



# 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

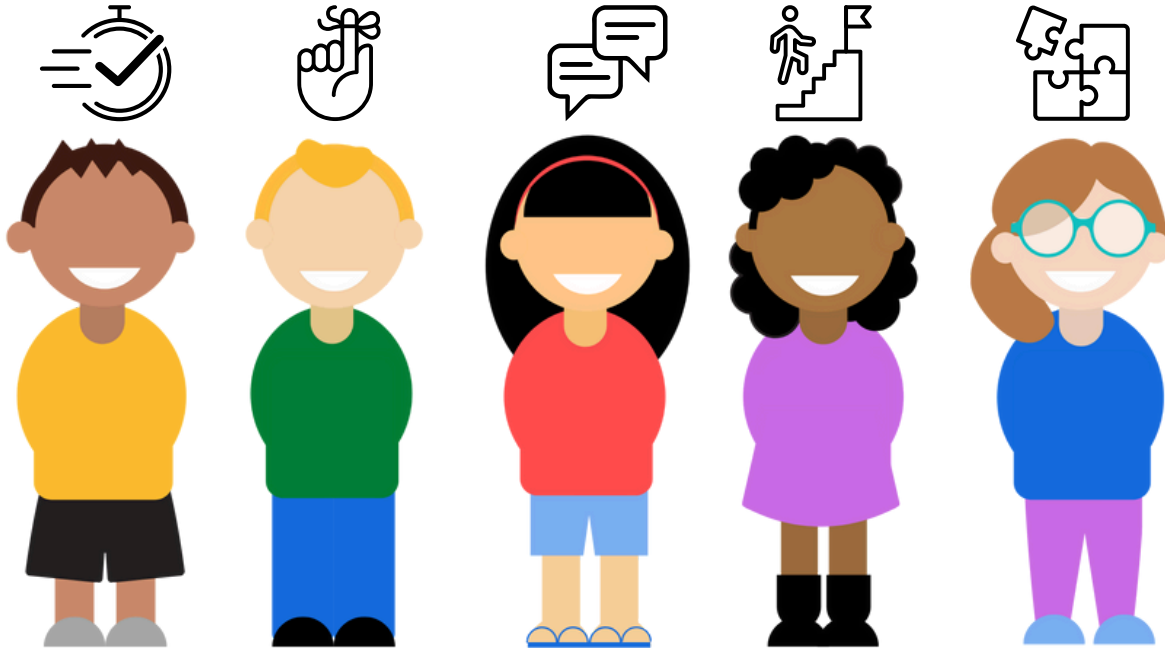
the general curriculum, and meet the grade level educational standards



## 1

# Address the ACTUAL Impacts

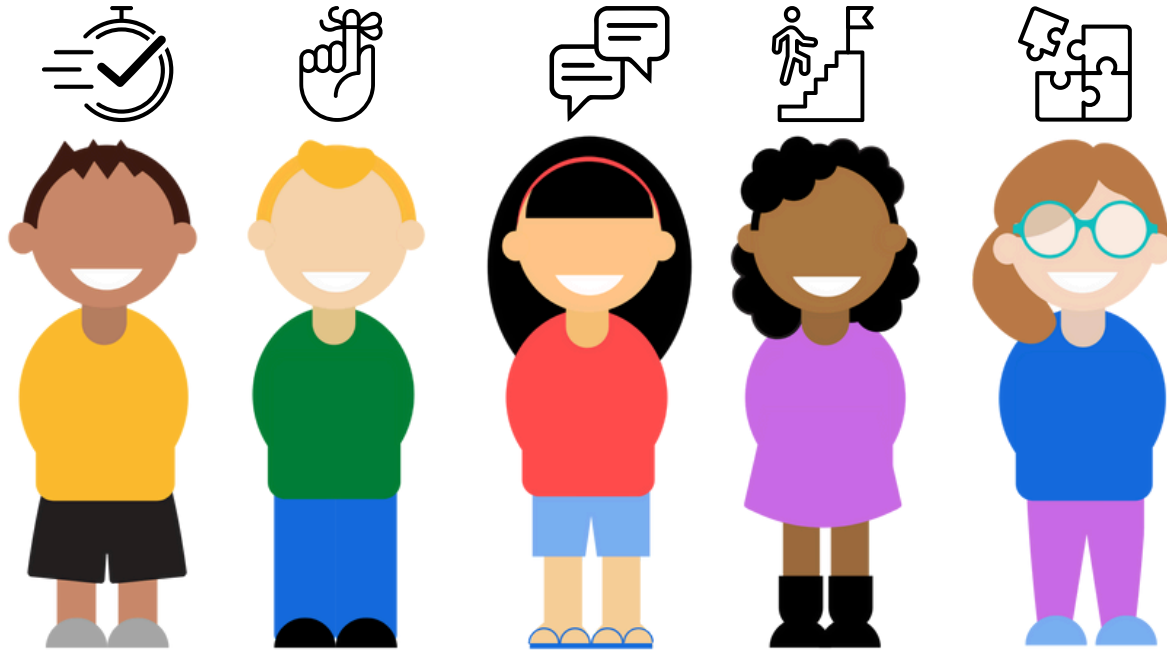
## 5 Types of Impacts



<b>Processing Speed Impact</b>	<b>Working Memory Impact</b>	<b>Verbal Reasoning Impact</b>	<b>Non Verbal Reasoning Impact</b>	<b>Visual Spatial Reasoning Impact</b>
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

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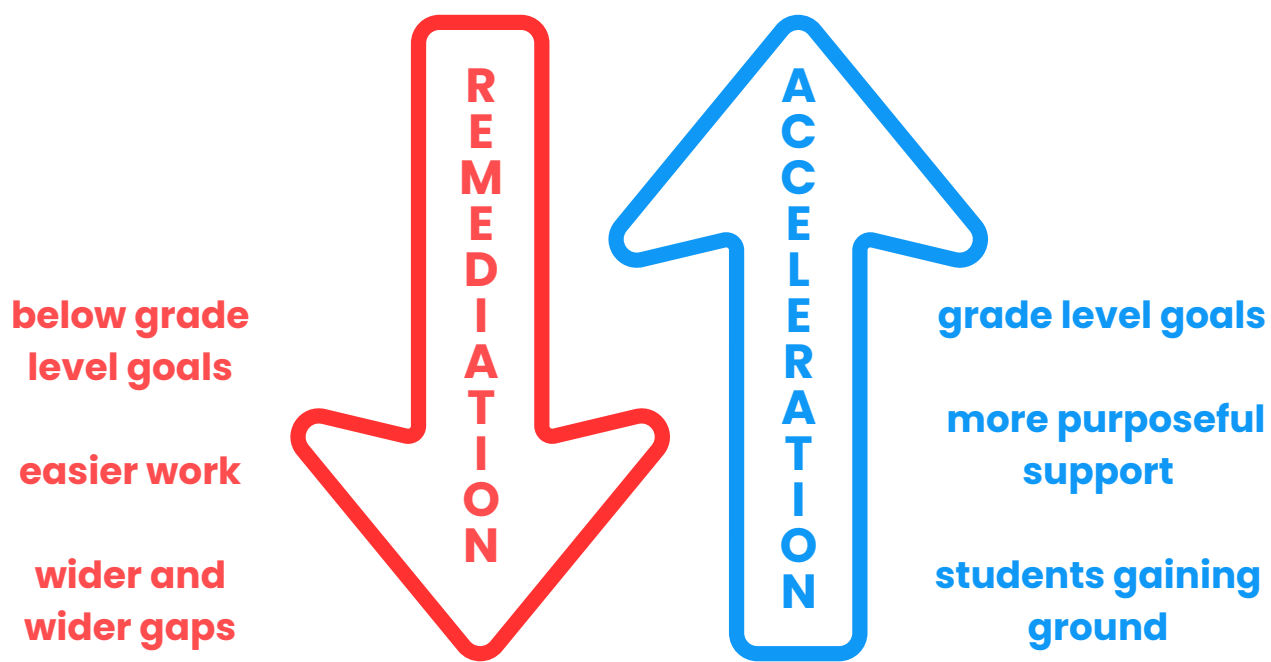
## 3 Intensity Levels



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



#### Adapt Method



#### Adapt Delivery

What They Use	How They Learn	Who, When and Where
Shorter Passages	Multisensory activities	Small Group
Math manipulatives	Visually supported instruction	LRE



### 3

## Access in the LRE

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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**

**Dot It helps you address  
the impacts**

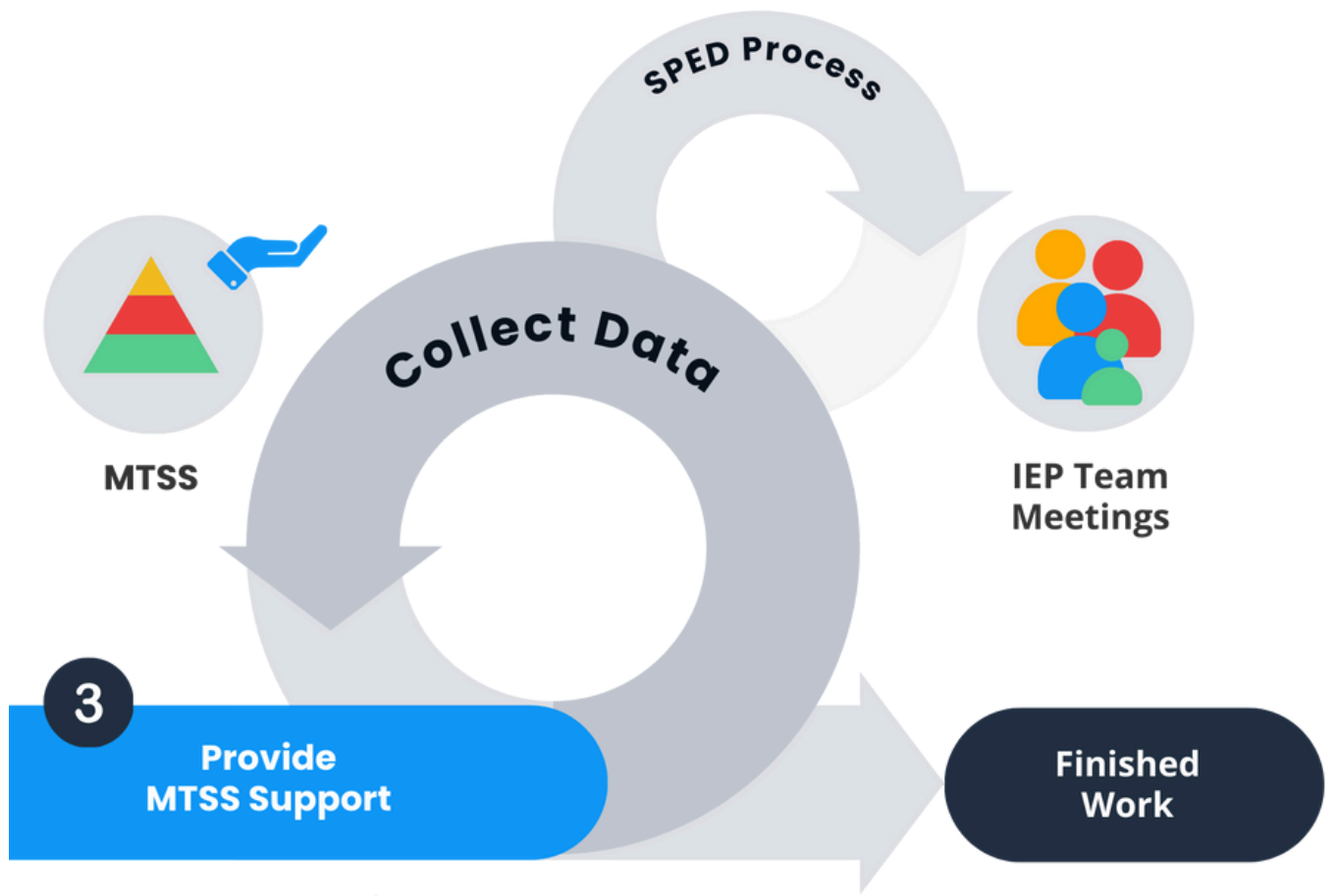
- Understand impacts
- Clarify caseloads

2

### **Share Expectations**

**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	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**

**or give us a call at  
980.721.9068**

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