



Canyons School District

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.



Be Responsible



Use Respect



Stay Safe

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



Be Responsible



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Stay Safe



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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.

-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 style="list-style-type: none"> • What does it look like? • What does it sound like? 	<ul style="list-style-type: none"> • What not to do. <p>(Adults only provide these examples)</p>
<ul style="list-style-type: none"> ○ Arrive 5 min. prior to pick-up time. ○ Get in line at designated spot as soon as you arrive. ○ Stay in line. ○ Keep your hands, feet, and other objects to yourself (KYHFOOTY). 	<ul style="list-style-type: none"> ○ Running around. ○ Touching the person or backpack in front of you. ○ Standing in a group. ○ Arriving late. ○ Standing near traffic.

Step 4: Practice the expected behavior.



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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.
3. 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.

-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 style="list-style-type: none"> • What does it look like? • What does it sound like? <ul style="list-style-type: none"> ○ Wait for driver directions. ○ Walk. ○ Greet the bus driver. ○ Hold the handrail. ○ Quickly find your seat and slide over for others. ○ Keep your hands, feet, and other objects to yourself (KYHFOOTY). 	<ul style="list-style-type: none"> • What not to do. (Adults only provide these examples) <ul style="list-style-type: none"> ○ Run. ○ Ignore the bus driver. ○ Push the person in front of you. ○ Talk with your friends. ○ Refuse to slide over. ○ Yell.

Step 4: Practice the expected behavior.



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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.

-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 style="list-style-type: none"> • What does it look like? • What does it sound like? 	<ul style="list-style-type: none"> • What not to do. <p>(Adults only provide these examples)</p>
<ul style="list-style-type: none"> ○ Follow driver directions ○ Stay seated. ○ Keep aisles and exits clear. ○ Use appropriate voice and language. ○ Keep your hands, feet, and other objects to yourself (KYHFOOTY). ○ Ask permission to open windows. 	<ul style="list-style-type: none"> ○ Sticking objects or self out the window. ○ Standing up. ○ Ignoring the driver's directions. ○ Using inappropriate language. ○ Brining dangerous materials on the bus. ○ Putting backpacks or other objects in the aisle.

Step 4: Practice the expected behavior.



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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 style="list-style-type: none"> • What does it look like? • What does it sound like? 	<ul style="list-style-type: none"> • What not to do. <p>(Adults only provide these examples)</p>
<ul style="list-style-type: none"> ○ Stay seated until the door opens at your assigned stop. ○ Take belongings with you. ○ Exit front to back. ○ Hold handrail. ○ Keep your hands, feet, and other objects to yourself (KYHFOOTY). ○ Move to a safe spot on the sidewalk 	<ul style="list-style-type: none"> ○ Standing up before the bus stops and the door opens. ○ Pushing your way to the front of the line. ○ Yelling. ○ Running. ○ Standing around after exiting bus.

Step 4: Practice the expected behavior.



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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.

-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 style="list-style-type: none"> • What does it look like? • What does it sound like? 	<ul style="list-style-type: none"> • What not to do. <p>(Adults only provide these examples)</p>
<ul style="list-style-type: none"> ○ Stay quiet. ○ Follow driver directions. ○ Leave belongings on the bus. ○ Help others when appropriate. ○ Exit quickly and safely 	<ul style="list-style-type: none"> ○ Talking or screaming. ○ Pushing. ○ Taking belongings with you. ○ Ignoring those who need help. ○ Running.

Step 4: Practice the expected behavior.



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