



Quick Start Guide for Families



TechCrunch



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Here are the three most important things you need to know to get started:



1. Logging into the Digitability Student Account
2. Supporting an At-Home Video Lesson
3. Setting Boundaries and Addressing Behavior At Home

Overview

1. What is the Digitability Program?
2. What is the Social Economy?
3. Supporting Communication and Social Skills Using Digitability Resources

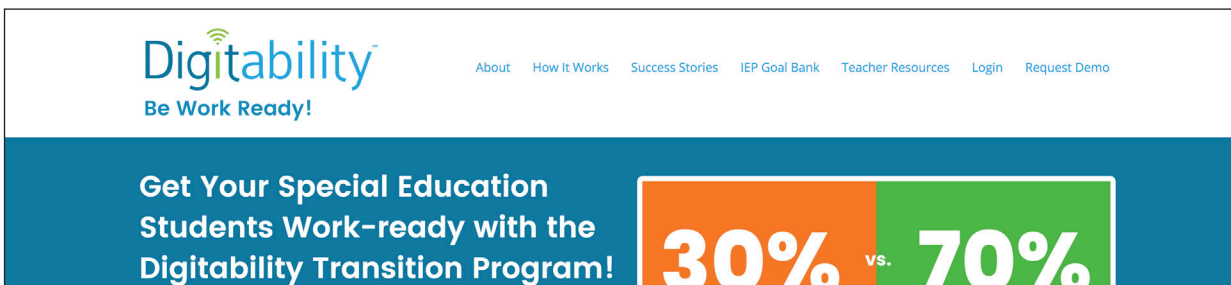


Logging into the Digitability Student Account

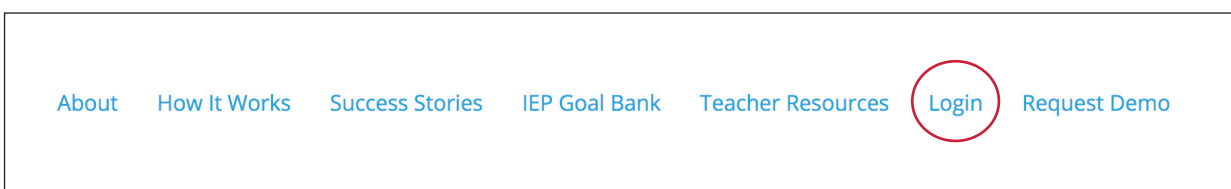
Accessing Your Student's Account

To log in to a Digitability Student Account, follow these steps:

1 Go to digitability.com



2 Click on [Login](#) in the top-right corner on the menu.



3 Type in the learner's [username](#) and [password](#).

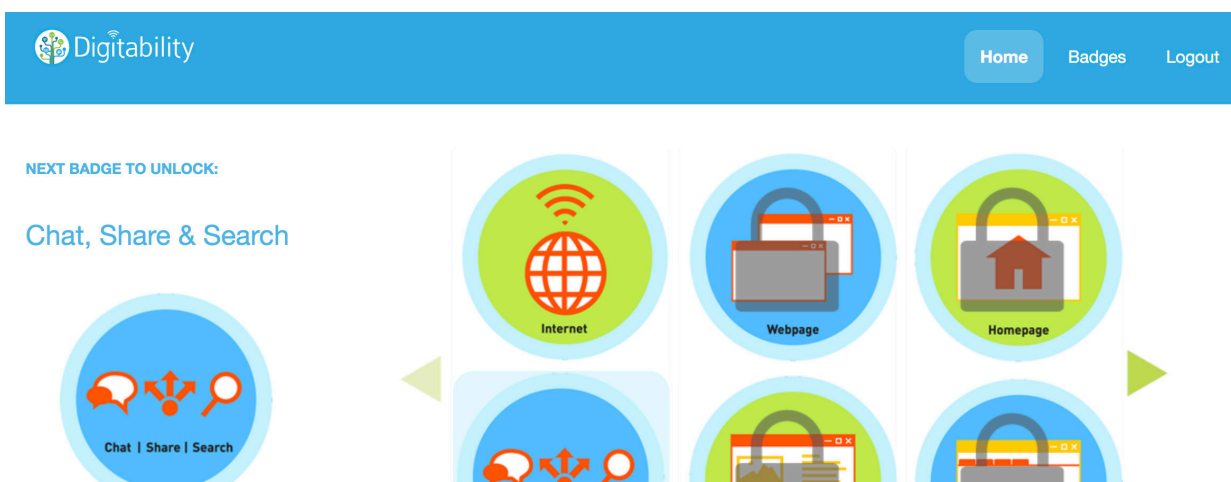
A screenshot of the login form on the Digitability website. The form has a green header that says "Login to Your Account". Below this are two input fields: "Username" and "Password". A blue "login" button is at the bottom. To the left of the button is a link that says "Forgot your password?". Red arrows point from text annotations to the form 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 another "Forgot password" points to the login button.

Having Trouble? If you have trouble logging in, there are a few things you can do:

- Check that your caps lock is off
- Make sure username and/or password have no spaces
- Delete and retype the username and password
- If you are still having trouble, contact your child's teacher to confirm login info

Understanding Your Student's Account

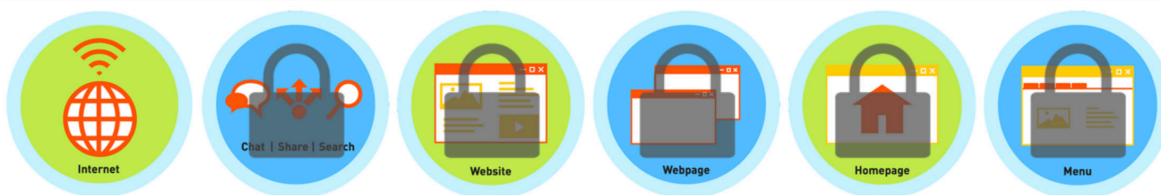
- Lesson Menu:** The Lesson Menu is where students watch Digitability video lessons in sequence. Badges remain locked until each lesson is successfully completed, which includes correctly answering the activity that follows each video lesson. Each unit is linked to one measurable objective, and the last lesson in each unit is the Master Badge Lesson, which is a unit review. Students can scroll to see the badge images corresponding to each lesson. This lets them easily understand which lesson badges they have unlocked and which lessons have yet to be completed.



- Badge Library:** The Digitability Student Badge Library is where students can see which badges they have earned and which remain locked until they correctly complete the activity corresponding to that video lesson. For badges already unlocked, students may rewatch or complete an activity again to reinforce a concept. Once they complete the activity, their score will be updated.



1. Internet Basics





Supporting an At-Home Video Lesson

Supporting an At-Home Video Lesson Plan

While students will have access to their online accounts, it's important that real learning is occurring.

Digitability believes in the importance of regulating the amount of screen time a learner is getting, even if that screen time is spent on educational programs. To balance computer time with developing social, emotional and communication skills, you can use these easy-to-follow steps for implementing a simple lesson structure to support your learner at home.

1 WARM-UP: Ask questions about the lesson topic before the video starts. For example, in the "What is the Internet?" lesson, you could start by asking, "What do you do on the internet?" or "What websites do you explore on the internet?" Reward students with a Participation Dollar for responses.

2 PLAY VIDEO: Pause the video if your child needs slower processing time and ask questions about what they have learned so far.

3 STOP REVIEW VIDEO: Before your learner clicks on the Activity button, be sure to ask questions about the content of the video to practice using the language in the video. For example, say, "What did the video say the internet is?" or "Why can you view the same website from your house computer or from your school computer?"

This will allow you to review lesson concepts and also strengthen comprehension, auditory processing and language. Based on your learner's need, you can either watch the lesson video again or move on to the activity.

4 LESSON ASSESSMENT – PART 1: EXIT TICKET: Locate the EXIT TICKET activity. If you do not have an exit ticket, contact your teacher. We have also included samples in the back of this guide. Help your learner complete this activity.

5 LESSON ASSESSMENT – PART 2: WORKPLACE COMMUNICATION: You can use the Exit Ticket to develop language and social skills at home by facilitating Part 2 of the Exit Ticket:

- Ask your learner to stand in front of you and/or other family members in the living room and talk about their Exit Ticket. Use the **Sandwich Approach Resource** to practice giving feedback (see section 4. Supporting Communication and Social Skills Using Digitability Resources on page 28).



Setting Boundaries and Addressing Behavior At Home

Setting Boundaries and Addressing Behavior At Home

Digitability At-Home Activities





DOLLAR EARNINGS TRACKER

HOME.DOLLAR

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

Parents, guardians, or even other family members can use the Digitability Social Economy dollar system to help with behaviors at home.

Rewards that students want or preferred activities (television time, video games, YouTube, TikTok, etc.) can be linked to a desired dollar amount. Students must then be sure to earn whatever amount of money is necessary to purchase their preferred activities daily, weekly, or at whatever other intervals you determine.

For example, if you want to charge your student \$5 for 1 hour of video games, he/she would need to earn \$5 every day in order to play those video games for that 1 hour.

For more resources on addressing behaviors at home, sign up for our newsletter at digitability.com/newsletter

Creating a Schedule

1 Review the total number of badges in a unit.

2 Use our Weekly Badge Schedule Resource in this Guide to create a schedule for completing lessons each week.

ATTENTION: Do not plan to complete more than one unit in a given week. You can also consult your learner's teacher for a pacing guide.



3 Use with the Setting Boundaries Print Out included in this Guide or the Google Spreadsheet to award your learner a virtual Digitability \$1 for each lesson completed on the scheduled day.

NOTE: This is a strategy for self-regulation while using the computer and following directions. If the learner completes more badges than have been assigned, you can charge a \$1 fine for each badge.

4 Have your learner track their earnings using the My Digitability Earnings Tracker included in this guide.

Establishing Rewards

To ensure our special education students make steady progress in all of their transition and post-secondary goals, routines and consistency are of the utmost importance. As a parent/guardian or other family member, you can play a critical role in helping your student retain progress made in the classroom by utilizing the Social Economy at home, as well.



Implementation Planning

Monthly View

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



What is the Digitability Program?

The path to preparing students for today's modern workplaces involves many technical moving parts. 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 and has been featured on MSNBC, CNET, NPR, TechCrunch, Ted Talks, as well as showcased at Silicon Valley's Social Innovation Summit.

The needs of individuals who participate in Digitability run the gamut from mild to intense; therefore, to create an inclusive environment, all of our resources are extensively differentiated to support a wide range of cognitive, communication and behavioral needs. Students are exposed to a variety of employment pathways and receive the training needed to obtain employment. Each student graduates with a work-ready, skills-based portfolio and the social and emotional ability to persevere, self-regulate and self-advocate in learning environments that simulate "real world" workplace settings. Digitability's transition curriculum is designed using evidence-based practices to ensure skill transfer and generalization. That's why 70% of our graduates have obtained full-time employment.



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



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



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

Program Resources Include:

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

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



JOBS

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

For more information visit digitability.com or contact: info@digitability.com



Digitability™ Award-Winning Curriculum

Curriculum Categories

Digital Literacy

- Sharing & Connecting Online
- Using Online Accounts
- Workplace Technology

Social Skills

- Flexible Thinking/Problem Solving
- Active Listening
- Interpreting Directions

Language

- Expressive/Receptive Language
- Workplace Communication
- Giving, Receiving & Interpreting Feedback

Behavior

- Self-regulation
- Self-advocacy
- Time-on-Task Attendance

Financial Literacy

- Reading
- Writing
- Financial Literacy (earning, spending and saving)

Transition

- Interviewing
- Applying for Jobs
- Digital Projects

Identify Interest

Employment Experience

Getting Hired to Work

Performance Reviews

Portfolio + Interview

Work-Ready!



Start Here

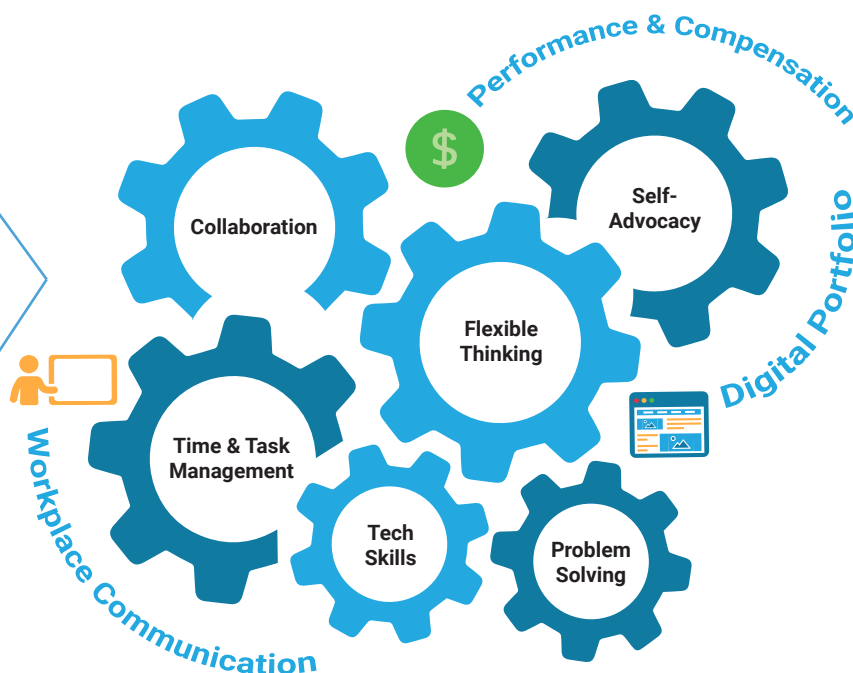
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.



Apply for a Job

Project Samples

- Coffee Shop
- YouTube Marketing
- A13 2BC Data Entry
- Website Creation
- + Choose Your Own



- ✓ Resume via Digitability Workplace Partner Projects
- ✓ Digital Project to Showcase to Employers
- ✓ Interview Talking Points from Digitability Work Experience
- ✓ Self-Advocacy Plan



Product Features

Lesson Plan Resources

- Video Lesson Library
- Lesson Plans
- Differentiated Assessments and Activities
- Google Drive Templates (Docs, Sheets, Slides and more!)

IEP Process, Data, and Reporting

- % Student Progress Monitoring
- IEP Goal Bank
- Weekly Emailed Student Updates
- Data Dashboard

Teacher Support

- 1:1 Year-Long Coaching
- Evidence-Based Practices Training
- Rewards Program



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 18-21 Program | 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.”



What is the Social Economy?

How Students Can Earn at Home



Rewarding students can help them attend to tasks and improve/reinforce behavior you want them to exhibit.

Here are some suggested behaviors to encourage your student to exhibit:

- Participating
- Following Directions/Staying on Task
- Only Completing Assigned Lessons
- Sharing/Helping/Collaborating
- Greeting a Guest
- Encouraging/Complementing

Using Language Formulas

Language Formulas help you stay consistent when addressing students' behavior, whether they are successful behaviors or problematic behaviors.

Language Formula

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

Example 1

"Marcus, great job participating and earning a dollar. Let's hear more about your work."

Example 2

"Marcus you are not on task. Not being on task costs a dollar. Finish your Exit Ticket to earn a dollar."

Setting Boundaries During At-Home Learning

Digitability Dollars, the foundation of The Digitability Social Economy, help your student develop appropriate workplace behavior and communication skills.

Your student's teacher uses these dollars to build intrinsic motivation, both in the classroom and in the virtual learning environment, by delivering consequences for both successful and problematic workplace behaviors, including Participation Dollars, Encouragement Dollars, and Following Directions Dollars.



Together with your learner's teacher, you can assist in establishing good routines that can lead to developing good workplace behavior when your student follows directions and completes only the assigned video lesson badge to complete. By rewarding him/her, you are reinforcing good routines and behavior and should reward your learner with an amount of predetermined money (please consult w/ your learner's teacher).



.....

[illegible]

Digitability Classroom Social Economy

The Digitability Classroom Social Economy is a system of boundaries and reinforcers 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.

Teachers develop their classroom economy where students pay bills (internet fees, rent for desk, gym membership, etc.) and can also redeem their Digitability dollars for rewards and privileges, such as time on a preferred activity (YouTube, game with a friend and more). See included Digitability At-Home Budget Sheet resource to help you build a similar system at home.

LEVEL 1: SOCIAL ECONOMY	LEVEL 2: SOCIAL ECONOMY	LEVEL 3: SOCIAL ECONOMY	LEVEL 4: SOCIAL ECONOMY
WORKPLACE CULTURE	WORKPLACE BOUNDARIES	WORKPLACE POLICIES	WORKPLACE ADVOCACY
 Earning and Spending  Motivation  Socialization	 Personal Budgeting  Executive Functions  Self-regulation	 Performance Review  Empowerment  Self-Efficacy	 Long-term Planning  Perseverance  Self-Advocacy Plan

At-Home Digitability Budget Sheet

Use the pages below to create a budget plan for your student. They can be charged for whatever you believe is appropriate for your individual student. Below are samples of what they can be charged for and make purchases of.

Bills

rent	\$ 3 /1st of Month
wifi	\$ 3 /1st of Month
groceries	\$ 3 /1st of Month
transportation	\$ 3 /1st of Month

Purchases

youtube time	Date: 3/4/2019	\$ 2
movie/TV time	Date: 3/6/2019	\$ 5
video game time	Date: 3/10/2019	\$ 8
snack	Date: 3/15/2019	\$ 1

Total money needed
per week \$ 8

Total money needed
this month \$ 30

Bills

<hr/>	\$ <hr/>	/1st of Month
<hr/>	\$ <hr/>	/1st of Month
<hr/>	\$ <hr/>	/1st of Month
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<hr/>	\$ <hr/>	/1st of Month
<hr/>	\$ <hr/>	/1st of Month
<hr/>	\$ <hr/>	/1st of Month

Total money needed
per week \$

Total money needed
this month \$

Purchases

<hr/>	Date: <hr/>	\$ <hr/>
<hr/>	Date: <hr/>	\$ <hr/>
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Total money needed
per week \$

Total money needed
this month \$



Supporting Communication and Social Skills Using Digitability Resources

Supporting Communication and Social Skills Using Digitability Resources

Use these easy-to-follow steps for implementing a simple lesson structure to support your learner at home:

Explanation of Activity: The Exit Ticket portion of the Digitability lesson plan provides your student with the opportunity to develop and strengthen their expressive and receptive language abilities.

Modified for at-home use with siblings and/or friends, students can practice their public speaking skills using critically important digital literacy vocabulary, as well as an optional video game writing activity.

NOTE: If you feel your student can handle additional questioning about the content of the lesson videos, utilize the INFORMAL ASSESSMENT section. If you do not wish to ask these additional questions as a CHECK FOR UNDERSTANDING, you can skip straight to the EXIT TICKET portion after the video plays.

STEP 1

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

STEP 2

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

STEP 3

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

STEP 4

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



VOCAB BLOCK

EXAMPLE EXIT TICKET A

<p>Have your student define the term, copying from the traceable</p>	<p>Have your student write their own sentence using the word/term (Pro Tip: challenge your student by giving them a second, random word to include in their sentence. This almost always eliminates generic sentences like "I use [term]...when I go on the computer" or "[Term] is when...")</p>
<p>Have your student list as many examples of/for [term] as possible</p>	<p>Have your student draw an image to show that they understand [word/term]</p>

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

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



VOCAB BLOCK

EXIT TICKET A

Name: _____

Date: _____

Define		Sentence	
Examples		Draw	



T2

PRESENTER SENTENCE STARTER

EXIT TICKET B

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

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

Title goes here
(examples: Internet, Private Information, Google Docs)

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

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



T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____

Provide Students Feedback with The Sandwich Approach

Receiving, processing, and acting upon conclusions drawn from feedback is a critical, 21st century skill that students must master. One method of safely delivering critical feedback to students is to utilize the Sandwich Approach. The Sandwich Approach is a communication method that aims to wrap a piece of critical feedback within a positive observation and a motivating statement.



Positive

What did you love about their presentation? Is there a skill they have been working on that you could celebrate?



Critique

What could have been better? What questions do you have about their presentation or topic?



Motivation to Grow

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

Example:

[student finishes presenting their Exit Ticket]

“Julian, I thought you did a great job presenting because of how clearly and slowly you spoke so that we could hear your details.” (**Positive**)

I do have a question though: “insert question and have student answer.” (**Question**)

“I see, ok. And the last thing I wanted to say is that I know how hard you have been working to speak more clearly when you are nervous, and I think you are going to continue improving, so keep up the great effort!.” (**Motivation to Grow**)