

## **PBIS Bus Lesson Plans**

#### Why Bus PBIS?

Sets the tone for the student's day. Is a time for the student to prepare for school and a time to unwind after school.

To do that, our three bus rules are:

Be Responsible **Use Respect** Stay Safe

If I follow the rules: I earn BUS Bucks and other bus privileges.

If I don't follow the rules: I lose privileges, meet with the principal, parents are called, and I may lose bus riding privileges.





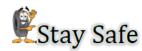


#### Overview

- Lesson Plan #1 Waiting for the Bus
- Lesson Plan #2 Entering the Bus
- Lesson Plan #3 Riding the Bus
- Lesson Plan #4 Exiting the Bus
- Lesson Plan #5 Evacuation









# **Sweet Home** School District **PBIS Bus Lesson Plans**

### Lesson #1 Waiting for the Bus

Step 1: Identify the expected behavior and describe it in observable terms.

When waiting for the bus you (the students) will:

- 1. Arrive 5 min. prior to pick-up time.
- 2. Stand in a line at designated spot.
- 3. Stay in line.
- 4. Keep your hands, feet, and other objects to yourself (KYHFOOTY).

Step 2: State the rationale (reason) for teaching the rule.

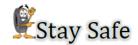
Step 3: Teach a range of examples, always beginning and ending with the positive expected behaviors.

Positive Examples of the Expected Behavior	Non-examples of the Expected Behavior
What does it look like?	What not to do.
What does it sound like?	(Adults only provide these examples)
<ul> <li>Arrive 5 min. prior to pick-up time.</li> </ul>	<ul> <li>Running around.</li> </ul>
<ul> <li>Get in line at designated spot as soon as</li> </ul>	<ul> <li>Touching the person or backpack in front</li> </ul>
you arrive.	of you.
<ul> <li>Stay in line.</li> </ul>	<ul> <li>Standing in a group.</li> </ul>
<ul> <li>Keep your hands, feet, and other objects</li> </ul>	<ul> <li>Arriving late.</li> </ul>
to yourself (KYHFOOTY).	<ul> <li>Standing near traffic.</li> </ul>

Step 4: Practice the expected behavior.









# Sweet Home School District **PBIS Bus Lesson Plans**

#### Lesson #2 **Entering the Bus**

Step 1: Identify the expected behavior and describe it in observable terms.

When entering the bus you (the students) will:

- 1. Wait for driver directions.
- 2. Walk.
- Greet the bus driver.
- 4. Hold the handrail.
- 5. Quickly find your seat and slide over for others.
- 6. Keep your hands, feet, and other objects to yourself (KYHFOOTY).

Step 2: State the rationale (reason) for teaching the rule.

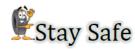
Step 3: Teach a range of examples, always beginning and ending with the positive expected behaviors.

<ul><li>Positive Examples of the Expected Behavior</li><li>What does it look like?</li><li>What does it sound like?</li></ul>	<ul> <li>Non-examples of the Expected Behavior</li> <li>What not to do.         (Adults only provide these examples)     </li> </ul>
<ul> <li>Wait for driver directions.</li> <li>Walk.</li> <li>Greet the bus driver.</li> <li>Hold the handrail.</li> <li>Quickly find your seat and slide over for others.</li> <li>Keep your hands, feet, and other objects to yourself (KYHFOOTY).</li> </ul>	<ul> <li>Run.</li> <li>Ignore the bus driver.</li> <li>Push the person in front of you.</li> <li>Talk with your friends.</li> <li>Refuse to slide over.</li> <li>Yell.</li> </ul>

Step 4: Practice the expected behavior.









## **PBIS Bus Lesson Plans**

### Lesson #3 Riding the Bus

Step 1: Identify the expected behavior and describe it in observable terms.

When riding the bus you (the students) will:

- 1. Follow driver directions.
- 2. Stay seated.
- 3. Keep aisles and exits clear.
- 4. Use appropriate voice and language.
- 5. Keep your hands, feet, and other objects to yourself (KYHFOOTY).
- 6. Ask permission to open windows.

Step 2: State the rationale (reason) for teaching the rule.

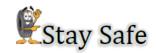
Step 3: Teach a range of examples, always beginning and ending with the positive expected behaviors.

Positive Examples of the Expected Behavior	Non-examples of the Expected Behavior
<ul> <li>What does it look like?</li> </ul>	What not to do.
<ul> <li>What does it sound like?</li> </ul>	(Adults only provide these examples)
<ul> <li>Follow driver directions</li> </ul>	<ul> <li>Sticking objects or self out the window.</li> </ul>
<ul> <li>Stay seated.</li> </ul>	<ul> <li>Standing up.</li> </ul>
<ul> <li>Keep aisles and exits clear.</li> </ul>	<ul> <li>Ignoring the driver's directions.</li> </ul>
<ul> <li>Use appropriate voice and language.</li> </ul>	<ul> <li>Using inappropriate language.</li> </ul>
<ul> <li>Keep your hands, feet, and other objects</li> </ul>	<ul> <li>Brining dangerous materials on the bus.</li> </ul>
to yourself (KYHFOOTY).	<ul> <li>Putting backpacks or other objects in the</li> </ul>
<ul> <li>Ask permission to open windows.</li> </ul>	aisle.

Step 4: Practice the expected behavior.









## **PBIS Bus Lesson Plans**

### Lesson #4 Exiting the Bus

Step 1: Identify the expected behavior and describe it in observable terms.

When exiting the bus you (the students) will:

- 1. Stay seated until the door opens at your assigned stop.
- 2. Take belongings with you.
- 3. Exit front to back.
- 4. Hold handrail.
- 5. Keep your hands, feet, and other objects to yourself (KYHFOOTY).
- 6. Move to a safe spot on the sidewalk.

Step 2: State the rationale (reason) for teaching the rule.

-Why is it important? Be Responsible, Use Respect, Stay Safe

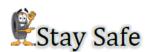
Step 3: Teach a range of examples, always beginning and ending with the positive expected behaviors.

Positive Examples of the Expected Behavior	Non-examples of the Expected Behavior
<ul> <li>What does it look like?</li> </ul>	What not to do.
<ul> <li>What does it sound like?</li> </ul>	(Adults only provide these examples)
o Stay seated until the door opens at your	<ul> <li>Standing up before the bus stops and the</li> </ul>
assigned stop.	door opens.
<ul> <li>Take belongings with you.</li> </ul>	<ul> <li>Pushing your way to the front of the line.</li> </ul>
<ul> <li>Exit front to back.</li> </ul>	o Yelling.
<ul> <li>Hold handrail.</li> </ul>	o Running.
Keep your hands, feet, and other objects	<ul> <li>Standing around after exiting bus.</li> </ul>
to yourself (KYHFOOTY).	
Move to a safe spot on the sidewalk	

Step 4: Practice the expected behavior.









## **PBIS Bus Lesson Plans**

### Lesson #5 Evacuation

Step 1: Identify the expected behavior and describe it in observable terms.

When waiting for the bus you (the students) will:

- 1. Stay quiet.
- 2. Follow driver directions.
- 3. Leave belongings on the bus.
- 4. Help others when appropriate.
- 5. Exit quickly and safely.

Step 2: State the rationale (reason) for teaching the rule.

Step 3: Teach a range of examples, always beginning and ending with the positive expected behaviors.

Positive Examples of the Expected Behavior	Non-examples of the Expected Behavior
<ul> <li>What does it look like?</li> </ul>	What not to do.
<ul> <li>What does it sound like?</li> </ul>	(Adults only provide these examples)
o Stay quiet.	<ul> <li>Talking or screaming.</li> </ul>
<ul> <li>Follow driver directions.</li> </ul>	o Pushing.
<ul> <li>Leave belongings on the bus.</li> </ul>	<ul> <li>Taking belongings with you.</li> </ul>
<ul> <li>Help others when appropriate.</li> </ul>	o Ignoring those who need help.
<ul> <li>Exit quickly and safely</li> </ul>	o Running.

Step 4: Practice the expected behavior.





