

Special Needs & Transportation



WHAT DOES IT MEAN TO BE A CHILD WITH SPECIAL NEEDS

- A child with special needs is someone who possess disabilities of physical, sensory, emotional, or behavioral nature. This includes a learning disability.

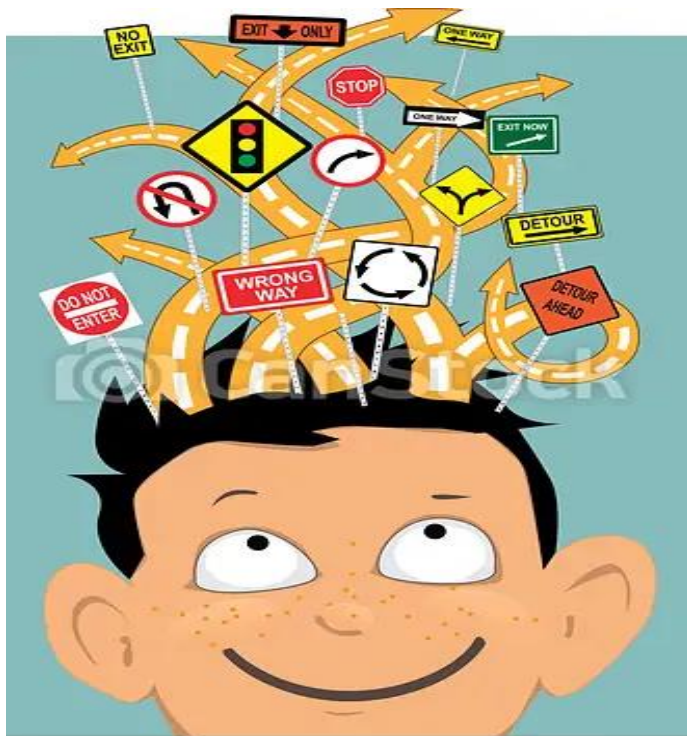


TYPES OF SPECIAL NEEDS

- ADD AND ADHD
- AUTISM
- HEARING AND VISUAL IMPAIRMENTS
- DEAFNESS AND DEAF-BLINDNESS
- DEVELOPMENTAL DELAYS
- ORTHOPEDIC IMPAIRMENT

ADD AND ADHD

Attention Deficit Disorder



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Attention Deficit Hyperactivity Disorder



ATTENTION DEFICIT DISORDER

- Impulsiveness.
- Interrupting.
- Trouble waiting their turn.
- Emotional Turmoil.
- Fidgeting.
- Focusing on a task.
- Mistakes.
- Organization.

Transportation

- Medication
 - One big problem with these kids is medication.
 - Depending on when they take it, it may not kick in before the bus ride.
 - It could wear off before the trip home.



Transportation

- Question ?
 - What techniques can you use to deal with children with ADD and ADHD on the bus?



Transportation

- The number one strategy is patience. Give them clear, simple directions.
- Repeat them often – they can't always retain the directions.
- Consistency is also very important. They behave best when you do the same things over and over again.

Transportation

- Assign seats.
- Keep them occupied, give them items like coloring books, crayons, or music.



AUTISM

SIGNS OF AUTISM



ISSUES WITH COMMUNICATION.
CHILD DOESN'T RESPOND HIS/HER NAME



PREFERS TO BE ALONE



TROUBLE INTERPRETING WHAT
OTHERS FEEL



REPETITIVE MOVEMENTS
OR SPEECH PATTERNS



AVOIDING EYE CONTACT



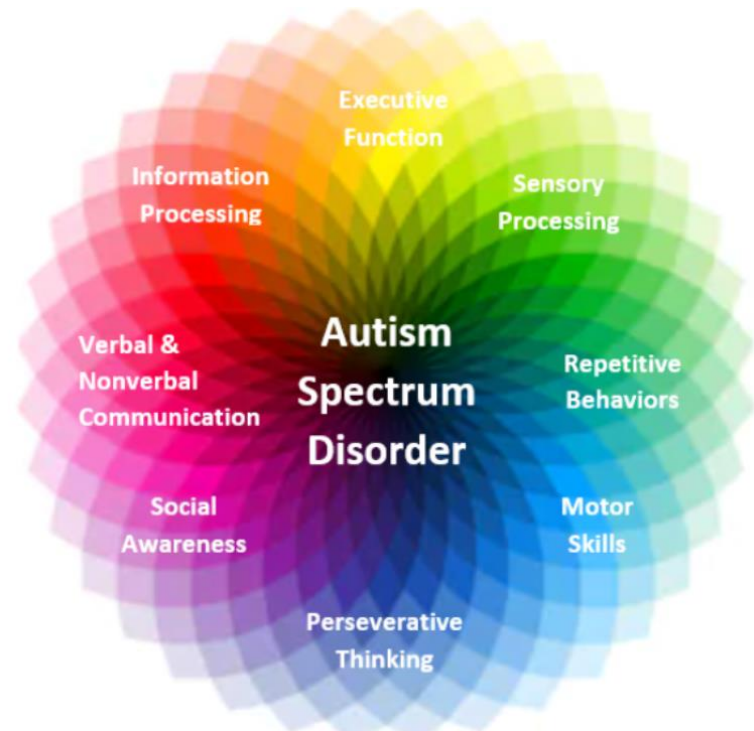
SENSITIVE TO
LOUD NOISES



ECCENTRIC WAY
OF MOVING

AUTISM

- Autism has a wide variety of characteristics ranging in intensity.
- Has three levels
 - Mild
 - Moderate
 - Severe



Level One - Mildest

Requires Support

- A child with Level 1 “high functioning” usually is able to speak in full sentences and communicate, but has trouble engaging in back-and-forth conversations with others.
- They are not very successful at making friends.
- They may have trouble changing activities quickly.
- They may not be good at social cues.

Level 2 – Moderate

Requires Substantial Support

- A child with Level 2 tends to have very narrow interests.
- They tend to have **Repetitive Behavior** that can make it difficult for them to behave correctly in certain situations.
- They may speak in very simple sentences.

Level 3 – Severe

Requires Very Substantial Support

- These children may have problems expressing themselves at all, which can make it very hard to function, interact socially, and deal with changes.
- They engage in repetitive behaviors as well.
- This child will only respond to very direct social contact.

Understanding Children With Autism

- They DO NOT make eye contact
- They appear disrespectful
- Have difficulty communicating
- Have repetitive behaviors
- Have a limited range of interests and activities
- May become upset by a small changes to their daily routine.

Communication/Transportation

Remember Charlie Brown?

When speaking with these students, speak slowly, if you speak too fast all these students hear is “WHAH” “WHAH” “WHAH”

- Use simple sentences, not compound ones
 - 5 words or less
 - Separate parts of compound sentences and wait for compliance (45 seconds).
- *Good morning... Please sit down... Buckle up*

Communication/Transportation

- Try this
- Try waiting 45 seconds after you say a sentence – This feels like an eternity. The average person can respond within 1 to 3 seconds.

Communication/Transportation

- Repetition and consistency are very important.
 - Routine is one that doesn't change from day to day
 - Driver will be part of this routine

Transportation

- Changes in drivers/route can be difficult.
- Assigned seats work best.
- Fidgets can calm the child.
- Music helps sometimes.
- Ignore behaviors that don't jeopardize safety.

Hearing and Visual Impairment

Hearing Impairment



Visual Impairment



Hearing and Visual Impairments

- Four Types
 1. Deafness
 2. Hearing Impairment
 3. Visual Impairment
 4. Deaf-blindness

Hearing Impairments

- Four Types
 1. Mild
 2. Moderate
 3. Severe
 4. Profound

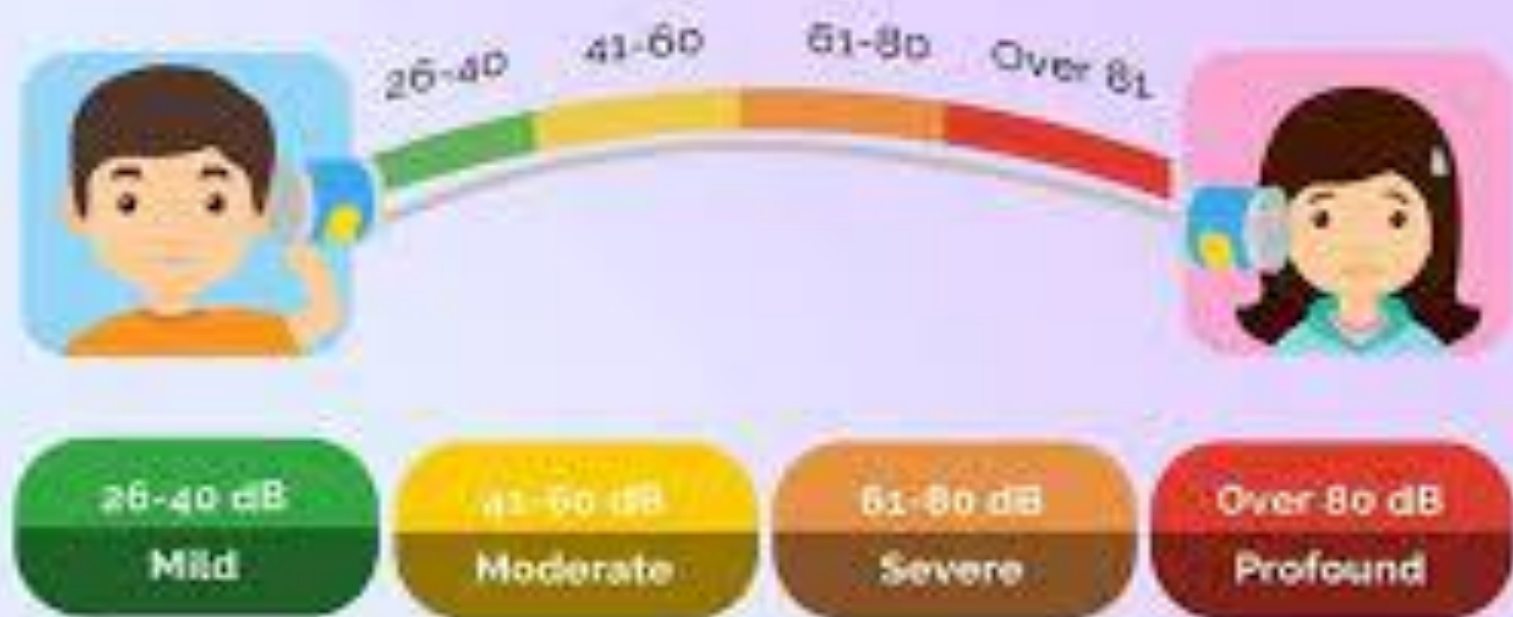
Hearing Impairment



Hearing Impairment

- Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance.

Hearing Loss Grades



Mild hearing loss

- Can't hear sounds between 26 to 40 decibel's.
- These students cannot hear soft sounds such as a ticking clock or a dripping faucet.
- They can follow one-on-one conversations
 - Although it can be difficult to catch every word in noisy environments.

Moderate Hearing Loss

- Can't hear sounds between 41 to 60 decibel's.
- Someone with moderate hearing loss may have difficulty understanding normal speech.
 - They would be unable to hear the ringing of a doorbell or telephone.
 - Also, it can be difficult to follow or hear sounds during normal conversations.

Severe Hearing Loss

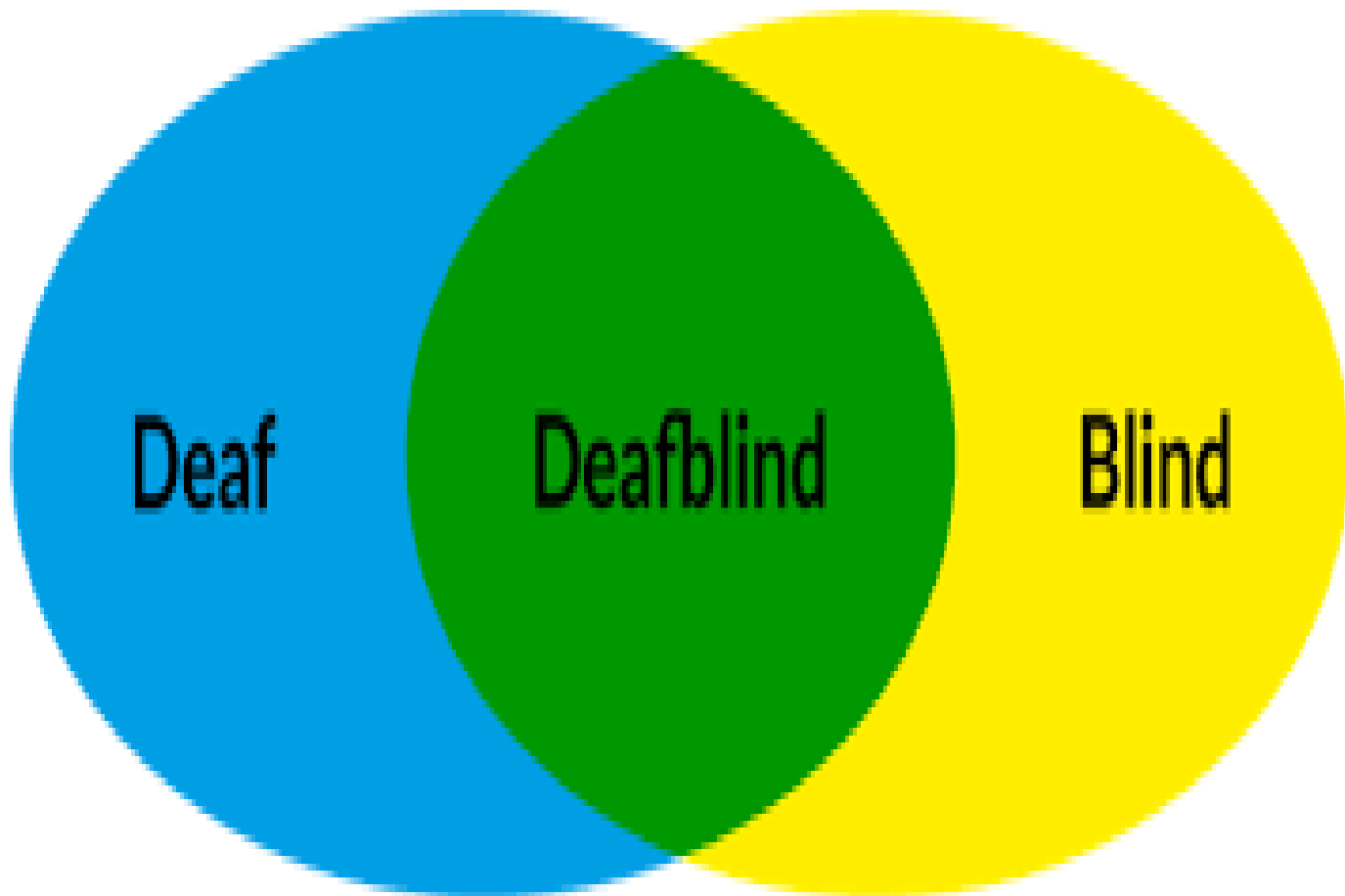
- Can't hear sounds between 61 to 80 decibel's.
- A person with severe hearing loss can have difficulty following a conversation without the use of a hearing aid.
- One of the treatments that can effectively rectify severe hearing loss is middle ear implants or cochlear implants.

Profound Hearing Loss

- Can't hear sounds between over 81 decibel's
- Profound hearing loss makes it difficult to hear even loud sounds, such as airplane engines or fire alarms.
- They rely on lip-reading, gesture or other visual cues.

Deafness

- This student's hearing impairment is so severe, they are unable to process any words or sounds.
- These students communicate in many different ways.
 - Sign language
 - Lip read
 - Pictures
 - Assistive devices
 - Keyboards



Deaf-Blindness

- Deaf-blindness refers to a total inability to see or hear. However, in reality deaf-blindness is a condition in which the combination of hearing and visual losses in children and youth cause “such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness”.

Deaf-Blindness Transportation

- Routine is very important.
- Assigned seat.
- Music
- Learn how to communicate (touch, signing, Braille).





Scientific & Educational

SED

means

Serious Emotional Disturbance

by acronymsandslang.com

**One in every five
children suffers some
sort of
emotional/behavior
problem. One in 20 have
serious emotional
disturbance.**

Serious Emotional Disturbance (SED)

- Students with Severe Emotional Disturbance (SED) are usually **students who are under the age of 18**, who have had a diagnosable mental, behavioral or emotional disorder.

SED Characteristics

- An inability to learn that cannot be explained.
- Unable to build or maintain relationships with people.
- Inappropriate feelings or behaviors.
 - Aggression/self abusive
- Generally unhappy/depressed
- Severe immaturity
 - Inappropriate crying or sudden temper tantrums
- They may develop actual physical symptoms or fears because of school or personal problems.

SED Transportation

- Behaviors may include:
 - Not staying in their seat.
 - Name calling or cursing
 - Spitting
 - Hitting & Fighting
 - Screaming
 - Threatening or picking on others
 - Dangerous behaviors

SED Transportation

- Don't take anything personally.
- Don't let them push your buttons.
- Don't get caught up in a conflict spiral.
- Don't threaten or try to intimidate.
- Only intervene with larger safety or harassment problems.
- Try to diffuse the situation.
- Show them you care and respect them.

Developmental Delay

- A developmental delay refers to a **student who has not gained the developmental skills expected of him or her**, compared to others of the same age. Delays may occur in the areas of motor function, speech and language, cognitive, play, and social skills.

Most common areas of development where delays are recognizable:

- + Vision
- + Language or speech
- + Motor skills (movement)
- + Social and emotional skills
- + Cognitive skills (thinking)



Developmental Delay

Transportation Challenges

- They may get bored or fidgety easily on the bus and try to move around.
- They may do things like name calling, slapping, poking or teasing with other students.
- They may be set off by other students. Noisy student may make them noisy.
- Teenagers may not understand things like inappropriate physical contact.
- Don't talk over their heads.

Orthopedic Impairment



Orthopedic Impairment

- Orthopedic impairment is **defined as a child's disability relating to a bone, joint, or muscle,** that is severe enough to directly affect the child's educational performance.

Orthopedic Impairment

- A lot of times when we think of children with Orthopedic Impairment, the first picture that comes to mind is a someone in a wheelchair.
- The term impairment includes things that are due to the effects of congenital anomalies, like clubfoot, poliomyelitis, bone tuberculosis and other causes including cerebral palsy, amputations, and fractures or burns.

Orthopedic Impairment

- A child may be born with joint deformities, spina bifida, or muscular dystrophy.
- Acquired causes can include disease, injury, or surgery. (Injury or surgery may lead to the loss of a limb, muscle contractures, or bone loss that can make movement difficult.)

Orthopedic Impairment

- These students need assistive devices such as wheelchairs, walkers, braces and crutches. Some need specialized seating and restraints.
- Keep in mind many of them need physical assistance as well.

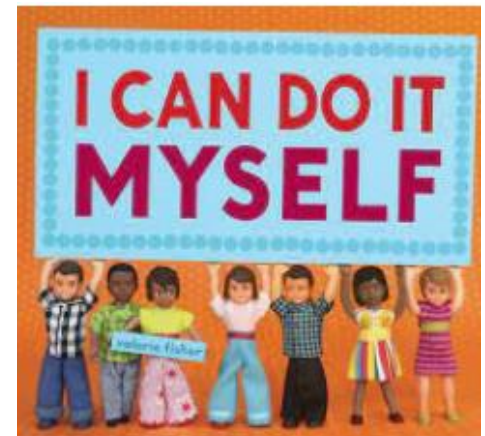


Orthopedic Transportation

- The rule of physical assistance is:

ASK FIRST

- Help them only if they want help. Asking for help is really important because a lot of these kids are very independent and can board and ride the bus fine all by themselves.



Orthopedic Transportation

- Become familiar with and proficient in the use of lifts and securement devices on your bus.
- Ask for help. If you run across an unfamiliar type of chair or new harness.
- Be compassionate, professional and safe.

Conclusion

IN THE END WE ALL WANT TWO THINGS:

1. To get the students to and from school safely.
2. To establish a positive relationship with them.

Questions

