FREE EDUCATOR RESOURCE

IEP Goal Bank

Small steps.
Meaningful progress.

Sample goals, classroom activities, and a connected approach to workplace readiness.

01 **Plan with purpose**
28 sample goals to individualize with your IEP team.

02 **Put skills into practice**
Two activities with differentiated student resources.

03 **Explore the possibilities**
The Digitability + Bankability program overview.

Digitability + Bankability

Building skills for school, work, and everyday life.

START HERE

A resource you can make your own.

Use the sample goals as starting points, then select and adapt the classroom materials that fit your learners.

1. Individualize the goal

Use each student's present levels and priorities to set the target skill, supports, criteria, timeframe, and progress-monitoring method.

2. Choose a way to participate

Offer writing, speaking, pointing, AAC, partner support, or another appropriate response method. Tier labels describe resource options, not fixed student groups.

3. Connect practice to progress

Use classroom work and observations alongside relevant data. Earning classroom dollars alone does not establish mastery of an IEP goal.

Inside this packet

Sample goals	3–8
Needs vs. Wants + weekly reflection	9–19
Shared classroom tools	20–23
Program overview	24–31

Workplace & transition skills

Examples retain the original skill focus. Adjust the student name, criteria, supports, and timeframe for the individual learner.

01 Time management

Given a list of job tasks from a Digitability Work Simulation, [Student] will create a week of events in their online calendar, as measured by the Digitability Time Management Rubric.

02 Writing

Given a writing assignment at a ___ grade/proficiency level, [Student] will demonstrate organization, creativity/voice, grammar/syntax, punctuation, and spelling, as measured by the Digitability Writing Domain Rubric.

03 Reading comprehension

Given printed materials at a ___ grade/proficiency level, [Student] will summarize the content using an individualized comprehension measure.

04 Presentation communication

Given a workplace scenario from a Digitability Work Simulation, [Student] will initiate and maintain interactive communication during a five-minute work presentation, as measured by the Digitability Oral Presentation Rubric.

05 Responding to feedback

Given a workplace scenario from a Digitability Work Simulation, [Student] will respond to questions and feedback statements, as measured by the Digitability Oral Presentation Rubric.

Workplace & transition skills

Examples retain the original skill focus. Adjust the student name, criteria, supports, and timeframe for the individual learner.

06 Giving feedback

Given a scenario from a Digitability Work Simulation, [Student] will provide specific feedback on a classmate's presentation using the sandwich approach, as measured by the Digitability Oral Presentation Rubric.

07 Mathematics

Given a math probe at a ___ grade/proficiency level, [Student] will track money earned in Digitability Work Simulations by adding and subtracting dollar amounts with 80% accuracy, as measured by Digitability Show What You Know math probes.

08 Finance

Given a specific budget scenario from a Digitability Work Simulation, [Student] will 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.

09 Self-advocacy

Given a Digitability Workplace Behavior Activity, [Student] will inventory five successful personal workplace behaviors and five workplace behaviors they want to improve, and create a self-advocacy plan based on the Digitability Workplace Behavior Model.

10 Work-ready portfolio

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

Bankability: functional math

Examples retain the original skill focus. Adjust the student name, criteria, supports, and timeframe for the individual learner.

01 Add and subtract

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

02 Check purchasing power

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.

03 Identify a new balance

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.

04 Use the next-dollar strategy

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.

05 Calculate a purchase total

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.

Bankability: functional math

Examples retain the original skill focus. Adjust the student name, criteria, supports, and timeframe for the individual learner.

06 Count classroom dollars

When given up to ___ 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.

07 Stay within a budget

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.

08 Compare costs

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.

09 Track payroll deposits

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.

Bankability: financial literacy

Examples retain the original skill focus. Adjust the student name, criteria, supports, and timeframe for the individual learner.

01 Define financial terms

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.

02 Pay a bill

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.

03 Create a budget

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.

04 Navigate virtual banking

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.

05 Sequence bill payment

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.

Bankability: financial literacy

Examples retain the original skill focus. Adjust the student name, criteria, supports, and timeframe for the individual learner.

06 Sequence a purchase

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.

07 Categorize expenses

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.

08 Distinguish needs and wants

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.

09 Save toward a goal

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.

Needs vs. Wants

Help students connect everyday choices to budgeting through a movement or seated sorting activity.

Prepare

Print the NEEDS and WANTS signs (pages 11-12) and the sorting sheet (page 10). Place signs in two accessible locations or use them as tabletop response choices.

1. Explain that needs support health, safety, and daily functioning. Wants are things a person would like to have.

2. Read an item from the sorting sheet. Invite students to move, point, use AAC, or indicate their choice in another accessible way.

3. Ask students to explain their thinking. Discuss how a person's situation can change whether an item is a need or a want.

4. Connect the discussion to budgeting: Which expenses would you plan for first? What could you save toward?

Differentiate: Offer a partner, visual choices, or fewer items at a time. Students can write, speak, select, or point.
With Bankability: Reinforce participation and communication using classroom dollars and your established routines.

What do I need? What do I want?

Choose a response for each item. Be ready to explain your thinking. Some choices depend on the situation.

Name: _____ Date: _____

Item	Need	Want
Rent for an apartment		
Cell phone bill		
Groceries		
Bus pass		
A present for someone		
A soda on your walk home		
Water bill		
A new computer		
Clothes for work		
Electricity bill		

My reason for one choice: _____

_____

NEEDS

NEEDS

Things that support health, safety, and daily functioning.

Use as a wall sign, tabletop choice, or pointing response.

WANTS

WANTS

Things I would like to have.

Use as a wall sign, tabletop choice, or pointing response.

End-of-Week Reflection

Build a routine for reflecting on earnings, workplace behaviors, and progress toward a budget.

Gather your materials

Choose a reflection version (pages 14-19), the dollar tracker (page 20), classroom dollars (page 22), and the yes/no board (page 23), as needed.

Review the week

Use the tracker or Bankability account information to review income, purchases, bills, and fees.

Notice a pattern

Invite students to identify a success, an area where they need support, and a next step.

Choose the response format

T1: written responses. T2: checklists with verbal or written responses. T3: yes/no, pointing, AAC, or supported choices.

Keep reflection useful. Discuss what helped, what was difficult, and what support would make the next week more successful. Connect student responses to individualized instruction.

Let's look at my week.

Use your dollar tracker or Bankability account to reflect on earnings and workplace behaviors.

Name: _____ Week of: _____

	Mon	Tue	Wed	Thu	Fri
Earnings					

Weekly total: $_____

I earned money for:

I had deductions for:

One thing I did well:

I need more help with:

ACTIVITY 2 | T1 REFLECTION

My budget. My next step.

Review your progress, then choose a goal for the coming week.

Name: _____ Week of: _____

Budget category	This week	Monthly goal
Income		
Purchases		
Bills		
Fees		

Based on this week, I **am / am not** on track to meet my monthly budget.

My next step

My goal for next week is to earn $_____.

Let's look at my week.

Use your dollar tracker or Bankability account to reflect on earnings and workplace behaviors.

Name: _____ Week of: _____

	Mon	Tue	Wed	Thu	Fri
Earnings					

Weekly total: $_____

I earned money for:

- ☐ Exit tickets
- ☐ Employee salary
- ☐ Participation
- ☐ On-task / following directions
- ☐ Collaborating
- ☐ Encouraging
- ☐ Helping
- ☐ Greeting others
- ☐ Problem solving
- ☐ Sharing
- ☐ Bonus

I had deductions for:

- ☐ Watching unassigned videos
- ☐ Interrupting
- ☐ Off-task / not following directions
- ☐ Arguing
- ☐ Disrespect / teasing
- ☐ Complaining / whining
- ☐ Off-topic comments
- ☐ Aggression
- ☐ UMAPA (use classroom definition)

One thing I did well:

I need more help with:

ACTIVITY 2 | T2 REFLECTION

My budget. My next step.

Review your progress, then choose a goal for the coming week.

Name: _____ Week of: _____

Budget category	This week	Monthly goal
Income		
Purchases		
Bills		
Fees		

Based on this week, I **am / am not** on track to meet my monthly budget.

My next step

- ☐ Give or receive feedback
- ☐ Spend more time on task
- ☐ Participate in class
- ☐ Complete assigned tasks

My goal for next week is to earn $_____.

Let's look at my week.

Use your dollar tracker or Bankability account to reflect on earnings and workplace behaviors.

Name: _____ Week of: _____

	Mon	Tue	Wed	Thu	Fri
Did I earn?	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No

I earned money for:

- ☐ Exit tickets
- ☐ Employee salary
- ☐ Participation
- ☐ On-task / following directions
- ☐ Collaborating
- ☐ Encouraging
- ☐ Helping
- ☐ Greeting others
- ☐ Problem solving
- ☐ Sharing
- ☐ Bonus

I had deductions for:

- ☐ Watching unassigned videos
- ☐ Interrupting
- ☐ Off-task / not following directions
- ☐ Arguing
- ☐ Disrespect / teasing
- ☐ Complaining / whining
- ☐ Off-topic comments
- ☐ Aggression
- ☐ UMAPA (use classroom definition)

Use yes/no, pointing, AAC, or a partner to share your answers.

ACTIVITY 2 | T3 REFLECTION

My budget. My next step.

Review your progress, then choose a goal for the coming week.

Name: _____ Week of: _____

Budget category	Did I earn or spend?
Income	Earn / Spend
Purchases	Earn / Spend
Bills	Earn / Spend
Fees	Earn / Spend

Based on this week, I **am / am not** on track to meet my monthly budget.

My next step

- ☐ Give or receive feedback
- ☐ Spend more time on task
- ☐ Participate in class
- ☐ Complete assigned tasks

Will I earn more next week? YES / NO

SHARED TOOL | CLASSROOM TRACKING

Student Dollar Tracker

Record classroom earnings and deductions using your established routines. Use copies for each payroll period.

Student: _____ Payroll period: _____

Date	Activity / behavior	Earned	Deducted	Balance

Total: $_____ **Next payday: _____**

SHARED TOOL | SUPPORTED TRACKING

My daily dollar tracker

Record a date, goal, and amount earned. Point, speak, write, or use the response choices as needed.

Name: _____

Date	My goal / activity	Dollars earned

Did I work toward my goal today?

YES **NO**

SHARED TOOL | PRINTABLE CURRENCY

Classroom dollars

Cut apart and use with the activities. Classroom currency only; no cash value.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

$1 **BANKABILITY**
CLASSROOM DOLLAR
Practice. Participate. Grow.

SHARED TOOL | RESPONSE BOARD

Yes or no?

Point, look, speak, or use another accessible response method.



YES



NO

Use with either activity, during reflection, or for a supported classroom response.

Digitability
Be Work-Ready!

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

Workplace Behavior
- Self-regulation
- Self-advocacy
- Task Completion

Team Social Skills
- Flexible Thinking
- Problem Solving
- Active Listening
- Interpreting Directions

Tech Application & Safety
- Sharing Online
- Using Apps
- Tech in the Workplace

Workplace Communication
- Expressive & Receptive Language
- Interpreting Feedback
- Asking for Help

Functional Academics
- Reading
- Writing
- Financial Literacy with **Bankability**

Employment Pathways
- Interviewing
- Work Simulations
- Resume & Portfolio

Work Simulations

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

1 · Choose a Work Simulation Project

Coffee Shop | Baked Treats | Dog Treats | Garden | Candle Company | T-Shirt Printing | Print Shop | Website Design | + Your Own

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

Online Profile
Connect with employers

Resume
Showcases real work experience

Project Samples
Work from their simulations

Interviewing Skills
Talking points about their projects

Bankability
Banking with Digitability

Financial Literacy, Built Into Every Day

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

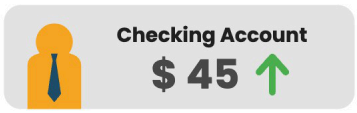


HOW STUDENTS BUILD REAL MONEY SKILLS



Earn It

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



Track the Balance

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



Shop or Save

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



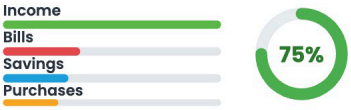
Payday & Pay Stubs

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?

Real money skills for real-world success.

digitability.com

Four Levels. One Framework.

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

1
LEVEL 1

Workplace Culture & Classroom Economy

Reinforce the skills you want to see.

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
LEVEL 2

Workplace Boundaries & Self-Regulation

Connect behavior to workplace expectations.

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
LEVEL 3

Workplace Policies & Action Plans

Turn feedback into an Action Plan.

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
LEVEL 4

Workplace Advocacy & Portfolio Development

Know what helps you succeed — and ask for it.

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.

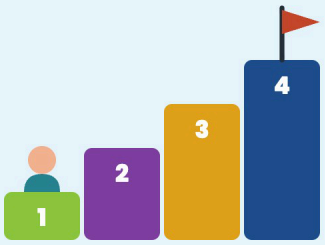
digitability.com/bankability

Digitability
Be Work-Ready!

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.

Digitability (Be Work-Ready!) — Workplace readiness, digital literacy, work simulations and portfolios

Bankability (Banking with Digitability) — 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.

Digitability
Be Work-Ready!

BUILT-IN DIFFERENTIATION

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

cnet · Silicon Valley Social Innovation Summit · npr · TechCrunch · MSNBC

digitability.com

Digitability
Be Work-Ready!

COACHING & PROFESSIONAL DEVELOPMENT

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

Expert Coaches
Former special education teachers

Ready-to-Teach Lessons
Scripted lessons with three tiers of resources

IEP Tools Included
Goal monitoring and an IEP Goal Bank

Custom Implementation
A plan built around your students and program

Professional Development
Tech skills and evidence-based practices

Differentiated Pathways
Visual prompts, checklists or self-monitoring

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.

Curriculum
Navigate lessons and build custom resources

IEP & Data
Monitor goals and simplify the IEP process

Your **Coach** helps you

Work Simulations
Customize projects and solve barriers together

Bankability
Set up routines and your classroom economy

+ Your Implementation Partner ↓

Your Coach Is Also Your School's Implementation Partner

For School Leaders

- Teacher & staff training
- Implementation fidelity support
- Leadership consultation
- Proven best practices

Grow at Your Pace

1. Add Classrooms
2. Expand Programs
3. Build a Continuum
4. Scale Districtwide

Greater staff confidence. Stronger implementation. Better student outcomes.

c|net · Silicon Valley Social Innovation Summit · npr · TechCrunch · MSNBC

digitability.com

Digitability
Be Work-Ready!

DATA-DRIVEN 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

CHOOSE YOUR PATH

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.

Digitability
Be Work-Ready!

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.

Bankability

OPTION 2

Bankability on Its Own

For any classroom

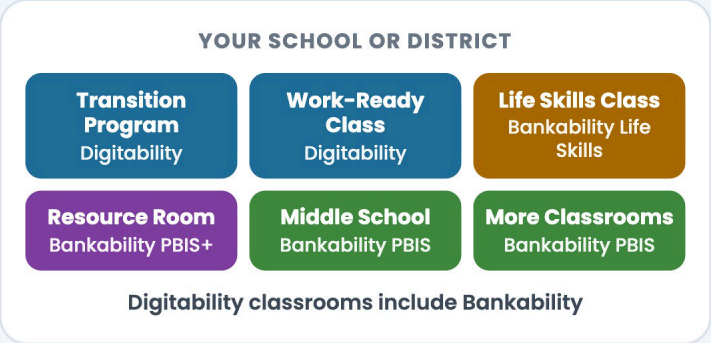
- ✓ A classroom economy with a virtual bank account
- ✓ Payday, shopping, saving and budgeting
- ✓ Financial literacy that grows across Levels 1–4

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



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