

3 Ways to use **facebook**[®] to Teach Workplace Socialization and Online Safety



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



Philadelphia
MAGAZINE

n p r

 **msnbc**

TechCrunch

The Problem



70%

of people with disabilities are
unemployed

The Problem



80%

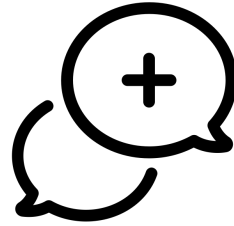
of jobs require
social skills

**What do social skills look
like in the workplace?**

Workplace Behavior



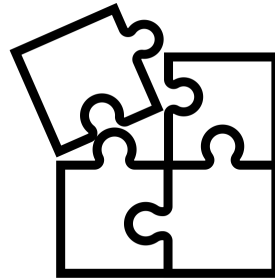
**Work on a Team/
Collaboration**



**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

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"*

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

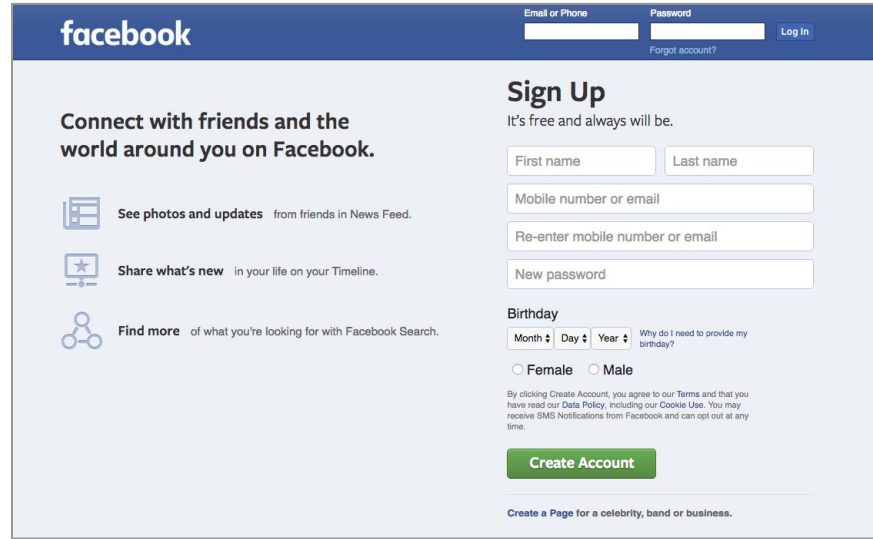


#1

**Teach boundaries
with social media**

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.

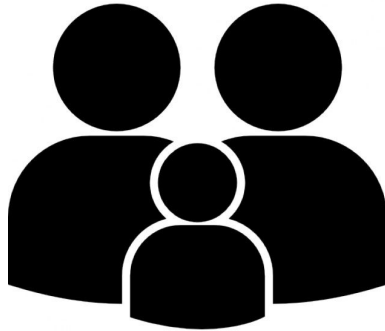


The image shows a screenshot of the Facebook sign-up page. At the top, there is a dark blue header with the Facebook logo on the left and login fields on the right. The login fields include 'Email or Phone' and 'Password' with a 'Log In' button and a 'Forgot account?' link. Below the header, the page is split into two columns. The left column contains three promotional cards: 'Connect with friends and the world around you on Facebook.', 'See photos and updates from friends in News Feed.', 'Share what's new in your life on your Timeline.', and 'Find more of what you're looking for with Facebook Search.'. The right column is titled 'Sign Up' and includes the text 'It's free and always will be.' followed by several input fields: 'First name' and 'Last name', 'Mobile number or email', 'Re-enter mobile number or email', and 'New password'. Below these is a 'Birthday' section with dropdown menus for 'Month', 'Day', and 'Year', and radio buttons for 'Female' and 'Male'. A small disclaimer text is present below the gender options. At the bottom of the sign-up section is a green 'Create Account' button. Below the button, there is a link: 'Create a Page for a celebrity, band or business.'

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.



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.

**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.

Public vs Private

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

Supplemental Materials

Private



Public



A picture of me
in the bathtub.



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.

Public Information

Private Information

**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.

Public Information

Private Information

**My Political Views, Religious Views,
Vacation Photos**

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.

My phone number

A secret I told my mother

A picture of me and my friends in bathing suits

My negative opinion about a pop star

A video of a dog riding a surfboard

Posting a comment saying that someone is ugly

A picture of me and my classmates at school

Posting a picture of a drawing I made

The art museum's address

Pragmatics of Language

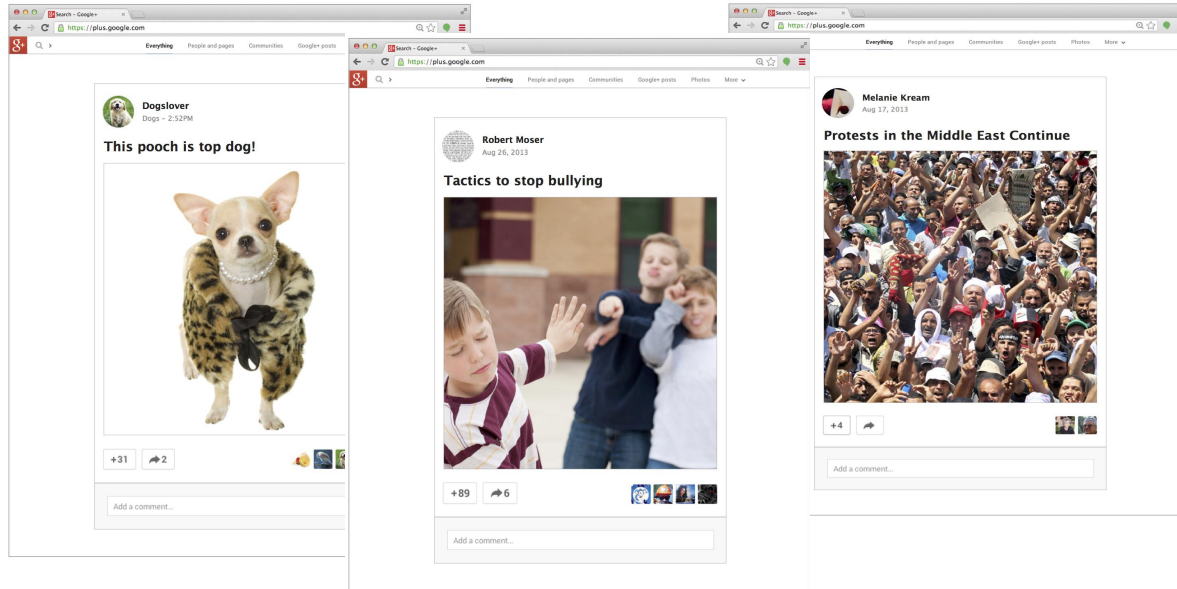
Pragmatics refers to the social language skills we use in our daily interactions with others.

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.

STAGE 1: INTERNET NAVIGATOR
UNIT 1: INTERNET BASICS - PRE-IMPLEMENTATION ASSESSMENT DATA

TEST ADMINISTRATOR:

STUDENT: _____ Age: _____

DIRECTIONS:
Administer the Pre-Implementation Assessment Data Form and the Student Assessment to determine the baseline knowledge of the student. Place the Student Assessment Form in front of the student. To allow the student to focus on one question at a time, consider covering a portion of this page.

Special Education Classification:
Verbal Ability
 less than 4 words complete sentences
 4-5 words / fragments appropriate sentence language

Reading Comprehension
 on or above grade level
 1-2 years below grade level
 3-4 years below grade level
 more than 4 years below grade level

UNIT 1: INTERNET BASICS
Objective: Student is able to identify basic Internet terminology.

TRIAL 1
How does the internet connect people?
a. by their computers
b. by their hands
c. by sharing hands

Enter 1 for a correct answer
 Enter 0 for an incorrect answer

• Student answered in _____ less than 4 words
• Acceptable answer: a. complete sentence
 4-5 words / fragment

TRIAL 2
Which is an internet icon?
a. search icon
b. google homepage
c. hyperlink (blue text) www.google.com

Enter 1 for a correct answer
 Enter 0 for an incorrect answer

• Student answered in _____ less than 4 words
• Acceptable answer: a. complete sentence
 4-5 words / fragment

Digitability™ - Digital Life Skills for Workforce Inclusion. © 2017

Pre-Assessments

STAGE 1: INTERNET NAVIGATOR
UNIT 1: LESSON 1: WHAT IS THE INTERNET - LESSON INTRODUCTION

UNIT 1: INTERNET BASICS
LESSON PLAN INTRODUCTION
LESSON 1: WHAT IS THE INTERNET?

LESSON EXPLANATION
Use this lesson plan to help guide the facilitator of Digitability's Unit 1 Lesson 1. 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: 45 - 90 minutes

OBJECTIVE
Students are able to identify basic Internet terminology.

INSTRUCTIONAL STRATEGIES
The facilitator will use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning and self-motivation. Using ABA, Gradual Release and Bloom's Taxonomy, instruction will guide students to achieve mastery of the given objective. Facilitator will use modeling, guided practice, independent practice, and assessment methods to determine skill acquisition.

ACADEMIC DOMAINS
Reading Comprehension, Writing, Visual/Nonverbal Communication, Social Skills, Math Ability

MATERIALS
Smartboard/Projector, device with internet access, Digitability Unit 1 Lesson 1 video, student worksheet/answer sheet, Digitability classroom word wall badge, Picture Exchange Communication System (PECS Cards), Visual Breaks (at Day 1), Trace 'n' Learn Card, Dollar Earnings Tracker, My Dollar Earnings sheet

Digitability™ - Digital Life Skills for Workforce Inclusion. © 2017

Differentiated Lesson Plans

STAGE 1: INTERNET NAVIGATOR
SUPPLEMENTAL MATERIALS GUIDE

IMPLEMENTATION TIMELINE
MONTHLY GUIDE

STAGE 1: INTERNET NAVIGATOR
BLOOM'S TAXONOMY LEVELS 1-6: Knowledge & Comprehension

GOAL: Student is able to develop conceptual knowledge and comprehension of using the Internet as measured by the unit objectives below.

UNIT 1: Student is able to identify basic concept of online accounts
UNIT 2: Student is able to distinguish appropriate online sharing behaviors.
UNIT 6: Student is able to describe methods for communicating online.

BEYOND THE OBJECTIVES:
This month of implementation will begin to build on previously learned concepts and terms to develop not only basic Internet terminology, but appropriate and safe online behaviors and norms as well. Students and facilitators should have a basic understanding of Digitability content at this point.

GENERAL PROMPTS: Using principles of Applied Behavior Analysis (ABA), facilitators use general prompts to guide differentiated instruction based on each student's abilities and needs.

COMMUNICATION: Using Digitability's supplemental games (i.e. The Online Olympics) and differentiated lesson plans/materials, students will practice using specific language prompts and requests to develop appropriate social and communication skills when sharing, posting, and/or commenting online.

FUNCTIONAL ACADEMICS: As we are developing concepts of appropriate internet norms, we create the opportunity to address functional academic goals. Using our Skills 5 & 6 Show What You Know assessment materials, facilitators can simultaneously complete comprehension, writing and math probes for progress monitoring toward IEP goals.

MONEY MANAGEMENT: Facilitators are consistently using a token economy to reinforce positive behavior. Facilitators keep track of student earnings in the Dollar Earnings Tracker and students keep track of their personal earnings using the My Digitability Earnings worksheet. Remember to share student progress with parents using the My Digitability Earnings worksheet!





Digitability™ - Digital Life Skills for Workforce Inclusion. © 2017

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

STAGE 1: INTERNET NAVIGATOR
UNIT 1: LESSON 1: WHAT IS THE INTERNET - SUPPLEMENTAL MATERIALS

PECS CARDS

Where do you use the Internet?

 home	 school	 library
		
I do NOT use the Internet.		

Digitability™ - Digital Life Skills for Workforce Inclusion. © 2017

Inclusive Project-based Learning Assignments

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.



Digitability

Digital Life Skills for All Styles of Learning

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



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		
LESSON 8: CLOSE BUTTON		
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.



#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.

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

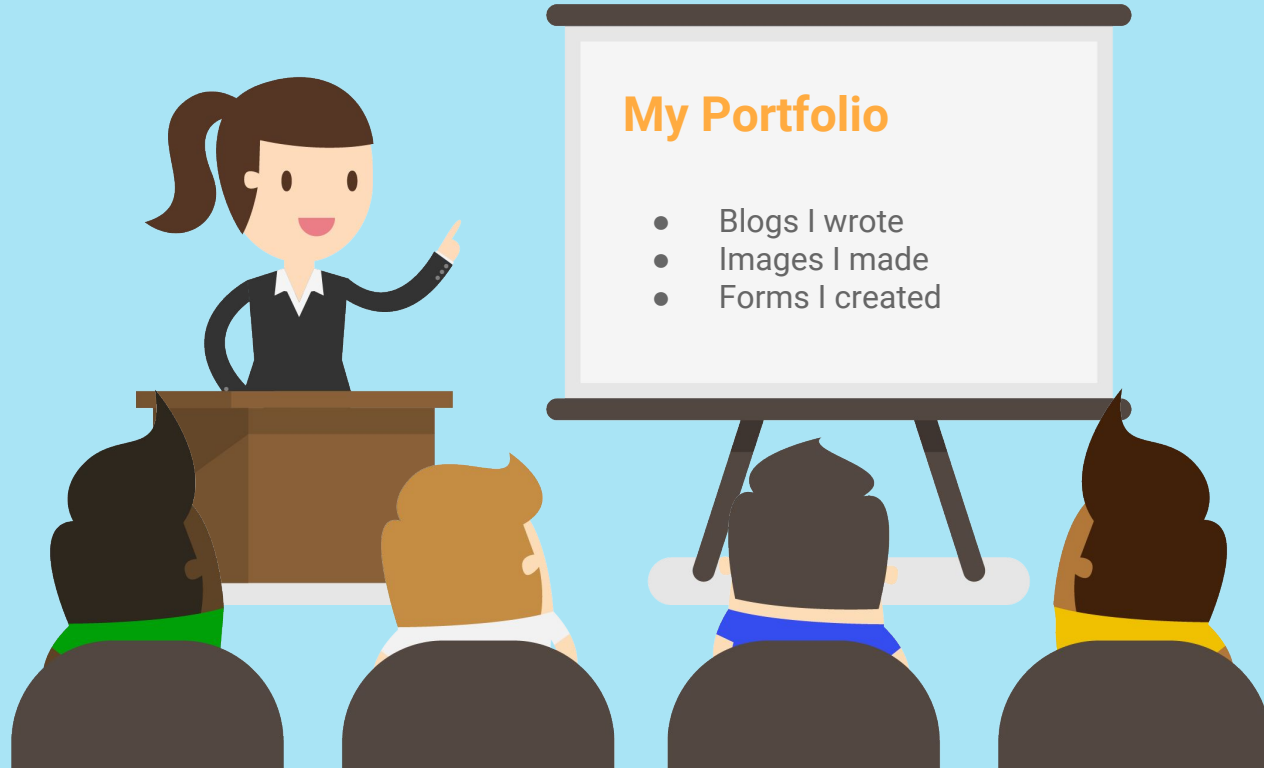
Managing earnings upon teacher-graded rubrics

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.”

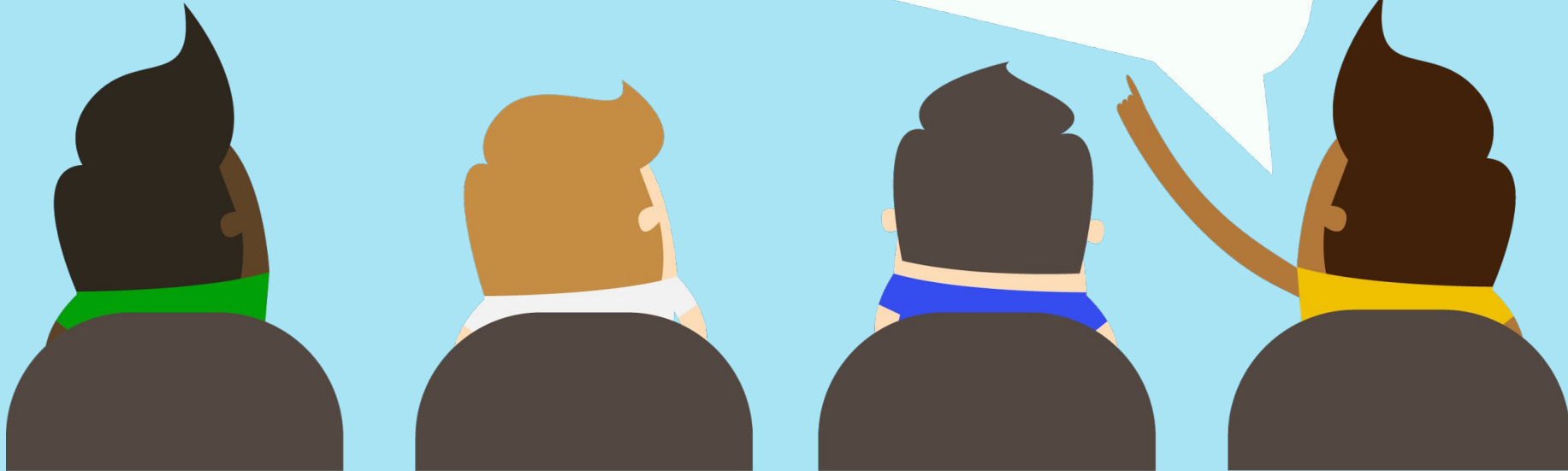


Project Based Learning


This process develops:

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

I really liked your portfolio design. It was very organized. I would have liked to see what your blog looked like. Next time, think about including photos so we can see your awesome work!



Project Based Learning



What I hear you saying is that you would like to see pictures of my blog included in my presentation.

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

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

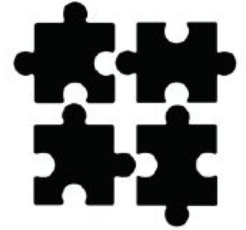
Skill Development Chart for Project-based Learning



**TIME & TASK MANAGEMENT
(EXECUTIVE FUNCTIONING)**



**PROFESSIONAL
COMMUNICATION**



**FLEXIBILITY &
PROBLEM SOLVING**



PROJECT MANAGEMENT



SOCIALIZATION



**META-COGNITIVE
DEVELOPMENT**



#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.

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**

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.

What is Digitability?

Digitability is the bridge from school to independence.

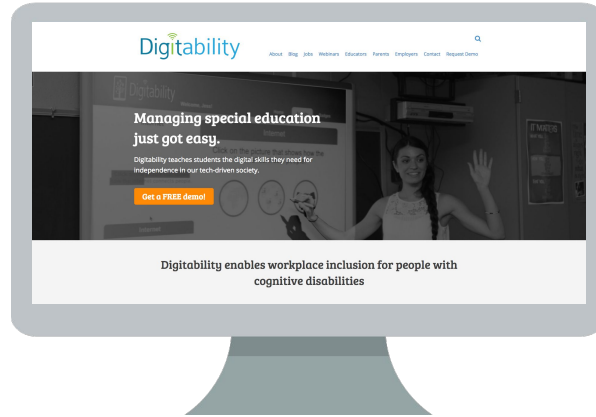


Thank you!

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

Bring Digitability to your school



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

<http://digitability.com/education>