

Digitability™



Preference Assessment



TechCrunch



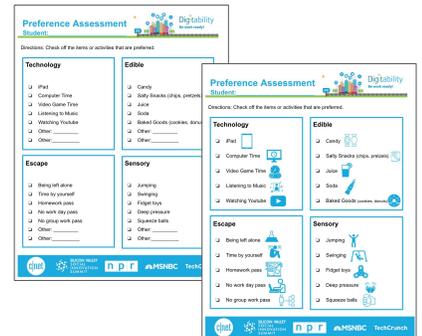
Student Preferences

Materials:

- Differentiated Student Preference Assessments
- Pencil
- Bankability Dollars
- Teacher Dollar Tracker
- Student Dollar Tracker

Instructions:

- 1) It is important to know students' preferred items and activities to use as behavior reinforcers. Tell students, **"Today you will complete an activity that will help me get to know you better."**
- 2) Distribute worksheets to students.
- 3) Tell students, **"Read the items and activities listed on your paper. Mark the items and activities you enjoy."**
- 4) Use the blank lines provided on the worksheet to add items or activities students may prefer that were not originally included.



Differentiated Instruction:

- Tier 1: Students will complete the activity independently.
- Tier 2: Items can be read to students; students can mark items independently.
- Tier 3: Items will be read to students; students can mark items with assistance.

Preference Assessment
Student: _____

Directions: Check off the items or activities that are preferred.

Technology <ul style="list-style-type: none"> <input type="checkbox"/> iPad <input type="checkbox"/> Computer Time <input type="checkbox"/> Video Game Time <input type="checkbox"/> Listening to Music <input type="checkbox"/> Watching Youtube <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 	Edible <ul style="list-style-type: none"> <input type="checkbox"/> Candy <input type="checkbox"/> Soft Snacks (chips, pretzels) <input type="checkbox"/> Juice <input type="checkbox"/> Soda <input type="checkbox"/> Baked Goods (cookies, donuts) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
Escape <ul style="list-style-type: none"> <input type="checkbox"/> Being left alone <input type="checkbox"/> Time by yourself <input type="checkbox"/> Homework pass <input type="checkbox"/> No work day pass <input type="checkbox"/> No group work pass <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 	Sensory <ul style="list-style-type: none"> <input type="checkbox"/> Jumping <input type="checkbox"/> Swinging <input type="checkbox"/> Fidget toys <input type="checkbox"/> Deep pressure <input type="checkbox"/> Squeeze balls <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

Logos: CIBL, SOUTH ALABAMA UNIVERSITY, n p r, MSNBC, TechCrunch

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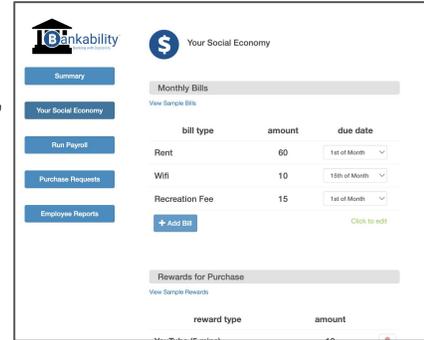
Incorporating Bankability:

- Students will earn dollars for selecting their preferences.
- Students can earn dollars for participating by completing task within the allotted time.
- Students can earn dollars for sharing their preferences when complete.
- Student can be awarded dollars for helping their peers as needed throughout the activity.

Complete these steps in Bankability

From your teacher account:

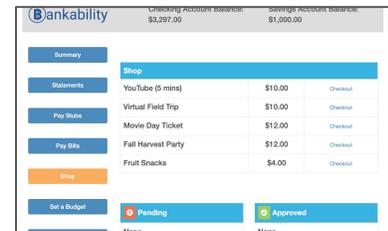
- Login to your Bankability account to review the “Your Social Economy” page.
- Review your current social economy to ensure it reflects the preferences of the students. Make updates as needed.



For your students:

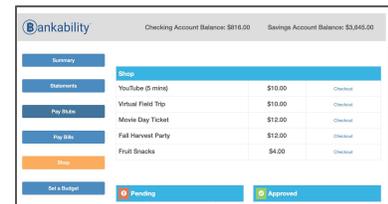
1. Locate your available purchases

- Have students open the Bankability app and navigate to their “Shop” page.
- The “Shop” page will give students a view of the items they can buy in their classroom with the money they earn.



2. Review items for purchase:

- Students will identify they would be interested in purchasing.
- Students will compare current items to purchase to their preference assessment. .

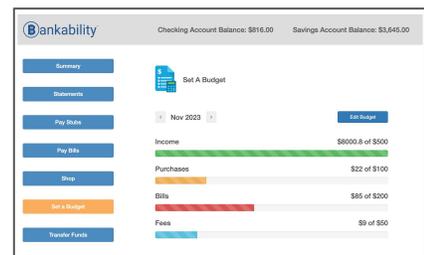


4. Make a purchase.

- From the “Shop” page, students can select “Checkout” to make a purchase from their teacher.

5. Review and Reflect

- Ask students: “What items are you most interested in purchasing?”
- “How much does your favorite item cost?”
- “What items have you bought before?”
- Have students write a short reflection using the space provided in their worksheet or Google Doc version.



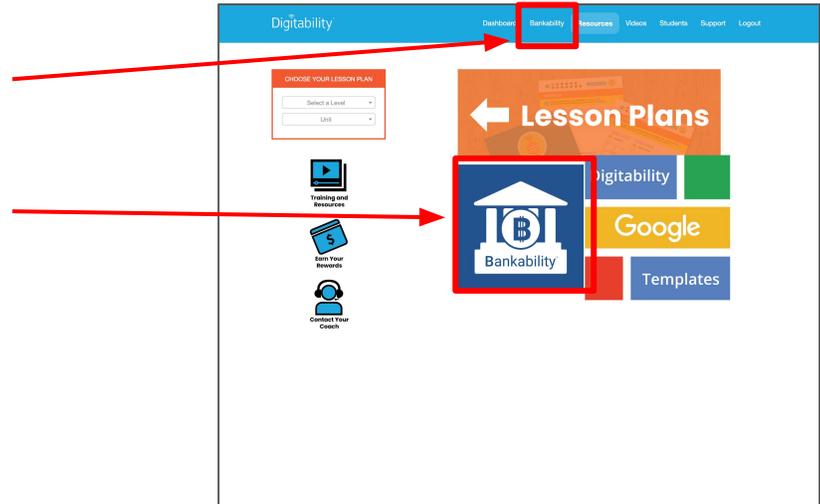
6. Submit Your Work

- Have students turn in their completed preference assessments or submit your work digitally via email.

LEVEL 1 CREATING A SOCIAL ECONOMY

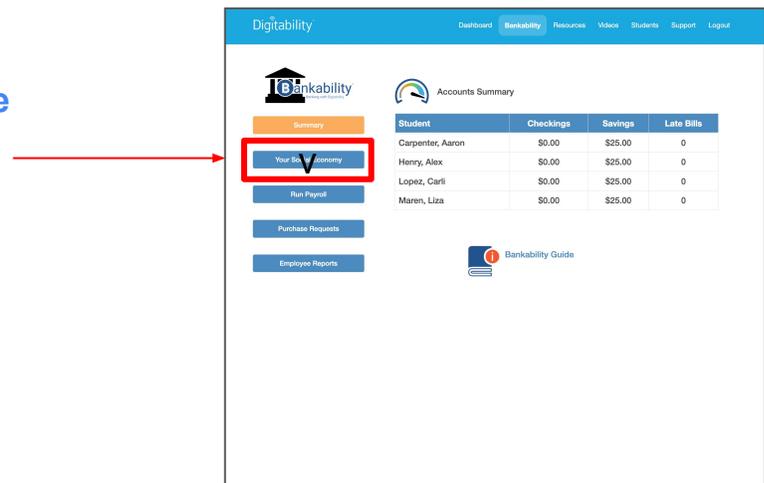


1. Log into your **Digitability** account and select **“Bankability”** from the menu options on top of your page.
 - Additionally, you can select the **“Bankability”** Logo on your **“Resource”** page.



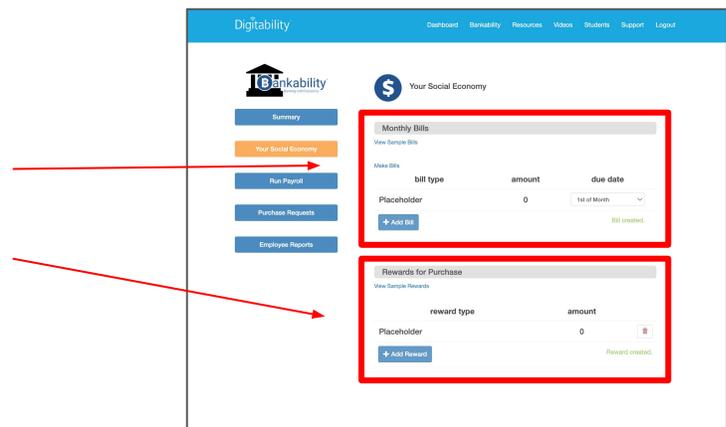
Digitability’s Social Economy has been designed to seamlessly integrate into any current social economy a classroom may already be supporting. If you already have all the elements of a successful social economy, Bankability can help you streamline and digitize this process. For classrooms without a social economy, Bankability will provide you with the tools you need to teach financial literacy.

2. From your **“Bankability”** webpage, use the side menu to select **“Your Social Economy.”**

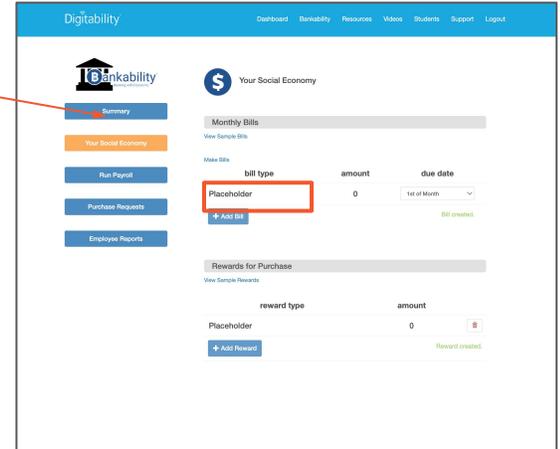


3. From the **“Your Social Economy”** page, you will be able to customize the structure of your classroom economy. Here you will be able to:

- set monthly bills including bill type, amount, and the due date.
- create rewards for purchases and the value of each reward

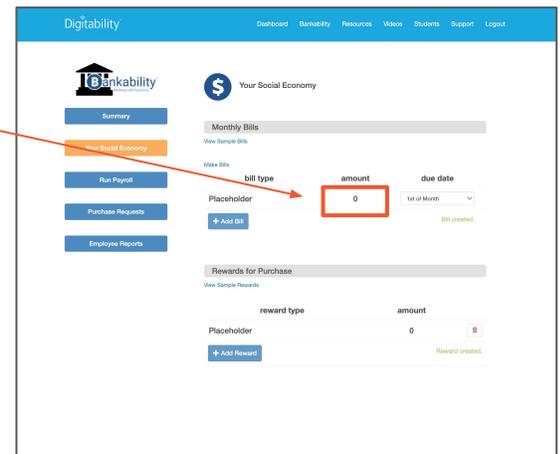


4. To add monthly bills to your social economy, click “Placeholder” under “bill type”. Enter the name of the bill you would like to charge students. If you already have bills set up in your classroom, you can enter your list here. If you need inspiration, you can click [“View Sample Bills.”](#)



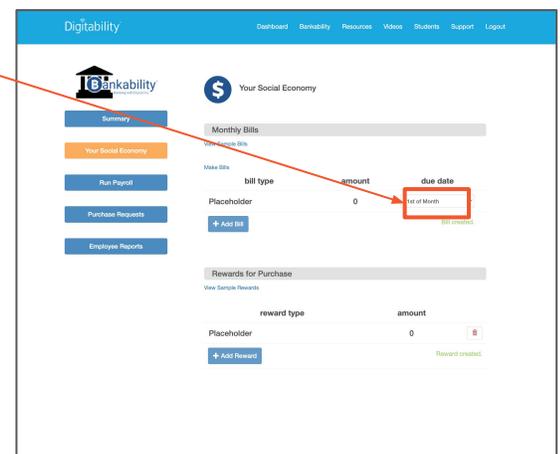
5. Once a bill is added, you can assign an amount that students will pay for this bill each month.

- If you are unsure what to charge students, start with a lower number. If you later find the bill amounts are too low, you can increase your price as this reflects real-world scenarios. Creating a balance will help students prioritize needs and wants.



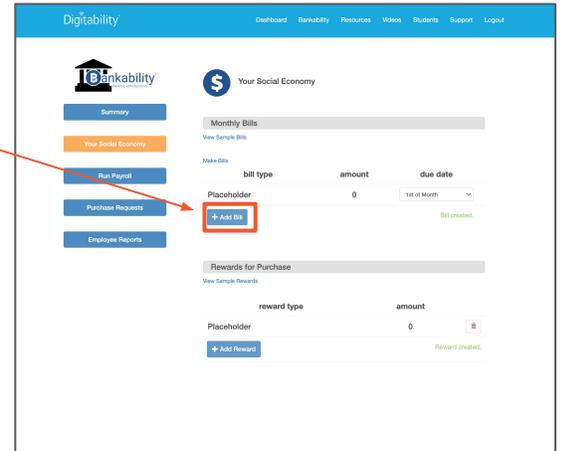
6. To finalize your bill, you'll need to select the due date for your bill. You can choose the 1st or 15th of each month.

- Bills are issued a month in advance. A bill for October 1st, will be issued on September 1st. This gives students time to budget for their bills.
- Bills will issue on the 1st or 15th after they have been created by teachers. If you create your bills August 2nd, any bill due on the 15th will be issued August 15th with a due date of September 15th. In this scenario, a bill with a due date on the first will be issued September 1st with a due date of October 1st.
- Bills and amounts are charged to all students on your roster.
- Bills cannot be deleted once issued.



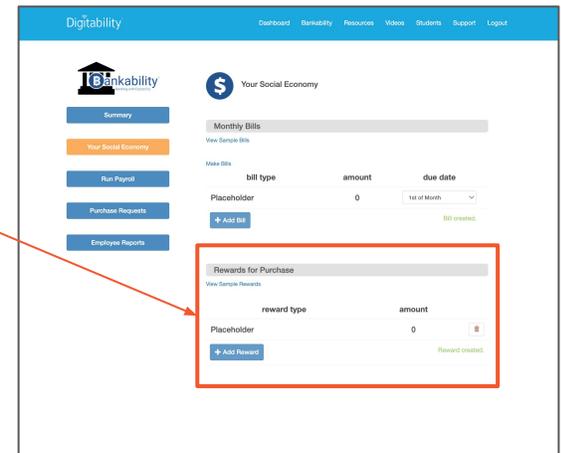
7. To add additional bills, select “Add Bill.” You will repeat the process to add as many bills as you would like.

- Bills can be added at any time. You may want to start with one or two bills while students get used to balancing bill payments with reward purchases.
- Teachers do not have the ability to delete bills on their own. Please review carefully before adding too many bills.

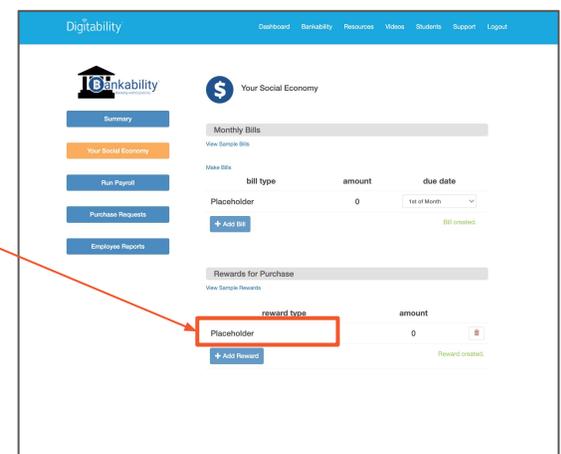


8. Once your bills have been create, you can create rewards for student to purchase in the “Rewards for Purchase” section.

- Reward purchases are the most motivating factor for student buy-in. The rewards you create should be of high interest to students.
- Rewards can be added or deleted at any time.

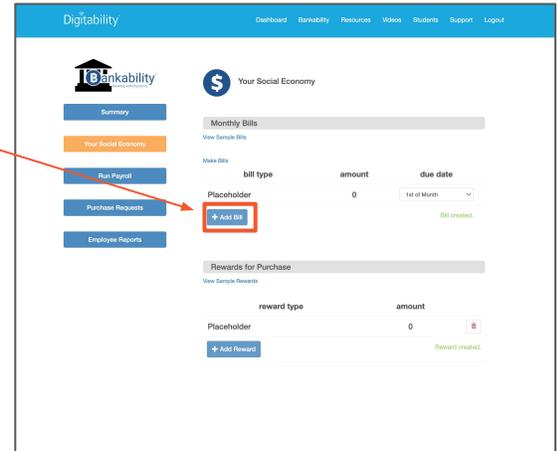


8. To add rewards to your social economy, click “Placeholder” under “reward type”. Enter the name of the reward you would like to offer students. If you need ideas for classroom rewards, you can click “[View Sample Rewards.](#)”



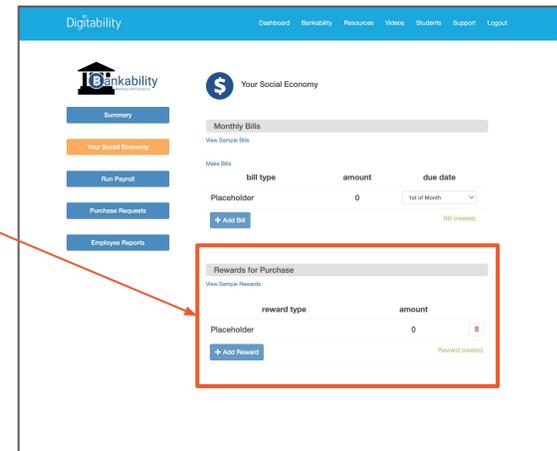
7. Assign a value to your reward by entering an amount in the “amount” field.

- If you find students are buying rewards too frequently, you may consider increasing the cost of the reward.
- The value entered for each reward will be cost for every student. It cannot be tailored to individual students.



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Preference Assessment

Student: _____



Directions: Check off the items or activities that are preferred.

Technology

- iPad
- Computer Time
- Video Game Time
- Listening to Music
- Watching Youtube
- Other: _____
- Other: _____

Edible

- Candy
- Salty Snacks (chips, pretzels)
- Juice
- Soda
- Baked Goods (cookies, donuts)
- Other: _____
- Other: _____

Escape

- Being left alone
- Time by yourself
- Homework pass
- No work day pass
- No group work pass
- Other: _____
- Other: _____

Sensory

- Jumping
- Swinging
- Fidget toys
- Deep pressure
- Squeeze balls
- Other: _____
- Other: _____



Preference Assessment

Student: _____



Directions: Check off the items or activities that are preferred.

Activity

- Going for a walk
- Teacher for a lesson
- Art time
- Reading books
- Teacher's helper
- Other: _____
- Other: _____

Tangible

- Bubbles
- Sand
- Instruments
- Puzzle
- Silly putty / slime
- Other: _____
- Other: _____

Attention

- Talking with friends
- Talking with teachers
- Playing games with friends
- Special lunch with friends
- Special activity with friends
- Other: _____
- Other: _____

Tangible

- Board games
- Stickers
- Bean bag
- Light up toys
- Special pen / pencil
- Other: _____
- Other: _____



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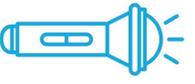
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Supplemental Materials



TechCrunch





BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

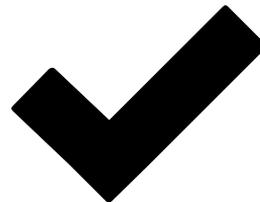
1. GOALS MY INCOME GOALS: WARM UP ACTIVITY

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

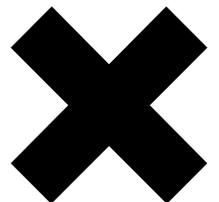


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



YES



No



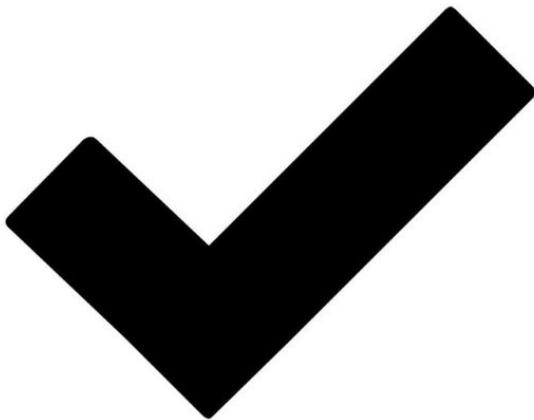
[Find All Bills Here](#)



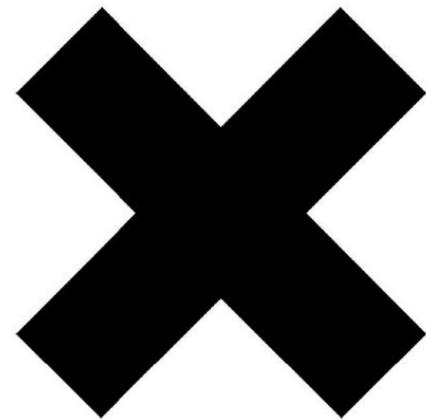
YES OR NO IMAGE EXCHANGE CARD

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

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	

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!](#)

Digitability's work-ready program has everything you need.

Bring an easy-to-use life skills curriculum that works for all of your students.



Comprehensive Curriculum

Lesson plans address a [variety of domains](#) and are scripted and differentiated with all modified resources available as Google Doc templates and print-ready resources.



Virtual Banking App

Bankability is the first special education program that allows students

Get Your FREE Quote and Packet!

First Name*

Last Name*

Title*

School or Organization*

Estimated number of student users:*

Estimated number of teacher users:*

Email*

Phone*

What products are you interested in?*

