

Digitability™



Behaviors & Consequences

Behavior/Consequences Activity



TechCrunch



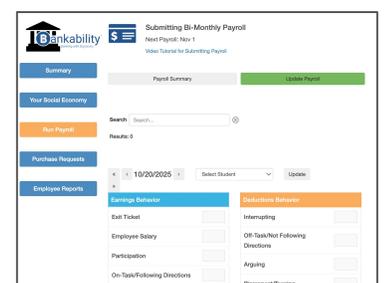
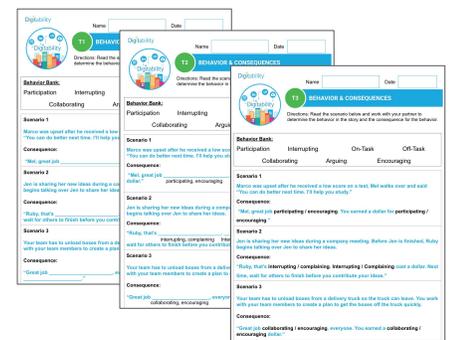
Behavior/Consequence

Materials:

- Differentiated “Behavior & Consequences” forms.
- Pencils
- Bankability Dollar Tracker
- Student Dollar Tracker
- Yes/No Answer Board

Instructions:

- Tell students “In Level 1 of the social economy, we focus on earning money by participating in class, presenting our exit tickets, and earning your employee salary by unlocking assigned badges. In Level 2 of the social economy, deductions are introduced for behavior that can be perceived as problematic in the workplace.”
- Assign groups of 2-3 students a behavior.
- Allow students time to collaborate and decide how they will act out the assigned behavior. Set timer for collaboration time. Allow groups to act out their behavior in front of the class.
- One student will be the role of the teacher, and will deliver the consequence:
- “Nice job _____, (student name)! You’ve earned a _____ dollar.”
- “(Student name) you’re _____. That cost a dollar. Next time _____ to earn a dollar.”
- When students complete, award dollars for correctly identifying the behavior & consequence. For problematic behaviors, ask “What could they have done instead in this situation?” Award dollars for students who answer.



Differentiated Instruction:

- Tier 1 - Students will complete T1 resource by filling in the blank using the work bank.
- Tier 2 - Students will complete T2 resources choosing from the two behaviors written below the line.
- Tier 3 - Students will complete T3 resource, with assistance as needed, by circling the correct behavior to complete the sentence.

Participation	Interrupting	On-Task	Off-Task
Collaborating		Arguing	Encouraging
Scenario 1			
Marco was upset after he received a low score on a test, Mel walks over and said "You can do better next time. I'll help you study."			
Consequence:			
"Mel, great job _____ You earned _____"			
Scenario 2			
Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.			
Consequence:			
"Ruby, that's _____ cost a dollar. Next time."			

Participation	Interrupting	On-Task	Off-Task
Collaborating		Arguing	Encouraging
Scenario 1			
Marco was upset after he received a low score on a test, Mel walks over and said "You can do better next time. I'll help you study."			
Consequence:			
"Mel, great job _____ You earned a _____ participating, encouraging _____ participating, encouraging _____"			
Scenario 2			
Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.			
Consequence:			
"Ruby, that's _____ cost a dollar. Next time, _____"			

Participation	Interrupting	On-Task	Off-Task
Collaborating		Arguing	Encouraging
Scenario 1			
Marco was upset after he received a low score on a test, Mel walks over and said "You can do better next time. I'll help you study."			
Consequence:			
"Mel, great job participating / encouraging _____ You earned a dollar for participating / encouraging _____"			
Scenario 2			
Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.			
Consequence:			
"Ruby, that's interrupting / complaining, interrupting / complaining cost a dollar. Next time."			

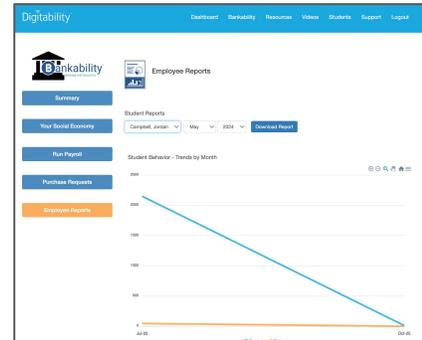
Incorporating Bankability:

- Students may receive a Bankability dollar for each behavior or consequence they identify.
- Students may receive Bankability dollars for offering ideas on a situation
- Students may receive Bankability dollars for helping peers during the activity.

Complete these steps in Bankability

From your teacher account:

- Pull student “Employee Reports” if you are providing students with their personal Bank Statement.
- Use student reports to compare student responses to actual data.



For your students:

1. Locate your Bank Statement

- Have students open the Bankability app and navigate to their Statements page.
- Statements are available for every month a student has had a Bankability account.

Statement	Action
November 2025	Download PDF
October 2025	Download PDF
September 2025	Download PDF
August 2025	Download PDF

2. Download your Bank Statement

- Students will select their most recent bank statement to complete this activity.
- Students will click “Download PDF” for the last full month they have completed.

Date	Description	Account	Amount
10/13/2025	Digitability Pay	Digitability Pay	\$0
10/14/2025	Recreation Fee	Bills	-\$15.00
10/14/2025	Rent	Bills	-\$60.00
10/14/2025	WiFi	Bills	-\$10.00
10/14/2025	Recreation Fee	Bills	-\$15.00
10/14/2025	Rent	Bills	-\$60.00
10/14/2025	Rent	Bills	-\$60.00
10/14/2025	Recreation Fee	Bills	-\$15.00
10/14/2025	Rent	Bills	-\$60.00

4. Review your Bank Statement

- Using the bank statement, students will review how much money was earned in each category for successful behavior.

5. Review and Reflect

- Ask students: “What teachers have you earned money from this month?”
- “Which teacher paid you the most amount of money this month?”
- “Did anything about your earnings surprise you?”
- Have students write a short reflection using the space provided in their worksheet or Google Doc version.

Successful Behavior	Earnings
Exit Ticket	\$30
Employee Salary	\$5
Participation	\$23
On-Task/Following Directions	\$3
Collaborating	\$0
Encouraging	\$0
Helping	\$0
Greeting Others	\$0
Problem Solving	\$0
Sharing	\$0
Revenue	\$60

6. Submit Your Work

- Have students turn in their completed reflection or submit your work digitally via email.



T1

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 1

Marco was upset after he received a low score on a test, Mel walks over and said “You can do better next time. I’ll help you study.”

Consequence:

“Mel, great job _____. You earned _____.”

Scenario 2

Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.

Consequence:

“Ruby, that’s _____. _____ cost a dollar. Next time, wait for others to finish before you contribute your ideas.”

Scenario 3

Your team has to unload boxes from a delivery truck so the truck can leave. You work with your team members to create a plan to get the boxes off the truck quickly.

Consequence:

“Great job _____, everyone. You earned _____.”



T1

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 4

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

Consequence:

“Ruby, you’re _____. Being _____ cost a dollar. Next time, follow directions to earn a dollar.”

Scenario 5

Jen hears her coworkers talking about a new movie they’ve all watched. Jen walks up to the group and joins the conversation.

Consequence:

“Jen, great job _____. You earned _____.”

Scenario 6

Mel and Marco can’t decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn’t want pizza for lunch.

Consequence:

“Marco, that’s _____, _____ cost a dollar. Next time, work together to find a solution.”

Name

Date



T1

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 7

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

Consequence:

“Mel, great job _____. You earned _____.”



T2

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 4

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

Consequence:

“Ruby, you’re _____ . Being _____ cost a dollar.
 off-task, interrupting off-task, interrupting

Next time, follow directions to earn a dollar.”

Scenario 5

Jen hears her coworkers talking about a new movie they’ve all watched. Jen walks up to the group and joins the conversation.

Consequence:

“Jen, great job _____ . You earned a _____ dollar.”
 following directions, participating following directions, participating

Scenario 6

Mel and Marco can’t decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn’t want pizza for lunch.

Consequence:

“Marco, that’s _____ . _____ cost a dollar.
 arguing, teasing Arguing, Teasing

Next time, work together to find a solution.”

Name

Date



T2

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 7

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

Consequence:

“Mel, great job _____. You earned a _____ dollar.”

being off-task, being on task

being off-task, being on task



T3

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 1

Marco was upset after he received a low score on a test, Mel walks over and said “You can do better next time. I’ll help you study.”

Consequence:

“Mel, great job participating / encouraging. You earned a dollar for participating / encouraging.”

Scenario 2

Jen is sharing her new ideas during a company meeting. Before Jen is finished, Ruby begins talking over Jen to share her ideas.

Consequence:

“Ruby, that’s interrupting / complaining. Interrupting / Complaining cost a dollar. Next time, wait for others to finish before you contribute your ideas.”

Scenario 3

Your team has to unload boxes from a delivery truck so the truck can leave. You work with your team members to create a plan to get the boxes off the truck quickly.

Consequence:

“Great job collaborating / encouraging, everyone. You earned a collaborating / encouraging dollar.”



T3

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 4

Ruby was supposed to join her team for a video conference. Ruby turned her camera off and walked away from her computer.

Consequence:

“Ruby, you’re off-task / interrupting. Being off-task / interrupting cost a dollar.

Next time, follow directions to earn a dollar.”

Scenario 5

Jen hears her coworkers talking about a new movie they’ve all watched. Jen walks up to the group and joins the conversation.

Consequence:

“Jen, great job following directions / participating. You earned a following directions / participating dollar.”

Scenario 6

Mel and Marco can’t decided where they want to go on their lunch break. Mel really wants pizza but Marco yells reasons why he doesn’t want pizza for lunch.

Consequence:

“Marco, that’s arguing / teasing. Arguing / Teasing cost a dollar.

Next time, work together to find a solution.”

Name

Date



T3

BEHAVIOR & CONSEQUENCES

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

Behavior Bank:

Participation

Interrupting

On-Task

Off-Task

Collaborating

Arguing

Encouraging

Scenario 7

Mel told to wash dishes to prepare for the dinner rush. When her manager walks through the kitchen, he sees Mel is loading the dishwasher.

Consequence:

“Mel, great job being off-task / being on task. You earned a being off-task / being on task dollar.”



Supplemental Materials

Digitability



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BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

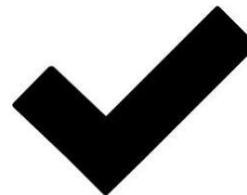
1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

Directions: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

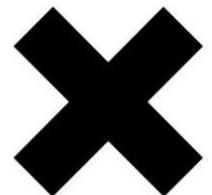


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



YES



No



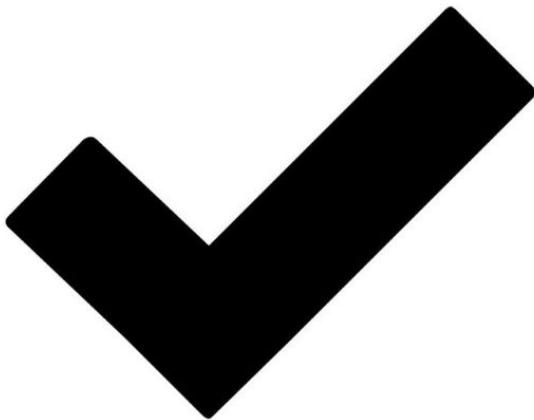
[Find All Bills Here](#)



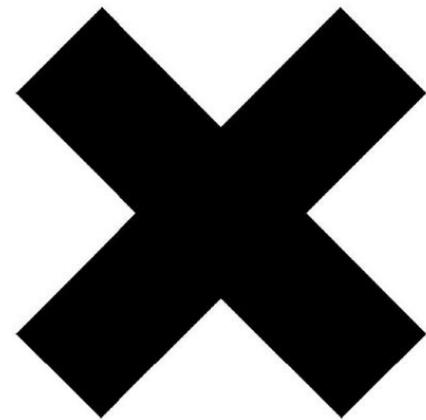
YES OR NO IMAGE EXCHANGE CARD

SE1.IEC.Y/N

Directions: To make a selection, right click on the YES or No box.



YES



NO



[Access the interactive Google Template version.](#)

3.EXIT TICKET RUBRIC

Digitability™

Exit Ticket Part 2 Giving and Receiving Feedback for Workplace Communication Rubric

Teachers:

IEP Goal for Workplace Communication: SWBAT exhibit workplace communication skills using expressive and receptive language with independence (total score of 8 or higher) on 4 out of 5 trials, as measured by the Digitability Exit Ticket Part 2 Giving and Receiving Feedback Rubric.

Every learner will have a range of expressive/receptive language skills. The goal is to demonstrate progress toward increasing workplace communication abilities through the repetition of the Exit Ticket Activity.

Student scores can be entered into Bankability in the “Exit Ticket” field to award virtual dollars and collect workplace communication data.

Workplace Communication	\$5	\$4	\$3	\$2	\$1	Score
EXPRESSIVE LANGUAGE	Presenter spoke independently for at least 60 seconds continuously without being prompted by the teacher.	Presenter spoke independently for at least 30 seconds continuously without being prompted by the teacher.	Presenter mostly spoke independently (at least 30 seconds), but was prompted once by the teacher.	Presenter spoke independently some of the time and was prompted 2-3 times by the teacher.	Presenter mostly used sentence fragments and was prompted more than four times by the teacher.	
RECEPTIVE LANGUAGE	Presenter responded independently the entire time AND directly to his/her peers. They repeated BOTH the peer feedback and answered the question accurately without being prompted by the teacher.	Presenter responded independently the entire time AND directly to his/her peers. They repeated EITHER peer feedback or answered the question accurately without being prompted by the teacher.	Presenter responded independently most of the time. He/she was prompted once to either respond directly to their peers, repeat the feedback, or answer the question.	Presenter responded independently some of the time. He/she was prompted 2-3 times to either respond directly to their peers, repeat the feedback, or answer the question.	Presenter was prompted four or more times to respond directly to their peers, repeat the feedback, or answer the question.	
					Total	

Did you know that Bankability can now be used in any classroom in your school to create an inclusive, school-wide, Positive Behavior Support Intervention.

Request a quote to learn more or [click here to email your coach for more information!](#)

Digitability's work-ready program has everything you need.

Bring an easy-to-use life skills curriculum that works for all of your students.



Comprehensive Curriculum
Lesson plans address a [variety of domains](#) and are scripted and differentiated with all modified resources available as Google Doc templates and print-ready resources.



Virtual Banking App
Bankability is the first special education program that allows students

Get Your FREE Quote and Packet!

First Name*

Last Name*

Title*

School or Organization*

Estimated number of student users:*

Estimated number of teacher users:*

Email*

Phone*

What products are you interested in?*

