

Digitability™
presents



Free IEP Goal Bank

Sample Goals for Digitability and Bankability

ABOUT Digitability™

Bankability and the Social Economy

Digitability's Social Economy streamlines social and emotional skill development to teach self-advocacy, social skills, self-regulation, and problem-solving in the workplace.

Simultaneously, students develop financial literacy, while paying bills and maintaining a budget using the Digitability virtual currency and online banking system, **Bankability**.

Digitability

Digitability's transition curriculum teaches digital literacy and work-ready skills to people with cognitive disabilities. Our award-winning platform prepares students for our tech-driven society and aligns Individual Education Program goals to project-based learning. This increases outcomes and enables students to successfully transition into the workforce as self-advocates.



Digitability
Be work ready!



Digitability is the only scalable, STEM-focused model that continues to be recognized as an innovative solution to the unemployment crisis facing a large – and growing – population of those with disabilities. **Whereas less than 30% of people with disabilities are employed, 70% of Digitability graduates obtain full-time employment.**



Something for EVERY Student: The needs of individuals who participate in Digitability run the gamut. All of your resources are extensively differentiated to support a wide range of cognitive, communication and behavioral needs.



Reduce Time Planning & Progress Monitoring: Digitability manages your existing special education priorities into a streamlined process. We have all the tools to enhance existing programming, or serve as a foundation for innovative programming at any school or in any classroom.

Program Resources Include:

- ✓ 700+ Digital Literacy Lesson Plans
- ✓ 200+ Social, Communication & Behavior Resources
- ✓ 600+ Workplace Readiness Activities
- ✓ 100+ Functional Academic Resources
- ✓ 900+ Interactive Online Activities
- ✓ IEP Goal Bank and Progress Reports
- ✓ Data Dashboard to Track IEP Transition Data
- ✓ Year-long, teacher coaching on
- ✓ Evidence-based Practices

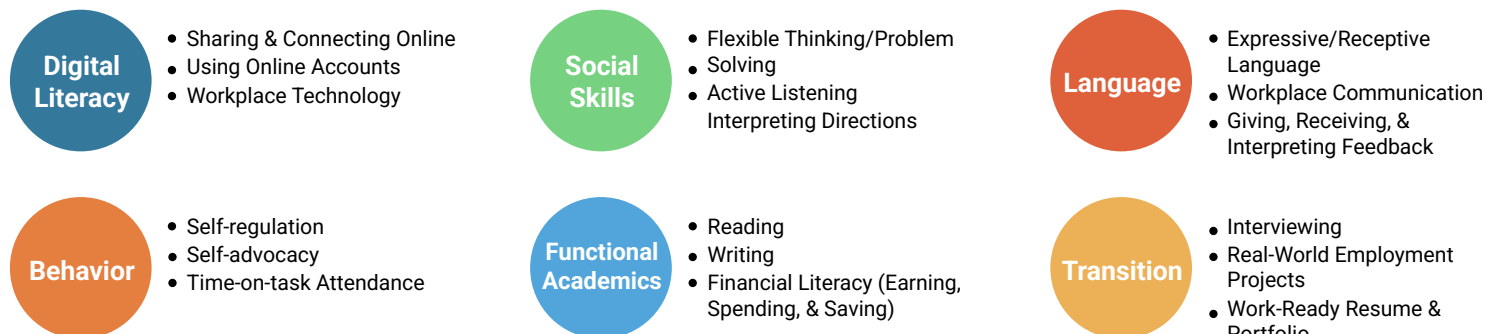
Earn Amazon Gift Cards! Our teacher coaching and professional development services reward each teacher with Amazon Gift cards throughout their process of achieving mastery of evidence-based practices and improving transition outcomes for students.



JOBS

Students Obtain Full-Time Employment: Each student graduates with a work-ready, skills-based portfolio and the social/emotional ability to persevere, self-regulate and self-advocate in learning environments that simulate “real world” workplace settings. Digitability’s program for today’s modern workplaces has been featured on **MSNBC, CNET, NPR, TechCrunch, Ted Talks**, and showcased at **Silicon Valley’s Social Innovation Summit**.

Curriculum Categories



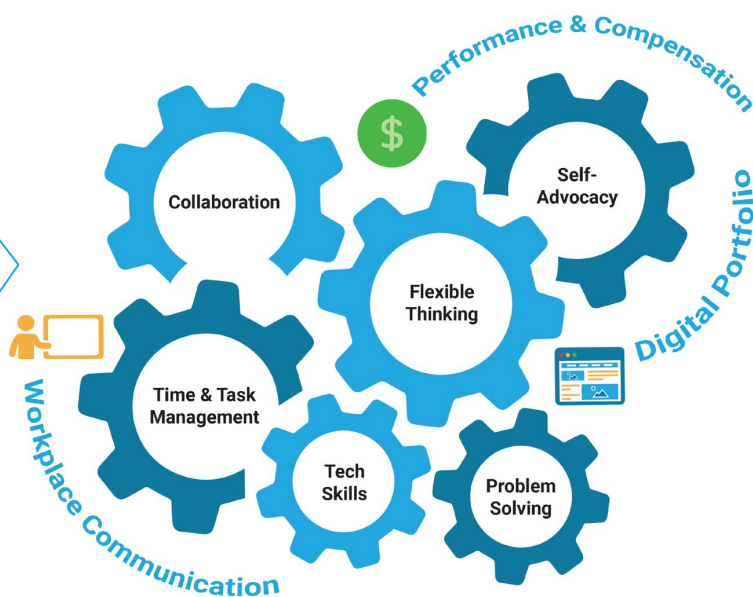
Start Here

Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.

Apply for a Job

Project Samples

- Coffee Shop
- YouTube Marketing
- A13 2Bc Data Entry
- Website Creation
- Choose Your Own



- ✓ Resume via Digitability Workplace Partner Projects
- ✓ Digital Project to Showcase to Employers
- ✓ Interview Talking Points from Digitability Work Experience
- ✓ Self-Advocacy Plan



SCAN HERE

Product Features

Lesson Plan Resources

- Video Lesson Library
- Lesson Plans
- Differentiated Assessments and Activities
- Google Drive Templates (Docs, Sheets, Slides and more!)

IEP Process, Data, and Reporting

- Student Progress Monitoring
- IEP Goal Bank
- Weekly Emailed Student Updates
- Data Dashboard

Teacher Support

- 1:1 Year-Long Coaching
- Evidence-Based Practices Training
- Reward Program



The First Virtual Banking System for Special Education Students

Bankability allows students to experience a modern banking app while learning financial literacy and workplace behavior.

Earn Virtual Money

Earnings	
Gross Pay	\$105.00
Deductions	
- Behaviors	-\$12.00
- Federal Income tax (15%)	-\$15.75
- State Income Tax (5%)	-\$5.25
Net Pay	\$72.00

Students earn a classroom currency for behavior and receive direct deposits into their checking account each payday.

Pay Bills & Purchase Rewards

Date	Description	Category	Amount
11/1/23	Digitability Pay	Income	\$72
11/4/23	Rent	Bill	-\$10
11/6/23	Extra Snack	Reward	-\$2
11/6/23	WiFi	Bill	-\$5
11/6/23	Youtube Time	Reward	-\$5

Students manage their checking and savings accounts, pay bills, shop, and review their finances all from their online bank account.

Budgeting Tools

Set a Budget

Income	\$180 of \$200
Purchase	\$15 of \$50
Bills	\$50 of \$100
Fees	\$15 of \$30

Budgeting tools allow students to practice financial decision-making, budgeting, and record-keeping in a controlled environment.

Track Progress



Logged behavior dollars help teachers track behavior overtime. Reports can be generated and shared at the click of a button.

Customize

Rewards for Purchase		
reward type	amount	
YouTube Time	10	
Movie Day	10	
Preferred Activity	5	
Classroom Bills		
bill type	amount	
Rent	20	
Electric Bill	10	

Teachers can customize classroom bills and rewards, run payroll, and approve purchase requests all from their Bankability dashboard.

Behavior Support



Designed by experts, Bankability develops self-regulation strategies and replacement behaviors with comprehensive lesson plans included.

Visit www.digitability.com/bankability to learn more about bringing Bankability to your organization today.



IEP Goal Bank

Digitability guides facilitators in assigning roles based on students' abilities. These roles will create a professional learning atmosphere that will help prepare your students for transitioning into professional communities. The Digitability Work Simulation teaches students professional skills, and it assists teachers by providing pre-written goals in the categories below:

- ✓ **Money Management**
- ✓ **Knowledge of Resources**
- ✓ **Educational Planning**
- ✓ **Interpersonal Skills**
- ✓ **Job Seeking/Maintenance Skills**
- ✓ **And More!**

Time Management: Given a list of job tasks from the Digitability Work Simulation, [Student] will be able to create a week of events in their online calendar measured by 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 a Digitability Work Simulation, [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 workplace scenario from a Digitability Work Simulation, [Student] will be able to respond appropriately to questions and feedback statements as measured by the Digitability Oral Presentation Rubric.

Pragmatic-Language: Given a scenario from the Digitability Work Simulation, [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 Simulation, [Student] will be able to identify the amount of money they must earn each week to pay bills and purchase privileges with 80% accuracy as measured by the Digitability Budget Reflection Form.

Transition: Given a Digitability Workplace Behavior Activity, [Student] will be able to inventory five successful personal workplace behaviors and five problematic workplace behaviors they possess and create a self-advocacy plan based on The Digitability Workplace Behavior Model.

Transition: Given Digitability Work Simulation Activities, [Student] will be able to create a work-ready portfolio that includes three sample Work Simulation projects, a resume and an online profile to showcase during job interviews.

IEP Goal Bank

Bankability allows teachers to track workplace readiness progress using Digitability's Individual Education Program (IEP) Transition Goal Bank. Assigning each dollar to a behavior will allow teachers to track that behavior overtime. Reports can be generated at the click of a button and shared with their Special Education Team.

Bankability-Specific Goals: Functional Math

Given a sum of [Bankability](#) classroom dollars, Student will add and subtract given amounts with 80% accuracy in 4 out of 5 opportunities.

When given a sum of Bankability classroom dollars, the student will be able to determine if enough money is available in the Bankability app to make a purchase of a certain amount with 80% accuracy in 4 out of 5 opportunities.

When depositing a sum of Bankability classroom dollars, the student will identify the new sum of money in the Bankability banking app in 4 out of 5 opportunities.

When making a purchase of a set amount using Bankability classroom dollars, student will use the "next dollar" strategy to determine the amount of money needed in their [virtual banking app](#) to complete the purchase with 80% accuracy in 4 out of 5 opportunities.

When presented with purchasing options listed as classroom rewards, Student will be able to calculate the total amount of money needed to purchase multiple items within the same purchase with 90% accuracy in 4 out of 5 opportunities.

When given up to XX amount of Bankability dollars as part of a classroom lesson, Student will independently count the dollars to determine the total amount with 90% accuracy in 4 out of 5 opportunities.

When given a set budget within the Bankability virtual banking app, Student will be able to make (number of purchases) of various amounts without exceeding the budget with 90% accuracy in 4 out of 5 opportunities.

When making a classroom purchase with Bankability dollars, Student will be able to compare the costs (greater than/less than) with 80% accuracy in 4 out of 5 opportunities.

When payroll is given via the Bankability virtual banking system, Student will be able to monitor the virtual banking app to track deposits in order to calculate the total amount of money available in their bank account with 90% accuracy in 4 out of 5 opportunities.

IEP Goal Bank

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Bankability-Specific Goals: Financial Literacy

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to define financial terms including Deposit, Withdrawal, Income, Budget, (etc)...with 80% accuracy in 4 out of 5 opportunities.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to identify and complete the steps necessary to pay a bill with the Bankability virtual banking platform with 90% accuracy in 4 out of 5 opportunities.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to create a budget for expenses/purchases in order to make purchases and pay bills with sufficient funds with 90% accuracy in 4 out of 5 opportunities.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to utilize the Bankability virtual banking website for personal banking as evidenced by logging in, checking balances, and explaining the features of the Bankability virtual banking system with 80% accuracy in 4 out of 5 opportunities.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to sequence the steps of paying a bill with 90% accuracy in 4 out of 5 opportunities.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to sequence the steps of making a purchase with 90% accuracy in 4 out of 5 opportunities.

When given a set amount of money as a deposit in the student's Bankability virtual banking site, Student will be able to categorize expenses and create a budget to ensure enough funds remain in their account in order to fulfill financial needs within the classroom with 90% accuracy in 4 out of 5 opportunities.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to demonstrate understanding of budgeting by determining the difference between wants and needs.

Through direct instruction using the Bankability financial literacy lesson plans, Student will be able to create a purchasing goal and save accordingly from income earned from their classroom paycheck deposited into the Bankability app.

Digitability™



CHECK OUT THESE FREE EXTENSION ACTIVITIES FROM DIGITABILITY

Digitability™



Needs Vs. Wants

November Week 1

Extension Activity



TechCrunch



Digitability™

Instructions:

- 1) Hang "Wants" and "Needs" poster on opposite walls in room. .
- 2) Tell students ***"We are going to participate in an activity that will help us explore the differences between our wants and needs."***
- 3) Inform students ***"When creating a budget for yourself, it is important to decide what items you need in your life. Needs are necessary for your survival and health. Items that you want are nice to have and may make you feel good, but if you did not have it you would survive."***
- 4) Inform students, " I am going to read call out an item and you will determine if that is a **"need" or a "want"**. If it is a **"need"**, you will walk to this wall." Point to wall labeled "Need". **"If it is something you want, you will walk to this wall."** Point to wall labeled "Want".
- 5) Once students have moved to the wall they have selected call on 2-3 students to defend why they chose their position. Repeat for all items on the provided list.

Differentiated Instruction:

- If a student is unable to independently cut, have materials ready for them.
- Some students may be assigned a partner for support.

Incorporate Bankability:

- Teachers will enter dollar amounts to the students' Bankability accounts. [Click here to learn more about our Virtual Banking System- Bankability](#)
- Students will answer questions during the activity and earn Bankability dollars for following directions, participating, and remaining on-task.



Teacher

WANTS/NEEDS LIST

Directions: Call out each item on the list below and allow students to determine if it is a “want” or a “need” by moving to the correct poster. Call 2-3 students to defend their thinking.

ITEM

- Rent for an apartment
- Cell phone bill
- Groceries
- Bus pass
- A present for your girlfriend
- A soda on your walk home
- Water bill
- A new computer
- Clothes for work
- Electricity bill

SENDS

WANTS

Name

Date



T1

WANTS/NEEDS LIST

Directions: Read through the list of items and determine if it is a “want” or a “need” by checking the correct box. .

ITEM

NEED

WANT

- Rent for an apartment
- Cell phone bill
- Groceries
- Bus pass
- A present for your girlfriend
- A soda on your walk home
- Water bill
- A new computer
- Clothes for work
- Electricity bill

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐



Supplemental Materials

Digitability



TechCrunch



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BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

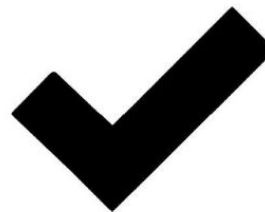
SE1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

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



[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



YES



No

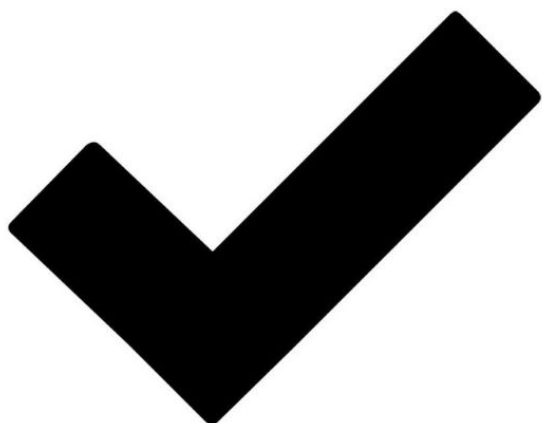




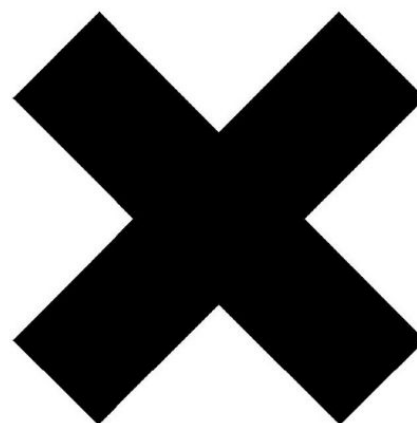
YES OR NO IMAGE EXCHANGE CARD

SE1.IEC.Y/N

Directions: To make a selection, right click on the YES or No box.



YES




NO

Like this resource? Want more?

Request a quote to unlock the complete Digitability and Bankability program!

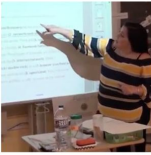
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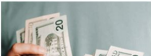
Comprehensive Curriculum

Lesson plans address a [variety of domains](#) and are scripted and differentiated with all modified resources available as Google Doc templates and print-ready resources.



Virtual Banking App

Bankability is the first special education program that allows students



Get Your FREE Quote and Packet!

First Name*

Last Name*

Title*

School or Organization*

Estimated number of student users:*

Estimated number of teacher users:*

Email*

Phone*

What products are you interested in?*

[Click Here!](#)



End of Week Reflection

Extension Activity



TechCrunch



End of Week Reflection

Materials:

- Bankability End of Week Reflection
- Bankability Dollars
- Bankability Dollar Tracker
- Yes/No Answer Board

Directions:

Use the provided End of Week Reflection to incorporate into your weekly routines. Students will use this form to reflect on their weekly earnings, goals, and progress toward their monthly budget.

Differentiation:

Tier 1: Students can write a sentences or bulleted sequence to explain their financial habits and future goals. (ex. What goals do you have for next week?)

Tier 2: Students can verbally describe or explain a Bankability routine or procedure.

Tier 3: Students can use yes/no Image Board or a thumbs up/down to explain their financial habits. (Ex. Didi you earn money that day?)

Name

Date



T1

End of Week Reflection

Directions: Use your Student Dollar Tracker to answer questions about this week's financial habits.

Date:

--	--	--	--	--	--

Earnings:

--	--	--	--	--	--

Weekly Total:

Behaviors I earned money for this week:

- _____
- _____
- _____
- _____
- _____

Behaviors I had money deducted for this week:

- _____
- _____
- _____
- _____
- _____

One thing I did well this week was _____.

I need more help with _____.

BUDGET PROGRESS	Weekly Progress	Monthly Goals
Income		
Purchases		
Bills		
Fees		

Based on this week's earnings, I _____ on track to meet my monthly budget.
(am / am not)

Next Step - (Things I can do better next week)

- _____
- _____
- _____
- _____

My goal for next week is to earn \$_____ dollars.



T2

End of Week Reflection

Directions: Use your Student Dollar Tracker to answer questions about this week's financial habits.

Date:

Earnings:

Weekly Total:

Behaviors I earned money for this week:

- ☐ Exit Tickets
- ☐ Employee Salary
- ☐ Participation
- ☐ On-Task/ Following Directions
- ☐ Collaborating
- ☐ Encouraging
- ☐ Helping
- ☐ Greeting Others
- ☐ Problem Solving
- ☐ Sharing
- ☐ Bonus

Behaviors I had money deducted for this week:

- ☐ Watching unassigned videos
- ☐ Interrupting
- ☐ Off-Task/ Not Following Directions
- ☐ Arguing
- ☐ Disrespect/Teasing
- ☐ Complaining/ Whining
- ☐ Off-Topic Comment
- ☐ Aggression
- ☐ UMAPA

One thing I did well this week was _____.

I need more help with _____.

BUDGET PROGRESS	Weekly Progress	Monthly Goals
Income		
Purchases		
Bills		
Fees		

Based on this week's earnings, I **(am / am not)** on track to meet my monthly budget.

Next Step - (Things I can do better next week)

- ☐ Give/ Receive Feedback
- ☐ Spend more time on-task
- ☐ Participate in class more
- ☐ Complete assigned tasks

My goal for next week is to earn \$_____ dollars.



T2

End of Week Reflection

Directions: Use your Student Dollar Tracker to answer questions about this week's financial habits.

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Did you earn?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Behaviors I earned money for this week:

- ☐ Exit Tickets
- ☐ Employee Salary
- ☐ Participation
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- ☐ Off-Topic Comment
- ☐ Aggression
- ☐ UMAPA

BUDGET PROGRESS	Did you earn or spend for this?
Income	<div> <div>✓ Yes</div> <div>✗ No</div> </div>
Purchases	<div> <div>✓ Yes</div> <div>✗ No</div> </div>
Bills	<div> <div>✓ Yes</div> <div>✗ No</div> </div>
Fees	<div> <div>✓ Yes</div> <div>✗ No</div> </div>

Based on this week's earnings, I **(am / am not)** on track to meet my monthly budget.

Next Step - (Things I can do better next week)

- ☐ Give/ Receive Feedback
- ☐ Spend more time on-task
- ☐ Participate in class more
- ☐ Complete assigned tasks

Will you earn more next week?

✓
Yes

✗
No



Supplemental Materials

Digitability



TechCrunch



[illegible]



BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

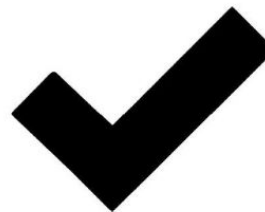
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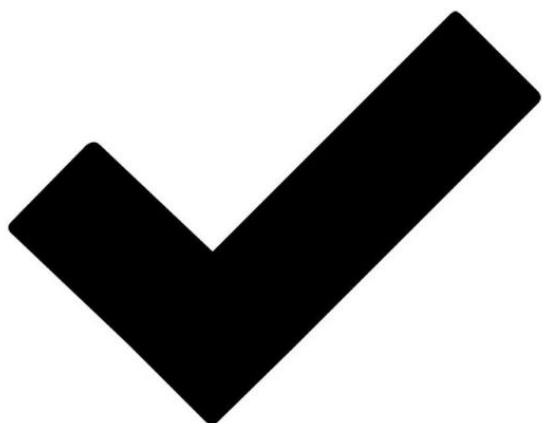




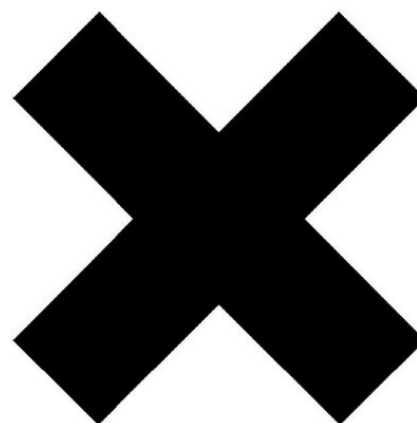
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YES




NO

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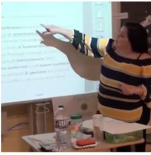
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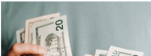
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Estimated number of student users:*

Estimated number of teacher users:*

Email*

Phone*

What products are you interested in?*

[Click Here!](#)



Want more? If you're interested in bringing Digitability's Complete Life Skills and Work-Ready Program to your school, [contact us today](#).

Digitability Curriculum Categories

Digital Literacy

- ▲ Sharing & Connecting Online
- ▲ Using Online Accounts
- ▲ Workplace Technology

Social Skills

- ▲ Flexible Thinking/Problem Solving
- ▲ Active Listening
- ▲ Interpreting Directions

Language

- ▲ Expressive/Receptive Language
- ▲ Workplace Communication
- ▲ Giving, Receiving & Interpreting Feedback

Behavior

- ▲ Self-regulation
- ▲ Self-advocacy
- ▲ Time-on-Task Attendance

Financial Literacy

- ▲ Reading and Writing
- ▲ Earning and Budgeting
- ▲ Spending and Saving

Transition

- ▲ Interviewing
- ▲ Applying for Jobs
- ▲ Digital Projects



Product Features

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