

# Digitability™



## Distributing Dollars

Language Formulas

## Language Formulas

### Materials:

- Call It Out Cards
- Bankability Dollars
- Teacher Dollar Tracker
- Student Dollar Tracker
- Calculator (as needed)
- Pencil

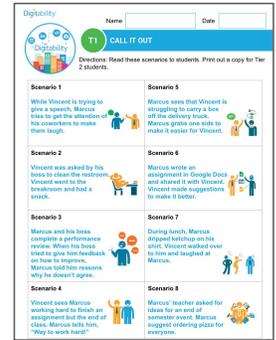
### Instructions:

- 1) Print and cut out scenario cards. Read the cards out loud to students. Students will determine an appropriate consequence for each scenario.
- 2) Tell students **“We are going to practice identifying the consequences for successful and problematic workplace behavior. I will read a card with a workplace scenario.”**
- 3) Inform students **“Remember that you can earn dollars in Bankability for successful workplace behavior. In Level 2 of the social economy, you can be fined for displaying problematic workplace behavior.”**
- 4) Tell students, **“I will be reading the scenario and you will call out what you think the consequence will be. You can earn participation dollars for answering”** Model identifying consequence for a scenario.”

Digitability™	
Name _____	Date _____
 <span style="background-color: #0070C0; color: white; padding: 2px 5px; border-radius: 5px;">T1 CALL IT OUT</span>	
<small>Directions: Read these scenarios to students. Print out a copy for Tier 2 students.</small>	
<b>Scenario 1</b> <small>While Vincent is trying to give a speech, Marcus tries to get the attention of his coworkers to make them laugh.</small>	<b>Scenario 5</b> <small>Marcus sees that Vincent is struggling to carry a box off the delivery truck. Marcus grabs one side to make it easier for Vincent.</small>
<b>Scenario 2</b> <small>Vincent was asked by his boss to clean the restroom. Vincent went to the breakroom and had a snack.</small>	<b>Scenario 6</b> <small>Marcus wrote an assignment in Google Docs and shared it with Vincent. Vincent made suggestions to make it better.</small>
<b>Scenario 3</b> <small>Marcus and his boss complete a performance review. When his boss tried to give him feedback on how to improve, Marcus told him reasons why he doesn't agree.</small>	<b>Scenario 7</b> <small>During lunch, Marcus dripped ketchup on his shirt. Vincent walked over to him and laughed at Marcus.</small>
<b>Scenario 4</b> <small>Vincent sees Marcus working hard to finish an assignment but the end of class. Marcus tells him, "Way to work hard!"</small>	<b>Scenario 8</b> <small>Marcus' teacher asked for ideas for an end of semester event. Marcus suggest ordering pizza for everyone.</small>

## Differentiated Instruction:

- T1- Tier 1 students use their auditory processing and receptive language to interpret scenario read by the teacher.
- T2 - Tier 2 students can use a copy of Call it Out Scenarios to read and interpret scenario
- T3 - T3 students can use a copy of Call it Out Scenarios to read and interpret scenario. Students can offer thumbs up/thumbs down for successful and problematic behaviors. T3 students can be paired with another student or support staff/teacher for help.



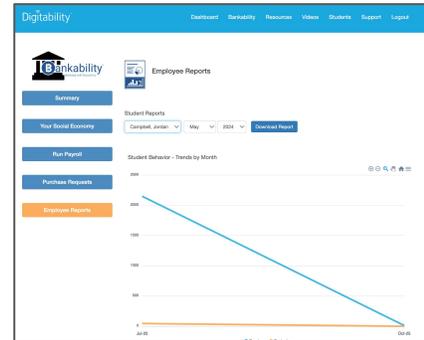
## Incorporating Bankability:

- Students will earn dollars for calling out successful and problematic behaviors in the given scenario.
- Students can earn dollars for participating by completing task within the allotted time.
- Students can earn dollars for sharing the behavior identified..
- Student can be awarded dollars for helping their peers as needed throughout the activity.

# Complete these steps in Bankability

## From your teacher account:

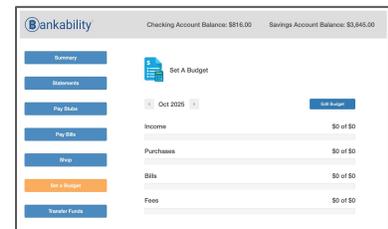
- Pull student “Employee Reports” if you are providing students with their personal Bank Statement.
- Use student reports to compare student responses to actual data.



## 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.



### 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.



### 4. Review your Bank Statement

- Using the bank statement, students will identify which workplace behaviors they have earned the most and least amount of money for.

### 5. Review and Reflect

- Ask students: “Where did you locate your Bank Statement?”
- “What successful workplace behaviors have you earned the most money for?”
- “Which problematic workplace behaviors have you spent the most amount of money on?”
- Have students write a short reflection using the space provided in their worksheet or Google Doc version.

Payroll Earnings Details	
Successful Behavior	Earnings
Exit Ticket	\$13.00

Payroll Deductions Details	
Problematic Behavior	Deductions
None	

### 6. Submit Your Work

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



**T1**

**CALL IT OUT**

Directions: Read these scenarios to students. Print out a copy for Tier 2 students.

**Scenario 1**

While Vincent is trying to give a speech, Marcus tries to get the attention of his coworkers to make them laugh.



**Scenario 5**

Marcus sees that Vincent is struggling to carry a box off the delivery truck. Marcus grabs one side to make it easier for Vincent.



**Scenario 2**

Vincent was asked by his boss to clean the restroom. Vincent went to the breakroom and had a snack.



**Scenario 6**

Marcus wrote an assignment in Google Docs and shared it with Vincent. Vincent made suggestions to make it better.



**Scenario 3**

Marcus and his boss complete a performance review. When his boss tried to give him feedback on how to improve, Marcus told him reasons why he doesn't agree.



**Scenario 7**

During lunch, Marcus dripped ketchup on his shirt. Vincent walked over to him and laughed at Marcus.



**Scenario 4**

Vincent sees Marcus working hard to finish an assignment but the end of class. Marcus tells him, "Way to work hard!"



**Scenario 8**

Marcus' teacher asked for ideas for an end of semester event. Marcus suggest ordering pizza for everyone.



Name

Date



## CALL IT OUT

Directions: Read these scenarios to students. Print out a copy for Tier 2 students.

### Scenario 9

**Marcus' boss sends an email asking all employees to show attend an 8am meeting. Marcus shows up on time.**





# Supplemental Materials

Digitability



TechCrunch







# BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

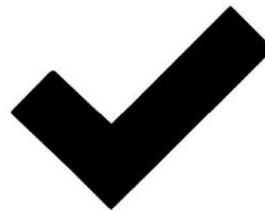
## SE1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

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

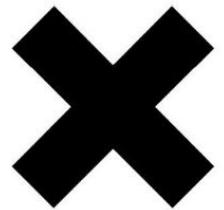


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



**YES**



**No**



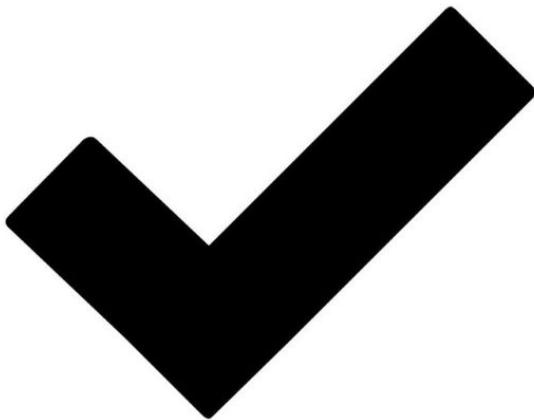
[Find All Bills Here](#)



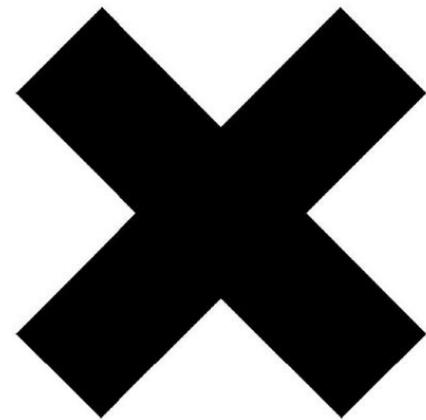
## YES OR NO IMAGE EXCHANGE CARD

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
<b>EXPRESSIVE LANGUAGE</b>	Presenter spoke independently for at least <b>60 seconds</b> continuously without being prompted by the teacher.	Presenter spoke independently for at least <b>30 seconds</b> 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.	
<b>RECEPTIVE LANGUAGE</b>	Presenter responded independently the entire time AND directly to his/her peers. They repeated <b>BOTH</b> 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 <b>EITHER</b> 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.	
					<b>Total</b>	

# 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?\*

