Digitability

Differentiated Problem Solving Activity: Successful & Problematic Behaviors

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 Summi**t.

cnet SILICON VALLEY SOCIAL INNOVATION SUMMIT npr TechCrunch MSNBC

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 and saving)

Transition
- Interviewing
- Applying for Jobs
- Digital Projects

Employment Experience

Identify Interest → **Getting Hired to Work** → **Performance Reviews** → **Portfolio + Interview** → **Work-Ready!**
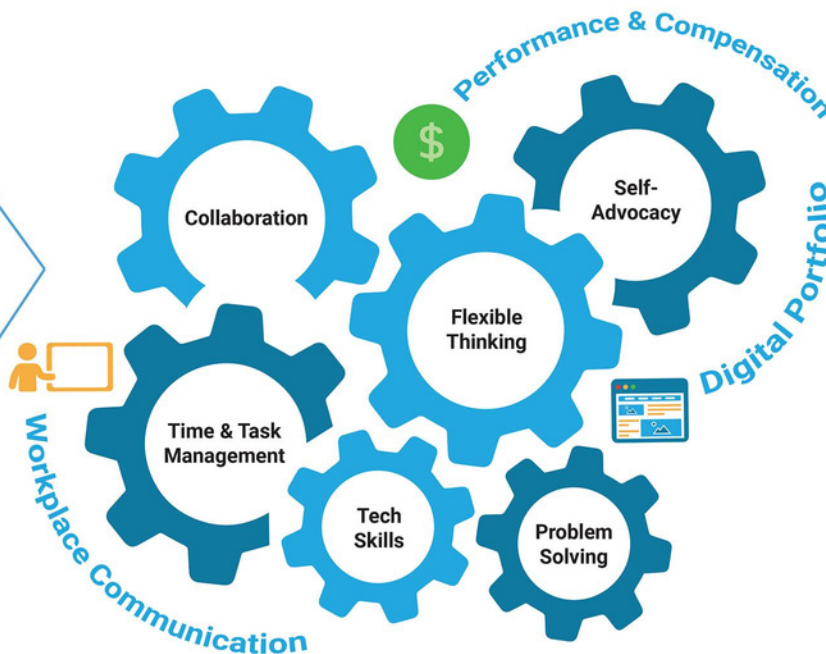
Start Here
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.

Apply for a Job

Project Samples
- Coffee Shop
- YouTube Marketing
- Data Entry
- Website Creation
- Choose Your Own

Performance & Compensation

Workplace Communication

Digital Portfolio

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

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
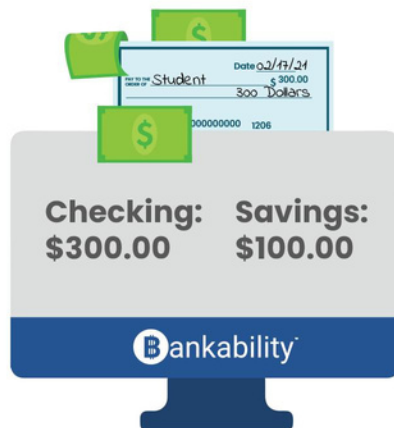- Evidence-Based Practices Training
- Rewards Program

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.

Online Banking is Here!

Bankability works with The Digitability Social Economy, where students earn (and later spend) virtual money for practicing workplace behavior. With Bankability, students now receive direct deposits on payday, review pay stubs and personal bank statements.

Earnings

Gross Pay	$252.00
Net Pay	$200.00

Date 02/17/21
PAY TO THE ORDER OF Student $300.00
300 Dollars
000000000 1206

Checking: $300.00   **Savings:** $100.00

Bankability™

Pay Bills and Purchase Rewards

Using Bankability, students manage their checking and savings accounts, pay bills, shop, and review their finances all from their online bank account. Teachers can customize classroom bills and rewards, run payroll, and approve purchase requests all from their Bankability dashboard.

Data & IEP Progress Reports

Bankability also allows teachers to track workplace readiness progress using Digitability's Individual Education Program (IEP) Transition Goal Bank. Assigning each dollar to a behavior will allow teachers to track that behavior overtime. Reports can be generated at the click of a button and shared with their Special Education Team.
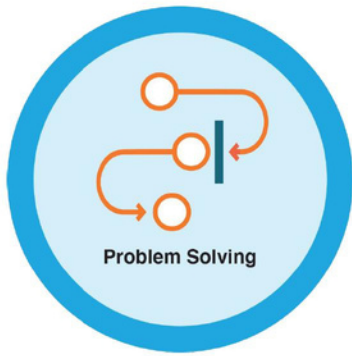
Digitability

Get Bankability Here!
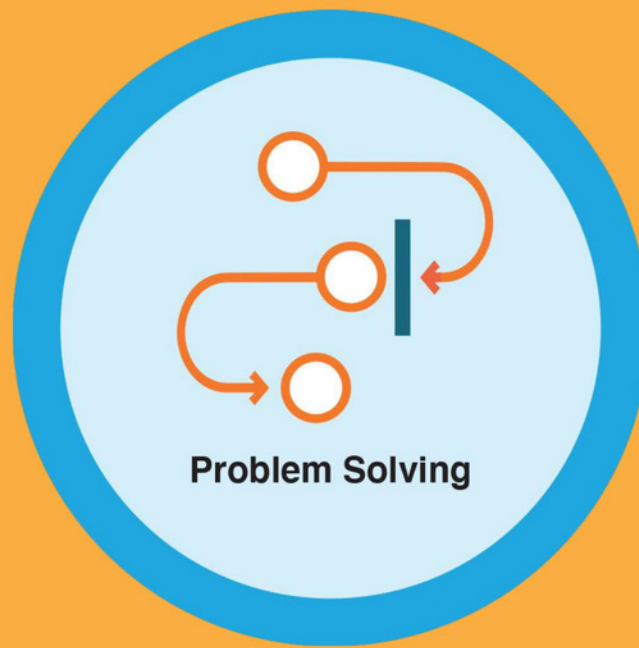
Problem Solving

Lesson 14:
How do you Problem Solve?

Level 2 Digital Citizen
Social Economy Unit: Workplace Boundaries
Lesson 14: Problem Solving

Problem Solving

Lesson Overview

Problem solving in the workplace is when you work to remove a barrier.

Objective

Student is able to identify successful and problematic behaviors.

What you need:

- **Printed Money** 🖨
- **Differentiated Resources** (Warm-up, Word Wall Badge, Exit Ticket, Etc.) 🖨
- **Dollar Tracker** 🖨
- **Exit Ticket Rubric** 🖨
- **Exit Ticket Part 2 Rubric for Scoring & Bankability Entry** 🖨
- **Deposit Slips** 🖨
- **Optional**: Google Slide Online Lesson Plan
- **Lesson Video: Problem Solving**
  - Click on Videos > Select Level 2 Digital Citizen> Select Unit Social Economy: Workplace Boundaries > Select Problem Solving

This Lesson Connect to:

✓ **Social Skills**
✓ **Functional Academics**
✓ **Workplace Readiness**

Goal Bank

✓ **Financial Literacy**
✓ **Digital Literacy**
✓ **Workplace Communication**

Workplace Connection Activity

Students will read through workplace scenarios. Students will collaborate with team members to identify the behavior and the consequences of the actions.
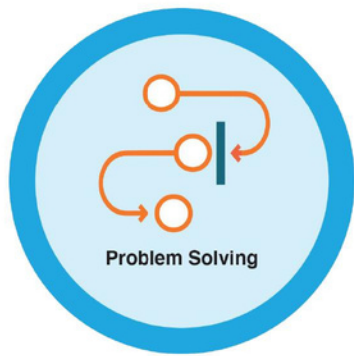
Lessons in this unit:

1. Workplace Behavior
2. Participation/Contributions
3. Interrupting
4. On-Task/Following Directions
5. Off-Task/Not Following Directions
6. Collaborating
7. Arguing
8. Encouraging
9. Disrespect/Teasing
10. Helping
11. Complaining/Whining
12. Greeting Others
13. Off-Topic
14. **Problem Solving**
15. Aggression
16. Sharing
17. UMAPA
18. Workplace Behavior Master Badge

Sign up for Digitability to unlock hundreds
of lesson plan and activities!

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19.

Ways to Differentiate

20. **Choose an Exit Ticket Job Assignment** for each of your students (see

21.

22.

23.

Student completes

sheet

T1 Writing assignment:

PART 2: WORKPLACE COMMUNICATION

24. For a Participation Dollar, who will share their sentence?

25.

26.

27.

28.

29.

30.

31.

Be

32.

33.

T3 Student completes
[Trace n' Learn](#) card

DIGITABILITY
DIGITABILITY WILL TEACH YOU
NEW WORK SKILLS TO HELP YOU
BECOME EMPLOYED.

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So...

1.

2.

3.

(locked content)

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Workplace Connections Activity

WORKPLACE CONNECTION BEHAVIOR AND CONSEQUENCE | SE2.1.6.A |

Materials:
- Scenario cards
- Scissors
- Successful and Problematic behaviors Image Exchange Cards

Directions: Print and cut out scenario cards. Assign mixed ability groups of 2-3 students. T1 student will read the scenario for the group. Team will discuss what behavior was exhibited and what the consequence to the behavior should be. T2 students will record behavior and consequence. T3 students will review each scenario to make sure all scenarios have behavior and consequences.

Students will read through workplace scenarios. Students will collaborate with team members to identify the behavior and the consequences of the actions. Students will then submit their dollars and the deposit slip to their CFO. Enter each student's earnings from this lesson into **Bankability Payroll System** in the field called **Participation/Contributing.**

T3 Modify questioning to a Yes/No Format and adult/Tier 1 partner.

✔ YES	✘ NO
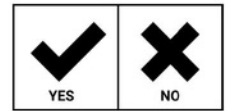
Setting Boundaries with Independent Practice

Independent practice gives students the opportunity to exercise self-regulation

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D...

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(locked content)

Looking Ahead

- **Level 2 Social Economy** - Each Unit in Level 2 will give students the opportunity to learn more about successful and problematic behaviors. Behaviors will be introduced systematically to give students ample time to practice behaviors.

- **Coaching & Rewards** - Schedule your one-week check-in call with your Coach! They can answer more questions once you implement a lesson plan with your students and identify the best resources to support your classroom needs.

- **Work Simulation** - Your coach will introduce you to the Work Simulation Competition and help brainstorm project ideas and partners! Learn more.

Problem Solving
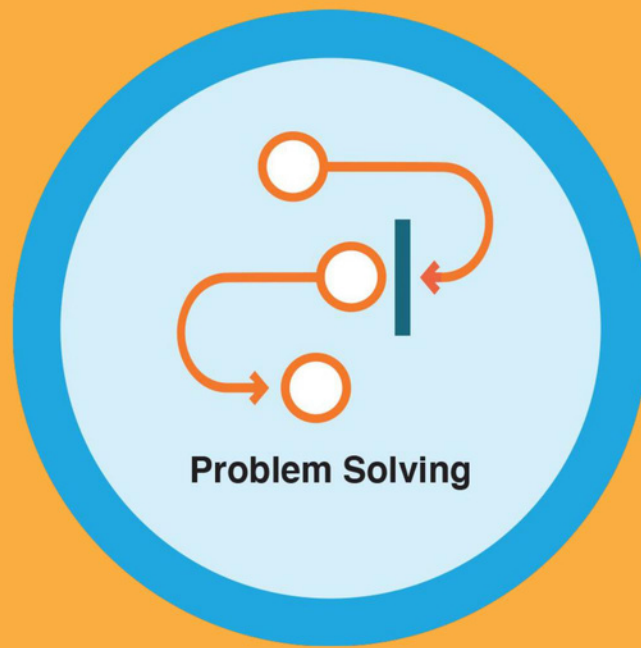
Supplemental Materials

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Instructions:

1. Print and laminate behavior scenario task cards.
2. Students will read the scenarios on each card, or if more support is needed, a peer helper, para, or teacher can read the cards to the student.
3. Students will determine If the behavior exhibited In the scenario Is a successful behavior or a problematic behavior.
4. Students will explain their thinking and why they came up with their answer.
5. For problematic behaviors, students will brainstorm Ideas for problem solving and come up with alternative solutions that would be better.
6. Students will complete differentiated versions of the vocabulary sheet.

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Differentiation:

Tier 1:

Students can write their answers on a separate sheet of paper using complete sentences to explain their reasoning. On the vocabulary sheet, students will write a paragraph about problem solving.

Tier 2:

Students may verbalize or dictate their answers. On the vocabulary sheet, students will write sentences about and illustrate problem solving.

Tier 3:

Students may point to the "thumbs up" or "thumbs down" symbol or give a "thumbs up" or "thumbs down" to the teacher. On the vocabulary sheet, students will trace the definition of problem solving.

For all tiers, encourage collaboration and discussion among students as they explain their answer choices. You could also allow them to decide together. **For Information about bringing the complete Digitability curriculum to your school or organization, click here.**

Mr. Smith told the class to take out their notebooks for a quiz. Carl yelled, "Oh man! Why do we have to take a quiz?"

When Mrs. Smith was giving a lesson, Charlotte screamed the answer aloud without raising her hand.

David's boss sits with him and goes over five tasks for him to finish by the end of the day. At the end of the day, David is finished with all the tasks that were assigned.

Jake is having a hard time saving his document. He remembers he took notes on how to save files. He reviews his notes and saves the document.

Jane needed to know where to find information to sign up for the science fair. Brandon had already signed up. He showed Jane where to get the permission slip so that she could sign up for the fair.

Amy really wanted to win first prize in the spelling bee, but Sarah won instead. Amy was disappointed, but told Sarah "congratulations" anyway.

The class was given their laptops to complete their classwork. Instead, Jarrod was looking at music videos.

Thomas cannot find his pencil. He sees a pencil on Rachel's desk, so he decides to take it so he can use it instead.

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T1 **VOCAB PARAGRAPH**

Participation Contributions

SE2.14.4.1 | EXIT TICKET

Directions: Write a paragraph using this lesson's vocabulary term. Be sure to describe what it is and examples. Include any ways it may be used in the workplace.

Vocab Word
Problem Solving

_____

_____

_____

_____

_____

- I problem solve when…

- I problem solve when..

Digitability™

Participation Contributions

T2 VOCAB BLOCK

SE2.14.4.2 | EXIT TICKET

Define:	**Sentence:**

Problem Solving

Examples:

I problem solve when:

I problem solve when:

Draw/Find Picture

Participation Contributions

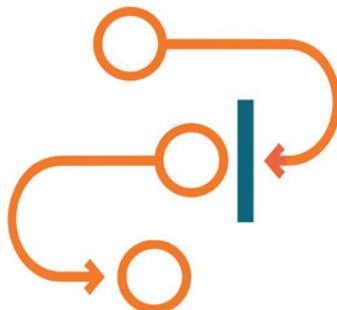## T3 TRACE 'N' LEARN

SE2.14.4.3 | EXIT TICKET

PROBLEM SOLVING

PROBLEM SOLVING IN THE WORKPLACE IS WHEN YOU WORK TO REMOVE A BARRIER.

I problem solve when…

I talk over my coworkers   I remove a barrier   I argue with my boss

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Materials:

- Scenario cards
- Scissors
- Successful and Problematic behaviors Image Exchange Cards

Directions: Print and cut out scenario cards. Assign mixed ability groups of 2-3 students. T1 student will read the scenario for the group. Team will discuss what behavior was exhibited and what the consequence to the behavior should be. T2 students will record behavior and consequence. T3 students will review each scenario to make sure all scenarios have behavior and consequences.

Differentiation:

T1- Students will read scenario out loud for the group

T2 - Students will record the behavior exhibited in the scenario and the consequence to the behavior.

T3 - Students will review answers for group ensuring that all scenarios have an identified behavior and consequence.

WORKPLACE CONNECTION BEHAVIOR AND CONSEQUENCE | SE2.14.6.1 |

Scenario 1

David's boss sits with him and goes over five tasks for him to finish by the end of the day. At the end of the day, David is finished with all the tasks that were assigned.

Consequence:

"David, great job _____. You earned _____.

Scenario 2

Mrs. Smith told the class to take out their notebooks for a quiz. Carl yelled, "Oh man! Why do we have to take a quiz?"

Consequence:

Carl, that's _____. _____ cost a dollar. Next time, follow directions to earn a dollar.

Scenario 3

Jane needed to know where to find information about the science fair. She wanted to sign up. Brandon had already signed up. He showed Jane where to get the permission slip so that she could sign up for the fair.

Consequence:

"Brandon, great job _____. You earned _____.

WORKPLACE CONNECTION　BEHAVIOR AND CONSEQUENCE　| SE2.14.6.1 |

Scenario 4

The class was given their laptops to complete their Digitability work. Instead, JaVonte was looking at music videos.

Consequence:

Javonte, you're _____. Being _____ cost a dollar. Next time, stay on-task to earn a dollar.

Scenario 5

Jake is having a hard time saving his document. After several attempts he remembers he took notes on how to save files. He reviews his notes and saves the document.

Consequence:

"Jake, great job _____. You earned _____.

Scenario 6

When Mrs. Smith was giving a lesson, Charlotte screamed the answer aloud without raising her hand.

Consequence:

Charlotte, that's _____. _____ cost a dollar. Next time, raise your hand to participate to earn a dollar.

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Scenario 1

David's boss sits with him and goes over five tasks for him to finish by the end of the day. At the end of the day, David is finished with all the tasks that were assigned.

Consequence:

"David, great job _____. You earned a _____ dollar.

        following directions, greeting others   following directions, greeting others

Scenario 2

Mrs. Smith told the class to take out their notebooks for a quiz. Carl yelled, "Oh man! Why do we have to take a quiz?"

Consequence:

Carl, that's _____. _____ cost a dollar. Next time,

        off-task, complaining   Being off-task, Complaining

follow directions to earn a dollar.

Scenario 3

Jane needed to know where to find information about the science fair. She wanted to sign up. Brandon had already signed up. He showed Jane where to get the permission slip so that she could sign up for the fair.

Consequence:

"Brandon, great job _____. You earned a _____ dollar.

        helping, encouraging   helping, encouraging

WORKPLACE CONNECTION BEHAVIOR AND CONSEQUENCE | SE2.14.6 |

Scenario 4

The class was given their laptops to complete their Digitability work. Instead, JaVonte was looking at music videos.

Consequence:

Javonte, you're _____. _____ cost a dollar.
              off-task, interrupting   Being off-task, Interrupting

Next time, stay on-task to earn a dollar.

Scenario 5

Jake is having a hard time saving his document. After several attempts he remembers he took notes on how to save files. He reviews his notes and saves the document.

Consequence:

"Jake, great job _____. You earned a _____ dollar. .
              greeting others, problem solving   greeting others, problem solving

---

Scenario 6

When Mrs. Smith was giving a lesson, Charlotte screamed the answer aloud without raising her hand.

Consequence:

Charlotte, that's _____. _____ cost a dollar. Next
              interrupting, teasing   Interrupting, Teasing

time, raise your hand to participate to earn a dollar.

Name [   ]   Date [   ]

Successful Workplace Behaviors

SE2.BEHAVIORS

**Participation/
Contributions**

**On-Task/
Following Directions**

Collaborating
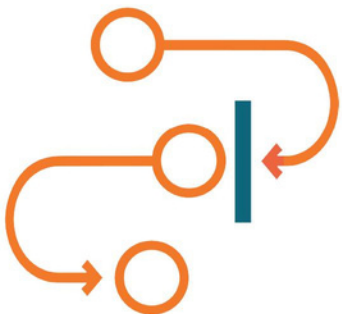
Encouraging

Helping

Greeting Others

Hi

Problem Solving

Sharing

Name [ ]   Date [ ]

Problematic Workplace Behaviors

SE2.BEHAVIORS

Interrupting

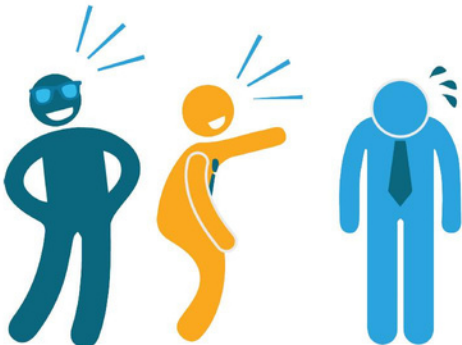**Off-Task/ Not Following Directions**

Arguing

Disrespect/Teasing

Complaining/Whining

Off-Topic

Aggression

UMAPA