

*Produced by the  
National Rural Transit Assistance Program*



## Instructor's Guide

# EMERGENCY PROCEDURES for Rural Transit Drivers

*National RTAP is a Federal Transit Administration program administered  
by the Neponset Valley Transportation Management Association  
[www.NationalRTAP.org](http://www.NationalRTAP.org) 888-589-6821*

**RTAP**  
Rural Transit Assistance Program





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# I. Training Overview

## A. Training Basics

How transit drivers respond to emergencies can have a direct impact on the health and safety of passengers and the public. For this reason it is vital that transit staff members have adequate training to properly respond to incidents, accidents, problem passengers, acts of nature and other potential emergencies.



Whether training an individual student or a large class, as a trainer the goal is to ensure that each student grasps the concepts presented in the *National RTAP Emergency Procedures Learner's Guide*. To ensure your students leave class prepared you should:

1. Know the material. Students want to learn from a subject matter expert.
2. Care about each student's grasp of the topic and be invested in his or her success.
3. Present the material in a manner that is lively, open and engaging. It is your job to keep students' attention and interest.

## B. Characteristics of Adult Learners

Following are some basic principles proven to increase the understanding and retention of information by adult learners. Incorporating them into your delivery of this course will greatly enhance its effectiveness.

- Demonstrate value: students must know why the training is important to them and how it benefits their lives and jobs.
- Make it multi-sensory: involve learners' senses – hearing, seeing, touching and doing.
- Make learners comfortable: good lighting, comfortable seating, appropriate room temperature, frequent breaks and healthful refreshments are all important.
- Invite interaction: share your real-world experiences and encourage students to do the same.
- Be invested: students need to know that their instructor cares about their success and is sensitive to their needs, feelings and ideas related to the content.

### Tell, Show, Do and Review

It is very effective to employ a “Tell, Show, Do and Review” process. Start by **1:** discussing the material, **2:** show examples of the principals and procedures described, **3:** have students practice the skills and **4:** review key points to reinforce learning and allow students to talk about their ideas and applicable experiences. For this module the methodology might include:

#### Tell:

1. Review the course and unit objectives.
2. Discuss how students will use the course materials to improve their performance.
3. Encourage students to share their experiences and opinions.

#### Show:

1. Show the unit overview video.
2. Use the PowerPoint to emphasize key points.
3. Demonstrate the proper technique for essential skills.

#### Do:

1. Have each student practice the techniques you have discussed and demonstrated
2. Provide immediate performance-enhancing feedback.

## Review:

1. Discuss lessons learned during both the lecture and practice.
2. Administer the unit quiz and exercises.
3. Discuss the test questions and invite additional questions and comments.

## C. Ready, Set, Go

To prepare to teach *Emergency Procedures* you will need:

### 1. Trainer Materials

- *Emergency Procedures Instructor's Guide*
- *Emergency Procedures Learner's Guide*
- *Emergency Procedures* DVD
- *Emergency Procedures* PowerPoint
- Your agency's emergency response policies and procedures
- Participant sign-in sheet
- Course evaluation forms
- Certificate of completion for each student

### 2. Student Materials

- *Emergency Procedures Learner's Guide* for each student
- Notepads and pens
- Name tents
- Name tags

### 3. Visual Aids

- Laptop computer with DVD drive and software required to play video DVDs
- Computer-compatible projector
- Cable for connecting computer and projector
- Projection screen
- Flip chart(s) and markers
- Tape to hang flip chart sheets on walls

### 4. Hands-on Aids

- Vehicle operator inspection forms
- Other agency forms (accident report forms, customer comment cards, etc.)
- Lift-equipped vehicle (with radio and required emergency equipment)
- Wheelchair and scooter
- Tie-down board
- First aid kit and biohazard spill kit
- Triangles and flares

### 5. Guidance on Room Set-up

Proper room set-up can dramatically improve learning and retention of information. Consider the following when preparing a room for training:

- Establish a table near the entrance to the room for the sign-in sheet and other student materials.
- Place a podium or instructor's table near the front of the room for handouts, exercise materials, the *Instructor's Guide* and extra course materials.
- Set tables in circles or a large U to facilitate an open dialogue.
- Ensure that each seat has a clear unobstructed view of the projection screen.
- Allow space for instructors and students to move safely between tables.
- Place note pads, writing instruments and name tents at each seat.
- Adjust room temperature for student comfort (typically a bit warm for the instructor).
- Test all audiovisual equipment before the class begins.
- Confirm arrangements for meals, snacks and refreshments.
- Tape down all power cords and cables to ensure safe movement within the training room.

## Quick Tip: Respect Experience

*Professional drivers have a wealth of expertise. They also bring a foundation of life experience to their jobs. Your training approach should value this experience. How? Training experts say you should be lecturing no more than 50 to 60 percent of the time. The rest of the session students should be sharing experiences, discussing case studies, and sharing ideas and insights from their own experience. Remember, lecturing does not equal learning.*



## II. Curriculum Overview

*Providing transit services in a safe, secure and customer-oriented manner demands that bus and van operators (drivers) are well trained and knowledgeable about the equipment they operate, the conditions under which they drive, and the passengers they serve.*

### A. Course Design

*Emergency Procedures for Rural Transit Drivers* builds on the foundation established in the National RTAP training module *Safety Training and Rural Transit (START)*. *START* is a training tool used to help guide operators in vehicle, driver and passenger safety under normal operating conditions. *Emergency Procedures for Rural Transit Drivers* focuses on handling situational emergencies that could arise during the course of day-to-day operations.

This instructor's guide provides trainers the tools they need to effectively use the *Emergency Procedures for Rural Transit Drivers* materials when training new and experienced transit drivers on managing on-board emergencies. These materials can be covered in one day or over a series of days. The training module is designed in stand-alone units that can be used in any combination to meet the specific needs of the transit agency.

Regular refresher training and exercises for drivers are essential to maintain the safety and security of your transit system and to prepare your staff to effectively respond to emergencies.

The three units of this training module are:

- Preparedness
- Hazards and Threats
- Emergency Procedures

#### Preparedness

While emergencies are often unforeseen, the circumstances that lead to them can often be predicted, prevented and/or mitigated through preparation and planning. **Unit I: Preparedness** will provide training to help professional transit drivers ensure that they are physically and mentally fit for duty, prepared to operate their vehicle safely even in adverse driving conditions, and be able to anticipate issues related to passenger safety and comfort. This is particularly important when service is disrupted or a transit vehicle is involved in an emergency.

#### Hazards and Threats

Safety hazards and security threats can adversely impact transit service and compromise the personal safety of transit operators, customers and the community. **Unit II: Hazards and Threats** addresses common hazards and threats that transit drivers face. It also provides background information and strategies to help prepare drivers to respond more quickly, decisively and effectively in emergency situations.

#### Emergency Procedures

Transit drivers must understand how to respond to emergency situations so they are able to take action to save lives and personal property during times of crisis. **Unit III: Emergency Procedures** provides step-by-step guidelines for drivers to follow when faced with accidents and incidents, acts of nature, loss of critical infrastructure, criminal activity or terrorist attack. These emergency procedures are framed within the **Seven Steps of Crisis Management** introduced in the National RTAP *START* training program.

### B. Course Objectives

By the end of this course students should be able to:

- List the types of safety hazards and security threats commonly faced by transit drivers
- Describe the kinds of emergency training transit drivers should receive
- List required and recommended emergency equipment that should be on-board their vehicle
- Explain how maintaining a healthy lifestyle and participating in health and wellness programs supports emergency preparedness
- Discuss how hazards and threats can impact the transit system from an employee, customer and community perspective
- Identify the **Seven Steps of Crisis Management**
- Describe how to respond to save lives and property following accidents, acts of nature, loss of critical infrastructure, criminal activity and terrorist attack

### C. Course Materials

Following is a summary of the key elements of this training module:

- *Learner's Guide*: provides core content on emergency preparedness, hazards and threats,

and emergency response procedures for rural transit drivers. It also features exercises and tests that help emphasize key concepts.

- **PowerPoint:** guides students through the essential content included in the *Learner's Guide*. It also provides visual reinforcement of key concepts and principles discussed.
- **DVD:** contains short video segments that introduce key unit concepts and illustrate industry best practices. The DVD also contains a self-directed learning module to serve as a refresher for those who have taken the course and functions as an introduction to the material for students unable to take an instructor-led course.
- **Instructor's Guide:** helps guide instructors in the presentation of the module content and how to best leverage the *Learner's Guide*, PowerPoint and DVD.

## D. Lesson Plans

Each of the three units in this training module can be modified based on the time you have available, the policies and procedures at your agency, and the audience you are training. For example:

- The trainer can present each unit in a series of workshops or in a single training session.
- The length of time spent on each unit can vary depending on the amount of time spent on hands-on training, case study discussion and the amount of additional material the trainer chooses to add to this base module.
- The PowerPoint, videos and exercises can be used to augment other driver training programs and/or safety meetings.
- The DVD can be used as a self-paced orientation on the topic of emergency procedures for rural transit operators.
- *The Learner's Guide* can be used as part of an agency's customized driver manual.

Regardless of how the materials are used, it is important to create a lesson plan that guides the training. This allows the workshop to be duplicated in the future and provides vital training documentation. At a minimum, a lesson plan should contain:

- Course title
- Course objectives
- Agenda
- Delivery methods

- Resources
- Results

On the following pages are sample lesson plans that can be used with new operators as well as with experienced drivers. The trainer should augment these materials with their own personal experiences, discussion of students' experiences, their specific agency's policies and procedures, and any other guidance materials appropriate to the audience.

## E. Delivery Method

The National RTAP *Emergency Procedures* training module can be delivered in at least two distinct ways:

- **Instructor-led course:** an experienced trainer delivers the module in a classroom setting using the PowerPoint and DVD videos to illustrate and reinforce key concepts and emergency procedures. Students use the *Learner's Guide* to follow along, take notes, participate in group exercises and take quizzes.

A key feature of the instructor-led delivery method is an emphasis on the instructor sharing real-world experiences and examples. The instructor should also encourage students to share their experiences, thoughts and ideas on a given topic. This delivery method is most effective when it is multi-sensory; students hear the instructor, see the PowerPoint and video segments, discuss the module content and practice actual hands-on techniques. This is considered the most effective method of delivering the course.

- **Self-directed course:** transit drivers can take the self-directed version of the course provided on the DVD. While few eLearning modules can match the quality of instruction provided by a live, experienced instructor encouraging vigorous class interaction, exercises and discussion, the self-directed module provides an excellent introduction for students who don't have access to an instructor-led class. It also serves as a good refresher for people who have taken the class but need to revisit the material.

To make the self-paced module as effective as possible it incorporates much of the material designed to be delivered by the instructor. It also includes the same photos, graphics and video segments to introduce key material. Interactive unit quizzes measure understanding and reinforce knowledge.

## Lesson Plan 1 ~120 minutes

### Unit 1: Preparedness

The first step in effective emergency management is proper preparation for emergencies. This unit will provide guidance as well as hands-on experience on how to use daily vehicle inspections combined with personal preparedness to maximize emergency readiness.

#### Objectives:

- To educate drivers on the importance of, and procedures for, pre-trip, post-trip and en-route vehicle inspections
- To help drivers understand the importance of personal (physical and mental) preparedness
- To provide hands-on experience in conducting pre-trip, post-trip and en-route vehicle inspections

#### Agenda:

- Introduction
- Driver training requirements
- Vehicle readiness
  - ◆ Pre-trip inspection
  - ◆ Emergency equipment
  - ◆ En-route inspection
  - ◆ Post-trip inspection
- Personal preparedness
- Post-unit quiz
- Exercises:
  - ◆ Proactive steps for health
  - ◆ On-board orientation
  - ◆ Vehicle inspection process

#### Delivery Methods:

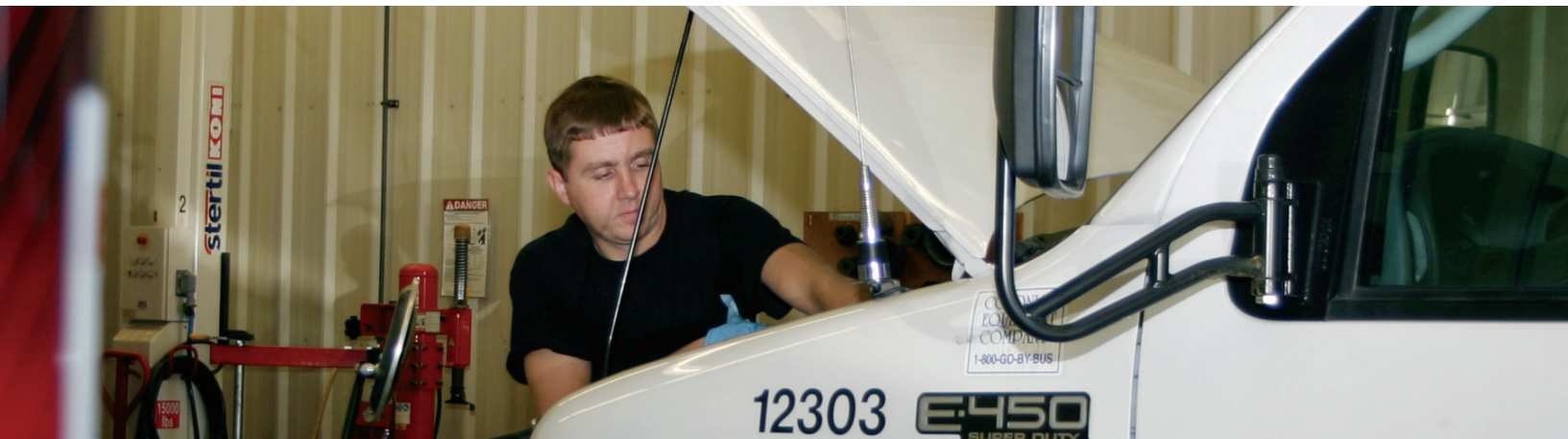
- Tell a personal story involving a vehicle driven under adverse conditions, an accident, an ill or injured passenger, a security incident or a criminal act.
- Play the unit overview video on DVD.
- Ask students what they think they need to bring with them when operating under adverse driving conditions such as a winter snowstorm, severe thunderstorm or a heat wave and write their answers on a flip chart.
- Deliver the PowerPoint for *Emergency Procedures, Preparedness* unit.
- Discuss proactive steps transit drivers should take to guard their health.
- Inspect random vehicles and inventory emergency equipment on board, such as the fire extinguisher, first-aid kit and jack handle to manually operate the lift. Note if any items need to be replenished or replaced.
- Administer the **Preparedness** quiz and debrief.

#### Resources:

- *Emergency Procedures Learner's Guide, Part I: Preparedness*
- Agency pre-trip form
- Agency vehicle with all required emergency equipment

#### Results:

- Completed vehicle pre-trip inspection forms
- Documentation on driver competency in emergency preparedness
- Drivers score 80% or better on *Emergency Procedures: Preparedness Quiz*



## Lesson Plan 2 ~90 minutes

### Unit 2: Hazards and Threats

Another component of effective emergency preparations is familiarity with the different hazards and threats that can occur in a region. This unit will cover different types of common safety hazards and security threats. It includes exercises to test driver understanding of the appropriate responses to several different hazards.

#### Objectives:

- To educate drivers on the types of safety hazards and security threats they may face.
- To encourage “mental rehearsal” to reduce the likelihood of emergency incidents and to improve the driver’s response when they occur.

#### Agenda:

- Introduction
- Accidents and incidents



- Acts of nature
- Hazardous materials
- Loss of critical infrastructure
- Criminal activity
- Terrorist attack

#### Delivery Methods:

- Relate a story involving a vehicle placed into service without a proper pre-trip inspection (for example, the lift did not work), or, a proper post-trip inspection (for example, a small child was left on-board the vehicle).
- Play the unit overview video on the DVD.
- Ask students what they believe the most likely hazards, or the highest impact hazards, are in your region and record their answers on a flip chart. If possible, compare results with the agency’s vulnerability assessment.
- Deliver the PowerPoint for *Emergency Procedures, Hazards and Threats* unit.
- Administer **Case Study: Trespassing** and **Case Study: Descriptions**, and debrief.
- Administer **Hazards and Threats Quiz** and debrief.

#### Resources:

- *Emergency Procedures Learner’s Guide, Part II: Preparedness*
- *Emergency Procedures Instructor’s Guide: Exercises 1 and 2*

#### Results:

- Documentation on driver perception and understanding of common hazards and threats
- Driver scores 80% or better on **Hazards and Threats Quiz**

### Quick Tip: Set Goals

*Adults tend to be more goal-oriented than teenagers. Tell them from the outset what the training objectives are for each section. Tell them why they are relevant and show how they can be immediately applied to their work.*

## Lesson Plan 3 ~180 minutes

### Unit 3: Emergency Procedures

#### Objectives:

- Educate drivers on proper response protocols for common transit hazards and threats.
- Encourage “mental rehearsal” to improve response performance in the case of a breakdown, accident, incident, loss of critical infrastructure, criminal activity or terrorist attack.

#### Agenda:

- Introduction to the **Seven Steps of Crisis Management**
- Response procedures for:
  - ◆ Accidents and incidents
  - ◆ Acts of nature
  - ◆ Hazardous materials
  - ◆ Loss of critical infrastructure
  - ◆ Criminal activity
  - ◆ Terrorist attack

#### Delivery Methods:

- Relate a case study involving a critical incident and what went right and wrong during the response.
- Play the unit overview video on the DVD.
- Ask students what the correct incident response protocols are for different types of hazards and threats and record their answers on a flip chart. Identify commonalities that help drivers cultivate a more “all-hazards” approach to response and recovery.
- Deliver the PowerPoint for *Emergency Procedures*, **Emergency Procedures** unit.
- Administer **Case Study: Accident**, **Case Study: Hazmat** and **Case Study: Difficult or Dangerous Passenger** and debrief.
- Practice passenger triage and evacuation procedures.
- Administer **Emergency Procedures Quiz** and debrief.

#### Resources:

- *Emergency Procedures Learner’s Guide, Part III: Emergency Procedures*

- *Emergency Procedures Instructor’s Guide: Exercises 3–5*

- Passenger comment cards
- Accident report forms
- Injury description and passenger triage forms
- Drag blanket, transit vehicle and simulated “victims”

#### Results:

- Documentation on driver knowledge and understanding of triage and evacuation procedures
- Confirmation of student knowledge of emergency response protocols for common transit hazards and threats
- Driver scores 80% or better on **Emergency Procedures Quiz**

### Quick Tip: Engage the Senses

*Use short video/multimedia segments that reinforce key learning objectives; show relevant photos and news clips; allow adequate time for hands-on skills practice.*



# III. Quizzes

## Chapter I: Preparedness

- 1. True or False: As a transit driver you are required to report to work fit for duty. This includes appropriate physical, mental and emotional condition.**
  - A. True
  - B. False
- 2. The purpose of the pre-trip inspection is to:**
  - A. Ensure that every shift starts off smoothly
  - B. Eliminate the threat of terrorism
  - C. Determine what repairs are needed
  - D. Assess the safety of your transit vehicle before putting it into service
- 3. True or False: There are five basic life safety items that must be on your vehicle: a fire extinguisher, a first aid kit, a biohazard kit, a seatbelt cutter and three triangle reflectors. Additional emergency equipment may be recommended in your agency's policies and procedures.**
  - A. True
  - B. False
- 4. What is your most important driver safety tool?**
  - A. Fire extinguisher
  - B. Biohazard disposal kit
  - C. Flashlight
  - D. Your brain
- 5. When conducting a pre-trip inspection you should look for signs of tampering. This includes:**
  - A. Scratches or marks made by prying tools
  - B. Additional wires leading from the battery
  - C. Items attached with magnets or duct tape to the vehicle, the wheel wells or the frame
  - D. Missing or unusual light bulbs
  - E. All of the above

*Answer Key:* 1. A; 2. D; 3. A; 4. D; 5. E

## Chapter II: Hazards and Threats

- 1. True or False: Road conditions are seldom the cause of vehicle accidents. Drivers who fail to adjust to adverse conditions cause most accidents.**
  - A. True
  - B. False
- 2. Visual recovery time refers to:**
  - A. How long it takes to clean up and remove damaged equipment following an accident
  - B. How long it takes from the time you notice your supervisor until the time that you revert to doing your job correctly
  - C. The time it takes a driver's vision to return to normal after being blinded by a bright light, such as headlights or direct sunshine
  - D. The fact that older adults and people with medical conditions, such as high blood pressure and diabetes, have a harder time driving at night
- 3. When faced with adverse road conditions that reduce visibility and/or traction, you should:**
  - A. Notify dispatch, unload your passengers and call it a day
  - B. Ask fellow drivers what they think the optimal speed is
  - C. Reduce speed, increase following distance and anticipate trouble spots
  - D. Tell your passengers they are going to be late
- 4. Warning signs that can denote the difference between a difficult passenger and a dangerous passenger include:**
  - A. Voiced threats or expletives
  - B. Threatening body posture such as a clenched fist
  - C. Suggestion or evidence of a weapon
  - D. Known history of violent behavior
  - E. All of the above





5. Warning signs of a toxic release include:
- A. Abandoned or out-of-place aerosol or manual spray devices
  - B. A cloud, mist, fog, fine powder, dust, liquid or oily residue with no explainable source
  - C. Items emitting an unexplainable or pungent odor or vapor

- D. Two or more people experiencing difficulty breathing, uncontrollable coughing, collapse, seizure, nausea, blurred vision or disorientation
- E. All of the above

*Answer Key:* 1. A; 2. C; 3. C; 4. E; 5. E

### Chapter III: Emergency Procedures

1. If you have to clean up vomit or some other bodily fluid spill, you should:
- A. Immediately put on the disposable gloves found in the biohazard kit
  - B. Cover the spill area with the disinfectant found in the biohazard kit
  - C. Carefully place contaminated materials in the biohazard bag
  - D. Thoroughly wash hands with soap and hot running water as soon as possible
  - E. All of the above
2. In an emergency situation you may have to evacuate your vehicle. You should evacuate your vehicle only if:
- A. Instructed to do so by dispatch
  - B. Instructed to do so by your passengers
  - C. Remaining in place presents a greater hazard than leaving the vehicle
  - D. The vehicle is lying on its side
3. When dealing with a dangerous passenger:
- A. Remain calm and controlled
  - B. Tell the passengers what you are going to do before you do it
  - C. If possible, utilize designated radio code or the panic button to notify dispatch of a potential problem

- D. If possible, park the vehicle in a well lit public area and open the doors so the dangerous passenger can exit the vehicle
- E. All of the above

4. If you find a package that is emitting strange sounds, smells, liquids or otherwise appears suspicious, you should:
- A. Grab the package and move it to a nearby dumpster
  - B. Immediately take out your cell phone and notify dispatch
  - C. Try to determine what the device is by picking it up and shaking it
  - D. Calmly evacuate the area and notify dispatch with a description and the location of the package
5. If you observe two or more people outside your vehicle experiencing difficulty breathing, uncontrollable coughing, collapse, seizure, nausea, blurred vision or disorientation, you should:
- A. Call police to request assistance
  - B. Immediately evacuate your vehicle
  - C. Try to determine its cause and location so you can take care of the problem
  - D. Shut down the vehicle's HVAC systems, if possible relocate vehicle uphill and upwind, and report the situation to dispatch

*Answer Key:* 1. E; 2. C; 3. E; 4. D; 5. D

## IV. Exercises

### A. Proactive Steps for Health ~20 Minutes – Individual Exercise

#### Directions:

After reviewing the physical and emotional conditions that are known to affect driving behavior, carefully consider each of the questions below. List the action steps (in short answer or bullet form) you are committed to and be prepared to discuss your answers.

1. Fatigue: what proactive steps will you take to be well rested before your shift begins?
2. Stress management: what proactive steps will you take to live a low stress lifestyle?
3. Health and nutrition: what proactive steps will you take to live a healthy lifestyle?



### B. On-board Orientation ~60 minutes – Individual and Small Group Exercise

#### Directions:

For this exercise students will practice and demonstrate emergency procedures in simulated operating conditions using a bus or paratransit vehicle.

1. Identify and locate required emergency equipment on the vehicle.
2. Demonstrate proper operation of all emergency exits – doors, windows and hatches – on each type of vehicle in the fleet.
3. Demonstrate operation of wheelchair lift with and without power.
4. Demonstrate use of a seatbelt cutter and provide hands-on practice cutting seatbelt material.
  - *Variation 1:* simulated practice cutting personal restraint belts, leaving wheelchair-securing belts intact. In this scenario, the person is extracted from the mobility device and moved from the vehicle. The mobility device is left behind as the lift is assumed to be non-operational.
  - *Variation 2:* simulated practice cutting personal restraint and restraint belts so the individual can be evacuated along with the mobility device; the lift is assumed to be operational.
5. Emergency evacuation: hands-on practice using a drag blanket, practicing the grasping-under-the-armpits drag method and the two-person-under-the-armpits drag method.





## C. Case Studies ~20 Minutes Each

*Instructor's Note:* Divide the group as necessary to form groups of five-to-ten operators. Each group will address all of the cases. After each case study is completed groups will spend five minutes each reporting the results of their group's discussions. At the conclusion of each case study discussion and group report, the instructor should provide a summary of the outcomes.

### Directions:

- Announce, "You have 10 to 15 minutes to read and discuss the assigned case study and develop strategies for a successful resolution. Workgroups will then have approximately five minutes to present their case study and proposed solutions and to discuss the case with the entire class."
- Ask groups to choose one person to record the group's responses to the following:
  - List the challenges and problems you would anticipate in each scenario.
  - Develop a list of "action steps" you would take in response to the scenario. Put the steps in priority order.
  - What resources (responders) will you need at the scene to assist you? Choose one member of your group to make a simulated radio call to the dispatcher to report the incident and request assistance.

### 1. Trespassing

Announce, "Today, you are assigned the earliest run scheduled to report to the yard at 5:00 AM. You arrive a few minutes early, check in, and are walking out to the area where the buses are parked. You notice two young men walking away from a row of parked buses and headed in your direction. When they see you they change direction and quickly exit the bus yard.

"What concerns would you have regarding the presence of the two young men in the bus yard early in the morning?"

"What steps should you take to make sure your vehicle has not been vandalized or tampered with?"

"Should you report this incident? If yes, to whom would you report it and what would you report?"

"What can employees do to improve security at their agency without spending any additional agency funds?"

### 2. Intruder Descriptions

*Instructor's Note:* Display a PowerPoint picture of the "two young men" from Exercise 1.

Announce, "You are about to see a picture of the 'two young men' from the previous exercise. The picture will be displayed for 10 seconds. Working individually, write down all the details you can remember about the two men. You have five minutes to complete this task.

"Now, working as a team with the other members in your group, develop a single composite description of the two men. Choose one member of your group as the scribe and write your descriptions on flip chart paper.

"How were the descriptions from each team similar? Were there any differences?"

*Instructor's Note:* Display the PowerPoint picture again of the "two young men" for comparison.

Announce, "After seeing the photo of the two men again, how accurate were your descriptions? Which team developed the most complete and accurate description?"

"What do you think contributed to the most accurate descriptions?"

"What do you think contributed to the less accurate descriptions?"

Note: An optional method for this exercise is to provide half the teams with a "template" to fill out their descriptions while the other teams use blank paper. See if the descriptions are more accurate if a "job aid" is provided.

### 3. Accident

Announce, "You have three passengers on your bus. One passenger is a middle-aged war veteran who is paralyzed from the waist down. He uses a powered wheelchair. The second passenger is an elderly woman who is ambulatory but is hearing impaired. The third passenger is a young man with cognitive disabilities. You know from past experience that he gets very upset if his daily routine is interrupted.

"It is 4:00 PM and the city is experiencing temperatures over 100 degrees. While stopped at a red light you glance in your rear view mirror and see a car coming up behind you at a high speed. Before you can take action, it slams into the rear of your bus. The impact pushes your bus into the intersection where a

second car, with brakes squealing, slides into the right side of your bus. This effectively blocks the entrance door and the wheelchair lift. In the aftermath of the collision, you realize that the elderly woman and the young man have been thrown out of their seats and are apparently injured.”

Ask groups to select one person to write down the group’s responses to the following:

- List the challenges and problems you would anticipate in this accident scenario.
- Develop a list of “action steps” you would take in response to the scenario.
- What resources (responders) will you need at the scene to assist you? Choose one member of your group to make a simulated radio call to the dispatcher to report the accident and request assistance.

#### 4. Hazmat

Announce, “It’s about 4:00 PM and you have 10 passengers on board. Both your wheelchair positions are occupied. You are moving along the freeway very slowly. Traffic is bumper-to-bumper due to a heavy snowstorm. The roads are very slippery.

“Train tracks parallel this part of the freeway. The tracks are built on top of a levee that protects low-lying farmland from the river. A long freight train with a number of tanker cars is moving past the gridlocked traffic. You hear a strange groaning sound and look ahead to see rail cars coming off the tracks. They pile on one after the other, rolling off the steep slope of the levee and jackknifing into a twisted heap of wreckage. Finally, the remaining freight cars come to a stop. You catch your breath, and look in disbelief at the carnage ahead. Smoke is billowing from the wreckage. More ominously, you can see a vapor cloud forming in the low-lying hollow between the freeway and the levee. It appears to be spreading in your direction.”

Ask groups to select one person to write down the group’s responses to the following:

- List the challenges and problems you would anticipate in this accident scenario.
- Develop a list of “action steps” you will need to accomplish in response to the accident. List the steps in order of priority.
- What resources (responders) will you need at the scene to assist you? Choose one member of your group to make a simulated radio call to the dispatcher to report the incident and request assistance.

#### 5. Difficult/Dangerous Passenger

Announce, “You are driving your regular route that services a senior center, medical facilities and a shopping mall. From time to time you pick up a passenger at a retirement home who causes you some concern. He enters into long diatribes — to no one in particular — about the government, taxes and corruption. He sometimes uses profanities and ethnic slurs. In the past you’ve asked him to tone it down and be respectful of the other passengers. His response was to continue the inappropriate ramblings, but more quietly.

“Today, he boards and joins two other passengers, both elderly women. Soon, he starts talking loudly. You ask him politely to lower his voice to which he replies, ‘This is a free country. I can say whatever I want. I know my First Amendment rights!’ You remind him again, politely, that if he does not comply with customer conduct rules he could be refused service. He replies by saying, ‘Oh yeah? Who’s going to refuse me service? You? I also have Second Amendment rights, you know!’ You look in the mirror and see him reach into his fanny pack and pull out an automatic pistol. He is cradling it in his lap. You are heading toward the shopping center and are scheduled to be there in about five minutes.”

Ask groups to select one person to write down the group’s responses to the following:

- List the challenges and problems you would anticipate in this scenario.
- Develop a list of action steps you would take in response to the scenario.
- What resources (responders) will you need to assist you? How will you contact your dispatcher?





## B. Course Evaluation

On a scale of 1-5 rate the following:

	Excellent			Poor	
1. Overall, how would you rate this training?	1	2	3	4	5
2. How applicable was the information to your job?	1	2	3	4	5
3. How would you rate the trainer's knowledge?	1	2	3	4	5
4. How would you rate the trainer's teaching skills?	1	2	3	4	5
5. How would you rate your fellow participants?	1	2	3	4	5
6. How would you rate the facilities?	1	2	3	4	5

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What part(s) of this workshop was (were) most effective?

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What did you like least and how would you change it?

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What additional training do you most need?

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# CERTIFICATE OF COMPLETION

*This certificate affirms that*

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*has successfully completed the National Rural Transit Assistance Program's course*

## Emergency Procedures for Rural Transit Drivers



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Instructor

Date

Location

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## ***D. Additional Resources***

Your state department of transportation, state RTAP programs and our national partners have additional programs and services to assist with safety training and development:

**AASHTO**

[www.transportation.org](http://www.transportation.org)

**Community Transportation Association of America**

[www.ctaa.org](http://www.ctaa.org)

**National Rural Transit Assistance Program**

[www.NationalRTAP.org](http://www.NationalRTAP.org)

**National Safety Council**

[www.nsc.org](http://www.nsc.org)

**National Transit Institute**

[www.NTIOonline.com](http://www.NTIOonline.com)

**Project Action**

<http://ProjectAction.easterseals.com>

**State DOTs**

[www.fhwa.dot.gov/webstate.htm](http://www.fhwa.dot.gov/webstate.htm)

**Transportation Safety Institute**

[www.tsi.dot.gov](http://www.tsi.dot.gov)

**West Virginia Spider Project**

[www.transportation.wv.gov/publictransit/safety/Pages/default.aspx](http://www.transportation.wv.gov/publictransit/safety/Pages/default.aspx)

### **Supplementary Reading:**

**Safety Training and Rural Transit (START) Module from National RTAP**

*START Learner's Guide:*

<http://portal.nationalrtap.org/iframe/getfile.aspx?id=184>

*START Instructor's Guide:*

<http://portal.nationalrtap.org/iframe/getfile.aspx?id=171>



