11 DO’S

**Define** expectations and areas. 
*Ex.: areas for adults only (driver).*

**Create** boundaries with the help of tape to separate sections and mark spots where to sit (e.g., an oversized red dot). The seat where the student must sit may be different from time to time, but the “system” of using the red dot to show where to sit will provide consistency.

**Use** visual schedules, CountDown boards, Stoplights, First-Then boards, then board, and other cues to let the student know what is going to happen or how long to wait. This will help make difficult concepts like time and expectations more concrete.

**Use** a fidget bag or any type of bag with items to keep the student busy during down time. These items can include squish balls, books, cassette tapes with headphones, magna-doodles, etc. Keep these on the bus for student to grab when they enter the bus and then drop off before they exit. If a bus assistant is on the bus, a choice board could allow choice of one item from the fidget bag at a time. Giving choice can be helpful and keep bus ride interesting.

**Find** out from parents or teacher what the student’s interests are. Use these as rewards for positive behavior. 
*Ex.: the student used a quiet voice during the bus trip so s/he gets a Thomas the Train sticker or sucker when s/he gets off. In addition, if the student gets up from his/her seat, rewards can also be used, like holding a favorite toy as long as s/he remains sitting.

**Make** sure a student knows that you are talking to him/her before you give an instruction. Get his/her attention by saying their name or lightly tapping their shoulder.

**Give** one, simple instruction at a time and allow time to think before giving the instruction again.

**State** rules positively: tell what to do instead of what *not* to do.

**Give** specific, positive praise when a student has positive behavior. Comment on the specific behavior you like - be detailed.
*Ex.: When you see a student sitting quietly, who usually climbs on the seat, rewards can also be used, like holding a favorite toy as long as s/he remains sitting.

**Work** with the student’s teacher to decide which behaviors need more planning. Behaviors that do not provide a safety concern (e.g., loud vocalizations, rushing to get the same seat or to be first, flapping arms in line) are best handled with decreased attention (limit looks, glares, reprimands, or comments). Even if behaviors cannot be ignored, it is still important to use minimal facial or verbal response.

**Communicate** with parents and teachers about any concerns you may have about student’s behavior or safety.