

Digitability™



February Week 4 Internet Safety

Recognizing Safe Practices Online



TechCrunch





Digitability™
Be Work Ready!

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



TechCrunch



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



Functional Academics

- Reading
- Writing
- Financial Literacy (Earning, Spending, & Saving)



Transition

- Interviewing
- Real-World Employment Projects
- Work-Ready Resume & Portfolio

Employment Experience

Identify Interest

Getting Hired to Work

Performance Reviews

Portfolio + Interview

Work-Ready!



Start Here

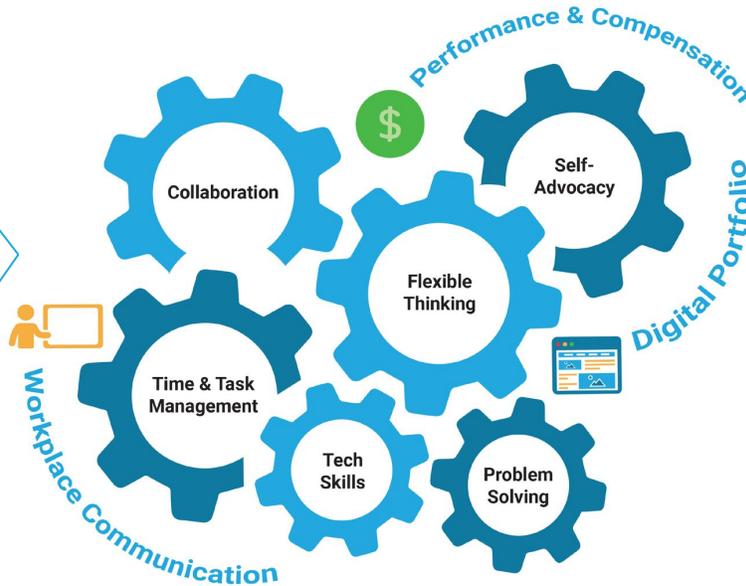
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.



Apply for a Job

Project Samples

- Coffee Shop
- YouTube Marketing
- A1 3 2B C 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



SCAN HERE

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
- Reward Program



The First Virtual Banking System for Special Education Students

Bankability allows students to experience a modern banking app while learning financial literacy and workplace behavior.

Earn Virtual Money

Earnings	
Gross Pay	\$105.00
Deductions	
- Behaviors	-\$12.00
- Federal Income tax (15%)	-\$15.75
- State Income Tax (5%)	-\$5.25
Net Pay	\$72.00

Students earn a classroom currency for behavior and receive direct deposits into their checking account each payday.

Pay Bills & Purchase Rewards

Date	Description	Category	Amount
11/1/23	Digitability Pay	Income	\$72
11/4/23	Rent	Bill	-\$10
11/6/23	Extra Snack	Reward	-\$2
11/6/23	WiFi	Bill	-\$5
11/6/23	Youtube Time	Reward	-\$5

Customize classroom bills and rewards, run payroll, and approve purchase requests from their Bankability dashboard.

Budgeting Tools

Set a Budget	
Income	\$180 of \$200
Purchase	\$15 of \$50
Bills	\$50 of \$100
Fees	\$15 of \$30

Budgeting tools allow students to practice financial decision-making, budgeting, and record-keeping in a controlled environment.

Track Progress



Logged behavior dollars help teachers track behavior overtime. Reports can be generated and shared at the click of a button.

Customize

Rewards for Purchase		
reward type	amount	
YouTube Time	10	<input type="checkbox"/>
Movie Day	10	<input type="checkbox"/>
Preferred Activity	5	<input type="checkbox"/>
Classroom Bills		
bill type	amount	
Rent	20	<input type="checkbox"/>
Electric Bill	10	<input type="checkbox"/>

Teachers can customize classroom bills and rewards, run payroll, and approve purchase requests all from their Bankability dashboard.

Behavior Support



Designed by experts, Bankability develops self-regulation strategies and replacement behaviors with comprehensive lesson plans included.

Visit www.digitability.com/bankability to learn more about bringing Bankability to your organization today.



Materials

- Printed Safe/Unsafe Labels
- Printed Thumbs Up/Thumbs Down cards for Tier 3 Differentiation
- Scenario Cards (print, cut, and shuffle)
- Optional- Printed Worksheets (for alternative activity)

Instructions:

- Post “Safe” sign on one wall of room and “Unsafe” sign on the opposite wall. Ensure students have ample space to move between the two walls.
- Tell students ***“We are going to hear different scenarios about students using technology and the internet. If the student is being safe online, you will move to the wall marked “Safe.” If the student is not being safe online, you will move to the wall labeled “Unsafe.”***
- Inform students ***“You will earn participation dollar for every statement you answer. Once you have identified your answer, I’ll ask someone to share more about their answer. Adding to your answer can earn you more participation dollars.”***

Differentiated Instruction:

- **Tier 1:** Students will determine if a scenario shows safe or unsafe behavior. If the behavior shown is unsafe, students will state what the student in the scenario should have done instead.
- **Tier 2:** Students will determine if a scenario shows safe or unsafe behavior. If the behavior is unsafe, students will state what specific behavior in the scenario should not have occurred.
- **Tier 3:** Students will use a thumbs up or thumbs down card to show if a behavior in the scenario is safe or unsafe.
- **ALTERNATIVE USE:** Students can use the worksheets version of this activity instead of the scenario cards and safe/unsafe labels. Assign as many pages as you see fit for each use.

Incorporate Bankability:

- Students will answer questions during the activity and earn Bankability dollars for following directions, participating, and remaining on-task.
- Teachers will enter dollar amounts to the students’ Bankability accounts.
[Click here to learn more about our Virtual Banking System- Bankability](#)

S A F E W

UNSAFE



SAFE



UNSAFE

Sarah receives a message from a stranger asking for her phone number and home address. She immediately reports the message to a trusted adult without responding to the stranger.



Jenny joins an online chatroom to discuss homework with classmates. She uses a nickname and focuses on discussing homework topics without revealing personal details.



Alex's friend wants his login information for a video game so they can play together. Alex suggests playing together using a guest account or inviting the friend to join through the game's multiplayer features.



Mark creates a social media profile. He selects profile pictures that do not reveal his school or location.



Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She closes the pop-up window and continues browsing on trusted websites.



Sarah receives a message from a stranger asking for her phone number and home address so they can send her a gift. She thinks that's really nice, so she shares the information.



Lucas receives friend requests on social media from people he doesn't know personally. He carefully evaluates each request and only accepts those from people he knows in real life.



Alex shares his login credentials for an online game with a friend so they can play together, even though they've been warned not to share passwords.



Digitability™



Tier 1 Worksheets



TechCrunch



Name Date 

T1

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write what the student should have done instead.

Scenario 1

Jenny joins an online chatroom to discuss homework with classmates. She uses a nickname and focuses on discussing homework topics without revealing personal details.

Scenario 2

Tyler accidentally stumbles upon a website with inappropriate content while doing research for a school project. He's curious about it, so he clicks further.

Scenario 3

Mark creates a social media profile. He selects profile pictures that do not reveal his school or location.

Name Date 

T1

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write what the student should have done instead.

Scenario 4

Mia takes an online quiz that asks for personal information like her birthdate, favorite color, and the name of her pet in exchange for a chance to win a prize. She wants to win the prize, so she answers all of the questions.

Scenario 5

Sarah receives a message from a stranger asking for her phone number and home address. She immediately reports the message to a trusted adult without responding to the stranger.

Scenario 6

Lucas receives friend requests on social media from people he doesn't know personally but accepts them all to increase his friend count.

Name Date 

T1

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write what the student should have done instead.

Scenario 7

Alex's friend wants his login information for a video game so they can play together. Alex suggests playing together using a guest account or inviting the friend to join through the game's multiplayer features.

Scenario 8

Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She wants to get the free games, so she clicks on the link.

Scenario 9

Emma receives an email from an unknown sender with an attachment titled "Open Me." She doesn't open it and informs a trusted adult about the suspicious message.

Name Date 

T1

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write what the student should have done instead.

Scenario 10

Sarah receives a message from a stranger asking for her phone number and home address so they can send her a gift. She thinks that's really nice, so she shares the information.

Scenario 11

Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She closes the pop-up window and continues browsing on trusted websites.

Scenario 12

Alex shares his login credentials for an online game with a friend so they can play together, even though they've been warned not to share passwords.

Digitability™



Tier 2 Worksheets



TechCrunch



Name Date 

T2

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write or describe what is unsafe about the behavior.

Scenario 1

Jenny joins an online chatroom to discuss homework with classmates. She uses a nickname and focuses on discussing homework topics without revealing personal details.

Scenario 2

Tyler accidentally stumbles upon a website with inappropriate content while doing research for a school project. He's curious about it, so he clicks further.

Scenario 3

Mark creates a social media profile. He selects profile pictures that do not reveal his school or location.



T2

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write or describe what is unsafe about the behavior.

Scenario 4

Mia takes an online quiz that asks for personal information like her birthdate, favorite color, and the name of her pet in exchange for a chance to win a prize. She wants to win the prize, so she answers all of the questions.

Scenario 5

Sarah receives a message from a stranger asking for her phone number and home address. She immediately reports the message to a trusted adult without responding to the stranger.

Scenario 6

Lucas receives friend requests on social media from people he doesn't know personally but accepts them all to increase his friend count.

Name Date 

T2

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write or describe what is unsafe about the behavior.

Scenario 7

Alex's friend wants his login information for a video game so they can play together. Alex suggests playing together using a guest account or inviting the friend to join through the game's multiplayer features.

Scenario 8

Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She wants to get the free games, so she clicks on the link.

Scenario 9

Emma receives an email from an unknown sender with an attachment titled "Open Me." She doesn't open it and informs a trusted adult about the suspicious message.



T2

Internet Safety Activity

Directions: Read through the scenarios to determine if the behavior shown is safe or unsafe. If it is unsafe, write or describe what is unsafe about the behavior.

Scenario 10

Sarah receives a message from a stranger asking for her phone number and home address so they can send her a gift. She thinks that's really nice, so she shares the information.

Scenario 11

Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She closes the pop-up window and continues browsing on trusted websites.

Scenario 12

Alex shares his login credentials for an online game with a friend so they can play together, even though they've been warned not to share passwords.

Digitability™



Tier 3 Worksheets



TechCrunch





T3

Internet Safety Activity

Directions: Read through the scenarios. Mark if the behavior shown is safe or unsafe.

Scenario 1

Jenny joins an online chatroom to discuss homework with classmates. She uses a nickname and focuses on discussing homework topics without revealing personal details.



SAFE



UNSAFE

Scenario 2

Tyler accidentally stumbles upon a website with inappropriate content while doing research for a school project. He's curious about it, so he clicks further.



SAFE



UNSAFE

Scenario 3

Mark creates a social media profile. He selects profile pictures that do not reveal his school or location.



SAFE



UNSAFE



T3

Internet Safety Activity

Directions: Read through the scenarios. Mark if the behavior shown is safe or unsafe.

Scenario 4

Mia takes an online quiz that asks for personal information like her birthdate, favorite color, and the name of her pet in exchange for a chance to win a prize. She wants to win the prize, so she answers all of the questions.



SAFE



UNSAFE

Scenario 5

Sarah receives a message from a stranger asking for her phone number and home address. She immediately reports the message to a trusted adult without responding to the stranger.



SAFE



UNSAFE

Scenario 6

Lucas receives friend requests on social media from people he doesn't know personally but accepts them all to increase his friend count.



SAFE



UNSAFE



T3

Internet Safety Activity

Directions: Read through the scenarios. Mark if the behavior shown is safe or unsafe.

Scenario 7

Alex's friend wants his login information for a video game so they can play together. Alex suggests playing together using a guest account or inviting the friend to join through the game's multiplayer features.



SAFE



UNSAFE

Scenario 8

Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She wants to get the free games, so she clicks on the link.



SAFE



UNSAFE

Scenario 9

Emma receives an email from an unknown sender with an attachment titled "Open Me." She doesn't open it and informs a trusted adult about the suspicious message.



SAFE



UNSAFE



T3

Internet Safety Activity

Directions: Read through the scenarios. Mark if the behavior shown is safe or unsafe.

Scenario 10

Sarah receives a message from a stranger asking for her phone number and home address so they can send her a gift. She thinks that's really nice, so she shares the information.



SAFE



UNSAFE

Scenario 11

Lily comes across a pop-up advertisement promising free game downloads if she clicks on a link. She closes the pop-up window and continues browsing on trusted websites.



SAFE



UNSAFE

Scenario 12

Alex shares his login credentials for an online game with a friend so they can play together, even though they've been warned not to share passwords.



SAFE



UNSAFE

Digitability™



Supplemental Materials



TechCrunch





BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

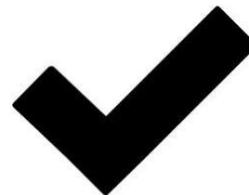
1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

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](#)