Special Needs Assistant Training

Albemarle County Public Schools

Transportation Services

Special Needs: In the context of children at school

Particular educational requirements resulting from:

- Learning difficulties
- Physical disabilities
- Emotional and behavioral difficulties.

IEP: Individualized Education Program

An IEP is a document that is developed for each public school student who meets the requirements for specialized education.

- An IEP is a team effort.
- Guidance counselor, parent, special needs teachers and staff such as child nutrition, occupational therapy, physical therapy and a Transportation Representative (Renee DeVall) attend on behalf of the student.
- Laws and criteria regarding students with disabilities govern the meetings and final educational plan for each student.

Renee DeVall ~ Transportation Specialist Routing & Special Needs

- Renee attends IEP meetings as needed to represent Transportation
- Renee is the special needs contact person for the county
- Renee will be your first point of contact should you-
  - Have questions regarding special needs equipment (sizes, securement, etc..)
  - Have questions regarding a student's IEP
  - Need strategies to handle the challenges of working with your students

Accommodations

- Adaptive equipment and specialized learning tools.
- Special accommodations must be agreed upon in the student's IEP.
- Once accommodations are written in the IEP, they are <u>mandated and must be followed under Federal Law.</u>
- Accommodations include: physical equipment, visuals (pictures), behavior management procedures, modified tests or assignments, and transportation modifications.

Physical Accommodations

- Mobility aids

  Wheelchairs, walkers, crutches

- Protective equipment

  Helmets, harness/safety vests

- Environmental conditions

  Temperature control such as AC, noise level, lighting

Types of Special Needs: ADD & ADHD

Attention Deficit Disorder:

- Students with ADD have a deficit in their ability to pay attention and to stay on task.
- On the outside they appear perfectly normal and often their behavior is misunderstood.
- They may have problems staying seated, following directions for a prolonged period of time, and focusing on multiple directives.
- Keep directions simple, and repeat often
- Be consistent and patient

Types of Special Needs: ADD & ADHD

Attention Deficit **Hyperactivity** Disorder:

- Students with **ADHD** have elements of **ADD** with the added struggle of being hyperactive.
- Can be dangerously impulsive
- May be noisy, destructive, and fidgety
- Give clear, simple directions
- Be patient, you may have to repeat directions multiple times.
- Keep in mind you are not being ignored, they simply have a hard time focusing, especially with the added stimulation of a crowded bus.

Types of Special Needs: Autism

Autism: refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences.

Some characteristics include:

- Difficulty communicating with others, and may avoid eye contact
- Repetitious behaviors, such as rocking back and forth, head banging, touching or twirling objects, obsession with certain objects.
- Limited range of interests in people or activities
- May have an intolerance to even slight changes in their environment or daily routine

Autism Continued…

- May have slower processing abilities and may take up to 45 seconds to respond to a question or request. (This does not reflect their level of intelligence which might possibly be very high.)
- May have "inappropriate" reactions –such as laughing in a tense situation.
- May have seemingly strange fears and reactions to noises and other stimuli.
- Might appear self-abusive: banging head, slapping, pinching, biting themselves.
- Like all children, Autistic children are unique. Some are withdrawn while others are aggressive and hyperactive.

Tips to Assisting Autistic Students:

1. Use concise, simple directions with a firm, but gentle voice. Never yell or demand.
2. Non-verbal cues are usually best. Allow student time to process information.
3. Do not try to force eye contact.
4. Consciously ignore behaviors that are not a threat to you or other students on the bus.
5. Try to prepare students for upcoming changes in routine.
6. If there is a potential safety issue, step in right away. Alert the driver that you need them pull over to a safe location.

Pictures and Non-Verbal Communication

- Our greatest asset with many special needs students is visuals (pictures).
- Visuals are clear, direct, and nonthreatening.
- If you need ideas, suggestions, or training in communicating with children using visuals, contact Renee DeVall.

Communication Cards

Tablet

Communication Book

Talker

Types of Special Needs: Hearing & Visual Impairment

Deafness: a severe hearing impairment marked by an inability to process words or sounds.

Hearing Impairment: hearing loss that might be temporary or permanent and represents varying degrees of hearing ability.

- May use hearing aids, lip read, use sign language, or use an electronic device such as a tablet.
- Deafness and Hearing Impairments do not reflect the student's intelligence.
- Learn how to communicate and become familiar with how to address each student.

Types of Special Needs: Hearing and Visual Impairment Cont….

Visual Impairment: Any kind of blindness or partial vision

- Might be completely blind, may see shapes, shades of light, or may lack peripheral vision.
- May use corrective lenses, cane, computer devices, or a seeing eye dog.
- Require differing levels of assistance. Some need you to take them to their seats and some require no help at all. Be sensitive to their level of ability.
- Speak clearly, be direct and use a friendly tone.

Hearing & Visual Impairment

Deaf-blindness: Visual and hearing impairments at the same time.

- May suffer from sensory deprivation, and may unknowingly express distress by getting very loud.
- Communication must be through touch such as signing into a student's hand, or a reassuring pat on the shoulder. Use calm touch for general attention and firm touch for emergency situations
- Routine is crucial –assigned seats are a must. Be consistent, compassionate and very patient.

Types of Special Needs: Emotional Disability

Emotional Disability: A student will show one or more of the following conditions for a prolonged period of time:

- Schizophrenia and bipolar disorder
- Unexplained inability to learn not seemingly caused by a physical or biological reason.
- Inability to maintain interpersonal relationships with teachers or other students.
- Inappropriate feelings or behavior such as aggression or self-abuse.
- Consistently in an unhappy or depressed mood.
- Severe immaturity –temper tantrums, inappropriate crying.

Emotional Disability Continued…

- Students may exhibit challenging behaviors.
  - Not staying in their seat
  - Name calling and cursing
  - Spitting, hitting, and fighting
  - Screaming
  - Threatening and picking on other students, driver, or assistant
  - Dangerous behaviors such as jumping out of the emergency door

Emotional Disability Continued…

Tips to assisting students with Emotional Disability:

- Try not take their behavior personally.
- Speak to the student by their name, and try not to get caught up in a conflict spiral and stay consistent with the rules.
- Try to defuse situations before they become out of control.
- Use positive reinforcement as much as possible.
- Stay calm. Use a firm, reassuring voice. Do not get into a power struggle.
- Use caring language:
  - “I can see that you are angry, but running down the aisle is unsafe.”
  - “Please sit down; it is unsafe for you to stand while the bus in moving.”
  - “I’ll be happy to talk with you when you are feeling less stressed.”

Types of Special Needs: Intellectual Disability

Intellectual Disability: Developmentally-delayed children born with less than average intelligence, less than average ability to learn, and low functioning skills.

- The delay can be mild to profound.
- May have difficulty memorizing and understanding safety rules.
- May innocently act or react inappropriately.
- Can be very loving, affectionate and sensitive.
- Explain your expectations simply, but not condescendingly.
- Be patient with their lack of understanding.
- Use clear, simple, easy to follow instructions.

Types of Special Needs: Orthopedic Impairment

Orthopedic Impairment: A bodily impairment severe enough to affect a student's educational performance.

- Non-accessible transportation due to severity of impairment.
- Trouble maneuvering around the classroom – wheel chairs, crutches, canes
- Difficulty navigating school hallways
- Earning mandated physical education credit
- Always **ASK FIRST** before assisting a student with an orthopedic impairment. Respect their independence! Many are very capable of boarding and un-boarding the bus by themselves.

Types of Special Needs: Multiple Disabilities

Multiple Disabilities: a student that has more than one disability.

- ❖Often these students need to be closely monitored for health reasons.
- ❖Learn non-verbal communication cues to help assess student's needs.
- ❖Give positive attention whenever possible.
- ❖Ask for training and assistance whenever you are unsure of how to safely transport any student.

Types of Special Needs: Traumatic Brain Injury

Traumatic Brain Injury: An accident or head injury that is so severe that it creates a disability in an otherwise non-disabled child.

- The student was not born with the disability and may become understandably upset and frustrated with learning how to cope with the new lack of independence.
- Can suffer from depression and exhibit behavior problems.
- Be patient and compassionate.

Transportation Health Plans:

Sometimes, it is necessary to have a plan in place to accommodate specific special health concerns. A few examples include:

- ❖Asthma Action Plan
- ❖Seizure Plan of Care
- ❖Food Allergy Action Plan
- ❖Diabetic Health Treatment Plan

Examples of Health Care Plans that MIGHT be found on a manifest.

- ❖Health Plans can be found on the manifest.
- ❖Contact Renee if you are given a Health Plan that is not on the manifest.
- ❖Always seek help if you do not understand or if you feel uncomfortable with your ability to carry out a student's Medical Plan.

We do not transport student medication!

Unless…

The parent or legal guardian has signed and given a "Self-care Administer" form.
(Epi-pens, inhalers, insulin, etc.)

Students are not to be in possession of medication (prescribed or over-the-counter) at any time. All medications must be taken to the clinic and will be administered by a parent/guardian or designated adult per guidelines in accordance with School Board policy. Additional information regarding students needing inhaled medication for asthma is available in the school clinic. Medications needed during field trips are likewise handled through the school clinic and require written consent from the parent in order to be administered while on a field trip. – Behavior Management Handbook

Everyone is Unique~

- Some students have severe impairments while others have impairments which are so mild it can be hard to tell they have a disability.
- Students with special needs have good days and bad days like everyone else.
- Students with special needs may also be impacted by cultural/language barriers.

Occupant Safety Restraints

Occupant Safety Restraints:

- ❖Harness/safety vest
- ❖Car seats/booster seats
- ❖Over the Shoulder Harness

Please remember…

- Unless it is documented on a student's IEP, never place a child in any type of restraint.

- All students have the right to LRE or the Least Restrictive Environment

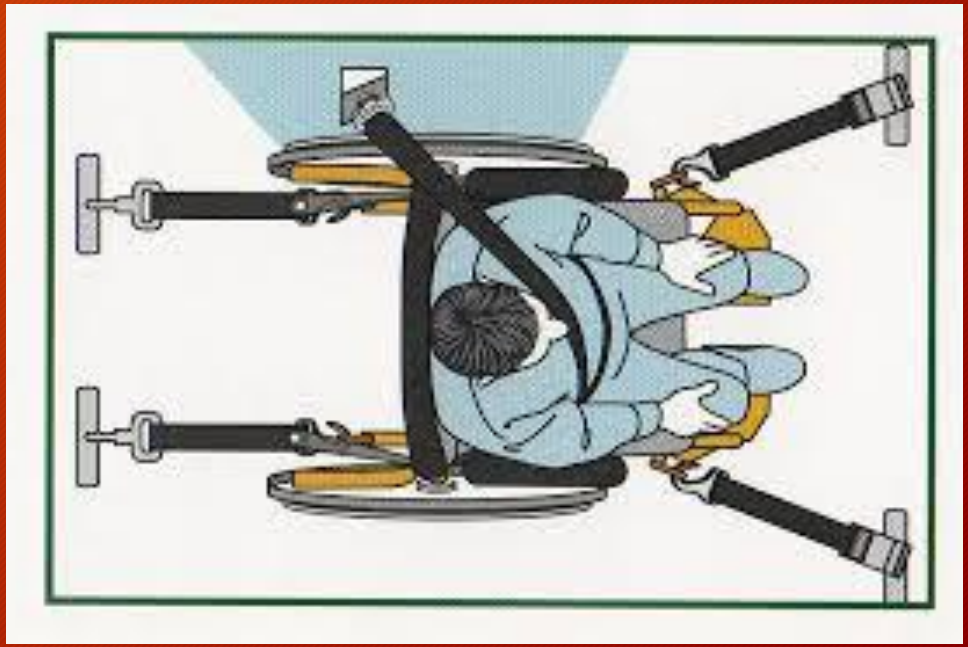
It's the law:

"To the maximum extent appropriate, children with disabilities are to be included with their non-disabled peers" *8-VAC-20-81-10*

Wheelchair Securement:

Wheelchair MUST be facing forward

Anchored straps must be inside the wheelchair
In the back.



Anchored straps must be outside
The wheelchair in the front

Anchored 3 point shoulder restraint should fit comfortably across the shoulder and fit snuggly over the hips. (Do not place the lap belt over the abdomen.)

Confidentiality & F.E.R.P.A

- FERPA: The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)
- Federal law protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
- FERPA is Federally Mandated. Student information and academic records are to be kept strictly confidential.

Special Needs On-Boarding

Albemarle County Public Schools
Transportation Services
SPED Onboarding Training
SPED Drivers, Assistants & Van Drivers

Before You Are On the Bus:

- ✓Special Needs Classroom instruction
- ✓Wheelchair securement training
- ✓Car seat, booster seat, and harness training
- ✓On the job training with your specific students on your bus
- ✓Meet with your Lead Driver (Supervisor) for your base school

Special Concerns: Seizures

- Stay Calm, Lay student on the floor of the bus on his/her left side with something soft under his head to keep the airway clear should fluid collect in the mouth. Do not put anything between the teeth, or try to take food or anything out of the mouth.
- The student will not swallow their tongue during a seizure.
- Remove any object (backpack, etc.) that could be dangerous.
- Always monitor for respiratory distress.

Seizures:

1. Return to school and contact dispatch & have them alert the school, 911 if nurse is not at school & the parents to meet bus at the school.

2. Farther than 5 minutes from school or home: Contact dispatch to contact parents and 911.

In either case, emergency personnel will administer DIASTAT if necessary. (Medicine for seizures lasting longer than 5 minutes.)

3. Less than 5 minutes from home: Contact dispatch to contact 911 & parents and <u>take student straight home before continuing on route.</u>

Seizures:

"Absence" seizure: May look like simple daydreaming, slowly approach the student and gently touch the student's arm.

- Never shout: The child having the seizure can't hear you, and you'll only frighten others on the bus.
- Keep a record of each seizure. How long did it last? Any concerns?
- Explain the incident in the student's Health and Wellbeing notebook.

Medicaid Forms – Filled out twice per day, turned in to your lead driver once a week no later than Tuesday.

Albemarle County Public Schools

Date:_____

Medicaid

Pickup I	Program Description	Student I	Last, First	Mon		Tue		Wed		Thur		Fri		
Pickup I	66			AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	Comments
66	SPED - SP BUS	11021	Shifflett, John											
66	SPED - SP BUS	12201	Howard, Brandy											
66	SPED - SP BUS	13301	Stevens, Justin											

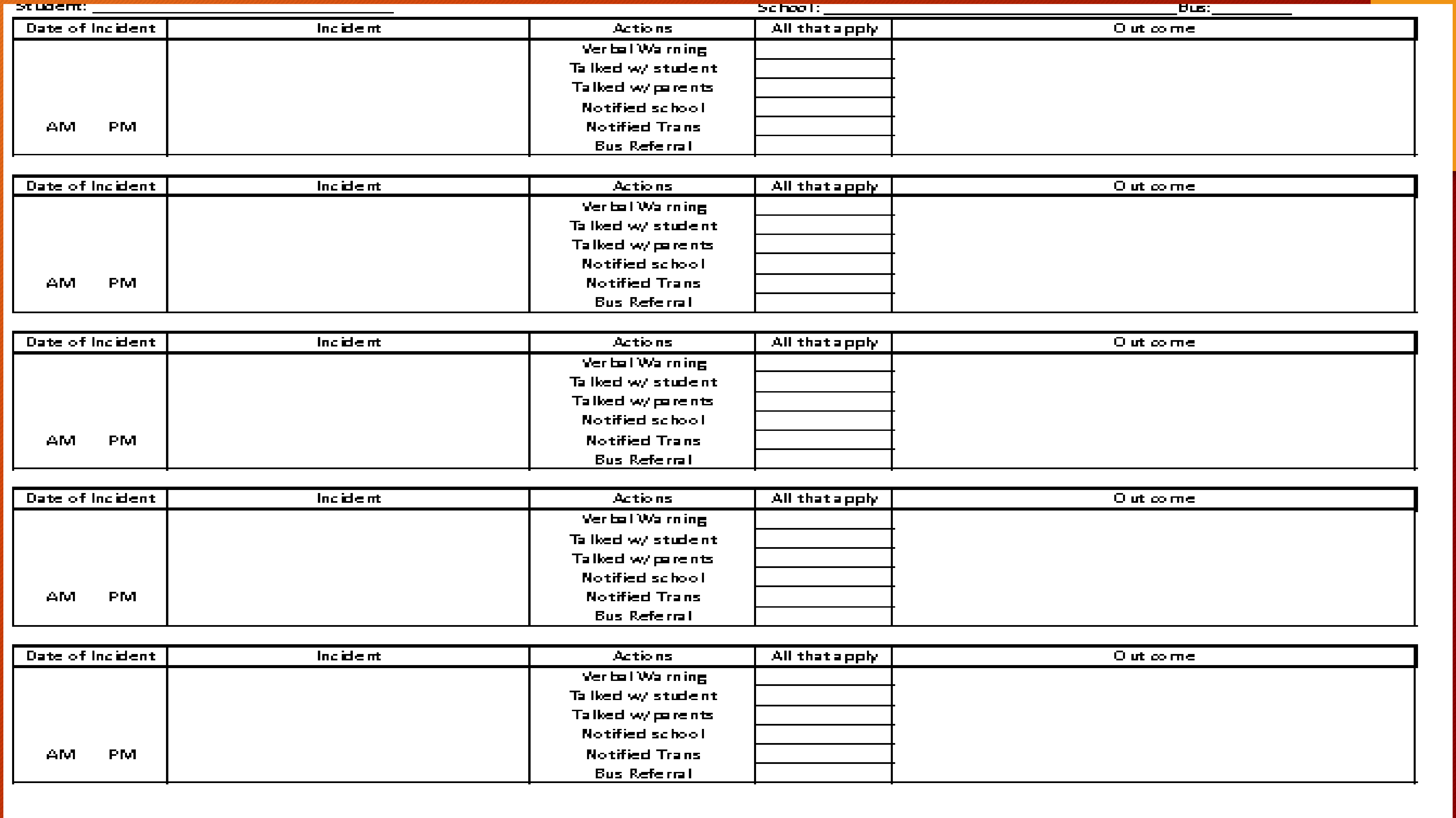
A = Absent
SD= Snow Day
S = Suspended
H = Holiday
WD = Workday
X = Present

Week ending : _____

Drivers Name _____

If you get a new student, write them in until you can come and see me for an update.
If the student is a sibling, Bright Star, homeless, Enterprise, etc. and not sped please write in the comments **Not Sped**.

Health & Wellbeing Report – Goes in the “Purple Folder”



Student: ______________________ School: ______________________ Bus: ________

Date of Incident	Incident	Actions	All that apply	Outcome
		Verbal Warning		
		Talked w/ student		
		Talked w/ parents		
		Notified school		
AM PM		Notified Trans		
		Bus Referral		

Date of Incident	Incident	Actions	All that apply	Outcome
		Verbal Warning		
		Talked w/ student		
		Talked w/ parents		
		Notified school		
AM PM		Notified Trans		
		Bus Referral		

Date of Incident	Incident	Actions	All that apply	Outcome
		Verbal Warning		
		Talked w/ student		
		Talked w/ parents		
		Notified school		
AM PM		Notified Trans		
		Bus Referral		

Date of Incident	Incident	Actions	All that apply	Outcome
		Verbal Warning		
		Talked w/ student		
		Talked w/ parents		
		Notified school		
AM PM		Notified Trans		
		Bus Referral		

Date of Incident	Incident	Actions	All that apply	Outcome
		Verbal Warning		
		Talked w/ student		
		Talked w/ parents		
		Notified school		
AM PM		Notified Trans		
		Bus Referral		

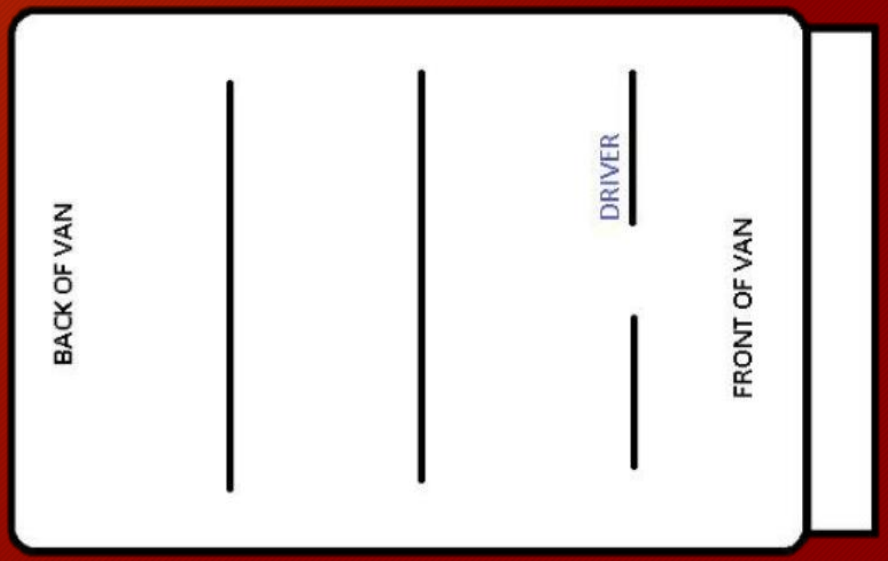
SPED Seating & Evacuation Chart

Bus Driver Seating Chart

BUS #: _____ SCHOOL: _____

DRIVER NAME: _____ DATE COMPLETED: _____

	DRIVER'S SEAT					ENTRANCE DOOR>>
Student #3	Student #2	Student #1		Student #1	Student #2	Student #3
			A			
			I			
			S			
			L			
			E			
		EMERGENCY EXIT				



Pre-trip Form – Must be filled out daily

MONTHLY RECORD OF DAILY PRE-TRIP SAFETY INSPECTIONS (check box if inspected and place an "X" if defect is noted)

Name:		Bus #:	Beginning Mileage:	
Month:			Ending Mileage:	
Comments:			Quarts of Oil Used:	

Month Date:		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
A. UNDER HOOD	am																															
	pm																															
B. INSIDE BUS	am																															
	pm																															
C. TURN ON ALL LIGHTS	am																															
	pm																															
D. RIGHT FRONT TIRE	am																															
	pm																															
E. FRONT OF BUS	am																															
	pm																															
F. LEFT FRONT TIRE	am																															
	pm																															
G. UNDER BUS	am																															
	pm																															
H. LEFT REAR WHEELS	am																															
	pm																															
I. REAR OF BUS	am																															
	pm																															
J. RIGHT REAR WHEELS	am																															
	pm																															
K. FUEL AREA	am																															
	pm																															
L. INSIDE BUS	am																															
	pm																															
M. FINAL CHECK	am																															
	pm																															

DRIVER'S SIGNATURE: _____

Student Injury Report

REPORT OF STUDENT INJURY OCCURRING ON SCHOOL BUS

DRIVER: _____ BUS #: _____

DAY/DATE: _____ TIME: _____ A.M./P.M.

SPECIFIC LOCATION OF BUS: _____

_____

STUDENT'S NAME	AGE	ADDRESS	PHONE

TYPE OF INJURY: _____

_____

DESCRIPTION OF INCIDENT: _____

DRIVER'S SIGNATURE: _____

DATE/TIME REC'D: _____ PARENT/SCH. NOTIFIED: _____

STAFF INITIALS: _____

PT/789.1

Chain of Command for Non-SPED Student Issues.

If you have any problems or concerns, please go through the proper chain of command. Most issues can easily be handled by your immediate supervisor which is your Lead Driver.

1. Lead Driver
2. ATS –Area Transportation Supervisor
3. Operations Manager, Chuck Leathers
4. Deputy Director, Charmane White
5. Director, Jim Foley

CLICK THE LINK BELOW TO COMPLETE THE SPED ASSISTANT QUIZ AND THEN SUBMIT.

SPED ASSISTANT QUIZ