

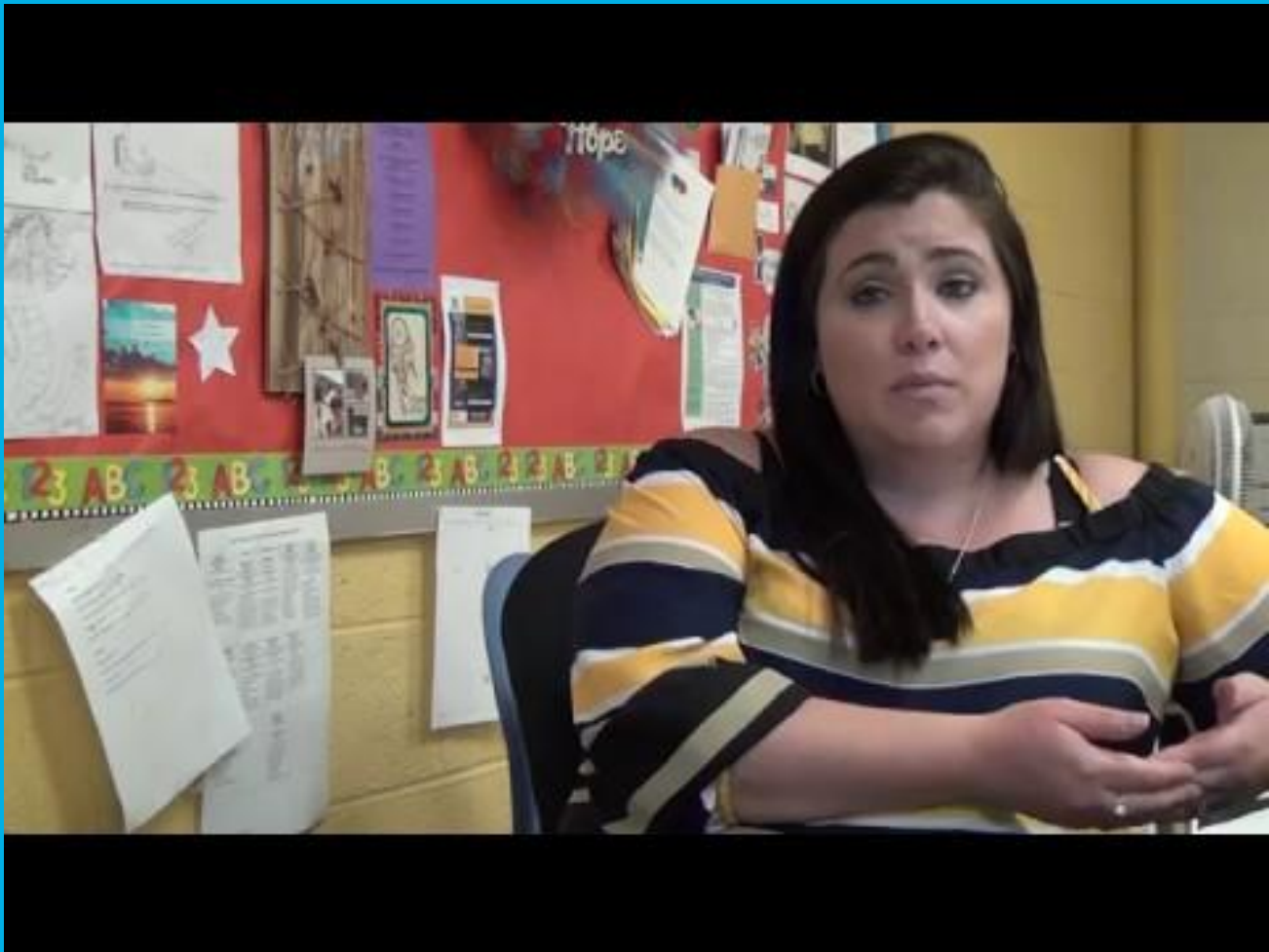
The #1 pre-employment and transition program to prepare students with work-ready skills



Philadelphia
MAGAZINE



TechCrunch



South Philly High



2010 Regional Computer Fair Competition - 3rd Place in Multimedia Category

Our Parents

7% of parents

described themselves as **satisfied or very satisfied with transition services**

88% of parents

saw the skills Digitability teaches as **Important or Extremely Important**

*The Wharton School, University of Pennsylvania
Parents of Students with Autism Survey, 2012*



The Problem



70%

of people with disabilities are
unemployed

The Problem



75% of jobs

require some degree of
technology skills

Question:

**How do we shape student
interest into marketable skills
while developing social and
emotional capacity?**

Skill Generalization



Here are some of the skill sets that will be generalized:

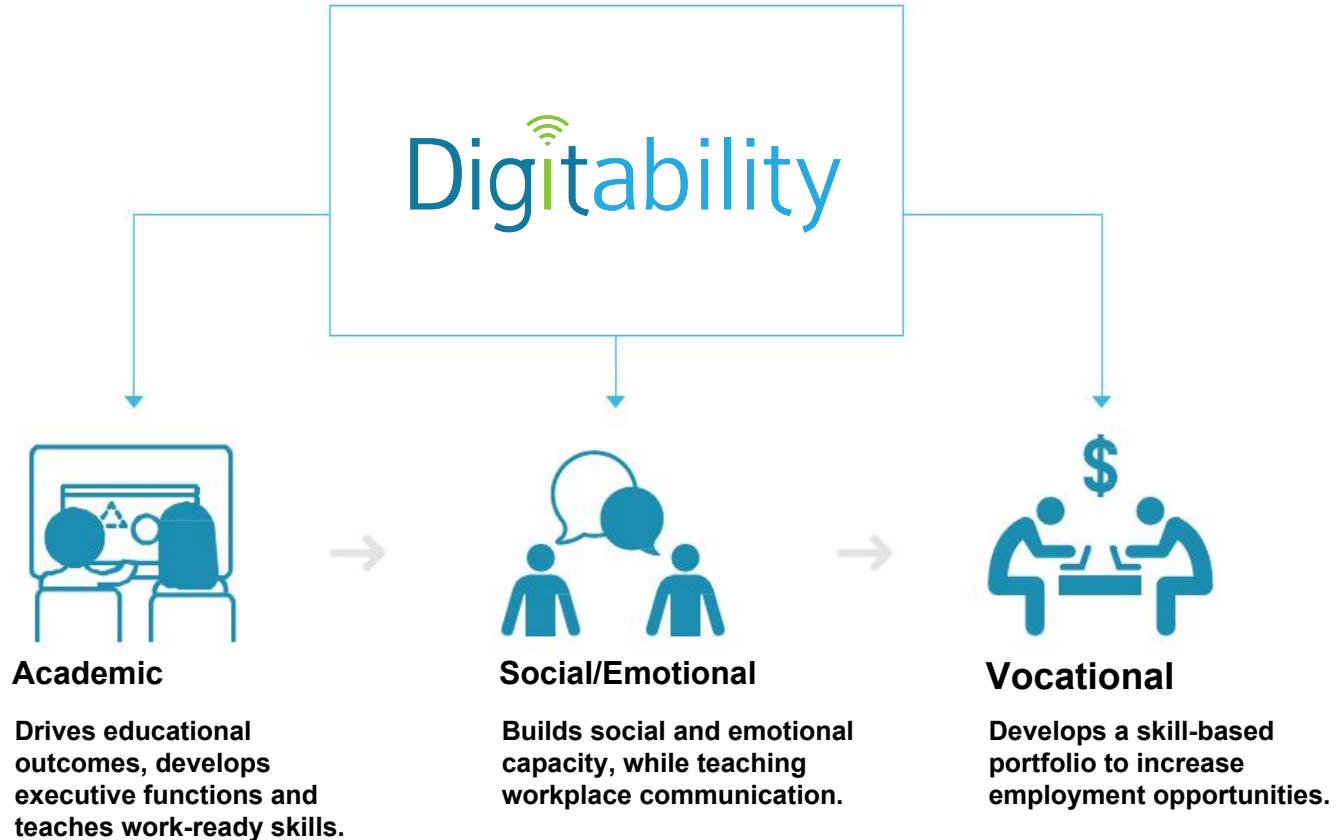
- **Resume, interviewing and skill-based portfolio development**
- **Appropriate workplace boundaries**
- **Workplace communication / socialization**
- **Problem solving/flexible thinking**
- **Time and task management**
- **Self-regulation for problematic behaviors**
- **Financial literacy**
- **Self-advocacy in the workplace**
- **Technological literacy/ Online safety**

Outcomes

Today, 70% of people with cognitive disabilities are unemployed. However, in this picture of six Digitability graduates, 67% are now employed or in vocational programs.



Outcomes



All-in-one System



Real-world work simulations for generalization



Comprehensive Transition Curriculum and IEP Goal Banks



Differentiated for cognitive and behavioral needs



Progress monitoring in one-click!



Capacity building for students and teachers



Social and emotional development

Reduce teacher planning time!

STAGE 1: INTERNET NAVIGATOR
UNIT 1: INTERNET BASICS - PRE-IMPLEMENTATION ASSESSMENT DATA

TEST ADMINISTRATOR:

STUDENT: _____ Age: _____

DIRECTIONS:
Administer the Pre-Implementation Assessment Data Form and the Student Assessment to determine the baseline knowledge of the student. Place the Student Assessment Form in front of the student. To allow the student to focus on one question at a time, consider covering a portion of the page.

Special Education Classification:
 less than 4 words
 4.5 words / fragments
 complete sentences
 age-appropriate language

Reading Comprehension
 on or above grade level
 1-3 years below grade level
 3-4 years below grade level
 more than 4 years below grade level

UNIT 1: INTERNET BASICS
Objectives: Student is able to identify basic Internet terminology.

TRIAL 1
How does the internet connect people?
 a. by their computers
 b. by their bodies
 c. by trailing hands

Enter 1 for a correct answer
 Enter 0 for an incorrect answer

TRIAL 2
Which is an internet icon?
 a. a search icon
 b. a google homepage
 c. a hyperlink (blue text) www.google.com

Enter 1 for a correct answer
 Enter 0 for an incorrect answer

TRIAL 3
Acceptable answer: a.
 Student answered: a. less than 4 words
 4-5 words / fragments
 complete sentence
 age-appropriate language

TRIAL 4
Acceptable answer: a.
 Student answered: a. less than 4 words
 4-5 words / fragments
 complete sentence
 age-appropriate language

Digitally™ - Digital Life Skills for Workforce Inclusion. © 2017

STAGE 1: INTERNET NAVIGATOR
UNIT 1: LESSON 1: WHAT IS THE INTERNET - LESSON INTRODUCTION

UNIT 1: INTERNET BASICS
LESSON PLAN INTRODUCTION
LESSON 1: WHAT IS THE INTERNET?

LESSON EXPLANATION
Use this lesson plan to help guide the facilitation of Digitally's Unit 1 Lesson 1. This lesson plan will help you take the learning offline and into the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.
Time: 60 - 90 minutes

OBJECTIVE
Students learn to identify basic Internet terminology.

INSTRUCTIONAL STRATEGIES
The facilitator will use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Using ADA, Goalful Release and Bloom's Taxonomy, instruction will guide students to achieve mastery of the given objective. Facilitator will use modeling, guided practice, independent practice, and assessment methods to determine skill acquisition.

ACADEMIC DOMAINS
Testing Comprehension, Writing, Web/Nonweb Communication, Social Skills, Math Ability

MATERIALS
Smartboard/Projector, device with internet access, Digitally Unit 1 Lesson 1 notes, student writing/typing tool, Digitally classroom word wall badge, Picture Exchange Communication System (PECS) Cards, Visual Breaks for Life, Trace 'n' Learn Card, Dollar Earnings Tracker, My Dollar Earnings sheet

PRINT PREPARATION
Teacher will:
 1. Print, copy or laminate PECS cards for students
 2. Print, copy or laminate Trace 'n' Learn Cards for students
 3. Print, copy or laminate Vocab Blocks for students
 4. Print Dollar Earnings Tracker
 5. Print, copy, or laminate My Digitally Earnings sheet

ONLINE PREPARATION
Teacher will:
 1. Sign into Digitally
 2. Click LESSONS tab
 3. Select Stage 1 - Internet Navigator
 4. Select Unit 1 - Internet Basics in the 3rd drop-down menu
 5. Select Lesson 1 - Internet

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STAGE 1: INTERNET NAVIGATOR
SUPPLEMENTAL MATERIALS GUIDE

IMPLEMENTATION TIMELINE
MONTHLY GUIDE

STAGE 1: INTERNET NAVIGATOR
BLOOM'S TAXONOMY LEVELS 1 & 2: Knowledge & Comprehension

GOAL: Student is able to develop conceptual knowledge and comprehension of the Internet as measured by the unit objectives below.

UNIT 1: Student is able to identify basic concept of online accounts
UNIT 2: Student is able to distinguish appropriate online sharing behaviors.
UNIT 3: Student is able to describe methods for communicating online.

BEYOND THE OBJECTIVES:
This month of implementation will begin to build on previously learned concepts and terms to develop not only basic internet terminology, but appropriate and safe online behaviors and norms as well. Students and facilitators should have a basic understanding of Digitally content at this point.

GENERAL PROMPT: Using principles of Applied Behavior Analysis (ABA), facilitators use general prompts to guide differentiated instruction based on each student's abilities and needs.

COMMUNICATION: Using Digitally's supplemental games (i.e. The Online Olympics) and differentiated lesson plans/materials, students will practice using specific language patterns and registers to develop appropriate social and communication skills when sharing, posting, and/or commenting online.

FUNCTIONAL ACADEMICS: As we are developing concepts of appropriate internet norms, we create the opportunity to address functional academic goals. Using our Literacy & EL Show What You Know assessment materials, facilitators can simultaneously complete comprehension, writing and math probes for progress monitoring toward IEP goals.





MONEY MANAGEMENT: Facilitators are consistently using a token economy to reinforce positive behavior. Facilitators keep track of student earnings in the Dollar Earnings Tracker and students keep track of their personal earnings using the My Digitally Earnings worksheet. Remember to share student progress with parents using the My Digitally Earnings worksheet!

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STAGE 1: INTERNET NAVIGATOR
UNIT 1: LESSON 1: WHAT IS THE INTERNET - SUPPLEMENTAL MATERIALS

PECS CARDS

Where do you use the Internet?

 home	 school	 library
		
I do NOT use the Internet.		

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Pre/Post-Assessments

Differentiated Lesson Plans

S.M.A.R.T. IEP Goals + Objectives

Inclusive Project-based Learning Assignments

Stage 1:

The Internet Navigator

Bloom's Taxonomy Levels I & II:

Knowledge and Comprehension

Student is able to develop conceptual knowledge and comprehension of using the internet as measured by the unit objectives below.

Stage 2:

The Digital Citizen

Bloom's Taxonomy Levels II & III:

Comprehension and Application

Student is able to expand comprehension and practice application of skill sets necessary for using the internet as measured

Stage 3:

Tech-Savvy Ambassador

Bloom's Taxonomy Levels III & IV:

Application and Analysis

Student is able to apply and analyze mastered skills to think beyond the use of an application as measured by the unit objectives below.

Stage 4:

The Prime Professional

Bloom's Taxonomy Levels V & VI:

Synthesis and Evaluation

Student is able to develop a professional online portfolio to demonstrate their individual abilities and skill levels as measured by the unit objectives below.

Universal Design Learning (UDL)

Applied Behavioral Analysis (ABA)

**Bloom's Taxonomy of
Cognitive Development**



The Problem

Technology is to **employment**
as **phonics** is to **reading**

Question:

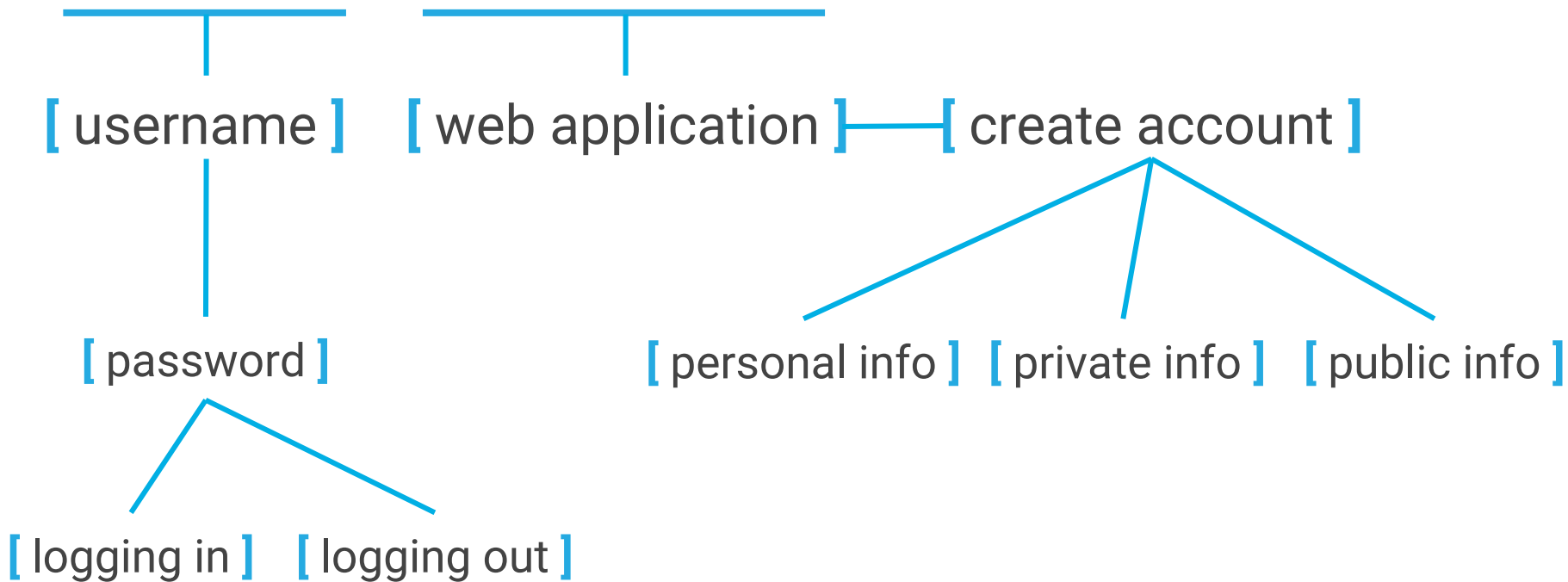
What is the Internet?

#1 Answer from Students:

YouTube!

franklin@gmail.com

franklin@gmail.com



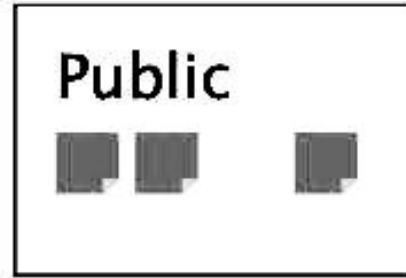
**What is public information?
[product demo]**

Public vs Private

- What happens when we share online?
- What is an appropriate online comment?
- What is an appropriate photo to share?

Supplemental Materials

Unit 5 Objective: Student will be able to distinguish appropriate online sharing behavior.



A picture of me
in the bathtub.



Question:

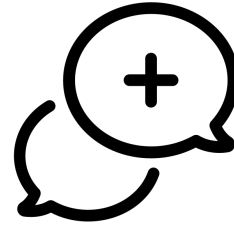
**How do we shape student
interest into marketable skills
while developing social and
emotional capacity?**

**What do social skills look
like in the workplace?**

Workplace Behavior



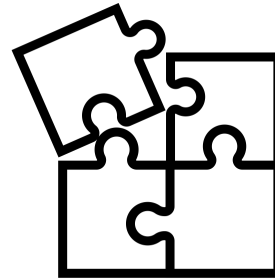
**Work on a Team/
Collaboration**



**Giving/Receiving
Feedback**



Adapting



Problem Solving

Digitability's Classroom Economy

Behavior system that uses boundaries and reinforcers to prepare for the workplace.



How does it work?

It's simple.

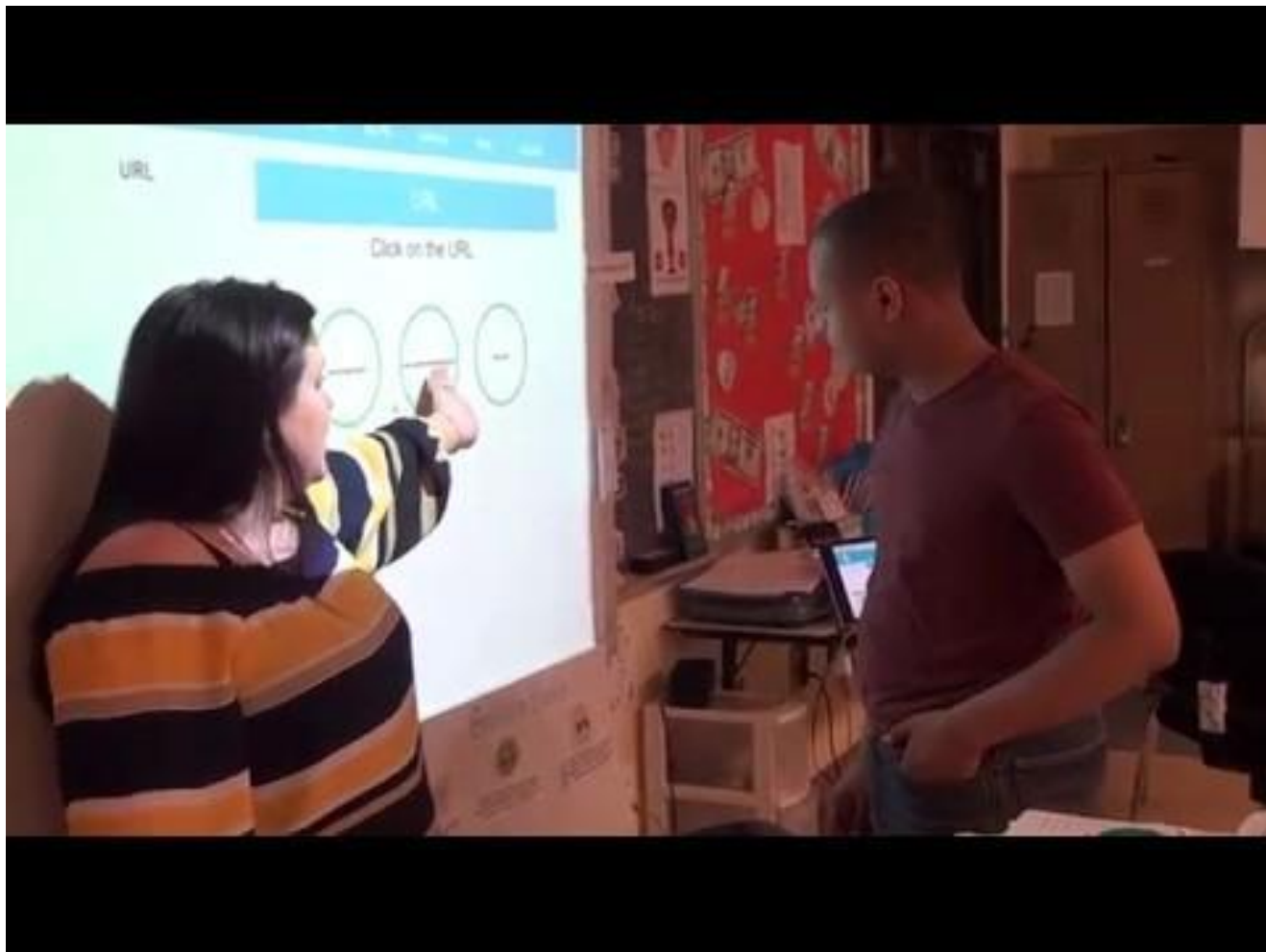
Students either **earn \$1** for behavior
OR they **spend \$1** on behavior.



Examples: Participating, sharing, sustaining attention, collaborating, appropriate communication and more.



Examples: Impulsive behavior, socially inappropriate comments, oppositional defiant, UMAPA, and more.



Behavior



- **Socialization**
- **Expressive communication**
- **Language pragmatics**
- **Sensory perception**
- **Self-stimulatory behavior/
Stereotypic**
- **Anxiety**
- **Self-esteem/empowerment**

Evidence-based Practices



Digitability
Be work ready!

- Increasing Assistance
- Differentiation
- Positive Reinforcement
- Time Bound Activity
- Probing Questions
- Accessing Prior Knowledge
- Student Engagement
- Positive Narration
- Peer Encouragement
- Directive Prompt
- Increasing attendance to task

Work-simulations

Capstone #1: Planning a Website Together

Inclusive Role-Playing with S.M.A.R.T. IEP Goals: Capstone projects include a goal bank with measurable goals for social, communication, academic and vocational goals. All materials are differentiated for a wide range of learning profiles and abilities so everyone has a role.

1

Students brainstorm topics and organize content using vocabulary words and concepts like URL, keywords, accounts, web apps.



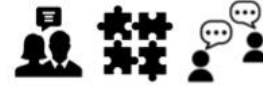
2

Class reviews job roles and students apply for positions. All adults (teachers + aides) participate in the hiring process.



3

Students are hired for a position and complete problem solving and communication activities prior to beginning their job.



4

Students plan their job tasks and collaborate together to complete their project by the assigned deadline.



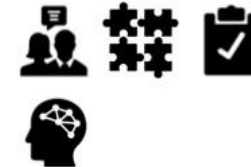
5

Students present their final work product to the executive team of adults. Students process feedback and restate their next steps.



6

Students complete a work-order reflection sheet; they note problems, experiences, and steps taken to solve those problems.



Strengthening Existing Programs



SPHS Gardens is an urban farming and greening program led by the diverse student body at South Philadelphia High School.

This website was created by the students in the Autistic support program at the school and features blogs written by students from all departments.



MAMMALS

HOME

About

Types of Mammals

Habitat

Zoo

WIX

Types of Mammals:

Hoofed Mammals

Primates

Carnivores

Rodents

Marine Mammals

Marsupial Mammals

Domestic Mammals

There are many types of antelopes. Kudu has the longest horns in Africa. The nails of some of mammals are large and hard enough for them to walk on. Such animals are called ungulates. This group includes pigs, camels, giraffes, deers, cattle, goats and horses. Some hoofed mammals live in different places. Some hoofed mammals travel a lot together in groups. They always love to roam around a lot because they want to feel free.



Horse



Reindeer



Warthog



Giraffe



Elephant



Rhinoceros



Mountain Goat



Camel



Musk Ox

Population

Middle School aged students Transition aged students (14-21) and Adults with Disabilities such as:

- Emotional Disturbance
- Intellectual Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Autism
- Specific Learning Disability
- Multiple Disabilities
- Other Health Impaired

Employed full-time



Work Portfolio



Daycare Industry

Home About Daycares Programs Staff Skills Costs

Daycare Staff & Roll

Daycare teachers make about \$10.50 or more an hour but will vary on locations. Assistants make about \$14 or more an hour. Daycare directors make about \$61,000, less or more depending on the center. Also, assistant directors make about more than teachers in the center. Some daycare teachers may work part-time or full time.



Teachers and Assistants

As a daycare teacher, you will be responsible for working with children from a young age to preschool. You will nurture the young and prepare children for the future. You will teach children how to share and learn how to play with other children. You will teach them to use words when they are upset. That is the roll of the daycare teacher.

As an assistant daycare teacher, you will be the backup for the head teacher. The assistant teachers plans activities for children such as stories and art. The assistant teacher must prepare snacks, change diapers, dress them, teach them numbers and etc. They also organize classrooms when it is messy. This job may be hard so you have to work on it.

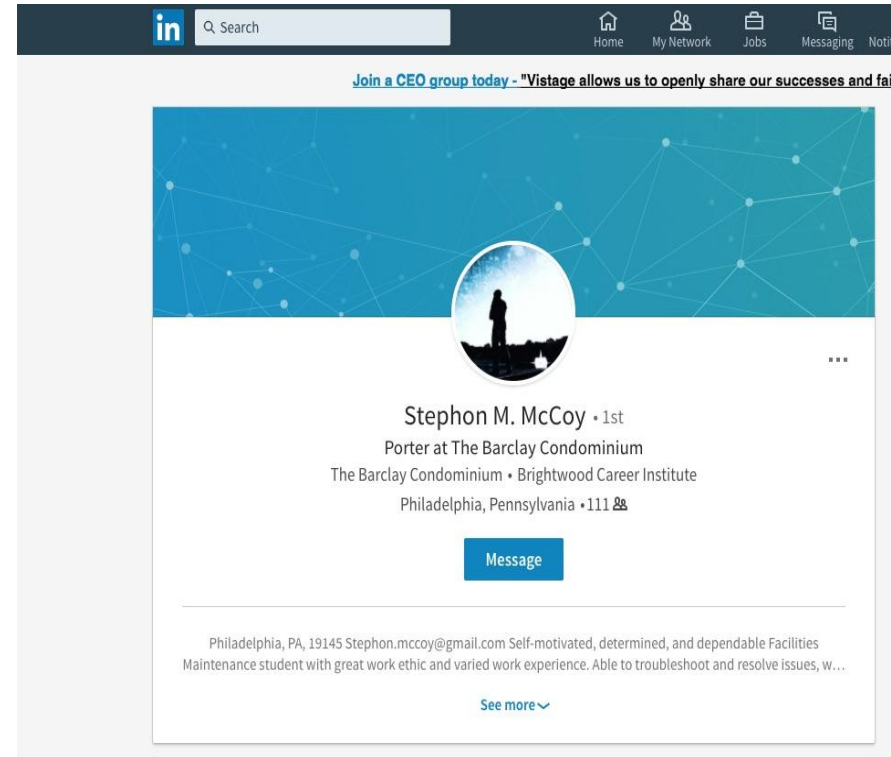
Directors and Assistants Directors

As a daycare director, you are responsible for managing the child care center. The director sets up rules so families and staff members are aware of them. Directors can market their centers to attract new clients. Daycare directors can hire new staff that will take care of the children. That is the roll of the daycare director.

As an assistant director of day care, you are the backup for the director and leader. The assistant also manages the child care center. The assistant must work with child, parents and also manage, hire new staff. They also make sure the child care is safe inside and outside the building. That is the roll of an assistant.

Executive Directors


Executive directors have a different role in daycares. They may have 1 or more daycares operating in a state, city and country. Executive directors can get paid more money. The executive director could be an owner the center. That is the roll of executives.



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Stephon M. McCoy • 1st
Porter at The Barclay Condominium
The Barclay Condominium • Brightwood Career Institute
Philadelphia, Pennsylvania • 1111 [📍](#)

Message

Philadelphia, PA, 19145 Stephon.mccoy@gmail.com Self-motivated, determined, and dependable Facilities Maintenance student with great work ethic and varied work experience. Able to troubleshoot and resolve issues, w...

See more [v](#)

Employed full-time



Jordan: Our Digital Media Intern



Characteristics



- **Self-starter**
- **Implemented feedback quickly**
- **Always met deadlines**
- **Ability to learn new skills quickly**
- **Strong quality of work product**
- **Dedicated and driven to succeed**
- **Enthusiastic and loyal to the company**

Characteristics



Dawn Geiger
Roxborough High School, Philadelphia, PA

A special education teacher using Digitability in her classroom

Digitability
about 4 months ago

See how students in Dawn's autistic support classroom are learning work-ready skills as part of their pre-employment transition program. Learn more: <https://goo.gl/Yz5wqs>

49 likes 38 Shares 4.6K Views

Love Comment Share

Comments Up Next

Live Webinar: How to Use Evidence-based Practices like Differ...

Digitability
1.9K Views

0:42

Free Webinar: Using Evidence-based Practices to Teach the Clas...

Digitability
1.2K Views

0:31

How this Teacher Uses Differentiation to Teach Students Work-r...

Digitability
145 Views

2:19

Areas of Growth



- **Inflexible Thinking**
- **Communication Barriers**
- **Socialization/Confidence**
- **Debilitating Anxiety**
- **Executive Function**
- **Self-regulation**

Communication Needs



Self-regulation Formula

Problem solving:

[feelings] +

[why] +

[what I've tried/think will work] +

[can you help/support].



Meet Jordan



Digitability
Be work ready!

tfolio



Neuro-diversity in the Workplace

**How do I bring
Digitability
to my school?**

Next step: _____

digitability.com/infosession

"Digitability combines skill enhancement and real world applications that assist students with learning how to understand, interact, and develop the tools to find their voice in this world."

- **Alton Strange,**
Former Transition Coordinator,
School District of Philadelphia





Digitability

Be work-ready!

Michele McKeone, M. Ed.
michele@digitability.com



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