

Digitability™

Bankability™

What's Inside

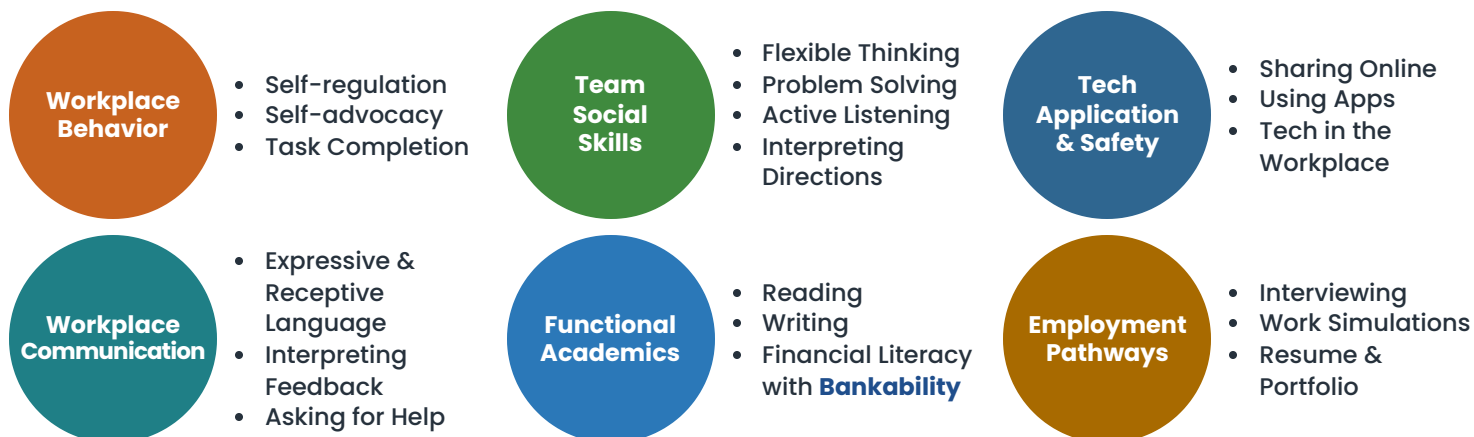
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Be Work-Ready with Digitability!

Digitability is an **award-winning** special education program that turns classrooms into workplaces, preparing students for real jobs.



Curriculum Categories



Work Simulations Real-world projects, personalized to each student's needs and interests

1 - Choose a Work Simulation Project



Projects come from:

- Community or employment partnerships
- School-based enterprises
- Employment practice (conceptual projects)
- [View Real Classroom Projects](#)

2 - Get Hired and Go to Work

- 1 Get hired for jobs**
Students take on real roles on the project team
- 2 Work independently & collaborate**
Manage their own tasks and work as a team
- 3 Present their work**
Share finished projects with an audience
- 4 Participate in performance reviews**
Get feedback and set goals for growth
- 5 Earn income with Bankability**
Paychecks deposit into their own bank account

Every student graduates with a Work-Ready Portfolio



Financial Literacy, Built Into Every Day

Bankability turns your classroom into a real-world economy, and every student into a money manager.



HOW STUDENTS BUILD REAL MONEY SKILLS



Earn It

Participating, staying on task and following directions earn dollars for a virtual bank account.



Checking Account

\$ 45 ↑

Track the Balance

Balances grow with every deposit and shrink with every purchase: real money math, every day.

Checking

\$30



Savings

\$30

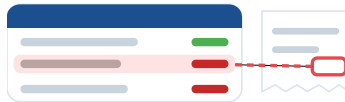
Shop or Save

On shopping day, students choose: spend on rewards now, or save for something bigger.



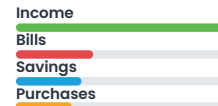
Payday & Pay Stubs

On the 1st and 15th, students review their pay stub and connect behaviors to earnings.



Read the Statement

Monthly reviews track earning, spending and saving, and compare receipts to catch errors.



Budget & Set Goals

Students plan for bills, savings and purchases, then ask: "Am I getting closer to my goal?"

Financial Accountability

Some workplace behaviors come with fees, just like on the job, while positive behaviors can still earn **performance bonuses**.

\$ Collaboration

\$ On-Task

-\$ Interrupting



30 days in a row of
sustained growth

Pay Stub

Earnings	\$110
Performance Bonus	+\$200
Deductions	-\$3
Net Pay	\$307

Simple routines that build lasting habits



Daily

Earn dollars



Weekly

Shop + account
check



Payday

Deposit + pay
stub



Monthly

Statement +
budget



Account Health Check

- ✓ Bills paid?
- ✓ Am I saving?
- ✓ Deductions going down?

Four Levels. One Framework.

Levels 1–4 build awareness, consistency, and greater independence — from a first paycheck to self-advocacy in the workplace.

1 Workplace Culture & Classroom Economy

Reinforce the skills you want to see.

LEVEL 1

Level 1 builds a positive classroom culture by reinforcing participation, staying on task, following directions, and collaboration. Students earn classroom dollars and practice saving, spending, and working toward rewards. Consistent workplace language helps them understand which actions support success and how those actions affect their earnings. Students build motivation, shared routines, and a foundation for greater independence.

Earning and Spending

Connect positive behaviors to earnings and financial choices.

Motivation

Work toward rewards and see the value of consistent effort.

Socialization

Practice participation, collaboration, and shared routines.

2 Workplace Boundaries & Self-Regulation

Connect behavior to workplace expectations.

LEVEL 2

Students learn how behaviors like interrupting or complaining are perceived at work, and practice strategies matched to their needs, such as writing down a thought to share later or turning a complaint into a question. Earning and spending patterns help them recognize the impact of their choices. Students develop self-awareness and self-regulation while learning how to seek support appropriately.

Personal Budgeting

Use earning and spending patterns to reflect on choices.

Executive Functions

Practice planning, following steps, and problem-solving.

Self-Regulation

Recognize behavior patterns and choose useful strategies.

3 Workplace Policies & Action Plans

Turn feedback into an Action Plan.

LEVEL 3

Level 3 helps students use feedback to make progress over time. Through Performance Reviews, students examine earning and spending patterns, identify strengths and challenges, and create an Action Plan with strategies for improvement. Working toward PROPS, workplace status, and a 30-day Performance Bonus encourages consistent practice across environments. Students learn to describe their progress and apply successful strategies with greater independence.

Performance Review

Use feedback and account patterns to identify growth areas.

Empowerment

Help shape an Action Plan and take ownership of progress.

Self-Efficacy

Build confidence by using strategies and seeing improvement.

4 Workplace Advocacy & Portfolio Development

Know what helps you succeed — and ask for it.

LEVEL 4

Level 4 helps students identify what they need to succeed and communicate those needs appropriately in the workplace. Students plan how to request supports, environmental adjustments, or training for new responsibilities. They practice describing their strengths, needs, and next steps as they prepare for employment and future growth. Students develop a self-advocacy plan that supports greater independence and long-term success.

Long-Term Planning

Identify supports and training for future goals.

Perseverance

Keep practicing strategies across tasks and settings.

Self-Advocacy Plan

Prepare how to explain needs and request support.

One framework. Different goals. Greater independence.

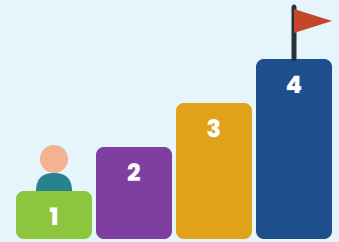
Visual prompts · Checklists with occasional support · Independent self-monitoring — matched to where each student is right now.

digitability.com/bankability

PROGRAM FIT & IMPLEMENTATION

One Program. Multiple Pathways.

Digitability fits into any special education setting. Choose the level of implementation that matches your needs, then **grow with coaching** as they evolve.



Two Programs. Connected Skills for Independence.



Workplace readiness, digital literacy, work simulations and portfolios



Positive Behavior Intervention Support (PBIS) for any classroom

Fits in Any Classroom

More ways to support students across your department, from a single classroom to an entire district.



Special Education Teachers



Autism Support Programs



Life Skills Classrooms



Transition Coordinators



Emotional Support Programs



Executive Functioning Support



Intellectual & Developmental Disabilities



School-Wide & Program-Wide

Choose the Right Level of Implementation

Four pathways to fit your students, your time and your routines. Start simply and expand at your own pace.

01

Bankability PBIS

Reinforcement through earning, saving and spending routines.

02

Bankability PBIS+

Add brief workplace behavior and financial-skills activities, with differentiation.

03

Bankability Life Skills

Use structured lessons and differentiated practice during dedicated instructional time.

04

Digitability

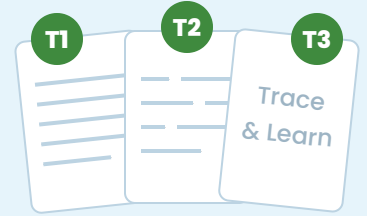
Connect learning to work experiences and portfolios, with support for different student roles.



Not sure where to start? Your Implementation Coach helps you choose a pathway and grow into the next one.

One Size Does Not Fit All.

Everyone has a role to play. Every resource is differentiated so students build skills **at their current level**.



Three Tiers in Every Lesson

Teachers choose resources by each student's level of need and independence. **Example: exit ticket**

T1 Independent

Students brainstorm and write their own ideas about workplace behavior.

T2 Supported

Students use a checklist and sentence starters to evaluate their behavior.

T3 Modified

Students answer yes/no questions with Image Exchange Cards or use Trace 'n' Learn.

Now Expanded in Both Directions



Need More Support?

Videos designed for processing delays, step-by-step concept breakdowns and supported activities to revisit skills.



Ready to Move Faster?

Faster-paced videos and higher-level thinking activities help students move into application sooner.



Limited Classroom Time?

Brief activities without a full lesson plan, plus quick, consistent routines that reinforce skills for real-world outcomes.

Built for a Wide Range of Learners

Expressive & Receptive Language

Social Reciprocity

Self-Esteem & Confidence

Verbal Ability

Intellectual Disability

Auditory Processing

Attention, Memory & Organization

Executive Functioning

Emotional Processing

Anxiety & Impulsivity

Digitability serves individuals with and without special education needs.



Digitability has something for every single one of my students.

Dawn Geiger
Special Education Teacher,
Philadelphia, PA

You're Busy. Let Us Help!

Every license includes a dedicated **Implementation Coach** and year-long **Success Partnership** support.



What Every Teacher Gets

- | | |
|---|---|
| Year-Long Coaching
A 1:1 coach all year, with support on request | Custom Implementation
A plan built around your students and program |
| Expert Coaches
Former special education teachers | Professional Development
Tech skills and evidence-based practices |
| Ready-to-Teach Lessons
Scripted lessons with three tiers of resources | Differentiated Pathways
Visual prompts, checklists or self-monitoring |
| IEP Tools Included
Goal monitoring and an IEP Goal Bank | Teacher Rewards
Monthly rewards that support work-ready outcomes |

One Coach Helping You With Every Part of the Program

Your coach works side by side with you all year, so you never have to figure it out alone.



Your Coach Is Also Your School's Implementation Partner

- | | |
|---|---|
| For School Leaders <ul style="list-style-type: none"> ✓ Teacher & staff training ✓ Implementation fidelity support ✓ Leadership consultation ✓ Proven best practices | Grow at Your Pace <ol style="list-style-type: none"> 1 Add Classrooms 2 Expand Programs 3 Build a Continuum 4 Scale Districtwide |
|---|---|

Greater staff confidence. Stronger implementation. Better student outcomes.

Measure Progress. Report in One Click.

Track IEP progress all year and **spend less time on paperwork.**



Built to Save Teachers Time

Ready-to-Teach Lessons

Differentiated lesson plans linked to IEP goals.

Data-Driven Instruction

Easy progress tools and a real-time dashboard.

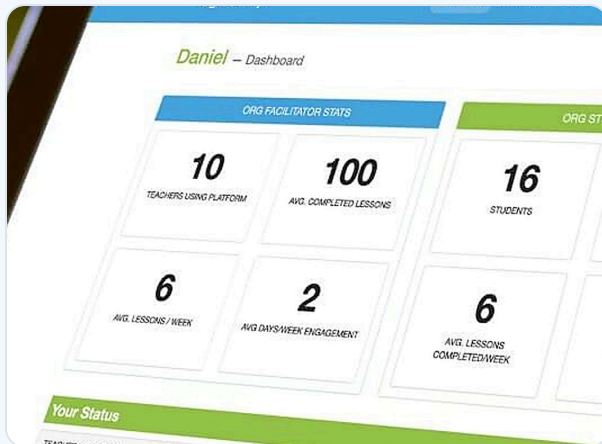
One-Click Reports

Download, print or email in one click.

Bankability Dollars

Consistent reporting and interventions.

Keep Everyone on the Same Page



Weekly Inbox Updates



Automatic Milestone Emails



Shareable Reports for IEP Meetings



Custom Resources on Request

Free IEP Goal Bank

Workplace Behavior Self-Regulation Self-Advocacy
Team Social Skills Workplace Communication
Tech Application & Safety Functional Academics
Financial Literacy Employment Pathways

[Get Free Goal Bank Examples](#)



When it's time for an IEP meeting, all I need to do is log in and print the student's progress report.

Leann W., M.Ed.
Learning Support Teacher, NJ

Two Programs. Many Ways to Start.

Start with one program, or use both across your school. Bankability is built into Digitability, and it also works on its own in any classroom.



OPTION 1

Digitability

For transition and work-readiness programs

- ✓ Work-readiness curriculum across six categories
- ✓ Work simulations, resumes and portfolios
- ✓ Coaching and Employment Pathways



Bankability built in. Students earn a paycheck for doing their job on the work simulation team.



OPTION 2

Bankability on Its Own

For any classroom

- ✓ A classroom economy with a virtual bank account
- ✓ Payday, shopping, saving and budgeting
- ✓ Financial literacy that grows across Levels 1–4



Three ways to run it: PBIS, PBIS+ or Life Skills, matched to each classroom's time and routines.

OPTION 3

Use Both Across Your School

★ **RECOMMENDED**

YOUR SCHOOL OR DISTRICT

Transition Program
Digitability

Work-Ready Class
Digitability

Life Skills Class
Bankability Life Skills

Resource Room
Bankability PBIS+

Middle School
Bankability PBIS

More Classrooms
Bankability PBIS

Digitability classrooms include Bankability

Run Digitability in your work-readiness programs, then **scale Bankability to other classrooms**. Each room runs the pathway that fits it, from PBIS to Life Skills.

- Your Implementation Coach helps each classroom choose its pathway
- Start small and add classrooms over time

Request a quote

Tell us which path fits, and we'll build a plan for your classrooms.

Not sure where to start? We can help! Complete a request form today and we'll be in touch.

Get a Free Quote

GRADUATE SUCCESS STORY

Meet DeShaun

DeShaun is a Digitability graduate who now works in a **human resources office**. He travels to work independently, and on his days off he takes the bus to the city's center for lunch and to visit his favorite museums.



Where DeShaun's Journey Began

DeShaun began his transition to adolescence as he entered his 9th grade autistic support classroom. At the time, he exhibited age-inappropriate behaviors: he often used baby talk and told his class about fairy tale princesses. While he watched animated children's shows on apps like YouTube, he didn't use the computer to connect with others, learn about new topics, or perform independent living tasks.



Digitability shapes student interest into marketable skills while developing social and emotional capacity.

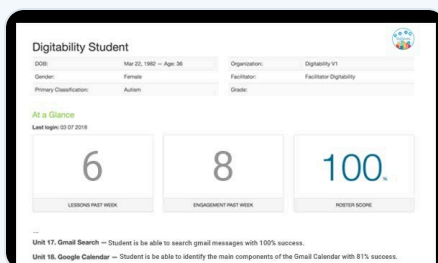
Building Tech Skills From His Interests



Through Digitability, DeShaun learned the basics of using technology, step by step:

- 1 Research.** He mastered using a search engine like Google to research Cleopatra (an age-appropriate parallel to his interest) and the history of Egypt.
- 2 Organize.** He began building presentations from his content knowledge and media he found through image and video searches.
- 3 Create.** Digitability's platform made Google Drive apps like Google Slides accessible, so he could master creating online presentations.

Measuring Mastery Through Data & Reporting



Digitability's Data and Reporting features demonstrated DeShaun's skill mastery through measurable goals and objectives.



One-click progress reports for DeShaun's teacher

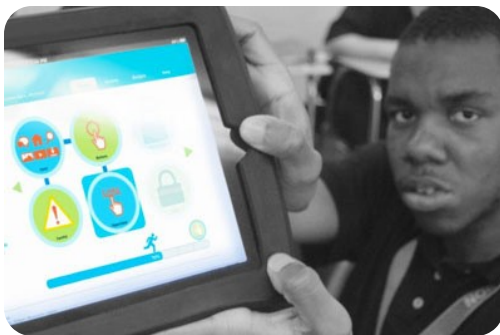
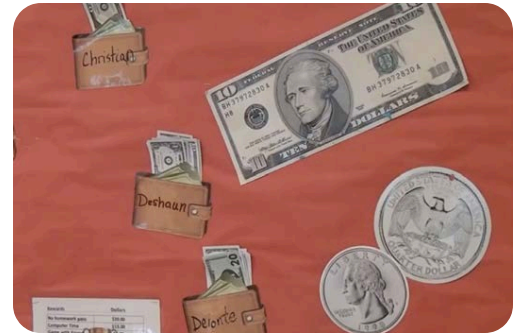


Email updates kept DeShaun's family informed of his progress

Bankability Built Workplace Behavior

Bankability, the classroom economy built into Digitability, is a behavior system that uses boundaries and reinforcers to teach **workplace behavior**. It helped DeShaun shift his interests toward age-appropriate topics, then focus on using tech to develop life skills.

As his social and communication skills grew, he practiced **age-appropriate language** during his Google Slides presentations about Cleopatra.



Navigating the Internet Safely

Beyond the tools to use the internet independently, Digitability taught safety concepts:

Public vs. private info

Spotting spam

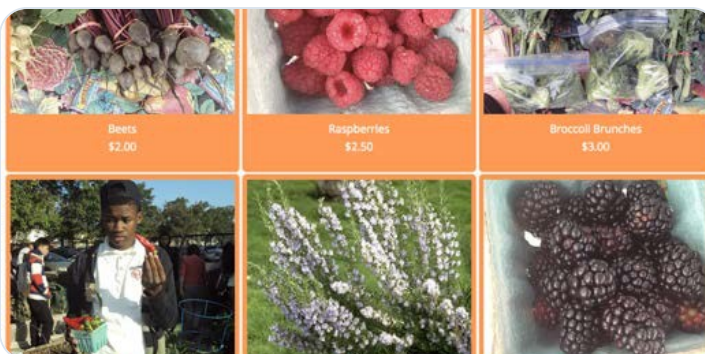
Appropriate online comments

As each student mastered new tech and social skills, the class moved through the work-ready training program, next collaborating on a **Digitability Work Simulation**.

PLANNING A WEBSITE WORK SIMULATION

Community, Tech, Communication & Problem Solving

DeShaun's school had a community garden whose produce was sold to residents in neighborhoods identified as food deserts. Using Digitability's **Planning a Website Simulation**, DeShaun's special education classroom designed a website to engage the community and share inventory, pricing, and market hours and location.



His Role: The Produce Page

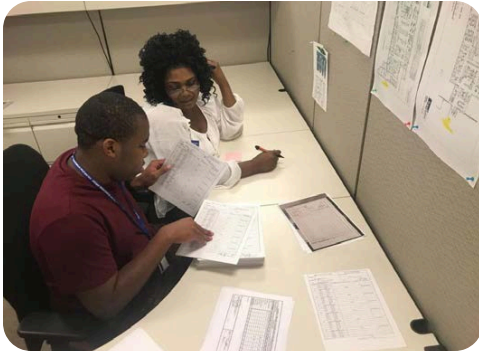
DeShaun built the webpage showing what produce would be sold and what each item cost.

Item	Price	Google Drive Image File
Beets	\$2.00 per bunch	https://drive.google.com/open?id=1ZAKa4du6ltnTD7M8cKm5Y2di8wVDT
Raspberries	\$2.50 per box	https://drive.google.com/open?id=1C1dx8myW3inOHTBw_5QwplJY5yWVYy
Broccoli	\$3.00 per bunch	https://drive.google.com/open?id=1HxQ3ixT3EPJ8ix1fYPhofwDcJ7Qb
Hot Peppers	\$0.10 per pepper	https://drive.google.com/open?id=118UOPwJRZb7HYeNSqPeBujVAELukGA2
Rosemary	\$1.00 per bunch	https://drive.google.com/open?id=1qdznrR3zVb5hUSN6haN8y1cmRbTE8u
Blackberries	\$2.50 per box	

Organized in the Cloud

He created an inventory in Google Sheets with links to each item's photo in Google Drive, then shared it with the teammate building the recipe blog.

Getting Comfortable With Feedback



At **Demo Day**, DeShaun presented his work: how he collaborated with his group, managed his time and tasks to meet deadlines, the problems he hit, how he solved them, and what he'd do differently.

He listened to feedback from teammates and his "executive team" (any teacher or administrator in the room), then planned next steps using one phrase:

"What I hear you saying is..."

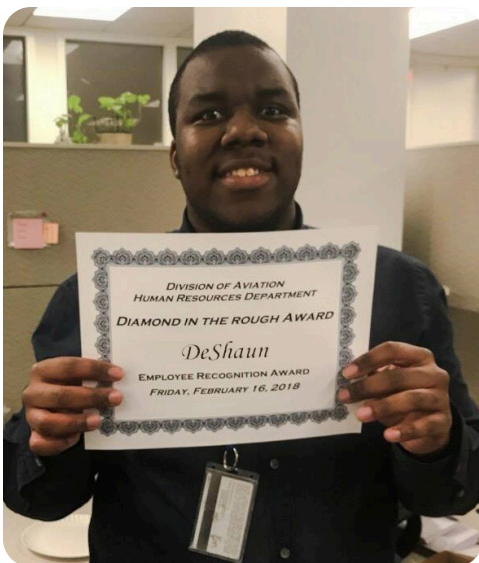
From Simulation to Interview

After completing Digitability Work Simulations, students prepare resumes and practice interviewing for a different job in the "Digitability company."

DeShaun learned to showcase his work-ready skills while building the social and communication abilities the workplace demands. **This experience prepared him with what he needed to become employed.**



Today: Working in an HR Office



DeShaun now works in an HR office where he **manages data and communications**.

-  **Employee of the Month**, honored as a valued contributor to his workplace
-  **Upskilling** with on-the-job training to grow in his position
-  **Independent**, commuting to work and exploring the city on his own

~70% of Digitability's first graduating class, DeShaun's cohort, obtained employment

~30% of people with neurodiverse needs are employed nationally (more than 70% are not)

Digitability is changing the paradigm of pigeonholing people with disabilities into unemployment, with hundreds of differentiated lesson plans and **work simulations** like the one DeShaun completed.

Meet Digitability Graduates



DeShaun

DeShaun came into the program with age-inappropriate behavior: he used baby talk and referenced children's stories off-topic. He had limited social skills, eye contact and expressive language, along with significant processing delays. Digitability prepared him with a work-ready portfolio and the social and emotional growth he needed to get hired.

Today: working full-time in an HR office, honored as a valued contributor.



Stephon

Stephon came into the program with low self-esteem. He had selective mutism and experienced anxiety and depression, and with dysgraphia, he had little interest in writing. Digitability gave him new digital skills to find his voice, discover his career interest and self-regulate so he could obtain and sustain employment.

Today: hired in his senior year, completed electrician training, and now trains others in the skills he mastered.



Marcus

Marcus came into the program with significant speech and language needs, an intellectual disability and a stutter that made him self-conscious. He was hyper-focused on mammals, so Digitability helped him build a webpage organizing that knowledge, grow his speech and confidence, and connect his interest to internships at the local zoo. He presented his site confidently to a panel of eight judges.

Today: employed, confident, and enjoying his social relationships.

Request a Free Quote