



Transitioning Texans into our Tech-driven Workforce

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TechCrunch

The Problem



70%

of people with disabilities are
unemployed

The Problem



72%

of Texans with disabilities are
unemployed

The Problem



75% of jobs

require some degree of
technology skills



In special education, we have a term called “the Cliff.”

This refers to the drop-off in services that are supporting students with disabilities as they transition into adulthood.



On the other side of the Cliff is our technology-driven society and economy.





As the majority of our students fall off the Cliff, they are isolated.

This leads to...

isolation
anxiety

regression
depression



What is Digitability?

Digitability is the bridge from school to independence.



Hiring people with disabilities can help companies

By David Hendricks | October 28, 2016



The first time hiring manager Isabelle Berry had to interview a visually impaired job candidate, she panicked.

We're beginning to see more companies interested in hiring people with disabilities and recognizing the value that they bring to companies.

http://www.expressnews.com/business/business_columnists/david_hendricks/article/Hiring-people-with-disabilities-can-help-companies-10419997.php

What is Digitability?



Real-world
work simulations



Interactive
curriculum



Personalized
learning



Data reporting
& analytics



Professional
development



Social/emotional
development

The Problem

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

It's NOT enough to teach tech skills ad hoc.

**We know that adolescents are savvy with today's technology.
But when we ask special education students:**

What is the Internet?

Their number one response is

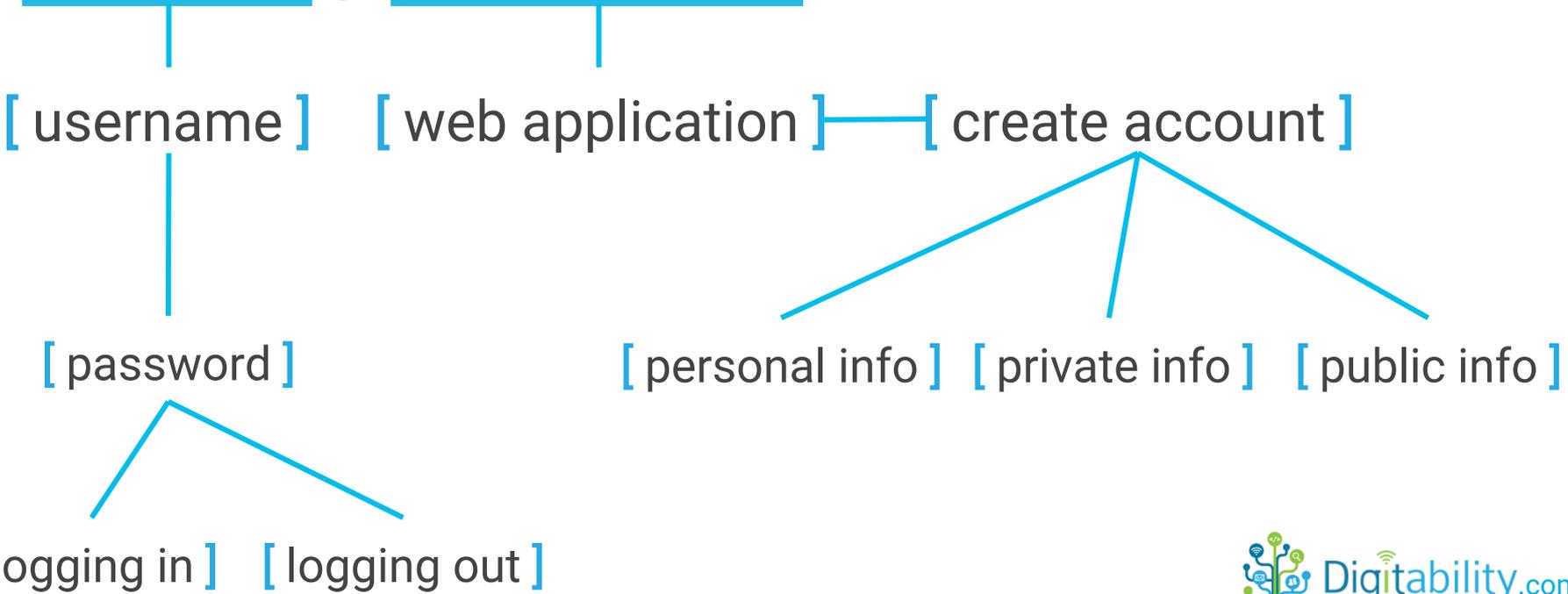
YouTube!

Students are referencing their experiential knowledge about using the internet, but they have not developed a strong foundation of the digital literacy. And these are the skills that are necessary for truly leveraging technology to pursue their independence.

What is Digital Literacy?

Even something as simple as an email address needs the necessary foundation in digital literacy where students can build capacity incrementally.

franklin@gmail.com



Digitability is based in:

- **Bloom's Taxonomy of Cognitive Development**
- **Applied Behavioral Analysis (ABA)**

More than online modules

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.

Verbal Ability
Special Education Classification: _____

Read the question. Statements marked with a C to prompt the student. The student may speak, point or circle their answer. If the student gives the correct answer as their first response, mark a 1 in the score box. If the student gives an incorrect answer as their first response, mark a 0 in the score box. At the end of the assessment, add the number of correct answers and mark it in the total correct answers box at the bottom of the Data Form.

Reading Comprehension
 on or above grade level
 1-2 years below grade level
 3-4 years below grade level
 more than 4 years below grade level

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

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

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

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

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

Accommodations:
 less than 4 words
 4-5 words / fragment
 complete sentences
 age-appropriate language

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Pre-Assessments

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 Digitability's Unit 1 Lesson 1. This lesson plan will help you have the learning office and the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

Time: 40 - 60 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 interactions, active engagement in learning and self-motivation. Using ABA, Generalization 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
Reading Comprehension, Writing, Writing/Nonverbal Communication, Social Skills, Math Ability

MATERIALS
Smartboard/Projector, device with internet access, Digitability Unit 1 Lesson 1 video, student worksheet/young tool, Digitability classroom word wall badge, Picture Exchange Communication System-PECS Cards, Visual Blocks for Sign, Trace 'I' Learn Card, Dollar Earnings Tracker, My Dollar Earnings sheet

PRINT PREPARATION
Teacher with:
 1. Print, copy or laminate PECS cards for students
 2. Print, copy or laminate Trace 'I' Learn Cards for students
 3. Print, copy or laminate Visual Blocks for students
 4. Print Dollar Earnings Tracker
 5. Print, copy, or laminate My Digitability Earnings sheet

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

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Differentiated Lesson Plans

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 have internet terminology, but appropriate and safe online behaviors and norms as well. Students and facilitators should have a basic understanding of Digitability routines at this point.

GENERAL PROMPTS: 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 Digitability's supplemental games (i.e. The Online Olympics) and differentiated lesson plans/materials, students will practice using specific language pragmatics 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 Direct & Set Show What You Know assessment materials, facilitators can simultaneously complete comprehension, writing and math practices for progress monitoring toward IEP goals.

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

Comprehension
 2 comprehension of
 an accounts
 3 sharing behaviors, posting online.
 3 to develop not
 as well. Students
 user general
 and differentiated
 general to develop
 prompt, we create
 in the Know
 and math goals
 use practice
 students keep
 to share students

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

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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Inclusive Project-based Learning Assignments

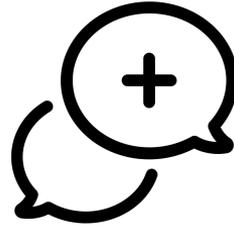
Question:

How do we develop social and emotional capacity while shaping student interest into marketable skills?

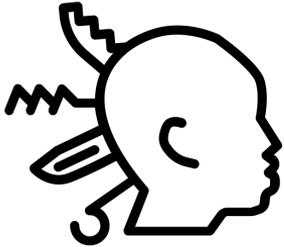
Workplace Behavior



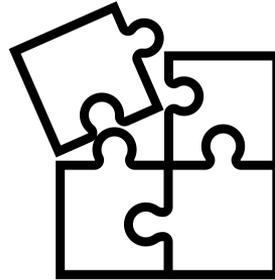
**Work on a Team/
Collaboration**



**Giving/Receiving
Feedback**



Adapting



Problem Solving

We know that to adequately prepare students for the workplace, they need ample opportunities to practice working together, communicating and practicing giving and receiving feedback and learning to adapt and be flexible so they can develop problem solving skills.



UNIT 1: INTERNET BASICS

LESSON PLAN

LESSON 1: WHAT IS THE INTERNET?

WARM UP

1.  Write the word **Internet** on the board
2. Ask students to jot down the first word that comes to mind when thinking of the word **Internet**

POSSIBLE ANSWERS: video games, YouTube, Facebook, Google, email

DIFFERENTIATION

- T1** Write down answer in their notebook or a post-it to stick on the board
- T2** Opportunity to choose to write their answer or share their word using a verbal response with a Tier 1 partner.
- T3** Draw the word or have student point to a **PECS card** (see lesson supplements)

-
3. Call on students and have each student state the word they chose during the warm up

DIFFERENTIATION

Every video is accommodated by a lesson plan that includes three tiers of differentiation AND scripted with evidence-based behavioral techniques for social and emotional capacity building.



The Texas Statewide Leadership and Training list a number of these practices and aims to offer resources to support educators and other interventionists in the great state of Texas.

Evidence Based Practices

1. VIDEO MODELING (VM)
2. **REINFORCEMENT (R+)**
3. DISCRETE TRIAL TRAINING (DTT)
4. APPLIED BEHAVIOR ANALYSIS (ABA)
5. ASSISTIVE TECHNOLOGY (AT)
6. DIFFERENTIAL REINFORCEMENT OF ALTERNATIVE, INCOMPATIBLE, OR OTHER BEHAVIOR (DRA/I/O)
7. PROMPTING (PP)
8. SCRIPTING (SC)
9. **SELF-MANAGEMENT (SM)**
10. FUNCTIONAL COMMUNICATION TRAINING (FCT)
11. SOCIAL THINKING
12. **TASK ANALYSIS (TA)**
13. EXTINCTION (EXT)
14. **SOCIAL SKILLS TRAINING (SST)**
15. MODELING (MD)
16. PEER-MEDIATED INSTRUCTION AND INTERVENTION (PMII)
17. PICTURE EXCHANGE COMMUNICATION SYSTEM (PECS)
18. **SOCIAL COMMUNICATION, EMOTIONAL REGULATION, TRANSACTIONAL SUPPORT (SCERTS)**
19. SOCIAL NARRATIVES (SN)
20. **TECHNOLOGY-AIDED INSTRUCTION AND INNOVATION (TAII)**

While Digitability utilized many of these evidence based strategies, I'll just point out few such as reinforcement, self-management, task analyst which is part of ABA, social skills training, social communication and emotional regulation. All of these strategies are wrapped up in what we call our classroom economy, where we use boundaries and reinforcers to prepare for the workplace.

Behavior System and the Classroom Economy: Using boundaries and reinforcers to prepare for the workplace.

Students earn money for their behaviors and for the successful roles they play during work simulated activities. Now, they are managing their money and their budgets to pay bills in the simulation and to purchase rewards such as preferred activities.



Digitability

Digital Life Skills for All Styles of Learning

Aligning IEP Goals to Project Based Learning

Digitability is designed to make the lives of teachers and administrators easier. We want to help you work smarter and not harder. That is why our project based learning assignments are all aligned to IEP goals and include materials that also address math, reading and writing needs.

Your 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*



Bring Digitability to your school



Ask your administrator or program director
to fill out the Demo Request form on:

<http://digitability.com/education>