

# Digitability™

Preparing students with  
cognitive disabilities for our  
tech-driven workplace.

*[digitability.com](http://digitability.com)*



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## QUICK START GUIDE

1. [Complete your online training](#)
2. [Create student profiles for your classroom](#)
3. [Download your first lesson plan](#)

## Steps to Starting Your Training

Digitability™

### Login to Your Account

1. Log into your [Digitability Account](#) here.

Username

xxxxxxx@digitability.com

Password

.....

login

[Forgot your password?](#)

## CHOOSE YOUR LESSON PLAN

1. Internet Navigator ▼

Training Starts Here! ▼

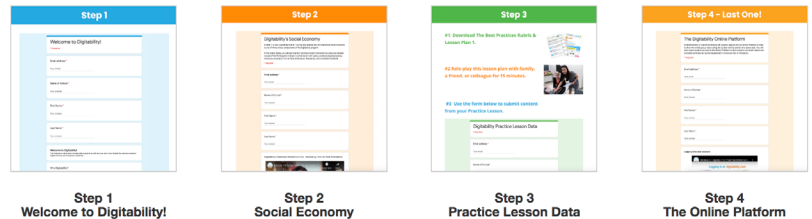
2. Select **Level 1** in the lesson menu bar. Then, select **Training Starts Here!**



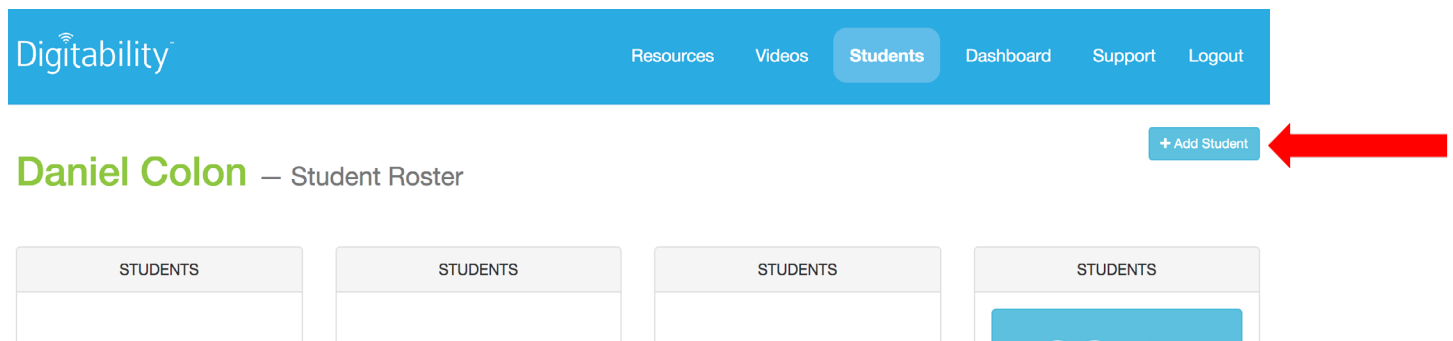
Complete Steps 1-4 To Earn Your First Reward!

See This Unit's Objectives

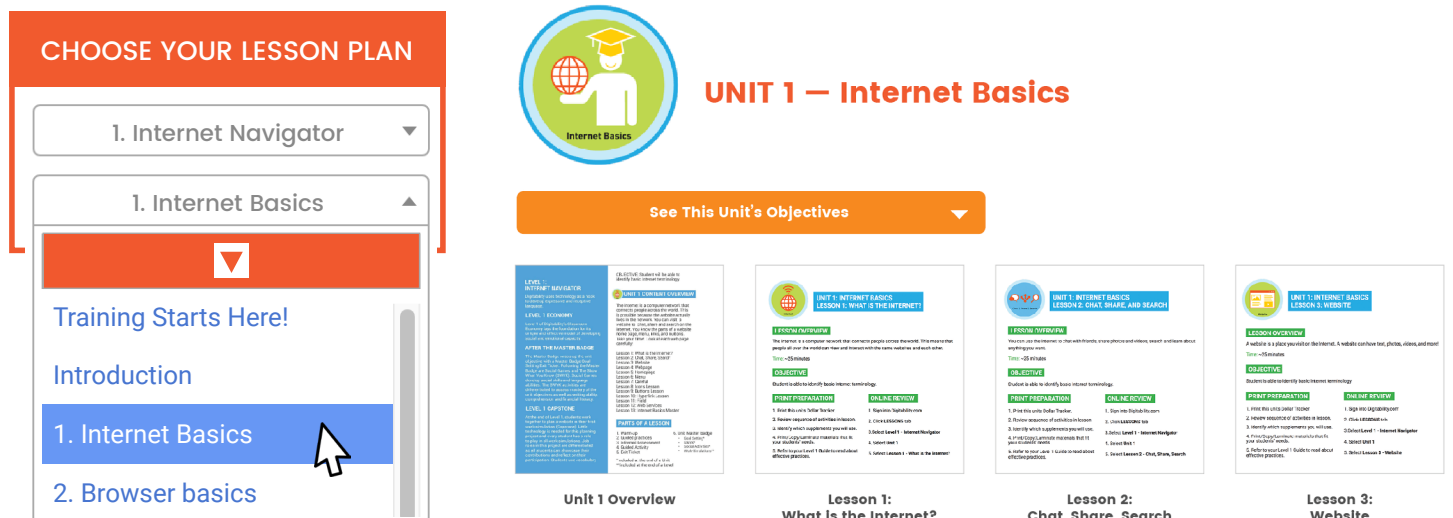
### 3. Complete the **4 Steps of Your Training** (earn your first reward).



### 4. Set up your **Classroom Roster** by adding student profiles. You will create **Username** and **Password** for each of your students. Be sure to log all student usernames and passwords. Use the resource provides in this guide or our [Google Template](#).



### 5. Review your first **Lesson Plan**.



# OVERVIEW

1. Digitability Program Overview
2. Level 1 Scope and Sequence
3. Work Simulation Competition (**\$300 Prize**)
4. Parts of a Lesson Plan
5. Evidence-based Practices used in Level 1
6. Implementation Rubric
7. Guide to Using Online Platform

## Also Included in Quick Start Guide

1. Letter to Families
2. Photo Release for Work Simulation Contest (**Earn \$300**)
3. Lesson Plan Checklist
4. Implementation Planning Tools
5. Creating Student Accounts
6. Student Username & Password Roster





# Quick Start Guide for Teachers

## EARN YOUR MONTHLY IMPACT STATEMENT MILESTONE REWARDS!



### To Earn Your Monthly Gift Card:

1. Submit Your Impact Statements using the form on this page providing as much detail as you can. Use the list below to identify the appropriate theme.
2. Upload at least 3 photos and/or one, 30-second video related to the monthly theme below.
3. Complete at least eight (8) Digitability lessons each month.

### Digitability Online Training

Digitability's Online Training prepares teachers to implement Digitability by introducing them to the core components of the program, including curriculum materials, the Digitability Social Economy, and the Online Platform. Together, these program components comprehensively prepare students for workplace readiness.

### Digitability Social Economy

The Digitability Social Economy teaches students financial literacy by familiarizing them with concepts like earning, spending, and budgeting. With the Digitability dollars that students earn for participation and other workplace behaviors during lessons and activities, they purchase rewards, weight privileges, and pay bills.

## **SEPTEMBER — Workplace Communication**

Digitability prepares students for today's workplaces. When engaging with Digitability lessons and activities, students are constantly being challenged to push the boundaries of their expressive/receptive language abilities. Utilizing Differentiation throughout the program, Digitability builds students' capacity for expressive/receptive language incrementally in preparation for workplace readiness.

## **OCTOBER — Disability Employment**

With increased exposure to a variety of career pathways through Digitability Work Simulations, students increase their likelihood of finding meaningful employment. Equipped with critical functional, social, and communication skills, Digitability students are ready to self-advocate and find the job that's right for them.

## **NOVEMBER — Financial Literacy**

From the earliest lessons in the program, Digitability students are being exposed to concepts of financial literacy and budgeting through their participation in the Digitability Social Economy. Regardless of the specific rewards or motivators in place, Digitability teachers are constantly building students' abilities to self-regulate and self-advocate by rewarding participation and other desired workplace behaviors.

## **DECEMBER — Differentiation**

Differentiation is embedded throughout Digitability's curriculum and activities, allowing all students, no matter their expressive/receptive language abilities, to participate in the program. With Tier 1, Tier 2, and Tier 3 resources for every section of the Digitability lesson plan, teachers are able to have all students participate.

## **JANUARY — Social-Emotional Skills**

Emotional intelligence, self-awareness, and self-regulation are critical skills for 21st-century workplaces. As students participate in the Digitability program, teachers constantly provide opportunities for students to learn and practice important social-emotional skills. Beginning with basic skills like making and holding eye contact when sharing an answer or presenting work, students ultimately design a personalized self-advocacy plan that will help them show employers they know what they need to be successful.

## **FEBRUARY – Developmental Disabilities**

For individuals with delays in cognitive processing, language, learning and/or behavior, Digitability provides opportunities to strengthen all of these areas throughout the curriculum. With Differentiation in every section of the Digitability lesson plan, all students can participate.

## **MARCH – Autism**

Through Digitability, students with autism and other cognitive disabilities strengthen their ability to self-regulate and self-advocate. Students acquire these critical workplace skills through differentiated lesson activities and resources, as well as social games and independent online activity.

## **APRIL – Workplace Behavior**

Digitability prepares students for today's modern workplaces by teaching them the self-regulation and self-advocacy skills needed to survive and thrive in our highly social and digitally connected world. Through Digitability's Classroom Social Economy, students build the intrinsic motivation they need to develop by earning money for participation.

## **MAY – Virtual and At-Home Learning**

Digitability's comprehensive program has a multitude of resources for both teachers and families to support the facilitation of Digitability in a virtual or at-home learning environment. With these resources, families are able to reinforce and maintain progress students have made in the classroom.



Dear Families,

We have some exciting news! This year, classrooms will be participating in the Digitability Work Simulation Competition and creating a website project to help students develop skills for their transition, such as digital literacy, online safety, self-regulation, self-advocacy, workplace readiness, and social and communication skills.

But we need your help!

There are two things we are asking our families to do to support our competition entry:

- 1. Sign a photo/video permission slip** (see attached).
- 2. Vote for our project online when posted** (we will send another letter home!)

Please feel free to visit the Digitability website at **digitability.com** to learn more. They also have a newsletter you can subscribe to called The Advocate at [digitability.com/newsletter](https://digitability.com/newsletter).

Thank you so much for your support and advocacy! When you advocate for your child, you are advocating for every student.

We appreciate you!

# Photo Release Form



Dear Parent/Guardian:

Digitability is an award-winning, work-ready program preparing students for today's tech-driven and social workplaces. We are very excited to be supporting the education program of your learner this year.

Throughout the school year, we will help every student in your learner's classroom develop a Digitability Work-ready Portfolio. This means that your learner will graduate our program with a professional profile and digital project samples. They will also develop the interviewing skills they need to talk about the work projects completed in the Digitability program. Digital projects can be hosted on our website and will be publicly available so that your learner can share this experience with future employers. These showcased projects can include the use of photos and videos of students in the classroom.

As we work with your learner's classroom to support their implementation of Digitability, we kindly request that you grant or decline permission for your learner to be photographed and/or filmed. If you have any questions about this form or the Digitability program, please feel free to contact us at [info@digitability.com](mailto:info@digitability.com). You can also reach out to your learner's teacher.

Additionally, we will host competitions that showcase the work teachers are doing with their students across the country. Your learner's classroom may also participate in these competitions and have the opportunity to win new technology and prizes. We hope that you will vote for projects and share the wonderful work being done in the classroom!

Thank you! We look forward to preparing your learner for their transition to independence!

As a parent/guardian of this student, I hereby consent to the use of my learner's image, video, voice, taken during the course of their participation in Digitability's Work Simulations, to be used on the Digitability website, on Digitability social channels or for other print materials. I do this with full knowledge and consent and waive all claims for compensation for use or for damages.

☐ **Yes, I give consent to Digitability to photograph/film my learner.**

☐ **No, I do not authorize Digitability to photograph/film my learner.**

**Student's Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Parent/Guardian Name** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

**Phone Number** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature (if 18+ years old)** \_\_\_\_\_

# Lesson Plan Checklist

Date: \_\_\_\_\_

**Make copies of the Lesson Checklist to self-assess your facilitation of Digitability.**

<b>Dollar Tracker</b>	was printed and used during facilitation of lesson plan.	<input type="checkbox"/>
<b>Differentiated Supplements</b>	were printed and distributed.	<input type="checkbox"/>
<b>Immediate Feedback</b>	was practiced using Language Formula: "For a participation dollar...Nice job participating and earning a dollar!"	<input type="checkbox"/>
<b>Lesson Objective</b>	was clearly stated and written on the board.	<input type="checkbox"/>
<b>Warm Up</b>	engaged students by asking probing question to access prior knowledge.	<input type="checkbox"/>
<b>Guided Activity</b>	provided an opportunity for student(s) to lead his/her peers in discussion.	<input type="checkbox"/>
<b>Word Wall</b>	added to by student who correctly unlocked the badge.	<input type="checkbox"/>
<b>Assessment/Exit Slip</b>	provided students opportunities to demonstrate knowledge and engage in peer-to-peer feedback.	<input type="checkbox"/>
<b>Independent Practice</b>	activities completed by students in their online accounts (can be assigned for homework).	<input type="checkbox"/>
<b>Next Steps</b>	Use at least one differentiation material. Share total earnings with students and ask them to record how much they earned in the My Digitability Earnings sheet method	<input type="checkbox"/>



# Sample Implementation Plan

## Monthly View

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Unit 1 Lesson 1-2		Unit 1 Lesson 3-4	Independent Practice Lesson 1-4	Unit 1 Lesson 5-10		
Week 2	Show What You Know 3pm		Social Games: Bingo!	Review the Unit 2 Intro	Holiday!!		
Week 3	Review Level 1 w/ What am I?	Unit 2 Lessons 1-3	Field Trip	Review Unit 2 Lessons 1-3	Independent Practice Lesson 1-3		
Week 4	Unit 2 Lesson 4-8		Unit 2 Lesson 9-14	Early Dismissal	Early Dismissal		
Week 5	Show What You Know 3pm		Social Games: Bingo!	Review the Unit 3 Intro			





# Implementation Planning

## Monthly View

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							

# Guide to Creating Student Accounts

Facilitator Accounts include a variety of features so student learning can be supported and reinforced.

## Facilitators Start by Creating Student Rosters:

- 1 Login to your Digitability Account at [app.digitability.com](http://app.digitability.com)

The screenshot shows the Digitability login page. The browser address bar displays [app.digitability.com](http://app.digitability.com). The page has a blue header with the Digitability logo and a 'Signup' button. Below the header is a green box labeled 'Login to Your Account'. The login form includes a 'Username' field, a 'Password' field, and a blue 'login' button. A link for 'Forgot your password?' is located below the password field. Red arrows point from text annotations to specific elements: 'Username = Email' points to the username field, 'Password: is case sensitive' points to the password field, 'Forgot password' points to the 'Forgot your password?' link, and an arrow points to the 'login' button.

- 2 Click on the **Student** tab.

The screenshot shows the Digitability dashboard. The top navigation bar is blue and contains the Digitability logo, 'Admin', 'Facilitators', 'Students' (highlighted with a red circle), and 'Logout'. Below the navigation bar, the user's name 'Daniel' is displayed next to 'My Professional Development' and an 'Account' button. The dashboard is divided into two main sections: 'ORG FACILITATOR STATS' (blue header) and 'ORG STUDENT STATS' (green header). Each section contains four data cards.

ORG FACILITATOR STATS		ORG STUDENT STATS	
12 TEACHERS USING PLATFORM	27 AVG. COMPLETED LESSONS	9 STUDENTS	97% AVG. UNIT SCORE
0 AVG. LESSONS / WEEK	0 AVG DAYS/WEEK ENGAGEMENT	0 AVG. LESSONS COMPLETED/WEEK	0 AVG. DAYS/WEEK ENGAGEMENT

3

Click the [Add Student](#) link.

4

Add your student's name.

5

Create a username and password for your student. Be sure to write down their name and password for your records. Make the username and password easy for your learner to remember. For example, a username could be the learner's first and last name spelled out as one word. Ex: johnsmith

- ✱ Make all usernames **lowercase**.
- ✱ If the username you chose is taken, add a number to the end of their name. You will be asked to confirm your learner's password by typing it in twice.
- ✱ Be sure to write your usernames and passwords down. (See included Student Username and Password Roster)
- ✱ Remember that passwords are case sensitive.

If you or your learner forgets their username or password, you can log in to your Facilitator Account and click the [Student tab](#), select [Edit Student](#), and the [Change or Reset Password](#).

6 Add additional emails for others who want to receive updates on your students progress (parent, teacher, therapist).

7 Complete profile info and other related information to your particular student.

**Note:** Only fields with blue text are required

8 Click on **Save Student**.

The form contains the following fields:

- Name: First, Last
- Username: username
- Password: password, Password Confirm: password
- Birthdate: December, 14, 2017
- Gender: select
- Grade (K-12+): K-12
- Additional Emails: student email address, parent email address
- Facilitator: select
- Primary Classification: select
- Secondary Classification: select
- Severity Group: select
- Language Ability: select
- IQ Scale: select
- Reading Comprehension Level: select

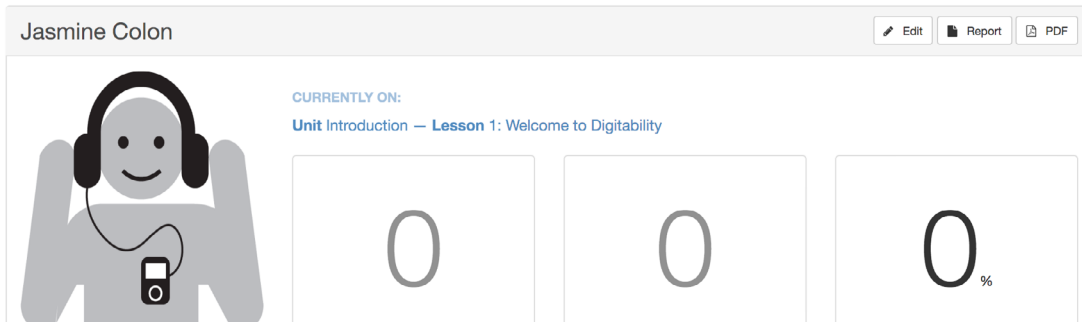
A "Change Avatar" button is located next to a default avatar icon. A "Save Student" button is at the bottom.

9 Digitability

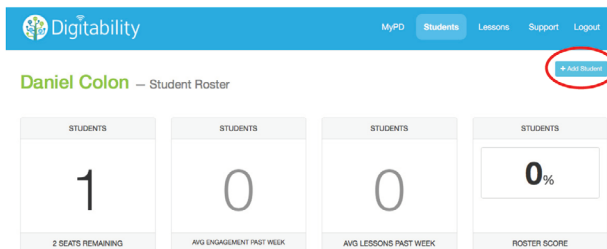
MyPD Students Lessons Support Logout

Daniel — Student Roster

+ Add Student



10 Repeat the process to add more students.



Create Student

Name: First, Last

Username: username

Password: password, Password Confirm: password

Birthdate: October, 11, 2019

Gender: select

Grade (K-12+): K-12

Additional Emails: student email address, parent email address

Facilitator: Daniel Colon

Primary Classification: select

Secondary Classification: select

Severity Group: select

Language Ability: select

IQ Scale: select

Reading Comprehension Level: select

Change Avatar

Save Student

# Your Student's Account

Once your facilitator creates student accounts, your learners will be able to access their accounts to start unlocking badges!

- 1 Students log in to your organization's Digitability account by clicking **Login**.
- 2 Student enters username and password that you created.
- 3 Students will begin their lessons by clicking on the badge that is unlocked.
- 4 Once the student finishes watching the video, they can move on to the activity.
- 5 Once they successfully complete their activity, they earn a badge and unlock the next lesson.

The screenshot shows the Digitability login interface. At the top is a blue header with the Digitability logo and a 'Signup' button. Below this is a green bar with the text 'Login to Your Account'. The main form has two input fields: 'Username' and 'Password'. A red arrow points from the 'Username' field to the text 'Username = Email'. Another red arrow points from the 'Password' field to the text 'Password: is case sensitive'. Below the password field is a blue 'login' button. A red arrow points from the 'login' button to the text 'Forgot your password?' which is located below the button. A third red arrow points from the 'Forgot your password?' text to the text 'Forgot password'.

## BADGE LIBRARY

Your student can view all of the badges they earned by visiting their badge library. Once a student completes a lesson they can visit their badge library to practice their skills.

## PACING STUDENT ENGAGEMENT ONLINE

Digitability designed a system to meet the needs of each individual and to allow them to work through lessons at their own pace. To ensure that real learning is occurring, we pace our curriculum at one unit per week. It may take some learners more time to complete a unit. Your Implementation Coach can help you plan. The pace of student online progress should align to your facilitation of lesson plans. When allowing students to complete independent practice in their online Digitability accounts, remember to set boundaries and stop points so students do not go too far ahead.

# Student Username & Password Roster

Class/hour: \_\_\_\_\_

**STUDENT**

**USERNAME**

**PASSWORD**




# Digitability Overview



## Digitability™ Be Work-Ready!

**Digitability teaches work-ready skills for our technology driven and highly social workplace.**

### Skills Mastered Include:

- ✓ Technological Literacy & Online Safety
- ✓ Time and Task Management
- ✓ Workplace Communication & Socialization
- ✓ Resume, Interviewing and Skill-Based Portfolio Development
- ✓ Problem Solving & Flexible Thinking
- ✓ Financial Literacy
- ✓ Self-regulation for Problematic Behaviors
- ✓ Self-advocacy in the Workplace



High school special education students standing outside of Independence Hall, Philadelphia

***"As we lead our students into a tech-driven future, Digitability moves students closer to their career and life goals."***

-Jane Cordero, Secondary Special Education Coordinator at Hill-Freedman World Academy.

[Learn more at digitability.com](http://digitability.com)





## Three Solutions in One!

Digitability develops social and emotional capacity while shaping work-ready skills.



**Real-world Work Simulations  
for Generalization**



**Comprehensive Transition  
Curriculum and IEP Goal Bank**



**Differentiates for Cognitive  
and Behavioral Needs**



**Progress Monitoring  
in one click!**



**Capacity Building for  
Students *and* Teachers**



**Social and Emotional  
Development**



## How it Works

1



### Whole-Group Facilitation

Facilitators engage students with workplace skills training. Facilitators develop the language for technology and understand today's workplace communication.

2



### Developing Social Capacity for the Workplace

Through the evidence-based practices, students develop their communication skills and financial literacy. Students are empowered to self-advocate in the workplace.

3



### Work Simulations

*Every student* has a role to play and develops workplace routines using tech. Students problem solve while working together to accomplish tasks.

4



### Independent Practices

Through independent practice using the online system, student comprehension of each measurable objective is assessed.

5



### Review Data and Monitor Progress

Data dashboards and progress monitoring tools identify areas of growth. Data reports can be shared with family, therapists, or other educational team members.

6



### Skills-based Portfolio

Students develop a skill-based portfolio, online resume and interviewing skills to showcase their abilities to employers.



## 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."**



## 4 Levels of Digitability's Award-winning, Work-ready Training

Today, more than **70%** of people with cognitive disabilities are unemployed. Digitability's award-winning, innovative approach is changing this statistic. Nearly **70%** of our first cohort of graduates obtained meaningful employment.

 <b>LEVEL 1: INTERNET NAVIGATOR</b>	 <b>LEVEL 2: THE DIGITAL CITIZEN</b>	 <b>LEVEL 3: TECH-SAVY AMBASSADOR</b>	 <b>LEVEL 4: PRIME PROFESSIONAL</b>
 <b>Internet Basics</b>  <b>Browser</b>  <b>Search</b>  <b>Online Accounts</b>  <b>Sharing Online</b>  <b>Connecting Online</b>  <b>Popular Internet Icons</b>  <b>Online Safety</b>  <b>Expressive and Receptive Language</b>	 <b>Gmail</b>  <b>Google Drive Cloud Storage</b>  <b>Google Calendar</b>  <b>Google Contacts</b>  <b>Spam</b>  <b>Workplace Communication</b>  <b>Time and Task Management</b>  <b>File Organization</b>	 <b>Google Docs</b>  <b>Google Sheets</b>  <b>Google Slides</b>  <b>Google Forms</b>  <b>Collaboration in the Cloud</b>  <b>Project Management</b>  <b>Presentation Skills</b>  <b>Data Entry</b>	 <b>LinkedIn</b>  <b>Google Sites</b>  <b>Personal Brand</b>  <b>Bio</b>  <b>Resume</b>  <b>Online Portfolio</b>  <b>Networking</b>  <b>Endorsements</b>  <b>Interviewing Skills</b>
<b>LEVEL 1: SOCIAL ECONOMY</b>	<b>LEVEL 2: SOCIAL ECONOMY</b>	<b>LEVEL 3: SOCIAL ECONOMY</b>	<b>LEVEL 4: SOCIAL ECONOMY</b>
 <b>Earning and Spending</b>  <b>Motivation</b>  <b>Socialization</b>	 <b>Personal Budgeting</b>  <b>Executive Functions</b>  <b>Self-regulation</b>	 <b>Company Budgeting</b>  <b>Empowerment</b>  <b>Self-Efficacy</b>	 <b>Long-term Planning</b>  <b>Perseverance</b>  <b>Self-Advocacy Plan</b>



## LEVEL 1 OVERVIEW: INTERNET NAVIGATOR

**Digitability uses technology as a hook to develop expressive and receptive language.**

Level 1 is designed to engage students to use basic online terminology and conceptual knowledge to develop expressive and receptive communication. Level 1 systematically explores such tech concepts as the social nuances of sharing online to develop the social and communication skills for obtaining and sustaining employment.

### LEVEL 1 CLASSROOM ECONOMY (BEHAVIOR + FINANCIAL LITERACY)

The Digitability Classroom Social Economy is a system of boundaries and reinforcer that uses the best, evidence-based practices for teaching behavior for independence and employment. Digitability's Classroom Social Economy streamlines social and emotional skill development to teach self-advocacy, social skills, self-regulation and problem-solving in the workplace while developing motivation, self-efficacy, empowerment and expressive/receptive language. Simultaneously, students develop other independent life skills, such as financial literacy.

### LEVEL 1 SOCIAL ACTIVITIES AND GAMES

Digitability uses engaging video animation modules to teach students with neurodiverse needs. Interactive online activities deliver instruction in the "I do, We do, You do" model while Digitability's social games provide opportunities for skill generalization and development of expressive and receptive language.

### LEVEL 1 SHOW WHAT YOU KNOW (SWYK) FUNCTIONAL ACADEMICS

As we are developing concepts of appropriate internet norms, we create the opportunity to address academic goals. Using Digitability's Show What You Know assessment materials, facilitators administer comprehension, writing and math probes for progress monitoring toward academic IEP goals.

### LEVEL 1 WORK SIMULATION (CAPSTONE)

Throughout Level 1 The Internet Navigator, students have been building conceptual knowledge of the internet while practicing their writing skills using TAG. Now students, as a group, will apply the cognitive skill of synthesizing information and organizing it visually by creating a website template together





## INTRO TO DIGITABILITY

**OBJECTIVE:** Student will be able to describe the importance of digital literacy in the education.

Lesson 1: What is Digitability?

Lesson 2: Welcome Digitability!

Lesson 3: Logging into Digitability



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Bingo
- Planning a Website
- Matching
- What am I?



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

Understanding the importance of digital skills for their independence, students will develop a skill wishlist. This wishlist may influence the role they play in the Work Simulation.



## UNIT 1 INTERNET BASICS

**OBJECTIVE:** Student will be able to identify basic internet terminology.

Lesson 1: What is the internet?

Lesson 6: Menu

Lesson 11: Field

Lesson 2: Chat, Share, Search

Lesson 7: Careful

Lesson 12: Web Services

Lesson 3: Website

Lesson 8: Icons

Lesson 13: Internet Basic Master Badge

Lesson 4: Webpage

Lesson 9: Buttons

Lesson 5: Homepage

Lesson 10: Hyperlink



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Bingo
- Planning a Website
- Matching
- What am I?



## LINKING TO LEVEL 1 WORK SIMULATION: PLANNING A WEBSITE

Developing an understanding of basic internet vocabulary and conceptual knowledge will bring student attention and focus to their behavior on the internet. During the Work Simulation, they will use this foundational knowledge to plan and organize the content design of their website project.



## UNIT 2 WHAT ARE BROWSERS?

**OBJECTIVE:** Student is able to operate basic elements of a browser.

Lesson 1: What are Browsers?

Lesson 2: Types of Browsers

Lesson 3: Browser Icons

Lesson 4: Opening a Browser

Lesson 5: Browser Window

Lesson 6: URL

Lesson 7: Address Bar

Lesson 8: Deleting a URL

Lesson 9: Entering a URL

Lesson 10: Browser Icons and Buttons

Lesson 11: Refresh Button

Lesson 12: Scroll Bar

Lesson 13: Browser Basics

Master Badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Bingo
- Making a Website
- Matching
- What am I?



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

As students master vocabulary like URL and address bar, they will also develop an understanding of the importance of considering the user experience while navigating any website. Students will apply this knowledge during the Level 1 Work Simulation as they think through how site visitors will experience and use the website they are planning together.



## UNIT 3 SEARCHING BASICS

**OBJECTIVE:** Student will be able to identify basic internet terminology.

Lesson 1: Intro to Search Engines

Lesson 2: Google!

Lesson 3: Google's Homepage

Lesson 4: Keyword Search

Lesson 5: Search Results

Lesson 6: Searched Results

Lesson 7: Google Search Menu

Lesson 8: Image Search

Lesson 9: Video Search

Lesson 10: Drop Down Menu

Lesson 11: Search Basics

Master badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Bingo
- Matching
- What am I?



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

With mastered concepts, such as keywords and image search students will make inferences and connections to themes when planning a website together, "What keywords will someone use to search for your website using a search engine like Google ? e.g."



## UNIT 4 APPLICATION & ACCOUNT BASICS

**OBJECTIVE:** Student is able to identify basic concepts of online accounts.

Lesson 1: Intro Website Applications

Lesson 2: Types of Applications

Lesson 3: creating an Account

Lesson 4: Personal Information

Lesson 5: Usernames

Lesson 6: Passwords

Lesson 7: Logging In

Lesson 8: Logging Out

Lesson 9: Logging Out Safely

Lesson 10: Online Apps Master Badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Bingo
- What am I?



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

Once students decide the function of their website application, they will determine the task that their site will help visitors with. they will also have to consider the need for their site visitors to create an account. Will they require their users to provide personal information?



## UNIT 5 SHARING BASICS

**OBJECTIVE:** Student is able to distinguish appropriate online sharing behaviors.

Lesson 1: Sharing

Lesson 2: Posting

Lesson 3: Private Information

Lesson 4: Public Information

Lesson 5: Posting Images

Lesson 6: Posting Comments

Lesson 7: Appropriate Comment

Lesson 8: Personal Information

Lesson 9: Responding to Comments

Lesson 10: Inappropriate Comments

Lesson 11: Sharing Online Master

badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Matching
- Public vs. Private Information
- The Power of Words - The Power of Comments



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

As students practice distinguishing appropriate online sharing behavior, they will have a framework for understanding the nuances of sharing online. Understanding what can be done with public information, students will need to decide if they will provide visitors to their website the opportunity to post photos and comments.





## UNIT 6 CONNECTING ON THE INTERNET

**OBJECTIVE:** Student is able to describe methods for communicating online.

Lesson 1: Connecting Online

Lesson 2: Connecting with Email

Lesson 3: Connecting with Chatting

Lesson 4: Connecting with Voice Chat

Lesson 5: Connecting with Video Chat

Lesson 6: Connecting with

Streaming Media

Lesson 7: Connecting with

Social Networks

Lesson 8: Liking Online Posts

Lesson 9: Connecting with  
Blog

Lesson 10: Connecting  
Online Master badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- The Online Olympics
- What am I?



## LINKING TO LEVEL 1 WORK SIMULATION: PLANNING A WEBSITE

There are many ways to connect online. If students plan a website that helps their visitors connect they will be able to evaluate what types of online communication they would like to facilitate. Will there be an opportunity for a site visitor to contact their team? With what purpose?



## UNIT 7 GOOGLE!

**OBJECTIVE:** Student will be able to identify basic internet terminology.

Lesson 1: Google Account Services

Lesson 2: Gmail

Lesson 3: Google Docs

Lesson 4: Google Calendar

Lesson 5: YouTube

Lesson 6: Google+

Lesson 7: Picasa Web

Lesson 8: Blogger

Lesson 9: Other Google Services

Lesson 10: Google Web Apps

Master badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Fill in the blanks
- What am I?



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

Today Google is a noun, a verb and industry standard tool. Level 2 of Digitability's curriculum will teach students how to use these web applications in detail, but this unit offers an introduction for students. In later Work Simulations, they will need to utilize these web apps as part of their project management and teamwork.



## UNIT 8 POPULAR ICONS

**OBJECTIVE:** Student is able to identify basic concepts of online accounts.

Lesson 1: Search Icon

Lesson 5: Hyperlink Icon

Lesson 9: Settings Icon

Lesson 2: Email Icon

Lesson 6: Share Icon

Lesson 11: Upload Icon

Lesson 3: The @ Icon

Lesson 7: Close Icon

Lesson 12: Download Icon

Lesson 4: Attachment Icon

Lesson 8: Drop Down Menu Icon

Lesson 13: Popular Icons Master Badge



## SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language, as well as social skills, through unit vocabulary and conceptual knowledge throughout Level 1.

- Beat the Clock
- Flash Cards Game
- Iconopoly



## LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

The internet is highly visual. As student plan the design of their own website, it is important that they can identify the most common icons and decide where they will need to utilize these icons for their site visitors. Will their visitors need to locate the search icon? If they do have users create an account, will they allow their users to manage their personal account settings? Will their visitors need to upload or download files to the site?



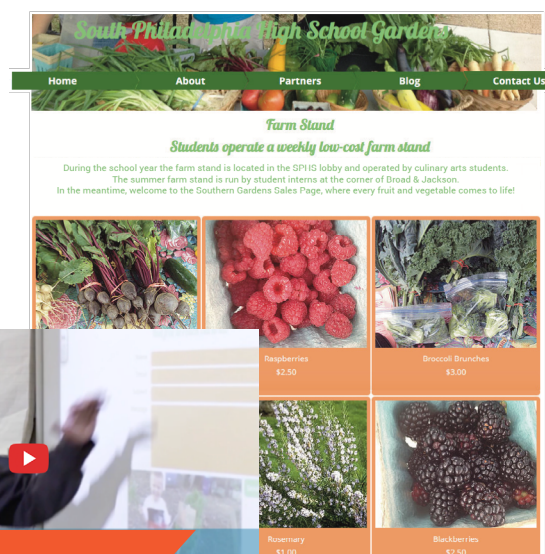
# Work Simulation

At the end of Level 1, students will apply the cognitive skill of synthesizing information and organizing it visually by planning a website project together. This project can be entered into **Digitability's Work Simulation Competition for a chance to win a \$300 Prize!**

The emphasis for this Work Simulation is the planning, collaboration, communication and problem-solving process. Do not worry about your level of technological literacy. **This project does not require that you know how to build a website.**

# Milestone #6: How to Submit a Winning Project

Using the content you share with us, Digitability will create a competition showcase video for your classroom. Our team will use the \$200 Work Simulation Rubric to choose a winner.



You can also compete for an additional \$100 Community Choice Prize using the Digitability Social Kit.

## Engage your community!

Identify a community organization or business to collaborate with your class on their project. Getting input from employees about their workplace will help students develop the real-world skills they need to obtain employment.



## Take lots of photos and videos!

We've included all of the resources you need to collect great project assets. The more content you can share with us, the better your chances of winning will be!



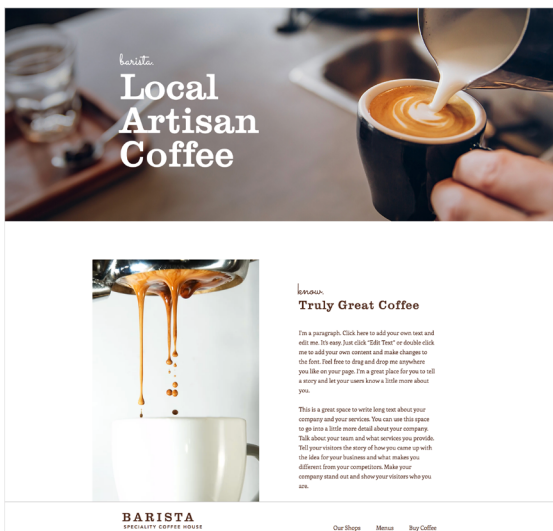
## Tell us your classroom stories!

We've included questions in this kit that you will be asked to answer when submitting your project. You'll want to draft your answers as you work through each phase of the work simulation lesson plans.

## Sample Project Ideas

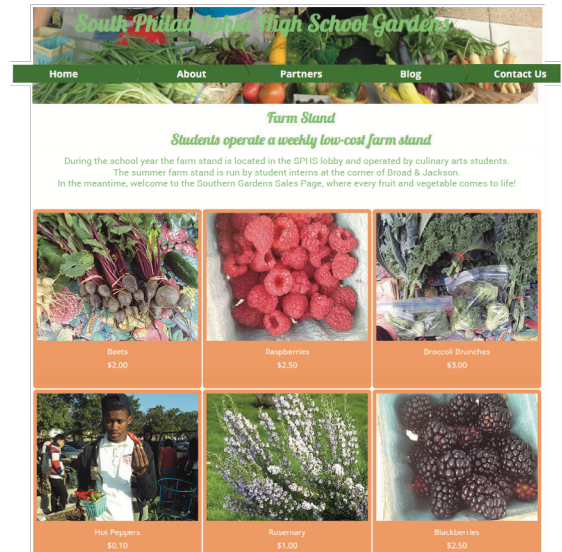
## Southern Gardens

**This classroom used a community garden started by a neighborhood not-for-profit organization to create their Work Simulation Project. Students created a website that listed items grown in the garden and sold at an after-school market. They listed market hours and prices and included a recipe blog.**



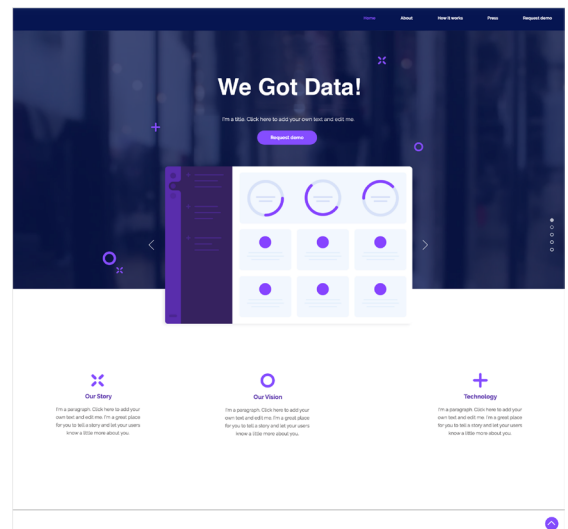
## We Got Data!

**This classroom partnered with a local hospital system to simulate the data entry process for patient records. Students organized and reported on their data entry and identified errors on paperwork.**



## Hot Coffee Express

This classroom collaborated with a neighborhood coffee shop to create a website for a coffee business they started. Teachers submitted their coffee orders via a web-form. They organized their coffee-making supplies and teacher delivery orders each morning and afternoon.



## PHASE 1

# PLANNING THE WORK PROJECT

[~1-1.5 hours] \*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 1 of the Level 1 Work Simulation, students begin the planning process by brainstorming their topic for the website and organizing their ideas. Then, each job role is reviewed and students identify the job they would like to apply for.

Lesson 1: Brainstorming a Website | Lesson 2: Applying for a Job

## PHASE 2

# WORKING TOGETHER

[~2.5-3+ hours] \*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 2 of the Level 1 Work Simulation, students obtain their first job and begin working together to complete their project by the assigned deadline. They will need to problem solve, think flexibility and communicate using expressive and receptive language.

Lesson 3: Getting Hired | Lesson 4: Problem Solving | Lesson 5: Time to Work!

## PHASE 3

# DEMO DAY

[~2-3+ hours] \*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 3 of the Level 1 Work Simulation, students plan and prepare their first work product demo. Students learn to showcase their work and discuss their problem solving and collaborative process. The Executive Team provides critical feedback for student growth. Students will use their receptive language to interpret feedback and apply it to their next iteration.

Lesson 6: Preparing your demo | Lesson 7: Practicing your presentation | Lesson 8: Receiving Feedback

## PHASE 4

# BUILDING YOUR RESUME AND INTERVIEWING SKILLS

[~3+ hours] \*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 4 of the Level 1 Work Simulation, students draft their first resume including their experience in their first work-simulation. Additionally, student learn to frame their strengths, interest and skills through a professional bio. Using these new assets, students will practice scheduling an interview and completing the formal interview process for a job role they have not yet had in the Digitability program. Students develop skills that they can transfer from one role to another. Students not only develop skills that they can transfer from one role to another, but they also learn how to discuss and apply these skills to a new job role

Lesson 9: Starting your resume | Lesson 10: Drafting Your Bio | Lesson 11: Scheduling an Interview



# Parts of a Lesson

# Parts of a Lesson

## WARM UP



1. Write the word **contact** on the board. *"For a participation dollar, who can tell me what a contact is?"*

**Possible Answers:** someone you already know, a person, someone you work, a person you talk to or email



## DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question

T3

Points to Contact IEC or Points to Yes or No IEC for rephrased question.

- The **Warm Up** begins the lesson by asking students what they know about the topic.
- **Possible Answers** are the answers the teacher might receive from students.
- The **Differentiation** section contains the **3 T's**. These 3 tiers are adaptations that educators use to instruct a diverse group of students with diverse learning needs in the same environment.

## GUIDED WATCHING



Call out earnings to the class, ie. [student has earned three dollar for participating. [student has earned two dollars for participating and sharing.]



1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

*Yes! Nice job participating, [student]! You earned a participation dollar. The name of our next badge is, 'What is a contact.'"*



2. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words contact."*

3. Ask students to give a thumbs up every time they hear and/or see the words email in the video



4. Play video.

- **Guided Watching** leads the class into discussing the next badge and watching the corresponding video.
- This section will also contain **Differentiation**, and **Immediate Feedback**



# Parts of a Lesson

## INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell me what a contact is?"*

Structure prompting to get students to come up with a definition using language from the video: A contact is the word for a person that you communicate with.

2. *"Can you store personal information about other people in your Gmail contacts?"*

3. Ask, *"For a participation dollar, who can name one example of personal information that you can store in gmail contacts?"*

**Possible Answers:** You can store your contact's first and last name, email address, phone number, and more.

Prompt students to use complete sentences to develop verbal ability and expressive communication.

- The **Informal Assessment** asks questions about the video that was just seen to ensure the information is being retained by the class.
- This section will also contain **Differentiation**.

## PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the **Contact** Badge for \$1?"

**Click Activity Button to Play Activity Video**

2. Student discusses with class to choose the correct answer.
  - a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.
3. Student that unlocked the badge will paste the **Contact** print out on the classroom's word wall.

- The **Activity Video** leads the class into unlocking the lesson badge while testing further comprehension of the topic.
- The video asks students questions about the topic.
- 
- The **Word Wall** is a section for completed topics to reinforce past topics going forward.
- This section will also contain **Differentiation**.

# Parts of a Lesson

## ASSESSMENT/EXIT TICKET

1. Students will complete the **Contacts Exit Slip**.

- The **Exit Ticket** formally assess the students with a worksheet connected to the lesson topic. This can vary between lessons.
- This section will also contain **Differentiation**, and **Immediate Feedback**

## IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet. Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. If time permits, you can either have students log into their student accounts for independent practice or continue on to the next lesson plan.

- The **Immediate Feedback/Next Step** wraps up the lesson by discussing how many dollars were earned by each student.
- The students will take that information and log it into their own tracker.
- This section will also contain **Differentiation**.

# Strategies Icon Key



## DIFFERENTIATION

Use this icon to see how you can differentiate student product and outcomes



## POSITIVE REINFORCEMENT

Use this icon to build incentive programs using Digitability's Dollar Earnings Tracker



## PRIOR KNOWLEDGE

Use this icon to help build and activate prior knowledge



## IMMEDIATE FEEDBACK

Use this icon to give immediate feedback using the following formula:

**[STUDENT NAME] + [THE BEHAVIOR] + [THE CONSEQUENCE] + [REPLACEMENT BEHAVIOR OR REINFORCEMENT]**

**POSITIVE:** "Marcus, you raised your hand and answered the question correctly. You earned a dollar. Nice job!"

**REDIRECTION:** "Marcus, you just interrupted. You lost a dollar. Next time raise your hand to answer the question."



## POSITIVE NARRATION

Use this icon to redirect students to follow expectations by spotlighting students that are following the given expectation

**EXAMPLE:** "I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the word web app."


# Differentiated Activities

*You're busy. Let us help.*

As a company founded by a teacher, Digitability understands that special educators are tasked with many responsibilities. All resources are differentiated three ways to ensure that students can access material and develop new skills based on their personal needs. Each resource is created for a specific tier. The indicator for each tier is attached to the title in a green bubble. This bubble tells you quickly what tier this supplemental is for (keep in mind, some tiers will share supplementals).

## Example



1. Distribute **WB.1.3 Self-Inventory Exit Ticket Worksheets**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

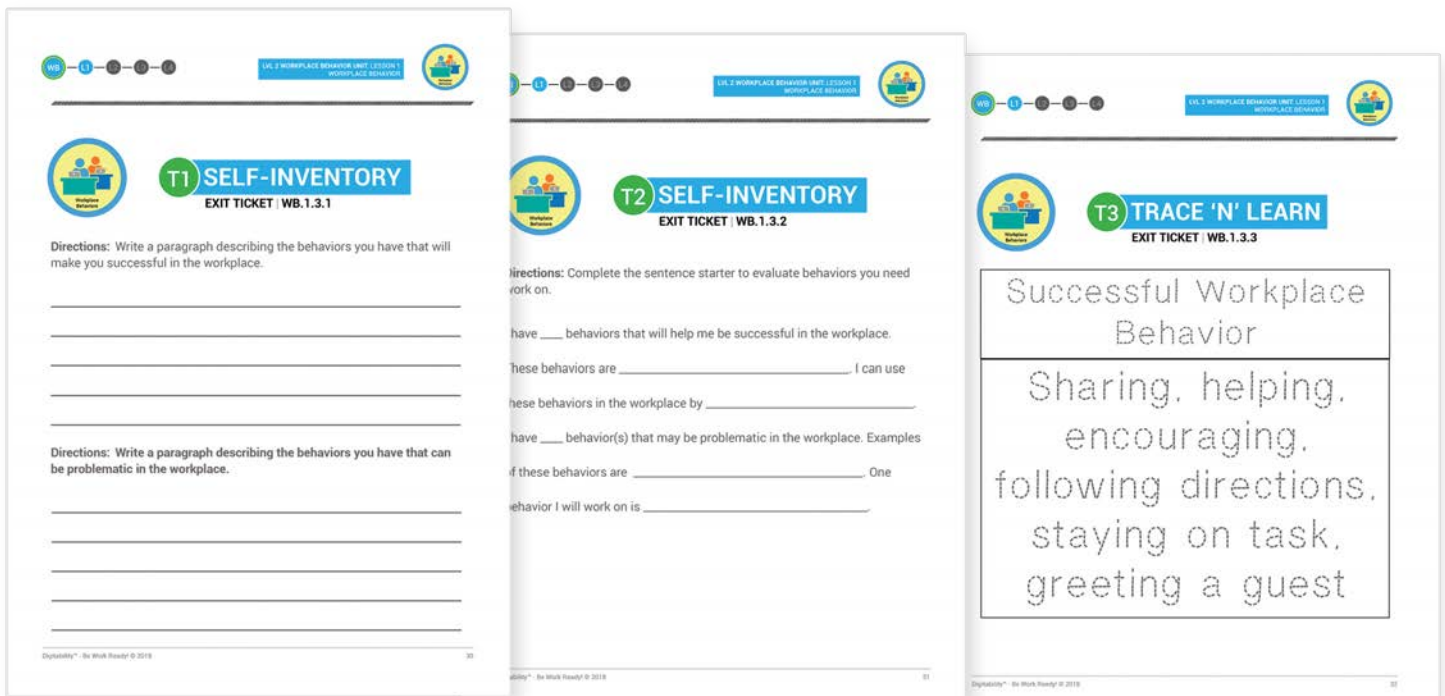
Using **Tier 1 Self-Inventory Exit Ticket**, students will brainstorm their own ideas on personal behavior in the workplace.

**T2**

Using **Tier 2 Self-Inventory Exit Ticket**, students will use a checklist and sentence starters to evaluate their personal behavior.

**T3**

Using **Tier 3 Self-Inventory Exit Ticket**, students will use a checklist and/or modified questions with their Yes/NO Image Exchange Cards. Alternatively, students may use Trace and Learn Exit Ticket.



The image displays three differentiated exit ticket worksheets for the topic of Workplace Behavior, specifically for the standard WB.1.3. Each worksheet is designed for a different tier of differentiation:

- T1 SELF-INVENTORY EXIT TICKET | WB.1.3.1**: This worksheet asks students to write a paragraph describing behaviors that will make them successful in the workplace. It includes a section for writing a paragraph about problematic behaviors.
- T2 SELF-INVENTORY EXIT TICKET | WB.1.3.2**: This worksheet asks students to complete sentence starters to evaluate behaviors they need to work on. It includes a section for writing a paragraph about problematic behaviors.
- T3 TRACE 'N' LEARN EXIT TICKET | WB.1.3.3**: This worksheet provides a list of behaviors (Sharing, helping, encouraging, following directions, staying on task, greeting a guest) for students to trace and learn. It includes a section for writing a paragraph about problematic behaviors.



# Evidence-Based Practices

# Evidence-Based Practices

For educators attempting to meet the diverse range of learning needs for students with cognitive disabilities, decisions regarding the types of interventions to implement in the classroom and the limited research on numerous strategies can be both misleading and confusing. It is important for teachers, administrators, and other school personnel to be knowledgeable about evidence-based approaches to adequately address the needs of their students.

Here is a list of evidence-based practices used with Digitability:

## Differentiation

Adaptations that educators use to instruct a diverse group of students with diverse learning needs in the same environment.

## Positive Reinforcement

Presenting a motivating item to a person after the desired behavior is exhibited, making the behavior more likely to happen in the future.

## Time-Bound Activity

A goal or task that is measured or restricted by time; students will have a certain amount of time to complete the task.

## Probing Questions

Open questions created to elicit anecdotal experiences from participants, designed to stimulate prior knowledge by adding context.

## Accessing Prior Knowledge

Connecting personal experience or background knowledge to new content, increasing comprehension.

## Engagement Strategy

Strategy that keeps participants autonomously engaged.

## Positive Narration

The act of drawing attention to desired behavior instead of misbehavior. Teacher reinforces behavior in a constructive, narrative way.

## Peer Encouragement

When students encourage one another, it fosters a positive social culture. Using Digitability's Classroom Social Economy, student behavior can be reinforced.

## Directive Prompt

Prompting a student by giving them the stakes, or what the question is worth, before giving them the question.

## Increasing Assistance with Five Basic Prompts

1. Verbal
2. Gestural
3. Modeling
4. Positional
5. Physical

# Five Basic Types of Prompts

During instruction, you may need to use prompting to accommodate the needs and abilities of your learners. Prompts cue a learner to display a desired behavior.

## VERBAL



Verbal prompts are words, instructions, or questions that direct a learner to engage in a target response. Verbal prompts should be simple and explicit. Verbal prompts will range from saying the entire word or phrase that you are trying to elicit from the learner, to providing only the first sound or syllable to cue the learner.

## GESTURAL



Gestural prompts include pointing to, looking at, motioning, or nodding to indicate a correct response. Be careful not to become dependent on gestural prompts when teaching a learner how to interact with a computer.

## MODELING



You can act out a target behavior or have the learner's peer act it out to encourage the learner to imitate that behavior. Modeling can be done in full, or the behavior can be partially modeled. Modeling may also include verbal prompts.

## POSITIONAL



Positional prompting involves arranging given materials so that the correct item is close to or in front of the learner. For example, if a task consists of picking a picture of an object from a group of three pictures, you might initially arrange them so that the correct choice is directly in front of your learner, while the two incorrect choices are on the other side of the table. As your learner progresses, the other cards can be gradually moved closer until they are even with the correct choice.

## PHYSICAL



Tactile prompting involves actually touching the child. A full physical prompt might involve moving the child through the entirety of the behavior i.e. moving his hand to select the right card from an array, and then moving it further to hand the card to you or someone else. A partial physical prompt might be just touching a hand or shoulder to get the child started on the behavior.



***It is important to establish a balance when using prompts. The goal is to have your learner complete the task independently and not develop a learned dependency.***

## INCREASING ASSISTANCE

### (LEAST TO MOST PROMPTS)

Depending on the needs of the learner, you may need to increase prompting. You may initially present the request without any prompting and then increase assistance until the learner displays the requested behavior. When increasing assistance remember to give the learner the opportunity to respond correctly by waiting a specific interval of time (often 5-0 seconds). This interval should remain constant during the instruction.

### EXAMPLE

- The desired behavior is for the learner to: **“Click on the address bar.”**  
The student does not respond within the specified time period of five (5) seconds
- You provide a verbal prompt by asking a question: **“Where is the address bar?”**  
The student does not respond within the specified time period of five (5) seconds
- You provide an additional verbal prompt by giving a hint: **“The address bar is a long, white rectangle at the top of your browser.”**  
The student does not respond within the specified time period of five (5) seconds
- You provide a gestural prompt by pointing to the address bar.  
The student does not respond within the specified time period of five (5) seconds
- You provide a physical prompt by guiding the learner's hand over mouse and clicking on the address bar.

### Prompts can be used in conjunction with each other. For example:

While providing a physical prompt of guiding the student's hand over the mouse, you may also provide the verbal prompt, **“Click on the address bar.”**

### OR

While providing a gestural prompt of pointing to the address bar, you may also provide the verbal prompt, **“The address bar is a long, white rectangle at the top of your browser window.”**



## DECREASING ASSISTANCE

### (MOST TO LEAST PROMPTS)

As your learner gains mastery of a task at a specific level of prompting, you can decrease assistance by delaying, fading or removing prompts. The rate approach to decreasing assistance will depend on the needs of your student. The goal is to have your learner complete the task independently and not develop a learned dependency on any specific prompt.

## REINFORCEMENT

Reinforcement is very important in increasing the desired behavior for your learner. Positive reinforcement is when you reward a learner for exhibiting a desired behavior that you want to encourage and maintain. Positive reinforcers are the rewards you give. These reinforcers are only effective if they are motivating the learner to repeat or increase the behavior.

In the Digitability learning system, learners receive a variety of positive reinforcers from verbal praise, **“Congratulations! You unlocked the Internet badge!”** to token reinforcers like our virtual badges.

Achievements made in the Digitability system can be supplemented with other reinforcers. For example, when a student earns their Master Badge (earned at the completion of a Unit) they can receive a tactile reinforcer in the form of a Digitability Master Badge sticker to go on their sticker chart. This allows the learner to track their progress. It also motivates learners to continue learning and of course, to unlock more badges! When implementing Digitability Supplemental Materials, be sure that you are positively reinforcing your learner’s achievements.

### Some examples of positive reinforcement might include:

- Verbal praise
- Token reinforcement (Tokens that can be redeemed for reward)
- Preferred activity, objects and games
- Time with a favorite adult or peer

**A few things about positive reinforcement:** You should provide an appropriate unit of reward for the expected

Remember, giving reinforcement after an exhibited behavior will increase the behavior. Be sure that you are positively reinforcing appropriate behaviors only.

Be sure to refer to this guide as you continue to implement the Digitability Supplemental Activities.

# The Sandwich Approach

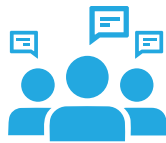
After a student presents their Work-Simulation project, you will need to give feedback. To give feedback that will be valuable to the person receiving it, you should use the **Sandwich**

## 1. Positive



What did you love about their facilitation/presentation?

## 2. Critique



What could have been better? What questions do you have about the presentation? What else would you have like to see?

## 3. Motivation to Grow



Positively frame action items and next steps. Then, wrap it up with a compliment.



# Guide to Using Online Platform

# Guide to Creating Student Accounts

Facilitator Accounts include a variety of features so student learning can be supported and reinforced.

## Facilitators Start by Creating Student Rosters:

- 1 Login to your Digitability Account at [app.digitability.com](http://app.digitability.com)

The screenshot shows the Digitability login page. The browser address bar shows [app.digitability.com](http://app.digitability.com). The page has a blue header with the Digitability logo and a 'Signup' button. Below the header is a green bar with the text 'Login to Your Account'. The login form consists of two input fields: 'Username' and 'Password'. Below the 'Password' field is a blue 'login' button. To the left of the 'login' button is a link that says 'Forgot your password?'. Red arrows point from text annotations to specific elements: 'Username = Email' points to the Username field, 'Password: is case sensitive' points to the Password field, 'Forgot password' points to the 'Forgot your password?' link, and an arrow points to the 'login' button.

Username

Password

login

[Forgot your password?](#)

Username = Email

Password: is case sensitive

[Forgot password](#)

- 2 Click on the **Student** tab.

The screenshot shows the Digitability dashboard. The top navigation bar is blue and contains the Digitability logo, 'Admin', 'Facilitators', 'Students' (highlighted with a red circle), and 'Logout'. Below the navigation bar is a green bar with the text 'Daniel — My Professional Development'. The main content area is divided into two columns: 'ORG FACILITATOR STATS' and 'ORG STUDENT STATS'. The 'ORG FACILITATOR STATS' column has four boxes: '12 TEACHERS USING PLATFORM', '27 AVG. COMPLETED LESSONS', '0 AVG. LESSONS / WEEK', and '0 AVG DAYS/WEEK ENGAGEMENT'. The 'ORG STUDENT STATS' column has four boxes: '9 STUDENTS', '97% AVG. UNIT SCORE', '0 AVG. LESSONS COMPLETED/WEEK', and '0 AVG. DAYS/WEEK ENGAGEMENT'. A small 'Account' button is visible in the top right corner.

Digitability

Admin Facilitators **Students** Logout

Account

Daniel — My Professional Development

ORG FACILITATOR STATS		ORG STUDENT STATS	
12 TEACHERS USING PLATFORM	27 AVG. COMPLETED LESSONS	9 STUDENTS	97% AVG. UNIT SCORE
0 AVG. LESSONS / WEEK	0 AVG DAYS/WEEK ENGAGEMENT	0 AVG. LESSONS COMPLETED/WEEK	0 AVG. DAYS/WEEK ENGAGEMENT

3

Click the [Add Student](#) link.

4

Add your student's name.

5

Create a username and password for your student. Be sure to write down their name and password for your records. Make the username and password easy for your learner to remember. For example, a username could be the learner's first and last name spelled out as one word. Ex: johnsmith

- ✱ Make all usernames **lowercase**.
- ✱ If the username you chose is taken, add a number to the end of their name. You will be asked to confirm your learner's password by typing it in twice.
- ✱ Be sure to write your usernames and passwords down. (See included Student Username and Password Roster)
- ✱ Remember that passwords are case sensitive.

If you or your learner forgets their username or password, you can log in to your Facilitator Account and click the [Student tab](#), select [Edit Student](#), and the [Change or Reset Password](#).

6 Add additional emails for others who want to receive updates on your students progress (parent, teacher, therapist).

7 Complete profile info and other related information to your particular student.

**Note:** Only fields with blue text are required

8 Click on **Save Student**.

Name  
First  
Last  
Username  
Username  
Password  
password  
Password Confirm  
password  
Birthday  
December 14 2017  
Gender  
select  
Grade (K-12+)  
K-12  
Additional Emails  
student email address  
parent email address  
Facilitator  
select  
Primary Classification  
select  
Secondary Classification  
select  
Severity Group  
select  
Language Ability  
select  
IQ Scale  
select  
Reading Comprehension Level  
select  
Change Avatar  
Save Student

9 Digitability

MyPD

Students

Lessons

Support

Logout

Daniel — Student Roster

+ Add Student

Jasmine Colon

Edit Report PDF

CURRENTLY ON:  
Unit Introduction — Lesson 1: Welcome to Digitability

0 0 0 %

10 Repeat the process to add more students.

Digitability

MyPD Students Lessons Support Logout

Daniel Colon — Student Roster

+ Add Student

STUDENTS 1 2 SEATS REMAINING

STUDENTS 0 AVG ENGAGEMENT PAST WEEK

STUDENTS 0 AVG LESSONS PAST WEEK

STUDENTS 0% ROSTER SCORE

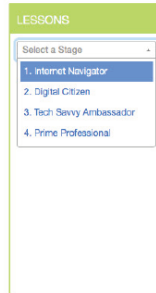
Create Student

Name  
First  
Last  
Username  
username  
Password  
password  
Password Confirm  
password  
Birthday  
October 11 2019  
Gender  
select  
Grade (K-12+)  
K-12  
Additional Emails  
student email address  
parent email address  
Facilitator  
Daniel Colon  
Primary Classification  
select  
Secondary Classification  
select  
Severity Group  
select  
Language Ability  
select  
IQ Scale  
select  
Reading Comprehension Level  
select  
Change Avatar  
Save Student

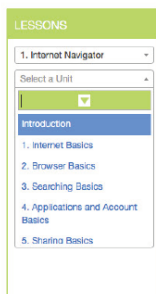
## Facilitator Teaching Tools

Facilitator accounts have access to all Digitability lesson plan videos.  
To review lesson plan videos:

- 1 Login to your Digitability Account at [app.digitability.com](http://app.digitability.com).
- 2 Click on the **Lessons** tab.
- 3 Select a **Level** from the stage dropdown menu.



- 4 Select a **Unit** from the unit dropdown menu.



- 5 Lesson from the unit will appear in a list and as a graphical badge menu.
- 6 Click on the lesson that you wish to review.

## Understanding Student Progress

When you log into your Facilitator Account, you can view your students' progress.

- 1 Click on the **Student** Tab and scroll down to view your Student Roster.

The screenshot shows the Digitability interface. At the top is a blue navigation bar with the Digitability logo on the left and links for MyPD, Students (highlighted with a red circle), Lessons, Support, and Logout on the right. Below the navigation bar, the page title is "Daniel Colon — Student Roster" with a "+ Add Student" button on the right. The main content area displays four summary cards, each titled "STUDENTS":

- Card 1: Shows the number "1" and "2 SEATS REMAINING".
- Card 2: Shows the number "0" and "AVG ENGAGEMENT PAST WEEK".
- Card 3: Shows the number "0" and "AVG LESSONS PAST WEEK".
- Card 4: Shows "0%" and "ROSTER SCORE".

Below these cards is a green header "Your Students". Underneath is a "STUDENT PROGRESS KEY" with four color-coded categories:

- 90-100 (Blue): Advanced
- 80-89 (Green): Proficient
- 70-79 (Orange): Basic
- 0-69 (Red): Below Basic

- 2 This is the Student Progress Screen. You can view their current lesson, as well as their overall roster score.

The screenshot shows the "Digitability Student" progress screen. At the top, there is a search bar labeled "Search student by name" and a "PDF All" button. The main content area features a student profile card on the left with a cartoon character wearing headphones and a music player. To the right of the profile card, it says "CURRENTLY ON: Unit Introduction — Lesson 1: Welcome to Digitability". Below this, there are three summary cards, each showing "0":

- Card 1: "0" and "LESSONS PAST WEEK".
- Card 2: "0" and "ENGAGEMENT PAST WEEK".
- Card 3: "0%" and "ROSTER SCORE".

At the bottom of the student profile card, it says "Student Last login: 4 months ago" and "Facilitator: Facilitator Digitability — Last login: 1 day ago".



## Progress Reporting

Your Facilitator Account is equipped with tools to track student progress and generate reports based on measurable objectives. A progress report will measure student progress for each unit's objective. Units of content must be completed by the student before a report is generated. You will only see data for units completed. You can share these reports with members of your learner's Individualized Educational Program to develop goals for transition and to create a personalized learning experience.

To generate a progress report:

- 1 Login to your Digitability Account at [app.digitability.com](http://app.digitability.com).

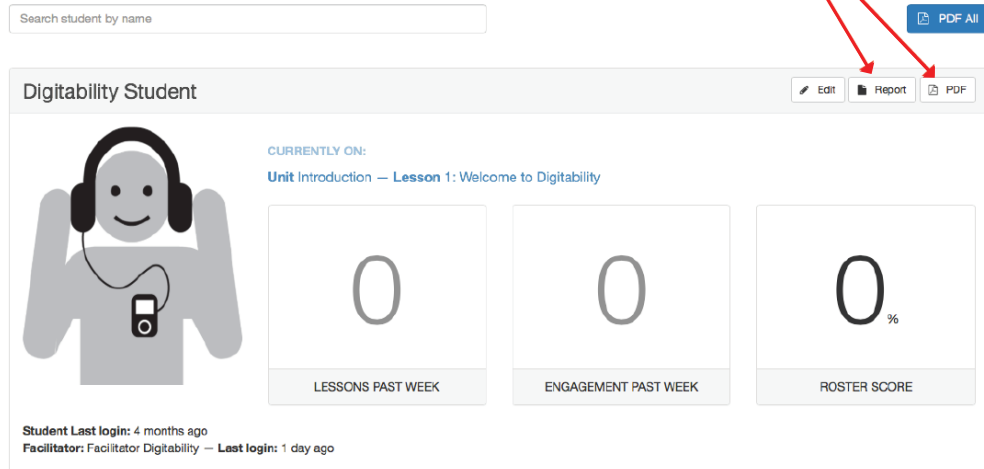
The screenshot shows the login page for Digitability. At the top is a green header with the text "Login to Your Account". Below this are two input fields: "Username" and "Password". A blue "login" button is positioned below the password field. To the left of the login button is a link that says "Forgot your password?". Three red arrows point to specific elements: one to the Username field with the text "Username = Email", one to the Password field with the text "Password: is case sensitive", and one to the "Forgot your password?" link with the text "Forgot password".

- 2 Click on the **Students** tab.

The screenshot displays the Digitability dashboard. The top navigation bar is blue and contains the Digitability logo, "MyPD", "Students" (which is circled in red), "Lessons", "Support", and "Logout". Below the navigation bar, the user's name "Daniel Colon" is shown next to "Student Roster", with a "+ Add Student" button to the right. The main content area features four white cards, each with a "STUDENTS" header. The first card shows the number "1" and "2 SEATS REMAINING". The second card shows "0" and "AVG ENGAGEMENT PAST WEEK". The third card shows "0" and "AVG LESSONS PAST WEEK". The fourth card shows "0%" and "ROSTER SCORE". Below these cards is a green header for "Your Students". Underneath is a "STUDENT PROGRESS KEY" with four colored boxes: a blue box for "90-100 Advanced", a green box for "80-89 Proficient", an orange box for "70-79 Basic", and a red box for "0-69 Below Basic".

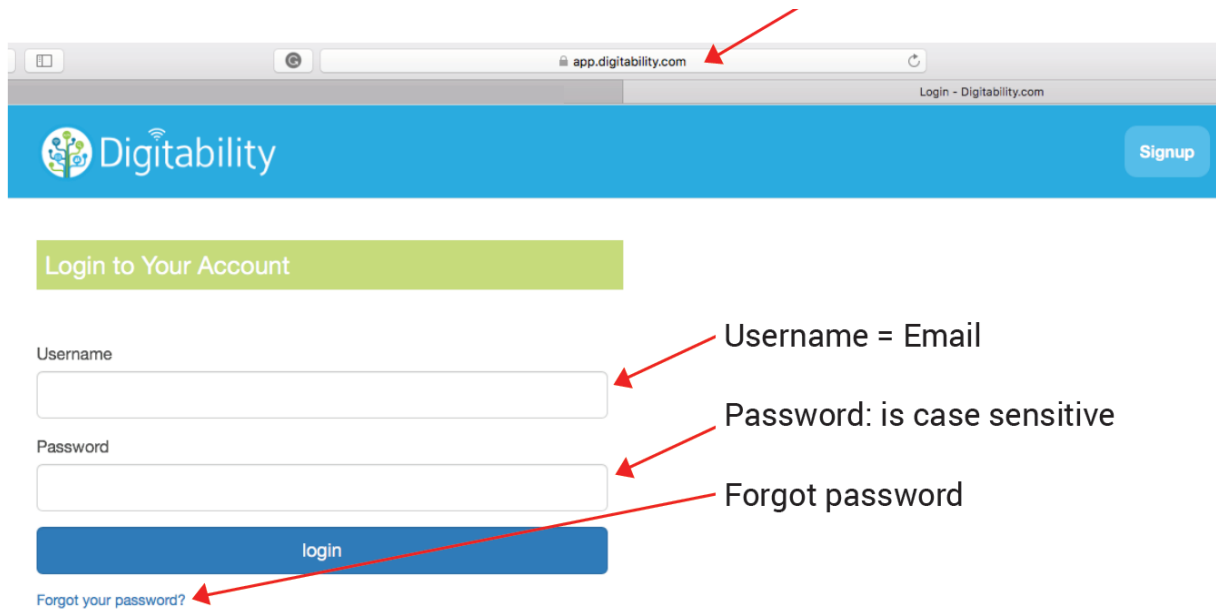
3

You can click the **Report Button** to generate a students progress report. To generate a PDF version of that report, which can be emailed to parents, guardians or any other member of the educational team, click the **PDF Button**.



## Removing a Student

- 1 Login to your Digitability Account at [app.digitability.com](https://app.digitability.com)



The screenshot shows the Digitability login page. The browser address bar shows [app.digitability.com](https://app.digitability.com). The page has a blue header with the Digitability logo and a 'Signup' button. Below the header is a green bar with the text 'Login to Your Account'. The login form consists of two input fields: 'Username' and 'Password'. Below the 'Password' field is a blue 'login' button. To the right of the 'login' button is a link that says 'Forgot your password?'. Red arrows point from text annotations to specific elements: 'Username = Email' points to the 'Username' field, 'Password: is case sensitive' points to the 'Password' field, and 'Forgot password' points to the 'Forgot your password?' link.

Username

Password

login

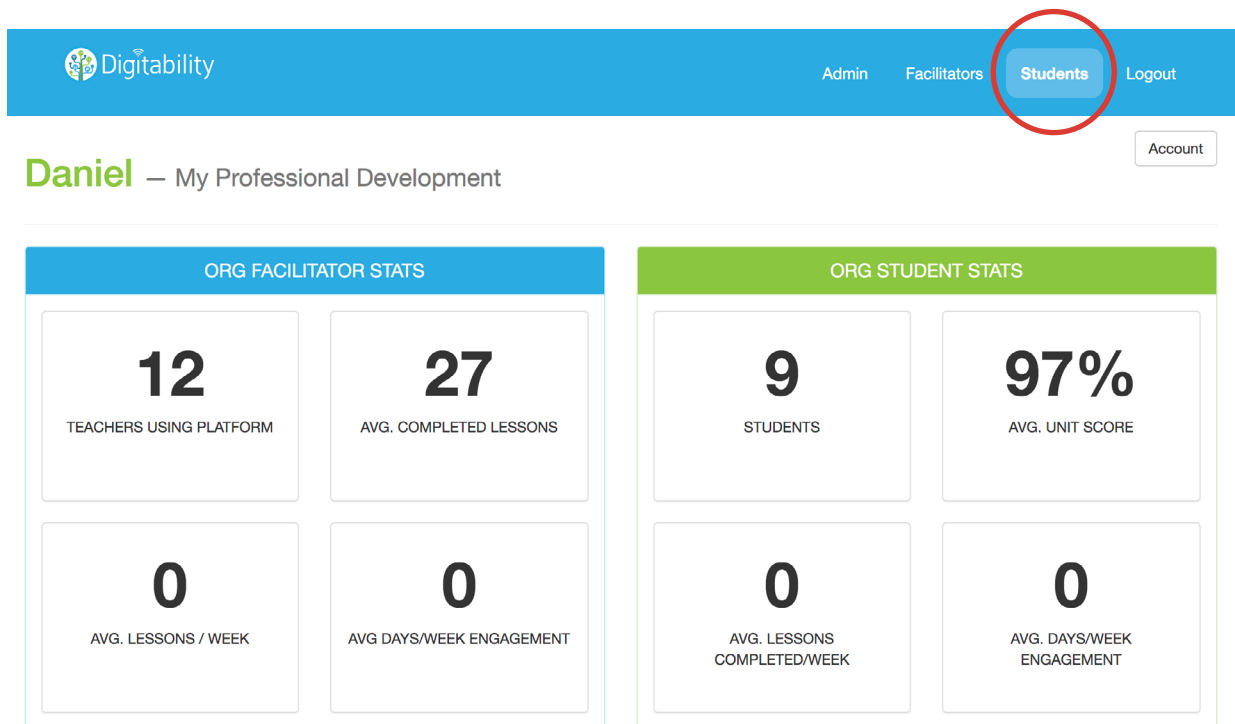
Forgot your password?

Username = Email

Password: is case sensitive

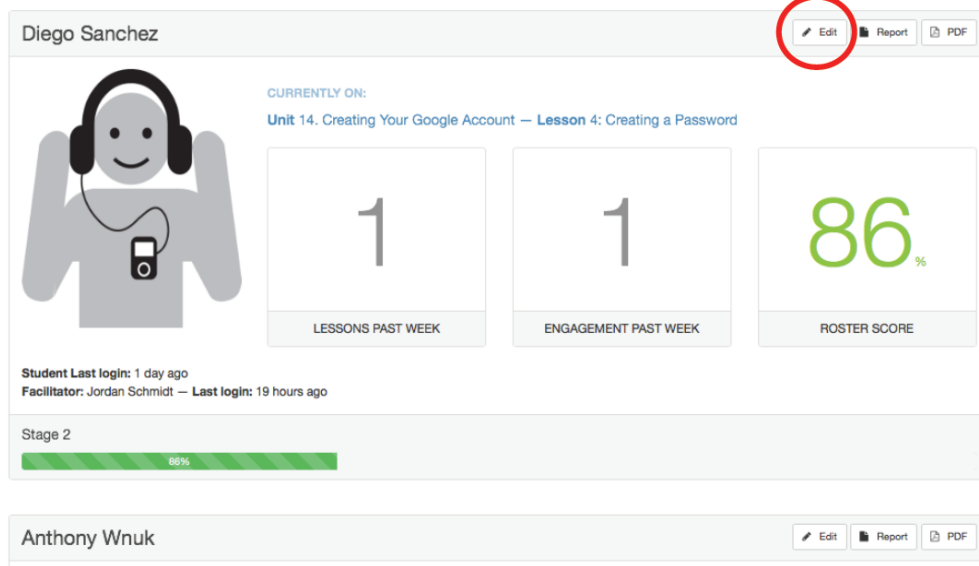
Forgot password

- 2 Click on the **Student** tab.



3

Click the **Edit Button** on the student you want to remove.



Diego Sanchez

[Edit](#) [Report](#) [PDF](#)

**CURRENTLY ON:**  
Unit 14. Creating Your Google Account — Lesson 4: Creating a Password

1 LESSONS PAST WEEK

1 ENGAGEMENT PAST WEEK

86% ROSTER SCORE

Student Last login: 1 day ago  
Facilitator: Jordan Schmidt — Last login: 19 hours ago

Stage 2  
86%

Anthony Wnuk

[Edit](#) [Report](#) [PDF](#)

4

Click on the red **Delete Button** to delete this student account.

### Edit Student

**Name**

Digitability

Student

**Username**

digitabilitystudent

**Password**

password

**Password Confirm**

password

**Birthday**

March 22 1982

**Gender**

Female


**Grade (K-12+)**

K-12

**Additional Emails**

michelemckeone@gmail.com

michelemckeone@gmail.com



Change Avatar

**Facilitator**

Facilitator Digitability

**Primary Classification**

Autism

**Secondary Classification**

select

**Severity Group**

select

**Language Ability**

select

**IQ Scale**

select

**Reading Comprehension Level**

select

Save Student

**DELETE**

# Your Student's Account

Once your facilitator creates student accounts, your learners will be able to access their accounts to start unlocking badges!

- 1 Students log in to your organization's Digitability account by clicking **Login**.
- 2 Student enters username and password that you created.
- 3 Students will begin their lessons by clicking on the badge that is unlocked.
- 4 Once the student finishes watching the video, they can move on to the activity.
- 5 Once they successfully complete their activity, they earn a badge and unlock the next lesson.

The screenshot shows the Digitability login interface. At the top is a blue header with the Digitability logo and a 'Sign Up' button. Below this is a green bar labeled 'Login to Your Account'. The main form has two input fields: 'Username' and 'Password'. A red arrow points from the 'Username' label to the text 'Username = Email'. Another red arrow points from the 'Password' label to the text 'Password: is case sensitive'. Below the password field is a blue 'login' button. A red arrow points from the text 'Forgot password?' to the bottom-left of the login button. A third red arrow points from the text 'Forgot password?' to the bottom-left of the login button.

## BADGE LIBRARY

Your student can view all of the badges they earned by visiting their badge library. Once a student completes a lesson they can visit their badge library to practice their skills.

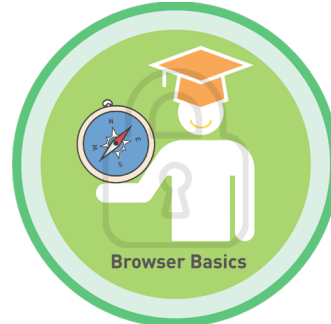
## PACING STUDENT ENGAGEMENT ONLINE

Digitability designed a system to meet the needs of each individual and to allow them to work through lessons at their own pace. To ensure that real learning is occurring, we pace our curriculum at one unit per week. It may take some learners more time to complete a unit. Your Implementation Coach can help you plan. The pace of student online progress should align to your facilitation of lesson plans. When allowing students to complete independent practice in their online Digitability accounts, remember to set boundaries and stop points so students do not go too far ahead.

Name: \_\_\_\_\_ Year: \_\_\_\_\_

# My Master badge Library

## Stage 1: Internet Navigator







Digitability Dollar Denominations









## Digitability Dollar Denominations

















Digitability Dollar Denominations







## LEVEL 1 GUIDE: **INTERNET NAVIGATOR**

Digitability uses technology as a hook to develop expressive and receptive language.

### Notes



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### Notes