Digitability™

March Week 2 Behavior Scenarios

Social Emotional Skills

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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.

amazon.com gift card

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

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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

Identify Interest → Employment Experience → Work-Ready!

Getting Hired to Work | Performance Reviews | Portfolio + Interview

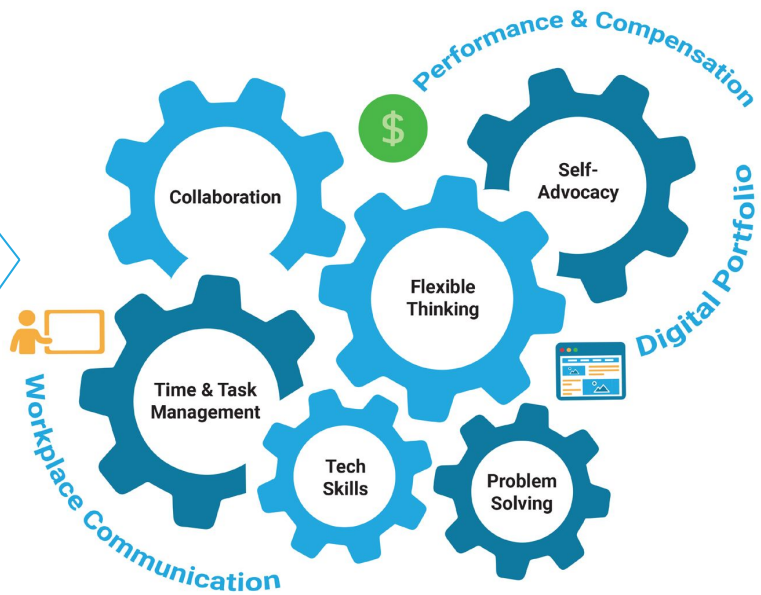
Start Here

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



- 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

Provided By Digitability

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**

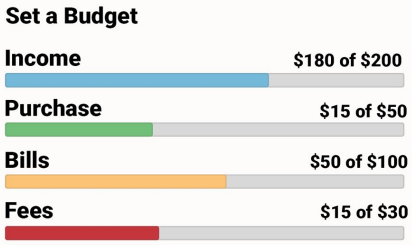
Students earn a classroom currency for behavior and receive direct deposits into their checking account each payday.

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

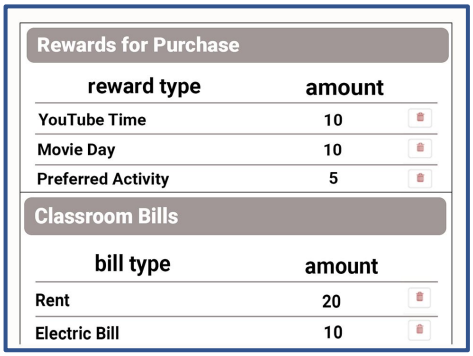


Budgeting tools allow students to practice financial decision-making, budgeting, and record-keeping in a controlled environment.

Track Progress

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

Customize



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 Yes/No 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 "Yes" sign on one wall of room and "No" 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 two people working together. If the person is make a positive choice, you will move to the wall marked "Yes." If the person is not making a positive choice, you will move to the wall labeled "No."***
- 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 positive behavior. If the behavior shown is not a positive choice, students will state what the student in the scenario should have done instead.
- **Tier 2:** Students will determine if a scenario shows positive behavior. If the behavior is not a positive, 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 positive or not.
- **ALTERNATIVE USE:** Students can use the worksheets version of this activity instead of the scenario cards and yes/no labels.

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**

Yes

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No

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Yes

No

Monica and Marcus have a project due in a month. They sit down together and create a timeline to finish the project.

Marcus is stuck on a project. He asks for ideas to help solve his problem. Monica offers some suggestions. Marcus takes her advice and finishes his project.

Marcus is preparing food orders during lunch rush. Half way through, Marcus gets a notification on his phone. He sits down to check his text messages.

Monica is telling coworkers about a new product for customers. It reminds Marcus of last night's basketball game. Marcus starts asking questions about the game during Monica's presentation.

Marcus gets hungry on his shift. He knows Monica has several snacks in her locker. He decides to take one without asking.

Marcus is proud to show off a picture he painted. Monica sees it and says “That looks like a child painted it."

Monica is running a few minutes late for her work shift. She calls her manager to let her know that she is on her way.

Monica sees a customer struggling to carry her groceries so she runs and gets the customer a shopping cart.

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Tier 1 Work Sheets

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Name _____ Date _____

T1 Workplace Behavior Scenarios

Directions: Read through the scenarios to determine if the behavior shown is positive. If it is not, write what the person should have done instead.

Question 1

Marcus is stuck on a project. He asks for ideas to help solve his problem. Monica offers some suggestions. Marcus takes her advice and finishes his project.

Question 2

Monica is telling coworkers about a new product for customers. It reminds Marcus of last night's basketball game. Marcus starts asking questions about the game during Monica's presentation.

Question 3

Monica and Marcus have a project due in a month. They sit down together and create a timeline to finish the project.

Question 4

Marcus is preparing food orders during lunch rush. Half way through, Marcus gets a notification on his phone. He sits down to check his text messages.

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Name _____ Date _____

T1 Workplace Behavior Scenarios

Directions: Read through the scenarios to determine if the behavior shown is positive. If it is not, write what the person should have done instead.

Question 5

Marcus is proud to show off a picture he painted. Monica sees it and says “That looks like a child painted it."

Question 6

Monica sees a customer struggling to carry her groceries so she runs and gets the customer a shopping cart.

Question 7

Marcus gets hungry on his shift. He knows Monica has several snacks in her locker. He decides to take one without asking.

Question 8

Monica is running a few minutes late for her work shift. She calls her manager to let her know that she is on her way.

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Tier 2 Work Sheets

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Name _____ Date _____

T2 Workplace Behavior Scenarios

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.

Question 1

Marcus is stuck on a project. He asks for ideas to help solve his problem. Monica offers some suggestions. Marcus takes her advice and finishes his project.

Question 2

Monica is telling coworkers about a new product for customers. It reminds Marcus of last night's basketball game. Marcus starts asking questions about the game during Monica's presentation.

Question 3

Monica and Marcus have a project due in a month. They sit down together and create a timeline to finish the project.

Question 4

Marcus is preparing food orders during lunch rush. Half way through, Marcus gets a notification on his phone. He sits down to check his text messages.

Digitability

Name _____ Date _____

T2 Workplace Behavior Scenarios

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.

Question 5

Marcus is proud to show off a picture he painted. Monica sees it and says “That looks like a child painted it."

Question 6

Monica sees a customer struggling to carry her groceries so she runs and gets the customer a shopping cart.

Question 7

Marcus gets hungry on his shift. He knows Monica has several snacks in her locker. He decides to take one without asking.

Question 8

Monica is running a few minutes late for her work shift. She calls her manager to let her know that she is on her way.

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Tier 3 Work Sheets

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Name _____ Date _____

T3 Workplace Behavior Scenarios

Directions: Read through the scenarios and circle yes or no regarding whether or not the behavior is a positive choice.

Question 1

Marcus is stuck on a project. He asks for ideas to help solve his problem. Monica offers some suggestions. Marcus takes her advice and finishes his project.

YES

NO

Question 2

Monica is telling coworkers about a new product for customers. It reminds Marcus of last night's basketball game. Marcus starts asking questions about the game during Monica's presentation.

YES

NO

Question 3

Monica and Marcus have a project due in a month. They sit down together and create a timeline to finish the project.

YES

NO

Question 4

Marcus is preparing food orders during lunch rush. Half way through, Marcus gets a notification on his phone. He sits down to check his text messages.

YES

NO

Digitability

Name _____ Date _____

T3 Workplace Behavior Scenarios

Directions: Read through the scenarios and circle yes or no regarding whether or not the behavior is a positive choice.

Question 1

Marcus is proud to show off a picture he painted. Monica sees it and says "That looks like a child painted it."

YES

NO

Question 2

Monica sees a customer struggling to carry her groceries so she runs and gets the customer a shopping cart.

YES

NO

Question 3

Marcus gets hungry on his shift. He knows Monica has several snacks in her locker. He decides to take one without asking.

YES

NO

Question 4

Monica is running a few minutes late for her work shift. She calls her manager to let her know that she is on her way.

YES

NO

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Supplemental Materials

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DOLLAR TRACKER

Payroll Period ❑ 1st-14th ❑ 15th-30th/31st

Google Template

SE1.TRACKER

Student Name	11/12/21											Exit Ticket Date:	Exit Ticket Date:	Total Payroll

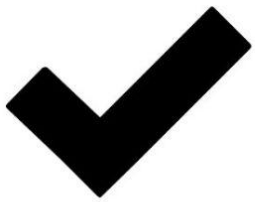
BANKABILITY & THE SOCIAL ECONOMY
LEVEL 1: WORKPLACE CULTURE

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]