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 Summit.**

For more information visit digitability.com or contact: info@digitability.com

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

Financial Literacy
- 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!**
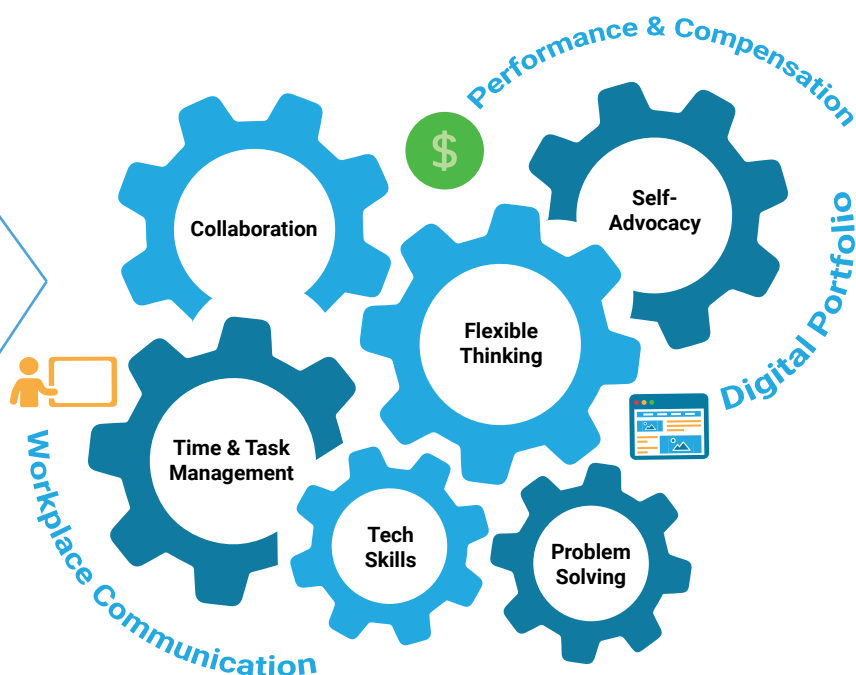
Start Here
Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.

Apply for a Job

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

Performance & Compensation
Digital Portfolio
Workplace Communication

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

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

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.

Bankability

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

Checking: $300.00   Savings: $100.00
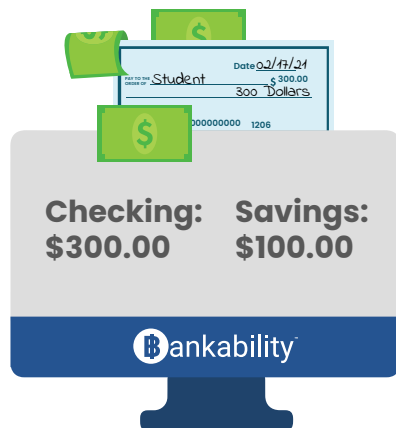
Bankability

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.

Dr. David Mandell, Sc.D.

Director, Center for Mental Health Policy and Services, University of Pennsylvania | Pennsylvania

"Digitability gives schools an opportunity to provide support to high school students with autism in a way they wouldn't be able to otherwise."

Dana Steinwart

Lead Transition Teacher, Blue Valley School District | Kansas

"What I enjoy most about Digitability is the class participation I get due to the classroom economy system. Earning dollars is highly motivating, and I have 100% class participation. Every student is engaged in the lesson. I have also seen quick behavior changes when students pay dollars for behaviors. I love teaching Digitability."

Dawn Nuoffer

Executive Director, Down Syndrome Association of Wisconsin | Wisconsin

"We have seen great success with Digitability. In the short time we have been offering this course, we have opened multiple class locations and will continue to replicate it across Wisconsin. Digitability is changing lives and helping our friends to secure meaningful jobs!"

Tracey Sterling

Supervisor of Special Education, Perkiomen Valley School District | Pennsylvania

"We brought Digitability to Perkiomen Valley School District because of the scope and relevance of its unique digital content. The training was differentiated and tailored to each of our students' needs through evidence-based practices."

The Reason Teachers Love the Digitability Program

- ✓ **1:1 Personal Implementation Coach** for EVERY teacher.

- ✓ **Evidence-based Practice Coaching** by Experts

- ✓ **IEP Goal Bank and Progress Monitoring** (at the click of a button!)

- ✓ **Rewards Program for Teacher Progress**

- ✓ **Easy to Use, Pre-Written & Differentiated Lesson Plans**

- ✓ **Differentiated, Print-Ready Social and Language Activities**

- ✓ **Google Classroom Compatible with Free Google Doc Templates**

Digitability gives teachers a ready-to-implement system that has already packaged effective methods for developing social, emotional and communication abilities as well as preparing students for their transition to independence.

Reduced Teacher Planning Time.

All lesson plans are already pre-written, scripted, differentiated, and include a three tiered system of modified resources. Your Implementation Coach will help you navigate all resources so you feel comfortable and confident implementing lessons.

Year-Long Personalized Teacher Support & Coaching

Every teacher works with a personal coach to support classroom facilitation, reduce teacher stress and help customize projects. Teachers can schedule a call with their Coach anytime and brainstorm solutions to barriers, new projects or review curriculum resources.

Start a New Program with Ease.

We believe that the best way to learn a curriculum is by implementing it. Our model is designed to make sure that teachers are not overwhelmed with a lot of information and feel comfortable starting Digitability asap.

Data & Report Tools Included!

Monitoring progress of a wide range of individual student goals can be challenging and time consuming. That's why Digitability designed a system that makes the IEP process easier!

Teacher Rewards Program

Digitability understands the day-to-day demands of teachers. Digitability's Professional Development Reward System incentivizes teachers as they achieve mastery of new evidence-based practices for increasing transition outcomes for students.

Google Classroom Compatible

In addition to being compatible with Google Classroom, Digitability trains students to use Google Applications to learn word processing, data entry, organization and workplace communication. Digitability also provides teachers with custom Google Doc Templates for creating resumes, presentation personal budgets and more.

Digitability™
Be Work Ready!

Visit the Digitablity Website to Learn more about:

✓ Free **IEP Goal Bank**

✓ Easy to Use **Data and Reporting**

✓ New **Virtual, Online Banking**

✓ On-Demand **Teacher Support**

c|net

SILICON VALLEY SOCIAL INNOVATION SUMMIT

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TechCrunch

MSNBC

Lessons in this unit:

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

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Be

32. **"Nice job giving feedback and earning a Participation Dollar, (student)!"**

33. After student does both, ask the student presenting, *"(Student), what did you hear [student who gave feedback] say?"*

Pro Tip: Prompt the student to say more than, "I liked your drawing."

Collaborating

Lesson 6: Collaborating Supplemental Materials

Digitability™

WORKPLACE CONNECTION

T1 COLLABORATING | SE2.6.6 | GOOGLE TEMPLATE

1. Participating/ Contributing _____

A. When you give your attention to a task.

2. Interrupting _____

B. When you take part in an activity

3. Following Directions/ On-Task _____

C. behavior that can make you successful or be problematic in the workplace.

4. Not Following Directions/ Off-Task _____

D. This means you are not completing the work that is assigned to you

5. Collaborating _____

E. When you stop someone from saying or doing something

6. Workplace Behavior _____

F. When you are working with another peer to complete a task.

Digitability™

Name [   ] Date [   ]

ROLE: READER
Read each question to the group.

DUTIES	DUTIES COMPLETE Circle **YES** or **NO**
Read the definition for A and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for B and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for C and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for D and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for E and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for F and ask your group members which picture matches the definition.	**YES** or **NO**

Digitability™

Name [   ] Date [   ]

ROLE: SCRIBE
After **ALL** members decide on an answer, write the answer in the given bank.

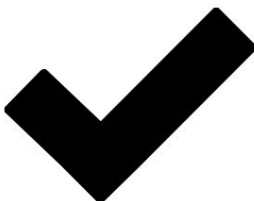| DUTIES	DUTIES COMPLETE Circle **YES** or **NO**
Fill in the answer for #1 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #2 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #3 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #4 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #5 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #6 after all group members agree on the correct answer.	**YES** or **NO**

Digitability™

Name _____ Date _____

ROLE: REVIEWER

When all of the answers are filled in, use IECs cards below to review your group's answers together.

Is the answer for **#1** correct?

✔ YES	✘ NO

Is the answer for **#2** correct?

✔ YES	✘ NO

Is the answer for **#3** correct?

✔ YES	✘ NO

Is the answer for **#4** correct?

✔ YES	✘ NO

Digitability™

WORKPLACE CONNECTION
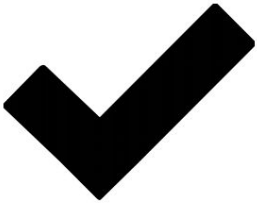
T1 COLLABORATING | SE2.6.6.3 | GOOGLE TEMPLATE

Is the answer for **#5** correct?

YES	NO
✔	✘

Is the answer for **#6** correct?

YES	NO
✔	✘

Digitability

Materials:

- Charade cards
- Scissors

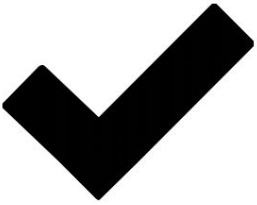**Directions:** Print and cut out behavior cards. Assign groups of 2-3 students a behavior. Allow students time to collaborate and decide how they will act out the assigned behavior. Set timer for collaboration time. Allow groups to act out their behavior in front of the class.

One student will be the role of the teacher, and will deliver the consequence:

"Nice job _____, (student name)! You've earned a _____ dollar."

"(Student name) you're _____. That cost a dollar. Next time _____ to earn a dollar."

Digitability™

WORKPLACE CONNECTION   ACT IT OUT | SE2.6.7 |

Charades Card

Participating/ Contributing

Charades Card

Interrupting

Charades Card

On-Task/ Following Directions

Charades Card

Off-Task/ Not Following Directions

Charades Card

Collaborating

Digitability
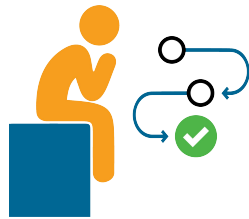
Materials:

- Call It Out cards
- Scissors

Directions: Print and cut out scenario cards. Read the cards out loud to students. Students will determine an appropriate consequence for each scenario.

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 - T3 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. T3 students can be paired with another student or support staff/teacher for help.

Digitability™

WORKPLACE CONNECTION   T1 Collaboration | SE2.6.8.1 | GOOGLE TEMPLATE

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

"Marcus, great job participating! You earned a participation dollar."	"Vincent and Marcus, great job collaborating! You earned a collaboration dollar."
"Vincent, that's interrupting. Interrupting costs a dollar. Next time, raise your hand to earn a dollar."	
"Vincent, great job following directions! You earned a participation dollar."	
"Marcus, you're off task. Being off task costs a dollar. Next time stay on task to earn a dollar. "	

Digitability

WORKPLACE CONNECTION   T2 Collaboration | SE2.6.8.2 | GOOGLE TEMPLATE

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 5** Marcus and Vincent were assigned to work as partners for a research project. When the project is due, Marcus and Vincent both stood at the front of the class and presented their research.
Scenario 2 Vincent's boss sits with him and goes over three tasks for him to finish before lunch. When the time comes up Vincent is finished with all the tasks that were assigned	
Scenario 3 Teacher asks, "For a participation dollar, who can tell me something they think of when they hear the word, 'Google?'" Marcus raises his hand. The teacher calls on him. Marcus responds, "Searching!"	
Scenario 4 The class was given their laptops to complete their Digitability work. Instead, Deshawn is looking on Facebook.	

Digitability

Materials:

- T1-T3 Workplace Connection Activity

Directions: Pair students with other students or supports staff. Read each scenario out loud or have students take turns reading scenarios out loud.

**Think** - After reading each scenario, allow students independent think time.
**Pair** - Once students have had time to think through an answer, they will pair with a partner or small group.
**Share** - Students will share their thinking with their partner.

Differentiation:

T1- Students will record their thoughts on why a behavior is successful or problematic.

T2 - Students will record whether a behavior is successful or problematic.

T3 - Students will use images to record whether a behavior is successful or problematic.

Scenario 1 "Your boss has called you for a meeting. While he is making an announcement, your friend shouts your name to get your attention." Is this successful or problematic workplace behavior? (Interrupting)	**Scenario 2** "Marcus is emailed an assignment to complete. Marcus spends his morning talking with his coworkers about last night's football game." Is this successful or problematic workplace behavior? (Off-Task)
Scenario 3 "Monica is sent a deadline for a new project. When her boss checks in with her, Monica is working to meet her deadline." Is this successful or problematic workplace behavior? (On-Tasks/Following Directions)	**Scenario 4** "You walk into work in the morning, turn on your computer and get to work." Is this successful or problematic workplace behavior? (Participation)
Scenario 5 "Marcus is stuck on a problem and asks Monica for ideas. Monica and Marcus work together to solve the problem." Is this successful or problematic workplace behavior? (Collaborating)	

Digitability™

Name _____ Date _____

WORKPLACE CONNECTION
T1 Collaboration | **SE2.6.9.1** | 📄 **GOOGLE TEMPLATE**

Directions: Circle Successful or Problematic for each scenario. Write down why it is successful or problematic.

Scenario 1

"Your boss has called you for a meeting. While he is making an announcement, your friend shouts your name to get your attention."
Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Scenario 2

"Marcus is emailed an assignment to complete. Marcus spends his morning talking with his coworkers about last night's football game."
Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Scenario 3

"Monica is sent a deadline for a new project. When her boss checks in with her, Monica is working to meet her deadline."
Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Scenario 4

"You walk into work in the morning, turn on your computer and get to work."

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Digitability™

WORKPLACE CONNECTION
T1 Collaboration | **SE2.6.9.1** |

Directions: Circle Successful or Problematic for each scenario. Write down why it is successful or problematic.

Scenario 5

"Marcus is stuck on a problem and asks Monica for ideas. Monica and Marcus work together to solve the problem."
Is this successful or problematic workplace behavior? Why?

_____

_____

_____

_____

Directions: Listen as each scenario is read. Circle whether it is a successful or problematic behavior.

Scenario 1

"Your boss has called you for a meeting. While he is making an announcement, your friend shouts your name to get your attention."

Is this **successful** or **problematic** workplace behavior?

Scenario 2

"Marcus is emailed an assignment to complete. Marcus spends his morning talking with his coworkers about last night's football game."

Is this **successful** or **problematic** workplace behavior?

Scenario 3

"Monica is sent a deadline for a new project. When her boss checks in with her, Monica is working to meet her deadline."

Is this **successful** or **problematic** workplace behavior?

Scenario 4

"You walk into work in the morning, turn on your computer and get to work."

Is this **successful** or **problematic** workplace behavior?

WORKPLACE CONNECTION

T2 Collaboration | **SE2.6.9.2** |

Directions: Listen as each scenario is read. Circle whether it is a successful or problematic behavior.

Scenario 5

"Marcus is stuck on a problem and asks Monica for ideas. Monica and Marcus work together to solve the problem."

Is this
successful or **problematic**
workplace behavior?

Digitability™

WORKPLACE CONNECTION

T3 Collaboration | **SE2.6.9.3** | [GOOGLE TEMPLATE](#)

Directions: Point to or circle your answers below.

Scenario 1

"Your boss has called you for a meeting. While he is making an announcement, your friend shouts your name to get your attention."

Is this **successful** workplace behavior?

✓	✗
YES	NO

Scenario 2

"Marcus is emailed an assignment to complete. Marcus spends his morning talking with his coworkers about last night's football game."

Is this **successful** workplace behavior?

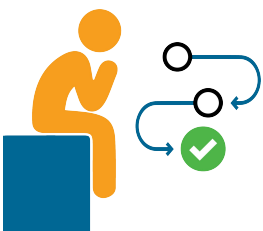| ✓	✗
YES	NO

Scenario 3

"Monica is sent a deadline for a new project. When her boss checks in with her, Monica is working to meet her deadline."

Is this **successful** workplace behavior?

✓	✗
YES	NO

Scenario 4

"You walk into work in the morning, turn on your computer and get to work."

Is this **successful** workplace behavior?

✓	✗
YES	NO

WORKPLACE CONNECTION   T3 Collaboration | SE2.6.9.3 | 🗔 GOOGLE TEMPLATE

Directions: Point to or circle your answers below.

Scenario 5

"Marcus is stuck on a problem and asks Monica for ideas. Monica and Marcus work together to solve the problem."

Is this **successful** workplace behavior?

✔	✘
YES	NO

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

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Your coach can answer questions about the Level 2 Social Economy.

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

Arguing

Lesson 7: Arguing?
Supplemental Materials

Digitability

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 | SE2.7.6.1 | [GOOGLE TEMPLATE](#)

Scenario 1

Mr. Hill ask his class what they did over the weekend. David raised his hand and said "This weekend I went hiking with my family."

Consequence:

"David, great job _____. You earned

_____.

Scenario 2

Jane needed to make a work presentation. As soon as she began, Carl started yelling questions without allowing Jane to finish her presentation.

Consequence:

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

Scenario 3

Mrs. Smith gives Brandon a task list and wants him to complete it by lunch. By lunch time, Brandon has finished the list and is ready for his next assignment.

Consequence:

"Brandon, great job _____. You earned

_____.

WORKPLACE CONNECTION   BEHAVIOR AND CONSEQUENCE | SE2.7.6.1 |

Scenario 4

Anthony is given a choice to work on a presentation or to file papers. When his boss come to check on him, Anthony is found taking a nap at his desk.

Consequence:

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

Scenario 5

Jake and Kari have an assignment to complete. Jake and Kari work together to create a plan for how they will complete their work.

Consequence:

"Jake and Kari, great job _____. You earned

_____.

Scenario 6

When Mrs. Smith was giving instructions to complete an assignment, Charlotte began telling her all the reasons why she would not finish do the work.

Consequence:

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

Name _____ Date _____

WORKPLACE CONNECTION

BEHAVIOR AND CONSEQUENCE | SE2.7.6.2 | [GOOGLE TEMPLATE](#)

Scenario 1

Mr. Hill ask his class what they did over the weekend. David raised his hand and said "This weekend I went hiking with my family."

Consequence:

"David, great job _____. You earned

participating, encouraging

_____.

participating, encouraging

Scenario 2

Jane needed to make a work presentation. As soon as she began, Carl started yelling questions without allowing Jane to finish her presentation.

Consequence:

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

interrupting, complaining   Interrupting, Complaining

raise your hand to participate.

Scenario 3

Mrs. Smith gives Brandon a task list and wants him to complete it by lunch. By lunch time, Brandon has finished the list and is ready for his next assignment.

Consequence:

"Brandon, great job _____. You earned

following directions, helping

_____.

following directions, helping

Scenario 4

Anthony is given a choice to work on a presentation or to file papers. When his boss come to check on him, Anthony is found taking a nap at his desk.

Consequence:

Anthony, you're _____. Being _____ cost

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

off-task, interrupting

Scenario 5

Jake and Kari have an assignment to complete. Jake and Kari work together to create a plan for how they will complete their work.

Consequence:

"Jake and Kari, great job _____. You earned a

_____ dollar.   collaborating, arguing

collaborating, arguing

Scenario 6

When Mrs. Smith was giving instructions to complete an assignment, Charlotte began telling her all the reasons why she would not finish do the work.

Consequence:

Charlotte, that's _____. _____ cost a

arguing, teasing   Arguing, Teasing

dollar. Next time, follow directions to earn a dollar.

Digitability

Materials:

- Charade cards
- Scissors

Directions: Print and cut out behavior cards. Assign groups of 2-3 students a behavior. Allow students time to collaborate and decide how they will act out the assigned behavior. Set timer for collaboration time. Allow groups to act out their behavior in front of the class.

One student will be the role of the teacher, and will deliver the consequence:

"Nice job _____, (student name)! You've earned a _____ dollar."

"(Student name) you're _____. That cost a dollar. Next time _____ to earn a dollar."

WORKPLACE CONNECTION   ACT IT OUT | SE2.7.7 |

Charades Card

Participating/ Contributing

Charades Card

Interrupting

Charades Card

On-Task/ Following Directions

Charades Card

Off-Task/ Not Following Directions

Charades Card

Collaborating

Charades Card

Arguing

Digitability

Materials:

- Call It Out cards

Directions: Print and cut out scenario cards. Read the cards out loud to students. Students will determine an appropriate consequence for each scenario.

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 SE2.7.8.2, the Call it Out Scenarios to read and interpret scenario

T3 - T3 students can use a copy of SE2.7.8.2, 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. T3 students can be paired with another student or support staff/teacher for help.

Digitability™

WORKPLACE CONNECTION T1 Arguing | SE2.7.8.1 | 📄 GOOGLE TEMPLATE

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

"Marcus, you're not following directions. Not following directions cost a dollar. Next time, follow the instruction ."

"Vincent, great job participating! You earned a participation dollar."

"Vincent and Marcus, that's arguing. Arguing costs a dollar. Next time, collaborate to come to a decision together."

"Vincent, that's interrupting. Interrupting costs a dollar. Next time, work on that tasks that you are assigned. ."

"Vincent and Marcus, great job collaborating! You both earned a participation dollar."

"Marcus, excellent job following directions. You earned a dollar. "

Digitability™

Name [   ]   Date [   ]

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

Scenario 1 Marcus' boss tells him finish his last task and clock out. When his boss comes by to check on him, Marcus is listening to music at his desk.	**Scenario 5** Vincent shows up to work on time and shares what he will be working on during morning meeting.
Scenario 2 Vincent and Marcus had to pick a color for the background of their presentation. They could not agree and shouted reasons why the other person was wrong.	**Scenario 6** Marcus is working hard to complete his job tasks. Vincent ask him a question causing Marcus to stop working.
Scenario 3 Vincent and Marcus were given a science project. Vincent and Marcus work together to build a model for their assignment.	
Scenario 4 An hour before Marcus is off work, he pulls out his closing duties list and begins completing tasks.	

Digitability

Materials:

- T1-T3 Workplace Connection Activity

Directions: Pair students with other students or supports staff. Read each scenario out loud or have students take turns reading scenarios out loud.

Think - After reading each scenario, allow students independent think time.

Pair - Once students have had time to think through an answer, they will pair with a partner or small group.

Share - Students will share their thinking with their partner.

Differentiation:

T1- Students will record their thoughts on why a behavior is successful or problematic.

T2 - Students will record whether a behavior is successful or problematic.

T3 - Students will use images to record whether a behavior is successful or problematic.

### Scenario 1 **"Marcus begins work at 9:00am. When Monica walks by his desk at 9:05 he is online and sending emails."** Is this successful or problematic workplace behavior? (On-Task)	### Scenario 2 **"Marcus is working from home. He has a project to complete with Monica. They use Google Docs to work together to complete their job."** Is this successful or problematic workplace behavior? (Collaboration)
### Scenario 3 **"While Marcus is giving a presentation, Monica walks by the door and yells 'Hi Marcus'."** Is this successful or problematic workplace behavior? (Interrupting)	### Scenario 4 **"Monica continues watching tv after their break ends."** Is this successful or problematic workplace behavior? (Off-Task)
### Scenario 5 **"The boss sends an email to ask "Who can stay an extra hour?" Monica responds and says she'll stay and work. "** Is this successful or problematic workplace behavior? (Participation)	### Scenario 6 **"Monica's boss tells her she needs to create a document to track their orders. Monica tells her boss reasons why she does not want to do it."** Is this successful or problematic workplace behavior? (Arguing)

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WORKPLACE CONNECTION **T1 Arguing** | **SE2.7.9.1** | 📄 GOOGLE TEMPLATE

Directions: Circle Successful or Problematic for each scenario. Write down why it is successful or problematic.

Scenario 1

"Marcus begins work at 9:00am. When Monica walks by his desk at 9:05 he is online and sending emails."

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Scenario 2

"Marcus is working from home. He has a project to complete with Monica. They use Google Docs to work together to complete their job."

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Scenario 3

"While Marcus is giving a presentation, Monica walks by the door and yells 'Hi Marcus'."

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

Scenario 4

"Monica continues watching tv after their break ends."

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

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WORKPLACE CONNECTION **T1 Arguing** | SE2.7.9.1 |

Directions: Circle Successful or Problematic for each scenario. Write down why it is successful or problematic.

Scenario 5	Scenario 6

"The boss sends an email to ask "Who can stay an extra hour?" Monica responds and says she'll stay and work. "

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

"Monica's boss tells her she needs to create a document to track their orders. Monica tells her boss reasons why she does not want to do it."

Is this successful or problematic workplace behavior? Why?

_____

_____

_____

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Name [   ] Date [   ]

Directions: Listen as each scenario is read. Circle whether it is a successful or problematic behavior.

Scenario 1

"Marcus begins work at 9:00am. When Monica walks by his desk at 9:05 he is online and sending emails."

Is this **successful** or **problematic** workplace behavior?

Scenario 2

"Marcus is working from home. He has a project to complete with Monica. They use Google Docs to work together to complete their job."

Is this **successful** or **problematic** workplace behavior?

Scenario 3

"While Marcus is giving a presentation, Monica walks by the door and yells 'Hi Marcus'."

Is this **successful** or **problematic** workplace behavior?

Scenario 4

"Monica continues watching tv after their break ends."

Is this **successful** or **problematic** workplace behavior?

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Name _____   Date _____

Directions: Listen as each scenario is read. Circle whether it is a successful or problematic behavior.

Scenario 5	Scenario 6
"The boss sends an email to ask "Who can stay an extra hour?" Monica responds and says she'll stay and work. "	"Monica's boss tells her she needs to create a document to track their orders. Monica tells her boss reasons why she does not want to do it."

Is this
successful or
problematic workplace behavior?

Is this
successful or
problematic workplace behavior?

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WORKPLACE CONNECTION **T3 Arguing** | **SE2.7.9.3** | [GOOGLE TEMPLATE](#)

Directions: Point to or circle your answers below.

Scenario 1

"Marcus begins work at 9:00am. When Monica walks by his desk at 9:05 he is online and sending emails."

Is this **successful** workplace behavior?

✔ YES	✘ NO

Scenario 2

"Marcus is working from home. He has a project to complete with Monica. They use Google Docs to work together to complete their job."

Is this **successful** workplace behavior?

✔ YES	✘ NO

Scenario 3

"While Marcus is giving a presentation, Monica walks by the door and yells 'Hi Marcus'."

Is this **successful** workplace behavior?

✔ YES	✘ NO

Scenario 4

"Monica continues watching tv after their break ends."

Is this **successful** workplace behavior?

✔ YES	✘ NO

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WORKPLACE CONNECTION   **T3 Arguing** | **SE2.7.9.3** |

Directions: Point to or circle your answers below.

Scenario 5

"The boss sends an email to ask "Who can stay an extra hour?" Monica responds and says she'll stay and work. "

Is this **successful** workplace behavior?

✔	✘
YES	NO

Scenario 6

"Monica's boss tells her she needs to create a document to track their orders. Monica tells her boss reasons why she does not want to do it."
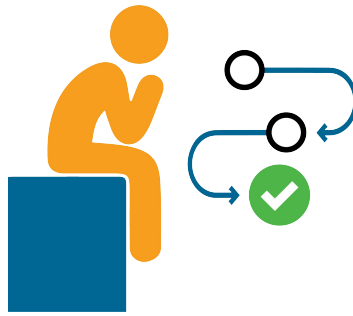
Is this **successful** workplace behavior?

✔	✘
YES	NO

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Successful Workplace Behaviors

SE2.BEHAVIORS

**Participation/
Contributions**

**On-Task/
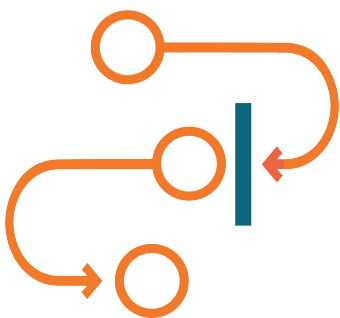Following Directions**

Collaborating

Encouraging

Helping

Greeting Others

Hi

Problem Solving

Sharing

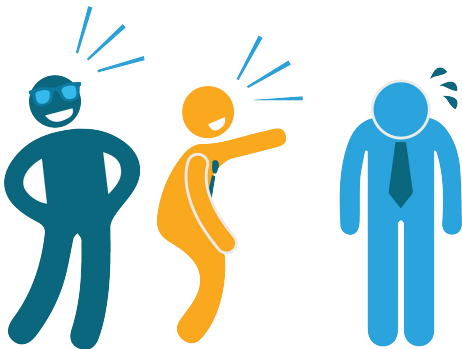# Problematic Workplace Behaviors

SE2.BEHAVIORS

Interrupting

Off-Task/ Not Following Directions

Arguing

Disrespect/Teasing

Complaining/Whining

Off-Topic

Aggression

UMAPA