

PBIS Cool Puma Tool
South Meadow Middle School
Peterborough, NH

School-Wide Expectations: Caring/Cooperative/Respectful

Name of the Skill: Riding the School Bus

Introduce the Rule/Why It's Important

1. To maintain safety of self and others
2. To be caring/cooperative/respectful of others and the bus itself

Demonstrate the Rule/Teaching Examples/Role-Plays:

1. Model behavior for riding on the bus.
2. Discussions for reason of safety on bus
 - a. to prevent accidents
 - b. bus safety when entering and exiting
3. Discuss each area -- caring, cooperative, respectful. What do they look like and what do they sound like? Cite Matrix

Practice/role play riding on the bus

4. Discuss the difference between appropriate and inappropriate language. Discuss why you choose inappropriate vs. appropriate language, what could you use that would be appropriate. Discuss alternative to inappropriate language.

6. Staff initiate direct instruction to students on the following:

- a. Enter in a safe manner:
 1. Wait at bus stop 10 feet from either side of stopped bus; wait and make eye contact with driver, proceed to cross road and/or enter bus once you have received thumbs up signal.
 2. Entering: Remove your backpacks and carry onto bus in one hand. If you have an instrument or other items ask the driver if you can keep your backpack on until you sit down. Your backpacks on placed on your lap or on the floor. Enter in single file, walking, chose a seat at sit down, move into the window seat if you are the first one on the bus.
- b. Sitting on the bus:
 1. Both feet must be touching the floor and your back has to be up against the seat.
 2. You may turn your head to talk with the person behind you but, your back must remain against the seat.
 3. Hands are to remain in your self space
- c. Exiting the bus:
- d.
 1. Use same procedure as Evacuation Drill: Starting with the front passenger seat unload alternately until bus is empty.
 2. Remain seated until the bus is at a complete stop. You may change your seat at that point.
 3. If the person sitting beside you gets off first, you stand up, step back, let that

person exit and then sit down again.

4. Once outside the bus proceed to the end of the yellow gate, (line up parallel to this gate) and stop, wait, **make eye contact** with the driver, when you receive a thumbs up you may cross in front of the bus.

e. Voices: speak with a quiet appropriate voice, this includes using appropriate language

f. Hands and feet in self space (no touching windows or other students) Use appropriate personal boundaries

g. Follow directions of driver

h. Greet others positively-“Good morning, how are you?” Appropriate language

5. Remind students of expectations before leaving classroom at the end of the day

CARING:

a. Wait turn in aisle to disembark b. walk single file c. softly speaking d. Only positive statements e. be thoughtful and kind f. say thank you to the driver g. pick up trash you find on the bus. H. drinking of water is acceptable, but no food.

COOPERATIVE:

a. follow adult requests b. Enter in safe manner remain seated c. moving away for younger children or disabled d. single file e. Follow the bus rules f. Share the seats on the bus if needed g. help others

RESPECTFUL:

a. Use only positive greetings b. maintain appropriate personal space c. follow directions of driver d. Appropriate language e. Listen f. maintain others space
f. Keep the bus clean

Step 3: Provide Acknowledgement & Feedback

1. Thank students for appropriate bus behavior

2. Acknowledge appropriate behavior with puma pride ticket and state the behavior you observed.

3. Intervene if necessary and model the appropriate behavior and ask the student to state expected behavior.