



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



TechCrunch



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

Functional Academics

- ▲ 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!

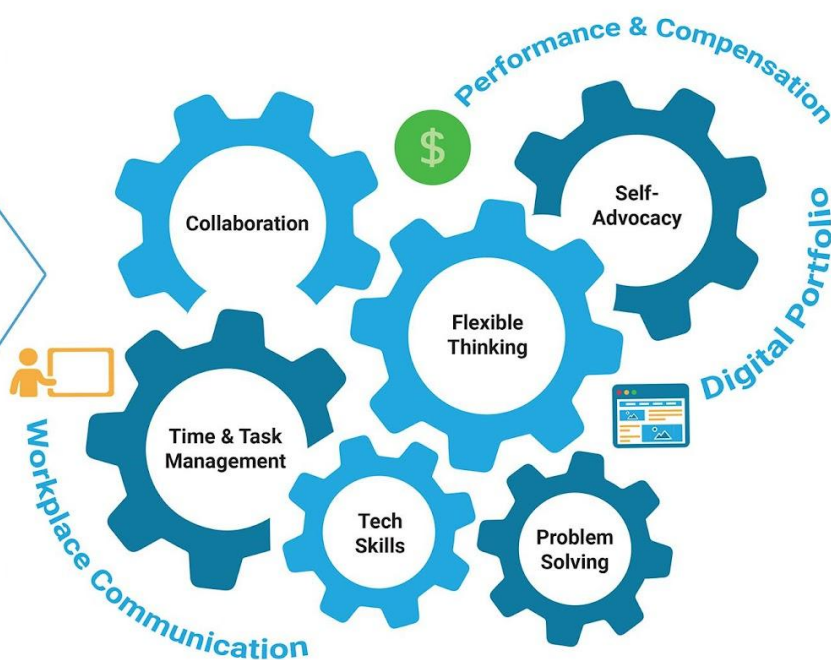
Start Here

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
- A¹3
2^BC 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
- 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.

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

Customize classroom bills and rewards, run payroll, and approve purchase requests from their Bankability dashboard.

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	<input type="checkbox"/>
Movie Day	10	<input type="checkbox"/>
Preferred Activity	5	<input type="checkbox"/>
Classroom Bills		
bill type	amount	
Rent	20	<input type="checkbox"/>
Electric Bill	10	<input type="checkbox"/>

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.





T1

BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

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 _____.”



T1

BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

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.”

Name

Date



T1

BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

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 _____.”



T2

BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

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

Name

Date



T2

BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

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.

arguing, teasing

Arguing, Teasing

Next time, work together to find a solution.”

Name

Date



T2

BEHAVIOR & CONSEQUENCES

Directions: Read the scenario below and work with your partner to determine the behavior in the story and the consequence for the behavior.

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

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