



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

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, & Saving)

Transition

- Interviewing
- Real-World Employment Projects
- Work-Ready Resume & Portfolio

Identify Interest

Employment Experience

Getting Hired to Work

Performance Reviews

Portfolio + Interview

Work-Ready!



Start Here

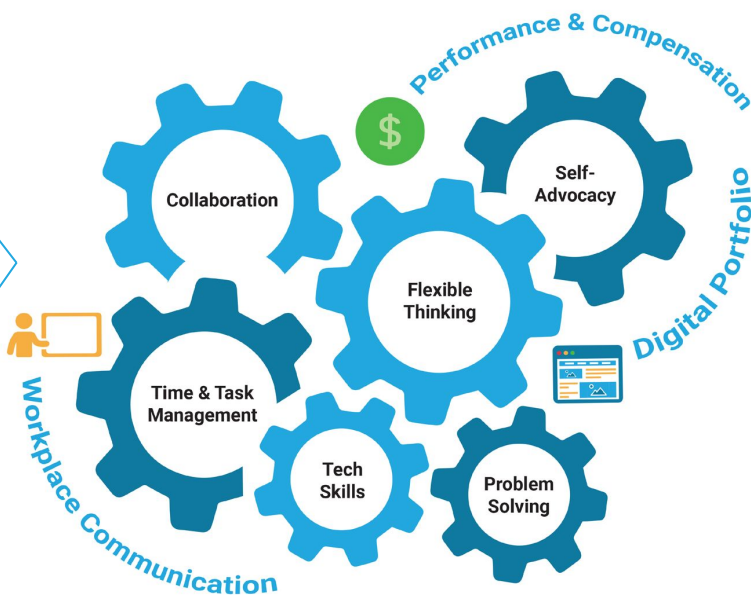
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.



Apply for a Job

Project Samples

- Coffee Shop
- YouTube Marketing
- A13 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

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	
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.





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

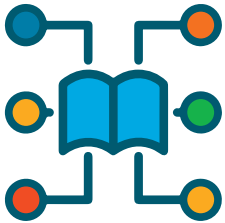
“We brought Digitability to Perkiomen Valley School District because of the scope and relevance of its unique digital content. The training was differentiated and tailored to each of our students’ needs through evidence-based practices.”



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.



**Visit the Digitability Website to
Learn more about:**



Free [IEP Goal Bank](#)



Easy to Use [Data and Reporting](#)



New [Virtual, Online Banking](#)



On-Demand [Teacher Support](#)

You are in Level 2: Workplace Boundaries



LEVEL 1: SOCIAL ECONOMY	LEVEL 2: SOCIAL ECONOMY	LEVEL 3: SOCIAL ECONOMY	LEVEL 4: SOCIAL ECONOMY
WORKPLACE CULTURE	WORKPLACE BOUNDARIES	WORKPLACE POLICIES	WORKPLACE ADVOCACY
Earning and Spending Motivation Socialization	Personal Budgeting Executive Functions Self-regulation	Performance Review Empowerment Self-Efficacy	Long-term Planning Perseverance Self-Advocacy Plan

Level 2 Self-Regulation

In this unit learners will be introduced to behaviors that will help them to be successful in the workplace and behaviors that can be problematic in the workplace. Learners will be systematically introduced to these workplace behaviors as they build capacity and improve their self-regulation skills. As students are explicitly taught new skills they will have the opportunity to earn additional income for demonstrating successful workplace behaviors, while now facing deductions for exhibiting behaviors that can be problematic. While reinforcement will continue to be written into the lesson plans, it will be important to recognize when learners exhibit successful and problematic behaviors that we can not anticipate.

Because it is important to be consistent while addressing behavior, the same language formula is used every time.

Learners will continue earning dollars as they did in Level 1:

[Learner's name] + [behavior] + [consequence] + [reinforcement]

Example:



"Marcus is on task. Nice job staying on task and earning a dollar!"

Learners will spend money on problematic behaviors using same structure:

[Learner's name] + [behavior] + [consequence] + [replacement behavior]

Example:



"Marcus, that is an interruption. Interruptions cost a dollar. Next time, raise your hand to answer the question."



With every dollar that is paid, it is critical that learner's receive a replacement behavior to exhibit and learn self-regulation strategies.




Lesson 1: Workplace Behavior

Social Economy Level 2



Lessons in this unit:

- 
1. **Workplace Behavior**
 2. **Participating**
 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**



Level 2 Digital Citizen

Social Economy Unit: Workplace Boundaries

Lesson 1: Workplace Behaviors







Lesson Overview

In the workplace there are behaviors that make you successful and behaviors that can be problematic.

Objective

Student is able to identify successful and problematic behaviors.

What you need:

- [Printed Money](#) 
- [Differentiated Resources](#) (Warm-up, Word Wall Badge, Exit Ticket, Etc.) 
- [Dollar Tracker](#) 
- [Exit Ticket Rubric](#) 
- [Exit Ticket Part 2 Rubric for Scoring & Bankability Entry](#) 
- [Deposit Slips](#) 
- **Optional:** Google Slide Online Lesson Plan
- **Lesson Video:** [Workplace Behaviors](#)
 - Click on Videos > Select Level 2 Digital Citizen> Select Unit Social Economy: Workplace Boundaries > Select Workplace Behaviors

This Lesson Connect to:

- ✓ [Social Skills](#)
- ✓ [Functional Academics](#)
- ✓ [Workplace Readiness](#)

Goal Bank

- ✓ [Financial Literacy](#)
- ✓ [Digital Literacy](#)
- ✓ [Workplace Communication](#)

Workplace Connection Activity

Students will identify successful behaviors they can increase and problematic behaviors they can decrease.


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 (Student Name), what will you do with your earnings?"

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

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



Workplace Connections Activity

WORKPLACE CONNECTION T1 WORKPLACE | SKILLS | DIGITAL TEMPLATE

Directions: This unit you will learn about successful and problematic workplace behaviors. Check off the behaviors below that you think you displayed

Successful Behaviors	Problematic Behaviors
<ul style="list-style-type: none"> Participating/Contributing On-Task/Following Directions Collaborating Encouraging Helping Caring for Others Problem Solving Sharing 	<ul style="list-style-type: none"> Interrupting Off-Task/Not Following Directions Arguing Disrespect/Talking Back Complaining/Writing Off-Topic Aggression Not Using Materials and Possessions Appropriately

Students will identify successful behaviors that they can increase and problematic behaviors that they can decrease. 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 one-week check-in call with your Coach! They can answer more questions once you implement a lesson plan with your students and identify the best resources to support your classroom needs.
- **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.

Digitability Deposit Slip

Cash	Checks
Date _____	Name _____
Total _____	Total _____

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
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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!

WORKPLACE CONNECTION

T1 WORKPLACE | SE2.1.6.1 |
BEHAVIOR



[GOOGLE TEMPLATE](#)

Directions: This unit you will learn about successful and problematic workplace behaviors. Check off the behaviors below that you think you displayed

Successful Behaviors

- Participating/Contributing
- On-Task/Following Directions
- Collaborating
- Encouraging
- Helping
- Greeting Others
- Problem Solving
- Sharing

Problematic Behaviors

- Interrupting
- Off-Task/Not Following Directions
- Arguing
- Disrespect/Teasing
- Complaining/Whining
- Off-Topic
- Aggression
- Not Using Materials and Possession Appropriately

What behaviors do you think you can increase? What behaviors can you decrease?

WORKPLACE CONNECTION

T2 WORKPLACE
BEHAVIOR

| SE2.1.6.2 |



[GOOGLE TEMPLATE](#)

Directions: Check off the successful behaviors you can increase.
Check off the problematic behaviors you can decrease.

Successful Behaviors

Problematic Behaviors



☐ Participating
And Contributing



☐ Interrupting



☐ On-Task/
Following Directions



☐ Off-Task/
Not Following Directions



☐ Collaborating



☐ Arguing



☐ Encouraging



☐ Disrespect/Teasing



☐ Helping



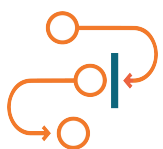
☐ Complaining/Whining



☐ Greeting Others



☐ Off-Topic



☐ Problem Solving



☐ Aggression



☐ Sharing



☐ Not Using Materials and
Possession Appropriately

WORKPLACE CONNECTION

T3 WORKPLACE | SE2.1.6.3 |
BEHAVIOR





[GOOGLE TEMPLATE](#)

Directions: Point to or circle your answers below.



Are there successful behaviors you can learn?



 YES	 NO
---	--



Are there problematic behaviors you can use less?



 YES	 NO
---	--

Does your behavior affect others in the workplace?



 YES	 NO
---	--

Successful Workplace Behaviors

SE2.BEHAVIORS



**Participation/
Contributions**



**On-Task/
Following Directions**



Collaborating



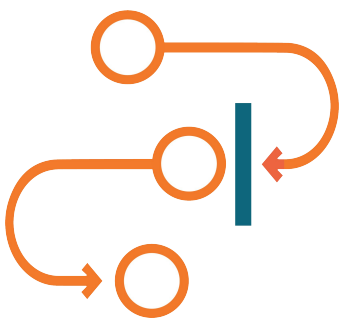
Encouraging



Helping



Greeting Others



Problem Solving



Sharing

Problematic Workplace Behaviors

SE2.BEHAVIORS



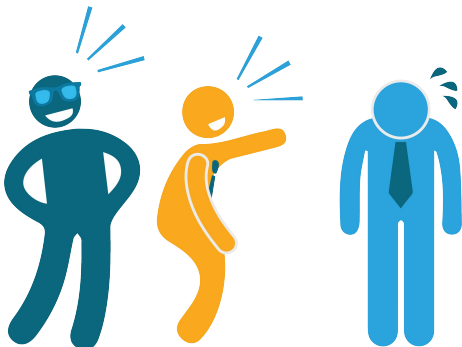
Interrupting



Off-Task/ Not Following Directions



Arguing



Disrespect/Teasing



Complaining/Whining



Off-Topic



Aggression



UMAPA