

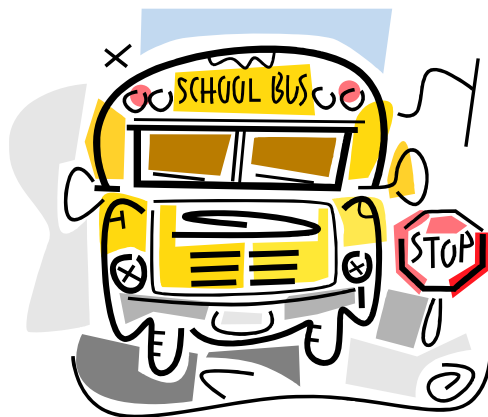
# Challenging Behavior and Autism; A Guide for Transportation Personnel

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Challenging behavior on the bus is common in children with autism. Once these challenging behaviors become established, they can be resistant to change. Some methods that work for influencing the behavior of other children may not be effective in the autism population. However, interventions that consider unique cognitive styles, communication styles, and sensory needs have been shown to be helpful. In other words, understanding the child's characteristics and then using the correct strategies to calm and comfort the student with autism can make a large difference in behaviors on the school bus.

The purpose of this guide is to answer five key questions:

1. Why do children with autism have difficulties riding the school bus?
2. How do transportation personnel respond to challenging behaviors?
3. How do transportation personnel change challenging behaviors?
4. How do transportation personnel prevent challenging behaviors?
5. What are strategies that work?
6. How do transportation personnel enjoy students with autism?



## Why do children with autism have difficulties riding the school bus?

The core impairments that underlie autism may affect your student's behavior on the school bus. Understanding the link between the **core impairment** and **behavior** will help you to find practical strategies that deal with specific issues.

### Core Impairment: Social Interaction and Relating to Others

<b>Core Impairment</b> <i>The difficulty with...</i>	<b>Behavior</b> <i>May result in...</i>
Enjoying contact with people	<p>Becoming stressed and upset on the school bus when physical contact occurs</p> <p>Reducing motivation to ride the bus</p> <p>Not following directions in order to please the driver or the attendant</p>
The ability to understand how people feel	<p>Appearing insensitive or causing offence</p> <p>Not knowing how to react to others</p> <p>Not understanding that other students may need a quiet bus ride</p>
Understanding people's reactions	<p>Being confused about the intention of the school bus attendant</p> <p>Being confused about the message behind people's words</p> <p>Understanding that other students may become frightened by tantrums or outbursts</p>
Social situations	<p>Confusion about how to board the bus</p> <p>Confusion about emergency situations</p> <p>Not knowing how to stay in the seat belt</p> <p>Passing the time on the bus in inappropriate ways</p>

## Core Impairment: Communication

<b>Core Impairment</b> <i>The difficulty with...</i>	<b>Behavior</b> <i>May result in...</i>
Expressing needs	<p>Not being able to tell the bus attendant what is wanted</p> <p>Not knowing how or when to ask for help</p> <p>Expressing fear or worry in inappropriate ways</p> <p>Not letting the adult know that the student does not understand what is expected</p>
Understanding what people say	<p>Non-compliance to school bus rules</p> <p>Fear of a change in routine</p> <p>Confusion in general</p> <p>Not understanding what people want</p> <p>Not understanding why a request was made</p>
Interpreting people's body language	<p>Not understanding when the transportation aide is joking or is serious</p> <p>Not recognizing a threat from another student</p> <p>Not recognizing when adults are reaching the end of their rope</p>

## Core Impairment: Flexibility of Thinking and Behavior

Core Impairment <i>The difficulty with...</i>	Behavior <i>May result in...</i>
Sensory processing	<p>Intolerance when the bus gets too noisy, hot, or bumpy</p> <p>Intolerance for loud instructions from the school bus attendant</p> <p>Intolerance for a restraint system</p> <p>Intolerance for vinyl seats, smells, or sun streaming in the window</p>
Routine changes	<p>The student becoming upset</p> <ul style="list-style-type: none"> <li>• When the bus is late has to take an alternate route</li> <li>• When an alternate bus is used i.e. the number on the bus is different or the seats are not the usual color</li> <li>• When a substitute driver or attendant is present</li> <li>• During an evacuation drill</li> <li>• During an emergency that changes the normal routine</li> <li>• Going on a field trip</li> </ul>
Having repetitive patterns of play	<p>Needing to hold or play with a comforting item during the bus ride</p> <p>Needing to sit in the same seat every day</p>
Having rituals and obsessions	<p>The student getting upset if someone is in his seat</p> <p>Needing to sit near a particular bus-mate</p> <p>Needing the transportation staff to use the same greeting each day</p>
Imagination	<p>Not predicting the consequences of refusing to click the seat belt or following directions</p> <p>Not predicting the reaction of others</p>

## How do transportation personnel respond to challenging behaviors?

### Tantrums

When behavior affects school bus safety, intervention is needed. If transportation personnel are dealing with temper tantrums on the school bus on a frequent basis, the student's education team should meet to determine what is triggering the tantrum and how to remove or avoid the triggers. As a general rule, strategies that are used in the classroom should be used on the school bus. Once the student's explosion is in full force, you want to use a short-term strategy that is effective and causes no harm. You want to:

**Keep the damage to a minimum.** Make the environment as safe as possible. If feasible, move objects that could be thrown. Watch for structures against which the student could hurt himself. Get others out of harms way, clear the area (this also may reduce the chance that the tantrum may be rewarded by the reaction and attention of others.) Establish at what point the driver needs to stop.

**Get help.** Help from untrained personnel may make the situation worse so discuss how you plan to handle the situation. Establish and get agreement on who is going to make decisions and be in charge during the incident. Have an emergency plan with input from the school and parents.

**Use a low-key response.** If there is *no immediate danger*, the adults should stay out of the way...keep your distance. At this point, unless you have been made aware of calming strategies by the parents or the school that work for the student, doing nothing is the best choice.

**Intervene physically.** There are legal and ethical restrictions on adults in the transportation system. It is important to act in accordance with the school's policy and stated behavior plan. These general guidelines are good considerations:

- Do not intervene physically unless there is immediate danger or risk of injury to the student, you, or other students.
- Contain the situation using other methods before reverting to physical intervening.
- The purpose of physical intervention is to ensure physical safety NOT TO PUNISH OR CAUSE PAIN. Physical punishment is against the law and can cause psychological harm to the student.
- The amount of physical force should be in reasonable proportion to the risk of danger.
- Attempt to calm the child, either with known strategies for that child or by giving the child distance, before using physical force.
- Allow the child time to gain control.

**Allow the student to recover.** Things may take a while to get back to normal. The child is susceptible to another explosion if not given the chance to calm to a level of control. During the recovery phase, do the following:

- Give the student space, don't move in too quickly. This will allow you to calm down as well.
- After an explosive tantrum, the child will remain anxious. Part of getting back to normal includes putting small amounts of structure in place and rebuilding relationships. Find behaviors for which you can praise the student.
- Reintroduce demands slowly and calmly. You don't want to trigger another tantrum but if you don't reintroduce demands, then the student's tantrum worked. Before reintroducing demands again, wait until the student has calmed down. Scale down your demand and allow some kind of compromise. Make it easy for the student to go along with your request by increasing praise.
- Talk it through with the student if the language skills are present. If the student is non-verbal, ask the school for their method of communication. The ideal is to

help the student take responsibility for self-control without blaming or triggering another tantrum. Helping the child to see one small thing that he could have done differently may help him to manage himself better in the future.

- Get support. Working with students who have tantrums and other challenging behaviors can be stressful. Do not underestimate your need for emotional support.

## **Other challenging behaviors such as aggression and masturbation.**

### **Prevention**

The most effective way to deal with challenging behaviors such as aggression or masturbation is preventing the behavior in the first place. Effective prevention techniques include:

- Avoid the settings and triggers that lead to the challenging behavior. For example, seating the student near the front of the bus, keeping his hands busy with motivating activities and having the student wear clothing such as overalls, makes it more difficult for the student to put his hand down his pants.
- Alter settings and triggers by using higher levels of structure, clearer expectations, and advance reminders of rewards for desired behavior.
- Look at the settings where the problem does not occur. For example, is the student calmer during the first part of the bus ride? Does the student feel more secure around particular adults or holding particular items? Once the successful settings are identified, duplicate those settings as much as possible.

### **Teach new skills and behavior**

Teach a new behavior that can take the place of an undesired behavior. Ask: Instead of screaming, what can the student do? Instead of throwing things, what can the student do? Instead of masturbating, what can the student do? The goal is to find a replacement behavior that is equally motivating. Systematically teaching the student to enjoy the new activity may be necessary. For example, a student was slapping people in order to try to interact with them. Obviously, this was not an effective method of

engaging people in a positive manner. The staff was able to turn the slap into a stroke which was much more acceptable and enjoyable.

### **When Behaviors Get Serious**

- Be sure the student's behavior is not triggered by inadvertent, well-meaning adult practices.
- Do not act independently. Consult with parents and the appropriate persons in your school district.
- Be sure you are following the prescribed behavior plan.
- Have a reasonable bottom line for behavior that creates an unsafe situation – know when to stop the school bus and call for help. Keep in mind that stopping the school bus in an unscheduled manner may make the behavior worse. Plan how to support the student with information about what is happening and why.

## How do transportation personnel change challenging behaviors?

Changing behaviors takes thoughtful, systematic planning...and a team approach. Challenging behaviors can be resistant to change but there are effective techniques that can help to turn difficult behaviors around. Your school district will have a behavior specialist that can be helpful in designing a plan for behavior change. The general steps for planning a change in challenging behaviors on the bus include:

**Focus on a specific problem** such as spitting or kicking. Do not describe the student's behavior in terms of "being bad" or "being aggressive". This is not specific enough. When determining a target behavior, you might want to start with a less serious problem that has not become a habit or too ingrained in the student's riding experience.

Prioritize the difficult behaviors by asking these questions:

- Is anyone in danger?
- How much stress does the behavior cause?
- How frequent and how intense is the behavior?

**Identify the setting.** This means to describe the environment where the behavior actually occurs. For example, if the student is spitting in class, at home, and on the bus, a more global approach that includes more people in the planning process may need to occur. If the student is only spitting on the bus, you may assume that the bus ride in some way is triggering the behavior. You can best describe the setting by answering these questions:

- When, where and with whom does the problem occur?
- What *should* the student be doing at that time and in that situation?
- What is the student's emotional and physical state?
- When does the problem NOT happen?

**Identify the triggers.** This means to figure out what is causing the behavior to occur.

You can best identify the triggers by answer these questions:

- Are particular demands made that make the situation impossible for the student handle? For example, are the demands of maintaining balance on a bumpy ride, filtering out noise, and alleviating boredom making appropriate behaviors more difficult to maintain? Is the loading procedure over stimulating the child by hearing multiple adult commands, statements to “hurry up”, or having personal space invaded by other students?
- Is the trigger something that the student does not expect such as a substitute driver, a left turn instead of a right turn, or a new student?
- Is there a reduction of structure, positive reinforcement, or attention from adults? The withdrawal of these supports may escalate a student’s challenging behavior.

**Identify what happens after the behavior.** The consequence of the behavior, or what happens after the behavior, can inadvertently reinforce and strengthen behaviors. You can understand consequences by asking these questions:

- Is the student reinforced in some way by that behavior?
- Is an adult request withdrawn so the student escapes the demand?
- Are other students reacting to the behavior thus reinforcing it in some way?
- Does the behavior help the student to avoid unpleasantness such as boredom, teasing from other students, fear, or confusion?

**What does the behavior mean?** Making sense of the behavior will help the adults to find a solution. Challenging behaviors often are attempts of the student to communicate. You can make sense of the student’s behavior by asking the following:

- Is the behavior telling you something? The student may be trying to communicate, “I am tired,” “I am scared,” or “I don’t know what to expect next.”
- Is the behavior a way to escape? Students may develop difficult behaviors to alleviate boredom, sensory overload, or fear and confusion.

- Is the behavior a way to gain access to something? The student may be feeling a loss of control and may use his behavior to get something that he wants.
- Is the behavior a way to calm or express excitement? For example, a student may scream to express joy or scream to express anger. Ask how you want the student to express these emotions and then teach the skill by example, pictures of desired behavior, and reinforcing other students.

**Plan for prevention.** Prevention of the behavior is the most effective way to change it. Allowing the student to access calming manipulatives, music, video, or finding ways to help the child cope with the noise and chaos on the school bus has been very effective in many situations. When planning prevention, contact your school district for more ideas that work for your student.

**Teach a new skill and behavior.** For example, a student could learn to high five instead of hit, to play with manipulatives instead of scream, chew on a chew toy instead of bite, and follow a visual bus route schedule instead of think the bus driver is lost. Regarding masturbation, consider the possibility of asking the parents allow the student to engage in the activity in a designated place at home then minimize the opportunity for the student to masturbate by having him wear clothing that is difficult to get into or keeping the students hands busy doing something else.

If the student has a difficult time sitting in the bus seat and buckling the restraint, consider donating a bus seat to the classroom so the students can learn the skill in a controlled classroom environment from teachers and aides when the demands of loading the bus and keeping a schedule are not as stressful.

**Change the payoff.** Behaviors that seem to be increasing have been reinforced in some way – either by creating needed sensory input, other students’ reactions, adult attention, emotional regulation, or escape from demands. *Transportation personnel should try to ignore behaviors that they want to extinguish, and reward behaviors they want to increase.* This may be easier said than done but the concept is sound and

worth developing. It is important to realize that the student may be reinforced by attention (negative or positive) to the tantrum. Keep in mind that the tantrum may be calming, in and of itself, to a stressful event. Planning how to react to a student's challenging behavior so that the behavior is not reinforced, may be one of the most important steps to success.

## How do bus personnel prevent challenging behaviors?

The most effective strategy for helping students have successful experiences on the bus is *preventing patterns of challenging behavior* from becoming established in the first place. The following suggestions will help:

**Have an arsenal** of motivating stuff available to the student. (See the “What are strategies that work?” section.) Remember that normal adults have a difficult time riding a noisy bus twice a day with limited access to motivating activity without getting cranky.

**Beware the new student.** Without planned support, a new student may react to the new situation with challenging behaviors. Speak with parents, teachers, and previous transportation personnel regarding possible triggers or effective strategies for the new student.

**Keep yourself and other students safe.** If the student likes to bite, keep your arm out of his way. Wear long sleeves if your arms are likely to get scratched. If the student likes to pull hair, keep his hands busy with something else and your hair out pulled back and out of reach.

**Adult behaviors that are effective** in helping students stay calm include:

- Teach an alternative behavior that fulfills the same need – this is magic. If the student wants to bite you, try having him bite a chew toy instead.
- Use positive language – try to find yourself saying “Good job” instead of “Don’t”.
- Do not use a question format ... (What’s wrong? What do you want?) ... because the student will likely not know how to answer. Rather, offer choices.
- Get close enough to capture the student’s attention – but stay out of the range of an inadvertent swipe or kick.

- Use a calm, quiet voice – this might be all that is needed by the student.
- Give the student time after you make a request. He may need time to process.
- Don't nag (asking more than twice). No one likes to be nagged. If your words don't work, use pictures to remind the child what you want him to do.
- Don't give multiple verbal requests (shift to a visual prompt)
- Describe the request – Say "Use your quiet voice" rather than "Settle down!"
- Be non-emotional – if the child is escalating, he does not need you to escalate also.
- Make more "do" requests than "don't" requests – try to wipe the word "don't" out of your vocabulary.
- Reinforce compliance – When the student is walking down the bus aisle, say "Good job walking" or "Good job keeping your hands in your own space". Find things you can say "good job" to.
- Allow opportunities to make choices – have acceptable choices available i.e. "Would you like to sit in this seat, or this seat?" or "Would you like to hold this koosh or this koosh?" "Would you like to get off the bus first or last today?"
- Provide an ongoing schedule of reinforcement – consider making a tally mark every time you tell the student something positive. Tracking your own behavior and positive comments will likely result in an increase of your positive comments.
- De-escalate the behavior cycle – learn what the student's initial stages are that lead to outbursts. In the initial stages, you want to diffuse the student's need for an outburst because once the tantrum has started, there is not much you can do other than wait for the cycle to run its course.

## What are strategies that work?

There are effective strategies that work well for students with autism who ride the school bus. The nice thing about these strategies is that they generally work well for all students.

**Visual Supports** are often more effective than verbal instructions. The following information can be put into a visual format:

- Driver/Attendant and route schedules – including anticipated changes
- Daily and weekly schedules – including changes, reinforcements
- Transition schedules – home/bus/school (list all the behaviors necessary to board the bus i.e. wait for the doors to open, step up, use the hand rail, walk down the aisle, keep hands in own space, sit in designated seat, click the seat belt, engage in an appropriate riding activity).
- Bus rules – loading, unloading, in seat (See appendix for example)
- Task completion skill cards – steps required to complete the task such as buckling a seat belt including how to know when the task is finished.
- Pictures of other kids displaying good bus-riding behavior
- Pictures of smiling adults such as parents or teachers who are happy when the student follows the rules

**Social Stories** are written in the first person and contain information to increase students' understanding of problematic situations. Begin with the child's understanding, develop the story by describing what is happening and why, how people feel and think. If you do no other strategies suggested in this manual, use Social Stories. They have been effective for many students with autism.

See Appendix for examples

**Cognitive Picture Rehearsal** is an activity that allows the student to look at cartoon drawings or pictures on cards to remind the child what reward a certain behavior will receive. For example, if the student keeps hands in own space, the bus driver might give him a “good job ticket” that can be used at the school store or if the student keeps a quiet voice, his mom might be proud.

See Appendix for examples

### **Choice Board**

Depicts available choices of behavior, reinforcement, activity. This could be as simple as a laminated card with pictures of desired activities attached with Velcro.

See Appendix for example.

### **Power Cards**

Connects desired responses with student’s interest. Create a card that has a picture of the student’s favorite item or interest so he is likely to carry it around and look at it often. Write the bus rules, or desired behaviors, on the card.

See Appendix for example.

### **Fifty Good Ideas**

#### Create a Climate of Reinforcement

1. Post pictures of landmarks along the bus route. Provide reinforcement when the buss passes the landmark.
2. Provide a choice board of activities appropriate for the bus ride.
3. Ask parents and teachers for a list of reinforcers that motivate the child and that are appropriate and conducive to use in the bus environment.
4. Provide fiddle bags with hands-on activities.
5. Provide stress relieving manipulatives such as silly putty, stress ball etc.
6. Provide a rich schedule of positive praise – use reassuring and soothing voice tone.

7. Tell the child specifically how he is a good rider: “You have a quite mouth.” “You are doing a good job keeping your hands in your own space.”

### Alter Triggering Events

8. Seat the child away from teasing and perceived threats.
9. Seat the child in close proximity to reassuring adult.
10. Seat child in a stable part of the bus (over front wheel base)
11. Be aware of how child responds to bright sunlight.
12. Note that a child may fear a heating vent.
13. Provide headset to muffle noise.
14. Provide headset to listen to preferred music.
15. Provide fidget items such as a Koosh Ball that can enhance the child’s control on the ride.
16. Watching favorite videos can distract from the stress of the bus ride.
17. Provide favorite books.
18. Provide a scrap book with pictures of children riding on the bus. Avoid pictures of negative behaviors.
19. Provide a book with pictures that the child enjoys viewing (family, favorite toy).
20. Provide activities interesting to the child, lap games, magnetic puzzles, comics.
21. Engage the child in group singing or soft rhythmic clapping.
22. Post pictures of children engaging in positive bus behavior. Point to the pictures to prompt good behavior.
23. Post bus rules accompanied with picture of the rule. Point to the rules to remind child. State rules calmly if necessary.
24. Allow the child to get on the bus early if he reacts to the typical jostling from standing in a line.
25. Have the student hold or squeeze a large pillow held in lap.
26. Honor the student’s ritual whenever possible if it doesn’t interfere with the bus ride.

### Teach Skills

27. Identify skills that the child may be lacking i.e. tolerating a substitute bus driver, keeping hands in own space, climbing the stairs to the bus. Enlist the help of the school's teachers and aides to teach these skills. Ask how you can support and follow up.
28. Develop new behaviors by reinforcing behaviors that are closer and closer to the desired behavior. Reinforce a quiet mouth or the absence of screaming.
29. Students can wear different hats (fireman, construction) and imitate how they have to act on the bus.
30. Break down tasks to smaller steps. For example, instead of saying "you're your seat", reinforce the subsets such as stepping up, moving down the aisle, sitting in seat, clicking belt, using quiet voice.
31. Teach songs or raps that the student can sing to self while riding the bus.
32. Teach self talk scripts that the student can repeat when trying to follow instructions. "Listen for the click, then I can pick" (a fidget toy or other activity).

#### Use Positive Behavior Supports

33. Post a schedule of the child's day. Highlight bus time.
34. Post a schedule of route changes. Prime the child for changes in routine and reassure that the change is okay.
35. Be willing to change situations that cause stress and fear i.e. proximity to other children, seat belt too tight.
36. Adults should be willing to change voice tone, volume, reactions to accommodate the child's style.
37. Provide short stories written with the child as the main character depicting good bus behaviors. (Social Stories)
38. Provide short stories about child's favorite characters (Thomas the Train, Judge Judy, Michael Jordan) and how they follow bus rules.
39. Provide visual or physical boundaries for personal space such as colored tape, carpet square, or inflatable disc.
40. Ask the school to allow the student to engage in large motor activities such as jumping, pulling and pushing before the bus ride.

41. Place the student in the front or back of the line rather than the middle.
42. Create a visual map for getting ready to get off the bus.
43. Discuss the morning routine with parents with the goal of having the student as calm as possible before boarding the bus.
44. Consider preferential seating to decrease opportunities for unintentional physical contact with other students.
45. Have student carry something heavy to provide deep sensory input.
46. Have the student hold a weighted blanket over his lap.
47. Prepare student in advance for anticipated change. This includes change in other environments as well.

#### Earning Rewards

48. Adopt the classroom token system; i.e. if the classroom uses “classroom bucks” check with the teacher to see how you could leverage that system on the bus.
49. Create a “blue ribbon” award for good bus behavior that can be redeemed at home. Be sure to coordinate with parents on this.
50. Reward yourself for using positive language (good job walking) instead of negative language (stop running).

## How do transportation personnel enjoy students with autism who ride the school bus?

### **Have a Positive Attitude**

Celebrate the uniqueness of your student.

Treat your student with respect.

### **Never Give Up**

*Know when to seek alternative solutions.* One student who lives in a remote area had a 2-hour bus ride one way. After many months of prevention and behavior management attempts that resulted in worsening behaviors, the school district arranged to have a car rather than a bus, transport the student. His extreme tantrums before, during, and after the ride significantly decreased. A side benefit was that the student's transportation now allowed the school to be more flexible with the student's start time...an accommodation that benefited him greatly.

*Know when to change transportation personnel.* One student's behavior was found to be significantly worse with a particular bus attendant. Upon observation, transportation administration noted that this aide used a loud, booming voice and rough handling. A new aide with a softer voice and a more gentle style was assigned to the bus. The student's behavior improved and continues to improve.

*Know when to utilize funds for unusual solutions.* A school/transportation team removed the seat back directly in front of the student and strapped a laptop to the seat that would play favorite videos...out of range of the student's reach of course. The bus ride became enjoyable for everyone, students and staff.

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# Appendix

## Visual Supports

### Rules for the bus

<p><b>When you ride the bus</b></p>	
<p><b>Keep your seat belt on</b></p>	
<p><b>Until the bus stops at the school</b></p>	

### Good Rider Ticket (make agreements with school first)

<p><b>I was a good rider today!</b></p>  <p><b>~~~Good for 3 minutes on the tricycle~~~</b></p>
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## **Social Stories**

Personalize by adding the student's name and create interest by adding photographs, pictures of interest, or cartoon drawings. Revise the content to meet the individual needs of the student.

### **Seat Belts**

When people ride in cars, they are supposed to wear a seat belt.  
This keeps them safe.  
When kids ride in busses, they are supposed to wear a seat belt.  
This keeps them safe.  
I ride the bus to school almost every day.  
One of the bus rules is to wear a seat belt.  
The seat belt rule keeps me safe.  
After the bus arrives at school or home, I can undo my seat belt.  
It is a good idea to wear a seat belt while riding the bus.

### **What to Do on the Bus**

I ride the bus to school and home again almost every day.  
There are things I can do on the bus.  
I can play with my fidget bag.  
I can listen to music on my headset.  
I can read my bus books.  
I can keep my hands in my own space.  
This will make the bus driver really happy.  
He might say, "Good job keeping your hands in your own space."  
I can be proud of myself for keeping my hands in my own space.

### **Things that May be Different About the Bus**

I ride the bus to school almost every day.  
The bus picks me up at \_\_\_\_\_ o'clock.  
Once in a while the bus might be late. This is okay.  
Once in a while the bus might have a different number on it. This is okay.  
Once in a while the bus might have a different color of seats. This is okay.  
Once in a while there might be a substitute driver. This is okay.  
Once in a while there might be a substitute aide. This is okay.  
I will still get to school where my teacher is waiting for me.

## Getting Picked up by the Bus

The bus picks me up at \_\_\_\_\_ o'clock.

The bus picks me up at \_\_\_\_\_.

To get on the bus, I \_\_\_\_\_.

An adult will help me to get on the bus.

An adult will help me to buckle my seat belt.

An adult will help me to know when to get off.

The bus picks me up and drops me off.

This is how I get to school.

This is how I get back home.

## Loading and Unloading

It is important to following the rules when getting on the bus.

It is important to follow the rules when getting off the bus.

The loading rules are:

- 1) Wait in line.
- 2) Step up high and hold on to the rail.
- 3) Take my seat and click the belt.
- 4) Follow any directions from the adults.

The unloading rules are:

- 1) Wait for the bus to stop at the right place.
- 2) Unclick the belt and gather my stuff.
- 3) Wait my turn to get off.
- 4) Follow any directions from the adults.

Rules help me stay safe on the bus.

Rules help the driver to do a good job driving.

Rules help the aide to do a good job.

Rules help everyone have a good ride.

## Evacuation

I ride the bus to school almost every day.

The bus keeps me safe on the way to school

If there is an emergency on the bus I need to get out a special way

This is called an "evacuation".

Sometimes we practice evacuations. This is okay.

I might have to get off the bus out the back door. This is okay.

There might be loud noises when I am leaving the bus. This is okay too.

The adults will give me important instructions that will help me.

My teachers and parents will probably be proud of me.

## **Field Trip**

Sometimes my class goes on a field trip.  
We might go to the zoo or to a park.  
The bus driver will need to take a different route. This is okay.  
She will know how to drive the bus back to the school.  
Bus drivers know how to drive to many places. This is their job.  
Field Trips can be fun when I use my good bus behavior.

## **Service Animals on the Bus**

I ride the bus to school almost everyday.  
Other students ride the bus too.  
Sometimes students ride the bus with their wheelchairs  
Sometimes students ride the bus with their oxygen tank.  
Sometimes students ride the bus with their service animals. This is okay.  
It is okay for a service animal to ride the bus. They know how to do this.  
It is not okay for my pet to ride the bus. They don't know how to do this.  
The service animal will not hurt me.  
I will not hurt the service animal either.  
We can all ride the bus together. This is a good idea.

## **Wheelchairs on the Bus**

Sometimes kids ride in wheelchairs.  
Sometimes a kid needs his wheelchair on the bus.  
This is okay.  
The driver or the aide will secure the wheelchair so we are all safe.  
The wheelchair will not hurt me.  
Sometimes kids need wheelchairs on the bus  
Sometimes they don't.

## Cognitive Picture Rehearsal

It is time for Matt to buckle his seat belt.



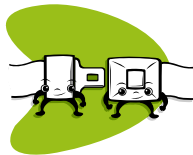
The bus driver tells Matt "Please buckle your seat belt"



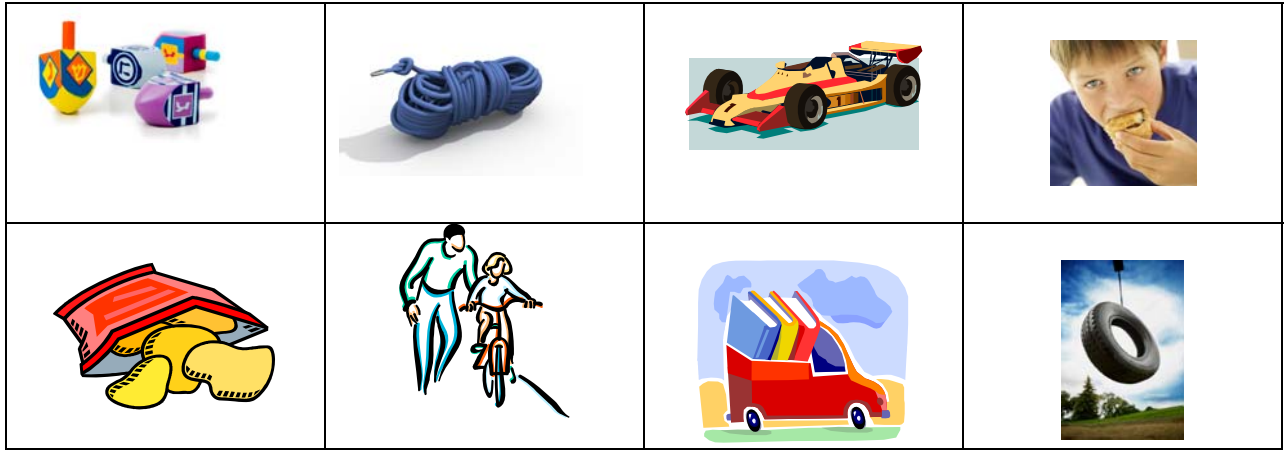
Matt remembers what he will get if he follows instructions



Matt decides that he will buck his seat belt.



## Choice Board



## Power Card



### M.J.'s bus rules.

1. Use the bathroom before riding the bus.
2. Click the seat belt until the bus stops.
3. Have a quiet mouth.
4. Keep my hands in my space.