



## UNIT 44: EDITING YOUR LINKEDIN PROFILE INFORMATION LESSON 2: EDITING THE LINKEDIN DASHBOARD

### LESSON OVERVIEW

To edit the dashboard section, click Career Interests or Salary Insights.

Time: ~30 minutes

### OBJECTIVE

Students will be able to expand and revise their personal LinkedIn profile.

### 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 44**
5. Select **Lesson 2 - Editing the LinkedIn Dashboard**

### 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.



## LESSON PLAN

### WARM UP



1. Write the following on the board, leaving a blank space for the phrases “Intro Section” and “Edit Icon.”

a. To edit the \_\_\_\_\_, click the \_\_\_\_\_ on the right of the Intro Section.

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 **44.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** [44.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [44.2.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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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



**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.

Behaviors	Name								
<b>Successful</b>									
Participation/Contribution									
Sharing/Helping/Collaborating									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging/Complimenting									
<b>Problematic</b>									
Off Task									
Off Topic/Inappropriate Comment									
Disrespect/Teasing									
Complaining/Whining									
Arguing									
Interrupting									
UMAPA									

## 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 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.

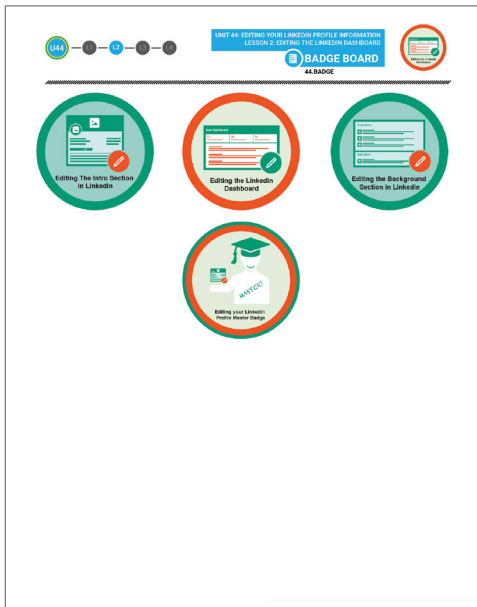


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Editing the LinkedIn Dashboard



2. Distribute **44.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** [44.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**. [44.2.DollarTracker]



**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.

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

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

- 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 word "Dashboard."*

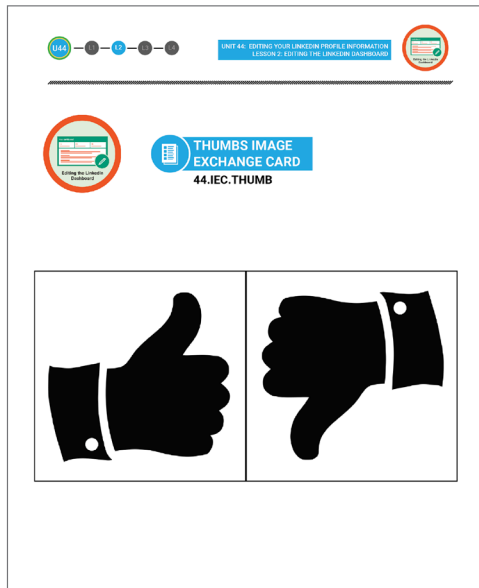
5. Ask students to give a thumbs up every time they hear and/or see the word **"Dashboard"** in the video.



6. Play video.



7. Distribute **44.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** [44.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [44.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [44.2.DollarTracker]

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

+\$ SUCCESSFUL	-\$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

- 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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- Arguing

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what to click on in order to edit your dashboard section?"*

**Possible Answers:** Career Interests or Salary Insights

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



2. Ask, *"For a participation dollar, what does the Career Interests page contain?"*

**Possible Answers:** questions to help you find new careers



3. Ask, *"For a participation dollar, what does the salary insights page contain?"*

**Possible Answers:** questions to help you understand how much you should be paid



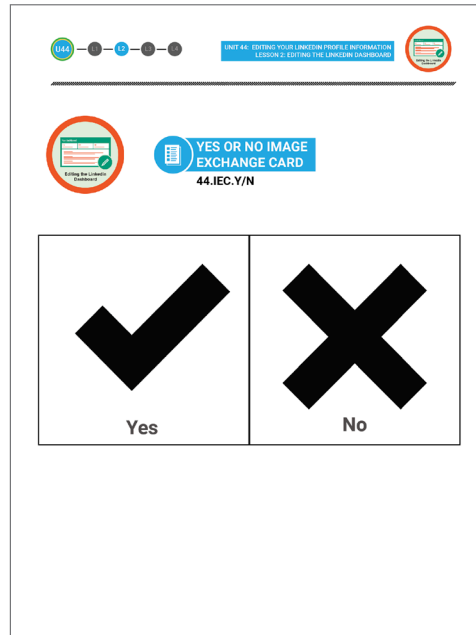
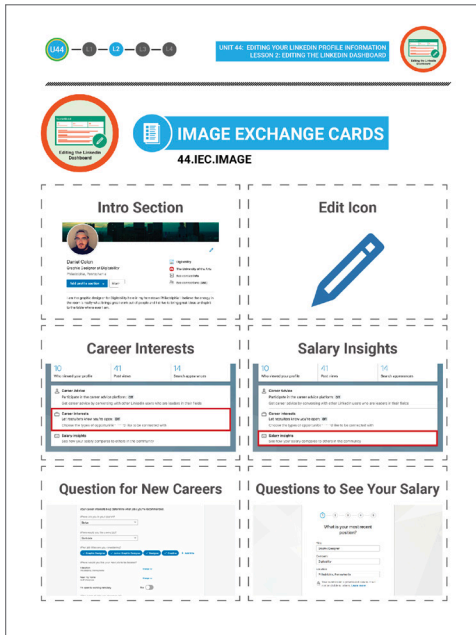
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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 **44.IMAGE.IEC** or **Yes or No Image Exchange Cards** **44.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** [44.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**. [44.2.DollarTracker]



**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.

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

- Off-task
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- Interrupting
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**PLAY ACTIVITY VIDEO**




1. Ask the class, *"Who would like to unlock the Editing the LinkedIn Dashboard 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 44.2.5** Students that unlocked the badge will place the **Editing the LinkedIn Dashboard** printout on the classroom’s word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**WORD WALL PRINTOUT**  
44.2.5



Editing the LinkedIn Dashboard

To edit the dashboard section, click career interests or salary insights .

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



## 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**. [44.2.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- 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 **Editing the LinkedIn Dashboard** Exit Ticket 44.2.6 to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

**T1 USING THE DASHBOARD**  
EXIT TICKET | 44.2.6.1

Circle what you click to edit career interests. Circle what you click to edit your salary insights. Match the correct page to each link.

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 44.2.6.3

Editing the LinkedIn Dashboard

To edit the dashboard section, click career interests or salary insights.



## DIFFERENTIATION

T1

Using Tier 1 **Using the Dashboard** Exit Ticket [44.2.6.1], student circles what you click to edit Career Interests. Circle what you click to edit your Salary Insights. Match the correct page to each link.

T2

Using Tier 1 **Using the Dashboard** Exit Ticket [44.2.6.1], student circles what you click to edit Career Interests and circles what you click to edit your Salary Insights. Match the correct page to each link.

T3

Student completes **Trace 'n' Learn Card** Exit Ticket [44.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [44.2.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  
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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.



**Behaviors**

**Name**

**Successful**

Participation/  
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

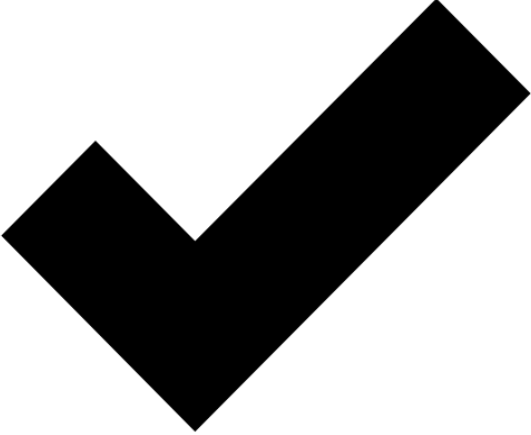
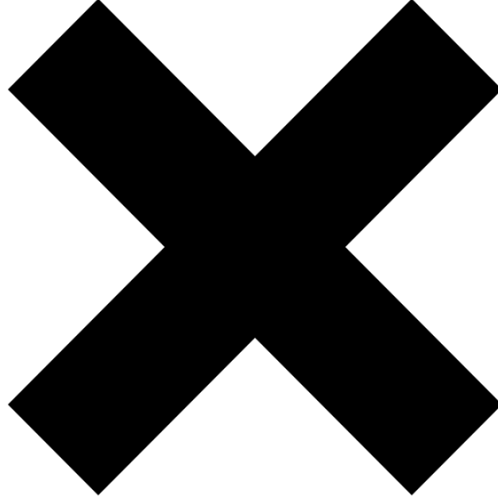
EX:  
Sam



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

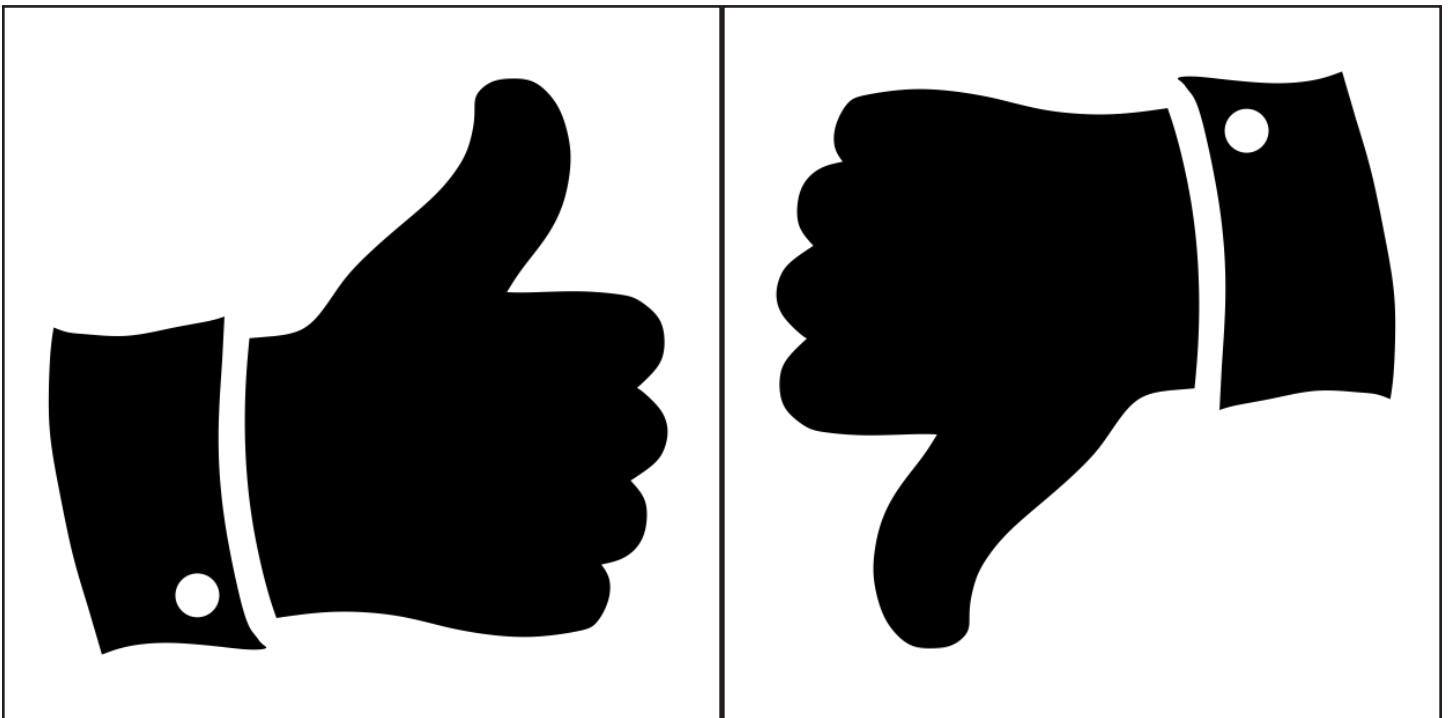


 **YES OR NO IMAGE EXCHANGE CARD**  
**44.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**  
**44.IEC.THUMB**



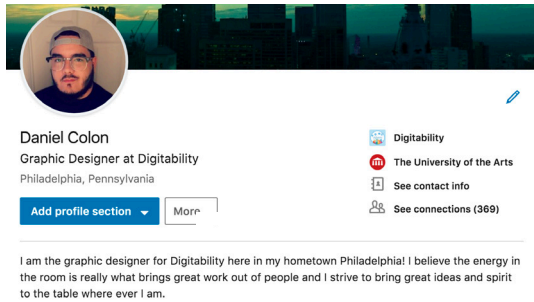




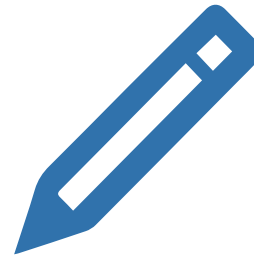
# IMAGE EXCHANGE CARDS

## 44.IEC.IMAGE

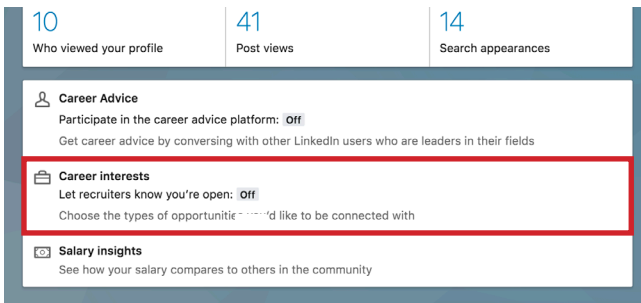
### Intro Section



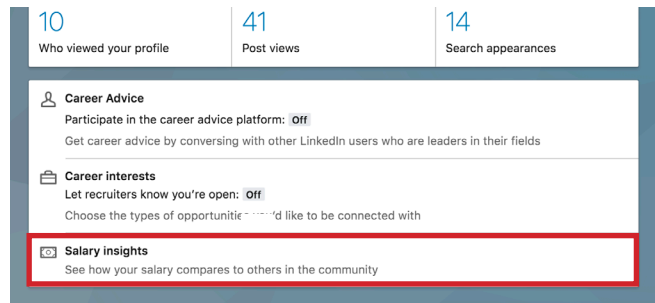
### Edit Icon



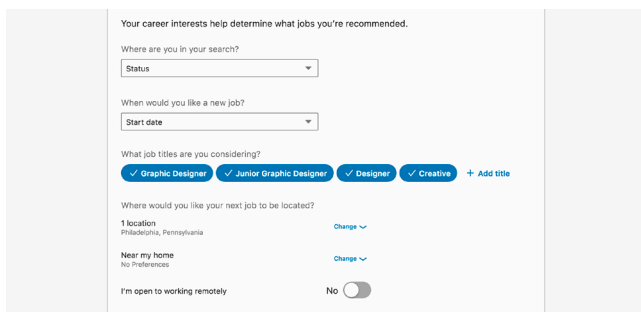
### Career Interests



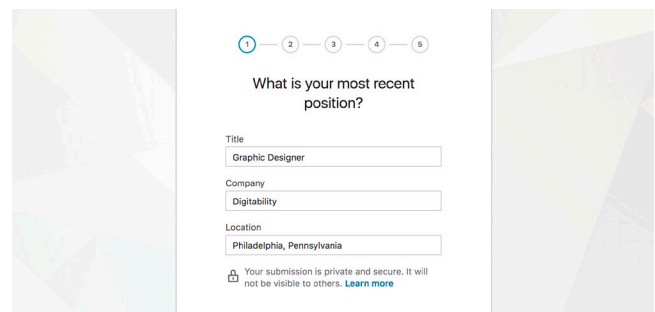
### Salary Insights



### Question for New Careers



### Questions to See Your Salary





44.BADGE



**Editing The Intro Section  
in LinkedIn**



**Editing the LinkedIn  
Dashboard**



**Editing the Background  
Section in LinkedIn**



**Editing your LinkedIn  
Profile Master Badge**



# WORD WALL PRINTOUT

44.2.5



To edit the dashboard section, click Career Interests or Salary Insights .



## DIFFERENTIATION

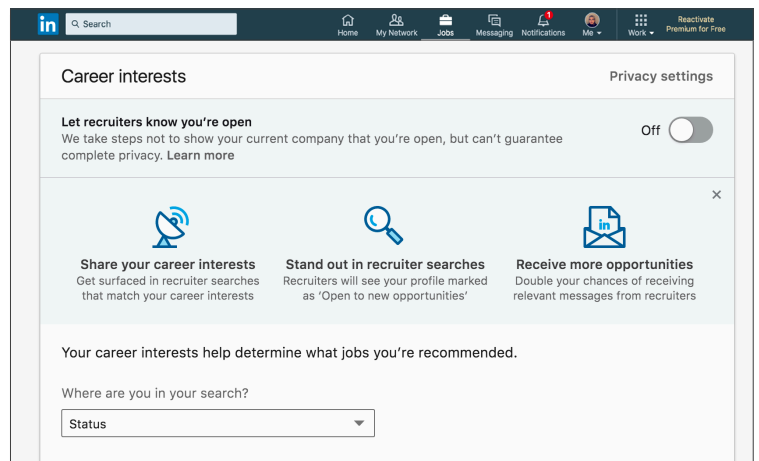
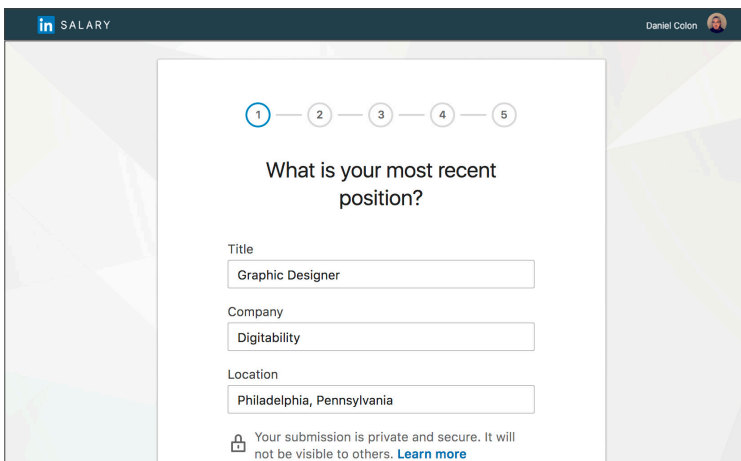
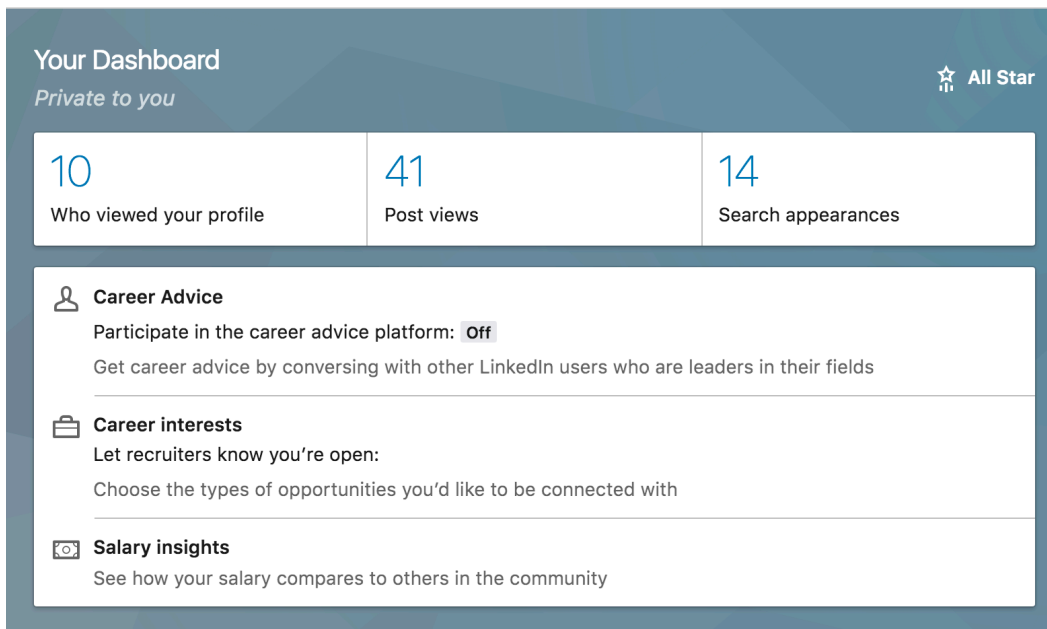
Choose to cut out badge and definition or only badge for your classroom wall.



# T1 USING THE DASHBOARD

## EXIT TICKET | 44.2.6.1

DIRECTIONS: Circle what you click to edit Career Interests and circle what you click to edit your Salary Insights. Match the correct page to each link.





## T3 TRACE 'N' LEARN

### EXIT TICKET | 44.2.6.3

Editing the LinkedIn  
Dashboard

To edit the  
dashboard section,  
click Career  
Interests or Salary  
Insights.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 44: Editing your LinkedIn Profile Information | 44.2.7

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

Name: \_\_\_\_\_

	DATE:	DOLLARS EARNED:
<b>LESSON 1:</b> Editing the Intro Section in LinkedIn		
<b>LESSON 2:</b> Editing the LinkedIn Dashboard		
<b>LESSON 3:</b> Editing the Background Section in LinkedIn		
<b>LESSON 4:</b> Editing your LinkedIn Profile Information Master Badge		

**TOTAL DOLLARS EARNED:**