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.**

For more information visit digitability.com or contact: info@digitability.com

c|net   SILICON VALLEY SOCIAL INNOVATION SUMMIT   npr   TechCrunch   MSNBC

Digitability™ Award-Winning Curriculum

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
- Writing
- Financial Literacy (earning, spending and saving)

Transition
- Interviewing
- Applying for Jobs
- Digital Projects

Employment Experience

Identify Interest → Getting Hired to Work → Performance Reviews → Portfolio + Interview → **Work-Ready!**
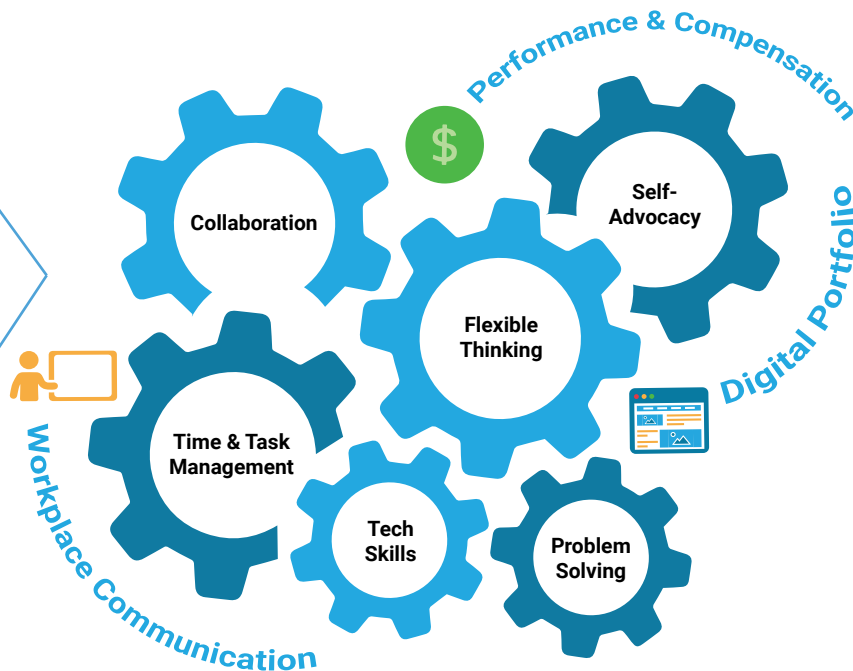
Start Here
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.

Apply for a Job

Project Samples
- Coffee Shop
- YouTube Marketing
- Data Entry
- Website Creation
- Choose Your Own

Performance & Compensation

Digital Portfolio

Workplace Communication

- Collaboration
- Self-Advocacy
- Flexible Thinking
- Time & Task Management
- Tech Skills
- Problem Solving

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

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
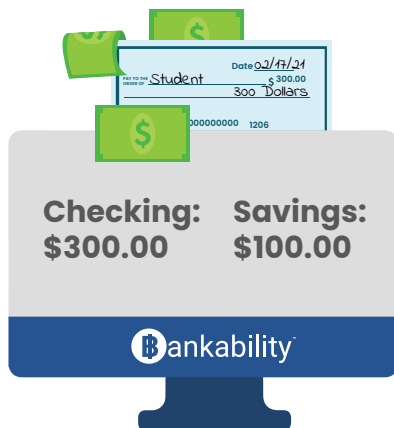- Evidence-Based Practices Training
- Rewards Program

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.

Online Banking is Here!

Bankability works with The Digitability Social Economy, where students earn (and later spend) virtual money for practicing workplace behavior. With Bankability, students now receive direct deposits on payday, review pay stubs and personal bank statements.

Earnings

Gross Pay	$252.00
Net Pay	$200.00

Date 02/17/21
PAY TO THE ORDER OF Student $ 300.00
300 Dollars
000000000   1206

Checking: $300.00   **Savings:** $100.00

Bankability

Pay Bills and Purchase Rewards

Using Bankability, students manage their checking and savings accounts, pay bills, shop, and review their finances all from their online bank account. Teachers can customize classroom bills and rewards, run payroll, and approve purchase requests all from their Bankability dashboard.

Data & IEP Progress Reports

Bankability also 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.

Dr. David Mandell, Sc.D.

Director, Center for Mental Health Policy and Services, University of Pennsylvania | Pennsylvania

"Digitability gives schools an opportunity to provide support to high school students with autism in a way they wouldn't be able to otherwise."

Dana Steinwart

Lead Transition Teacher, Blue Valley School District | Kansas

"What I enjoy most about Digitability is the class participation I get due to the classroom economy system. Earning dollars is highly motivating, and I have 100% class participation. Every student is engaged in the lesson. I have also seen quick behavior changes when students pay dollars for behaviors. I love teaching Digitability."

Dawn Nuoffer

Executive Director, Down Syndrome Association of Wisconsin | Wisconsin

"We have seen great success with Digitability. In the short time we have been offering this course, we have opened multiple class locations and will continue to replicate it across Wisconsin. Digitability is changing lives and helping our friends to secure meaningful jobs!"

Tracey Sterling

Supervisor of Special Education, Perkiomen Valley School District | Pennsylvania

"We brought Digitability to Perkiomen Valley School District because of the scope and relevance of its unique digital content. The training was differentiated and tailored to each of our students' needs through evidence-based practices."

The Reason Teachers Love the Digitability Program

- **1:1 Personal Implementation Coach** for EVERY teacher.

- **Evidence-based Practice Coaching** by Experts

- **IEP Goal Bank and Progress Monitoring** (at the click of a button!)

- **Rewards Program for Teacher Progress**

- **Easy to Use, Pre-Written & Differentiated Lesson Plans**

- **Differentiated, Print-Ready Social and Language Activities**

- **Google Classroom Compatible with Free Google Doc Templates**

Digitability gives teachers a ready-to-implement system that has already packaged effective methods for developing social, emotional and communication abilities as well as preparing students for their transition to independence.
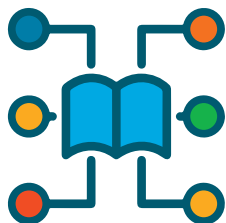
Reduced Teacher Planning Time.

All lesson plans are already pre-written, scripted, differentiated, and include a three tiered system of modified resources. Your Implementation Coach will help you navigate all resources so you feel comfortable and confident implementing lessons.

Year-Long Personalized Teacher Support & Coaching

Every teacher works with a personal coach to support classroom facilitation, reduce teacher stress and help customize projects. Teachers can schedule a call with their Coach anytime and brainstorm solutions to barriers, new projects or review curriculum resources.

Start a New Program with Ease.

We believe that the best way to learn a curriculum is by implementing it. Our model is designed to make sure that teachers are not overwhelmed with a lot of information and feel comfortable starting Digitability asap.

Data & Report Tools Included!

Monitoring progress of a wide range of individual student goals can be challenging and time consuming. That's why Digitability designed a system that makes the IEP process easier!

Teacher Rewards Program

Digitability understands the day-to-day demands of teachers. Digitability's Professional Development Reward System incentivizes teachers as they achieve mastery of new evidence-based practices for increasing transition outcomes for students.

Google Classroom Compatible

In addition to being compatible with Google Classroom, Digitability trains students to use Google Applications to learn word processing, data entry, organization and workplace communication. Digitability also provides teachers with custom Google Doc Templates for creating resumes, presentation personal budgets and more.

![Digitability - Be Work Ready!]

Visit the Digitablity Website to Learn more about:

✓ Free **IEP Goal Bank**

✓ Easy to Use **Data and Reporting**

✓ New **Virtual, Online Banking**

✓ On-Demand **Teacher Support**

Encouraging

Lesson 8 :
How do you Encourage Others?

cnet   SILICON VALLEY SOCIAL INNOVATION SUMMIT   npr   TechCrunch   MSNBC

Lessons in this unit:

Encouraging

1. **Workplace Behavior**
2. **Participation/Contributions**
3. **Interrupting**
4. **On-Task/Following Directions**
5. **Off-Task/Not Following Directions**
6. **Collaborating**
7. **Arguing**
8. **Encouraging**
9. **Disrespect/Teasing**
10. **Helping**
11. **Complaining/Whining**
12. **Greeting Others**
13. **Off-Topic**
14. **Problem Solving**
15. **Aggression**
16. **Sharing**
17. **UMAPA**
18. **Workplace Behavior Master Badge**

cnet   SILICON VALLEY SOCIAL INNOVATION SUMMIT   npr   TechCrunch   MSNBC

WRAP UP

Social Economy: Workplace Boundaries

1. **Read off total earnings for each student. "(Student Name) earned ____ Participation Dollars. Nice work." Repeat for each student.**

2. ❓ **For a Participation Dollar, how will encouraging change your earnings?**

   +$ *Possible Answers: earn a dollar, more money will be added to your earnings*

3. ❓ *"For a Participation Dollar (Student Name),what will you do with your earnings?"*

   +$ *Possible Answers: pay bills, purchase rewards, save for larger purchases*

4. **"(Student Name) said they will (repeat answer). Nice job earning a Participation Dollar!"**

5. **Students will fill out deposit slip and submit earnings to their CFO.**

Workplace Connections Activity

Students will work in a group to act out different behaviors. One students will deliver the consequence of that behavior. Students will then submit their dollars and the deposit slip to their CFO. Enter each student's earnings from this lesson into **Bankability Payroll System** in the field called **Participation/Contributing.**

Setting Boundaries with Independent Practice

Independent practice gives students the opportunity to exercise self-regulation strategies. Tell students, **"Unlock the (lesson badge/s) and then logout of your account. If you follow directions, you will earn $___ Following Directions Dollars. However, if you unlock badges not assigned, you will pay a Not Following Directions fine of $1."**

Find more information on **Assigning Independent Practice.**

Looking Ahead

- **Level 2 Social Economy** - Each Unit in Level 2 will give students the opportunity to learn more about successful and problematic behaviors. Behaviors will be introduced systematically to give students ample time to practice behaviors.

- **Coaching & Rewards** - Schedule your monthly coaching call with your coach! Your coach can answer questions about the Level 2 Social Economy.

- **Work Simulation** - Your coach will introduce you to the Work Simulation Competition and help brainstorm project ideas and partners! Learn more.

Ways to Differentiate

T1 Students count money and fill out deposit slip independently.

T2 Student uses verbal prompting or adult/Tier 1 partner.

T3 Modify questioning to a Yes/No Format and adult/Tier 1 partner.

✓ YES   ✗ NO

PROGRESS DATA IN BANKABILITY

Enter each student's earnings for unlocking badges into **Bankability Payroll System** in the field called Employee Salary under the **BLUE** Earnings Behavior column. Enter any fines into Directions field under the **ORANGE** Deductions Behavior column. NOTE: Badge deductions are the only fine that can be administered throughout Level 1.

💡 **Pro Tip**: Learn more about earning gift card rewards each month!

7

Encouraging

Supplemental Materials

Digitability

Materials:

- Scenario cards
- Scissors
- Successful and Problematic behaviors Image Exchange Cards

Directions: Print and cut out scenario cards. Assign mixed ability groups of 2-3 students. T1 student will read the scenario for the group. Team will discuss what behavior was exhibited and what the consequence to the behavior should be. T2 students will record behavior and consequence. T3 students will review each scenario to make sure all scenarios have behavior and consequences.

Differentiation:

T1- Students will read scenario out loud for the group

T2 - Students will record the behavior exhibited in the scenario and the consequence to the behavior.

T3 - Students will review answers for group ensuring that all scenarios have an identified behavior and consequence.

Scenario 1

Marco was upset after he received a low score on a test, Mel walks over and said "You can do better next time. I'll help you study."

Consequence:

"Mel, great job _____. You earned _____."

Scenario 2

Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.

Consequence:

"Ruby, that's _____. _____ cost a dollar. Next time, wait for others to finish before you contribute your ideas."

Scenario 3

Your team has to unload boxes from a delivery truck so the truck can leave. You work with your team members to create a plan to get the boxes off the truck quickly.

Consequence:

"Great job _____, everyone. You earned _____."

WORKPLACE CONNECTION | BEHAVIOR AND CONSEQUENCE | SE2.8.6.1 |

Scenario 4

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

Consequence:

"Ruby, you're _____. Being _____ cost a dollar. Next time, follow directions to earn a dollar."

Scenario 5

Jen hears her coworkers talking about a new movie they've all watched. Jen walks up to the group and joins the conversation.

Consequence:

"Jen, great job _____. You earned _____."

Scenario 6

Mel and Marco can't decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn't want pizza for lunch.

Consequence:

"Marco, that's _____. _____ cost a dollar. Next time, work together to find a solution."

WORKPLACE CONNECTION

BEHAVIOR AND CONSEQUENCE | SE2.8.6.1 |

Scenario 7

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

Consequence:

"Mel, great job _____. You earned _____."

WORKPLACE CONNECTION   **BEHAVIOR AND CONSEQUENCE** | **SE2.8.6.2** |

Scenario 1

Marco was upset after he received a low score on a test, Mel walks over and said "You can do better next time. I'll help you study."

Consequence:

"Mel, great job _____. You earned _____."
                    participating, encouraging   participating, encouraging

Scenario 2

Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.

Consequence:

"Ruby, that's _____. _____ cost a dollar. Next time,
                    interrupting, complaining   Interrupting, Complaining
wait for others to finish before you contribute your ideas."

Scenario 3

Your team has to unload boxes from a delivery truck so the truck can leave. You work with your team members to create a plan to get the boxes off the truck quickly.

Consequence:

"Great job _____, everyone. You earned _____."
                    collaborating, encouraging   collaborating, encouraging

WORKPLACE CONNECTION

BEHAVIOR AND CONSEQUENCE | SE2.8.6 |

Scenario 4

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

Consequence:

"Ruby, you're _____. Being _____ cost a dollar.
                    off-task, interrupting   off-task, interrupting
Next time, follow directions to earn a dollar."

Scenario 5

Jen hears her coworkers talking about a new movie they've all watched. Jen walks up to the group and joins the conversation.

Consequence:

"Jen, great job _____. You earned _____."
                following directions, participating   following directions, participating

---

Scenario 6

Mel and Marco can't decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn't want pizza for lunch.

Consequence:

"Marco, that's _____. _____ cost a dollar. Next
                arguing, teasing   Arguing, Teasing
time, work together to find a solution."

Digitability™

Name [   ]   **Date** [   ]

Scenario 7

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

Consequence:

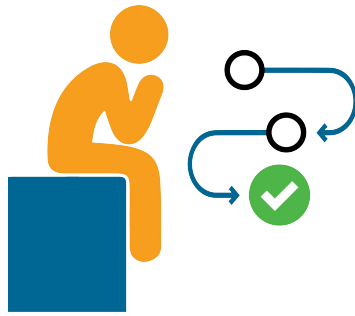**"Mel, great job _____. You earned _____."**

being off-task, being on task   being off-task, being on task

Successful Workplace Behaviors

SE2.BEHAVIORS

Participation/ Contributions
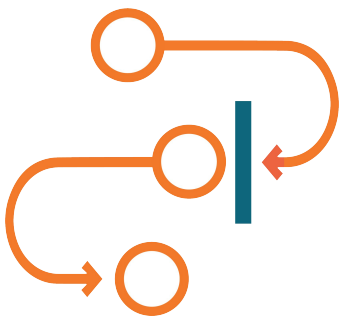
On-Task/ Following Directions

Collaborating

Encouraging

Helping

Greeting Others

Hi

Problem Solving

Sharing

Name

Date

Problematic Workplace Behaviors
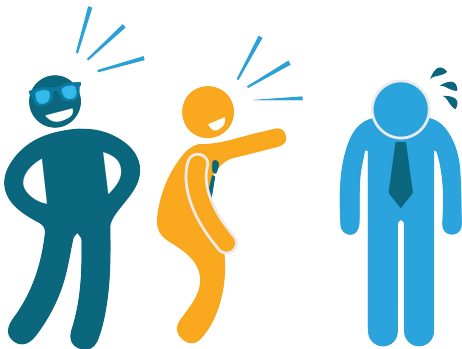
SE2.BEHAVIORS

Interrupting

Off-Task/ Not Following Directions

Arguing

Disrespect/Teasing

Complaining/Whining

Off-Topic

Aggression

UMAPA