



Digitability™
Be Work Ready!

Digitability is the only scalable, STEM-focused model that continues to be recognized as an innovative solution to the unemployment crisis facing a large – and growing – population of those with disabilities. **Whereas less than 30% of people with disabilities are employed, 70% of Digitability graduates obtain full-time employment.**



Something for EVERY Student: The needs of individuals who participate in Digitability run the gamut. All of your resources are extensively differentiated to support a wide range of cognitive, communication and behavioral needs.



Reduce Time Planning & Progress Monitoring: Digitability manages your existing special education priorities into a streamlined process. We have all the tools to enhance existing programming or serve as a foundation for innovative programming at any school or in any classroom.

Program Resources Include:

- ✓ **700+** Digital Literacy Lesson Plans
- ✓ **200+** Social, Communication & Behavior Resources
- ✓ **600+** Workplace Readiness Activities
- ✓ **100+** Functional Academic Resources
- ✓ **900+** Interactive Online Activities
- ✓ IEP Goal Bank and Progress Reports
- ✓ Data Dashboard to Track IEP Transition Data
- ✓ Year-long, teacher coaching on Evidence-based Practices

Earn Amazon Gift Cards! Our teacher coaching and professional development services reward each teacher with Amazon Gift cards throughout their process of achieving mastery of evidence-based practices and improving transition outcomes for students.



JOBS

Students Obtain Full-Time Employment: Each student graduates with a work-ready, skills-based portfolio and the social/emotional ability to persevere, self-regulate and self-advocate in learning environments that simulate “real-world” workplace settings. Digitability’s program for today’s modern workplaces has been featured on **MSNBC, CNET, NPR, TechCrunch, Ted Talks**, and showcased at **Silicon Valley’s Social Innovation Summit**.





Digitability™
Be Work Ready!



Dr. David Mandell, Sc.D.

**Director, Center for Mental Health Policy and Services,
University of Pennsylvania | Pennsylvania**

“Digitability gives schools an opportunity to provide support to high school students with autism in a way they wouldn’t be able to otherwise.”



Dana Steinwart

**Lead Transition Teacher, Blue Valley School
District | Kansas**

“What I enjoy most about Digitability is the class participation I get due to the classroom economy system. Earning dollars is highly motivating, and I have 100% class participation. Every student is engaged in the lesson. I have also seen quick behavior changes when students pay dollars for behaviors. I love teaching Digitability.”



Dawn Nuoffer

**Executive Director, Down Syndrome Association
of Wisconsin | Wisconsin**

“We have seen great success with Digitability. In the short time we have been offering this course, we have opened multiple class locations and will continue to replicate it across Wisconsin. Digitability is changing lives and helping our friends to secure meaningful jobs!”



Tracey Sterling

**Supervisor of Special Education, Perkiomen Valley School
District | Pennsylvania**

“We brought Digitability to Perkiomen Valley School District because of the scope and relevance of its unique digital content. The training was differentiated and tailored to each of our students’ needs through evidence-based practices.”




Explanation of Activity: The Exit Ticket portion of the Digitability lesson plan provides your student with the opportunity to develop and strengthen their expressive and receptive language abilities. Modified for at-home use with siblings and/or friends, students can practice their public speaking skills using critically important digital literacy vocabulary.


STEP 1

Play the [term/activity] video, telling students beforehand that they must show a Thumbs Up when they hear the keyword/phrase in the video. You can assign some sort of reward/incentive for each instance of participation.

STEP 2

Print the downloadable Exit Ticket activity (options below) that you would like to complete with your student and have him/her complete each section accordingly:


Digitability At-Home Activities 


 **VOCAB BLOCK**
EXIT TICKET A

Name: _____
Date: _____

Define		Sentence
Examples	Internet	Draw

Digitability™ - Be Work Ready! © 2020 7


Digitability At-Home Activities 


 **VOCAB BLOCK**
EXIT TICKET A

Name: _____
Date: _____

Define		Sentence
Examples	Private Information	Draw

Digitability™ - Be Work Ready! © 2020 10

Digitability At-Home Activities 

 **VOCAB BLOCK**
EXIT TICKET A

Name: _____
Date: _____

Define		Sentence
Examples	Google Docs	Draw

Digitability™ - Be Work Ready! © 2020 11

Pro-Tip: Utilize a timer, rewarding some incentive you deem appropriate for completing each section of the Exit Ticket in a required amount of time (reduce the payoff the longer it takes him/her accordingly).



STEP 3

Now that your student has completed each section of the Vocab Block, have him/her stand and present their Vocab Block. He/she can use the Presenter Sentence Starters (below), if necessary:

DEFINE: *"In my first box, I copied the definition of [term], which is...[student repeats definition clearly and slowly]..."* (Don't be afraid to have him/her repeat as necessary)



SENTENCE: *"In this second box, I used [term] in my own sentence, writing, '[student reads their unique sentence].'"*


EXAMPLES: *"Down here in my third box, I listed examples of [term]..."*


DRAW: *"In my last box, I drew [student explains what the image is] because [student makes clear connection to image's relation to term/phrase]."* (Challenge your student to draw more specific images. When possible, avoid more general images like a computer.)

STEP 4

Having heard your student's explanations, it is your turn to provide him/her feedback on their presentation. See below for sentence starters to help you:





VOCAB BLOCK

EXIT TICKET A

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Internet

Digitability™ - Be Work Ready! © 2020 7



(OPTIONAL) VIDEO GAME WRITING ACTIVITY:

Directions: Using the basic internet terms in the Word Bank below have your student explain all steps that they must take in order to play video games with their friends on the internet. You can incentivize him/her with a reward of your choice.


Word Bank

internet | browser | connection | technology,
account | user | login | virtual | wifi | chat





INFORMAL ASSESSMENT



Distribute supplemental material **YES/NO Image Exchange cards**. See  **DIFFERENTIATION** below to identify supplements needed for your students.


Digitability At-Home Activities






YES OR NO IMAGE
EXCHANGE CARD

H.IEC.Y/N


Yes


No

Digitability™ - Be Work Ready! © 2020

12



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [H.IEC.Y/N] for a rephrased question.
- T3** Holds up or points to **YES/NO Image Exchange cards** [H.IEC.Y/N] for a rephrased question.



1. Ask, *"For a participation dollar, what did the video say the Internet is?"*

Possible answers: connect peoples, computer network, used around the world.



Structure prompting to get students to come up with a definition using language from the video.



2. Ask, *"For a participation dollar, can I view the same website from both my house and classroom? If so why?"*

Answer: Yes



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]



"Marcus answers yes. Nice job participating and earning a dollar Marcus."



4. Ask, *"For a participation dollar, can I view the same website from both my school and library? If so why?"*

Answer: Yes



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]




"Marcus answers yes. Nice job participating and earning a dollar Marcus."





EXIT TICKET (PART A)



Distribute supplemental material **Vocab Block Activity**. See  **DIFFERENTIATION** below to identify supplements needed for your students.







VOCAB BLOCK

EXIT TICKET A

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Internet

Digitability™ - Be Work Ready! © 2020 7



DIFFERENTIATION

T1

Complete **Vocab Block Activity** independently.

T2

Complete **Vocab Block Activity** independently or with assistance from teacher.

T3

Complete **Vocab Block Activity** with assistance from teacher.



6. Set a time limit for completing the **Exit Ticket** to keep students focused on completing their task. You can use a phone or even a cooking timer.




7. Say, *"I am setting the timer for ____ minutes. If you finish your exit ticket by the ____-minute deadline, you will receive \$____. If you complete this exit in ____ (a longer interval) __ minutes, you will receive \$____ (a lower dollar amount). I will let you know when there are ____ minutes left."*



EXIT TICKET (PART B)



Distribute **Feedback Sentence Starter**, **Image Exchange Cards H.IMAGE.IEC** or **Yes/No Image Exchange Cards H.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Digitability At-Home Activities 


 **T2 FEEDBACK SENTENCE STARTER**
EXIT TICKET B


I liked the part of your presentation when you _____





I think you can work on _____

I have a question about _____


Digitability™ - Be Work Ready! © 2020 12


Digitability At-Home Activities 



 **IMAGE EXCHANGE CARDS**
EXIT TICKET B

<p>Confused About Presentation</p> 	<p>Loved It</p> 
<p>Great Speech Volume</p> 	<p>Speech Volume Too Low</p> 

Digitability™ - Be Work Ready! © 2020 11

Digitability At-Home Activities 

 **YES OR NO IMAGE EXCHANGE CARD**
H.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
---	--

Digitability™ - Be Work Ready! © 2020 12



DIFFERENTIATION

T1

Student shares an on-topic verbal response.

T2

Student completes **Feedback Sentence Starter** to give feedback on the other students' summaries.

T3

Teacher distributes **Image Exchange Cards** or **Yes/No Image Exchange Card [H.IEC.Y/N]** for a rephrased question.



8. Ask, *"For a participation dollar, share one box from your Vocab Block."*



9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]



"Nice job sharing and earning a dollar, Marcus."



10. Ask, *"For a participation dollar, share a different box from your Vocab Block."*



11. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]



"Nice job sharing and earning a dollar, Marcus."



12. Ask, *"For a participation dollar, share a different box from your Vocab Block."*



13. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]



"Nice job sharing and earning a dollar, Marcus."



14. Ask, *"For a participation dollar, share a different box from your Vocab Block."*



15. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]



"Nice job sharing and earning a dollar, Marcus."

After students present their vocab block give them feedback.



16. Be sure you do **both**:

- A. Summarize what your student stated in your own words
- B. Say what you would add to your students Vocab Block

17. After you do both, ask the presenter, “[Student], what did you hear me say?”



15. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]



“Nice job listening and earning a dollar, Marcus.”



Supplemental Materials

Digitability At-Home Activities



SILICON VALLEY
SOCIAL
INNOVATION
SUMMIT



TechCrunch





DOLLAR EARNINGS TRACKER

HOME.DOLLAR

Student Name	What is the Internet?	Private Information	Google Docs
Franklin M.			



VOCAB BLOCK

EXAMPLE EXIT TICKET A

Have your student define the term, copying from the traceable (include traceable for each keyword/term?? If not, let's include a pre-made, downloadable, large-text definition sheet)

Have your student write their own sentence using the word/term (Pro Tip: challenge your student by giving them a second, random word to include in their sentence. This almost always eliminates generic sentences like "I use [term]...when I go on the computer" or "[Term] is when...)

Title goes Here
Example: Internet, Private Information, Google Docs

Have your student list as many examples of/for [term] as possible

Have your student draw an image to show that they understand [word/term]



EXIT TICKET A

Date: _____

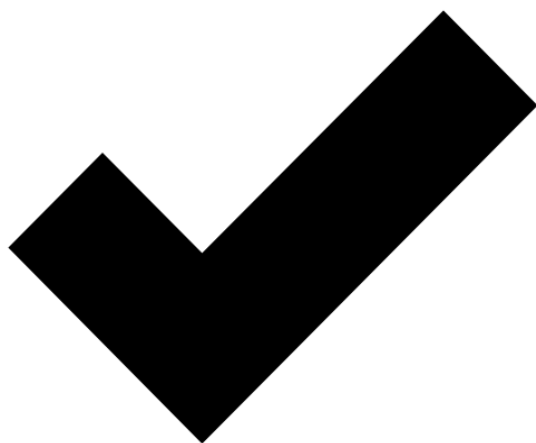
Define	Sentence
Examples	Draw

Internet

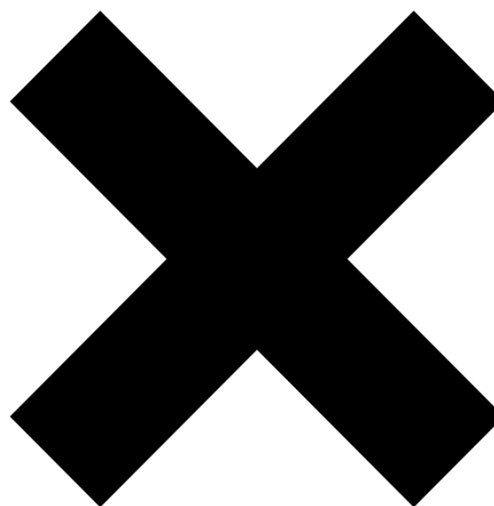


**YES OR NO IMAGE
EXCHANGE CARD**

H.IEC.Y/N



Yes



No



IMAGE EXCHANGE CARDS

EXIT TICKET B

Confused About Presentation



Loved It



Great Speech Volume

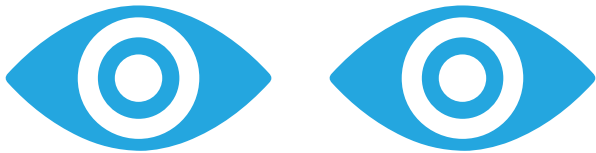


Speech Volume Too Low

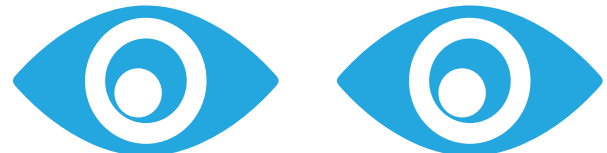




Great Eye Contact



Improve Eye Contact



Great Details



Great Energy



I Have A Question





T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____
