



Special Needs Transportation Best Practice

By Dr. Ray Turner, White Buffalo Press



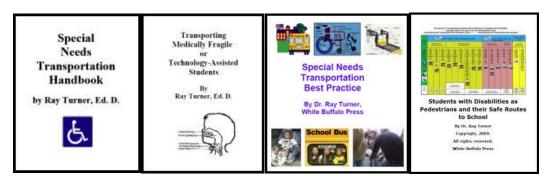






Press Release 5.07.2012 White Buffalo Press Dr. Ray Turner 2012 Seven Text \$99.00 Book Sale

Dr. Ray Turner announced that school districts can now purchase all seven texts on the subject of transporting students with disabilities by downloading the complete 2,337 page set for a 2012 Year discount of more than \$600.00. Dr. Turner recognizes that school districts are challenged to save money and to meet their increasing demands to provide safe and appropriate transportation for all students as well as the appropriate special handling of students with disabilities. Texts are provided in digital form only to be downloaded by Dr. Turner to the designated district email address. Purchase orders accepted. Permission to duplicate is given provided that text contents duplicated are used within the purchasing school district only. For additional information or to order the 2012 Seven Text Book Sale please contact: Dr. Ray Turner, 210-614-1395 or E-mail him at drturner@earthlink.net. The www.WhiteBuffaloPress.com website will be ready to accept purchase orders effective May 14, 2012.



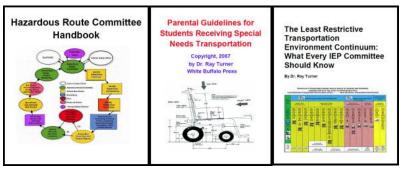


Table of Contents

Prologue: The Special Needs Transportation Student Bill of Rights	III
Table of Contents	xiii
Chapter One: Students with Disabilities and Their Special Needs Driver	
Teams	
IntroductionIntroduction	
Student Bus Passengers with Disabilities	1
The Difference between a Disability and a Handicap	1
Talking About and with Students with Disabilities	3
Driver Teams Please Do Not Use	5-10
Driver Teams Use Instead	
Interacting with Students with Disabilities	10
It Is Not Just What You Say But How You Say It	11
Students with Disabilities on the School Bus	14
Is an IDEA Definition of Autism Helpful to Driver Teams?	15
Characteristics of Students with Severe Autism	15
Personal Attendants (PAs) with Autistic Students on Regular Routes?	16
Failure to Respond to Normal Surroundings	20
Failure to Respond to Love and Affection	
Engaging in Repetitious or Stereotypic Behaviors	22
Avoiding Stressful Situations for Severely Autistic Student Riders	23
Deaf-Blind (Dual Sensory Impairment) Students	27
Orienting Dead-Blind Students	27
Personal Distress Signals	27
Using Effective Greetings	28
Appropriate Touching	28
OK or Not OK Signals	28
Seating Assignments	
Changing Seating Assignments	
The Elbow Touch Method	
Table 1: Driver Team Strategies for Deaf-Blind Students	30
The Emotionally Disturbed	
Childhood Schizophrenia	
Students with Emotional Disturbance-Conduct Disorder	33
Characteristics of Students with Behavior Disorders	
Table 2: Driver Team Strategies for Acting-Out Students	36
Students Who Are Withdrawn (Emotional Disturbance)	36
Driver Team Observational Checklists for Students with Various Anxiety	
Disorders	
Table 3: Driver Team Observational Checklists for Students with Phobias	37
Table 4: Driver Team Observational Checklists for Students with	
Generalized Anxiety Disorders	38
Table 5: Driver Team Observational Checklists for Students with Obsessive	
Compulsive Disorders	39

Table 6: Driver Team Observational Checklists for Students with Post	
Traumatic Stress Disorder (PTSD)	41
Special Needs or Regular Bus Service?	43
Special Needs Bus Placement Means Fewer Incident Reports?	43
Behavior Incident Reports and Bus Suspensions or Revocations	44
Behavioral Management Guidelines Used on the Special Needs Bus	44
Students with Hearing Impairments	45
Conductive Hearing Loss	45
Sensorineural or "Nerve" Hearing Loss	45
Degrees of Hearing Loss	45
Students with Mild Hearing Loss	46
Students with Moderate Hearing Loss	
Students with Severe to Profound Hearing Loss	
Students Using Speech Reading or Sign(ed) Language	47
Driver Team Special Handlling Route Service Checklist for All Deaf or Hard	
of Hearing Students	48
District Transportation Department Policy for Learning/Using American	
Sign Language (ASL)	
ASL Signs: The Daily, the Good, the Bad and the Ugly	
Fingerspelling	
Manually Coded English (MCE)	
Signing Exact English (SEE)	
Total Communication	
Bus Support Guidelines for the Deaf or Hearing Impaired	
Students with Hearing Aids on the Special Needs Bus	
Two Basic Types of Hearing Aids	
Problems Adjusting to Hearing Aids	
One Hearing Aid or Two?	
Assistive Listening Devices	
Telecommunications Relay Services	
When Driver Teams Make Calls to Deaf Parents Who Use a TTY	
Receiving Calls from Deaf Parents Who Use Their TTY	64
Table 7: Driver Team Special Handling for Students with Hearing	
Impairments	
Students with Learning Disabilities: The Legal Definition	
Learning Disabilities Is an Invisible and a Personal Disability	
Learning Disabilities Symptoms	67
Table 8: Driver Team Special Handling for Students with Learning	
Disabilities	
Students with Mental Retardation on the Special Needs Bus	
IDEA Definition of Mental Retardation	
Students with Mild Retardation	
Students with Moderate to Severe Retardation	
Students with Severe to Profound Retardation	74
Driver Team Management Techniques for Severely/Profoundly Retarded	
Students	74

Table 9: Driver Team Special Handling for Students with Severe	
Retardation	75
Driver Team and the Home Visit Prior to the First Day of Bus Service	75
Home Exits, Walkways and Curbside Bus Stop Accessibility	77
Once on Board the Bus during the Practice Run What Student Special	
Handling will be Required?	79
When the Physical Therapist Comes on Board the Bus to Evaluate Needed	
Student Special Handling	80
Students with Cerebral Palsy Who Use Other Mobility Aids or Who Are	
Ambulatory	83
Students with Multiple Disabilities	84
High- or Low-Functioning Students with Multiple Disabilities	87
Students with Special Health Care Needs	89
Technology-Assisted Students	
Medically Fragile Technology-Assisted Students	90
Medical Considerations and Special Needs Transportation	
Spare Lift Buses	
Modified Routes and Bus Schedules	
Student Emergency Medical Information	93
Backup or Emergency Bus Communication Systems	94
Students with Orthopedic Impairments	94
Students with Brittle Bone Disease	95
What Driver Teams Must Know About Students with Brittle Bone Disease	
Many Students with OI/BBD Must Use a Wheelchair or Scooter for Mobility	99
OI/BBD Students Using Canes, Crutches or Walkers for Mobility on the Bus	100
Driver Teams Must Report Any Suspected Child Abuse to Their	
Supervisors	101
Table 10: Driver Team Special Handling for Students with Brittle Bone	
Disease	
Students with Clubfoot	_
Students with Missing Limbs	
Students with Cerebral Palsy on the Special Needs Bus	
Cerebral Palsy Causes: Congenital or Acquired	109
Special Handling for Students with Cerebral Palsy on the Special Needs	
Bus	113
Students with Cerebral Palsy and Their Special Needs Transportation	
Eligibility Form	
Students with Scoliosis	
Students with Prostheses or Orthotics?	
Students Who Are Arm Amputees	
Students with Other Health Impairments	
Students with Special Health Care Needs	120
Students with Heart (Cardiac) Conditions: An Often Invisible Health	
Impairment	
Students with Chronic Health Impairments	
Students with Severe Allergic Reactions	125

Students with Insect Sting Allergies on the Special Needs Bus	
Students Reactions to Insect Stings—Strategies to Save a Life	127
Anaphylactic Reactions	
Students with Allergic Reactions to Sunshine on the Special Needs Bus	130
Students with Contact Allergic Reactions or Dermatitis on the	
Special Needs Bus	131
Eczema and Hives Reactions of Special Needs Students on the Bus	
Inhaled Allergens on the Special Needs Bus	
Antihistamines	
Student Use of Prescription Inhalants on the Special Needs Bus	136
Student with Cystic Fibrosis	
Student with Juvenile Diabetes (Diabetes Mellitus)	138
Two Types of Diabetes	138
What You Need to Know—Treatment Options	
What Is Insulin?	
Oral Diabetes Medications	
Student with Chronic Fatigue Syndrome	
Student with Epilepsy (Seizures or Convulsions)	
Student Seizure Behavior on the Special Needs Bus	
When the Seizure Is Not An Emergency—What Should the Driver	
Team Do?	144
Students with Arthritis	
Students with Lupus (Lupus Erythematosus)	
Students with Multiple Sclerosis (MS)	
Students with Neurological Impairments	
Students with Tuberous Sclerosis	
Students with Tourettes Syndrome (TS)	
Students with Prader-Willi Syndrome	
Students with Spina Bifida	
Students with Neuromuscular Diseases	
Students with Myasthenia Gravis	
Students with Muscular Dystrophy	
Students with Speech or Language Impairments	
Effective Interactive Guidelines on the School Bus with Students with	100
	15/
Speech Impairments Students with Childhood Stroke or Aphasia	155
Student Bus Riders Unable to Speak	
Students with Traumatic Brain Injury (TBI)	150 157
Ongoing Student Communication Problems with Everyone—Including the	137
Driver Team	150
	155
Driver Teams Dealing with a Student with Frontal Lobe Traumatic Brain	404
InjuryStudents with TBI Which Causes Them Motor Damage	101
-	162
Driver Teams Deal with the Emotional Damage That Comes with TBI	460
Students	163
TBI Students and Their Use of Mobility Aids	165

Table 11: Driver Team Special Handling for Students with TBI	168
The Visually Impaired	
Interacting with Students Visually Impairments and the Blind	171
Chapter Two: Special Needs Bus Equipment and the Student Personal	
Equipment Brought On Board	173
Personal Equipment Commonly Found on the Lift Bus	
Introduction to Lift Bus Safety	
School Bus Lift Anatomy	175
Lift Platform Size	
Lift Platform Volume Requirements: Height X Width X Depth	176
Lift Platform Characteristics	177
Lift Platform Inner Roll Stop	178
Lift Platform Handrails	179
Lift Platform Markings	
Lift Equipment Safety Procedures	
Table 12: Lift Platform Safety	
Lift Bus Seating and Wheelchair Seating Areas	
Regular Routes and Buses with Lift Equipment	185
Mainstreaming Students with Disabilities on Special Needs or Regular	
Buses	
Students with Visible Disabilities on the Regular Bus	187
Table 13: Mainstreaming Students with Disabilities on Regular or Special	
Needs Buses	
Students Using Mobility Aids on the Regular Bus	
Walker Users on the Lift-Equipped Regular Bus	
Wheelchair Users on the Lift-Equipped Regular Bus	
Assistants Required on Lift-Equipped Regular or Special Needs Buses	
Scooters Accommodated on Regular or Special Needs Lift Buses	
Table 14: Mobility Aid Users on Lift-Equipped Buses	
Other Lift-Equipment Safety Issues	
Table 15: Tiedown Issues on Lift Buses	
What Parents Face in Purchasing Their Students First Wheelchair	
Manual Wheelchair Anatomy	198
Manual Wheelchair Types	
Table 16: Manual Wheelchair Troubleshooting	
Power Wheelchair Anatomy	
Power Wheelchair Types	202
When to Repair or Replace Wheelchairs?	
Wheelchair Repair or Replacement Cost Decisions	206
Wheelchair Replacement or Repair—Parental Denial or Avoidance	
Decisions	207
Table 17: Power Wheelchair Repair or Replace Decision Guidelines	
Wheelchair Tray Management on the Lift Bus	
Clear Wheelchair Trays	
Half Right- or Left-Sided Trays	212

Pediatric- or Adult-Sized Wheelchair Trays	213
Adult-Sized Wheelchair with Flat Trays	214
Wheelchair Tray Desks	214
Padded Wheelchair Trays	
Wheelchair Tray Brackets—Universal Brackets & EZ-On Lock Clamps	
Wheelchair Tray Risks for Student Injury during a Bus Accident—What Not	
to Do	216
Reducing Wheelchair Tray Risks for Injury during a Bus Accident-What to	
Do	217
Wheelchair Tray Storage—Behind, In Front of, or to the Side?	
Students Who Are Required to Ride the Bus with Their Wheelchair Tray	
Students Using Scooters on the Lift Bus	
When Parents Choose Their Child's Scooter	
Why Students Need a Scooter for Mobility	
Student Physical Factors for Scooter Use	
Other Factors in Scooter Selection and Use	
Scooter Configurations and Components	
Scooter Drive Trains and Power Systems Scooter Brakes	
Scooter Wheels and Tires	
Scooter Seating	
Scooter Tillers, Controls and Steering Mechanisms	
Safe Operation of Scooters On or Near the Lift Bus	
Table 18: Scooter Troubleshooting Guidelines	
Students with Crutches on the Special Needs Bus	
Parts of a Crutch	
Driver Team Responsibilities for Monitoring Crutch Users	
Driver Team Support for Specific Student Movements Using Crutches	
Crutch User Accidents on the Bus	
Students Using Crutches at the Home Curb	
Students Using Crutches at the School Loading Zone Curb	
Table 19: Crutch Safety Guidelines	246
Strollers on the Lift Bus	247
An Infinite Variety of Strollers with a Common Problem	
Strollers Securement Using Wheelchair Tiedowns	248
Transferring the Student to an Infant or Child Safety Restraint System (CSRS)	250
Safe Lifting of Students Being Transferred between Stroller and Child	
Safety Restraint Systems	251
Is There a Right Stroller To Be Used on the Lift Bus?	
Strollers Issues on the Lift Bus—A Driver Team Self-Test	
Table 20: Stroller Safety Guidelines	
Students Using Walkers on the Lift Bus	
Walker Components	
Walker Storage and Proper Securement—"The Walker Holster"	
Avoiding Tripping Hazards for Walker Users	

Empty Standing Walkers May Be Transported on the Lift Bus	265
Type One Walker Users-Loading and Unloading Using the Lift Platform	266
Type Two Walker User Bus Stairwell Accessibility	
Type Two Walker Users Transfer Themselves to Their Assigned Bus Seat	
Walker Maintenance—Whose Responsibility Is it?	269
Table 21: Walker Safety Guidelines	269
Service Animals and the Americans with Disabilities Act	
Types of Service Animals on the Special Needs Bus	271
Driver Teams and Other Students Onboard Getting Along with Guide Dogs	
and Their Masters	272
Helping a Student with a Service Animals Approach the Special Needs Bus	
Helping a Student with a Service Animals after Boarding the Special Needs	
Bus	274
Students with Service Animals Disembarking at the School Loading Zone	
Table 22: Guidelines for Service Animals on the Bus	276
Long Cane Users	_
Table 23: Guidelines for Long Cane Users on the Bus	
Using Bus Service Manuals to Properly Clean All Onboard Lift Bus	200
Equipment	281
Cleaning Lift Bus Equipment and Student Mobility Aids	284
Notifying Parents about Student Mobility Aids Equipment That Must Be	204
Cleaned, Repaired or Replaced	285
·	
A Word about Insurance Companies and about Highly Responsible Parents	200
Wheelchair Repairs—What Goes Wrong the Soonest Before a New Wheelchair Can Be Purchased	287
Equipment Backup on the Special Needs Bus	
	289
Assistive Communication Devices on the Special Needs Bus	289 289
What is Assistive Technology?	
What Are Assistive Technology Services?	290
Driver Team Responsibility to Transport Assistive Technology with Student	204
Riders	291
Text-to-Speech Communicators or Augmentative Alternative	202
Communication	292
Is It Stowed on the Bus or Kept with the Student and Used to	20.4
Communicate?	
AAC Technology and Normal Wear and Tear on the Special Needs Bus	
Augmentative Alternative Communication Technology Software	290
Chapter Three. The Driver Team	200
Chapter Three: The Driver Team	299
All School Bus Drivers Must Have a Valid Commercial Driver's License	200
(CDL-S) by Federal Law How Do Drivers Obtain Their CDL-S?	300
Most De the Terms "Close A. Close B. or Close C. Masses are a CDL C.	JU1
What Do the Terms "Class A, Class B or Class C Mean on a CDL?	
What Endorsement Codes and When are They Needed for the CDL-S?	
Special Needs Driver: The Job Description	
Pre-Trip Inspection—Open Hood Inspection	303

Bus Exterior Inspection	304
Checking All Evacuation Doors, Windows and Hatches	304
Lift Operation Check	305
Directional Lights Check	305
Checking for Interior Vandalism	306
Checking Windshield Wipers	
Checking the First Aid and Body Fluid Kits	307
Two-Way Radio & Cellular Phone Checking	
Seatbelt Inspections	.308
Sounding the Horn	310
Mirror Adjustments	310
Lift Bus Wheelchocks	311
Checking for the Sleeping Child	311
Turning off Switches and Lights	
Securing Tiedowns and Related Equipment	.312
Cleaning and Sweeping the Bus Interior	313
Closing All Windows and Hatches	
Returning Lost Articles	
Submitting Work Orders	314
Common Special Needs Driver Mistakes and Their Remedies	316
Not Helping the Bus Assistant with Bus Exterior Pre-Trip Inspection	316
Not Helping the Bus Assistant Do a Lift Equipment Pre-Trip Inspection	317
Not Helping the Bus Assistant with Pre-Trip Wheelchair Tiedown Inspection	318
Not Helping the Bus Assistant with Pre-Trip Occupant Restraint Inspection	319
Not Cross-Checking Child Safety Restraint Systems with the Bus Assistant	320
Not Providing Appropriate and Timely Special Handling for Each Special	
Needs Student	321
Drivers Who Avoid Working with the Bus Assistant on Student	
Management Issues	322
Drivers Who Avoid Making Student Seating Assignments or	
Reassignments	322
Drivers Who Avoid Lifting or Transferring Students with the Assistant—	
Using the Two-Person Lift	323
Drivers Who Do Not Report All Student Injuries to the School Nurse	324
Drivers Who Do Not Maintain Their First Aid and CPR Certification	325
Table 24: Common Special Needs Bus Driver Mistakes	326
The Special Needs Bus Assistant: The Job Description	
Pre-Trip Inspection for the Special Needs Bus Assistant	327
Student Management	331
Peer Relations and Communication	332
Parental Relations and Communication	333
Post-Trip Inspection	
Special Needs Bus Assistant Common Mistakes and Their Remedies	338
Not Helping the Driver with Bus Exterior Pre-Trip Inspection	
· · · · · · · · · · · · · · · · · · ·	338
Not Helping the Driver Complete a Lift Equipment Pre-Trip Inspection	339

Not Helping the Driver with Occupant Restraint Inspection	341
Not Helping the Driver Pre-Trip Inspect Onboard Child Safety Restraint	
Systems	341
Not Providing Appropriate and Timely Special Handling for Each Special	
Needs Student	342
Not Being a Greeter for Each Special Needs Student	343
Not Preceding Each Special Needs Student at the Stairwell	343
Not Taking Primary Responsibility for Special Needs Student Management	
on the Bus	344
Not Getting Involved When Special Needs Students Seriously Act Out on	
the Bus	345
Sitting in the Front of the Bus When Special Needs Students Are Seated	
behind the Bus Assistant	345
Bus Assistant Does Not Wear a Back Support Belt or Use Proper Lifting	
Techniques	346
Bus Assistant Does Not Report All Injuries to the School Nurse No Matter	
How Minor	347
Bus Assistant Does Not Maintain Current First Aid and CPR Certification	347
Bus Assistant Does Not Cooperate with the Driver to Keep the Bus Clean	348
Table 25: Common Special Needs Bus Assistant Mistakes	351
Stress Management on the Special Needs Bus	352
Driver Team Sources of Stress	353
Driver Teams Who Don't Work Together for Student Behavior Management	
The Greater the Challenges Driver Teams Face the Stronger They Become	354
Driver Teams and Maintaining Professional Distance from Their Students	355
Stress and Tight Rough Deadlines	355
Driver Team Common Sense—Must It Be Trained for Adults on the Special	
Needs Bus?	356
Driver Team Stress and Hostile Parents	
Driver Team Stress and Acting-Out Student Riders	
Driver Team Stress and Emergency Situations	
Driver Team Personalities—Teams That Work Together	360
Why Are Some Driver Teams So Successful?	361
Balancing Job and Personal Pressures	
Driver Team Unprofessional Behavior	
Unauthorized Transportation Service on the Special Needs Bus	
Providing Route Services Beyond Designated or Authorized Levels	
Using Extraordinary Measures on the Special Needs Bus	
Limits of the Good Samaritan Law and the Special Needs Driver Team	
Reasonable and Prudent Special Needs Driver Team Behavior Test	
Maintaining Physical Fitness for the Job Requirements	
Slips, Trips and Falls on the Special Needs Bus	367
Avoidable and Preventable Accidents and Injuries on the Special Needs	
Bus	
Substitute Drivers and Assistants—Who Will Take the Team's Place?	368

Lifting, Bending and Moving Students Who Are Unable to Move	
Themselves	368
Repetitive Stress Injuries (RSIs) and the Special Needs Driver Team	369
Unauthorized Special Needs Bus Passengers	
Hearing Complaints and Resolving Grievances	
Relying on Family (Our Customers) Complaints	
Gossip, Hearsay or Uninformed Opinion	
Repeated Complaints—Are They Valid or Invalid?	
Do Complaints Received Reflect Legitimate Parent Expectations?	
Must Current Route Services Be Changed to Reflect Student Changes from	
Year-to-Year?	372
Are Driver Teams Providing the Expected Student Route Services?	
Driver Teams May Be Required to Maintain Current Route Services Before	
the Court Decides	374
It is Not Majority Rule But the IEP Committee That Rules to Provide Specific	
Student Route Services	374
If the Parents Are Our Customers Then Why Do Driver Teams Lose Them to	
Other Providers?	375
Handling Incoming Calls	377
Changing Route Services and the Negative Results of Changes on Other	
Families	378
Chapter Four: Valid Student Transportation	
Services and the IEP Committee	379
Parents withTheir Child on the Special Needs Bus?	
Table 26: Parental Roles in Supporting Special Needs Transportation	
Personal Attendants	382
Table 27: Special Needs Transportation Support Provided by Personal	
Attendants	383
Physical Therapists on the Special Needs Bus	
Table 28: Special Needs Transportation Support Provided by Physical	
Therapists	387
Occupational Therapists on the Special Needs Bus	
Table 29: Occupational Therapists on the Special Needs Bus	
Respiratory Therapists on the Special Needs Bus	
Table 30: Respiratory Therapist Support on the Special Needs Bus	
School Nurse or a Private-Duty Nurse on the Special Needs Bus	
Nurses and Their Responsibilities for Student Nursing Care	
Who Is Driver Team Leader When the Nurse Is Onboard?	
Duties of the Lift Bus Driver with the Nurse on the Bus	
Table 31: Lift Bus Driver and Nurse Support for Special Needs	
Transportation	306
Lift Bus Assistant and the Bus-Riding Nurse	390 207
Table 32: Lift Bus Assistant and Bus-Riding Nurse Support for Special	
	400
Joint Duties and Responsibilities of the Riding Nurse and the Driver Team	
John Dang and Nesponsionines of the Muniquivited and the Dilyel Tealli	+v <i>z</i>

Substitute Bus Drivers and Nurse Support	402
Substitute Bus Assistants Providing Bus-Riding Nurse Support	403
Each State's Nurse Practice Act	404
Table 33: Health Care Procedures LPN on the Bus with Driver/Assistant	404
Transportation Dispatcher—Electronic Driver Team Support	405
Child Passenger Safety Technician (CPST) Support for Child Safety	
Restraint Systems	405
Current Practices for Retrofitting Child Safety Seats on Special Needs	
Buses	407
Proper Placement of Lap Belts for Child Safety Restraint Systems in School	
Buses	407
Using Reinforced or Lap-Belt Ready Bus Seats for CSRS Placement in	
School Buses	408
Proper Placement of CSRS in School Bus Seat Rows	
Adequate Bus Aisle Width for CSRS Use	411
Adequate Space between School Bus Bench Seats for CSRS Forward- or	
Rear-Facing Positions	412
Table 35: Child Passenger Safety Technician (CPST) Support for Special	
Needs Transportation	414
Other Related CSRS Safety Issues	415
School Bus Mechanics or Technicians Are Very Much a Part of Special	
Needs Driver Team Support	416
Three Levels of Interior Cleaning of the Lift Bus	
Frequency of Lift Bus Interior Cleaning	
Why Hosing a Lift Bus Interior Down Is a BAD Idea	418
Table 36: Mechanics and Technicians Cleaning of Buses in Support or	
Special Needs Transportation	419
Using Service Manuals to Properly Clean All Onboard Lift Bus Equipment	420
Table 36: Using OEM Service Manuals to Properly Clean District-Owned Lift	
Bus Equipment	422
Cleaning Student Mobility Aids Also Means Inspecting That Equipment	423
Giving Parents Advanced Formal Notice Concerning the Disposition of	
Student Mobility Aids	425
Table 37: Parental Responsibilities to Maintain and Repair Their Child's	
Mobility Aid Equipment	427
A Word about Insurance Companies and about Highly Responsible Parents	427
IEP Committee Is the Primary Support Personnel Group for Special Needs	. -
Transportation	428
Special Needs Transportation Eligibility Documentation	
Keeping the Special Needs Transportation Eligibility Folder on the Bus	
Summary of Interpretation	431

Chapter Five: Preservice and Inservice Driver	
Team Training	437
Driver Teams and the Home Visit Prior to the First Day of Bus Service	
Home Exits, Walkways and Curbside Bus Stop Accessibility	439
Once Onboard the Bus during the Practice Run What Student Special	
Handling Will Be Needed?	441
School Bus Loading Zones and the Special Needs Bus	442
Accessible School Loading Zones	442
Using the Accessible Path of Travel—Approaching the School Loading	
Zone	_
Private Vehicle and Bus Safety Mix at the School Loading Zone	
Curb-to-Curb Service at the School Loading Zone	
Door-to-Door Service at the School Loading Zone	
School Loading Zone Coordination—Safety or Chaos?	448
Early Arrival at the School Loading Zone	449
Late Arrival at the School Loading Zone	450
Early Departure at the School Loading Zone	451
Personal Safety at the School Loading Zone	452
Students and Adults Moving Behind or Between Buses and Not at	
Crosswalks	452
Pedestrian Safety Requirements at the School Loading Zone	453
Lift Platforms As Walkway Obstructions	453
School Campus Police or Security at the School Loading Zone	454
Reducing Driver Team Liability	
Driver Team Reporting Child Abuse and Neglect	
Meeting Special Needs Student Physical Needs on the Bus	
Protecting the Special Needs Student from Dangers in the Environment	
Transporting Medications or Prescriptions on the Special Needs Bus	
Sample School District Policy Concerning Handling of Medications	
Avoiding Transporting Medications That Are Controlled Substances	
Observing Student Bus Behavior Changes Following Medication Changes	
Handling Confidential Information on the Special Needs Bus	
Documenting Medications on the Special Needs Bus	
Medication Administration on the Special Needs Bus	
Confiscating Medications from Special Needs Students on the Bus	
Beyond Minimal Special Needs Student Transportation Compliance	
Planning for Special Needs Transportation Service	
Verifying Transportation Services as Specified in the IEP	
Minimal Compliance and the Need to Know	
Special Needs Transportation Service Documentation	467
Special Needs Transportation Eligibility Forms as Documentation of	
Transportation Service Needs	
Special Needs Route Sheet and Minimal Compliance	
Bus Ridership Logs	469
Special Needs Seating Charts	
Driver Team Reasonable and Prudent Services to Special Needs Students	471

Special Needs Planning and Implementation: Coping with Change	
Driver Team Attitude about Required Changes	
Driver Team—Providing a Support System for Adults Coping with Change	
Buddy System	
Five Steps of Change—For Special Needs Driver Teams	
Change and Gossip	
Information about Change—Is That Enough for Driver Teams?	
Senior Drivers and Assistants as Opinion Leaders	
Transportation Supervisors and Trainers Are Change Agents	
Parents and Changes in Special Needs Transportation	
Routing Changes—Everybody Loses and Wins?	
Permanent or Temporary Route Changes	
Length of Travel Time for Students with Disabilities	
Temporary Route Changes	
Updating Route Changes—How Often Are They Updated?	481
Continuously Updating Route Sheets	
Route Sheets at the Beginning of the School Year	
Route Sheets during the School Year	
Length of Special Needs Routes—Resolving the Issues	483
When Special Needs Student Route Service Must Begin	484
Special Needs Transportation Eligibility Forms That Specify Route Pickup	
or Arrival Times	
Parental Work Schedules and Special Needs Bus Route Service	486
Parental Choice of Routes for their Child	
Parental Bus-Specific Preferences	
Special Needs Route Sheets vs. Actual Route Driven and Times of Arrival	488
Other Special Needs Length of Route Service Factors	490
Apartment Complexes: Gate-to-Gate or Curb-to-Curb Service?	493
Outside or Inside the Gate Levels of Special Needs Bus Services	493
Apartment Complex Security Issues	495
Curb-to-Curb Service at Apartment Complexes or Gated Communities	496
Special Needs Child Crossing the Street in a Gated Community	497
Parental Responsibilities for Special Needs Bus Service in Gated	
	499
Door-to-Door Service in Apartment Complexes and Gated Communities	500
Private Lanes and Cul-de-Sacs—When to Stay Out	501
When Private Lane Service Is Not Appropriate	
Driving on Privates in Adverse Weather Conditions	503
Managing Students Using Wheelchairs on Private Lanes in Adverse	
Weather Conditions	503
Issues with Dropping off Students under Extreme or Adverse Weather	
Conditions	504
Sidewalk Surface Dangers for Students and Their Special Needs Driver	
Team	505
When Private Lanes Are Not Safe for Special Needs Student Pickup or	
Delivery	506

When Private Lane Service Is Appropriate for Special Needs Buses	507
Chapter Six: Managing the Bus Behavior of Students with Disabilities	509
Behavior Incident Reports (BIRs) and Behavior Management Plans (BMPs)	
Intermediate Measures to be Implemented on the Special Needs Bus	
Student Bus Behavior Incident Reports	
Bus Suspensions and Revocations	
Behavior Management Plans (BMPs)	
How to Report a Special Needs Student Bus Behavior Problem	
Providing Complete and Accurate Student Bus Behavior Information	
Extreme Student Aggression	
What Is the Problem and What Do We Do About It?	519
Crisis Situation One: Students Acting Alone on the Bus-Self-Mutilation	
Driver Teams Who Care Enough to Intervene	
Crisis Situation Two: Three Types of Student-to-Student Extreme	
Aggression on the Bus	523
Table 38: Student-to-Student Extreme Aggression on the Bus	
Levels of Student Acting Out on the Bus	
Table 39: Levels of Student Acting Out on the Bus	528
Driver Teams Job Security and Appropriate Physical Restraints with	
Extremely Aggressive Special Needs Students	529
Table 40: Appropriate Student Physical Restraints	530
Crisis Situation Three: Assaults by Parents on the Special Needs Bus	532
Crisis Management Strategies (CMS): How Can the Driver Team Stop a	
Student Crisis on the Special Needs Bus?	534
Crisis Management Strategies: The Pre-Crisis Stage	535
Crisis Management Strategies: Stage Two-The Driver Team in Action Isomg	
Appropriate Physical Restraint	536
Driver Teams Are Vulnerable to Injury from Acting-Out Students on the	
Special Needs Bus	537
"My Students Respect Me and Will Not Act Out If I Talk to Them!	538
"My Students Love Me As I Love Them and Would Never Act Out for Me!	539
"Other Teams on Other Buses Have Problems with Their Students But Not	
on my Bus!	539
"My Student Can Handle His or Her Crisis If I Talk To ThemThey Don't	
Have to Get Violent If I am There to Help Them	540
"The Other Students Will Help Me If One of My Students Tries to Hurt Me?	
They Won't Let Them Hurt Me	540
Applying Appropriate Physical Restraints—Seven Levels of Interpretation	
Applying Physical Restraint As a Driver Alone on the Special Needs Bus	
Students Who Are Runner from the Special Needs Bus	
When Students with Disabilities Become Runners	
Students with Disabilities Who Have a History of Running	
Runners before Boarding the AM Bus Route to School	
Driver Team Responsibilities for Student Runaways	
Student Runners off the Special Needs Bus	551

Limiting Unauthorized Exits from the Special Needs Bus	552
Severely Autistic Students Who May Be Runners	
Seating Assignment Policy and Procedures	554
Driver Team Bus Seating Assignment Procedures	555
Seating for the Bus Assistant Is Not Assigned	557
Changing Seating Assignments Changes Student Bus Behavior	557
Managing Special Needs Students Using Mobility Aids and TheirSeating	
Assignments	558
Transporting Empty Wheelchairs	
Scooter Securement on the Lift Bus	559
Securing Crutches or Canes on the Lift Bus	560
Special Needs Bus Seating Charts	561
Federal Laws That Apply to Special Needs Student Management on School	
Buses	562
States and Their Seat Belt Policy on the Special Needs Bus	563
Local School District Seat Belt Policy on the Special Needs Bus	563
Seat Belt Procedures and the IEP Committee	563
Seat Belt Procedures and the Director of Special Education	564
Seat Belt Procedures and the Special Needs Driver Teams	564
Parents and Special Needs Seat Belting Procedures	565
Students Using Bus Seat Belts	565
Special Needs Student Bus Behavior and Their Seating Assignments	
Seating Assignments and Bus Environmental Controls	567
Special Needs Bus Seating Capacity	567
Where Students Are Seated and with Whom Directly Affects Their Bus	
Behavior	568
EZ-On Vests and Similar Student Securement Equipment on the Special	
Needs Bus	568
Specialized Seat Belts on the Special Needs Bus	
Compartmentalization and Student Bus Behavior	
Three-Way or Lap-Shoulder Belts on the Special Needs Bus	570
Individually Designed Seat Restraints with Specialized Padding or Body-	
	571
Appropriate Touching on the Special Needs Bus	
The Driver Team as Greeters	
Appropriate vs. Inappropriate Hugging	
Driver Team Touching and Student Stairwell Assistance	
Driver Team Touching and Student Assistance in the Bus Aisle	
EZ-On Vests and Appropriate Student Touching	
Appropriate Touching during CSRS Use on the Special Needs Bus	
Driver Team Appropriate Student Touching during Wheelchair Securement	
Appropriate Student Touching during First Aid or CPR Procedures	
Appropriate Touching Using Physical Restraint during Student Crises	
Controlling Assaults or Fights on the Special Needs Bus	
Inappropriate Student Restraint Avoidance on the Special Needs Bus	579

Table 41: Avoiding Inappropriate Physical Restraints or Procedures NOT	
TO BE USED on the Lift Bus and Their Solutions	580
Parent-School-Driver-Assistant Communication Links	582
Driver Team Responsibilities to Maintain Appropriate Student Management	
on the Special Needs Bus	582
Parent/School Communication Links—The Basics of Managing Student	
Bus Behavior with the Cooperation of Others	585
Communication Rules for Driver Teams and How They Get Support from	
Others	586
Interrupted Communication between Driver Team Members and Their	
Supporters	587
Taking Turns during Conversations with Others Who Are Team Members	
But Don't Ride on the Bus	588
Using Silence as a Communication Device and Student Bus Behavior	589
Knowing Appropriate Topics of Conversation as a Means of Student Bus	
Behavior Management	590
Interjecting Humor at Appropriate Times as an Effective Student	
Management Technique	590
Using Nonverbal Behavior to Manage Student Bus Behavior	591
Handling Criticism of How Driver Teams Manage Student Bus Behavior	591
Parental Behavior Management at Home Pickup and Delivery	596
The Blaming Process—Destruction of Relationships between People	597
Responses to Student Bus Behavior Problems—Driver Teams in Denial or	
Finding and Implementing a Solution	598
What Are the Most Common Parent Problems and How Can the Driver	
Team Solve Those Problems?	599
Driver Teams Unable to Contact Parents without Valid Phone Numbers	
Parents Not Having Their Child Ready Before AM Pickup	603
Latchkey Children on the Special Needs Bus	
Special Needs Latchkey Children Students—How Many Are There?	604
Special Needs Latchkey Student Test	605
What Do Latchkey Special Needs Students Need from Their Driver Team	
during the AM Run?	605
What Do Latchkey Special Needs Students Need from Their Driver Team	
during the PM Run?	608
What Do Latchkey Special Needs Students Need from Their Driver Team	
When Other Siblings Are Involved?	610
What Do Latchkey Special Needs Students Need from Their Driver Team If	
They Have a Single Parent As the Sole Provider?	611
Special Needs Latchkey Students and Their Self-Care	
Parents Not Accepting Driver Team Bus Write-Ups Concerning Their Child	614
Private Transportation Reimbursement Option	617
Public Transit Alternative for Suspended Special Needs Students	
Taxi Service for Suspended Special Needs Students	618
Transport Option of Last Resort	
Chronically Late Parent for the AM Pickup Student Pickup	618

Students with Parents Who Are in a Custody Battle Requiring Two Different	
Pickup and Drop Off Sites	620
Chronically Absent Parent Not Home to Receive Their Special Needs	
Student Rider	621
Table 42: Student Release Authorization Strategies for Driver Teams	625
Chapter Seven: Medical and Other Emergencies on the Special Needs Bus	627
·	027
Providing Specific Health Needs or Emergency Medical Care on the Special	620
Needs Bus	628
Medical Emergencies on the Special Needs Bus	
Consent for Medical Treatment	629
Emergency Procedures for Students with Severe Seizures or Status	
Epilepticus	630
When EMS Arrives at the Bus Location and Takes Custody of the Student	
A Procedure That Can Be Used So That EMS Not Have to be Called	
Vagus Nerve Stimulators and the Special Needs Driver Team	
Students with Hydrocephalus	634
Canes, Crutches or Walking Cast Users and Their Emergency Bus	
Evacuation	635
Emergency Bus Evacuation or Staying on the Bus?	639
Phase One—Prevention—Avoiding the Decision to Evacuate the Bus	639
Driver Team Decision Making	
Bus Evacuation Risk Factors outside the Bus and along the Route	640
Bus Evacuation Risk Factors within the Special Needs School Bus	
Bus Evacuation Risk Factors When Rerouting the Special Needs School	
Bus	642
Bus Evacuation Risk Factors during Severe Student Behavioral Outbursts	-
Bus Evacuation Risk Factors for Students Using Wheelchairs with or	
without Life Support Systems	643
Student Emergency Medical Information	
Students with Do Not Resuscitate Orders on the Special Needs Bus	
Option One—Following School Board Policy for All Employees	646
Option Two—Following IEP Committee Written Directives for Student	040
	648
Option Three—When Option One or Two DNROs Do Not Exist agnd Are Not	040
·	640
Immediately Available to Driver Teams	
School Districts Refusing to Comply with DNROs	649
School Districts Who Insist on Their Employees to Fully Comply with	0.40
Student DNROs	649
Students with Disabilities Who Have DNROs and Fully Informed Driver	
Teams: The Best of All Options	650
EMS Team Options for Students with DNROs	651
Emergency Room Attending Physician and Student DNROs	
Backup or Emergency Bus Communication Systems	
Phase Two—The Reactive Phase—Evacuation Strategies	
Special Needs Bus Evacuations	653

Full Scale Special Needs Bus Evacuation Rehearsal	654
Special Needs Bus Evacuation Done without Prior Planning	654
Evacuating the Special Needs Bus with Successful Results	655
Special Needs Bus Evacuations That Were Successful	655
Mass Evacuation Training for Special Needs Driver Teams	656
What Special Needs Driver Team Mass Evacuation Training Is Not	657
Who Is Evacuated from the Lift Bus during Mass Evacuation Training?	657
Who Attends the Special Needs Driver Team Mass Evacuation Training?	658
Components of the Evacuation Training for Each Driver Team	659
Physical Therapist's Orientation for Driver Team Safe Student Lifting and Back Safety	661
Lift Bus Pre-Trip Inspection Procedures during Re-Training during Mass	
Evacuation Training	662
Comprehensive Wheelchair Securement Re-Training	663
Child Safety Securement System Securement Training for Front-Facing or Rear-Facing Convertible Seats	664
Driver Team Re-Training for Students Using EZ-On Vests	
Mass Evacuation with Six "Students"	666
Conducting the All-Participant Followup Group Meeting	
Transportation Supervisors Role Is To Identify Personnel Who Will Not, or	
Cannot, Participate in the Exercises	668
Homeland Security on the Special Needs Bus	
Identifying Security Threats and Incidents That Involve School	
Transportation	669
Monitoring Suspicious Activities and Items	
What to Look for That May Be a Security Threat	
Responding to a Security Incident	
Driver Teams Controlling Their Own Situation	
Evacuating the Special Needs Bus	
Collecting Information	
Reporting Threats	
Reporting School Bus Security Incidents	
·	676
Winter Driving on the Special Needs Bus	
Winter Season Preparations on the Special Needs Bus	
Winter School Loading Zone Safety Precautions	
Winter Special Needs Route Safety Precautions	
Curb Service Is Suspended and Door-to-Door Service Maintained during Severe Winter Conditions	
Extended School Building Hours before Closing	
Blizzard Conditions	
Wind Chill and Frostbite on the Special Needs Bus	
Before the Storm Strikes	
Stranded on a Special Needs School Bus during a Blizzard	
Winter Special Needs Bus Kit	
Additional Winter Driving Precautions on the Special Needs Bus	
Production of the openial floods businessimines	555

Hypothermia	687
Summer Driving on the Special Needs Bus	
Overheated Students	
Student Personal Equipment on the Summer Special Needs Bus	
Wheelchairs and the Problem of Mud	
Making the Summer Bad Weather Call for Special Needs Transportation	
Emergency Weather Procedures and Special Needs Bus Service	
Emergency Weather Special Needs Bus Procedure Planning	
Severe Thunderstorms	
Lightening Safety	
Flash Flooding and Floods	
High Wind Risks and the Special Needs Bus	
Hail and the Special Needs Bus	
Tornadoes	
Table 43: Fujita Scale of Tornado Intensity	696
Hurricane Safety	
Summer Preparations on the Special Needs Bus	
Special Needs Field Trips-Planning for Crises	
Field Trip Request Forms	
Types of Special Handling Often Requested on Field Trips	
Field Trips with the Drive Only and No Bus Assistant?	
Time Windows for Special Needs Field Trips	
Special Needs Field Trip Start Times	
Special Needs Field Trip Delays	704
Special Needs Field Trip Ending Times	705
Field Trip Delays and Parental Pickups during the Field Trip	705
Special Needs Field Trips and Driver Team Availability	707
Lift Bus Field Trips and Other Extracurricular Activities	
Activity Field Trips for Special Needs Students	708
Field Trips and the Medically Fragile	709
Emergency Procedures during Special Needs Field Trips	
Chapter Eight: Transporting Infants and Preschoolers with Disabilities	711
Introduction to Infant Safety Restraint Systems on the Special Needs Bus	712
Why are Infants on the Special Needs Buses?	712
Row Seating Space Requirements for Infant Safety Seats	713
Standard School Bus Seats vs. Seatbelt Ready School Bus Seats	714
The Infant-Only Seat	
Who Is Responsible for Infants on the Special Needs Buses?	715
Infant Seats That Are Semi-Reclined	716
A School Bus Infant Seat Checklist	
Infant Seat Installation Issues on the Special Needs Bus	
Other Precautions Taken While Transporting Infants with Disabilities	
Introduction to Child Safety Restraint Systems	720
Damaged Child Safety Restraint Systems	721
Child Safety Seat Maintenance	723

xxxii

Child Safety Restraint System Requirements Child Safety Restraint System Management	724
Time Daioty Rootianit Dyotom managomont minimum minimum managomont minimum min	725
Driver Team Safety Checklist for Child Safety Seats	
Selected NHTSA Guidelines	
NHTSA Child Safety Restraint System (CSRS) Guidelines	727
Standardized Child Passenger Safety Training Program	
Parents of Preschoolers	732
Glossary	733