Digitability™

Budgeting Basics

Personal Income and Expenses

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Personal Income and Expenses

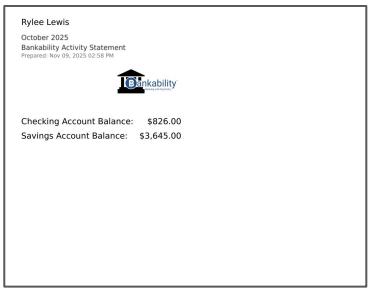
Materials:

- Personal Income & Expenses Tracker
- Bankability Dollars
- Bankability Dollar Tracker
- Yes/No Answer Board

Instructions:

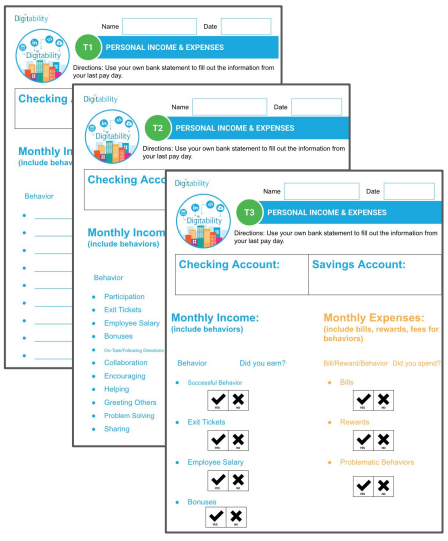
1) Distribute T1, T2, or T3 resources to students.

2) Tell students **"We are going to use our last Bank Statement to review our personal income and expenses habits."**


Rylee Lewis
October 2025
Bankability Activity Statement
Checking Account Balance: $826.00
Savings Account Balance: $3,645.00

3) Inform students **"Remember that income is added to your account balance. Expenses are subtracted from your account balance."**

4) Inform students, **"I will be handing you your bank statement from last month. You will use your bank statement to fill out your register"** Model identifying information on Bank Statement. **"Based on what the card says, you will either add the amount to your income or subtract it as an expense."** Point to columns on student worksheets.


T1 PERSONAL INCOME & EXPENSES
T2 PERSONAL INCOME & EXPENSES
T3 PERSONAL INCOME & EXPENSES
Checking Account:
Savings Account:
Monthly Income:
(include behaviors)
Monthly Expenses:
(include bills, rewards, fees for behaviors)

5) Tell students **"I'll set a timer for 15 minutes. When the timer goes off, we will review our cards and share out answers."**

Differentiated Instruction:

- Tier 1: Students will review their bank statement independently and record the ways they have earned income during the month

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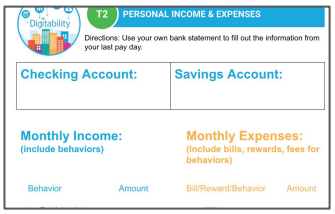
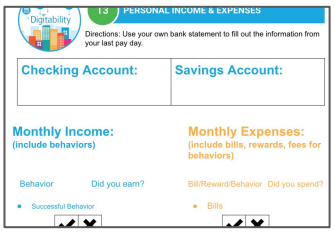
- Tier 2: Students will complete a guided review of their bank statement and fill in the totals for each behavior they earned or spent money for during the month.



- Tier 3: Students will complete a guided review in a small group to answer yes/no questions using their most recent bank statement.



Incorporating Bankability:

- Students will earn dollars for being on task and answering questions.
- Students can earn dollars for participating by completing task within the allotted time.
- Students can earn dollars for sharing their answers when complete.
- Student can be awarded dollars for helping their peers as needed throughout the activity.

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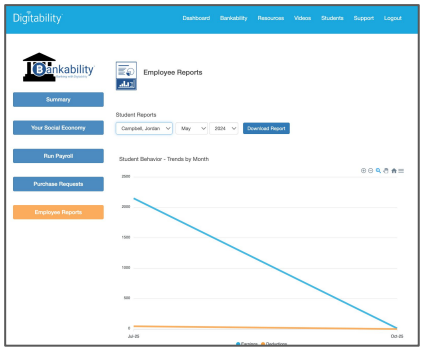
Complete these steps in Bankability

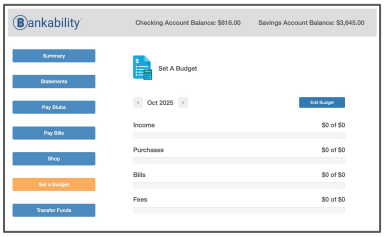
From your teacher account:

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



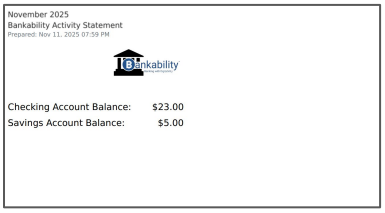
For your students:

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

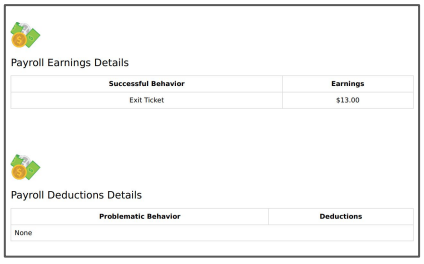


- Students will select their most recent bank statement to complete this activity.
- Students will click “Download PDF” for the last full month they have completed.

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.

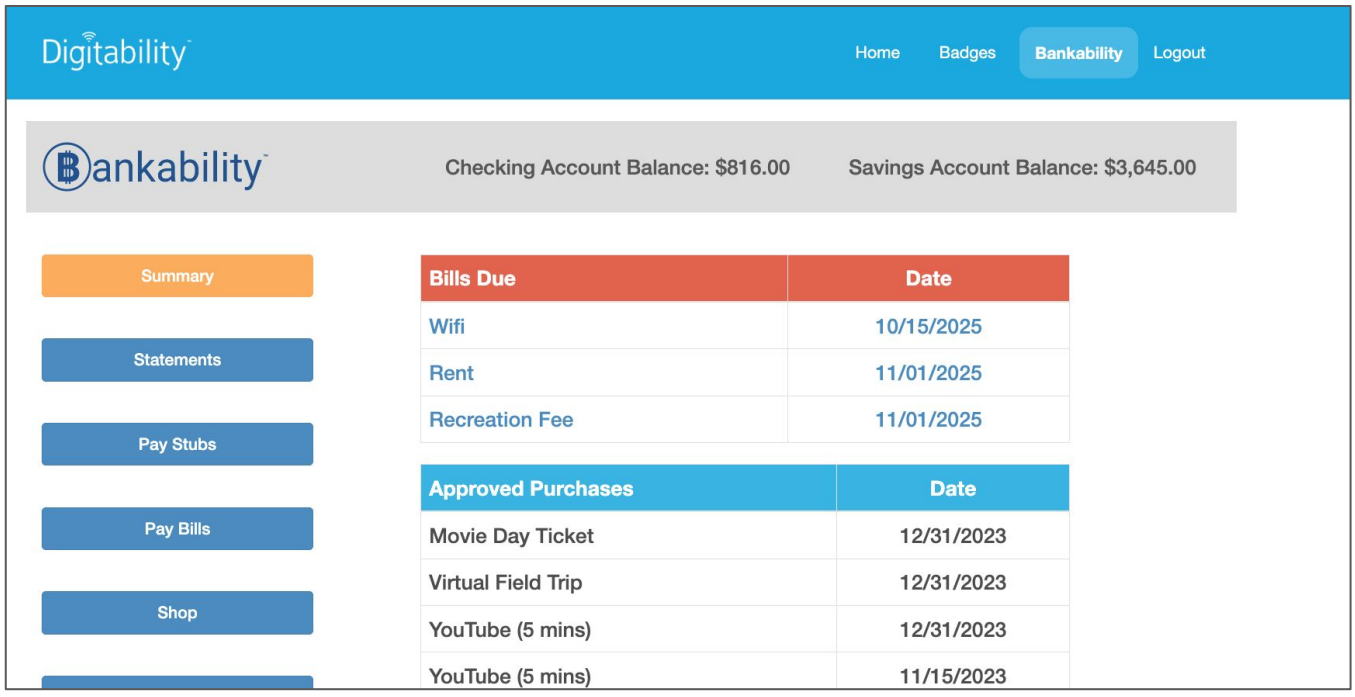
6. Submit Your Work

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

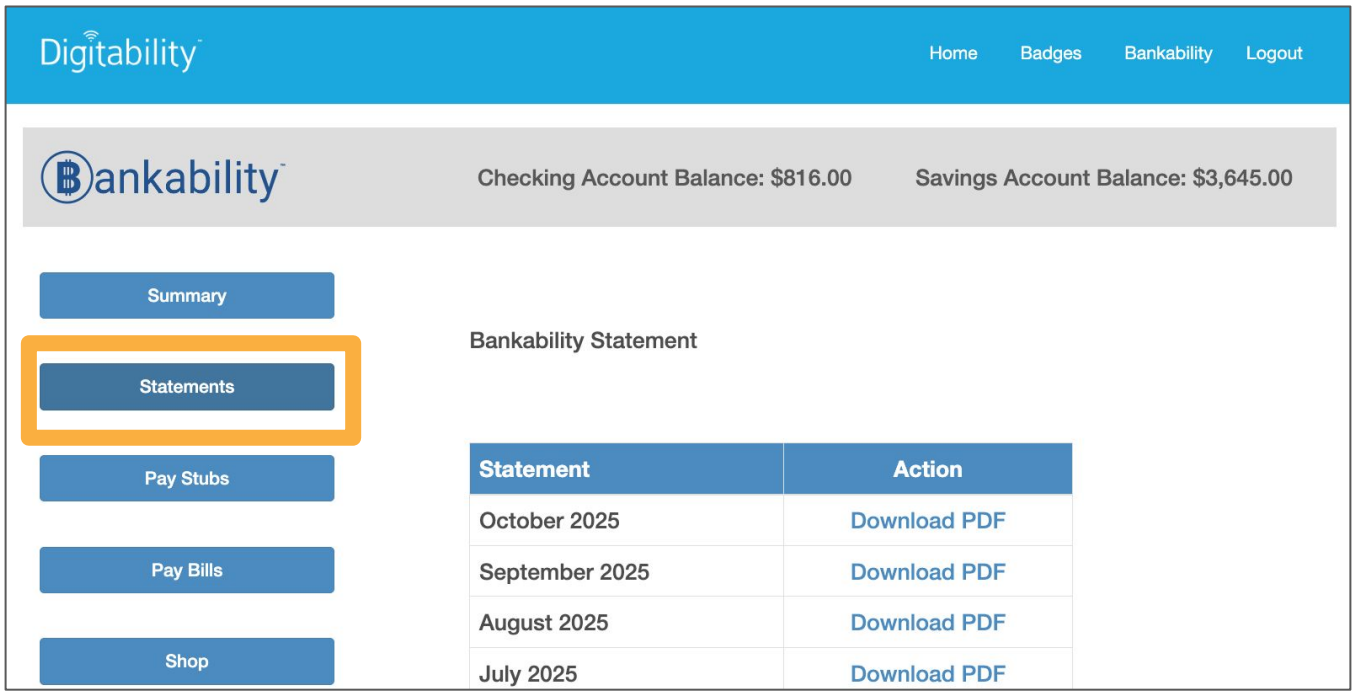
Accessing Bank Statements Tutorial

1. Log into Digitability account at app.digitability.com

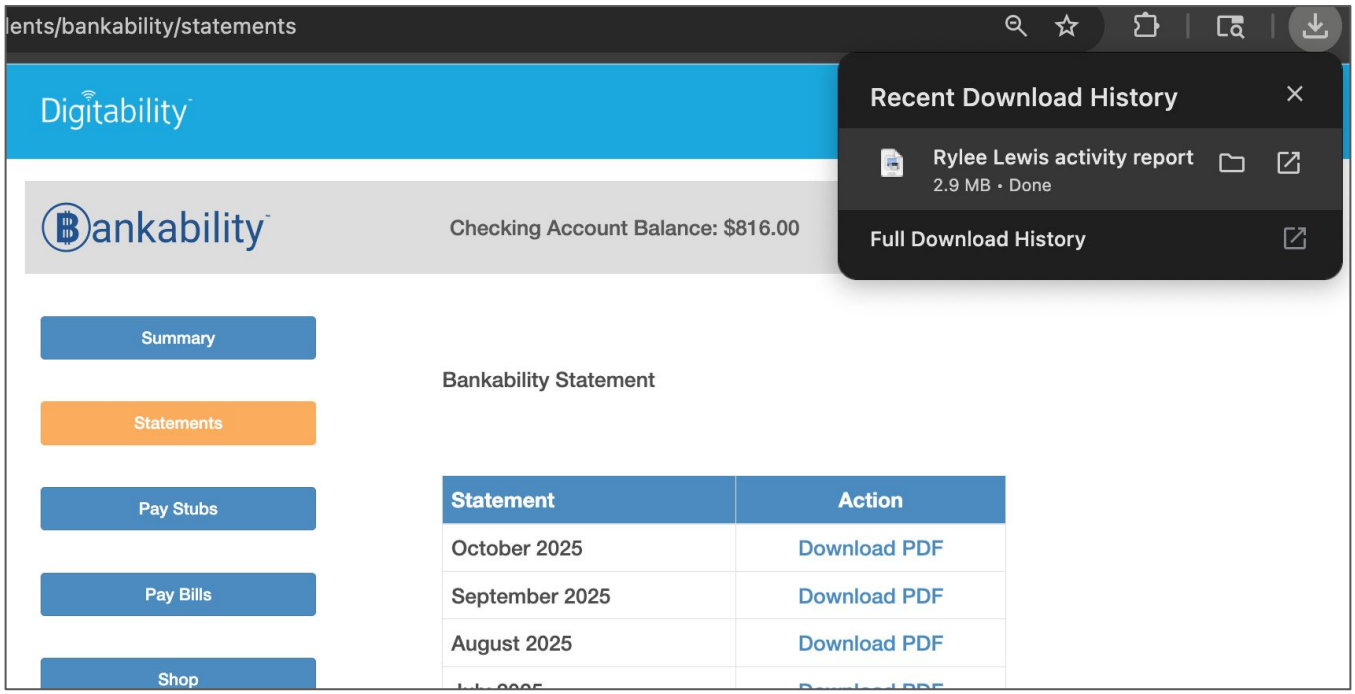
2. From the homepage, select “Bankability” from the top left menu.



3. Select “Statements” from the side menu.



4. Select “Download PDF” for the month you want to review. Your bank statement will download to your device.



Digitability

Name _____ Date _____

T1 PERSONAL INCOME & EXPENSES

Directions: Use your own bank statement to fill out the information from your last pay day.

Checking Account:	Savings Account:

Monthly Income:
(include behaviors)

Behavior	Amount
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____

Monthly Expenses:
(include bills, rewards, fees for behaviors)

Bill/Reward/Behavior	Amount
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____

Digitability

Name _____ Date _____

T2 PERSONAL INCOME & EXPENSES

Directions: Use your own bank statement to fill out the information from your last pay day.

Checking Account:	Savings Account:

Monthly Income:
(include behaviors)

Behavior	Amount
• Participation	_____
• Exit Tickets	_____
• Employee Salary	_____
• Bonuses	_____
• On-Task/Following Directions	_____
• Collaboration	_____
• Encouraging	_____
• Helping	_____
• Greeting Others	_____
• Problem Solving	_____
• Sharing	_____

Monthly Expenses:
(include bills, rewards, fees for behaviors)

Bill/Reward/Behavior	Amount
• Bills	_____
• Rewards	_____
• Interrupting	_____
• Off-Task/Not Following Directions	_____
• Arguing	_____
• Disrespect/Teasing	_____
• Complaining/Whining	_____
• Off-Topic Comment	_____
• Aggression	_____
• UMAPA	_____

Digitability

Name _____ Date _____

T3 PERSONAL INCOME & EXPENSES

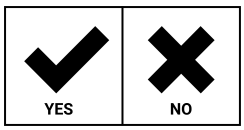
Directions: Use your own bank statement to fill out the information from your last pay day.

Checking Account:	Savings Account:

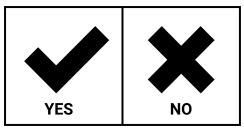
Monthly Income:
(include behaviors)

Behavior Did you earn?

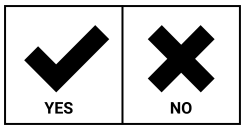
- Successful Behavior



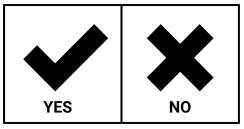
- Exit Tickets



- Employee Salary



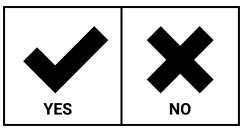
- Bonuses



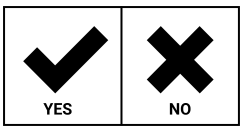
Monthly Expenses:
(include bills, rewards, fees for behaviors)

Bill/Reward/Behavior Did you spend?

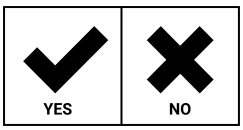
- Bills



- Rewards



- Problematic Behaviors



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

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

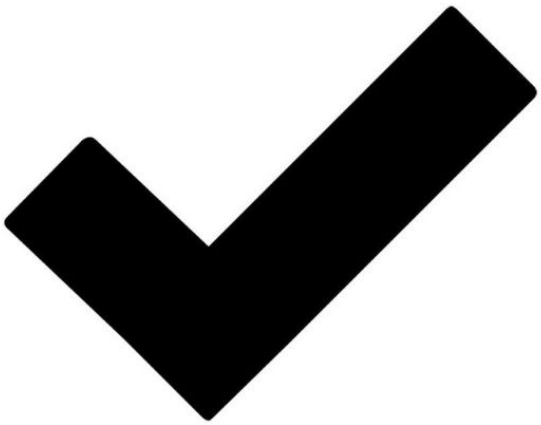
[Find All Bills Here]

Digitability™ Name _____ Date _____

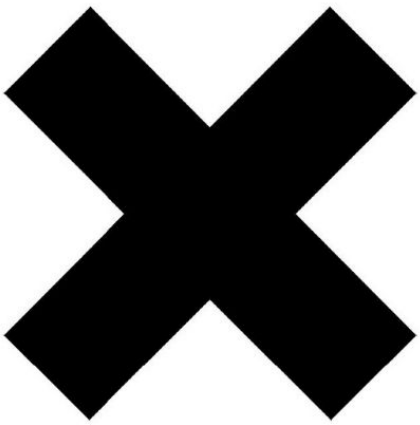
YES OR NO IMAGE EXCHANGE CARD

SE1.IEC.Y/N

Directions: To make a selection, right click on the YES or No box.



❑ YES



❑ NO

[Access the interactive Google Template version.]

3.EXIT TICKET RUBRIC

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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.

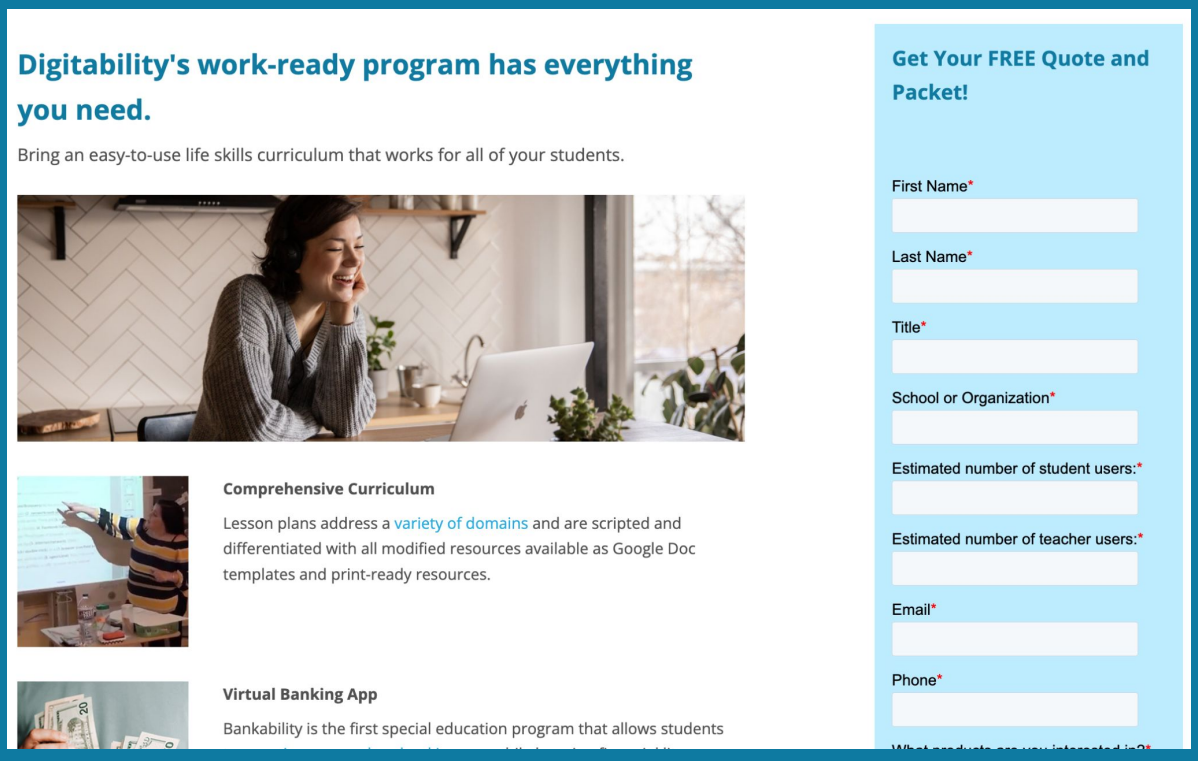
Every learner will have a range of expressive/receptive language skills. The goal is to demonstrate progress toward increasing workplace communication abilities through the repetition of the Exit Ticket Activity.

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	

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!



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