# Digitability

**Digitability**

# Valentine's Day

Budgeting and Cost Task Cards

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

**Social Skills**
- Problem Solving
- Flexible Thinking
- Collaboration
- Interpreting Directions

**Digital Literacy**
- Sharing & Connecting Online
- Using Online Accounts
- Workplace Technology

**Language**
- Expressive/Receptive Language
- Workplace Communication
- Giving, Receiving, & Interpreting Feedback

**Transition**
- Interviewing Skills
- Real-World Employment Projects
- Build Resume and Portfolio
- Manage Job Tasks

**Behavior**
- Self-Regulation
- Self-Advocacy
- Time-on-Task Attendance
- Workplace Expectations

**Functional Academics**
- Comprehension
- Writing
- Financial Literacy (Earning, Spending, & Saving)

## Employment Experience

**Identify Interest**

Getting Hired to Work

Performance Reviews

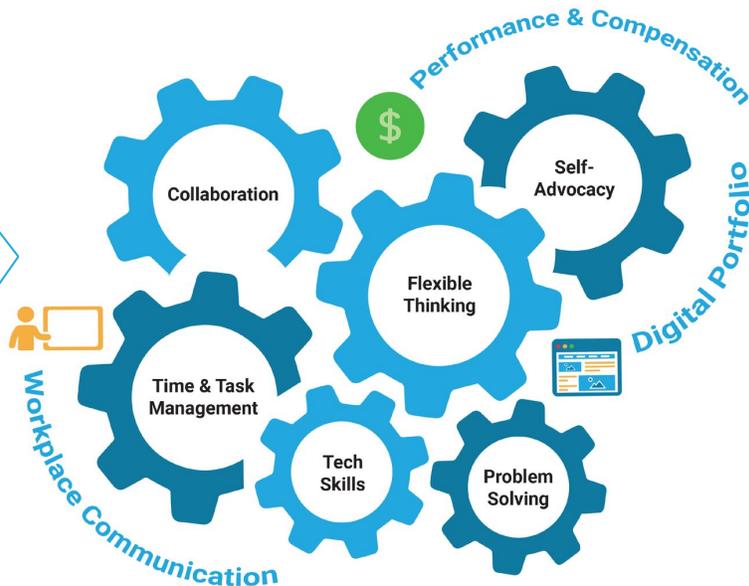Portfolio + Interview

**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

- 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

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

# Bankability

# 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 |

Students manage their checking and savings accounts, pay bills, shop, and review their finances all from their online bank account.

## 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

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.

# Digitability

**Materials:**

- Differentiated Valentine's Day Task Cards
- Calculator (as needed)
- Pencil
- Bankability Dollars
- Student Dollar Tracker
- Bankability Dollar Tracker

**Instructions:**

1) Determine which set of leveled cards your students will use. Different students can use different cards according to their level of need and skill.

2) Students will read directions on each card, or if more support is needed, a peer helper, para, or teacher can read the cards to the student.

3) For word problem cards, students can solve the problems on their own paper.

4) For the other sets of cards, students can circle the correct answer (laminate the cards and use a dry erase marker for repeated use).

# Digitability
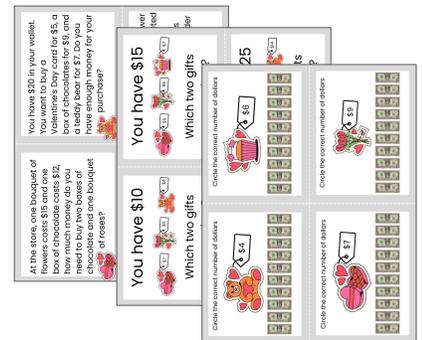
## Differentiated Instruction:

- Tier 1: Word problem cards Students can use manipulatives if needed to solve the equations presented in the word problems on their own paper.

- Tier 2: "Choose Two" Allow students to use manipulatives as needed and solve equations on their own paper. Students can circle the two gifts they can purchase with their allotted budget.

- Tier 3: "Circle the correct number of dollars" Students will circle the number of dollars needed to purchase the Item shown. Alternatively, students can count out the printable dollars to show the correct number of dollars.

## Incorporating Bankability:

- Students will earn dollars for solving Valentine's Day budgeting scenarios. .

- Students can earn dollars for participating by completing task within the allotted time.

- Students can earn dollars for sharing their budgets when complete.

- Student can be awarded dollars for helping their peers as needed throughout the activity.

# Digitability

## Complete these steps in Bankability

**From your teacher account:**

- Create a Valentine's Day activity that students can purchase using their Bankability dollar. Ex. A Valentine's Day themed party, Valentine's Day treats, etc.

- Determine the price for students to purchase your Valentine's Day activity.

- Add this item to your social economy so it is available for students to purchase.
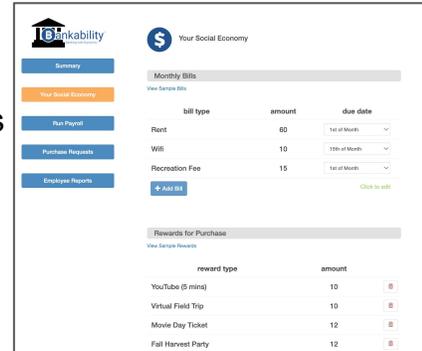
**For your students:**

1. Add a Valentine's Day activity to Your Monthly Budget

- Have students open the Bankability app and navigate to their Budget section.
- Students should review the "Purchases" category and determine how much money they have left in their monthly budget to spend on purchases.
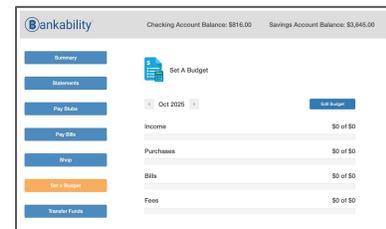
2. Shop with your Account Balances

- Students will select "shop" from their menu to review Valentine's Day activity prices.
- Students will review Checking and Savings account balances in the Bankability app and decide which account they will pay from.
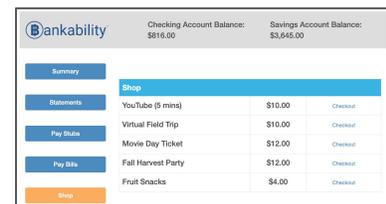
4. Adjust Your Budget

- Using the Budgeting Tool in Bankability, adjust your spending categories as needed.
- Make sure the Valentine's Day activity fits within your overall monthly budget without going over.

5. Review and Reflect

- Ask students: "Did you stay within your budget?"
- "What budgeting choices helped you save or spend wisely?"
- "How did planning ahead affect your spending?"
- Have students write a short reflection using the space provided in their worksheet or Google Doc version.

6. Submit Your Work

- Have students turn in their completed Valentine's Day activities reflection or submit your work digitally via email.

You have $20 in your wallet. You want to buy a Valentine's Day card for $5, a box of chocolates for $9, and a teddy bear for $7. Do you have enough money for your purchase?

At the florist shop, one flower costs $3. You have budgeted $20 to spend on buying flowers. How many flowers can you buy and stay under budget?

At the store, one bouquet of flowers costs $15 and one box of chocolate costs $12, how much money do you need to buy two boxes of chocolate and one bouquet of roses?

At the bakery, one Valentine's Day cupcake costs $5. If you want to buy cupcakes for 3 of your friends, how much money will you spend?

# You have $15

$9 $8 $7

Which two gifts can you buy?

# You have $25

$12 $13 $14
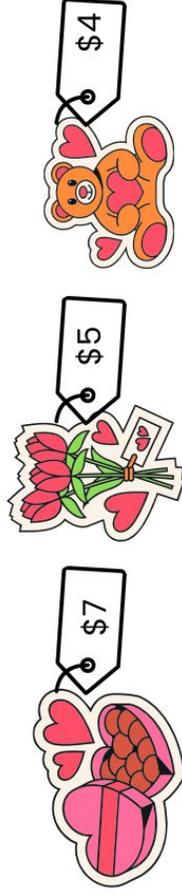
Which two gifts can you buy?

# You have $10

$7 $5 $4
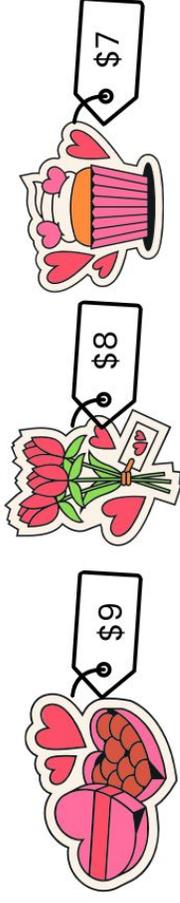
Which two gifts can you buy?

# You have $20

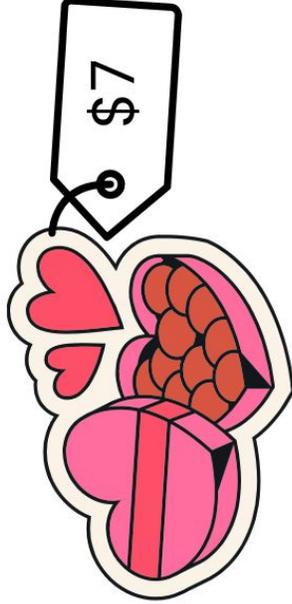$12 $8 $15
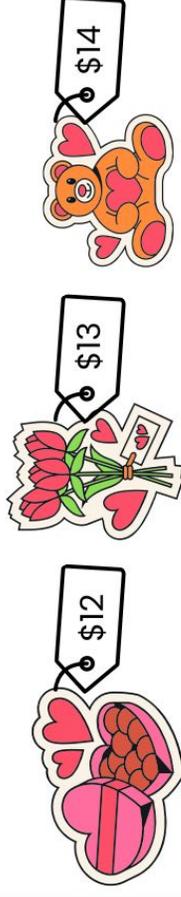
Which two gifts can you buy?

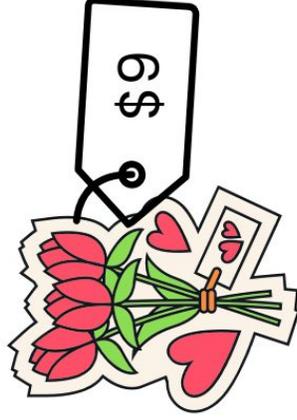Circle the correct number of dollars

$6

Circle the correct number of dollars

$4

Circle the correct number of dollars

$9

Circle the correct number of dollars

$7

# Supplemental Materials

# Digitability™

# DOLLAR TRACKER

**SE1.TRACKER**

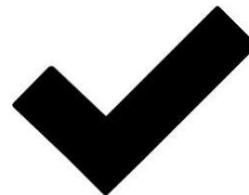| Student Name | 11/12/21 | | | | | | | | | | | | Exit Ticket Date: | Exit Ticket Date: | Total Payroll |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | |
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1.GOALS   MY INCOME GOALS: WARM UP ACTIVITY

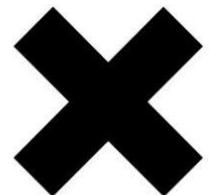**Directions:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Access the interactive Google Template Version.
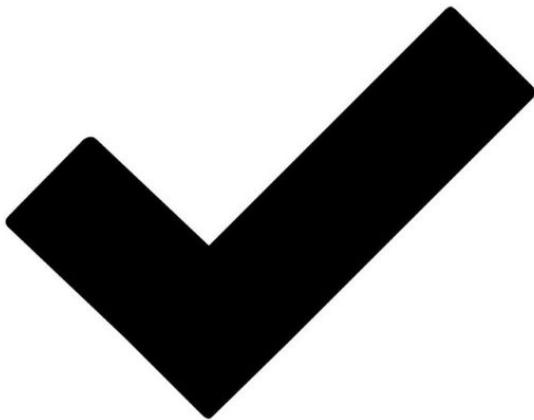
| DATE | GOAL Income | DOLLARS EARNED: |
|------|-------------|-----------------|
|      |             |                 |
|      |             |                 |
|      |             |                 |
|      |             |                 |
|      |             |                 |

YES     No

# Digitability™

**Name** [ ]  **Date** [ ]

## 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**

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## 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** | |

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# Like this resource? Want more?

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# Click Here!