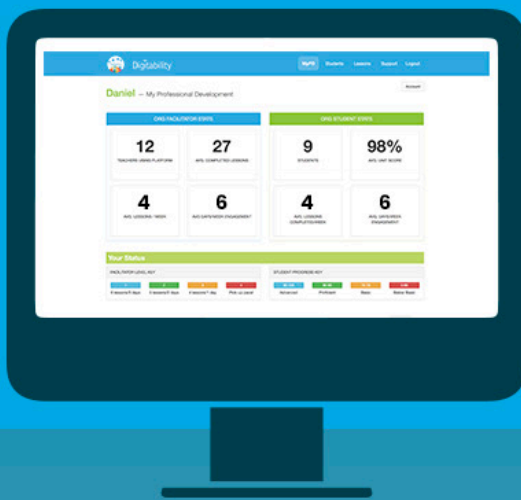**Schools across the country are using Digitability as an at-home resource to support student growth during the COVID-19 pandemic.**

Digitability At-Home Resources Support:

- Social-Emotional Skill Development
- Expressive/Receptive Language Development
- Digital Literacy
- Functional Academics
- Transition and Workplace Readiness Training
- And more!

Contact Your School to Get Digitability Starting at $20/Student

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.**

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."

Digitability Sample Functional Academic Activities

Topics Covered: Writing/Online Research/Comprehension/Tech Vocabulary/Financial Literacy

When students complete all online video modules in Unit 1: Internet Basics, they will be able to define basic internet vocabulary and will apply their new knowledge in a writing activity.

The writing and comprehension activities included in this packet can be differentiated to meet a wide range of needs using **Digitability's Three-Tiered System**. You can review several modified activities and choose the appropriate resource based on student need.

> **Tier 1:** Writing Paragraphs Online Research Reports
>
> **Tier 2:** Fill-In-The-Blank
>
> **Tier 3:** Closed Sentences/Traceables/Modified Questioning

Functional Academics — Using Internet Vocabulary for Writing Prompts and Online Research

Tier 1 Materials Needed:

TAG Writing Prompt (1.TAG.1) | **TAG Writing Rubric** | **TAG Add It Up** (1.TAG.1) |
Digitability Paychecks

Directions:

STEP 1: Select one of the three prompts listed on **TAG Writing Promp**t (1.TAG.1) for your student(s) to complete. You can create your own or give a more challenging topic that requires independent or group online research.

*Recommended: Share the **TAG Writing Rubric** with students ahead of time so they are aware of evaluation criteria.

STEP 2: Using the **TAG Writing Rubric,** review student writing prompts for topic sentences, spelling, grammar, and other criteria outlined.

STEP 3: Using the **TAG Add It Up** (1.TAG.1) resource, have student(s) calculate their earnings based on how many vocabulary words they underline correctly used. Use these earnings in conjunction with **Digitability's Social Economy** to teach workplace behavior, communication skills, self-regulation and self-advocacy.

Step 4: You can issue paychecks to each student and track account balances as students pay virtual bills and purchase rewards.

STEP 5 (Extension): To strengthen expressive/receptive language, have each student translate their Writing Prompt into an online presentation using any presentation software. You can utilize your Digitability library of video lessons that teach students how to do this in Google Slides. Students can present and receive feedback from peers using the strategies taught in each Digitbility Exit Ticket.

Functional Academics — Using Internet Vocabulary for Comprehension and Financial Literacy

Tier 2 Materials Needed:

TAG Writing Prompt (1.TAG.2) | **TAG Check Your Answer** (1.TAG.2) | **TAG Writing Prompt** (1.TAG.3) | **Digitability Paychecks**

Directions:

STEP 1: Have students fill in the blanks on **TAG Writing Prompt** (1.TAG.2) using **Unit 1: Internet Basics** internet terminology from the word bank. Students can complete this independently or with assistance.

STEP 2: Using the **TAG Check Your Answer** (1.TAG.2) resource, have student(s) calculate their earnings based on how many vocabulary words they <u>correctly</u> used.

Step 3: You can issue paychecks to each student and track account balances as students pay virtual bills and purchase rewards. Teachers can work with parents/guardians to coordinate additional or alternative at-home incentives that reinforce appropriate workplace behaviors.

STEP 4: As a way to differentiate and still practice communication skills, you can have each student present their writing aloud and receive feedback from peers or others using **Modified Questioning** (Yes/No prompts) and the **Yes/No Image Exchange Card**.
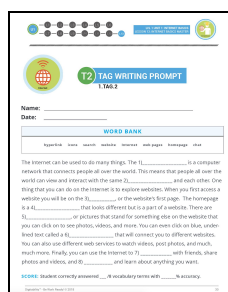
Functional Academics — Using Internet Vocabulary for Comprehension and Financial Literacy

Tier 3 Materials Needed:

TAG Writing Prompt (1.TAG.3) | **TAG Check Your Answer** (1.TAG.3) | **Yes/No modification resources** | **Traceables** | **Digitability Paychecks**
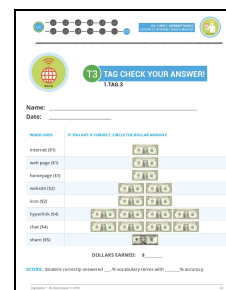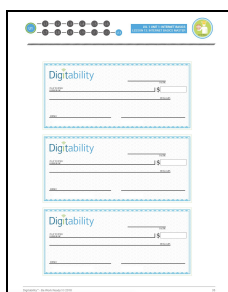
Directions:

STEP 1: For each sentence, student(s) circle the correct vocabulary word on the **TAG Writing Promp**t (1.TAG.3).

STEP 2: Using the **TAG Check Your Answer** (1.TAG.3) resource, student(s) calculate their earnings given how many sentences they <u>correctly</u> answered.
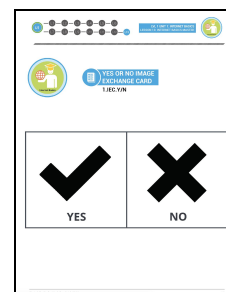
Step 3: You can issue paychecks to each student and track account balances as students pay virtual bills and purchase rewards. Teachers can work with parents/guardians to coordinate additional or alternative at-home incentives that reinforce appropriate workplace behaviors.

STEP 4: For students with limited expressive language, teachers can use **Modified Questioning** (Yes/No prompts) and the **Yes/No Image Exchange Card**.

STEP 5: For students with limited gross motor abilities, utilize the Differentiated traceable resources along with the **Yes/No Image Exchange Card** and **Modified Questioning** (Yes/No prompts) to have them present.

T1 TAG WRITING PROMPT

1.TAG.1

Name: _____

Date: _____

Choose a writing prompt to answer using the TAG writing strategy:

- What can you do on the Internet?
- What can you find on a website?
- How can you navigate a website?

WORD BANK
Internet ($1)   web page ($1)   website ($1)   homepage ($1)   menu bar ($1)   icon ($1)   chat ($1)
search ($1)   share ($1)   hyperlink ($1)   button ($2)   field ($4)   webservices ($4)

_____

_____

_____

_____

_____

_____

T1 TAG WRITING RUBRIC

1.TAG.1

Name: _____

Date: _____

	ADVANCED 4 POINTS	PROFICIENT 3 POINTS	BASIC 2 POINTS	BELOW BASIC 1 POINT
T & A: Turn Question into a Topic Sentence and Answer Question (4/4)	Topic sentence is clear, correctly placed, and correctly answered. **Nice job!**	Topic sentence is either unclear or incorrectly placed, but has a correct answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.	Topic sentence is unclear but is correctly placed and has a correct answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.	Topic sentence is unclear, incorrectly placed and did not have an accurate answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence and select a correct answer.
G: Give Supporting Examples (4/4)	Paragraph(s) has three or more supporting example sentences that relate back to the topic sentence. **Nice job!**	Paragraph(s) has two supporting detail sentences that relate back to the topic sentence. **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.	Paragraph(s) has one supporting example sentence that relates back to the topic sentence. **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.	Paragraph(s) has no supporting example sentences that relate back to the topic sentence. **Next step:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.
Legibility (4/4)	Legible handwriting, typing, or printing. **Nice work!**	Writing is legible in most places. **Next step:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.	Writing is not legible in places. **Next step:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.	Writing is not legible. **Next step:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.
Mechanics (4/4)	Paragraph(s) has no errors in punctuation, capitalization, and spelling. **Great work!**	Paragraph(s) has 1-2 punctuation, capitalization, and/or spelling errors. **Next Steps:** For homework, you will correct all errors.	Paragraph(s) has 3-5 punctuation, capitalization, and/or spelling errors. **Next Steps:** For homework, you will correct all errors.	Paragraph(s) has 6+ punctuation, capitalization, and/or spelling errors. **Next Steps:** For homework, you will correct all errors.

	ADVANCED **4 POINTS**	**PROFICIENT** **3 POINTS**	**BASIC** **2 POINTS**	**BELOW BASIC** **1 POINT**
Creativity/Style **(4/4)**	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), ALL of the time. **WOW! Great work!**	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), most of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), some of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Does not use adverbs, adjectives and/or prepositional phrases to make writing descriptive. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.

WRITING PROBE

STUDENT SCORED ___ / 20 POINTS ON THEIR WRITING PROBE RUBRIC

WITH _____% ACCURACY.

MATH PROBE

STUDENT CALCULATED ___ / 13 VOCABULARY TERMS

WITH _____% ACCURACY.

Internet

T1 TAG ADD IT UP

1.TAG.1

Name: _____

Date: _____

WORD USED:	AMOUNT FOR USING THE WORD CORRECTLY:	FIND THE SUM OF EACH WORD USED CORRECTLY:
Internet	$1	+ _____
web page	$1	+ _____
website	$1	+ _____
homepage	$1	+ _____
menu bar	$1	+ _____
icon	$1	+ _____
share	$1	+ _____
chat	$1	+ _____
search	$1	+ _____
button	$2	+ _____
hyperlink	$2	+ _____
field	$4	+ _____
webservices	$4	+ _____

DOLLARS EARNED: $_____

Digitability

DATE _____

PAY TO THE
ORDER OF _____ $ _____

_____ DOLLARS

MEMO _____ _____

Digitability

DATE _____

PAY TO THE
ORDER OF _____ $ _____

_____ DOLLARS

MEMO _____ _____

Digitability

DATE _____

PAY TO THE
ORDER OF _____ $ _____

_____ DOLLARS

MEMO _____ _____

T2 **TAG WRITING PROMPT**

1.TAG.2

Name: _____

Date: _____

WORD BANK
hyperlink   icons   search   website   Internet   web pages   homepage   chat

The Internet can be used to do many things. The 1)_____ is a computer network that connects people all over the world. This means that people all over the world can view and interact with the same 2)_____ and each other. One thing that you can do on the Internet is to explore websites. When you first access a website you will be on the 3)_____, or the website's first page. The homepage is a 4)_____ that looks different but is a part of a website. There are 5)_____, or pictures that stand for something else on the website that you can click on to see photos, videos, and more. You can even click on blue, under-lined text called a 6)_____ that will connect you to different websites. You can also use different web services to watch videos, post photos, and much, much more. Finally, you can use the Internet to 7) _____ with friends, share photos and videos, and 8) _____ and learn about anything you want.

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

Internet

T2 **TAG CHECK YOUR ANSWER!**

1.TAG.2

Name: _____

Date: _____

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:	IF YOU GOT IT CORRECT, ADD IT UP:
Internet ($1)		+ _____
web page ($1)		+ _____
homepage ($1)		+ _____
website ($2)		+ _____
icon ($2)		+ _____
hyperlink ($4)		+ _____
chat ($4)		+ _____
share ($5)		+ _____

DOLLARS EARNED: $_____

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

Internet Basics

YES OR NO IMAGE EXCHANGE CARD

1.IEC.Y/N
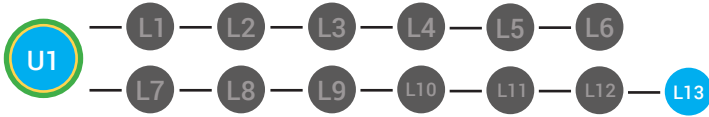
YES

NO
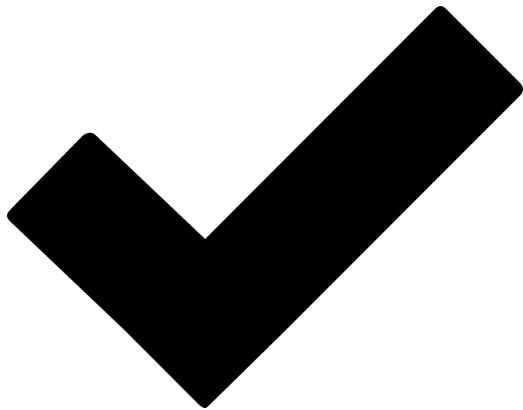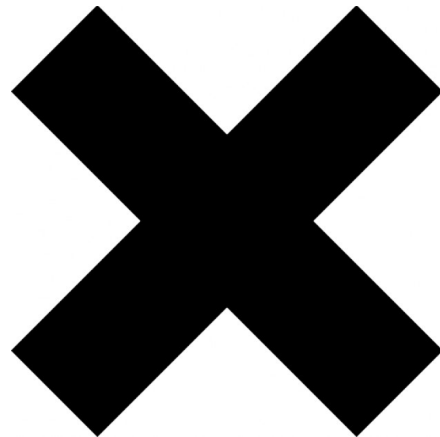
Internet

T3 TAG WRITING PROMPT
1.TAG.3

Name: _____

Date: _____

The Internet can be used to do many things. The **(1. website/Internet)** is a computer network that connects people all over the world. This means that people all over the world can view and interact with the same **(2. websites/search)** and each other. One thing that you can do on the Internet is to explore websites. When you first access a website you will be on the **(3. Internet/homepage)**, or the website's first page. The homepage is a **(4. icon/webpage)** that looks different but is a part of website. There are **(5. icons/websites)** or pictures that stand for something else on the website that you can click on to see photos, videos and more. You can even click on blue, underlined text called a **(6. web pages/hyperlink)** that will connect you to different websites. You can also use different web services to send mail, listen to music and even hold things like your photos so you can share them with others. Finally, you can use the Internet to **(7. chat/share)** with friends, share photos and videos, and **(8. search/share)** and learn about anything you want.

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

T3 TAG CHECK YOUR ANSWER!

1.TAG.3

Name: _____

Date: _____

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:
Internet ($1)	$1
web page ($1)	$1
homepage ($1)	$1
website ($2)	$1 $1
icon ($2)	$1 $1
hyperlink ($4)	$1 $1 $1 $1
chat ($4)	$1 $1 $1 $1
share ($5)	$5

DOLLARS EARNED: $_____

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

Internet

T2 **WHAT IS THE INTERNET? EXIT TICKET
TRACE 'N' LEARN CARDS**
1.1.9.2

Name: _____

Date: _____

Internet

a computer network
that connects people
across the world

Chat | Share | Search

T3 **TRACE 'N' LEARN CARDS**

1.2.1.2

Chat, Share, and, Search

You can chat, share, or search on the internet.

Website

T2 **WEBSITE EXIT TICKET**
TRACE 'N' LEARN CARDS
1.3.6.2

Name: _____

Date: _____

website

a place you visit on the Internet that can have text, photos, videos, and more