UNIT 40: LINKEDIN INTERFACE
LESSON 1: NEWSFEED

LESSON OVERVIEW

You can see what your connections are sharing using your Newsfeed. Your Newsfeed is located in the middle of the page.

Time: ~30 minutes

OBJECTIVE

Students will be able to navigate the interface of LinkedIn.

PRINT PREPARATION

1. Print this lesson's Dollar Tracker.

2. Review sequence of activities in lesson.

3. Learn which supplements you will use.

4. Print/Copy/Laminate materials that fit your student's needs.

5. Refer to your Level 2 Guide to read about effective practices.

ONLINE REVIEW

1. Sign into Digitability

2. Click **LESSONS** tab

3. Select **Level 4 - Prime Professional**

4. Select **Unit 40**

5. Select **Lesson 1 - Newsfeed**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT

Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.

Newsfeed

LESSON PLAN

WARM UP

1. Write the following on the board, leaving a blank space for the word **"profile," "professionals," "search jobs,"** and **"content."**

a. You can use Linkedin to create a _____, connect with _____, _____ _____ and share _____.

2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.

3. Distribute **40.IMAGE.IEC** to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Writes response on board

T2 Writes response on board with assistance from a Tier 1 partner or writes answer in notebook

T3 Writes response on board with assistance from an adult or points to **Image Exchange Cards** [40.IMAGE.IEC]

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.1.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ SUCCESSFUL	**-$ PROBLEMATIC**
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

GUIDED WATCHING

Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*

Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Pro tip: Build confidence in your students Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate i.e. have them point to or write down their answers. EVERY student should be earning money.

1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Newsfeed

2. Distribute **40.BADGE** to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1   On-topic shared verbal response

T2   Writes down badge name or walks up to point to badge

T3   Uses **Badge Board** [40.BADGE] for this unit

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.1.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]
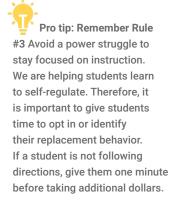
+$ SUCCESSFUL	**-$ PROBLEMATIC**
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the words "Newsfeed."*

5. Ask students to give a thumbs up every time they hear and/or see the word **"Newsfeed"** in the video.
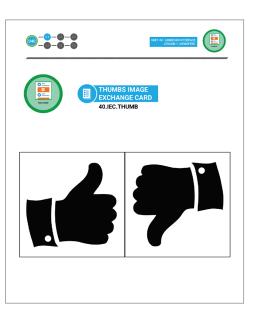
6. Play video.

7. Distribute **40.IEC.THUMB** to students. See 📊 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1   Puts thumbs up

T2   Uses **Thumbs Image Exchange Card** [40.IEC.THUMB]

T3   Uses **Thumbs Image Exchange Card** [40.IEC.THUMB]

8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.1.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
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UMAPA
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INFORMAL ASSESSMENT

? 1. Ask, *"For a participation dollar, who can tell what you can do using your Newsfeed?"*

Possible Answers: see what your connections are sharing

Write the term and definition on the board after student responses.

? 2. Ask, *"For a participation dollar, where is your Newsfeed located?"*

Possible Answers: in the middle of the page

? 3. Ask, *"For a participation dollar, name some things you can see on your newsfeed?"*

Pro tip: Use content domain to develop expressive communication If a student gives a one-word answer or a fragment, require a complete sentence before awarding the $1. Then, use positive narration to reinforce the student's expressive communication:
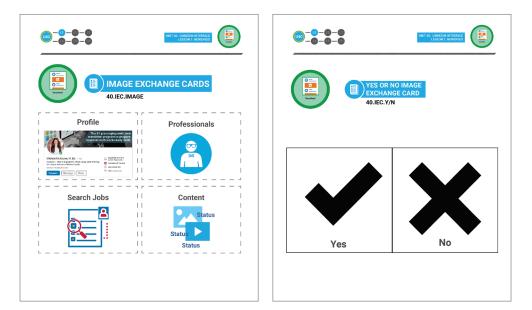
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, nice job participating, [student]! You earned a participation dollar."

4. Distribute **40.IMAGE.IEC or Yes or No Image Exchange Cards 40.IEC.Y/N** to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

👥 DIFFERENTIATION

T1 On-topic shared verbal response

T2 Writes response down in notebook OR rephrase prompt to a **yes or no** question

T3 Distribute **Yes or No Image Exchange Card** [40.IEC.Y/N] for rephrased question

5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.1.DollarTracker]**

Pro tip: Stick to the script! Help your students develop self-regulations strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

PLAY ACTIVITY VIDEO

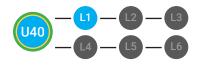1. Ask the class, *"Who would like to unlock the Newsfeed Badge for $1?"*

Click Activity Button to Play Activity Video

2. Student discusses with class to choose the correct answer.
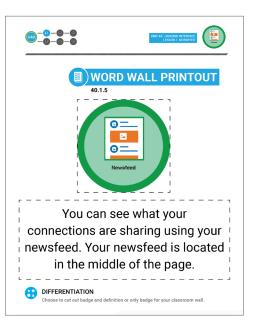   **a. If student chooses correct answer, have student or whole class dance.**

    b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.

3. Distribute and cut out **Word Wall Printout 40.1.5** Students that unlocked the badge will place the **Newsfeed** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Student will use verbal prompting to unlock the badge with the class.

T2 Student will use verbal prompting and hand signals to unlock the badge with the class.

T3 Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.1.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
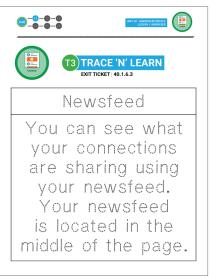Complaining/Whining
Interrupting
UMAPA
Arguing

ASSESSMENT/EXIT TICKET

1. Distribute the **Newsfeed** Exit Ticket **40.1.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 IDENTIFY THE NEWSFEED
EXIT TICKET | 40.1.6.1

Directions: Draw a box around the newsfeed. What can you see on the newsfeed? Write the correct answer on the lines provided.

What can you see on the newsfeed?

T2 IDENTIFY THE NEWSFEED
EXIT TICKET | 40.1.6.2

Directions: Draw a box around the newsfeed. What can you see on the newsfeed? Circle the correct answer.

What can you see on the newsfeed?
a. The employees at your company
b. what your connections are sharing using your newsfeed
c. videos
d. none of the above

T3 TRACE 'N' LEARN
EXIT TICKET | 40.1.6.3

Newsfeed
You can see what your connections are sharing using your newsfeed. Your newsfeed is located in the middle of the page.

DIFFERENTIATION

T1 Using Tier 1 **Identify The Newsfeed** Exit Ticket [40.1.6.1], student draws a box around the Newsfeed and writes the correct answer on the lines provided.

T2 Using Tier 2 **Identify The Newsfeed** Exit Ticket [40.1.6.2], student draws a box around the Newsfeed and circles the correct answer.

T3 Student has option to complete **Identify The Newsfeed** Exit Ticket [40.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [40.1.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.1.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]
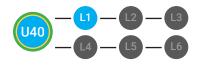
+$ SUCCESSFUL	**-$ PROBLEMATIC**
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned or spent during the lesson.

2. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings sheet**. Have students staple this sheet into their notebooks so they can use it for the entire unit.

3. If time permits, you can either have students log into their student accounts for independent practice or you can continue on to the next lesson plan.

DIFFERENTIATION

T1 Login independently using password cards.

T2 Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.

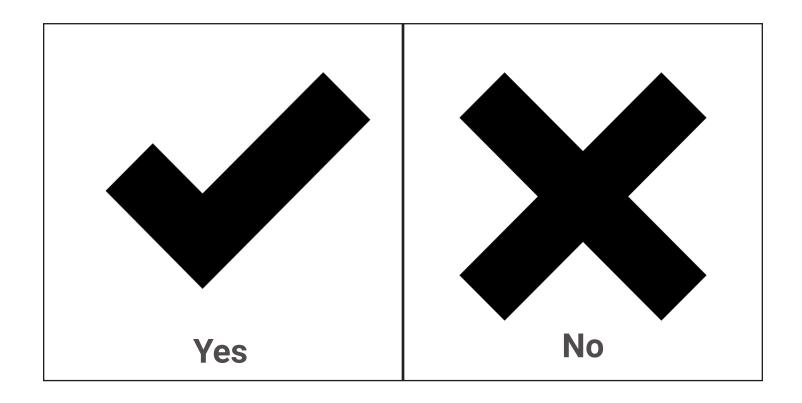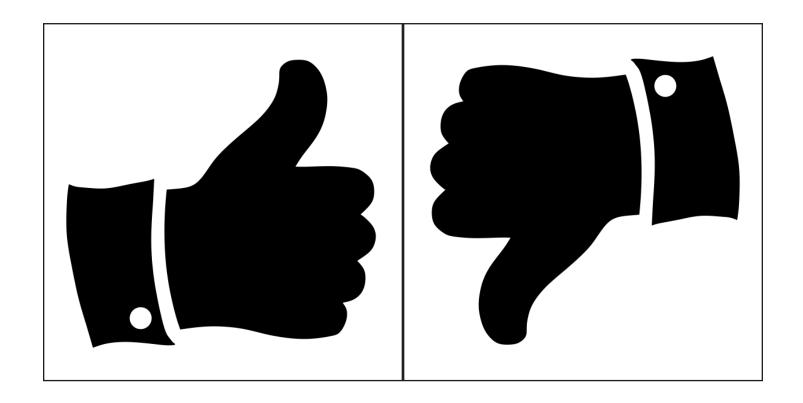**T3** Teacher or Tier 1 assistance to help student login using their password card.

U40 — L1 — L2 — L3 — L4 — L5 — L6

UNIT 40: LINKEDIN INTERFACE
LESSON 1: NEWSFEED

Dollar Tracker

40.1.Dollar tracker

Newsfeed

Behaviors

Name

	EX: Sam						
Successful							
Participation/ Contributing	Ж|||						
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complimenting							
Problematic							
Off-task							
Off-topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							

Newsfeed

YES OR NO IMAGE EXCHANGE CARD
40.IEC.Y/N

Yes	No
✔	✖

Newsfeed

THUMBS IMAGE EXCHANGE CARD
40.IEC.THUMB

Newsfeed

IMAGE EXCHANGE CARDS

40.IEC.IMAGE

Profile

The #1 pre-employment and transition program to prepare students with work-ready skills

Michele McKeone, M. Ed. • 1st
Founder + CEO at Digitability: Work-ready skills training for people with neurodiverse needs
Greater Philadelphia Area

Connect | Message | More...

Digitability (formerly Autism Expressed)
University of The Arts
See contact info
500+ connections

Professionals

Search Jobs

Content

Status

Status

Status

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UNIT 40: LINKEDIN INTERFACE
LESSON 1: NEWSFEED

BADGE BOARD
40.BADGE

Newsfeed

Newsfeed

Sharing Content on Linkedin

Linkedin Search Bar

Linkedin Toolbar

Account Settings

ACCOUNT

NEED HELP?

MANAGE

Linkedin Interface Master Badge

MASTER!

📋 WORD WALL PRINTOUT

40.1.5

Newsfeed

You can see what your connections are sharing using your Newsfeed. Your Newsfeed is located in the middle of the page.

⭐ DIFFERENTIATION

Choose to cut out badge and definition or only badge for your classroom wall.

Newsfeed

T1 IDENTIFY THE NEWSFEED

EXIT TICKET | 40.1.6.1

Directions: Draw a box around the Newsfeed. Then, answer the question below on the lines provided.

What can you see on the Newsfeed?

_____

_____

_____

Newsfeed

T2 IDENTIFY THE NEWSFEED

EXIT TICKET | 40.1.6.2

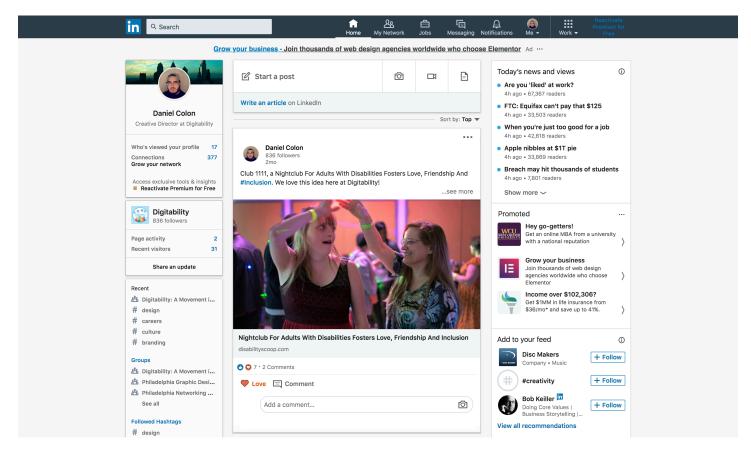**Directions:** Draw a box around the Newsfeed. Then, circle the correct answer to the question below.

What can you see on the Newsfeed?

a. The employees at your company

b. What your connections are sharing using your Newsfeed

c. Videos

d. None of the above

Newsfeed

T3 TRACE 'N' LEARN

EXIT TICKET | 40.1.6.3

Newsfeed
You can see what your connections are sharing using your Newsfeed. Your Newsfeed is located in the middle of the page.

MY DIGITABILITY EARNINGS TRACKER

Unit 40: LinkedIn Interface | 40.1.7

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

Name:

	DATE:	DOLLARS EARNED:
LESSON 1: Newsfeed		
LESSON 2: Sharing Content on LinkedIn		
LESSON 3: LinkedIn Search Bar		
LESSON 4: LinkedIn Toolbar		
LESSON 5: Account Settings		
LESSON 6: LinkedIn Interface Master Badge		

TOTAL DOLLARS EARNED: