# 3 Ways to use facebook to Teach Workplace Socialization and Online Safety

**Michele McKeone, M. Ed.**
CEO + Founder, Digitability

cnet Philadelphia MAGAZINE npr msnbc TechCrunch

# The Problem

# 70%

of people with disabilities are **unemployed**

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# The Problem

**80%**

of jobs require
**social skills**

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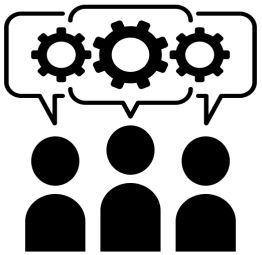
# What do social skills look like in the workplace?

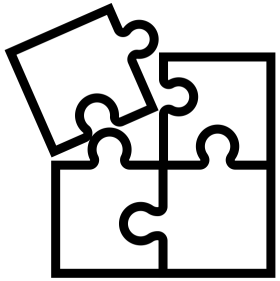
# Workplace Behavior



Work on a Team/ Collaboration

Giving/Receiving Feedback

Adapting



Problem Solving

# The Problem

People with cognitive disabilities can struggle with:

- Socialization
- Expressive communication
- Language pragmatics
- Sensory perception
- Anxiety
- Self-regulation

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# Social Skills

**By developing social skills, students with cognitive disabilities can increase their average hourly wage by**

# 40%

*Pew Research Center analysis of O*NET and Current Population Survey outgoing rotation files. "The State of American Jobs"*

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# How do we build capacity to promote workplace social skills?

# Social Media Basics

## #1

## Teach boundaries with social media

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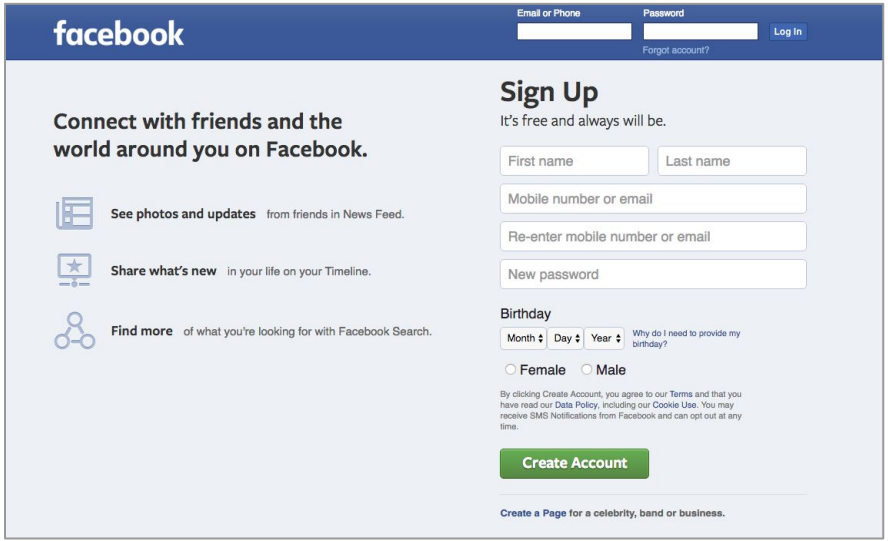
# The Problem

**Because we live in a tech-driven society,
social media sites like Facebook and Twitter are where
we go to interact, share and explore our interest.**

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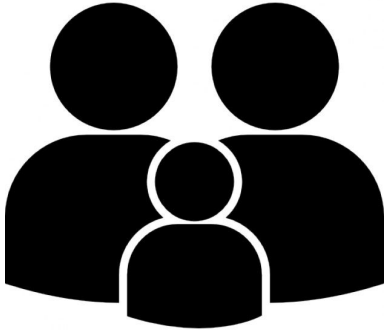
# The Problem

**Most of us have learned to use these web apps through our friends and family, our work or by the intuitive process when simply sitting down in front of the computer and exploring.**

**We then applied our existing understanding of social norms to these online networking and social sites.**



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# Some better than others.

## The Struggle is Real.

**Here is a person who complained about their boss on Facebook and forgot that their boss was a friend.**

**While adults can have a hard time with social nuances, students with cognitive disabilities often require explicit instruction to distinguish appropriate behavior both online and during peer-to-peer socialization.**

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# Are your students able to distinguish appropriate online sharing behaviors?

# Unit 5: Sharing Online

**Unit 5 Objective: Student will be able to distinguish appropriate online sharing behavior.**

**To be successful with social media, you need to understand the nuances. While the online system builds the foundation and explicitly establishes the norms for boundaries, the supplemental materials are designed to help students generalize these concepts.**

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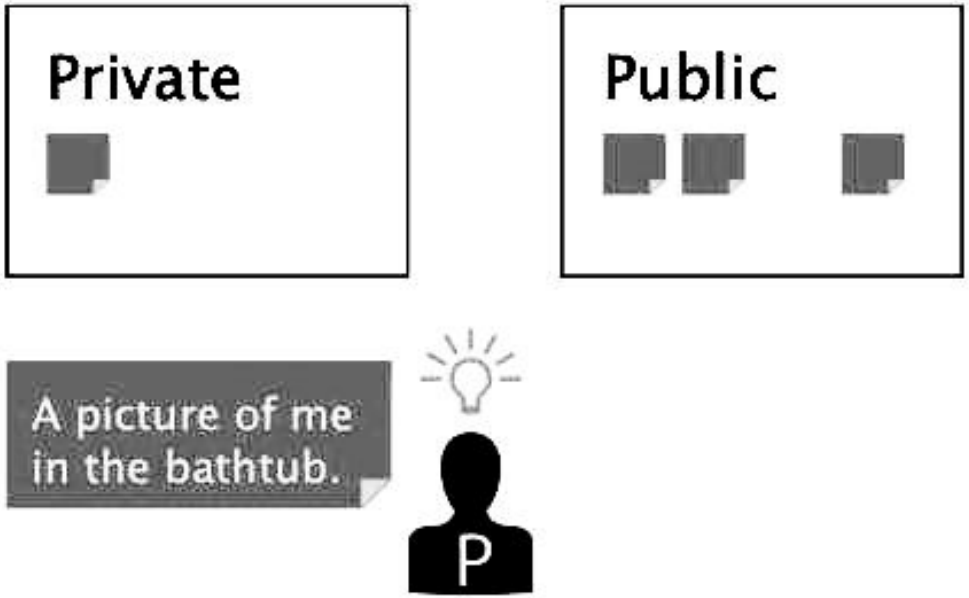
# Public vs Private

What happens when we share online?
What is an appropriate online comment?
What is an appropriate photo to share?

# Supplemental Materials




**In our public vs private activity, students are given information prompts and they need to determine if the information is public or private.**

# Public Information

**In the Digitability training and professional development workshops, we play an adult version of this game to demonstrate how nuanced socialization can be.**

# Supplemental Materials

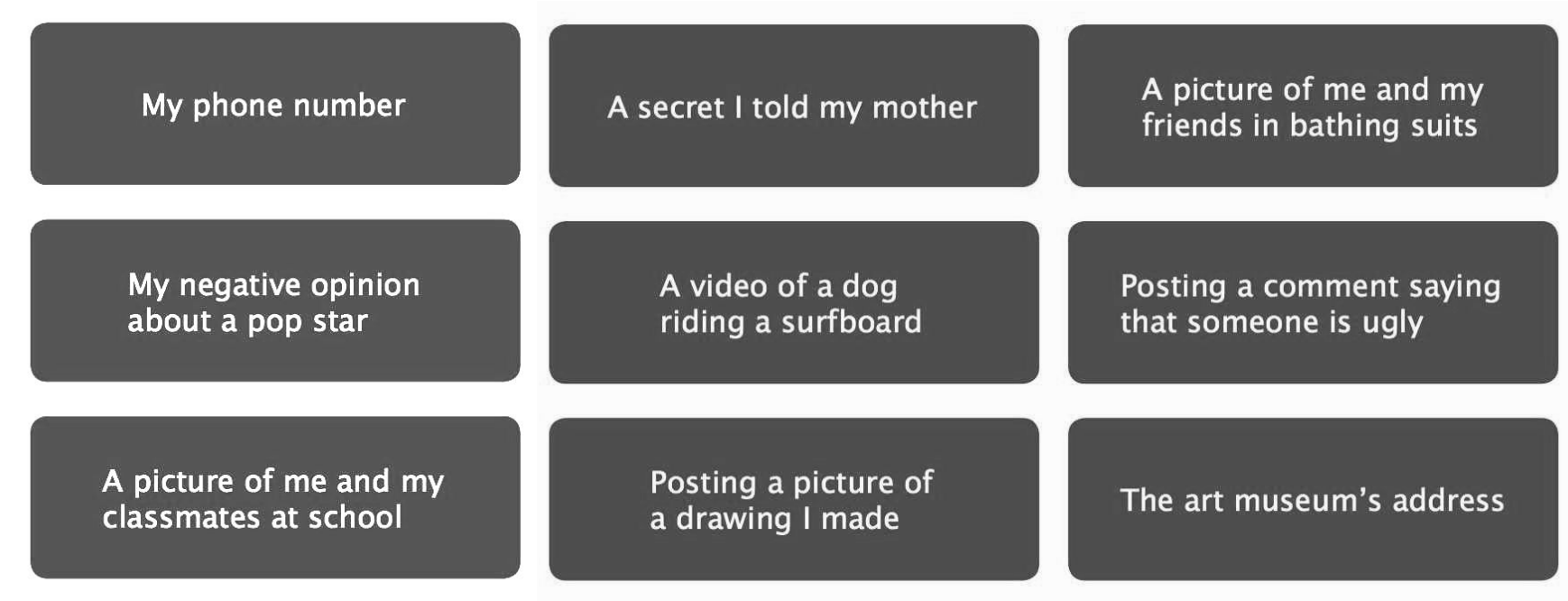
**Some information we can quickly agree on; such a my spouse's social security number.**

# Supplemental Materials

**However, when we look at topics like my political views, my religious beliefs or my vacation photos, adults will disagree on the boundaries and what's appropriate.**

# Supplemental Materials

**Digitability's curriculum provides sample prompts for students to think about, but facilitators can also create their own. Part of what we're doing when we teach appropriate sharing behavior involves language pragmatics.**



# Pragmatics of Language

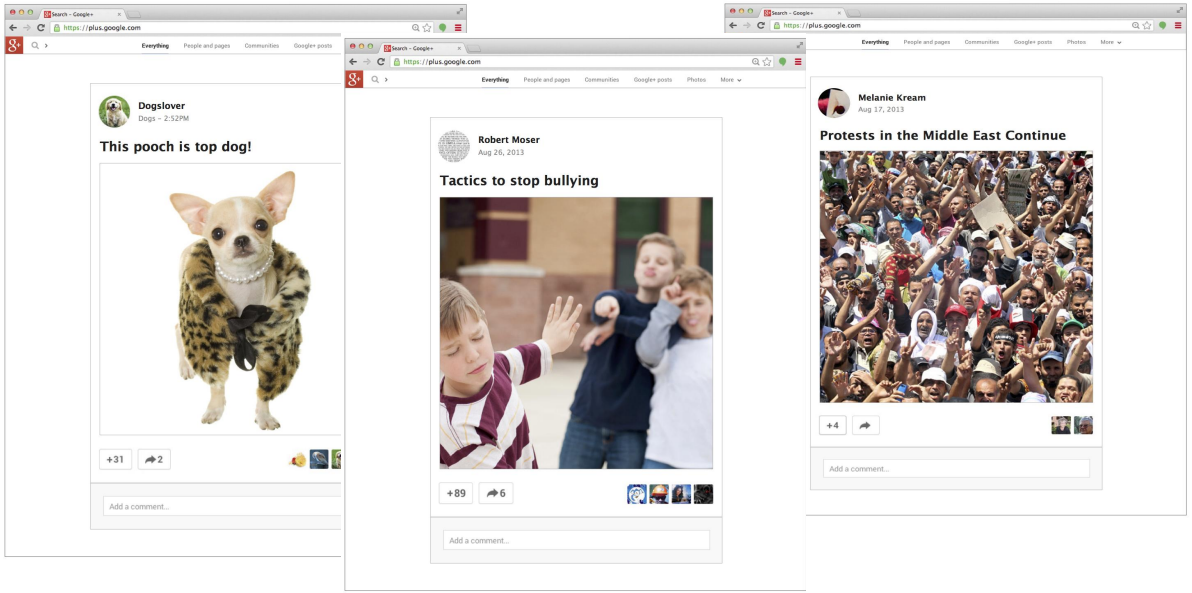
**Pragmatics refers to the social language skills we use in our daily interactions with others.**

# Pragmatics of Language include:

- what we say
- how we say it
- our body language
- appropriate to the situation

**Pragmatic skills are vital for communicating our personal thoughts, ideas and feelings.**

# Supplemental Materials

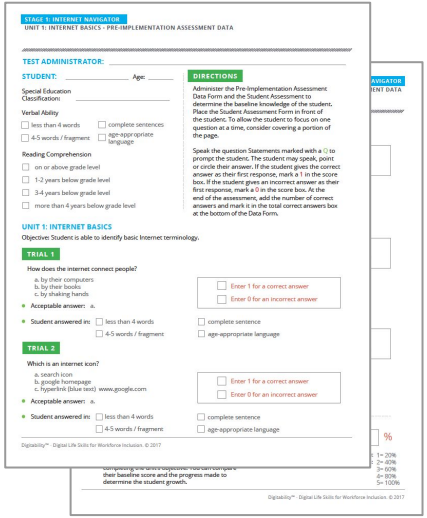



**In this activity, Digitability provides facilitators sample social media posts for students to practice commenting on. As you walk around, ask students if their comments are appropriate. Digitability defines appropriate not only being respectful but also being on topic, which plays into the students understanding of social language.**

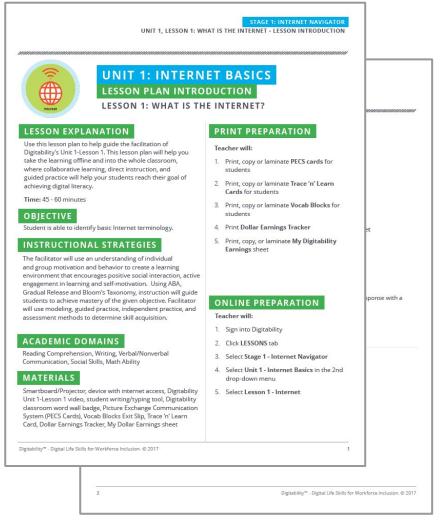
**This activity and others like it, are designed to align with IEP goals involving communication. It also addresses concepts that are not so explicit for students with cognitive disabilities, such as reciprocity.**

# Our Curriculum

## Our curriculum goes beyond our interactive, online video modules.

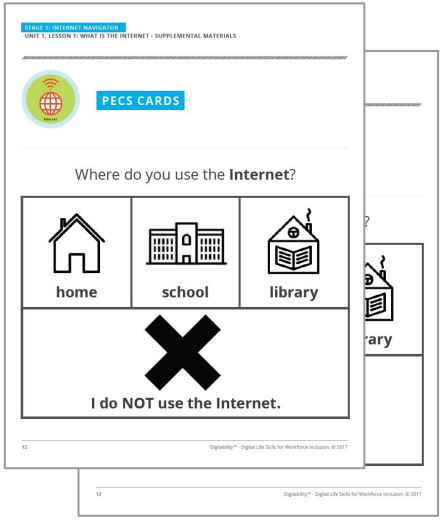



Pre-Assessments




Differentiated
Lesson Plans

S.M.A.R.T.
IEP Goals + Objectives




Inclusive Project-based
Learning Assignments

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# The Digitability Program Includes a Behavior System and a Classroom Economy:

**This demonstrates how we can use boundaries and reinforcers to prepare students for the workplace.**

# Project Based Learning

## UNIT 5: SHARING BASICS

### LESSON PLAN INTRODUCTION

### LESSON 4: PUBLIC INFORMATION

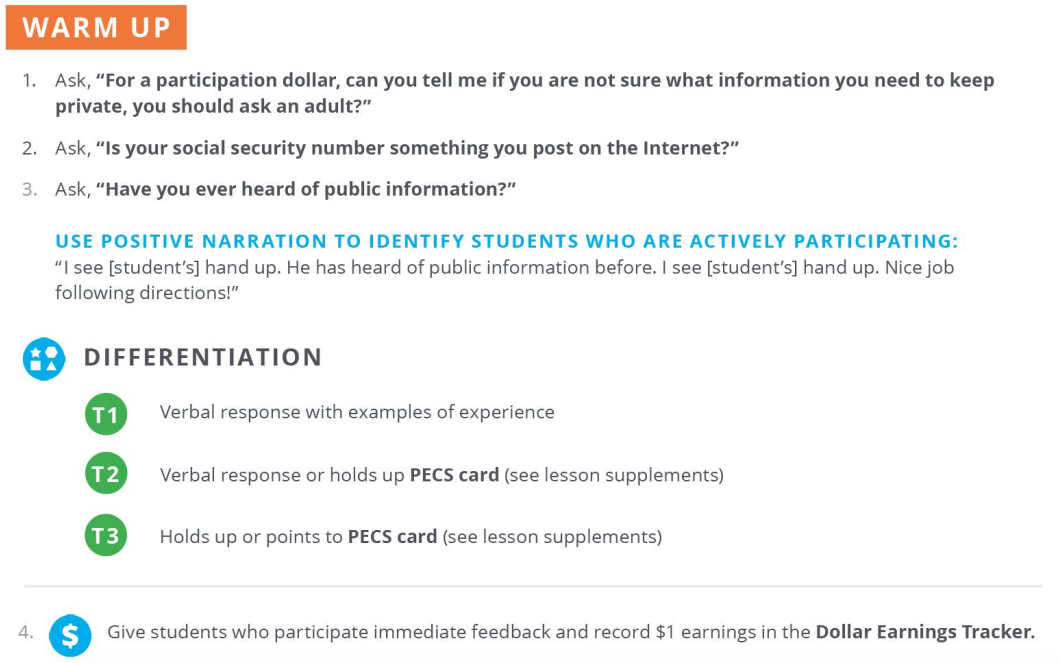
### LESSON EXPLANATION

Use this lesson plan to help guide the facilitation of Digitability's Unit 5-Lesson 4. This lesson plan will help you take the learning offline and into the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

**Time:** ~25 minutes

**Using the Digitability Supplemental Materials, facilitators use the Lesson Plan script to on-board students to the behavior system and classroom economy, while building the framework for creating an inclusive project-based classroom.**

# Project Based Learning



## WARM UP

1. Ask, **"For a participation dollar, can you tell me if you are not sure what information you need to keep private, you should ask an adult?"**
2. Ask, **"Is your social security number something you post on the Internet?"**
3. Ask, **"Have you ever heard of public information?"**

**USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING:**
"I see [student's] hand up. He has heard of public information before. I see [student's] hand up. Nice job following directions!"

### DIFFERENTIATION

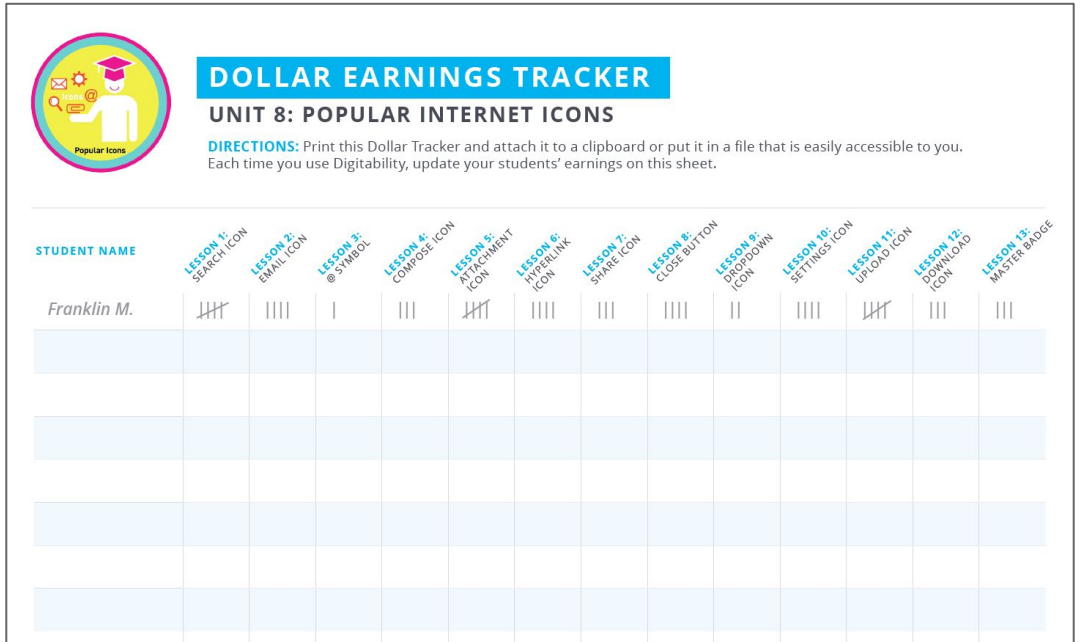
- **T1** Verbal response with examples of experience
- **T2** Verbal response or holds up **PECS card** (see lesson supplements)
- **T3** Holds up or points to **PECS card** (see lesson supplements)

4. Give students who participate immediate feedback and record $1 earnings in the **Dollar Earnings Tracker.**

**The script outlines how to use immediate feedback, positive narration, reinforcement AND ways to differentiate the process for a variety of learning profiles**

# Project Based Learning

**The dollar system is now something that students have been exposed to and have become familiar with through the facilitation of the video lessons. This concept is then applied to the social behaviors that you want to promote.**



## DOLLAR EARNINGS TRACKER

### UNIT 8: POPULAR INTERNET ICONS

**DIRECTIONS:** Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earnings on this sheet.

| STUDENT NAME | LESSON 1: SEARCH ICON | LESSON 2: EMAIL ICON | LESSON 3: @ SYMBOL | LESSON 4: COMPOSE ICON | LESSON 5: ATTACHMENT ICON | LESSON 6: HYPERLINK ICON | LESSON 7: SHARE ICON | LESSON 8: CLOSE BUTTON | LESSON 9: DROPDOWN ICON | LESSON 10: SETTINGS ICON | LESSON 11: UPLOAD ICON | LESSON 12: DOWNLOAD ICON | LESSON 13: MASTER BADGE |
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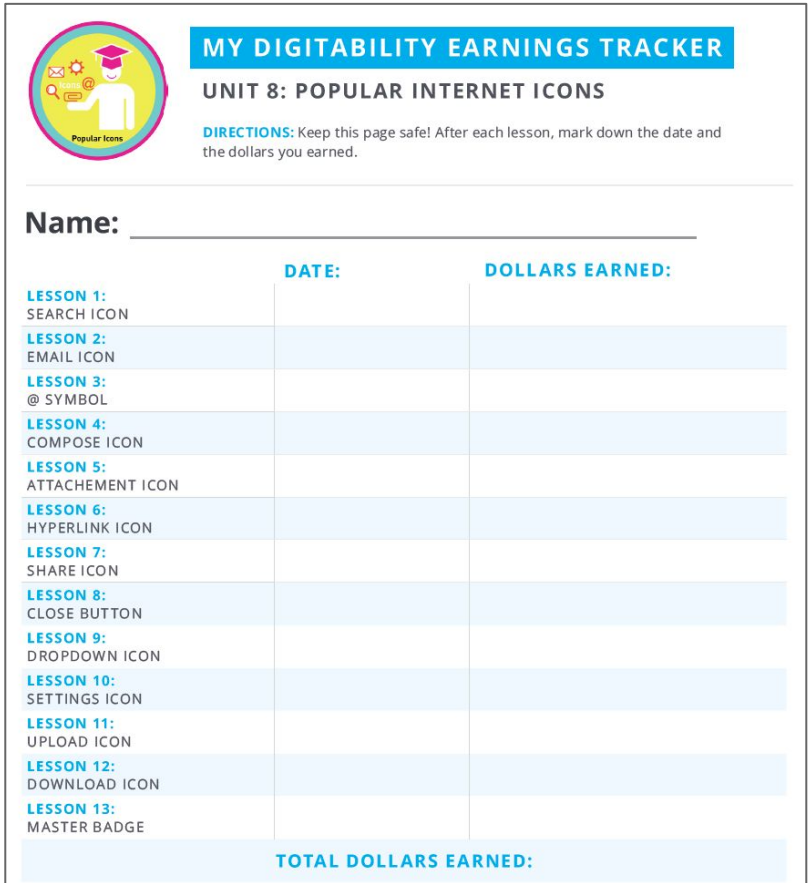
# Project Based Learning



MY DIGITABILITY EARNINGS TRACKER

UNIT 8: POPULAR INTERNET ICONS

**DIRECTIONS:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

**Name:** _____

| | DATE: | DOLLARS EARNED: |
|---|---|---|
| **LESSON 1:** SEARCH ICON | | |
| **LESSON 2:** EMAIL ICON | | |
| **LESSON 3:** @ SYMBOL | | |
| **LESSON 4:** COMPOSE ICON | | |
| **LESSON 5:** ATTACHEMENT ICON | | |
| **LESSON 6:** HYPERLINK ICON | | |
| **LESSON 7:** SHARE ICON | | |
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| **LESSON 9:** DROPDOWN ICON | | |
| **LESSON 10:** SETTINGS ICON | | |
| **LESSON 11:** UPLOAD ICON | | |
| **LESSON 12:** DOWNLOAD ICON | | |
| **LESSON 13:** MASTER BADGE | | |
| **TOTAL DOLLARS EARNED:** | | |

**Teachers use these materials to track student engagement and behavior through the dollars that they earn.**

**And so do the students. This helps help with self-regulation, motivation and teaches about money when they start using their classroom dollars to purchase items and privileges.**

# Project-based learning

## #2

## Soft and social skills through project-based learning.

**We hear stories about teachers practicing interview skills ad hoc with their students, but when the time comes to meet for an interview, they freeze up. Building confidence and empowerment is a process and having enough opportunities for generalization is imperative. Using project-based learning, can help prepare students for this important events.**

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# Project Objective

**Students will be able to create and deliver a presentation using a variety of Google apps with a professional style as measured by the Digitability rubric.**

# Project Based Learning

**1) Google Calendar**
Planning workflow, deadlines and meetings

**2) Google Docs**
Brainstorming and assigning roles

**3) Search Engines**
Researching for images, videos and content

**4) Google Slides**
Collaborating and drafting presentation

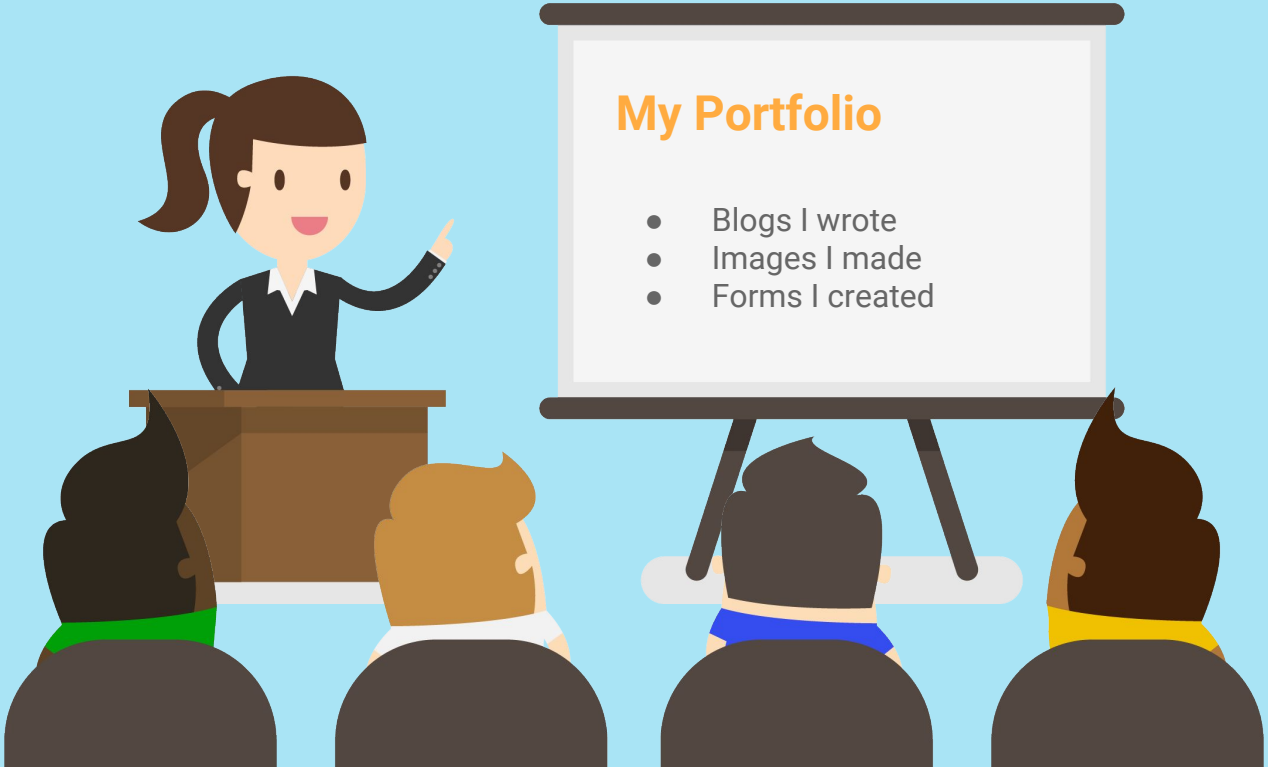
**5) Presentation/Feedback**
Presenting Google Slides presentation and receiving feedback from classmates

**6) Google Sheets**
Managing earnings upon teacher-graded rubrics

**In this project-based learning environment, students collaborate as if they were in the workplace. They practice everything from assigning roles and deadlines, researching and writing appropriate content on their topic (no plagiarizing!), presenting in front of the class, as well as giving and receiving feedback. They'll even record their own earnings on tracking sheets.**

# Project Based Learning

**As students are presenting, we teach them a feedback framework called the “Sandwich Approach.”**



# Project Based Learning

**This process develops:**

- **Critical Thinking**
- **Comprehension**
- **Giving Structured Feedback**

# Project Based Learning

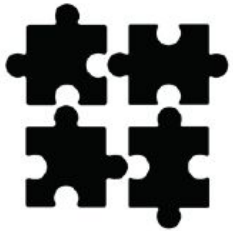
**Using the phrase, "What I hear you saying is..." is a strategy to address issues around:**

- **Auditory processing**
- **Comprehension**
- **Responding to feedback**

# Skill Development Chart for Project-based Learning

TIME & TASK MANAGEMENT (EXECTUIVE FUNCTIONING)

PROFESSIONAL COMMUNICATION



FLEXIBILITY & PROBLEM SOLVING

PROJECT MANAGEMENT

SOCIALIZATION

META-COGNITIVE DEVELOPMENT

# Advocating

# #3

## Self-advocating via social media

**People with disabilities can use social media to become self-advocates, explore personal and professional interests and connect with others with the same interests.**

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# Advocating

- **Access information on resources, disability rights and self-advocacy**
- **Follow topics of interests; connecting with people who have a shared interests**
- **Translate to professional opportunities especially when learning to showcase your work through the Digitability program**

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# Self-advocating

**Meet Lamar:**
**Lamar has limited verbal ability. However, he is learning to code HTML. Lamar has a website, blog and a passion for hip-hop and wrestling.**

**When the vocational itinerant came into my classroom to select students for work programs, he told me that lamar would not be a candidate for his program. I knew that this decision was based on Lamar's limited communication ability. While the man was the quick to see all the things Lamar things couldn't do, Lamar was even quicker to show him the things that he could do.**
**Lamar, despite his limitations made it clear that he wanted to join the work program.**

**The man was apprehensive and I assured him that Lamar would be great! Then of course, on Lamar's first day, he had a meltdown and was hitting himself. He was frustrated, we learned, that he wasn't going to him gym class that day. I saw this as my fault because I didn't tell Lamar that there would be a change in his schedule while he was working. After offering some light education to this man, he agreed to keep Lamar in the program. Lamar never had another temper tantrum while at work. After getting to know Lamar, this man returned to us humbled and extremely impressed.**

**He said, "Lamar is really an amazing person." We agreed.**

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# What is Digitability?

## Digitability is the bridge from school to independence.

# Thank you!

**Be on the lookout for:**

- Free 3 Ways to use Social Media to Teach Workplace Social Skills and online Safety Lesson Supplements
- Link to this archived webinar

Digitability.com

# Bring Digitability to your school

**Ask your administrator or program director to fill out the Demo Request form on:**

**http://digitability.com/education**

Digitability.com