





# UNIT 40: LINKEDIN INTERFACE LESSON 5: ACCOUNT SETTINGS



The Account Settings Button is located at the top of the page in the Toolbar.

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 5 Account Settings

### 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.











1. Write the following on the board, leaving a blank space for the word **"Toolbar."** 

a. The \_\_\_\_\_ is located at the top of the page.

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.

|   | LANT 42: LINKEDNI NTERFACE<br>LESSON 5: ACCOUNT SETTINOS |
|---|--|
| IIIAGE<br>40.IEC.IM                       | EXCHANGE CARDS   |
| Toolbar                                   | Language & Privacy                                       |
| Help center                               |  |
| ACCOUNT<br>Settings & Privacy<br>Language | 1  |
| NEED HELP?<br>Open Quick Help             |  |





# DIFFERENTIATION



Writes response on board



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



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.** [40.5.DollarTracker]

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

# **\$** PROBLEMATIC

"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

"Nice job [Behavior], Marcus. You

earned a [Behavior] dollar."

SUCCESSFUL

#### 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: Build confidence in ar students Identify students o have not earned money and

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.

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.







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

Answer: Account Settings

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





# DIFFERENTIATION



On-topic shared verbal response



Writes down badge name or walks up to point to badge



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. [40.5.DollarTracker]** 

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

|            | CHOOECCEIII |
|------------|-------------|
| <b>+\$</b> | SUCCESSFUL  |
| $\sim$     |             |

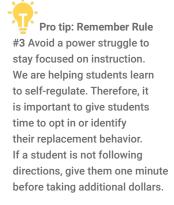
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

# **\$** PROBLEMATIC

"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





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 phrase 'Account Settings.'"

5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Account Settings"** in the video.



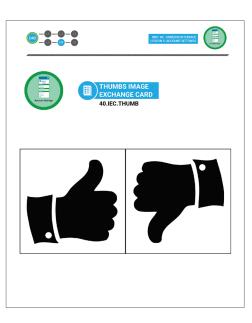
6. Play video.







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





# DIFFERENTIATION



Puts thumbs up



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



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. [40.5.DollarTracker]** 

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

| +\$ SUCCESSFUL<br>"Nice job [Behavior], Marcus. You<br>earned a [Behavior] dollar."                                      | -\$ PROBLEMATIC<br>"Marcus, you [Behavior]. [Behavior]s<br>cost \$1. Next time, [Replacement<br>Behavior] to earn a \$1."    |  |
|--|--|--|
| Participation/Contribution<br>Sharing/Helping<br>Greeting a Guest<br>Following Directions/Staying on Task<br>Encouraging | Off-task<br>Off-topic/Inappropriate Comment<br>Disrespect/Teasing<br>Complaining/Whining<br>Interrupting<br>UMAPA<br>Arguing |  |

### **INFORMAL ASSESSMENT**



1. Ask,"For a participation dollar, who can tell some of the settings you can change in LinkedIn?"

Possible Answers: language and privacy

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



2. Ask, "For a participation dollar, what can you access using the settings?"

#### Possible Answers: help center



3. Ask, "For a participation dollar, where is the Account Settings Button located?"



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:

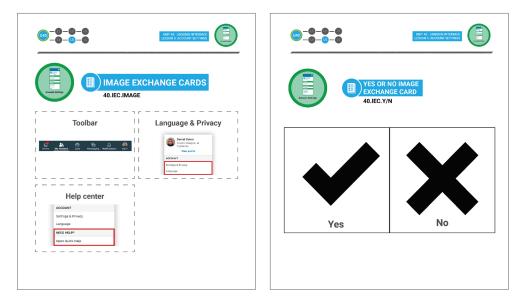
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"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



On-topic shared verbal response



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



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.** [40.5.DollarTracker]

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

| +\$ SUCCESSFUL<br>"Nice job [Behavior], Marcus. You<br>earned a [Behavior] dollar."                                      | -\$ PROBLEMATIC<br>"Marcus, you [Behavior]. [Behavior]s<br>cost \$1. Next time, [Replacement<br>Behavior] to earn a \$1." |
|--|---|
| Participation/Contribution<br>Sharing/Helping<br>Greeting a Guest<br>Following Directions/Staying on Task<br>Encouraging | Off-task<br>Off-topic/Inappropriate Comment<br>Disrespect/Teasing<br>Complaining/Whining<br>Interrupting<br>UMAPA         |

#### PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the Account Settings Badge for \$1?"

Arguing

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.

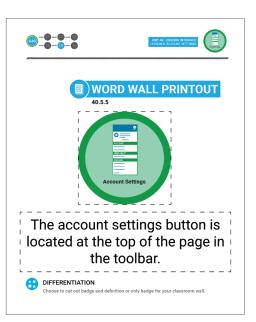
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.

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





3. Distribute and cut out **Word Wall Printout 40.5.5** Students that unlocked the badge will place the **Account Settings** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.





# DIFFERENTIATION



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



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



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.** [40.5.DollarTracker]

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

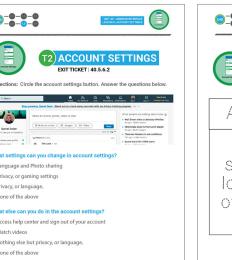
| +\$ SUCCESSFUL<br>"Nice job [Behavior], Marcus. You<br>earned a [Behavior] dollar."                                      | -\$ PROBLEMATIC<br>"Marcus, you [Behavior]. [Behavior]s<br>cost \$1. Next time, [Replacement<br>Behavior] to earn a \$1."    |  |
|--|--|--|
| Participation/Contribution<br>Sharing/Helping<br>Greeting a Guest<br>Following Directions/Staying on Task<br>Encouraging | Off-task<br>Off-topic/Inappropriate Comment<br>Disrespect/Teasing<br>Complaining/Whining<br>Interrupting<br>UMAPA<br>Arguing |  |

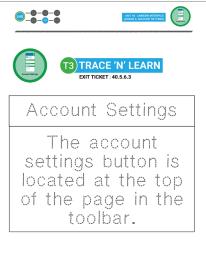
#### **ASSESSMENT/EXIT TICKET**



Distribute the Account Settings Exit Ticket 40.5.6 to students. See
 DIFFERENTIATION for this activity to identify supplements needed for your students.

| Luna Luna   | EXIT TICKET   40.5.6  | SETTINGS  | Annual Interne  |
|---|---|---|---|
| Directions: Ci  | rcle the account settings button. A   |   | Directions:   |
| 0, Search   |   | Ch A O Harden   | a Search  |
| 2   | an overseing. Speek Geek - Stand out as a lack-servy recruiter with our f               | bhoar Italining program, Ad   |   |
| Daniel Color  | Share an article, photo, video or iclea<br>(If Write an article) (If Images) (If Video) | What people are taiking about now   Nell Steven 56s to sidestee PMnPio  Poor  Nell Steven 56s to sidestee PMnPio  Nell Steven 56s to see the stage  Nell Steven 56s to see the  | Daniel Colan<br>Grafit Des par el Dahiel  |
| Brophis Decigner at Digitability<br>Who's viewed your profile 10<br>Views of your post 25 | Sor<br>Las Stare Ros dis<br>Tin Land - 1st<br>Tim Land - 1st                            | the No *  Themson Reuters to cut worklose  Themson Reuters to cut worklose  Themson Reuters to cut worklose  Themson Reuters  Themson Reuters | What's almost your profile<br>What's almost your profile<br>Views of error cost |
|   | <b>U</b>  | Canado's pot biz needs help   | What settin   |
| What settings   | can you change in account setti   | ngs?  | a. Language   |
|   |   |   | b. Privacy, or  |
|   |   |   | c. Privacy, or  |
|   |   |   | d. none of th   |
|   |   |   | What else c   |
| What else car   | you do in the account settings?   |   | a. Access hel   |
|   |   |   | b. Watch vid  |
|   |   |   | c. Nothing e  |
|   |   |   |   |









# DIFFERENTIATION



Using Tier 1 **Account Settings** Exit Ticket [40.5.6.1], student circles the Account Settings Button. Answer the questions below.



Using Tier 2 **Account Settings** Exit Ticket [40.5.6.2], student circles the Account Settings Button. Answer the questions below.



Student has option to complete **Account Settings** Exit Ticket [40.5.6.2] or **Trace 'n' Learn Card** Exit Ticket [40.5.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [40.5.DollarTracker]** 

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

# +\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

# **\$** PROBLEMATIC

"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



Login independently using password cards.



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



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



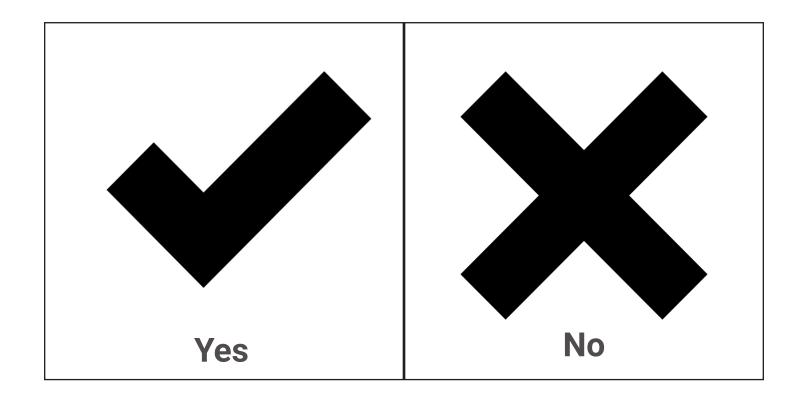


**Behaviors** Name EX: Sall Successful Participation/ Ш Contributing Sharing/Helping/ Collaborating **Greeting a Guest** Following Directions/ Staying on Task Encouraging/ Complimenting **Problematic** Off-task Off-topic/ Inappropriate Comment Disrespect/Teasing Complaining/Whining Arguing Interrupting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





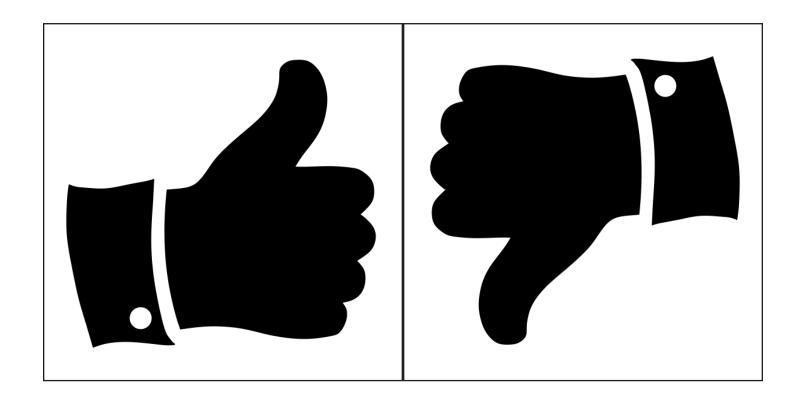






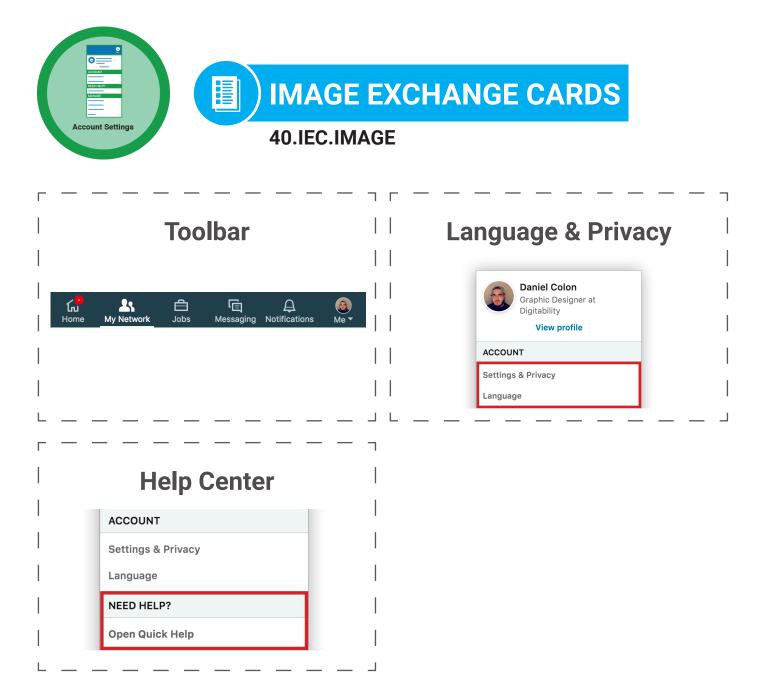






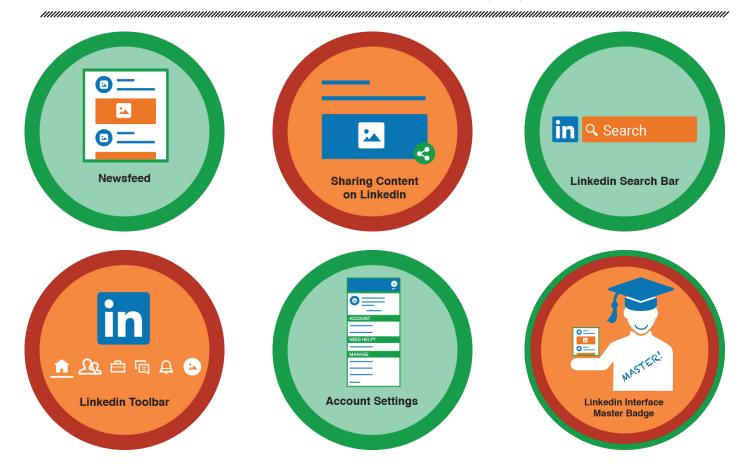






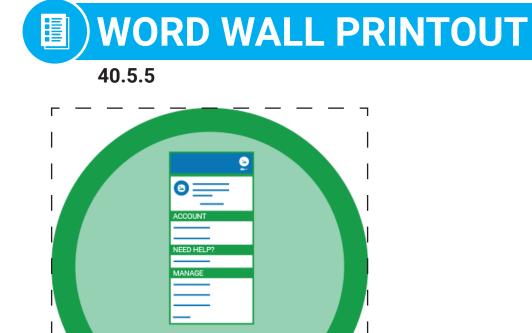












# The Account Settings Button is located at the top of the page in the Toolbar.

**Account Settings** 



# DIFFERENTIATION

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







**Directions:** Circle the Account Settings Button. Then, answer the questions below.



# What settings can you change in Account Settings?

#### What else can you do in Account Settings?







**Directions:** Circle the Account Settings Button. Then, choose the best answer for the questions below.



### What settings can you change in Account Settings?

- a. Language and Photo Sharing
- b. Privacy or Gaming Settings
- c. Privacy or Language
- d. None of the above

# What else can you do in the Account Settings?

- a. Access the help center and sign out of your account
- b. Watch videos
- c. Nothing else but Privacy or Language
- d. None of the above







Account Settings The Account Settings Button is located at the top of the page in the Toolbar.







# Unit 40: LinkedIn Interface | 40.5.7

| LESSON 1:<br>Newsfeed                        |  |  |
|--|--|--|
| LESSON 2:<br>Sharing content on LinkedIn     |  |  |
| LESSON 3:<br>LinkedIn Search Bar             |  |  |
| LESSON 4:<br>LinkedIn Toolbar                |  |  |
| LESSON 5:<br>Account Settings                |  |  |
| LESSON 6:<br>LinkedIn Interface Master Badge |  |  |