

Resources

Free Online Training Resources

[Accessible Education Materials](#)

- Training materials on accessible technology and materials that schools and families can use. Also good for social services organizations.

[Digital Citizenship Curriculum and Lesson Plans](#)

- Free curriculum with grade-aligned ready-made lesson plans and games that can assist schools in teaching digital citizenship.

[Digital Civics Toolkit](#)

- Online modules to teaching digital civics to youth. Could be adapted or modified (if needed) for adults and for individuals with intellectual and developmental disabilities.

[Global Kids Online](#)

- Resources from the London School of Economics and Political Science and UNICEF. Good for policymakers, researchers, and advocates/families to advocate for technology access, use, and instruction/support.

[Digital Learn](#)

- Free resources from the American Library Association on digital literacy skills. Could be used for instruction for youth or adults with IDD or for training of family or staff who support them.

[Center for Cyber Safety and Education](#)

- A range of free school-based and family-focused Internet safety resources, including videos, tips, and lesson plans.

Research

Alfredsson Agren, K., Kjellberg, A., & Hemmingsson, H. (2020). Digital participation? Internet use among adolescents with and without intellectual disabilities: A comparative study. *New Media & Society*, 22(12), 2128-2145. <https://doi.org/10.1177/1461444819888398>

American Association on Intellectual and Developmental Disabilities (2020, December). COVID Vaccine Allocation and Safety Position Statement.

<https://www.aaid.org/news-policy/policy/position-statements/covid-vaccine-allocation-and-safety>

- Can be used as evidence for the importance of technology skills, accessibility, and use for accessing health services throughout the pandemic and beyond.

Anderson, M. & Jiang, J. (2018, November 28). Teens and their experiences on social

Anderson, M., Rainie, L., & Caiazza, T. (2018, April 17). The future of well-being in a tech-saturated world. Pew Research Center Internet & Technology Project, Washington, D.C. http://assets.pewresearch.org/wp-content/uploads/sites/14/2018/04/14154552/PI_2018.04.17_Future-of-Well-Being_FINAL.pdf

- Importance of overall well-being in a tech-saturated world. Can be used as evidence on the importance of building and maintaining technology access, use, and digital citizenship.

Buchholz, B. A., DeHart, J., & Moorman, G. (2020). Digital Citizenship During a Global Pandemic: Moving Beyond Digital Literacy. *Journal of Adolescent and Adult Literacy*, 64(1), 11–17. <https://doi.org/10.1002/jaal.1076>

- Can be used as evidence for the need to address digital citizenship for adolescents in the transition process.

Cho, A., Byrne, J. & Pelter, Z. (2020). Digital civic engagement by young people. UNICEF. <https://www.unicef.org/globalinsight/reports/digital-civic-engagement-young-people>

- Can be used as evidence for promoting digital civic engagement for young people. This is free, or not behind a paywall.

Delgado, P., Ávila, V., Fajardo, I., & Salmerón, L. (2019). Training young adults with intellectual disability to read critically on the internet. *Journal of Applied Research in Intellectual Disabilities*, 32(3), 666–677. <https://doi.org/10.1111/jar.12562>

- Ideas for integrating instruction on critically reading the internet.

National Council on Disability. (2011). *The Power of Digital Inclusion: Technology's Impact on Employment and Opportunities for People with Disabilities*. Washington, DC: National Council on Disability. <https://www.ncd.gov/publications/2011/Oct042011>

- Position statement on the importance of digital inclusion for people with disabilities.

[PEW Research Center - Internet and Technology Reserach](#)

- Helpful resource to provide evidence of how integral technology is in our lives. No research here is specific to IDD but these studies could be replicated with people with IDD. Advocates could also suggest increased research in these areas focused on people with IDD.

Salmerón, L., Gómez, M., & Fajardo, I. (2016). How students with intellectual disabilities evaluate recommendations from internet forums. *Reading and Writing*, 29, 1653-1675. <https://doi.org/10.1007/s11145-016-9621-4>

- Used to teach youth with IDD to read internet forums. Could be used as an intervention in a school or within an IEP.

Stornaiuolo, A., & Thomas, E. E. (2017). Disrupting Educational Inequalities Through Youth Digital Activism. *Review of Research in Education*, 41(1), 337–357.

<https://doi.org/10.3102/0091732X16687973>

- Provides evidence on the importance of youth activism in digital spaces and how schools can support youth in doing this.

Weinstein, J. C. E. & Mendoza, K. (2019). [Teaching digital citizens in today's world: Research and insights behind the Common Sense K–12 Digital Citizenship Curriculum](#). San Francisco, CA: Common Sense Media.

https://d1e2bohyu2u2w9.cloudfront.net/education/sites/default/files/tlr_component/common_sense_education_digital_citizenship_research_backgrounder.pdf

- Research behind digital citizen work of common sense media.

Surveys

These are resources related to measuring technology-enhanced community participation.

[Digital Propensity Index](#)

- Seok, S., & Dacosta, B. (2017). Digital literacy of youth and young adults with intellectual disability predicted by support needs and social maturity. *Assistive Technology*, 29(3), 123–130. doi:10.1080/10400435.2016.1165759

[Youth Participatory Project](#)

- MacArthur Foundation funded research project exploring youths' engagement in politics using digital technologies.

General Education Standards

These are general education standards that can be used to create grade-aligned general education IEP goals. You can search these standards for the word 'digital' or explore how general education standards address digital skills. Then, align an IEP goal or a transition goal to these standards. Talk to your IEP team about this and engage with a general educator who is a content area expert.

[Common Core Standards for Reading, Writing, and Communicating in English Language Arts, Social Sciences, and Science/Technical Subjects](#)

- Common Core Standards for English Language Arts. Many state standards are modeled after these standards or are at least similar.

[Colorado Reading, Writing, and Communication Standards](#)

- For example, the following is a grade 11-12th grade standard:
 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8).
 - One could create an IEP goal related to understanding misinformation online.

[Colorado Social Studies Standards](#)

- Using the standards related to media literacy and engaging and communicating in digital spaces is a way to integrate this into the IEP.

[Colorado Education Standards Website](#)

- There are many different content area standards that could be used as a jump off point for different students' needs related to digital access and digital citizenship. Encourage your IEP team members to think broadly when focusing their energy on IEP goals related to technology-enhanced community participation.

[International Society for Technology in Education Standards](#)

- Could be used as standards to address technology instruction throughout the school and within IEPs and/or transition plans.

Funding Resources

Workforce Innovation and Opportunity Act of 2014, Pub. L. No. 113-128, Stat. 129 (2014).

<https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

Digital Literacy and Technology Training is an allowable expense through the Workforce Innovation and Opportunity Act - [Integrating Technology in W.I.O.A.](#)

[FCC Emergency Broadband Benefit](#)

Many of the AT funding can also be used as funding sources but this is often saved for AT as it is strictly defined.

