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."

The Power of Words–The Power of Comments

Objective
- Student is able to distinguish appropriate online sharing behaviors.
- Student is able to distinguish appropriate behavior when commenting on the Internet.

Differentiated Activity

Materials

3 Sample webposts,
Scissors, Tape, Post-its, Pens/pencils

Activity Description

1 Print out sample Internet posts.

2 Tape the three posts on to a wall making sure to give them space.

3 Give each student 2 yellow post-its and a pencil.

4 Instruct students to use the yellow post-its to comment on one of the three webposts on the wall.

5 Have students walk around and see webposts on wall and stick their comments on the webpost they find most interesting.

6 After everyone has posted a comment have students walk around to read all the comments.

7 Now hand out 2 more post-its and ask students to respond to 2 comments by placing the post-it on the bottom edge of the yellow post-it to serve as a reply to a comment.

8 Discuss as group which comments are fine and which are harmful or inappropriate.

Relevant Vocabulary

Thread: A specific flow of conversation on the Internet
Flame War: Hostile and negative commenting between particular people online
Flagged: Online content identified as inappropriate or offensive

Please refer to your supplemental guide for support on reinforcement and prompting.
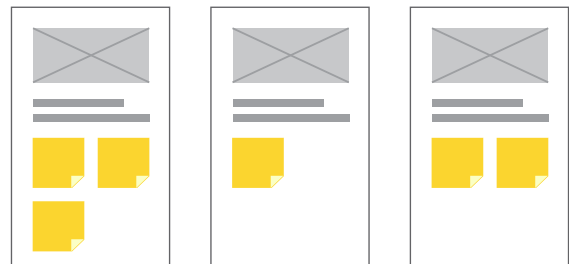
Search – Google+

https://plus.google.com

g+   Q   ›

Everything   People and pages   Communities   Google+ posts   Photos   More ⌄

Dogslover
Dogs – 2:52PM

This pooch is top dog!

+31   ➡2
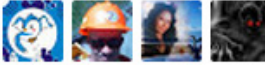
Add a comment...

Everything | People and pages | Communities | Google+ posts | Photos | More ⌄

Robert Moser
Aug 26, 2013

Tactics to stop bullying

+89   ➜6

Add a comment...

Search – Google+

https://plus.google.com

g+   Q ›

Everything   People and pages   Communities   Google+ posts   Photos   More ⌄

Melanie Kream
Aug 17, 2013

Protests in the Middle East Continue

+4   ↪

Add a comment...

Test Administrator: _____

Student: _____ Age: _____

Special Education
Classification: _____

Verbal Ability

☐ less than 4 words   ☐ complete sentences

☐ 4–5 words / fragment   ☐ age-appropriate language

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

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.

Speak the question Statements marked with a Q 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.

Unit 6. Connecting Online

Student is able to describe methods for communicating online.

TRIAL 1

Q How can you communicate with someone online?

    a. connecting online
    b. turning on the computer
    c. searching for information

- Acceptable answer: a..

☐ Enter 1 for a correct answer

☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words   ☐ complete sentence

    ☐ 4–5 words / fragment   ☐ age-appropriate language

TRIAL 2

Q Circle the application that lets you send and receive messages on the internet?

    a. video chatting
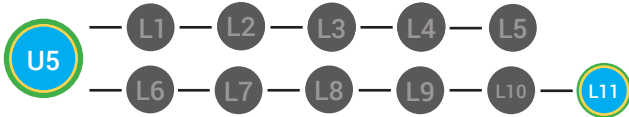   b. connecting to email
    c. connecting voice chatting

- Acceptable answer: b.

☐ Enter 1 for a correct answer

☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words   ☐ complete sentence

    ☐ 4–5 words / fragment   ☐ age-appropriate language

TRIAL 3

Q How can you hear and see someone online?

a. emailing
b. connecting to instant messaging
c. connecting to video chat

● Acceptable answer: c.

☐ Enter 1 for a correct answer

☐ Enter 0 for an incorrect answer

● Student answered in: ☐ less than 4 words   ☐ complete sentence

☐ 4–5 words / fragment   ☐ age–appropriate language

TRIAL 4

Q How can you listen to music online?

a. video chatting
b. streaming media
c. social networking

● Acceptable answer: b.

☐ Enter 1 for a correct answer

☐ Enter 0 for an incorrect answer

● Student answered in: ☐ less than 4 words   ☐ complete sentence

☐ 4–5 words / fragment   ☐ age–appropriate language

TRIAL 5

Q How can you connect and share with many people at the same time on the internet?

a. streaming media
b. emailing
c. social networking

● Acceptable answer: c.

☐ Enter 1 for a correct answer

☐ Enter 0 for an incorrect answer

● Student answered in: ☐ less than 4 words   ☐ complete sentence

☐ 4–5 words / fragment   ☐ age–appropriate language

Unit 6 Total score :

✓ Enter the number of correct answers.

☐ total correct answers   ☐ %

When the student completes this unit in the learning system, you will receive their score for completing the unit's objective. You can compare their baseline score and the progress made to determine the student growth.

Total correct
answers:
1= 20%
2= 40%
3= 60%
4= 80%
5= 100%
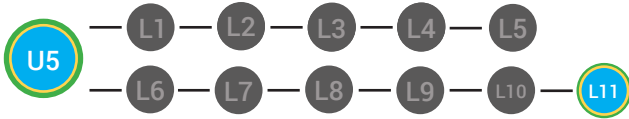
Student Assessment

Student:
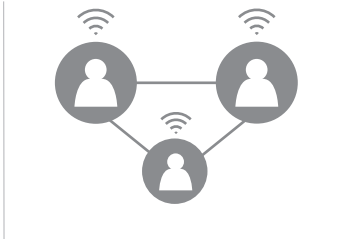
Name: _____   Age: _____

Unit 6. Connecting Online

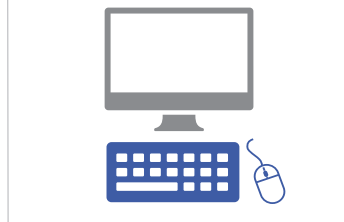Student is able to describe methods for communicating online.

TRIAL 1   How can you **communicate** with someone online?

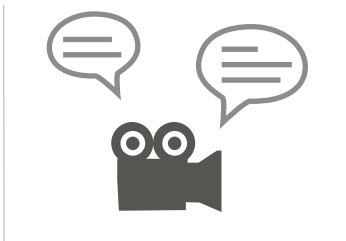**a** Connecting online

b Turning on the computer

c Searching for information

TRIAL 2   Circle the application that lets you send and receive **messages** on the internet?
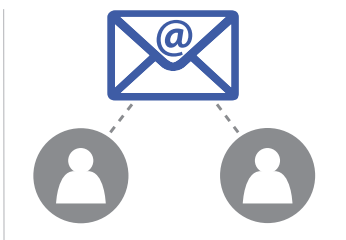
a Video chatting
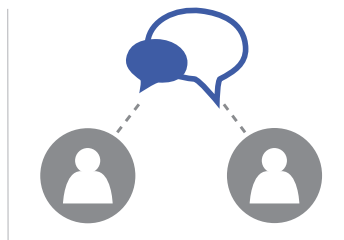
b Emailing

c Voice chatting
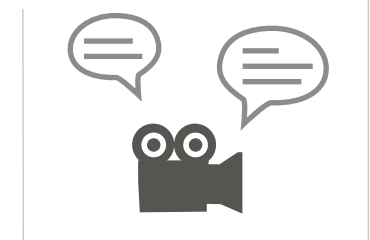

TRIAL 3   How can you **hear and see** someone online?

a Emailing

b Instant messaging

c Video chatting

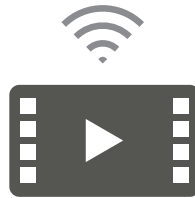**TRIAL 4**   How can you **listen** to music online?

a Video chatting

b Streaming media

c Social networking

TRIAL 5   How can you connect and share with many people at the **same time** on the internet?

a Streaming media

b Emailing

c Social networking