Virginia Department of Education
School Bus Driver Training Program

Special Drivers for
Special Children

Name:

Driver

Workbook

Goals of the Course...

This course was created to help Virginia's school bus drivers transport children with disabilities safely.

The course has four basic goals:

1. **Awareness.** A key goal of this course is to create awareness of the issues children with disabilities face.

2. **Current information.** Transportation of students with disabilities is constantly evolving. This course will provide both new and experienced school bus drivers with up-to-date safety procedures.

3. **Confidence.** Driving children with disabilities is a big responsibility. This course will provide drivers with the resources, skills, and awareness to confidently meet the challenges they will face when transporting children with disabilities.

4. **Asking for help.** No course can teach everything about special needs transportation safety. An important goal of this course is convincing drivers of the importance of asking for help when facing an unfamiliar situation.

Course Agenda

- **Unit 1:** The challenge of transporting children with disabilities.

- **Unit 2:** Characteristics of children with disabilities.

- **Unit 3:** Legal aspects of transporting children with disabilities.

- **Unit 4: Effective** communication for drivers of children with disabilities.

- **Unit 5:** Behavior management strategies for children with disabilities.

- **Unit 6:** Safe loading and transportation of children using adaptive equipment.

- **Unit 7:** Special preparation for emergencies.

- **Unit 8:** Unique responsibilities of drivers of children with disabilities.

- **Unit 9:** The importance of documentation

- **Unit10:** Personal protection

Unit 1.2: How far we've come

> "Over many decades, the fundamental democratic belief in equal protection under the law has been used to extend citizenship and greater opportunity to groups of people long excluded from the mainstream of American life.   Of all the excluded groups, few suffered more discrimination, more stereotyping, more privations and indignities than the disabled."

a. How were children with disabilities treated when you were young?

_____

_____

b. What are the historical roots of the extension of educational services to children with disabilities?

_____

_____

_____

Unit 1.4: New challenges

a. What new challenges in special education face schools today?

1. _____

2. _____
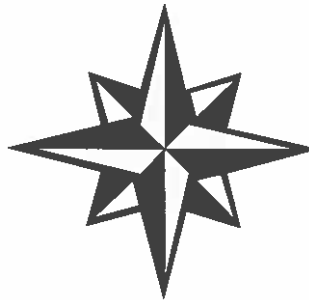
3. _____

4. _____

5. _____

b. What impact does full inclusion have on pupil transportation?

_____

_____

_____

Unit 1.6: Unit 1 review

> "The only stupid question is the one not asked." Use class review as a chance to clarify any questions or concerns you have about Unit 1 or the upcoming course. Keep notes for your own review.

1. Has our society made progress in educating children with disabilities? What kind of progress?

_____

_____

2. What role have school buses played in special education?

_____

_____

3. Identify at least one challenge facing schools in educating children with disabilities today:

_____

_____

_____

4. In your opinion, what is the most important way that drivers can make sure they get as much as possible out of this course?

_____

_____

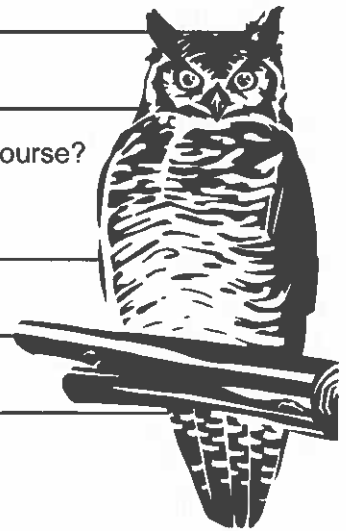5. In your opinion, what is the most important goal of this course?

_____

_____

_____

_____

Unit 2.2: Attention deficit disorder

> Children with attention deficit disorder or attention deficit hyperactivity disorder may exhibit some or all of the following characteristics: short attention span; difficulty focusing; poor memory; disorganization; poor impulse control; restlessness; incessant talking; and incessant activity.

What are some effective behavior management strategies when transporting children with attention deficit disorder?

1. _____

2. _____

3. _____

4. _____

5. _____

Unit 2.4: Hearing and visual impairments

> **Children with deafness** do not all communicate in the same manner — some use sign language, some lip-read, and some combine the two. **Children who are hearing impaired** have hearing loss, permanent or fluctuating, but not as severe as deafness.

What are some effective behavior management strategies when transporting children with hearing impairments?

1. _____

2. _____

3. _____

4. _____

> **Children who are deaf-blind** have simultaneous hearing and visual impairments.

What are some effective behavior management strategies when transporting children who are deaf-blind?

1. _____

2. _____

3. _____

4. _____

Unit 2.6: Intellectual disability

> **An Intellectual disability** means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. The term intellectual disability covers a broad spectrum of abilities and functional levels, ranging from mild to profound.

What are some effective behavior management strategies when transporting children who have an intellectual disability?

1. _____

2. _____

3. _____

4. _____

Unit 2.8: Specific learning disability

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. A learning disability may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculation. Specific conditions include perceptual disabilities; brain injury; minimal brain dysfunction; dyslexia, and developmental aphasia. The term does not include children with learning problems due to visual or hearing impairments, intellectual disabilities, emotional disturbance, or environmental, cultural, or economic disadvantage.

What are some effective behavior management strategies when transporting children who are learning disabled?

1. _____

2. _____

3. _____

Unit 2.10: Traumatic brain injury

Traumatic brain injury is an acquired injury to the brain caused by an external physical force such as an accident, resulting in total or partial functional disability or psychosocial impairment, or both, adversely affecting a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas of mental function, such as: cognition; language and speech; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing.

The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. Brain injuries are extremely individualized. Each child's problems are unique.

What are some effective behavior management strategies when transporting children with traumatic brain injuries?

1. _____

2. _____

3. _____

Unit 2.12: Orthopedic impairment

> Orthopedic impairment that adversely impacts educational performance may include disabilities caused by congenital anomaly (e.g., club foot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, accidents, amputations, and fractures or burns that cause contractures).

What are some effective behavior management strategies when transporting children who are orthopedically impaired?

1. _____

2. _____

3. _____

Unit 2.14: Preschoolers with disabilities

> Many transportation issues are raised when preschool age children receive services for their special needs. Compounded by their disabilities, young children's limited cognitive, motor, and perceptual development, and small physical stature, makes the bus ride a real test of a bus driver's skills and patience.

What are some effective behavior management strategies when transporting preschoolers with disabilities?

1. _____

2. _____

3. _____

d. Emotional disabilities

Characteristic	Challenge	Strategy

e. Intellectual disabilities

Characteristic	Challenge	Strategy

f. Multiple disabilities

Characteristic	Challenge	Strategy

g. Specific disabilities disability

Characteristic	Challenge	Strategy

h. Speech or language impairment

Characteristic	Challenge	Strategy

i. Traumatic brain injury

Characteristic	Challenge	Strategy

j. Orthopedic impairment

Characteristic	Challenge	Strategy

Unit 3: Legal aspects of transporting children with disabilities

Unit 3.1: Introduction

a. Why should bus drivers have an understanding of the legal background of special education?

_____

_____

Unit 3.3: Key concepts

| What do the following acronyms and terms mean? |

1. FAPE: _____

_____

_____

2. LRE: _____

_____

_____

3. Inclusion: _____

_____

_____

4. IEP: _____

_____

_____

Unit 3.5: Unit 3 review questions

During the review, ask your trainer to clarify any questions about laws concerning children with disabilities.

1. What key federal laws passed in the 1970s first extended educational opportunities to children with disabilities?

a. _____

b. _____

2. What do FAPE, LRE, and IEP stand for? Why are they important to transporters?

a. FAPE:

_____

_____

b. LRE:

_____

_____

c. IEP:

_____

_____

3. What is the best way to reduce potential liability when transporting children with disabilities?

_____

_____

_____

Unit 4.2: Confidentiality

1. What does FERPA stand for?

_____

2. What does "Confidentiality" mean when transporting children with disabilities?

_____

_____

_____

3. When can information about a child legally be released to other parties?

_____

_____

"Be understanding, but save your sympathy and avoid being overprotective. Don't kill with kindness. Help children with disabilities to be as independent as possible."

"Promise only what you can deliver."

 "Try not to treat a student with a disability differently than any other student."

"Ask permission to assist, never assume we're unable."

"Remember the disability is the smallest difference; we are all the same inside."

"Don't let your own expectations become their limitations."

"Don't be afraid to laugh with them."

"Avoid humiliating or embarrassing the student. Be patient."

Add your own suggestion:

Unit 4.5: Asking questions and reporting problems

High stakes. Challenges of working with children with disabilities are real. The responsibility for children's lives is serious.

No book, manual, or training class can possibly cover all the situations involved in transporting children with disabilities. In time, every bus driver transporting children with disabilities will encounter a scenario that was not addressed in training.

Identify four types of problems that a bus driver must report at once:

1. _____

2. _____

3. _____

4. _____

c. Bus aides:

_____

5. Why is it important for bus drivers transporting children with disabilities to ask questions and report problems?

_____

_____

_____

_____

Unit 5.2: What works with today's children

In today's society, some children, like some adults, seem to have lost respect for others - and for themselves. This is as true for children with disabilities as it is for nondisabled children. But some adults, including some bus drivers, are wonderful at working with children.

1. List five elements of successful student management:
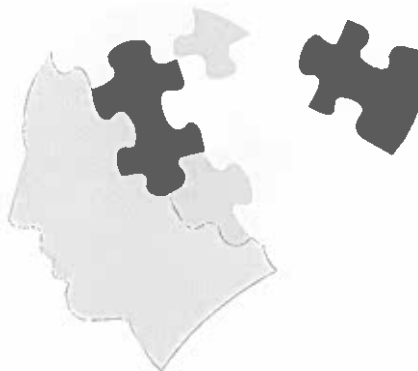
a. _____

b. _____

c. _____

d. _____

e. _____

2. Which behavior management strategy works best for you?

_____

_____

_____

CONFLICT SPIRAL

1. Low student self-image

2. Stressful incident at home, school, or on the bus

3. Student feelings: anger, confusion, powerlessness

4. Acting out behavior on the bus

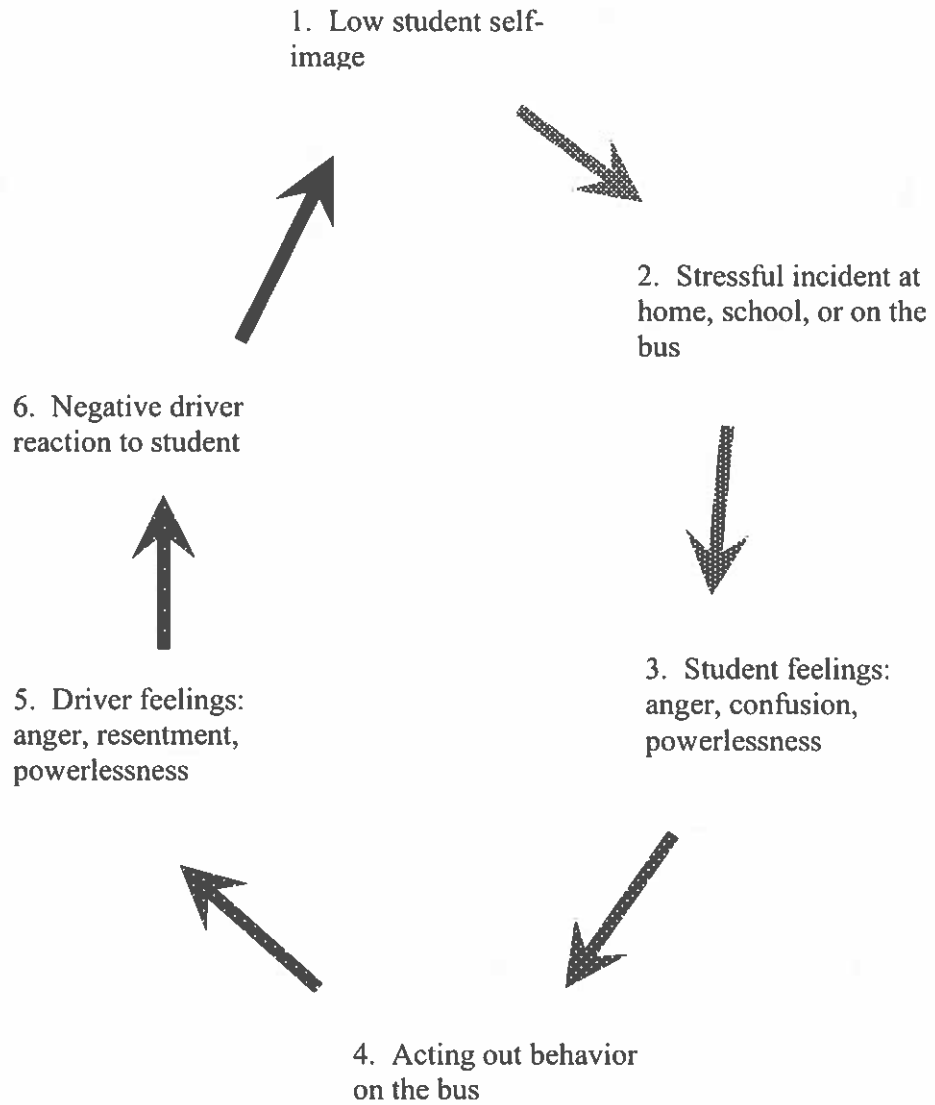5. Driver feelings: anger, resentment, powerlessness

6. Negative driver reaction to student

Unit 5.5: The importance of documentation

List specific tips for using referrals effectively:

a. _____

b. _____

c. _____

d. _____

e. _____

5. To be effective, how should drivers use referrals?

_____

_____

_____

_____

_____

Unit 6.2: Lift use

1. What are some ways injuries can occur during use of wheelchair lifts?

_____

_____

_____

2. Why should an adult have his or her hands on a child's wheelchair at all times while it is on the lift?

_____

_____

3. Why is it important to set the parking brake of the bus when loading or unloading wheelchairs?

_____

_____

4. List 5 mistakes to avoid when operating a wheelchair lift:

a. _____

b. _____

c. _____

d. _____

e. _____

5. What is a "shake test"? Why is it important?

_____

_____

_____

_____

_____

_____

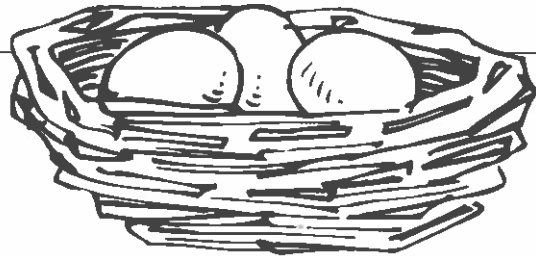**Unit 6.5: TLC driving**

1. What is TLC driving?

_____

_____

2. Why should drivers transporting children in wheelchairs go slowly, especially over bumps and around turns?
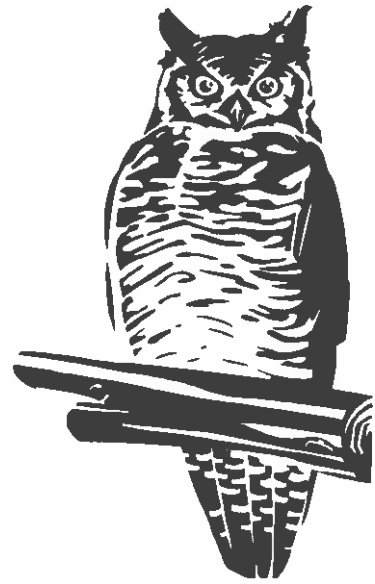
_____

_____

_____

Unit 7.2: Driver responsibility after a crash

1. What is the bus driver's <u>main</u> responsibility at a crash scene?

_____

_____

2. <u>Why</u> is it the main responsibility at a crash scene?

_____

_____

3. List the driver's responsibilities after a crash:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

Evacuation plans

Creating an evacuation plan. Drivers and aides should work together to create a detailed, written, evacuation plan on every route transporting children with disabilities. Plan for at least two basic emergency scenarios: an engine fire and a fire at the rear of the bus. Creating an effective plan is not simple. Each special needs route is unique and each evacuation plan should be different. Effective planning requires serious thought and discussion.

To create a written evacuation plan, first make a seating chart of your bus. Indicate each exit on your bus. Indicate the assigned seat of each child on your route. (Mark ambulatory children as "A;" children in wheelchairs as "WC;" and children in safety seats, vests, or harnesses as "S."

Determine whether children in wheelchairs should be evacuated in their wheelchair or taken out of their wheelchair (consult with occupational therapist, nurse, or parent). Indicate "IN" or "OUT" on the seating chart.

Indicate which exits would be best for both emergency scenarios. Determine the quickest and most effective evacuation sequence for both scenarios, and number children accordingly (1, 2, 3, etc.). Make sure the evacuation sequence chosen takes into account potential "bottlenecks" at the emergency exit from children who take longer to get off the bus, wheelchairs partially blocking an exit, etc.

Written plans must be practiced by driver, aide, substitute, and children. In a real emergency there isn't time to refer to a written plan. Practice can also reveal unnoticed shortcomings, confusions, etc. in the plan. Plans must be revised when the route changes. Substitute drivers and aides should review evacuation plans before driving a special needs route.

Use the blank forms on the following pages to create evacuation plans for your routes transporting children with disabilities.

Special Needs Route Evacuation Plan
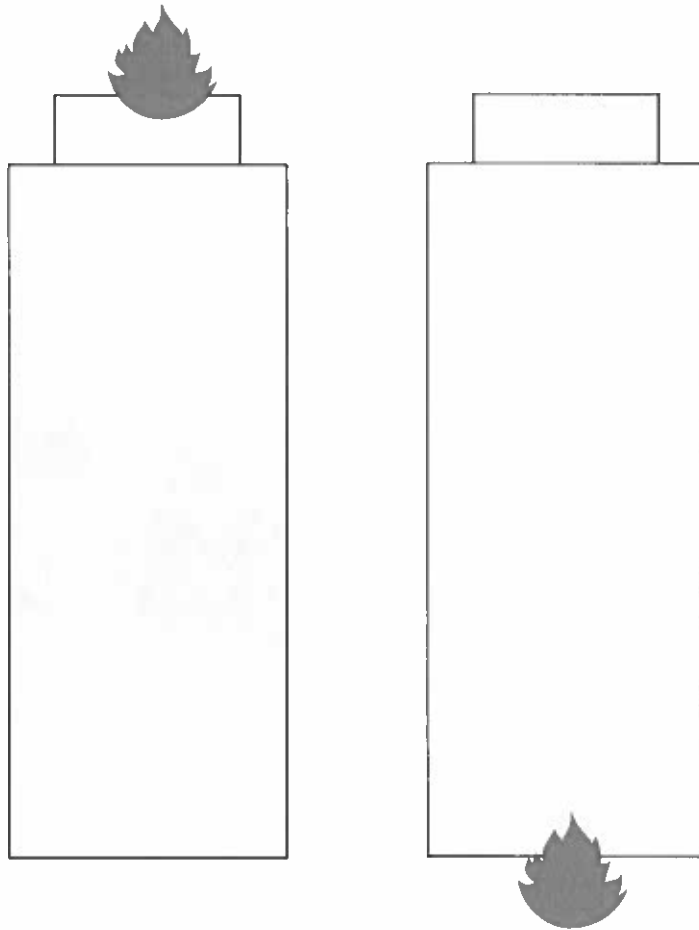
Route:
Date:

Driver:
Aide:

Unit 8.3: Comportment

What are some mistakes drivers should avoid making in personal dress and hygiene when working around children with disabilities?

_____

_____

_____

_____

_____

_____

_____

Unit 9: The importance of documentation

Unit 9.1: The importance of documentation

What is FERPA?

_____

_____

_____

_____

_____

_____

Why is the protection of a student's education records important?

_____

_____

_____

_____

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Evaluation Form