal Reasoning Impact	Non Verbal Reasoning Impact	Visual Spatial Reasoning Impact
<b>Considerable Impact</b> Can access abstract concepts in the general education classroom with minimal support (largely inclusion)				
<b>Significant Impact</b> Can access concepts represented pictorially in the general education classroom with moderate support (inclusion + a few days of pull out)				
<b>Intensive Impact</b> Can access concepts represented concretely in the general education classroom with extensive support (daily inclusion + pull out)				

2

## Adapt & Accelerate



### 3 Ways to Adapt



#### Adapt Content

What They Use

Shorter Passages

Math manipulatives



#### Adapt Method

How They Learn

Multisensory activities

Visually supported instruction



#### Adapt Delivery

Who, When and Where

Small Group

LRE

# 3

## Access in the LRE

The Least Restrictive Environment ensures that students are learning with peers as much as possible.

### Most Inclusive

100%  
in class  
support

### Some Removal

60–80%  
in class  
2–3 days  
pull out

### More Removal

Less than 60%  
in class





## THREE STEPS TO ATSI EXIT



Special  
Educators



Administrators &  
General Educators

1

Initial  
Training

2

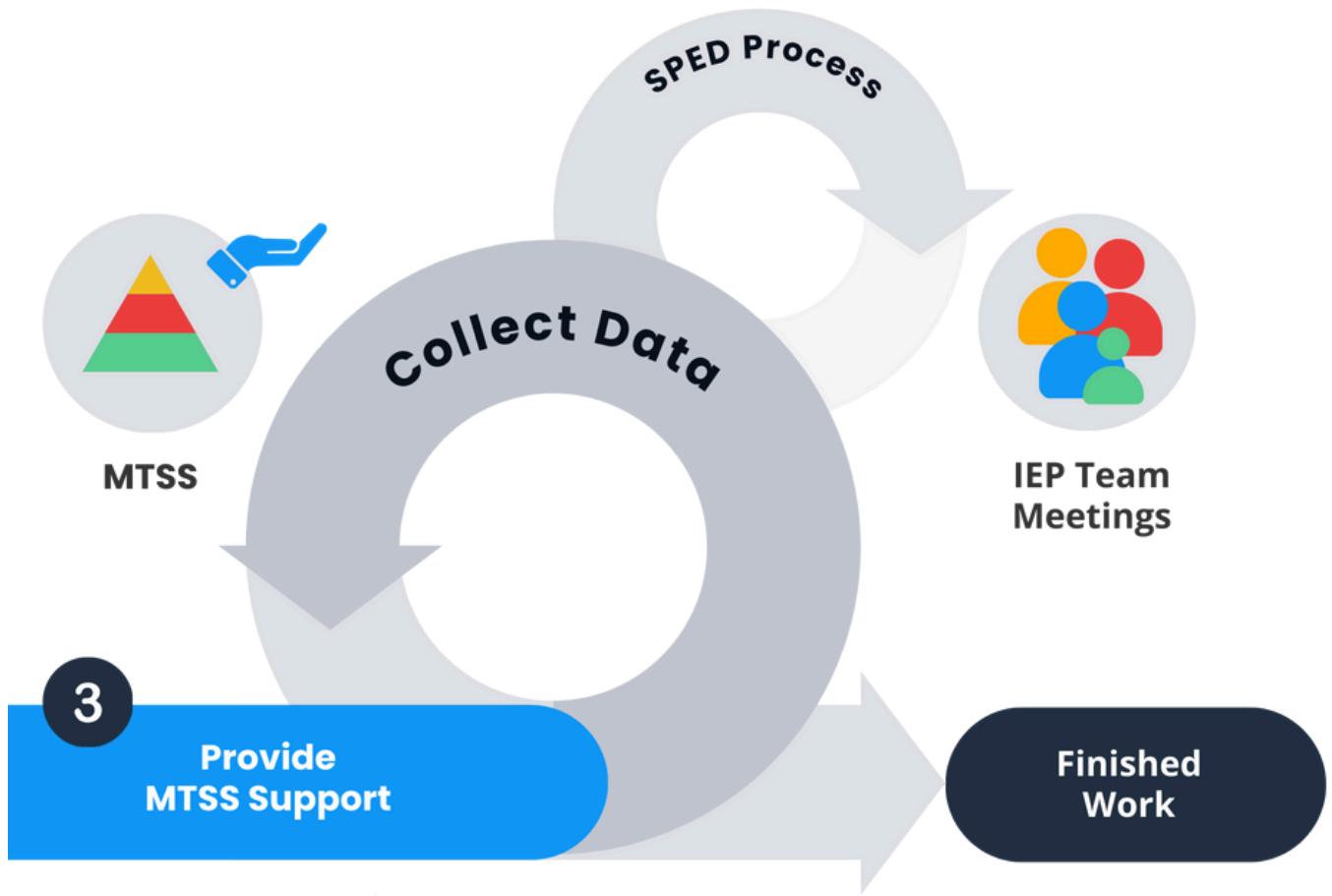
Share  
Expectations

**Dot It helps you address  
the impacts**

- Understand impacts
- Clarify caseloads

**Dot It helps you adapt teaching  
& learning**

- Content,
- Methodology,
- and/or Delivery



**Dot It helps you provide students access to the general curriculum**

- Coherent Services
- Integrated MTSS
- Helpful Guiding Principles

- Impact and Standards-Based Plans
- Connected Practice & Performance
- Defensible Continuum Of Services

# Quick Start: Where to Begin

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## Step 1 Actions

- Review current IEPs. Are impact statements performance based or psych eval based?
- Train SPED teachers on the cognitive impacts
- Organize caseloads by impact type & intensity

## Step 2 Actions

- Stop assigning below grade level work
- Start using the three adaptation types
- Rewrite goals to be on grade-level with impact based supports

## Step 3 Actions

- Are student services based on student needs first or adult schedules first?
- Match service levels to intensity levels
- Keep students with peers as much as possible



## How Dot It Helps You Do All This

**Dot It guides you from planning to implementation to documentation—automatically.**

Planning	Implementation	Documentation
Pre-built frameworks and templates	Implementation Step-by-step guidance for teachers	Documentation Automatic compliance tracking

**We have successfully helped districts exit schools from ATSI simply by following the law.**

**Ready to get started? Let us help.**

**Schedule a free consultation at  
[dot it.app](https://dotit.app)**

**or give us a call at  
980.721.9068**

# References

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**Smart Learning Systems** is the maker of DOT IT software. The practices shared in this book evolved from over 20 years of training and consulting in schools throughout the country. Smart Learning Systems brings the field's most powerful and proven solutions to life for every educator looking for simpler, more meaningful tools that revitalize the joy of learning.

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