

SCHOOL BUS & STUDENTS WITH AUTISM

11 000'S



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DEFINE expectations and areas.
Ex.: areas for adults only (driver).



CREATE boundaries with the help of tape to separate sections and mark spots where to sit (e.g., an oversized red dot). The seat where the student must sit may be different from time to time, but the "system" of using the red dot to show where to sit will provide consistency.





Bus Reminders


1. Sit on your seat 
2. Use quiet hands and quiet voice 
3. Follow driver directions 

USE visual schedules, Countdown boards,

Stoplights, First-

Put down backpack 

Pick up sensory choice 

Find seat 

CountDown

5

4


3

2

1

Finished!

Then board, and other cues to let the student know what is going to happen or how long to wait. This will help make difficult concepts like time and expectations more concrete.

First	Then
	
Wait	Home

Stop Light

Start 

Almost Done 

Finished 

USE a fidget bag or any type of bag with items to keep the student busy during down time. These items can include squish balls, books, cassette tapes with headphones, magna-doodles, etc. Keep these on the bus for student to grab when they enter the bus and then drop off before they exit. If a bus assistant is on the bus, a choice board could allow choice of one item from the fidget bag at a time. Giving choice can be helpful and keep bus ride interesting.



Choice Board

book 

phone 

game 

magna-doodle 

My Choice


FIND out from parents or teacher what the student's interests are. Use these as rewards for positive behavior.

Ex.: the student used a quiet voice during the bus trip so s/he gets a Thomas the Train sticker or sucker when s/he gets off. In addition, if the student gets up from his/her seat, rewards can also be used, like holding a favorite toy as long as s/he remains sitting.


MAKE sure a student knows that you are talking to him/her before you give an instruction. Get his/her attention by saying their name or lightly tapping their shoulder.

GIVE one, simple instruction at a time and allow time to think before giving the instruction again.

STATE rules positively: tell what to *do* instead of what *not* to do.



Keep feet on the floor!



No climbing on the seats!

GIVE specific, positive praise when a student has positive behavior. Comment on the specific behavior you like - be detailed.

Ex.: When you see a student sitting quietly, who usually climbs on the seat, praise him/her accordingly.



Awesome job keeping your feet on the floor!



Great job!

WORK with the student's teacher to decide which behaviors need more planning. Behaviors that do not provide a safety concern (e.g., loud vocalizations, rushing to get the same seat or to be first, flapping arms in line) are best handled with decreased attention (limit looks, glares, reprimands, or comments). Even if behaviors cannot be ignored, it is still important to use minimal facial or verbal response.

COMMUNICATE with parents and teachers about any concerns you may have about student's behavior or safety.

