



LEARNING DISABILITIES

ON THE BUS

OR

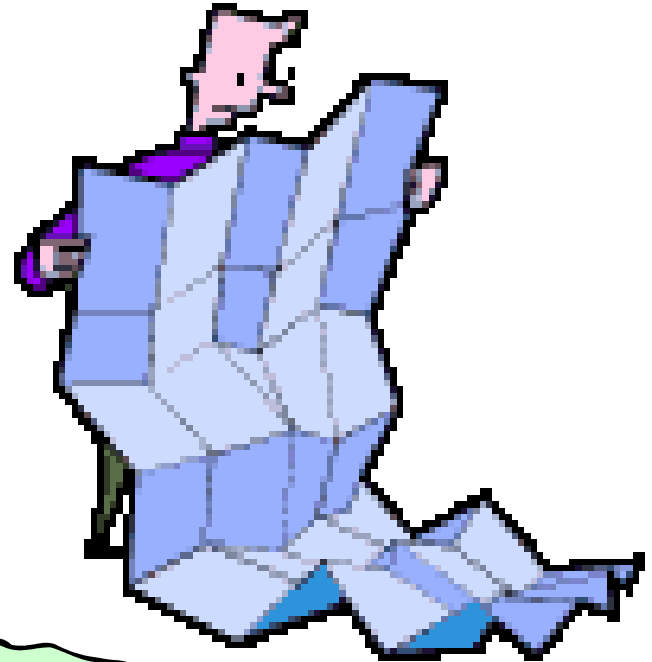
"I'VE TOLD YOU 100 TIMES!"

2012-2013 DRIVER/ATTENDANT REFRESHER

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LOGISTICS

- Parking
- Bathrooms
- Emergency exits
- Smoking
- Cell phones/pagers
- Breaks
- CPR/First Aid/Defibrillator



Definition – LEARNING DISABILITY

Learning Disabilities (LD) are “disorders in one or more basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.”



CLICK ON IMAGE TO PLAY



Learning Disabilities
Association of America

LEARNING DISABILITY LINKS

Learning Disabilities are often linked to:

- Emotional disturbance,
- Acting out,
- ADHD, and
- Depression – Why?

Because school is so frustrating for these children. We can make the bus a safe place/haven if we understand their needs.



HOW ABOUT YOU?

imperfect
ability to
listen, think,
speak

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ability to listen, think, speak,
write, spell or do mathematical
calculations.”

Did you ever
have a student
with imperfect
skills?

GOALS FOR TODAY

At the end of this presentation, you will be able to identify:

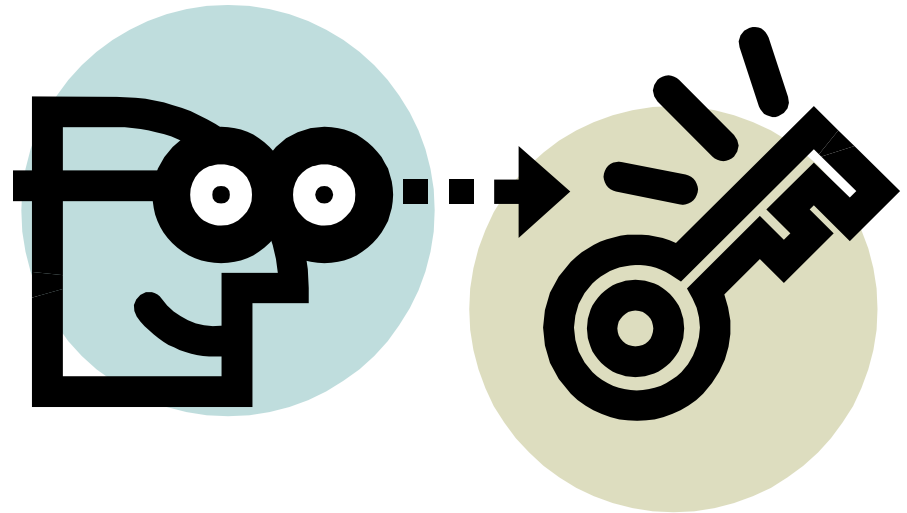
- Four characteristics of students with LD
- Four transportation challenges posed by LD
- Four strategies for success

4-4-4

OUR CHALLENGES

Finding the keys for:

- Communicating
- Teaching safety procedures
- Discipline
- Emergencies
- But first...let's understand LD



Characteristics - PERCEIVING

Seeing

- Misreading
 - b/d/p/g/q, E/W/3/M
- Identifying object from background
- Poor depth perception, clumsiness
- Left/right, Up/down
- Eye/hand coordination

Hearing

- Confuse similar or identical words
 - Hear/here,
spear/spare/shear
- Distinguish important from background sounds
- Auditory lag



CLICK ON IMAGE TO PLAY



WHAT DOES IT FEEL LIKE?

- How does it feel to wake up with LD?
- How could those feelings affect the bus ride to school?
- How could LD impact peer and adult relationships?
- What does he want more of?
- After a day in school how can a student with LD feel?



Characteristics - UNDERSTANDING

Making sense

- Written: dog/god/dgo
- Complex sentences
- Order of words
- Sequence of instructions
- *Use the handrail, go to your seat, hold your backpack in your lap and keep your voice down!!!!*

Responding

- Integrate with previous experience
- Choosing and sequencing response
- Spontaneous (easy) vs demand language (hard)
- *Huh, what, I don't know. Can you repeat the question?*

FRUSTRATING?

I suspect that the challenge with the learning disability is frequently ignored. I believe that a person who is not aware of their own learning difficulties will struggle to learn. It is often the case that a person with a learning disability will be told that they are not trying hard enough. This is often a result of a lack of understanding of the person's needs. It is important to recognize that a person with a learning disability may be able to learn, but they may need additional support. This support should be tailored to the individual's needs. It is also important to recognize that a person with a learning disability may be able to learn, but they may need additional support. This support should be tailored to the individual's needs.



CHARACTERISTICS - EMOTIONAL

Psychological

- Anxiety
- Depression
- Sleep disorders
- Daydreaming
- Fantasy
- Disorganized

On the bus

- Ineffective social behaviors – can't
 - Negotiate, persuade, resist peers
 - Read body language
 - Connect with peers (rejection)
- Acting out – can't
 - Predict consequences (you or peers)
 - Adapt to changing circumstances
 - Deal with failure

CHARACTERISTICS - REVIEW

What have we learned about students with Learning Disabilities?

- Seeing
- Hearing
- Making sense
- Responding
- Emotional



HOW DO I KNOW?

*Do I look
like I can
read
minds?*



HOW DO YOU KNOW?

- IDEA – All related service providers included in developing IEP
- FERPA – right for access to information needed to protect student's safety
- NYS Ed Law Section 4402 (7) – related service staff access to IEP information
- HIPAA is not applicable

BUT...



**REMEMBER IT'S
CONFIDENTIAL**

NO INFORMATION LEADS TO...

- Read the story: “Students out of control”
- Did the bus staff have a right to know?
- Was their response appropriate?
- How did the other drivers and attendants affect the situation?
- How easy is it to identify the instigator?



USE “UNIVERSAL PRECAUTIONS”

- You probably won't be told
- BUT – You can ask!
- Always test for comprehension
- Make all communications clear
- Remember there may be a physical difference – it's not a “choice”



ATTITUDE MAKES A DIFFERENCE



- Read the story, “Should I take him off the bus”
- How did Beth’s positive attitude change things?
- What did she do to reduce the stress?
- What does the future look like for Joey and his bus ride?

Learning Disability REALITY CHECK

1. Do they understand your specific expectations?
2. Do they have the skill to do the expected behavior?
3. Do they know their behavior is wrong?
4. Can they control their behavior alone or with support?
5. Can you be that support?



NEEDED BUS SAFETY SKILLS?

What are the necessary student bus safety skills?



TEACHING STRATEGIES

- One skill at a time
- Break procedures into multiple steps
- Practice or drill
- Ask student to repeat directions
- Immediate feedback
- Positive reinforcement
- Praise small steps



HOW WILL YOU TEACH....

- Walking to the stop?
- Waiting at the stop?
- Loading?
- Riding?
- Handling taunting?
- Unloading?
- Crossing?
- Evacuation?
- Radio/parking brake?



ROLE PLAY

- Groups of 5-6
- Choose one part of the plan to teach
- One person plays student with LD
- One person plays driver or attendant
- Identify the setting/location
- Role play 3-4 minutes
- Have student and driver debrief
- Ask observers what they saw



PRACTICE TEACHING NOW

- Subdivide task into simple steps
- How to teach each?
- How to teach sequence?
- How to reinforce?
- Assign driver or attendant, student and observer roles.

Remember:

- Ask student to repeat directions
- Immediate feedback
- Positive reinforcement
- Praise small steps
- Avoid distractions
- Simple direct sentences
- Patience

WHAT DID YOU LEARN?

- Was it a new teaching style for you?
- How was it different?
- How do you think students would react?
- Would it work for nondisabled students too?
- Will your bus be safer?



WHAT ABOUT DISCIPLINE?

- “Universal Precautions” means equal treatment until told differently
- Talk to school staff
- Is there a Behavioral Intervention Plan (BIP) to follow?
- Create small goals w/student
- Make the situation less confusing
- Avoid requiring “demand” language
- Create strategies to help student with control



MAKE THE BUS A SAFE SPACE

- Age-appropriate treatment
- Build relationships/trust
- Recognize frustration
- Don't "preach" during stressful situations
- Identify "triggers" with student
- Create reward system (within BIP if possible)
- Help process transitions
- Emphasize "to do" more than "not to do"
- Monitor for taunting/teasing



EMERGENCY SITUATIONS

- Discuss procedures frequently
- Buddy up everyone
- Remain calm
- Remind children of their practice
- Give clear, simple directions
- Keep them busy while waiting



YOUR LAST CHANCE....



- Questions?
- Comments?
- Observations?

DID WE ACCOMPLISH OUR GOALS?

What are:

- Four transportation challenges posed by LD?
- Four characteristics of students with LD?
- Four strategies for success?
- What else did you learn?



**CALL
ON
ME!**



For all those children, nieces and nephews,
grandchildren, neighbors and friends with learning
differences

Don't forget to walk a mile



THANK YOU!