



## LEVEL 2: WORKPLACE BEHAVIOR UNIT

### LESSON 3: PROBLEMATIC BEHAVIOR

#### LESSON OVERVIEW

Use this lesson plan to help guide the facilitation of Digitability's Level 2. This lesson plan will help you take the learning offline and into the whole classroom where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy. This lesson will assist students in developing successful workplace behavior and develop effective communication skills.

**Time:** ~45 minutes

#### OBJECTIVE

Student will be able to demonstrate both successful and problematic workplace behaviors.



#### SUCCESSFUL

Participation/contribution  
Sharing/helping  
Greeting a guest

Following directions/  
Staying on task  
Encouraging



#### PROBLEMATIC

Off-task  
Off-topic/inappropriate comment  
Disrespect/teasing  
Complaining/whining

Interrupting  
UMAPA  
Arguing

#### 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



## LESSON PLAN

## PROBLEMATIC BEHAVIOR GLOSSARY



1. Distribute **WB.3.1**, Problematic Behavior Glossary to students. See **+\$ DIFFERENTIATION** for this activity to identify supplements needed for your students.



**Pro tip:** EBP Increasing Attendance feel free to change time according to students' needs



## DIFFERENTIATION

**T1**

Using **Tier 1 Problematic Behavior Glossary** [WB.3.1.1], students will write a paragraph that describes the ways they exhibit each behavior.

**T2**

Using **Tier 2 Problematic Behavior Glossary** [WB.3.1.2], students will identify ways they exhibit each behavior using a checklist.

**T3**

Modify T2 checklist options and read out loud to students. Students point to **Yes or No Image Exchange Card** [WB.IEC.Y/N] for rephrased question.



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

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

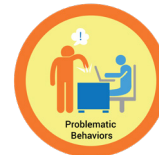
## +\$ PARTICIPATION

*"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."*



## -\$ PROBLEMATIC

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.



## ACT IT OUT!

1. Tell students, *"Now, we are going to identify some problematic workplace behaviors."*



2. Distribute **WB.3.2 Acting Out Problematic Behaviors** See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

Students will pull a card and act out the behavior they receive. Students will guess the workplace behavior they are acting out.

**T2**

Students will pull a card and act out the behavior they receive. Students will guess the workplace behavior they are acting out.

**T3**

Students will pull a card and act out the behavior they receive. Students will guess the workplace behavior they are acting out.



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

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

### +\$ PARTICIPATION

*"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."*

### -\$ PROBLEMATIC

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.



4. Tell students, *“One by one, you will come up and pick a behavior out of this [hat/can/box/bag]. You will act out the behavior, and our class will try to guess which problematic workplace behavior you are acting out. For two participation dollars, who would like to go first?”*

5. Use your Dollar Tracker to keep track of which students have come up and call on students until everyone has had a turn. Students may want to include other students in their scenarios.

## CALL IT OUT!



1. Cut and Distribute **WB.3.3**, the Call it Out Cards and pass ALL cards out to students. See **+\$ DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

Tier 1 students use their auditory processing and receptive language to interpret scenario read by the teacher.

**T2**

Tier 2 students can use a copy of WB.2.4.2, the Call it Out Scenarios to read and interpret scenario.

**T3**

Tier 3 students can use a copy of WB.2.4.3, the Call it Out Scenarios to read and interpret scenario. There are visual cues that the student can use to match the correct response to the behavior. Tier 3 students can be paired with another student or support staff/teacher for help.



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

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

## +\$ PARTICIPATION

*“Nice job participating, Marcus. You earned a participation dollar. Let’s hear more about your work.”*

## -\$ PROBLEMATIC

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.



## INFORMAL ASSESSMENT

1. Students will answer the following prompt in their notebooks:

**Name the five problematic behaviors we learned about today.**

**Answers:** Off-task, off-topic, disrespect, complaining, UMAPA, arguing, interrupting

2. Check student responses for accuracy.



3. Distribute **WB.IEC.PROBLEM** Image Exchange Cards to students. See **+\$ DIFFERENTIATION** for this activity to identify supplements needed for your students.



### DIFFERENTIATION

**T1**

Verbal response

**T2**

Holding up **Problematic Workplace Behavior IECS card**.

**T3**

Holds up or pointing to **Problematic Workplace Behavior IECS card**.



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

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

### **+\$ PARTICIPATION**

*"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."*

### **-\$ PROBLEMATIC**

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.



## EXIT TICKET: BEHAVIOR AND CONSEQUENCES



1. Distribute **WB.3.5**, Behaviors and Consequences Exit Ticket to students. See **+\$ DIFFERENTIATION** for this activity to identify supplements needed for your students.



### DIFFERENTIATION

**T1**

Students will read scenarios and match it to the problematic workplace behavior. [WB.3.5.1]

**T2**

Students will look at problematic behavior icons and match it to the problematic workplace behavior. [WB.3.5.2]

**T3**

Students will look at problematic behavior icons and match it to the problematic workplace behavior. [WB.3.5.2] or completes Trace 'N' Learn activity [WB.3.5.3]



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

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

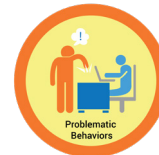
### **+\$ PARTICIPATION**

*"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."*

### **-\$ PROBLEMATIC**

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

3. Check student responses for accuracy and areas that may need to be worked on in the classroom.



## IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet [WB.3.6] Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, “For a participating dollar, what will you do with your earnings?”
4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say “You can unlock badges up until [name of badge you want students to stop at]. Then stop what you are doing and put your thumbs up.”



## DIFFERENTIATION

T1

Login independently **using password cards**.

T2

Login independently **using password cards** 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

EX: Sam

### Successful +\$

Participation/  
Contributing

||||

Sharing/Helping/  
Collaborating

|||

Greeting a Guest

|

Following Directions/  
Staying on-task

|||

Encouraging/  
Complementing

||

### Problematic -\$

Off-task

|

Off-topic/  
Inappropriate  
Comment

Disrespect/Teasing

Complaining/Whining

Arguing

Interrupting

||

UMAPA

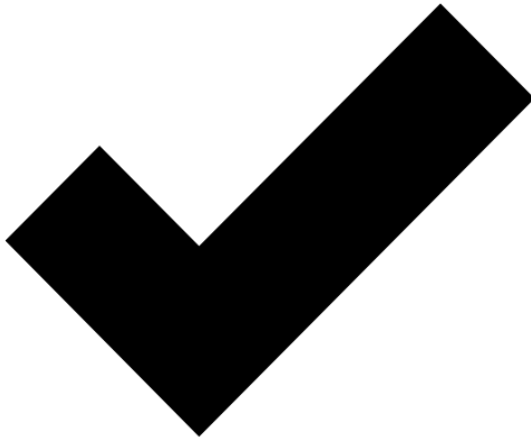
Unlock problematic behaviors in unit 9.  
Begin looking at problematic behaviors for  
preparation of unit 9.



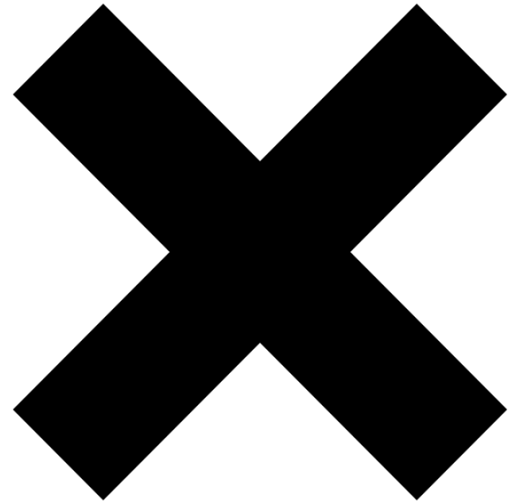


## YES OR NO IMAGE EXCHANGE CARD

WB.IEC.Y/N



Yes



No



## PROBLEMATIC BEHAVIOR IMAGE EXCHANGE CARDS

WB.IEC.PROBLEM

**Off-task**



**Complaining/Whining**



**Disrespect/Teasing**



**Off-topic/Inappropriate  
Comments**



**UMAPA**



**Interrupting**





# Arguing





T1

## PROBLEMATIC BEHAVIOR GLOSSARY

## WB.3.1.1

**OFF TASK:**

Not focusing on a given task.

**Ex:** 1. Teacher is going around the room after assigning a morning assignment. Marcus is playing with his phone.

**Ex:** 2. Carlos's supervisor tells him to write an email for the district manager. Carlos watches videos on YouTube instead.

I am off task when...

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**OFF-TOPIC / INAPPROPRIATE COMMENT:**

A comment does not relate to the topic being discussed. A disrespectful comment.

**Ex:** 1. Teacher is talking about William Shakespeare. Robert raises his hand and says, "How much does a bus ride cost?"

**Ex:** 2. Marcus is in a meeting with his co-workers. Everyone is talking about the new store policy. Marcus brings up his new cat.

I am off-topic or say inappropriate comments when...

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## DISRESPECT / TEASING:



To insult, make jokes or comment on another person's character or behavior in a negative way.

**Ex:** 1. Daniel shows off his brand new shoes. Mike laughs and says, "Dan those shoes are ugly!"

**Ex:** 2. Laura nervously presents all the work she has done this month. JaVonte says, "Speak up mouse!"

I am disrespectful/tease when...

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## COMPLAINING / WHINING:



Expressing displeasure, annoyance, or disapproval.

**Ex:** 1. Teacher asks for the class to open up their social studies books to page 45. Mike sighs and says, "I do not like this part of school."

**Ex:** 2. Carlos's supervisor asks him to enter data into a team doc. He stomps his feet and says, "I just did this yesterday!"

I complain/whine when...

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## ARGUING:



Student gives reasons or cites evidence to contend with teacher (or peer) decisions.

**Ex:** 1. DeShawn and Laura are in a group. They need to write a narrative story. DeShawn crosses his hands and says, "I don't like bunnies," Laura says, "Well, I do and I want the story about bunnies!"

**Ex:** 2. Marcus is working on a team at work to clean the office. Devin says, "Hey, we need to pick up the pace to finish on time." Marcus yells, "I'm moving fast enough!"

I argue when...

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## INTERRUPTING:



To stop a person when they are saying or doing something. To disrupt a process.

**Ex:** 1. Teacher is teaching the class about the water cycle. While she is speaking, Thomas blurts out, "Thirty minutes until we go home!"

**Ex:** 2. Carlos's supervisor is going over the tasks for today's shift. Megan sighs and says, "I wish we could just start already!"

I Interrupt when...

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## USING MATERIAL + POSSESSION APPROPRIATELY (UMAPA):



Pronounced: U-mah-pah. UMAPA stand for Using material and possession appropriately. If you do **NOT** use your classroom or workplace materials the way they are supposed to be used, you will hear this abbreviation.

**Ex:** 1. JaVonte is in math class. Daniel asks if someone has extra paper. Javonte balls up his extra paper and throws it at Daniel.

**Ex:** 2. Deshawn works at Starbucks and had a customer complaint about him. Frustrated, he bangs his hands on the counter.

I UMAPA when...

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T2

## PROBLEMATIC BEHAVIOR GLOSSARY

## WB.3.1.2

## OFF TASK:

Not focusing on a given task.

**Ex:** 1. Teacher is going around the room after assigning a morning assignment. Marcus is playing with his phone.

**Ex:** 2. Carlos's supervisor tells him to write an email for the district manager. Carlos watches videos on YouTube instead.

I play video games when I am at work instead of working.

☐

I watch YouTube instead of watching my Digitability videos in class.

☐

I talk to my office friend instead of working.

☐

## OFF-TOPIC / INAPPROPRIATE COMMENT:

A comment does not relate to the topic being discussed. A disrespectful comment.

**Ex:** 1. Teacher is talking about William Shakespeare. Robert raises his hand and says, "How much does a bus ride cost?"

**Ex:** 2. Marcus is in a meeting with his co-workers. Everyone is talking about the new store policy. Marcus brings up his new cat.

I talk to my friend about my dog when he tells me about his new job.

☐

I tell my mom how much I don't like her cooking while she is making food.

☐

I talk about my new video game while in a meeting with my boss.

☐



## DISRESPECT / TEASING:



To insult, make jokes or comment on another person's character or behavior in a negative way.

**Ex:** 1. Daniel shows off his brand new shoes. Mike laughs and says, "Dan those shoes are ugly!"

**Ex:** 2. Laura nervously presents all the work she has done this month. JaVonte says, "Speak up mouse!"

I laugh at my classmate when they drop their dishes all over the floor.

☐

I laugh at my co-worker's beat up shoes when they walk into work.

☐

I make fun of my classmate when they are having trouble with work.

☐

## COMPLAINING / WHINING:



Expressing displeasure, annoyance, or disapproval.

**Ex:** 1. Teacher asks for the class to open up their social studies books to page 45. Mike sighs and says, "I do not like his part of school."

**Ex:** 2. Carlos's supervisor asks him to enter data into a team doc. He stomps his feet and says, "I just did this yesterday!"

I huff and puff when the class has to do math.

☐

I yell and complain when my mom wakes me up for school.

☐

I whine when the boss says we will be writing a lot of emails for 1 hour.

☐

## ARGUING:



Student gives reasons or cites evidence to contend with teacher (or peer) decisions.

**Ex:** 1. DeShawn and Laura are in a group. They need to write a narrative story. DeShawn crosses his hands and says, "I don't like bunnies" Laura says, "Well, I do and I want the story about bunnies!"

**Ex:** 2. Marcus is working on a team at work to clean the office. Devin says, "Hey, we need to pick up the pace to finish on time." Marcus yells, "I'm moving fast enough!"

I yell back and forth with my classmate when we disagree about our group project.

☐

I argue with my mom when she tells me to do my homework.

☐

I argue with my boss when she tells me I have to stay at work later today.

☐





## INTERRUPTING:



To stop a person when they are saying or doing something. To disrupt a process.

**Ex:** 1. Teacher is teaching the class about the water cycle. While she is speaking, Thomas blurts out, "Thirty minutes until we go home!"

**Ex:** 2. Carlos's supervisor is going over the tasks for today's shift. Megan sighs and says, "I wish we could just start already!"

I interrupt my co-worker when they share their ideas about our project.

☐

I blurt out things when my teacher is teaching a lesson to the class.

☐

I interrupt my mom when she is talking to me about cleaning my room.

☐

## USING MATERIAL + POSSESSION APPROPRIATELY (UMAPA):



Pronounced: U-mah-pah. UMAPA stand for Using material and possession appropriately. If you do **NOT** use your classroom or workplace materials the way they are supposed to be used you will hear this abbreviation.

**Ex:** 1. JaVonte is in math class. Daniel asks if someone has extra paper. Javonte balls up his extra paper and throws it at Daniel.

**Ex:** 2. Deshawn works at Starbucks and had a customer complaint about him. Frustrated, he bangs his hands on the counter.

I throw things at my classmates during our reading lesson.

☐

I scratch my desk at work with my pencil.

☐

I smack my co-worker with rolled up paper.

☐

**T1 ACT IT OUT****WB.3.2**

**Directions:** Act out each workplace behavior. Your classmates will guess what behavior you are acting out. Print out 1 cut out for each student.

Charades Card

***Off-task***

Charades Card

***Off-topic***

Charades Card

***Disrespect***

Charades Card

***Inappropriate  
Comments***

Charades Card

***Teasing***

Charades Card

***Interrupting***

Charades Card

***Complaining***

Charades Card

***Arguing***

Charades Card

***Whining***

Charades Card

***UMAPA***



# T2 CALL IT OUT

## WB.3.3.1

**Directions:** Cut and hand out ALL cards to students. It's ok if students have more than one.

"Vincent, that's interrupting. Interrupting costs a dollar. Next time, raise your hand to earn a dollar."



"David, that's UMAPA. UMAPA costs dollar. Next time stay on task and use your pencil for writing to earn a dollar."



"Vincent, you're off task. Being off task costs a dollar. Next time raise your hand to earn a dollar."



"Kayla, that's teasing. Teasing costs a dollar. Next time say something encouraging to earn a dollar."



"Vincent, that's complaining. Complaining costs dollar. Next time follow directions without complaining to earn a dollar."



"Marcus, you're off task. Being off task costs a dollar. Next time stay on task to earn a dollar."



"David, that's arguing. Arguing costs a dollar. Take your consequences without arguing to earn back a dollar."



"David, that's UMAPA. UMAPA costs a dollar. Next time say something encouraging to earn a dollar."





Kayla you're off task. Being off task costs a dollar Next time stay on task and finish up your Do Now to earn a dollar."



"Kayla you're off topic. Being off topic costs a dollar. Next time answer the question being asked with a appropriate comment to earn a dollar."



"David you're being disrespectful. Being disrespectful costs dollar. Next time, say something encouraging to earn a dollar."



"Kayla & Deshawn, thats arguing. Arguing costs a dollar. Next time, talk out your problems without yelling to earn a dollar."



Marcus you're teasing. Teasing costs a dollar. Next time, say something encouraging to earn a dollar"



"Vincent, you're off-topic. Being off topic costs a dollar. Next time stay on the subject I asked about earn a dollar."



"Deshawn you're off task. Being off task costs a dollar. Next time, stay on task and finish your Digitability work to earn a



"Deshawn, thats interrupting. Interrupting cost a dollar. Next time, wait for David to finish before speaking to earn a dollar.





## T2 CALL IT OUT

### WB.3.3.2

**Directions:** Read these scenarios to students. Print out a copy for Tier 2 students.

#### Scenario 1

The teacher starts asking a question Before the teacher finishes and calls on any of the students, Vincent calls out his answer.



#### Scenario 4

After teacher delivers an UMAPA response and takes \$1 from David, David says, "I wasn't UMAPAing! I was doing my work!"



#### Scenario 2

Vincent shuts down. Math is not a preferred activity, and he will often work to avoid the task through attention-seeking behavior or other means.



#### Scenario 5

The teacher walks around the room reviewing student work as they complete their Do Now. When she walks passes David's desk, she sees that he is rubbing his pencil on the side of his desk.



#### Scenario 3

Teacher wraps up the Do Now activity. She tells the class that it's time to move into math groups. Vincent immediately responds, "Oh no. Not math groups. Ugh."



#### Scenario 6

David is at the board struggling to answer a question. Kayla says "Oh wow, David, how can you not know that? What a dummy."





## Scenario 7

Marcus is at his job and his boss sits with him, giving him three tasks to complete before lunch. Lunch comes around and Marcus is playing a video game.

## Scenario 8

The teacher puts the class in groups, and David decides to throw his paper at the other group yelling, "We're number 1!"

## Scenario 9

The teacher walks around the room reviewing student work as they complete their Do Now. When she walks passes Kayla's desk, she sees that she is talking to another student .

## Scenario 10

The teacher asks, "Who can tell me what badge we are going to unlock?" David says, "who cares!"

## Scenario 11

Marcus borrows a pink pen from Kayla. Vincent says, "Wow you use pink pens Marcus? What a girl."

## Scenario 12

The class was given their laptops to complete their Digitability work. Instead, Deshawn is looking on Facebook.

## Scenario 13

The teacher asks, "Who can tell me what badge we are going to unlock?" Kayla says, "Want to see a picture of my cat?"

## Scenario 14

Kayla is in a group with Deshawn. They have two different ideas to make a website. Kayla says, "Why cant you just do what I say?!" Deshawn says, "Because your idea is not interesting!"

## Scenario 15

Vincent's boss is holding a meeting about the schedule. He asks if anyone has questions. Vincent says "Whats your favorite color?"

## Scenario 16

David is presenting his new project to the class, and Deshawn blurts out "Alright, enough. I don't want to hear this!"



T1

## EXIT TICKET BEHAVIOR AND CONSEQUENCES

WB.3.5.1

**Directions:** Read each scenario. Circle the correct problematic behavior and fill in the blanks in the teacher response.

## Scenario 1

Mrs. Smith says to complete the exit ticket. Chris wasn't listening. He didn't hear Mrs. Smith call his name to answer a question.

Chris you're off-task. Being off-task costs a dollar. Stay on task and complete your exit ticket to earn a dollar. (off task) interrupting, UMAPAing)

## Scenario 2

Marcus was working with his team on the science fair project. He told them that a project on the solar system would be interesting. Paul didn't like that idea and said, "That's stupid! We will never win with that idea!"

Paul you're being \_\_\_\_\_. Being \_\_\_\_\_ costs a dollar. Next time, say something encouraging to earn a dollar. (off-topic, disrespectful, UMAPAing)

## Scenario 3

When Mrs. Smith asked "Who was the first President of the United States, Natalie raised her hand. She asked the teacher, "What time is lunch?" The class giggled.

Natalie that's \_\_\_\_\_. Being \_\_\_\_\_ costs a dollar. Next time, stay on the subject we are discussing to earn a dollar. (arguing, teasing, off-topic)



Scenario 4

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?”

Carl thats \_\_\_\_\_. \_\_\_\_\_ costs a dollar. Next time, follow directions to earn a dollar. (complaining, off task, arguing)

Scenario 5

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

Javonte you’re \_\_\_\_\_. Being \_\_\_\_\_ costs a dollar. Next time, stay on task to earn a dollar. (UMAPA, off task, disrespect)

Scenario 6

Mrs. Smith asked Patrick to give the pencil back to Maria because it was hers. Patrick yells, “But she dropped it. I didn’t take it!”

Patrick thats \_\_\_\_\_. \_\_\_\_\_ costs a dollar. Next time, follow directions and give Maria her pencil back. (arguing, teasing, off-topic)

Scenario 7

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

Charlotte thats \_\_\_\_\_. \_\_\_\_\_ costs a dollar. Next time, raise your hand before participating to earn a dollar. (arguing, Interrupting, off-topic)





T2

## EXIT TICKET BEHAVIOR AND CONSEQUENCES

## WB.3.5.2

**Directions:** Match the scenario to the problematic workplace behavior.

1. Maria says, "I don't want to write a paragraph! That's too much work!"

E.

A. Off-task



2. While the class is discussing science projects, Jimmy leans over to Maria and says "Hey, look at my new phone!"

\_\_\_\_\_

B. Off-topic/  
Inappropriate  
Comments

3. When the students were supposed to be writing their paragraph, Maria was texting her friends.

\_\_\_\_\_

C. Disrespect/  
Teasing

4. When the teacher asked Maria to put her phone away, Maria said "No," and continued to play on her phone.

\_\_\_\_\_

D. Complaining/  
Whining

5. When Jimmy was supposed to be typing his story, he got angry and slammed the computer closed, nearly knocking it off his desk.

\_\_\_\_\_

E. Arguing



6. While the teacher was reading the directions, Maria blurted out, "Can I go to the bathroom."

\_\_\_\_\_

F. Interrupting



7. Jimmy told Maria that her story was terrible.

\_\_\_\_\_

G. UMAPA



**Directions:** Read the teacher response example below. Write in your own teacher response on the lines provided.

Ex: "Vincent, that's interrupting. Interrupting costs a dollar. Next time, wait for me to finish my directions before you speak to earn a dollar."

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T2

EXIT TICKET BEHAVIOR AND  
CONSEQUENCES ANSWER KEY

## WB.3.5.4

**Directions:** Answer key for activity WB.3.5.2

1. E



2. B



3. A



4. D



5. G



6. F



7. C





T3

## TRACE 'N' LEARN

WB.3.5.3

Problematic Workplace  
Behavior

Off-task, Off  
topic, Disrespect,  
Complaining,  
UMAPA,  
Interrupting, Arguing



## MY DIGITABILITY EARNINGS TRACKER

### Workplace Behavior Unit | WB.3.6

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

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

DATE:

DOLLARS EARNED:

**LESSON 1:**

Welcome to Workplace Behavior

**LESSON 2:**

Successful Behavior

**LESSON 3:**

Problematic Behavior

**LESSON 4:**

Workplace Behavior Master Badge

**TOTAL DOLLARS EARNED:**