

# The Internet is not YouTube:

How to Transition Students into a Tech-Driven Economy



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Philadelphia  
MAGAZINE



TechCrunch

# The Problem

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70%

of people with disabilities are  
**unemployed**

# The Problem

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# 75% of jobs

require some degree of  
**technology skills**



## In special education, we have a term called “the Cliff.”

This refers to the drop-off in services that are supporting students with disabilities as they transition into adulthood.



On the other side of the  
Cliff is our technology-  
driven society and  
economy.





As the majority of our students fall off the Cliff, they are isolated.

This leads to...

isolation  
anxiety

regression  
depression



# What is Digitability? \_\_\_\_\_

Digitability is the bridge  
from school to independence.



**We know that adolescents are savvy with today's technology.  
But when we ask special education students:**

**What is the Internet?**



**Their number one response is**

**YouTube!**

Students are referencing their experiential knowledge about using the internet, but they have not developed a strong foundation of the digital literacy. And these are the skills that are necessary for truly leveraging technology to pursue their independence.

# The Problem

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**Technology** is to **employment**  
as **phonics** is to **reading**

It's NOT enough to teach tech skills ad hoc.

Even something as simple as an email address needs the necessary foundation in digital literacy where students can build capacity incrementally.

franklin@gmail.com

[ username ]

[ web application ]

[ create account ]

[ password ]

[ personal info ]

[ private info ]

[ public info ]

[ logging in ]

[ logging out ]

# **Digitability is based in:**

- **Bloom's Taxonomy of Cognitive Development**
- **Applied Behavioral Analysis (ABA)**

# More than online 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 students. Please the Student Assessment Form to the students. To allow the student to focus on one question at a time, consider covering a portion of the page.

**Special Education Classification:**  
☐ less than 4 words  
☐ 4-5 words / fragments  
☐ complete sentences  
☐ age-appropriate language

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

**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 their hands

• Acceptable answer: a.  
 • Student answered on: ☐ less than 4 words  
☐ 4-5 words / fragments  
☐ complete sentences  
☐ age-appropriate language

**TRIAL 2:**  
Which is an internet icon?  
 a. search icon  
 b. google logo  
 c. twitter icon (blue bird) www.google.com

• Acceptable answer: a.  
 • Student answered on: ☐ less than 4 words  
☐ 4-5 words / fragments  
☐ complete sentences  
☐ age-appropriate language

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**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 facilitation of Digitability's Unit 1 Lesson 1. This lesson plan will help you use the learning objectives and assess the whole classroom, where collaboration learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

Time: 45 - 60 minutes

**OBJECTIVE:**  
Students will be 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 interaction, active engagement in learning, and self-motivation. Using ABA, Gestalt Release and Bloom's taxonomy, instruction will guide students to achieve mastery of the given objectives. Facilitator will use modeling, guided practice, independent practice, and assessment methods to determine skill acquisition.

**ACADEMIC DOMAINS:**  
Reading Comprehension, Writing, Verbal/Nonverbal Communication, Social Skills, Math Ability

**MATERIALS:**  
Smartboard/Projector, device with internet access, Digitability Unit 1 Lesson 1 notes, student worksheet, Digitability classroom word wall badge, Picture Exchange Communication System (PECS) Cards, Visual Blocks for Skills, Trace 'I' Learn Card, Dollar Earnings Tracker, My Dollar Earnings sheet

**PRINT PREPARATION:**  
Teacher with:  
 1. Print, copy or laminate PECS cards for students  
 2. Print, copy or laminate Trace 'I' Learn Cards for students  
 3. Print, copy or laminate Vocab Blocks for students  
 4. Print Dollar Earnings Tracker  
 5. Print, copy, or laminate My Digitability Earnings sheet

**ONLINE PREPARATION:**  
Teacher with:  
 1. Sign into Digitability  
 2. Click LESSONS tab  
 3. Select Stage 1 - Internet Navigator  
 4. Select Unit 1 - Internet Basics in the 2nd drop-down menu  
 5. Select Lesson 1 - Internet

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**STAGE 1: INTERNET NAVIGATOR**  
SUPPLEMENTAL MATERIALS GUIDE

**IMPLEMENTATION TIMELINE**  
**MONTHLY GUIDE**

**STAGE 1: INTERNET NAVIGATOR**  
**BLOOM'S TAXONOMY LEVELS 1 & 2: Knowledge & Comprehension**

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

**UNIT 4:** Student is able to identify basic concept of online accounts  
**UNIT 5:** 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 access as well. Students and facilitators should have a basic understanding of Digitability modules at this point.

**GESTURAL PROMPTS:** Using principles of Applied Behavior Analysis (ABA), facilitators use gestural 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 registers 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 Unit 4, 5 & 6 Show What You Know assessment materials, facilitators can simultaneously complete comprehension, writing and math practices for progress monitoring IEP goals.





**MONEY MANAGEMENT:** Facilitators are consistently using a system 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!

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**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.		

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Pre-Assessments

Differentiated  
Lesson Plans

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

Inclusive Project-based  
Learning Assignments

# Hundreds of lessons

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## Stage 1:

### Internet Navigator

Bloom's Taxonomy Levels I & II:  
Knowledge and Comprehension

- distinguish appropriate online sharing behaviors
- describe methods for communicating online
- identify basic concept of online accounts

**In Stage 1**, students learn to define and use basic online applications like browsers and search engines, while demonstrating appropriate and safe online behavior.

## Stage 2:

### Digital Citizen

Bloom's Taxonomy Levels II & III:  
Comprehension and Application

- manage email within a gmail account.
- create docs in Google Drive
- map a route of transportation using Google Maps
- time and task management
- manage a budget
- workplace communication and socialization

**In Stage 2**, students learn to use Google maps, calendars, doc and more. These tools develop both independent living and work-ready skills like time and task management, workplace communication and socialization, and other standard skills like work process, presentation managing a budget travel training and problem solving. Technology is not an isolated study, but rather it lives and breaths beneath our everyday independent living and work skills.

# Hundreds of lessons

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## Stage 3:

### Tech-Savvy Ambassador

Bloom's Taxonomy Levels III & IV:

#### Application and Analysis

- apply collaboration tools available in their Google Drive account
- discuss core job functions and plan timeline of execution
- identify and apply troubleshooting skills while working with classmates

**In Stage 3**, students are using tech to build routines, they all have a role to play in projects based learning with classroom job roles. Traditionally, this may have been to slam the erasers on the wall or wipe down desks... but in the Digitability program we help teachers create a simulated work environment that mirrors what job environments look like today. All roles in these projects are differentiated so all students can showcase their contributions and reflect on their participation.

**In Stage 4**, student package their portfolio of projects demonstrating BOTH their technical and work-ready skills they developed through Digitability program. Student explore their job interest and align capacity building toward their transition goals to prepare for the workforce.

## Stage 4:

### The Prime Professional

Bloom's Taxonomy Levels IV & V:

#### Synthesis and Evaluation

- create a LinkedIn profile that highlights their mastered skills
- create a website to showcase their portfolio of mastered skills
- identify a job certification program they will complete

**We are currently working to partner with national employers so we can not only offer specific certifications, but also create a pipeline of candidates to those employers who are actively seeking to diversify their workforce.**



# Student Success

## Meet Michael

This is Michael. Michael is a student in an autistic support middle school in a large school district. Michael loves Sonic the Hedgehog. He would prefer to watch YouTube videos of Sonic all day. He would spend time drawing picture of Sonic and other Sonic characters.

Michael's classroom is using the Digitability program where he is developing a variety of digital literacy skills. His interest in Sonic is now being expressed through animation.



# Student Success

## Meet Michael

After creating animations of Sonic, Michael used Google slides to create a presentation describing his process of creating animations.

He talked about why he loved Sonic, the application he used to create his animations, and even showed us how he creates 3D models so that he could understand how they walked and to better animate the character's body language in his film.

Michael already knows he wants to be an artist and video game designer when he grows up.



Getting Michael to this point was a process... and Michael is still working on a variety of personal educational goals. For example, Michael still struggles with social interaction.

When we asked Michael to share his work with other people... he had a major meltdown.

But here he is. Motivated, confident and proud of himself and his work. This picture is from a presentation Michael gave to an audience of over 100 strangers.

Michael, his classmates and other students in special education classrooms across the country should NOT be falling off the cliff and into isolation. If we intend to change the current ecosystem where 70% of people with disabilities are unemployed and put our students on a path to inclusion and independence, then providing the necessary digital literacy training to our students is imperative.



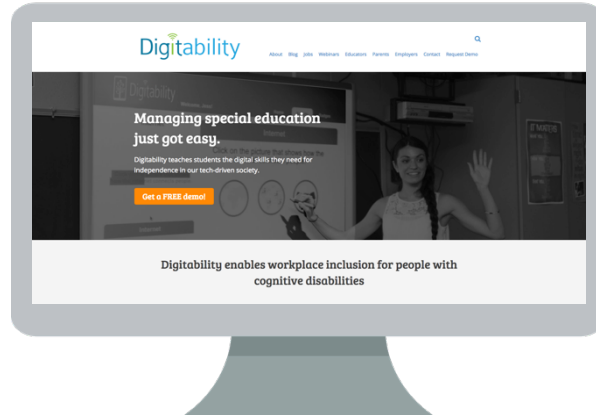
*"Digitability combines skill enhancement and real world applications that assist students with learning how to understand, interact, and develop the tools to find their voice in this world."*

- Alton Strange,  
Former Transition Coordinator,  
School District of Philadelphia





# Bring Digitability to your school —————



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

<http://digitability.com/education>