

LESSON 9

Riding the School Bus

Objective

Students will follow school bus riding rules.

Performance Criteria

This skill will be *performed adequately* when the student:

1. Greets bus driver.
2. Chooses a vacant seat.
3. Remains seated.
4. Keep hands, arms, and legs inside the seat area.
5. Keeps track of personal belongings.
6. Uses a quiet voice.
7. Refrains from interfering with other bus riders.
8. Stays seated until the bus stops.
9. Exits bus at appropriate stopping place.

Materials Required

Chairs, chalkboard/whiteboard

Other Preparation

Need to develop comic strips (see Chapter 4) before presenting lesson; one strip should present inappropriate bus behavior, the other appropriate behavior. (Alternatively, may compile pictures/drawings illustrating inappropriate bus behavior and/or use dolls or puppets to demonstrate.)

Special Considerations

Students with ASD and other developmental disabilities may have difficulty riding in an unfamiliar vehicle.

Forms and Supplementary Materials (see CD)

None for this lesson.

Technology Resources

Software/apps: Comic Life software and app (Plasq.com); Strip Designer app (www.mexircus.com/Strip_Designer/index.html)

Internet: Makebeliefscomix (www.makebeliefscomix.com/), ReadWriteThink Comic Creator (www.readwritethink.org/files/resources/interactives/comic/), StripGenerator (<http://stripgenerator.com/>), StoryCreator 2 (<http://myths.e2bn.org/create/tool527-story-creator-2.html>)

Related Lessons

None for this lesson.

PROCEDURES 7 STEPS

Step 1 Establish the Need

- a. Introduce the topic:
 - 1) Present the comic strip “Riding the Bus” to the class; ask students to identify what the students in the comic strip are doing wrong. OR
 - 2) Present pictures/drawings illustrating inappropriate behaviors / use dolls/puppets to demonstrate. Ask students to identify what the “students” are doing wrong.
- b. Present the comic strip showing appropriate bus-riding behavior. Ask the children to identify the rules for riding on the school bus that they see in the pictures. Elicit that they should stay seated, not bother other children, and talk quietly.
- c. Ask students what might happen if children were allowed to walk around while the bus was moving. Elicit that they might fall and be hurt.
- d. Ask students what might happen if they got in a fight on the bus. Elicit that they could distract the bus driver and cause an accident and they may be denied their bus riding privileges.

Step 2 Identify Skill Components

- a. Tell students that the bus drivers like to have children on their bus who:
 - 1) Smile or say hello.
 - 2) Find an empty seat.
 - 3) Talk quietly.
 - 4) Stay in their seat.
 - 5) Get off at the right stop.
- b. Rehearse the five things bus drivers like in unison.
- c. Rewrite the comic strip so that the characters are behaving appropriately.
- d. Give each student a copy of the comic strip.

Step 3 Model the Skill

- a. On a parked school bus, model the skill using the thinking aloud procedure to point out the skill components. OR
- b. Set up some chairs in the classroom to simulate a school bus and model the skill using the thinking aloud procedure to point out the skill components.

Step 4 Role-Play

- a. Have students role play the skill in groups.
- b. Give students feedback on their performance.
- c. Have each student evaluate his or her performance.

Step 5 Practice

- a. Repeat the role-playing two or three times during the week following the introductory lesson in the classroom.
- b. Arrange to practice the skill on a stationary school bus.
- c. Review the skill components daily for a week. Have students state bus riding rules in unison.
- d. Provide students with cards listing the rules.

Step 6 Generalization

- a. Provide school bus drivers with the list of bus-riding rules and ask them to reinforce and to occasionally praise students for following the rules.
- b. Follow up with bus drivers on student behavior. Praise or reward students for good bus-riding behavior.
- c. Ask students to report on their own bus-riding behavior. Praise students for self-reporting.

Step 7 Evaluation

After a period of time it is necessary to determine if the skills taught are being sustained and generalized. The following practices are used to determine long-term success of instruction.

- a. Periodically observe the students in general education settings and rate their performance according to the performance criteria listed at the beginning of the lesson.
- b. Ask general education teacher(s)/other support staff to rate students according to the performance criteria.
- c. Collect data using progress-monitoring strategies.
- d. Design individual interventions for students not benefiting from small-group

interventions (i.e., students who perform the skill inadequately or fail to generalize the skill to other settings).