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.

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.**

cnet SILICON VALLEY SOCIAL INNOVATION SUMMIT npr MSNBC TechCrunch

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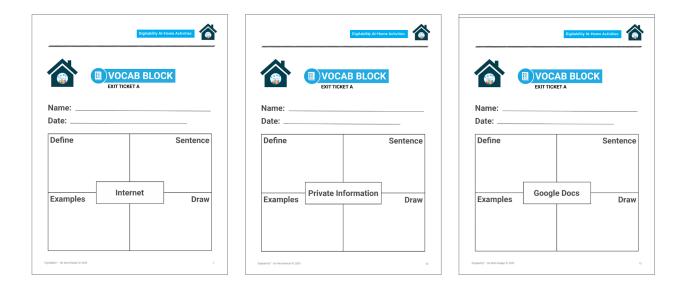
Explanation of Activity: The Exit Ticket portion of the Digitability lesson plan provides your student with the opportunity to develop and strengthen their expressive and receptive language abilities. Modified for at-home use with siblings and/or friends, students can practice their public speaking skills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

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:

INFORMAL ASSESSMENT

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

YES OR NO IMAGE EXCHANGE CARD

H.IEC.Y/N

Yes	No

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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, who can tell me what private information is?"*

+$ 2. 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."*

? 3. Ask, *"For a participation dollar, if you're not sure what information you need to keep private, should you ask an adult?"*

+$ 4. 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."*

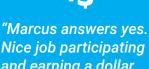**?** 5. Ask, *"For a participation dollar, is your social security number something you post on the Internet?"*

+$ 6. 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."*

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

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	**Private Information**	Draw

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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.

7. 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.

8. 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.

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 _____

_____

_____

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IMAGE EXCHANGE CARDS
EXIT TICKET B

Confused About Presentation | Loved It

Great Speech Volume | Speech Volume Too Low

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

Yes | No

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🎲 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.

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

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

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

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

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

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

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

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

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

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

16. **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.

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

      A. Summarize what your student stated in your own words

      B. Say what your would add to your students Vocab Block

18. After you do both, ask the presenter, "[Student], what did you hear me say?"

19. 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

DOLLAR EARNINGS TRACKER

HOME.DOLLAR

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

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…)
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]

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

VOCAB BLOCK

EXIT TICKET A

Name: _____

Date: _____

Define	Sentence

Private Information

Examples	Draw

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 _____

_____

_____