Digitability

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January Week 4
Behaviors & Consequences

Behavior/Consequences Activity

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.

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

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!**
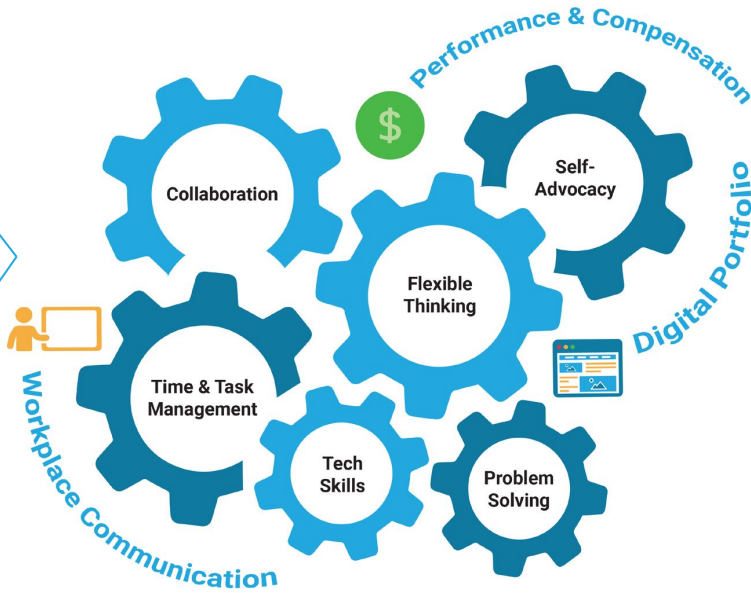
Start Here

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
- Data Entry
- Website Creation
- Choose Your Own

Performance & Compensation

Digital Portfolio

Workplace Communication

Gears: Collaboration, Self-Advocacy, Flexible Thinking, Time & Task Management, Tech Skills, Problem Solving

- ✔ Resume via Digitability Workplace Partner Projects
- ✔ Digital Project to Showcase to Employers
- ✔ Interview Talking Points from Digitability Work Experience
- ✔ Self-Advocacy Plan

Digitability.com/bankability

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.

Bankability

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

Employee Reports
Student Behavior - Trends by Month

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	🗑
Movie Day	10	🗑
Preferred Activity	5	🗑

Classroom Bills

bill type	amount	
Rent	20	🗑
Electric Bill	10	🗑

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

Behavior Support

Collaborating in Your Google Sheets

Lesson 1: Workplace Behaviors

SE3

Unit SE3 Lesson 1
CHANGE CARD

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.

Instructions:

1) 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.*"

2) Assign groups of 2-3 students a behavior.

3) 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."

4) 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:

- Print worksheets and have students work with a partner to answer all scenarios.

- For students who need support with reading, pair with T1 student or support staff to make activity accessible.

Incorporate Bankability:

- Students may receive $1 for each behavior or consequence they identify. .

- Students may receive Bankability dollars for offering ideas on a situation

- Be sure to enter final dollar amounts into the students' Bankability accounts.

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 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 _____."

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 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**

Digitability

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 _____."

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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 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 _____."
                         participating, encouraging   participating, encouraging

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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,
                     interrupting, complaining   Interrupting, Complaining
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 _____."
             collaborating, encouraging   collaborating, encouraging

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 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 _____."
following directions, participating   following directions, participating

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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 _____."
            being off-task, being on task   being off-task, being on task