Digitability™

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

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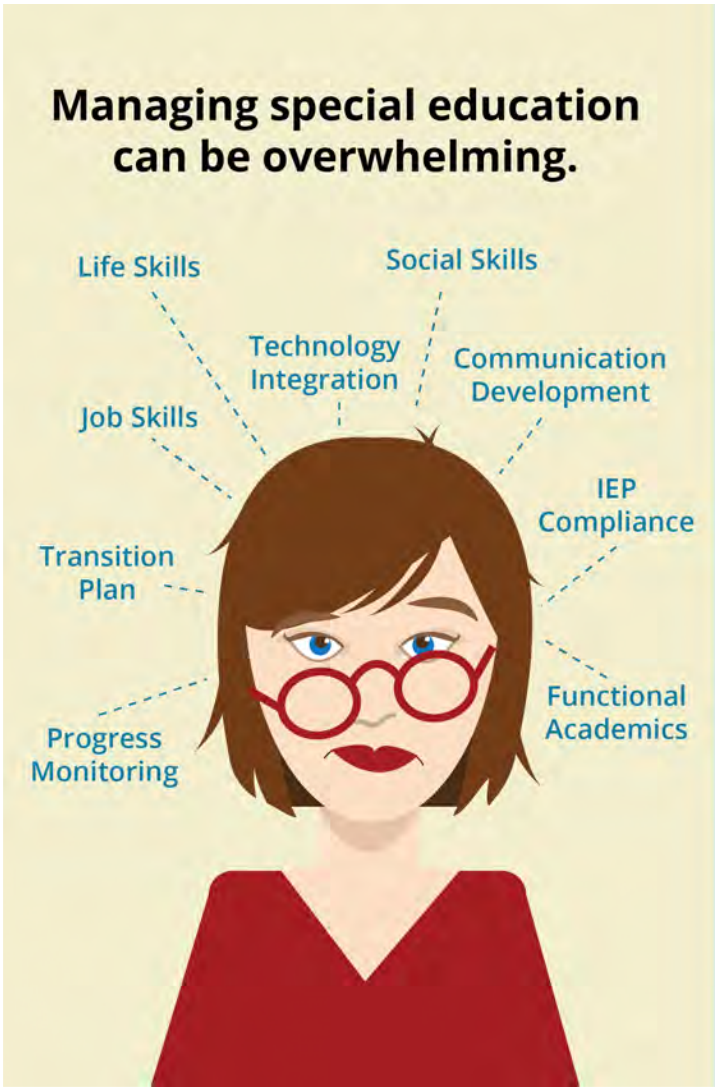
Digitability™

Streamline The Classroom

Digitability equips educators with a library of differentiated lesson plans and supplements.

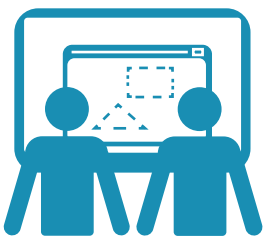


Now, with our IEP Goal Bank, you can address multiple goals all at once, saving you time and energy.

Digitability™

Three Solutions in One!

Digitability helps your students develop the skills they need to succeed in the workplace.



Educational

Drives educational outcomes, develops executive functions, and teaches work-ready skills.

Emotional & Social

Builds emotional and social capacity while teaching workplace communication.

Professional

Develops a skill-based portfolio to increase employment opportunities.

Digitability™

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

Differentiated for cognitive and behaviorial needs

Progress monitoring in one-click!

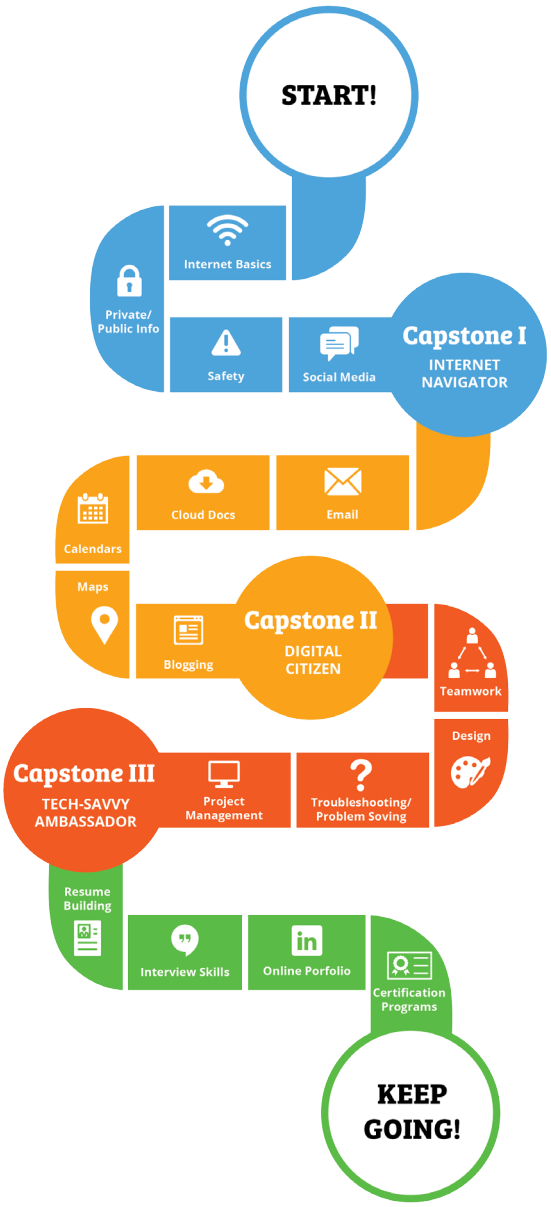
Capacity building for students *and* teachers

Social and emotional development

Digitability™

Path to Independence

With hundreds of tailored lessons, Digitability's curriculum creates a path to independence.



STAGES:

1
INTERNET NAVIGATOR
Bloom's Taxonomy Lv. I + II
Knowledge + Comprehension

Student is able to develop conceptual knowledge and comprehension of using the internet as measured by the unit objectives.

Sample objectives:
Student will be able to...
- Distinguish appropriate online sharing behaviors
- Describe methods for communicating online
- Identify basic concept of online accounts

Having mastered concepts of using the internet, students can define and use basic online applications like browsers and search engines while demonstrating appropriate and safe online behavior.

2
DIGITAL CITIZEN
Bloom's Taxonomy Lv. II + III
Comprehension + Application

Student is able to expand comprehension and practice application of skill sets necessary for using the internet as measured by the unit objectives.

Sample objectives:
Student will be able to...
- Manage email within a Gmail account
- Create docs in Google Drive
- Map routes of transportation using Google Maps

Students learn to use Google maps, calendars, docs, and more! These tools develop both independent living and work-ready skills like time and task management, workplace communication and socialization, word processing and presentation, managing a budget, travel training, and problem solving.

3
TECH-SAVVY AMBASSADOR
Bloom's Taxonomy Lv. III + IV
Application + Analysis

Student is able to apply and analyze mastered skills to think beyond the use of an application as measured by the unit objectives.

Sample objectives:
Student will be able to...
- 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

Now that students have built routines using Google Apps for their work-life skills, they all have a role to play in project-based learning with classroom job roles. Each role is differentiated according to their skill level so all students can showcase their contributions and reflect on their participation.

4
PRIME PROFESSIONAL
Bloom's Taxonomy Lv. V + VI
Analysis + Evaluation

Student is able to develop a professional online portfolio to demonstrate their individual abilities and skill levels as measured by the unit objectives.

Sample objectives:
Student will be able to...
- 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.

Students package their portfolio of projects that demonstrate both the technical and work-ready skills they developed through the Digitability program. Students explore their job interests and align capacity building toward their transition goals to prepare for the workforce.

Digitability™

Classroom Economy Evidence-Based Practices

How does it work?

It's simple.

Students either **earn $1** for behavior
OR they **spend $1** on behavior.

What behaviors are awarded $1?
When students exhibit the important behaviors we want to promote, they earn a dollar.

Examples: Participating, sharing, sustaining attention, collaborating, appropriate communication and more.

What behaviors cost $1?
When students exhibit behaviors which inhibit their success, they pay a dollar and a replacement behavior is described.

Examples: Impulsive behavior, socially inappropriate comments, oppositional defiant, UMAPA, and more.

What are teachers learning to do with this? Digitability's Classroom Economy is designed for students to develop self-regulation strategies and replacement behaviors. Simultaneously, they develop financial literacy while managing their earnings and classroom budget. Teachers use this economy to monitor progress and measure outcomes.

"Is this real money?"
- Students Everywhere

While these dollars are not legal U.S. currency, they have real value in the skills they teach students. Students learn to interact within a real economy by paying bills for desk rent, internet use, and gym membership, as well as buy privileges like snacks and preferred activity time.

Digitability™

How It Works

Digitability's comprehensive transition/pre-employment program provides solutions for academic, social and vocational goals and objectives.

1

Whole Group Facilitation

Facilitators engage students with workplace skill training. Facilitators develop the language for technology and understand today's workplace communication norms. This simultaneously addresses a range of IEP academic goals and streamlines learning.

2

Developing Social Capacity for the Workplace

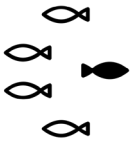
Through the evidence-based practices in the classroom economy, students develop self-regulation strategies, self-advocacy skills, and a sense of empowerment. Simultaneously, students develop financial literacy, budgeting skills, and money management.

3

Work-Simulations

Every student has a role to play in work simulations. Students develop workplace routines using technology and work together to accomplish tasks. During project-based learning, teachers give feedback and support to promote generalization of social and vocational skills.

4



Independent Practice

Students complete independent practice, reinforcing their learning. The online system assesses their comprehension of concepts by each measurable objective and reports scoring to teachers via email.

5

Review Data and Monitor Progress

With the data dashboard and progress monitoring tools, teachers generate reports to identify areas of growth and additional needs. These can be shared with family, therapists, or other educational team members.

6

Students Build Skill-Based Portfolio

Throughout the program, students develop a portfolio of projects and a resume to showcase as they prepare to pursue employment. This builds confidence, reduces anxiety and clearly demonstrates their capabilities.

Digitability™

Project-Based Learning

Our Project-Based Learning Model teaches students the following professional skills:

- TIME & TASK MANAGEMENT (EXECTUIVE FUNCTIONING)
- PROFESSIONAL COMMUNICATION
- FLEXIBILITY & PROBLEM SOLVING
- PROJECT MANAGEMENT
- SOCIALIZATION
- META-COGNITIVE DEVELOPMENT

Capstone #1: Planning a Website

Inclusive Role-Playing with S.M.A.R.T. IEP Goals: Capstone projects include a goal bank with measurable goals for social, communication, academic and vocational goals. All materials are differentiated for a wide range of learning profiles and abilities so everyone has a role.

1. Students brainstorm topics and organize content using vocabulary words and concepts like URL, keywords, accounts, web apps.

2. Class reviews job roles and students apply for positions. All adults (teachers + aides) participate in the hiring process.

3. Students are hired for a position and complete problem solving and communication activities prior to beginning their job.

4. Students plan their job tasks and collaborate together to complete their project by the assigned deadline.

5. Students present their final work product to the executive team of adults. Students process feedback and restate their next steps.

6. Students complete a work-order reflection sheet; they note problems, experiences, and steps taken to solve those problems.

Digitability™

Outcome & Success Stories

Stephon's Story

Stephon was an Autistic Support Classroom student in the School District of Philadelphia... And now he's working!

During Stephon's first job interview, he pulled up his LinkedIn and showed the employer his portfolio. Here's how Stephon's Digitability portfolio helped him:

- Gathered multiple talking points for his interview
- Prepared him to self-advocate
- Confidence to discuss his strengths
- Reduced his anxiety

"During the time I was in High School I didn't really catch on to why we was learning about writing and working professionally on a computer ... but now I do. I just wanted to say thank you because that experience really jump started my life into different ideas."
- Stephon McCoy

JOIN THE MOVEMENT FOR PREPARING STUDENTS FOR WORK

THE SCHOOL DISTRICT OF PHILADELPHIA

Spectrum Center

Bancroft
One world. For everyone

NewYork-Presbyterian
The University Hospital of Columbia and Cornell

COLUMBUS
Entrepreneurs of the Human Spirit™

ALIGNING IEP GOALS TO PROJECT-BASED LEARNING

This Digitability program will transform the classroom from one that was heavily led by the facilitator to one that empowers students at all levels of the transition stage to become leaders in their own learning. The Digitability program aims to make everyone's life easier through project-based learning. That's why our program supplies all of the supplemental resources, lesson plans, rubrics and the IEP Goal Bank needed to make the implementation of our program easy and accessible for all facilitators.

SAMPLE PROJECT:
CREATING A PRESENTATION USING GOOGLE SLIDES

OBJECTIVE: Students will be able to create a presentation using a variety of Google apps to summarize a story they have read either as a whole class or independently.

After obtaining incremental mastery of each application in the Google Apps Suite, each students will use Google Calendar, Google Docs, Google Search, Google Slides, Google Forms and Google Sheets to complete a work order as a member of a professional team. Project-based learning will allow students to practice skills such as time management, writing, reading comprehension, communication, pragmatic-language, mathematics and finance. Digitability will guide facilitators in assigning roles based on their abilities. Project-based learning will create a professional learning atmosphere that prepares students for their transition into the workplace.

PROJECT SEQUENCE:

LESSON 1:
Project Introduction and Project Deadline Review Using Google Calendar

LESSON 2:
Creating an Outline for a Presentation Using a Brainstorming Template in Google Docs

LESSON 3:
Students Research Content and Images for Presentation

LESSON 4:
Student Begins Drafting Presentation in Google Slides

LESSON 5:
Students Presentation Rehearsal with Partners and Self-Assess Presentation Using a Rubric in Google Forms

LESSON 6:
Students Practice Giving Approriate Feedback to Prepare for the Presentations

LESSON 7:
Students Present and Receieve Feedback from Classmates

LESSON 8:
Students Manage Earnings in Google Sheets Based upon Teacher-graded Rubrics

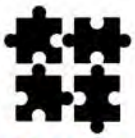
CAPACITY BUILDING

Digitability will guide facilitators in assigning roles based on their abilities. These roles will create a professional learning atmosphere that will help prepare your students for transitioning into professional communities.

The Digitability Project Based Learning Model teach students the following professional skills:

TIME & TASK MANAGEMENT (EXECTUIVE FUNCTIONING)

PROFESSIONAL COMMUNICATION



FLEXIBILITY & PROBLEM SOLVING

PROJECT MANAGEMENT

SOCIALIZATION

META-COGNITIVE DEVELOPMENT

ANNUAL IEP GOALS ADDRESSED
VIA PROJECT-BASED LEARNING SUPPLEMENTAL MATERIALS

IEP GOAL BANK FOR LIFE SKILLS

MONEY MANAGEMENT • EDUCATIONAL PLANNING • JOB SEEKING/MAINTENANCE SKILLS
KNOWLEDGE OF RESOURCES • INTERPERSONAL SKILLS

TIME MANAGEMENT: Given a list of job tasks from the Digitability Work Simulations, [Student] will be able to create a week of events in their online calendar measured by the Digitability Time Management Rubric.

WRITING: Given a writing assignment at a ___ (grade/proficiency level), [Student] will be able to demonstrate organization, creativity/voice, grammar/syntax, punctuation and spelling as measured by the Digitability Writing Domain Rubric.

READING COMPREHENSION: Given printed materials at a ___ (grade/proficiency level), [Student] will be able to summarize content of materials as measured by the Digitability Writing Rubric.

SOCIALIZATION/COMMUNICATION: Given a workplace scenario from the Digitability Work Simulations, [Student] will be able to initiate and maintain interactive communication during a [five] minute work presentation as measured by the Digitability Oral Presentation Rubric.

SOCIALIZATION/COMMUNICATION: Given a scenario from the Digitability Work Simulations, [Student] will be able to respond appropriately to questions and feedback statements as measured by the Digitability Oral Presentation Rubric.

PRAGMATIC-LANGUAGE FUNCTIONS: Given a scenario from the Digitability Work Simulations, [Student] will be able to provide specific feedback on a classmate's presentation using the sandwich approach to questions and feedback statements as measured by the Digitability Oral Presentation Rubric.

MATHEMATICS: Given a math probe at a ___ (grade/proficiency level), [Student] will be able to track money earned in the Digitability Work Simulations by adding and subtracting dollar amounts with 80% accuracy as measured by the Digitability Show What You Know math probes.

FINANCE: Given a specific budget scenario from the Digitability Work Simulations, [Student] will be able to identifying the amount of money they will need to earn each week to pay bills and purchase privileges with 80% accuracy as measured by the Digitability Budget Reflection Form.

Digitability™

For Educators

Digitability makes managing special education easy.

1. Comprehensive Curriculum

Hundreds of differentiated lessons rooted in ABA and tailored for personalized learning

2. Data Dashboard

1-click reporting for progress monitoring

3. In-Class Supplements

Each lesson has supplemental materials and activities aligned to IEP and transition goals

3a. IEP Goal Bank

A variety of IEP goals and objectives already written to save you time

3b. Print-Ready Lesson Plans

Each lesson plan is differentiated and includes project-based learning activities

4. Automated Classroom

Students become the leaders in a collaborative, work-simulated environment

Digitability™

For Administrators

Digitability makes managing special education easy.

1. IDEA Compliance

Digitability is a comprehensive transition program rooted in Applied Behavioral Analysis (ABA)

2. Data Dashboard

Get data reporting and analytics

3a. Educator Fidelity

Real-time feedback on facilitator usage and progress

3b. Student Mastery

1-click reporting for progress monitoring

3. PD and Training

Empower teachers of all ages to use technology and project-based learning

4. Ongoing Support

Every teacher and admin has a support specialist ready to answer and assist

3b. Educator Implementation

Digitability comes with on-site training and implementation strategies

3b. Custom Solutions

Data-driven response to intervention tools for admins and supervisors

5. Cloud-Based Platform

No IT-support needed to bring Digitability into your organiation

SAVE MONEY!

Provide academic, social, and work-ready skills *without outsourcing.*

Here are the types of programs and training offerings you will be able to replace with Digitability's comprehensive solution:

Autism: Social/Communication Skills

(Outdated) Career & Technical Education

Intellectual Disabilities

Applied Behavioral Analysis Training for Teachers

Independent Living Skills

Financial Literacy

Writing workshops

IEP Goal Writing

Evidence-Based Practices

Cognitive Differentiation

Behavioral Interventions

Technology Integration

Vocational Training

Self- Advocacy / Empowerment

c|net

How tech means jobs ahead for kids with cognitive disabilities

Individuals with intellectual disabilities have it particularly rough when it comes to getting hired. Here's how some are addressing the problem.

Article by: **Marguerite Reardon**

As a special education teacher at a public high school in Philadelphia, Michele McKeone prepared students with autism for life after graduation. But she quickly discovered a glaring hole in the curriculum: a complete lack of digital literacy.

When the US Bureau of Labor Statistics estimates that more than half of all jobs require some degree of technology skills, that's a problem. McKeone feared her students were destined for menial, low-wage positions, if they could get any jobs at all.

> ***There are roles that people with intellectual disability can fill in many businesses, if they have the right training and support. I'm trying to raise the bar to make sure everyone is taught these important skills.***

McKeone saw an opportunity to use technology and project-based learning as a way to teach important technical skills, as well as foster the ability to think critically, solve problems and live independently.

She quit her job last year to focus on her startup, Digitability, developer of an online curriculum that teaches those technical skills. Initially, it was called Autism Expressed, but she changed the name after expanding the program to kids with other cognitive disabilities. Her program, which has won several technology contests, is being used throughout the Philadelphia School District, where she used to work, and in schools in several other states, including in New Jersey and California.

Her program is just one way individuals and companies are working to give people with cognitive disabilities a better shot at succeeding in the workplace with higher-skill jobs. Efforts range from promoting more technology education to companies and employers expanding how they look for talent. They help to dispel the misperception that individuals with intellectual disabilities aren't suited to be in tech.

These initiatives address a real problem. The unemployment rate for all people with disabilities is nearly twice the rate of people without disabilities, according to the US Labor Department. People with cognitive or developmental differences, such as autism or Down syndrome, are even worse off.

"Most of us want a meaningful job, and people with intellectual disabilities are no different," said Gary Siperstein, director of the Center for Social Development and Education at the University of Massachusetts Boston. "But in spite of tens of millions of dollars spent on programs for better outcomes for people with intellectual disabilities, the needle hasn't moved much."

There's reason to be optimistic. The Workforce Innovation and Opportunity Act of 2014 requires schools and state vocational rehabilitation agencies to provide transition services to students with disabilities to help them find "meaningful work." Agencies must allocate at least 15 percent of their federal funding toward such transition efforts. This push from the feds could help spur more schools to think about including digital and computer skills in their curriculum and transition plans for students with disabilities.

Getting tech in their hands

McKeone is both a pioneer and an evangelist when it comes to getting technology in the hands of children with cognitive disabilities. While schools often see the value of providing technology as a way to assist students with disabilities, it's been a harder sell convincing them that people with cognitive impairments should learn skills like web page development and coding.

Even learning how to use the most basic online apps can have a huge impact on people with cognitive differences. For instance, Google Calendar is the mobile equivalent of the wall calendar that many students in special education use to stay on task.

Digital media lets many students showcase their skills in a way that may not be apparent in traditional assessments.

"I just wanted to teach them everything I learned in art school," McKeone said. "We live in this world where everything is digital and they should be able to participate in that."

The program, designed for middle and high school students, includes 250 separate lessons that use

How tech means jobs ahead for kids with cognitive disabilities

Individuals with intellectual disabilities have it particularly rough when it comes to getting hired. Here's how some are addressing the problem.

Article by: **Marguerite Reardon**

research-based approaches for breaking down concepts and teaching skills in explicit steps. The lessons offer short videos with animation to introduce no more than a couple of concepts at a time. Students are continually asked to demonstrate their knowledge and are rewarded with virtual badges.

The curriculum gives them a foundation to build skills that can be used in the workplace. It's divided into four modules and teaches skills like using Gmail and social media, as well as advanced tasks like coding.

McKeone plans to work with companies to develop certification programs so that Digitability can be tailored for specific workplace skills.

'Food, flowers or filth'

Training people with intellectual disabilities to work with technology is the best way to prepare them for jobs outside of "food, flowers or filth," said Jonathan Lazar, a computer science professor at Towson University in Maryland. Lazar is referring to food service jobs, basic landscaping and janitorial work.

But there needs to be a change in how people perceive people with intellectual disabilities such as Down syndrome and autism

"There is this gap in perception, where school boards or rehabilitation service coordinators see providing tech training to people who are blind or deaf as useful, but for people with cognitive impairments they say, Why bother spending the money?" he said.

Lazar has been involved in several research studies looking at how people with Down syndrome use and interact with technology. He found that

they're detail-oriented and often more able than their neurotypical peers to quickly decipher Captchas, the scrambled-letter challenge-response tests used online to determine whether a user is a human or a computer bot.

> *We live in this world where everything is digital and they should be able to participate in that.*

As a result, he said, individuals with Down syndrome are good candidates for many jobs in the IT field, including data entry or web content management.

Companies such as Microsoft and SAP, meanwhile, are beginning to look at the strengths, rather than focusing on the weaknesses, of some individuals on the autism spectrum. The companies have begun tailoring their job applications and hiring practices to recrruit people with autism who have technical skills their companies need, but who may never have made it through the interview process because they have quirky social behaviors.

In 2013, SAP committed to recruiting 700 people, or about 1 percent of its workforce, in this way. Microsoft announced a pilot program in 2015 to hire people with autism at its headquarters in Redmond, Washington. Companies like accounting firm Ernst & Young are following their lead.

While experts such as Lazar are happy that companies are focusing on the strengths of a group of people who are usually overlooked, McKeone is bothered that these companies are focusing only on the abilities of a small subset of people on the autism spectrum who may be considered to have greater intellectual capacity, rather than taking a broader approach that looks for ways to incorporate people of all cognitive abilities into their workforce.

"There are roles that people with intellectual disability can fill in many businesses, if they have the right training and support," she said. "I'm trying to raise the bar to make sure everyone is taught these important skills."

Read the full article:
bit.ly/digitability

If our expectation is that people with autism or other disabilities will have opportunities available to them to fully participate in communities to be gainfully employed and to have meaningful life experiences, then teaching digital literacy is going to be a big part of that.

-David Mandell, Sc. D. Director, Center for Mental Health Policy and Services Research, University of Pennsylvania, Associate Director, Center for Autism Research, The Children's Hospital of Philadelphia

Digitability is impressive and very useful for students with and without disabilities learning to use technology in the classroom.

- Patrick Timony, Adaptive Technology Librarian, DC Public Library

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

-Alton Strange, Transition Coordinator, School District of Philadelphia

Digitability is a forward-thinking program, facilitating inclusion for people of varied abilities, including those on the autism spectrum, in a way no other program does.

- Dennis Morgan, Executive Director for Educational Services at The Bancroft School

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For more information, visit www.digitability.com