

**Apex Elementary**  
**Bus Social Skills Lesson Overview**

**Group #1**

**Introductions:** Have students state name and one thing they like to do for fun (5 mins.)

**Group Rules/Rewards:** Review rules for the group time. 1. Participate by thinking about questions and answering honestly. 2. Listen to others' ideas and raise hand if you have something to say. 3. Remain seated unless asked to move by an adult. 3. Keep hands and feet to self. Explain that if students follow these 4 rules during group they can earn up to 4 stickers to add to their bus rewards card (see attached sheet) (5 min)

**Rationale:** Explain why this group is meeting together (have students generate ideas as to why it may be hard for them to earn stickers every day) and discuss importance of rules on the bus in general (have students generate ideas as to why they think it is important to have rules on the bus) (10 min)

**Review Bus Rules and Expectations:** Review the attached Apex Bus Rules and Expectations (Laura will make poster sized). Make sure students understand all the rules and understand the PAWS connection (5 min)

**Generate Role Play Examples:** Have students quickly give a "thumbs up, thumbs in the middle, and/or thumbs down" as to how well they think they do every day following each rule. Circle the rules that the majority of students give thumbs down or in the middle. Use these to have students give examples of times they had a hard time following that rule. (10 min)

**Wrap up:** Review how students did giving feedback and reinforcement. Instruct them to practice the rules and let them know when we will meet again. (5 min)

## **Group #2**

**Introductions:** Same as above, different question (can be anything ie your favorite food etc) (5 mins)

**Refresh Group:** Remind group where we left off and of the rules and expectations for group (5 mins)

**Review List of Rules:** Review rules discussed for the bus. Highlight the rules identifies by the group as hardest to remember (5 mins)

- Stay in seat, face forward
- Hands and feet to self
- Walk on and off the bus
- Speak quietly to neighbor
- Keep floor and seat clean and undamaged

**Generate Role Play Ideas:** Select on or two skills identified by group as needing help, have students tell examples of times it is hard to remember the rule (5 mins)

**Role Play on Bus:** Move to the bus... using the examples generated above have Ms. Pratt and Ms. Phipps role play the difficult situation. Students give feedback as to what went wrong. Then group generates ideas as to how to do it differently so as to follow the expectation. Have two students role play the same scenario but correct the problem. If time do a second example. (20 min)

**Wrap up:** Review how students did giving feedback and reinforcement. Instruct them to practice the rules and let them know when (or if) we will meet again. (5 min)  
Bus Group Behavior Tracking Sheet

	<b>Participate</b>	<b>Listen</b>	<b>Stay in Seat</b>	<b>Hands and Feet to Self</b>
<b>Name</b>				