



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

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

Identify Interest

Employment Experience

Getting Hired to Work

Performance Reviews

Portfolio + Interview

Work-Ready!



Start Here

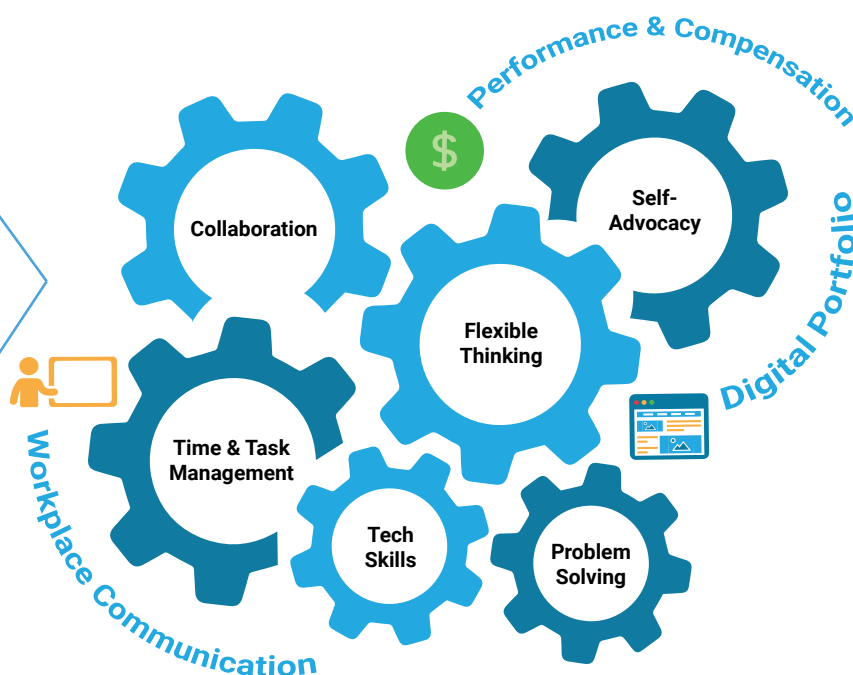
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.



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



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



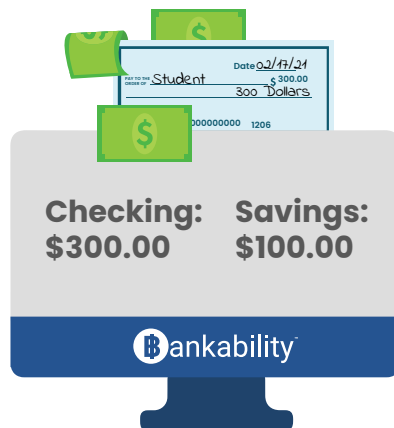
The First Virtual Banking System for Special Education Students

Powered By
Digitability

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.



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

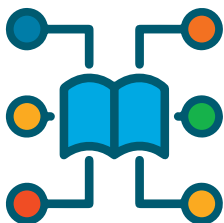


Differentiated, Print-Ready Social and Language Activities



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.



**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](#)



Lesson 4: What is a Standup Meeting?

WS 1A: Introduction to the Workplace



TechCrunch



WRAP UP

Social Economy: Workplace Culture

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?"

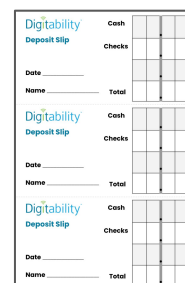
Possible Answers: pay bills, purchase rewards, save for larger purchases

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

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

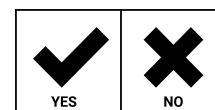
Ways to Differentiate

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.



Workplace Connections Activity (WCA)



Students will practice participating in their first Standup meeting. 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

- **Work Simulation Phase 1** - Phase 1: Workplace Routines lays the foundation for all the work that students will complete in their Work Simulation.
- **Photo Release** - Make sure to have Photo Release signed for students. Pictures taken of students can be used as assets as they create their portfolio. Photos can also be used to personalize your videos in the Work Simulation Competition. [Photo Release Form](#)
- **Level 1 Social Economy** - Have your list of bills and rewards set up in Bankability! [Here are some ideas](#) to get you started!
- **Coaching & Rewards** - Schedule your monthly check-in call with your Coach! They can answer more questions about the Work Simulation and identify the best resources to support your classroom needs.

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 ws1.4.6

STAND UP MEETING

1. What tasks did I work on or complete yesterday?
2. What tasks will I work on or complete today?
3. What barriers are there to completing my tasks?

Standup WCA

Compensation
\$10

Students will participate in their first Standup meeting. This practice will become a routine that they participate in each work session. Standup meetings help keep students accountable for their work and keep lines of communication open. Each student should have the opportunity to share during this meeting time.

T1 - Students will write out each question and then answer each questions to prepare for their first Standup meeting.

T2 - Students will review the three questions answered during Standup meetings. They will then answer the questions for their first Standup meeting.

T3 - Students will answer questions for their first Standup meeting with yes/no responses.

DEADLINE: _____ **Estimate the amount of time that your students could complete this task.**

DAILY WORK ORDER REFLECTION

Students will learn how to complete a Work Order Reflection in Lesson 14 . This routine will be implemented at the end of each Workplace Connection Activity in the Work Simulation.

WRAP UP MEETING

Students will learn how to conduct a Wrap Up Meeting in Lesson 5. The Wrap Up meeting will be a routine you implement at the end of each Workplace Connection Activity in the Work Simulation.

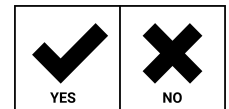
Ways to Differentiate

T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [Image Exchange Cards](#) for prompting.



T3 Modify questioning to a [Yes/No](#) Format.



Ways to Differentiate

T1 Student completes [Workplace Connection Activity T1](#)

T2 Students complete [Workplace Connection Activity T2](#)

T3 Student completes [Workplace Connection Activity T3](#) with adult or peer

Work Simulation 1 Lesson 4

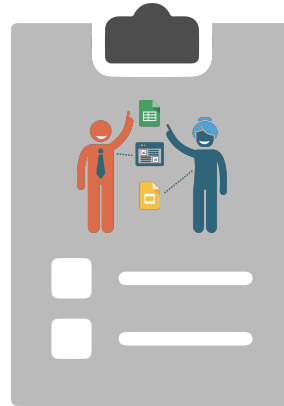
IMAGE EXCHANGE CARD

WS1.4.7.2

Standup - What did I work on or complete yesterday?

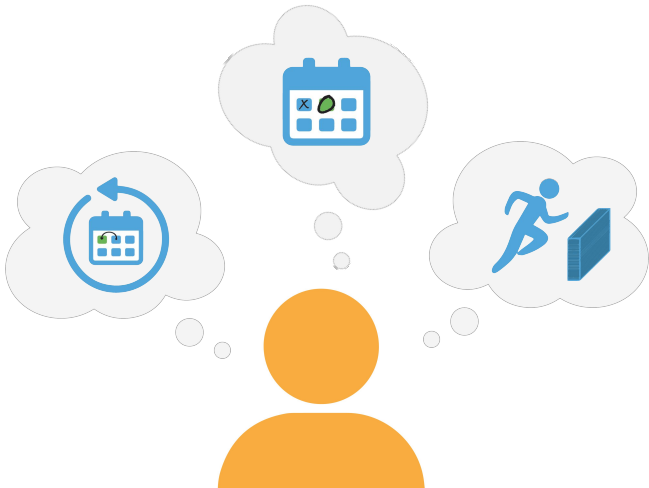


**Learned about
collaborating**



**Completed
collaborating activity**

Standup - What will I work on or complete today?



**Prepare for our first
standup meeting**



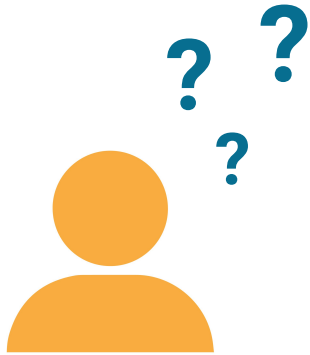
**Participate in our first
standup meeting**

Work Simulation 1 Lesson 4

IMAGE EXCHANGE CARD

WS1.4.7.2

Standup - What barriers are there to completing my tasks?



**Unsure of what
questions to answer**



**Confused about
standup meeting**

STANDUP WCA - T1

WS1.4.6.1 |

[GOOGLE TEMPLATE](#)

Directions: Identify the questions answered during Standup. Use the tasks completed in today's lesson to answer the questions for your next Standup.

Question #1: _____

Question #2: _____

Question #3: _____

For Your Next Standup: _____

STANDUP WCA - T2

WS1.4.6.2 |



[GOOGLE TEMPLATE](#)

Directions: Review the questions answered during Standup. Use the tasks completed in today's lesson to answer the questions for your next Standup.



Question #1: What tasks did I work on or complete yesterday?



Question #2: What tasks will I work on or complete today?



Question #3: What barriers are there to completing my tasks?

For Your Next Standup: _____

STANDUP WCA - T3

WS1.4.6.3 |



[GOOGLE TEMPLATE](#)

Directions: Answer each question by circling or pointing to Yes/No. Work with a teacher/staff member to plan for your next Standup meeting.



Question #1: I completed all my tasks yesterday.

 YES	 NO
---------	--------



Question #2: I have been assigned new tasks to be completed today.

 YES	 NO
---------	--------



Question #3: I have barriers that can stop me from completing my tasks.

 YES	 NO
---------	--------



Lesson 5: What is a Wrap Up Meeting?

WS 1A: Introduction to the Workplace



TechCrunch



WRAP UP

Social Economy: Workplace Culture

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?"

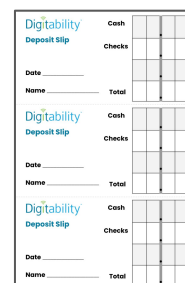
Possible Answers: pay bills, purchase rewards, save for larger purchases

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

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

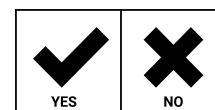
Ways to Differentiate

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.



Workplace Connections Activity (WCA)



Students will practice participating in their first Wrap Up meeting. 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

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 **Pro Tip:** Learn more about [earning gift card rewards](#) each month!

WORKPLACE CONNECTION ws1.5.6

STAND UP MEETING

1. What tasks did I work on or complete yesterday?
2. What tasks will I work on or complete today?
3. What barriers are there to completing my tasks?

Wrap Up WCA

Compensation

\$10

Students will first complete their Standup meeting for the work session.

During this work session, students will prepare for and participate in their first Wrap Up meeting. Each student should have the opportunity to share during Wrap Up.

T1 - Students will write out each question and then answer each questions to prepare for their first Wrap Up meeting.

T2 - Students will review the three questions answered during Wrap Up meetings. They will then answer the questions for their first Wrap Up meeting.

T3 - Students will answer questions for their first Wrap Up meeting with yes/no responses.

DEADLINE: _____ **Estimate the amount of time that your students could complete this task.**

DAILY WORK ORDER REFLECTION

Students will learn how to complete a Work Order Reflection in Lesson 14 . This routine will be implemented at the end of each Workplace Connection Activity in the Work Simulation.

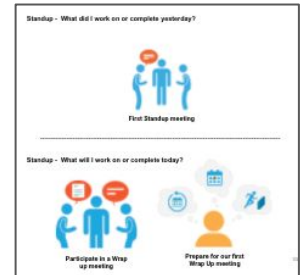
WRAP UP MEETING

1. What tasks did I work on or complete today?
2. What barriers are there to completing my tasks?
3. What tasks will I work on or complete tomorrow?

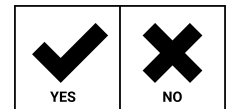
Ways to Differentiate

T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [Image Exchange Cards](#) for prompting.



T3 Modify questioning to a [Yes/No](#) Format.



Ways to Differentiate

T1 Student completes [Workplace Connection Activity T1](#)



T2 Students complete [Workplace Connection Activity T2](#)



T3 Student completes [Workplace Connection Activity T3](#) with adult or peer



Work Simulation 1 Lesson 5

IMAGE EXCHANGE CARD

WS1.5.7.2

Standup - What did I work on or complete yesterday?

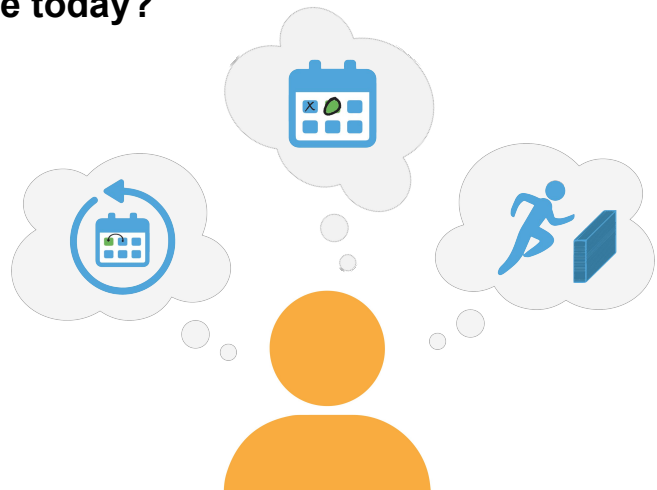


First Standup meeting

Standup - What will I work on or complete today?



**Participate in a Wrap
up meeting**



**Prepare for our first
Wrap Up meeting**

Work Simulation 1 Lesson 5

IMAGE EXCHANGE CARD

WS1.5.7.2

Standup - What barriers did you face when working on my tasks?



**Confused about
Standup**

Work Simulation 1 Lesson 5

IMAGE EXCHANGE CARD

WS1.5.8.2

Wrap Up - What did I work on or complete today?



First Wrap Up Meeting

Wrap Up - What will I work on or complete tomorrow?



**Collaborate with coworkers
to write Mission Statement**

Work Simulation 1 Lesson 5

IMAGE EXCHANGE CARD

WS1.5.7.2

Wrap Up - What barriers did you face when working on my tasks?



**Confused about
Wrap Up**

WRAP UP WCA - T1

WS1.5.6.1 |



[GOOGLE TEMPLATE](#)

Directions: Identify the questions answered during Wrap Up. Use the tasks completed in today's lesson to answer the questions for your next Wrap Up.

Question #1: _____

Question #2: _____

Question #3: _____

For Your Next Wrap Up: _____

WRAP UP WCA - T2

WS1.5.6.2 |



[GOOGLE TEMPLATE](#)

Directions: Review the questions answered during Wrap Up. Use the tasks completed in today's lesson to answer the questions for your next Wrap Up.



Question #1: What tasks did I work on or complete today?



Question #2: What barriers did I face today?



Question #3: What tasks will I complete or work on tomorrow?

For Your Next Wrap Up: _____

WRAP UP WCA - T3

WS1.5.6.3 |



[GOOGLE TEMPLATE](#)

Directions: Answer each question by circling or pointing to Yes/No. Work with a teacher/staff member to plan for your next Wrap Up meeting.



Question #1: I completed all my tasks today.

 YES	 NO
---------	--------



Question #2: I had barriers when completing my tasks.

 YES	 NO
---------	--------



Question #3: I have been assigned new tasks for tomorrow.

 YES	 NO
---------	--------