

NEW MEXICO TRANSIT DRIVER OPERATIONAL HANDBOOK



Prepared for the
New Mexico Department of Transportation
Transit and Rail Bureau

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INTRODUCTION

The instructions and directives set forth in this handbook provide drivers with specific performance guidelines to help them perform their jobs safely, efficiently, and professionally. Our quality service to the community is a direct reflection of how well our drivers understand and perform these duties as prescribed.

IMPORTANT

IT IS THE RESPONSIBILITY OF EACH EMPLOYEE TO READ AND OBSERVE THESE INSTRUCTIONS.

YOU WILL BE HELD RESPONSIBLE FOR KNOWING, UNDERSTANDING, AND ADHERING TO THE CONTENTS OF THIS HANDBOOK.

NOTE

Policies and directives contained herein are subject to change with or without notice at the sole direction of company officials.

THE ROLE OF THE DRIVER

Your job is to transport passengers safely, courteously, and reliably. All drivers are expected to act responsibly and professionally at all times. You represent not only yourself, but also the company, your management team, your fellow employees, and the agencies paying for the service whenever you are on the job. Hopefully you will find much satisfaction in helping many people each day who rely on our important community service.

The following essential behaviors are expected of all drivers:

Drive Safely and Defensively – Always practice defensive driving skills; always obey traffic laws and signs; always stay focused on your driving duties. People’s lives are in your hands. Responsible, smart, and safe driving practices are critical.

Be Courteous – Make your passengers feel comfortable and safe. Treat all passengers with disabilities with sensitivity. Always be positive, helpful and polite – even when the passengers make you angry. Let them know that you enjoy your job. Never give orders or be argumentative. Instead, use polite requests to get your point across. Remember, we are in the “people” business.

Keep Accurate Records – Fill out the pre and post-trip inspection reports daily and make sure you accurately complete your trip sheets. These records are critical to company operations. Take the extra time to check your computations in order to avoid mistakes. Make sure they are correct BEFORE you turn them in at the end of the day.

Report All Accidents and Incidents - If you are involved in a vehicle accident (collision), if you have a passenger who has an incident (e.g., a fall or trip, etc.) or gets ill on the bus or van, or if you experience any security threat while on duty, then you must notify the Dispatcher immediately. Take care of any injuries first and then wait for a supervisor to arrive at the scene. If a supervisor is not available, follow recommended policy for your transit system.

Keep Your Vehicle Clean – You are responsible for the care and cleanliness of each vehicle you are assigned. Treat vehicles as though they were your own. Remove litter promptly. Keep steps clean and the aisle clear of possible obstructions. Sweep steps and aisle free of sand, ice, mud, etc., periodically during inclement weather. If floors are slick, warn passengers to watch their step. Keep all seat belts and restraints stowed neatly out of the way. A CLEAN VEHICLE MEANS A SAFE VEHICLE.

Assist ALL PASSENGERS – Give appropriate assistance to all of your passengers. If your vehicle is so equipped, open door for passengers, but drivers should not exit vehicle into traffic to help passengers. Make sure their seatbelts are properly fastened, and give them assistance on and off the vehicle if needed. DO NOT ASSUME THAT ALL AMBULATORY PASSENGERS CAN GET ON AND OFF THE VEHICLE WITHOUT ASSISTANCE. Make sure they use handrails and are careful on the steps.

Stand by (behind if necessary) and be prepared to catch them should they lose their balance and/or trip and fall.

Use Good Safety and Security Awareness - Always be vigilant when coming to and from work as well as during the performance of your duties. Use “common sense” and protect yourself, your passengers, and all company assets. Report any unusual, unsafe, or suspicious activity to the Dispatcher or your supervisor as soon as possible. Always wear your company Identification Badge and query other employees who are not displaying the proper ID. Check your vehicles thoroughly for any suspicious packages or sabotage. Never leave your vehicles unattended without locking them up, and always keep your vehicles in sight (as much as possible). Always park in safe, well-populated lighted areas. Maintain good professional radio discipline when talking over the radios. Never use first names and do not discuss personal matters either in regards to employees, the company, or passengers. When finished with your run, secure your vehicles to include locking all doors and exits.

Provide Reliable Service – Reliable service depends on you. It is essential that we provide on-time service so the passengers know they can depend on the system. If you are running late, please let the Dispatcher know so appropriate action can be taken and passengers can be served as reliably as possible.

Maintain a Good Attendance Record – Regular on-time attendance is essential to the effective operation of the system.

GENERAL PERSONNEL PRACTICES

Personnel Records – A confidential and detailed record of work performance is maintained on each employee. This file is reviewed at the time of employee evaluation and serves as a guide for any promotion or disciplinary action. You may review the contents of your file at any time. Safety and Training files are maintained as well and indicate dates and times of all training and safety instruction provided by the company.

Employee's Address – Any change in employee's address or telephone number must be reported promptly to the business office for correction in his/her personnel record file.

Telephone Use – Telephones are for company business and emergencies only. Long distance calls are not to be made by any unauthorized persons. If long distance calls are necessary, obtain permission from your supervisor first. Use good "security awareness" when using the telephones and do not discuss company policies and procedures or divulge protected information of other employees or passengers.

Discipline – Violation of rules or special instructions are sufficient cause for disciplinary action. Disciplinary action may be recommended by the supervisor and includes verbal and written warnings, reprimands, suspensions or discharge.

Employee Injury/Illness/Exposure – Any accident or injury to an employee while at work must be reported promptly to the supervisor. Report all suspected exposures to hazardous chemicals (i.e., gasoline) or infectious diseases or bodily fluids even if the passenger appears healthy. Management must also be notified of any medical conditions and medications which may affect your ability to perform your duties.

Conduct – During work hours, employees shall conduct themselves in a respectful and civil manner. Gambling, loud profanity, arguing, fighting, sexual harassment, or other inappropriate behavior will not be tolerated. Employees are to keep personal problems and differences out of the office.

Use of Alcohol and Drugs - The use of alcohol and controlled substances is strictly prohibited by our Drug and Alcohol policy.

Drivers and other safety-sensitive employees may not use prescriptions or other Over-the-Counter (OTC) medications which interfere with their ability to safely operate a vehicle or control the motion of a vehicle.

Maintain a Good DMV Driving Record – You are required to report to your supervisor all moving violations or other actions regarding your driver's license or driving record that occur on or off the job.

Reporting to Work – If you are unable to report for work because of illness or unavoidable circumstances, you will be expected to call your supervisor according to

adopted policy. When calling, give a reason for your absence and expected date of return to work.

VEHICLE INSPECTION PROCEDURES

Drivers must report for duty in time to allow for inspection of the vehicle before leaving the base.

No driver shall begin operation of a vehicle until the following parts and accessories have been checked by the driver and are in good working order. The pre and post trip inspection forms shall be legibly completed and signed by the vehicle operator. The pre and post trip inspections are a critical part of your safety, the passenger's safety, and the safety of our overall fleet. Your inspections shall include, but are not limited to, the following:

**Note: When malfunctions and/or defects are detected in the equipment listed in this section, or in any vehicle system or device which could threaten safe operating performance, no driver or other person will use the vehicle until the defects are corrected.*

1. Lights and Reflectors – High/low beams, tail lights, turn signals, 4-way hazard flashers, marker lights, license plate light and reflectors. They should be cleaned as needed before and during periods of operation.
2. Brakes – both foot and emergency, capable of effectively stopping or restraining the vehicle. Brake pedal should be firm after 1-2 inch free-play on a single down stroke and no noises, vibration or steering changes result from applying brakes while moving.
3. Horn – Gives an adequate and reliable warning signal.
4. Windshield, washers, wipers and defroster – Mechanical systems must be functioning properly to assure clean and clear windshields, inside and outside. Surfaces must be clean and unobstructed. Washer reservoirs are to be filled as needed.
5. Mirrors – All rear vision mirrors must be clean, properly adjusted and unobstructed for driver use. Outside mirrors must be mounted on both sides.
6. Tires – All vehicles must be equipped with tires of adequate load capacity to support the gross vehicle weight when fully loaded. Tires should be inflated to the recommended pressures. All tires, including the spare, should be compatible within each set (i.e., all radials or all bias ply; no mixed tire sets). Tire wear surfaces and sidewalls must be inspected daily for debris, damage

and wear. Tires should be even across the full tread surface. Tires must be replaced prior to revealing the “wear bars” between the treads at the contact surface.

7. Speedometer – Operational and accurately record speed in miles per hour.
8. Seat Belts – In good operating condition and used by all passengers and drivers. Wheelchair passenger restraint and securement systems must be fully operational.
9. Doors – Maintained in safe operating condition, capable of being opened, shut and locked as required.
10. Fluids – All vehicle fluids should be maintained at the manufacturers recommended operating levels, including engine coolant, oil, battery electrolyte, brake fluid, power steering fluid, transmission fluid and washer solvent. The vehicle should have sufficient fuel to meet foreseeable needs.
11. Emergency Equipment – All vehicles must be equipped with the following emergency equipment which should be in good working condition and securely stored to prevent movement in the event of an accident or sudden stop: fire extinguisher, reflective triangles, first aid kit, blood-borne pathogens clean up kit and seat belt cutter.
12. Cleanliness – The vehicle interior shall be properly maintained and kept free of loose articles. Windows and exterior surfaces should be kept as clean as weather permits.
13. Back up Alarms – If the vehicle is so equipped, check the backup alarm. Making sure that there are no persons or objects behind the vehicle, set the parking brake and firmly apply the foot brakes; only then shift into reverse. The alarm should sound. Do not back up.
14. Wheelchair Lifts – Check operating and structural condition daily by operating through one complete cycle.

PASSENGER ASSISTANCE PROCEDURES

VISUAL IMPAIRMENTS

BASIC GUIDELINES FOR ASSISTING CUSTOMERS WITH VISUAL IMPAIRMENTS

- Before they board, visually impaired passengers should be told, and/or reassured of the route and destination of the bus.
- When a visually impaired customer hands you a ticket, cash, or other item, place the ticket stub, brochure, transfer, change, etc. directly into her/his hand.
- When assisting an individual with a visual impairment to a seat, remember that the seat next to the front door is preferable to the one behind the driver. It will be easier to remember to provide that extra service when announcing stops and providing passenger information. It is important to remember, however, that visually impaired customers may choose to sit in any seat they wish and still expect such assistance.
- Remember to call out all stops. It is the law. It is very disorienting to de-board at the wrong stop.
- Be sure to inform a relief driver that a passenger with a visual impairment is on the bus and what their final destination is.
- When giving verbal directions to a passenger with a visual impairment be very simple and very specific. Say "turn right," "turn left," or "turn toward the front/back of the bus" rather than "over there" or "that way."

SERVICE GUIDELINES FOR CUSTOMERS WITH VISUAL IMPAIRMENTS

1. Never make assumptions about individuals with visual impairments. When you interact, ask them if they would like your assistance.
2. Never act annoyed if you are asked to repeat what you have said to individuals with vision impairments. Background noise can distort the sound of your voice.
3. When you talk to individuals with visual impairments, talk directly to them and not to someone who may be traveling with them.

4. Good service to one is good service to all. Adjustments you make in service delivery to customers with disabilities often result in better service to all passengers, (e.g., speaking clearly and giving precise directions).
5. Individuals with visual impairments often appreciate your providing them with a "sighted guide" to destinations (e.g., to and from the restroom, making a transfer to the proper bus, etc.) within your work environment. It can make getting around more efficient for them.
6. Stay alert to clues which indicate someone who does not use a white cane or a guide animal may have a visual impairment.
7. It is acceptable to offer to guide persons with visual impairments, but never grab them by the arm. It will throw them off balance.
8. When offering service to individuals with vision impairments, it is best to greet them by saying, "Hello" and identifying who you are.
9. Offer the same service options to individuals with visual impairments as you would to other customers.
10. When providing written information to individuals with visual impairments offer it in alternate formats, (e.g., audio cassette, large print, Braille).
11. Don't pet guide dogs or other service animals...they are working.

SUGGESTIONS FOR GUIDING VISUALLY IMPAIRED INDIVIDUALS

When a sighted person guides a visually impaired or blind person, he or she is providing a personal service. Sometimes a guide feels awkward, because one doesn't really know how to guide in the most efficient way. If you follow the following tips, you will find that guiding can be easy and comfortable for you and the blind person.

1. Always remember that a blind person cannot see. This may sound silly, but when someone has been around a blind person who is graceful and effective, the blindness becomes less noticeable. There are still things that can be learned only with vision, or that can be learned by touch but only with a certain amount of embarrassment--like the fact that that's a finger bowl, not a soup bowl across from the coffee cup. Be open, direct and as inconspicuous as possible when telling the blind person about the surroundings.

2. Give the blind person your arm. DO NOT GRAB THE BLIND PERSON'S ARM and start pushing or pulling. Let your partner know where your arm is by touching his or her wrist with the back of your elbow. It doesn't have to be a big problem.
3. Usually you walk a half pace ahead of the blind person. The distance should be increased to a full pace when going up or down stairs. With practice, the blind person can tell when you come to steps just by the way your arm moves.
4. If you are guiding someone that you have not guided before, always tell that person when you are coming to steps and whether they are ascending or descending.
5. Always go ahead of the blind person when entering doors or narrow passages. Blind people are more likely to run into door frames or tables when they go first. DON'T take a blind person by the upper arms and push him or her into narrow places.
6. Tell the blind person when you are coming to something that might trip him or her up, like the wheel blocks in a parking lot.
7. Always keep in mind that the blind person is about a body-width to the side of you. Be careful not to let him or her hit door frames or other obstacles with the shoulder or shin that is away from you.
8. If it is necessary for the blind person to move to the left or right in order to avoid something, say so quietly. Once again, DON'T shove.
9. Take the time to approach curbs and steps head on, so that they are at right angles to the line of travel. Diagonal approaches are awkward because the blind person is not warned by your body movement at the time.
10. When someone speaks to the blind person through the guide, the guide should direct the conversation to the blind person. A nod in that direction will usually do it.
- 11 Always keep in mind what the next move of the blind person is going to be. It may help if you anticipate, so that you can give good directions. Be careful about mixing right and left, especially when you face him or her.
12. Give as true and as full an account of what you are seeing as the blind person wants or needs.
13. Try not to use expressions like 'over here', 'over there', 'down there', or 'right here', when referring to objects near the blind person. It is better to say 'Let me show you' while contact is being made with what the blind person needs to find. You may help by telling the blind person very carefully just precisely where an object is. You may also tap it while saying "This is it". Asking 'May I take your hand?' and then placing it on the object will also work.

14. When you are talking to or giving directions to a blind person, ***speak no more loudly than necessary. Speak clearly, but speak only to the blind person.***

15. When you approach narrow aisles or open doorways where it is impossible to walk two abreast, move your arm backward from your side and over toward the center of your back. This will let the blind person know what is coming. He or she should then drop back a full pace behind you, by straightening the arm and stepping behind. This will put the two of you single file and far enough apart so that he or she will not step on your heels.

16. If you are directing a blind person to a chair or seat, put him or her into contact with it and state in which direction it faces. It can then be examined and pulled out from the table if necessary, or the person will be able to safely seat themselves with some minor directions or information. Assist them with their seat belt as necessary.

17. A blind person can enter an automobile independently if given a little information. State which way the automobile is facing, if it is a four-door automobile, and whether he or she is at the front or rear door. The right hand is placed on the door handle and the left on top of the car. The blind person should now have enough information to enter easily. If he or she becomes confused, additional information can be given, but no more than one person should do so.

SEVEN CATEGORIES OF COGNITIVE DISABILITY

1. Mental Retardation: a person has mental retardation if he/she has an IQ below 75; significant limitations in two or more daily living skills such as communication, self-care, social skills, community use, health and safety; and acquire these before the age of 18.

Most people with mental retardation are only mildly affected and only a little slower than average in learning new information and skills. Many lead independent lives in the community. Even those seriously affected can live independently with the right education and supports. Most people with mental retardation look like everyone else. Some may have other disabilities as well, (i.e., mobility, hearing or visual impairments).

One type of mental retardation, known as Down Syndrome, is accompanied by physical characteristics such as a small head with a rather flat face; a short, broad neck; an upward slant to the eyes; small ears, mouth, hands and feet; and possibly hearing loss, a vision impairment and/or heart disease.

2. Autism: a severe, lifelong disability that greatly affects social interaction, learning, communication, and behavior. Autism results from interferences in the way the brain collects and organizes information. It can range from mild to severe.

The majority of people with autism also have mental retardation, but some may have very high intelligence or ability. Some people with autism may have extraordinary ability in one very specific skill area. A person with a high degree of intelligence for example might be able to calculate rapidly the day of the week on which an event occurred. Some of the features of autism may decrease in severity as the person reaches adulthood.

3. Mental Illness: a brain disease that severely affects a person's ability to think, feel and relate to others and the environment. A mental illness is not the same as mental retardation. Some of the major mental illnesses in this category are schizophrenia; major depression; manic-depressive disorder; phobias; anxiety; personality disorders; and, stress-related illnesses and disorders.

Different mental illnesses can cause very different symptoms. Some of the most common symptoms are inability to think clearly; hallucinations (i.e., hearing voices, seeing or feeling things that aren't there, a feeling of being controlled by other people or things); depression or acute mood swings (i.e., happy to depressed); poor concentration; difficulty remembering; lack of motivation; feelings of hopelessness or worthlessness; low energy; and thoughts of suicide or death.

Unless, they are experiencing stress, in most cases you would not be aware that your customer has a mental illness.

4. Traumatic Brain Injury: an injury to the head which results in cognitive difficulties such as low attention span; poor memory; difficulty thinking and following through steps needed to accomplish a task; difficulty communicating or speaking; slower responses; irritability; frustration; poor balance/coordination; and other disabilities (i.e., mobility).

Many people who have a brain injury do not look as if they have a disability, however, a noisy, confusing environment can be hard for the person to take and cause an outburst. Frustration in trying to deal with things can also increase the chance of an outburst.

5. Epilepsy: a disorder of the central nervous system, also known as a seizure disorder, which is characterized by seizures. The onset of a seizure is due to a sudden discharge of electrical energy from the nerve cells in the brain. Seizures are usually prevented or controlled by medication.

It is unlikely that you will know that a customer has epilepsy unless the person has a seizure in your presence. The most common kind is not the convulsive type, but the "**complex partial seizure.**" A complex partial seizure starts with a blank stare, followed by chewing or twitching movements of the mouth or face. The person may wander; make repeated movements or fumble with clothing; shout, cry, laugh, or show fear; run; disrobe or make other movement; and sometimes be able to understand you but be unable to respond. The complex partial seizure generally lasts a few minutes.

Another common type is the "**absence seizure**" which looks like a blank stare, begins and ends abruptly, and only lasts a few seconds. If you were speaking with a person who was having an absence seizure, you might think the person was daydreaming, not paying attention or deliberately ignoring you. If this happened, it would be important for you to repeat what you said because the person won't remember what was said during the seizure.

A convulsive seizure is the least common type. It is the one most often portrayed in the movies and on TV. Appropriate procedures for helping a customer who has a convulsive seizure are discussed on the next page under epilepsy. Following any kind of seizure; the person may be disoriented; confused; tired; upset or aggressive; unable to communicate; and remember little about the seizure.

6. Learning Disabilities: are disorders that make learning difficult because the ability to store, process or express information is impaired. A learning disability may cause a short attention span; difficulty with reasoning; poor memory; trouble communicating; poor reading, writing, and spelling skills; difficulty with numbers; and poor coordination and social skills.

A learning disability is not a barometer of intelligence. Most people who have one have average or above average intelligence. However, the learning impairment may cause a gap between a person's potential and the ability to achieve.

7. Alzheimer's Disease: a severe form of cognitive disability experienced by some older adults. As people grow older, it is not uncommon to experience varying degrees of memory loss. However, memory loss is not necessarily Alzheimer's Disease. This disease is a progressive degenerative disease of the brain that results in impaired memory, thinking, and behavior. It gets worse over time--anywhere from 3 to 20 years or even more--and typically begins when a person is over 65. Occasionally, a person will have early onset of Alzheimer's beginning in their 40's or 50's.

In the past, it was rare to meet someone who had Alzheimer's Disease. Since the population of older adults is increasing, it is more likely that you will at some time meet a customer with Alzheimer's, (especially in the early stage of the disease when the symptoms are not acute.)

Symptoms include gradual memory loss (particularly short term memory); inability to perform routine tasks; disorientation of time and place; inability to make decisions or exercise judgement; personality change; learning problems; loss of language and communication skills; carelessness in personal hygiene; repetitive actions; and eventual inability to take care of oneself.

TIPS FOR ASSISTING CUSTOMERS WHO ARE MENTALLY RETARDED

Adults with mental retardation are not children--although the person may have difficulty learning, he or she has lived longer, has developed in other areas of life, and has different experiences than a child. So, treat adults as adults and:

- Be patient. They may be a little slower in doing things like boarding, paying the fare, purchasing a ticket, or taking a seat.
- Offer to read something for them. They may be unable to read well (or at all).
- Practice "active" listening skills. They may ask something obvious (i.e., "Where is the bus going?"); ask something repeatedly; have difficulty expressing themselves, or even have a speech impairment.
- Be prepared to repeat what you say. They may not remember something told to them a few minutes earlier.
- Offer to assist them with things that are abstract, like money. They may have difficulty understanding money and not be able to count it out.
- Ask them to repeat what you tell them and be careful of what you tell them to do. They want to please other people so they will say "yes" if you ask if they understand, or will do whatever you tell them to do (this can make people with mental retardation vulnerable to being taken advantage of by others).

- Don't react negatively if they touch you. They are very often open and friendly and may have a tendency to touch or hug others, even strangers.
- Keep your tone and manner pleasant and even. If the person is anxious or upset, your calm friendly manner can help reduce stress.
- If the person is speaking to himself or others, in a disjointed, rambling or confused manner, don't try to make sense of it or argue with the person. Remain calm. Do show respect and give the person "space."
- If the person is talking constantly and it is interfering with your job, explain in a matter-of-fact, friendly voice that you cannot talk right now because you have to help other customers, pay attention to traffic, etc.
- Be firm in saying "no" when appropriate if a person is behaving in a way that is unsafe.

TIPS FOR ASSISTING CUSTOMERS WITH COGNITIVE IMPAIRMENTS

Offer assistance if it looks needed:

- ask customer how you can help
- let customer decide if he/she wants help
- don't be insulted if your offer is turned down
- use body language that says you are willing to help, this means:
 - **maintain eye contact**
 - **smile**
 - **lean toward the person slightly while listening**
 - **give verbal cues that you are paying attention, like "yes" or "yes sir"**
- Give all adult customers the same respect - treat adults as adults and not like children.
- Speak directly to the person, never indicate you assume an individual with a cognitive disability is incapable of communicating by directing your conversation to his/her travel companion.
- Be patient and give the customer with a cognitive disability a little longer to complete the interaction.

- If you do not understand what a person says or needs, do not be afraid to ask questions or ask him/her to repeat what was said.

TIPS FOR ASSISTING CUSTOMERS WITH COMMUNICATION IMPAIRMENTS

The cause of a communication impairment and the skill level of someone who has one varies widely. However, there are some basic communication techniques that can be used in nearly all cases:

- When you recognize that the person you are interacting with has a communication impairment you should:
 - **focus your attention fully on the person**
 - **identify the communication impairment to determine the best way to communicate**
 - **be patient**
 - **smile --- it is reassuring**
- Always carry a pad and pencil, it is the fastest way to ask and receive information.
- Ask how you might be of assistance.
- Keep communication simple; ask simple questions; give simple answers.
- Speak directly to the person so he/she can see your lips and don't be afraid to use gestures which can provide additional information.
- Always speak to the person with a communication impairment even if he/she is accompanied by someone who acts as an interpreter, e.g., professional sign reader, relative or friend.
- Do not indicate you understand if you don't, and don't be afraid to ask someone to repeat what he/she said. This is a common mistake people make when either they can't understand or feel someone can't understand them. People who have a communication impairment have experience in communicating in non-traditional ways and understand that you probably do not. They want to communicate with you and will be very creative in finding ways to work with you to accomplish that.
- Talk normally in a normal tone of voice. Do not exaggerate lip movement. If you tend to speak rapidly, slow down to a normal rate of speech. Be prepared to

repeat yourself. Even expert lip readers often don't completely understand what you say the first time.

- Ask the person to repeat the information to determine if you were understood.
- A good attitude about communicating with people is the best technique. When you care about helping your customers any way you can the communication process will be a success for you and them.

TIPS FOR ASSISTING CUSTOMERS WHO HAVE EPILEPSY

It is unlikely you would notice the absence seizure. However, a convulsive seizure or Grand Mall Seizure is noticeable and should be handled as follows:

During the seizure:

- give the person room
- clear the area of obstacles and people so the person can't injure herself/himself
- place a cushion or coat under their head to prevent injury
- do not attempt to put anything in the person's mouth; stand by and wait until the seizure subsides (Do not worry about a person swallowing their tongue!)
- turn the person on their side so that saliva can run down and away from their mouth
- do not give them anything to eat or drink during or immediately following a seizure

When all seizures stop:

- be aware of how the customer may feel
- use a calm voice to tell the person where he is, what you think may have happened (i.e., "I think you may have had some sort of seizure...")
- offer assistance if necessary

When a seizure is over expect the person to:

- be confused and tired
- be easily frightened, upset or aggressive
- be unable to communicate
- be disoriented
- remember little or nothing of the seizure itself

IF A SEIZURE LASTS LONGER THAN FIVE MINUTES, BE SURE TO CALL FOR HELP. CALL DISPATCHER AND 911.

TIPS FOR ASSISTING CUSTOMERS WHO HAVE ALZHEIMER'S DISEASE

- Notice if the person is wearing a medical identification bracelet marked "memory impaired."
- Consider whether the person may have started out on a *bona fide* journey and simply become disoriented or whether the person may have wandered from home and is lost.
- Call the police, your dispatch, or other appropriate service to see if someone may have been reported missing.
- If a person that potentially has Alzheimer's is disoriented, upset, or acting angry or aggressive you should:
 - use a calm, reassuring voice to tell the person you will help; don't argue or pressure the individual
 - do not startle the person by approaching unexpectedly with raised hands or in any way that appears threatening
 - change the subject to help the person refocus; for example, if a person seems to be increasingly agitated for no apparent reason you could hand them a schedule or brochure, and in a courteous, matter-of-fact way, say "Have you seen our latest schedule?", "It might be of interest to you."

MOBILITY IMPAIRMENT

TIPS FOR SERVING CUSTOMERS WITH MOBILITY IMPAIRMENTS

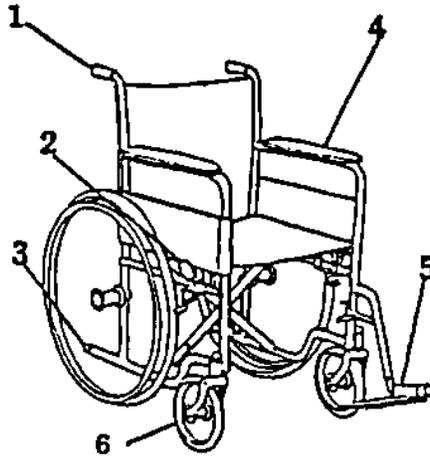
- Ask the customer what type of assistance he/she needs and how you can best provide it.
- Never grab a customer who is using a cane or walker by the arm. His/her balance is usually very unstable.
- Always prepare customers in wheelchairs for movement by telling them you are ready to move them or asking if they're ready to go. They cannot see you behind them and it can be frightening or painful to be jolted unexpectedly.
- When assisting customers in wheelchairs, it is safer to go up a ramp or curb facing forward and down a ramp or curb backward. You are then always on the "down" side of the chair and better able to control its movement and prevent an accident.

WHEELCHAIR HANDLING TECHNIQUES

Proper wheelchair handling techniques insure the safety and comfort of the occupant. You should always observe the following tips when assisting a wheelchair user:

- Give a verbal cue to prepare the passenger for movement (e.g., "Here we go", or "Are you ready?", etc.).
- Move the chair slowly and smoothly, avoiding jolts and quick movements which can be uncomfortable and/or painful.
- Grip the wheelchair firmly and make sure the hand grips are secure.
- Use good body mechanics by keeping your back straight, bending at the knees and leaning your body into the chair to increase control.
- Be sure of your footing, especially on wet or icy surfaces, and wear shoes that are tied tightly and will not cause you to trip or turn your ankle.
- Never attempt to lift a wheelchair by its wheels or armrests: the wheels will spin and the wheelchair will tip over on its back and armrests are often removable and may come off in your hands.

- Always hold onto the wheelchair until its wheel locks are set - even then, be wary of their ability to hold, especially on a grade.



- 1- Push Bar Handgrips**
2 – Wheel Lock Levers **3- Tipping lever/tilt bar**
4-Armrests
5- Footrests
6- Casters

Going Up A Curb

Approach the curb with the chair facing the curb and stop a few inches before the footrests reach the curb's edge.
 Give a verbal cue indicating that you will be tilting the chair.
 Make sure the handgrips are secure.
 Tilt the chair backward into the balance position.
 Move the chair forward until both rear wheels contact the curb.
 Lower the front casters onto the curb surface.
 Place one foot forward and bend the knees slightly.
 With a straight back, pull up on the handles as you push your hip and thigh into the back of the wheelchair. The wheels will easily roll up and over the edge of the curb.
 Be sure the chair is completely up on the curb before stepping up.

Going Down A Curb

Approach the top side of the curb and turn the chair facing away from the curb.
 Back the rear wheels of the chair to the edge of the curb.
 Plant both feet about 12-18" away from the bottom of the curb, with one foot in front of the other.

Lean into the back of the chair with your hip and thigh as you pull it just over the edge of the curb. Allow the chair's back wheels to roll to the ground.

Tilt the chair to the balance position.

Pull the chair away from the curb until you are sure the footrests will clear the top edge.

Ease the front casters to the ground using the tilt bar.

Wheelchair Loading Procedures (LIFT OPERATIONS)

Stop the coach at a point which will allow the lift to be deployed at a spot which is level and free of obstacles. The coach can be positioned 1-2 feet from curbs.

Secure the vehicle. ALWAYS engage the parking brake before attempting to operate the lift.

Turn on power to the lift.

Exit the vehicle and open and secure door(s) to the lift.

Disengage the lift platform from any vehicle restraints, unfold the platform, and raise the handrails, as necessary.

Make sure yourself and others are clear of the lift's moving parts during operation of the lift.

Lower the lift platform until it makes level contact with the ground and the front barrier lowers for boarding.

Push the wheelchair backward, and centered, onto the lift platform.

Set the wheelchair wheel locks.

Cue the customer as you prepare to raise the lift.

Keep one hand on the wheelchair as you raise the lift platform.

Observe the operation of the lift and the movement of the customer at all times as you raise the lift.

After the platform stops at the floor position of the coach, unlock the wheel locks and carefully push the wheelchair into the bus. Apply the wheel locks (ask individual to assist if they can). Enter the bus and move the customer to the seating area.

Wheelchair Unloading Procedures

Exit the vehicle and open and secure door(s) to the lift.

Disengage the lift platform from any vehicle restraints, unfold the lift, and raise the handrails, as necessary.

Reenter the bus and pre – position the wheelchair at the threshold to the lift (but not on the lift)

Exit the bus and carefully pull the wheelchair, forward and centered, onto the lift platform.

Set one wheel lock and then the other, always holding the chair with one hand (**CAUTION:** If the vehicle is parked tilting to the side of the lift, then the lift platform is tilted downward. There will be an added pull on the wheelchair as you are setting the brakes. Be sure you have a firm grip on the chair and make sure

the front barrier of the lift platform is in the locked upright position to prevent the chair from rolling off the lift!).

Cue the customer as you prepare to lower the lift.

Keep one hand on the wheelchair as you lower the lift platform.

Observe the operation of the lift and the movement of the customer at all times as you lower the lift.

Make sure you and others are clear of the lift's moving parts during operation of the lift.

Lower the lift platform until it makes level contact with the ground and the front barrier lowers for deboarding.

At ground level, pull the wheelchair toward you and off the lift platform.

Securing the Wheelchair

Position the wheelchair evenly between the four floor brackets and apply the chair's brakes.

Separate the front and rear wheelchair securement belts.

Always secure the front of the chair first, making sure the casters do not face to the sides.

Attach the top hooks of the front belts to a solid structural frame member of the wheelchair (***as high as possible***) and the anchor ends to the floor brackets. (**3" to 8" outside of the casters**).

Maintaining a belt angle of ***about 45 degrees***, remove slack in the front belts and lock.

Attach the top hooks of the rear belts to a solid structural frame member of the wheelchair (***as high as possible***) and the anchor ends to the floor brackets (**just inside the rear wheels**).

Maintaining a belt angle of ***about 45 degrees***, remove slack in the rear belts.

Securely tighten and lock the rear belts.

Securing the Occupant

Separate the lap and shoulder belts.

Place the lap belt around the passenger.

Place each end of the lap belt between the side panels of the seat or through the gap between the chair and the seat behind the passenger (***CAUTION: Never put the lap belt over the arm rests or the side panel of the wheelchair.***).

Connect the anchors on loose ends of the belt to either the floor brackets or the rear wheelchair securement belts.

Connect the shoulder belt to the lap belt.

Tighten the lap belt comfortably but securely around the passenger (across the hip/pelvic area, not the abdominal area).

Adjust the shoulder belt, as necessary.

WHEELCHAIR ETIQUETTE

The following suggestions enable better communication with people who use wheelchairs:

1. The key concept? Focus on the person, not on his or her disability.
2. It is appropriate to shake hands with a person who has a disability, even if they have limited use of their hands or wear an artificial limb.
3. Always **ASK** the person who uses a wheelchair if he or she would like assistance before you jump in to help. Your help may not be needed or wanted.
4. Don't hang or lean on a person's wheelchair. A wheelchair is part of his or her own personal or body space, so don't lean on it, rock it, etc.
5. Speak directly to the person who uses the wheelchair, not to someone who is nearby as if the wheelchair user did not exist.
6. If your conversation lasts more than a few minutes, consider sitting down, etc. to get yourself on the same eye-level as the person who uses the wheelchair. It will keep both of you from getting a stiff neck!
7. Do not demean or patronize the person who uses a wheelchair by patting him or her on the head.
8. When giving directions, think about things like travel distance, location of curbs and ramps, weather conditions and physical obstacles that may hinder their travel.
9. Don't discourage children from asking questions of a person who uses a wheelchair about their wheelchair. Open communication helps overcome fearful or misleading attitudes.
10. It is OK to use expressions like "running along" or "let's go for a walk" when speaking to person who uses a wheelchair. It is likely they express the idea of moving along in exactly the same way.
11. People who use wheelchairs have varying capabilities. Some people who use wheelchairs can walk with aid or for short distances. They use wheelchairs to help them conserve energy and to move about with greater efficiency.
12. Don't classify or think of people who use wheelchairs as "sick." Wheelchairs are used to help people adapt to or compensate for the mobility impairments that result from many non-contagious impairments. Some of these are, for example, spinal cord injury, stroke, amputation, muscular dystrophy, cerebral palsy, multiple sclerosis, post polio, heart disease, etc.
13. Check your assumptions! Don't assume that using a wheelchair is a tragedy. Wheelchairs when they are well-fitted and well-chosen are actually a means of freedom that allows the user to move about independently and fully engage in life.

ASSISTING AMBULATORY AND SEMI-AMBULATORY PASSENGERS

Drivers and other staff need to be alert to situations that might require their assistance. The following are some general guidelines for assisting ambulatory and semi-ambulatory passengers:

When assisting or "spotting" on bus steps, whether going up or down, **POSITION YOURSELF BELOW THE PERSON YOU ARE ASSISTING**. You are in a better position to assist if he/she falls.

Encourage passengers to use handrails and grab handles during the boarding and deboarding process. Be ready to assist, but allow the passengers to do it themselves if they wish.

If a passenger falls or collapses toward you while being assisted on a level surface, brace yourself by setting one foot behind the other. The person may either remain standing after regaining his/her balance or may need to be eased to the floor or ground.

Should someone fall or collapse in a direction away from you, ease him/her to the floor, going with the motion of the fall, but breaking the impact. Trying to pull him/her back to regain balance will only decrease your control.

Whether on steps or level surfaces, one arm around the lower back and the other hand under the near elbow/forearm of the other person will help to steady the walk.

When assisting someone going up steps, placing both hands just above the hips from behind will help to gently steer or boost him/her.

When assisting someone using a cane (who has difficulty with one leg or hip), suggest that he/she start out with his/her good leg going up the steps and the bad leg going down the steps. This will make it much easier for him/her and take the load off you.

DRIVING PROCEDURES

- Drivers should **never exceed the posted speed limits**. Decrease speed as necessary based upon your driving conditions and area of operations, e.g., residential areas, school zones, etc.
- Obey all federal, state, and local ordinances and regulations regarding vehicle and public transportation operations.
- Always turn headlights on while operating the vehicle for added safety.
- Wear seatbelts and shoulder harnesses and make sure all occupants do the same.
- The alert driver will watch for road hazards, low branches, overhangs, new traffic patterns, and other obstacles.
- Use extra caution on wet and slippery roads. Shortly after a rain shower can be extremely dangerous as the residual oil on the surface of the road and the coating of water is especially slippery. **SLOW DOWN**.
- Drivers must be mindful to stay a sufficient distance from the vehicle in front of them – use the **4 second rule** whenever possible and do not box yourself in.
- **Backing should be avoided as much as possible**. Drivers should not back out into a street or highway. If absolutely necessary to back, a safety observer should be used.
- Never exceed the rated capacity of the van or bus. Overloading can seriously hinder safe operation of the vehicle. The center of gravity (CG) of a vehicle moves aft and upward with added weight. The vehicle becomes less stable and easier to rollover and steering becomes less effective, so drivers must slow down and be very careful when steering so as not to make abrupt corrections, especially on curves.
- Any time outside visibility becomes obscured, (e.g., heavy rain showers, snow, fog, etc.) the driver should pull off the road in a safe place until the visibility clears up sufficiently to proceed. Notify dispatcher of any resultant delays.
- When a vehicle has a mechanical problem on the road, notify the dispatcher immediately. Be very specific about the problem you are experiencing and give an accurate location so that maintenance may be dispatched as required. Drivers are not mechanics and therefore should not attempt to repair the vehicle unless specifically directed by a company mechanic.

- **Use the brakes judiciously and economically.** Excessive wear and tear can be avoided by driving smartly. Look ahead and anticipate stops well in advance. Slow down by easing up on the accelerator and using the friction of the engine and tires to slow the vehicle gradually rather than using excessive brake applications at the last minute.
- Always use turn signals to signal your intentions to other drivers.
- Come to complete stops at STOP signs. Do not make rolling stops. Make sure you are clear in all directions prior to proceeding.
- **Always expect other drivers to do the unexpected.**
- Leave yourself a safety margin on all four sides of your vehicle. Create “**space cushions**” around your vehicle and always leave yourself an out (room to maneuver around or away from potential problems).

HAZARDOUS DRIVING CONDITIONS

Slippery Road Surfaces: It will take longer to stop and it will be harder to turn without skidding when the road is slippery. You must drive slower to be able to stop in the same distance as on a dry road. Wet roads can double stopping distance. Reduce speed by about 1/3 (i.e., slow from 55 to 35 mph) on a wet road. On packed snow, reduce speed by 1/2 or more. If the surface is icy, reduce speed to a crawl or discontinue operations until it is safe to drive.

Sometimes it is hard to know the road is slippery. Here are some signs:

- Shaded areas – shady areas of the road will remain icy and slippery long after open areas have melted.
- Bridges - when the temperature drops, bridges will freeze before the road will. Be especially careful when the temperature is close to 32 degrees F.
- Melting ice – slight melting will make ice wet. Wet ice is much more slippery than ice that is not wet.
- Black ice – black ice is a thin layer that is clear enough that you can see the road underneath it. It makes the road look wet. Any time the temperature is below freezing and the road looks wet, watch out for black ice.
- Vehicle icing – an easy way to check for ice is to open the window and feel the front of the mirror, mirror support or antenna. If they are icy, the road surface is probably starting to ice up.

- Just after rain begins – right after it starts to rain, the water mixes with oil left on the road by vehicles. This makes the road very slippery. If the rain continues, it will wash the oil away.
- Hydroplaning – in some weather conditions, water or slush collect on the road. When this happens, your vehicle can hydroplane. The tires lose their contact with the road and have little or no traction. You may not be able to steer or brake. You can regain control by releasing the accelerator. This will slow your vehicle and let the wheels turn freely. If the vehicle is hydroplaning, do not use the brakes to slow down. It does not take a lot of water to cause hydroplaning. Hydroplaning can occur at speeds as low as 30 mph if there is a lot of water. Hydroplaning is more likely if tire pressure is low or the tread is worn. The grooves in a tire carry away the water; if they are not deep, they cannot work well.

Driving at Night: You are at greater risk when you drive at night. In the winter it gets light later and gets dark early. Drivers cannot see hazards as soon as in daylight, so they have less time to respond. Drivers caught by surprise are less able to avoid a crash.

Driver Vision - Drivers cannot see as sharply at night or in dim light. Also, the eyes need time to adjust to seeing in dim light. Slow down.

Glare - Drivers can be blinded for a short time by bright lights. It takes time to recover from this blindness. All drivers face these risks when driving at night. The risks are greater for some drivers whose visual recovery time is higher than others. Visual recovery time is the time it takes a driver's night vision to return to normal after being blinded by bright lights. Listed below are some specific causes that make visual recovery time higher for some individuals than for others:

Age - recovery time increases as people get older
 High blood pressure
 Diabetes
 Other medical conditions

These drivers will need to take special care when driving at night. Older drivers are especially bothered by glare. Even two seconds of glare blindness can be dangerous. A vehicle going 55 mph will travel more than half the distance of a football field during that time. Do not look directly at bright lights when driving. Look at the right side of the road. Watch the sidelines when someone coming toward you has very bright lights.

Other Drivers - There is an increased number of tired and intoxicated drivers on the road at night, so be on the alert for them and be prepared to respond.

Poor Lighting - In the daytime there is usually enough light to see well.

This is not true at night. Some areas may have bright streetlights, but many areas will have poor lighting. On most rural roads, you will probably have to depend entirely on your headlights.

Less light means you will not be able to see hazards as well or as quickly as in daytime. Road users who do not have lights are hard to see. There are many accidents that involve pedestrians, joggers, bicyclists, and animals.

Even when there are lights, the road scene can be confusing. Traffic signs and hazards can be hard to see against a background of signs, shop windows, and other lights. Drive slower when lighting is poor or confusing.

Headlights - At night your headlights will sometimes be the main source of light for you to see and for others to see you. You cannot see nearly as much with your headlights as you can see in the daytime. With low beams you can see ahead about 250 feet and with high beams about 350 to 400 feet. You must adjust your speed to keep your stopping distance within your sight distance. This means going slow enough to be able to stop within the range of your headlights. Otherwise, by the time you see a hazard, you will not have time to stop. If you are using your high beams, make sure you dim them within 500 feet of another vehicle so they will not cause glare for other drivers.

Night driving can be more dangerous if you have problems with your headlights. Dirty headlights may give you only half the light they should, so keep them clean. If your lights fail you should:

Try low and high beams (one may work). Pull safely off the roadway and inform the passengers. Call the dispatcher for further instructions.

Turn Signals and Brake Lights - At night your turn signals and brake lights are even more important for telling other drivers what you intend to do. Make sure you have clean, working turn signals and brake lights.

Other Lights - In order for you to be seen easily, the reflectors, clearance lights and taillights must be clean and working properly.

Windshield and Mirrors - It is more important at night than in the daytime to have clean windshields and mirrors. Bright light at night can cause dirt on your windshield and mirrors to create a glare, blocking your view.

Driving Through Water – Exercise Extreme Caution: If unable to avoid driving through deep puddles or flowing water and you feel it is safe, you should:

- Slow down.
- Place transmission in low gear.
- Increase engine RPM and slowly cross the water.
- When out of the water, maintain light pressure on the brakes for a short distance to heat them up and dry them out.
- Make a test stop when safe to do so. Check behind to make sure no one is following, then apply the brakes to be sure they work correctly.
- If, after entering deep water, you feel that it is too dangerous to continue, keep the engine running at a fast idle by holding the accelerator pedal down as you brake. This is one of the few situations where backing may be permissible. If possible, designate a passenger to look out the window of the vehicle to guide you. Do not exit the vehicle in fast flowing or deep water. Once stopped, shift into reverse, checking to make sure it is clear behind you. Keep the engine running slightly faster than normal as you back out.
- Whether you back out or drive through, drive slowly afterward and continue applying your brakes lightly for a few minutes to heat them up and dry them out. Test frequently to see if the brakes are dry enough for you to stop quickly. Always check traffic behind to make sure it is safe to do so.

Winter Driving: During pre-trip inspections pay extra attention to the following:

- Coolant level/antifreeze amount
- Defrosting/heating equipment
- Wipers/washers
- Tires/chains
- Lights/reflectors
- Windows/mirrors
- Handrails and steps
- Exhaust system

Special Techniques for Driving on Ice and Snow

When first starting, get the feel of the road. Do not hurry.

Glare - Snow produces a glare which can adversely affect vision. The sun shining on the snow makes the problem worse. Keep a pair of sunglasses in your vehicle and use them.

Fog - Remember, with moisture on the ground (in the form of snow) you are apt to run into foggy conditions frequently. Fog, coupled with slippery conditions, requires slowing down, as well as more alertness and attention to maintaining a safe following distance. In fog, driving with lights on low beam improves your visibility and your vision. Watch the right edge of the roadway to assure your vehicle is positioned correctly.

Braking - Know how and when to brake. When possible, use the braking power of the engine by downshifting to a lower gear rather than by using the brakes. When you must brake, do not jam on the brakes. For older vehicles tap and release them in a pumping motion. Newer vehicles have ABS brakes and require steady pressure rather than pumping. Know which type of brakes your vehicle has. Do not brake in the middle of a curve. If your vehicle goes into a skid, take your foot off the brake.

Skids - Do not panic. Do not over steer. Do not jam on the brakes. Remove your foot from the accelerator. For rear drive vehicles, turn the steering wheel in the direction of the skid, e.g., if the rear end of the vehicle is skidding toward the right, turn the steering wheel to right. When you are able to regain steering control, you may be able to resume braking by applying the brakes lightly.

Traction - To gain traction and avoid skids, start out slowly if parked on a slippery surface. If your wheels start spinning, let up on the accelerator until traction is returned. Before going up a hill, increase speed within reason to build up momentum to help you climb. Before going down a hill, especially a steep one, slow by shifting into a lower gear. Use your brakes only with extreme caution when going down a slippery hill. Remember the points discussed earlier in this chapter under "slippery road surfaces".

Hills - When approaching, either descending or ascending, observe other vehicles on the hill and how they are reacting to conditions. Stay well behind the vehicle in front so that you can go around it if it becomes stuck. If other cars begin to slide, spin out or have to back down the hill, wait until you have enough room to maneuver before going up the hill yourself. If an alternative route is available it should be used.

By observing what other vehicles are doing, it may be apparent that the hill is just too slippery and dangerous. Contact your dispatcher and report the conditions.

Stuck - If you are stuck, use your judgment. The action you take depends on how badly you are stuck. Whatever you do, avoid spinning your wheels since this will aggravate the problem and could cause serious equipment damage. Also be realistic about your physical capability. Do not over exert yourself.

You must call the dispatcher if you are stuck and advise if you need help. Until help arrives, you should set out triangles to alert other traffic. Do not run the engine without checking to be sure the exhaust pipe is clear of snow or other obstructions.

If the snow is deep, shovel the snow from in front and behind the wheels (both front and rear wheels). Also, shovel out as much snow from under the vehicle as you can. If you have it, spread some salt or sand in front and behind your driving wheels.

Do not let anyone stand behind the rear wheels. If you are using devices under the wheel for traction or if the wheels dig into the dirt or gravel, individuals behind the vehicle may be injured by rocks or objects thrown rearward by the spinning wheels.

If possible, try to keep the front wheels pointed straight ahead until the vehicle is moving. The rolling resistance of the front wheels is lessened when they are not trying to move sideways.

If your wheels keep spinning and the vehicle does not move, stop and let your tires cool. Tires heated from spinning will just dig deeper into ice and snow.

If nothing works, try to rock the vehicle out of the rut by alternatively shifting from reverse to drive. With automatic transmissions check the owner's manual to make sure such a procedure can be followed with your particular vehicle.

Snow and Ice Removal

Visibility is always critical. But in cold wintry weather many motorists take unwarranted chances by cleaning just a portion of the windshield and rear window when they have been iced over or by brushing snow only from the windshield and rear window. Such laziness invites disaster since they may be unable to see your vehicle clearly.

Snow Removal - If your vehicle is covered with snow, it is essential that all snow be removed from hood, glass surfaces, roof and lights before driving. While driving, the movement of the vehicle and stops can result in snow sliding from the roof onto the windshield or rear window, obscuring visibility. Wind can have the same effect.

Ice scrapers should be used with care. When their edges become burred or chipped, the scraper should be replaced. Use of a damaged scraper or trying to dig out encrusted ice with the point of the scraper can result in scratches to the glass and may even cause the glass to break because its strength has been weakened.

Recessed Wipers – If you have windshield wipers that disappear into a recess below the windshield when not in use, be especially careful to keep such

recesses free of obstructions during snowy or cold weather. If the vehicle is outside during a snowstorm, such recesses must be cleared of snow and ice before wiper use.

While driving in a snowstorm, it may be necessary to stop periodically and clear accumulated snow and ice from such recesses. In cold weather, even if there has not been snow, it is a good idea to check wiper blades before driving to make sure they operate properly. Should wiper arms or wipers be frozen fast, the wiper motors could be seriously damaged, a fuse may blow, or bits of the blade rubber may be torn loose making the wiper ineffective.

Remember: Most things break more easily in extreme cold.

Additional Hints:

- Keeping tires inflated properly will improve your traction.
- Observe traffic coming toward you and be prepared to take defensive action in the event of oncoming cars going into a skid.
- Always keep your gas tank at least half full.

Driving in Very Hot Weather: During pre-trip inspections pay special attention to the tires, engine oil, engine coolant and engine belts and hoses. Tar in the road pavement frequently rises to the surface in very hot weather. Spots where the tar “bleeds” to the surface are very slippery

CRISIS MANAGEMENT PROCEDURES

The Six Basic Crisis Management Steps

1. Keep calm and assess the situation.
2. Contact the dispatcher and, if necessary, emergency responders.
3. Protect yourself and your passengers.
4. Secure and protect your vehicle.
5. Reassure and assist passengers (to the extent you are trained and able).
6. Complete the required documentation.

Securing The Vehicle

Following are steps to take in securing a vehicle:

1. If you are not in an accident and it is possible, move the vehicle to a safe location off the roadway.
2. Place the vehicle in PARK, set the brakes and shut the engine off.
3. Put on the four-way hazard flasher signals.
4. If the vehicle is on a grade, turn the front wheels to either the right or the left depending on which direction would minimize rollaway and block the rear wheels against the grade.
5. Put out triangles if the vehicle is not in a completely safe location.
 - A. If it is a two-lane road, place one triangle 100 feet or more to the rear of the vehicle or around any curve or over the top of any hill and aligned with the center of the vehicle. Place a second triangle 10 feet to the rear of the vehicle and aligned with the traffic side of the vehicle. Place a third triangle 100 feet or more in front of the vehicle or around any curve or over the top of any hill and aligned with the center of the vehicle.
 - B. If it is a four-lane or divided highway, place one triangle 200 feet or more to the rear of the vehicle or around any curve or over the top of any hill and aligned with the center of the vehicle. Place a second triangle 100 feet to the rear of the vehicle and aligned with the traffic side of the vehicle. Place the third triangle 10 feet to the rear of the vehicle and aligned with the traffic side of the vehicle.
 - C. In any other circumstance, put out triangles using common sense and in a way that will steer traffic from both directions around your vehicle.

Accident Handling Procedures

When an accident happens, stop:

1. Check your location. DO NOT move your vehicle unless leaving the vehicle where it is would expose the passengers to greater danger, such as in a busy traffic lane, on a blind curve, near the top of a hill, or because of weather, or unless you are instructed to do so by law enforcement.
2. Secure the vehicle by placing the vehicle in park, setting the brakes, turning off the engine, turning on the four-way hazard flashers and placing triangles, as may be necessary.
3. Make a decision to evacuate or not to evacuate the vehicle. EVACUATE IF NECESSARY.
4. Assess the condition of your passengers and contact dispatch providing the following information:
 - A. Exact location, cross street or direction of travel
 - B. Type of emergency and exactly what has occurred
 - C. Number of passengers on the vehicle, number of wheelchair passengers and any injuries involved
 - D. What type of help you will need from law enforcement and emergency medical personnel
 - E. Whether or not you are blocking traffic and if the vehicle can be safely moved
5. Respond to passenger needs and assist any injured passengers consistent with your system policy.
6. Inform all passengers of the situation, what actions you have taken and how they will be affected.
7. Request that all passengers and witnesses complete courtesy cards including their names, phone numbers and any other information they can provide. Collect the cards for turn in to management.
8. Get all necessary information from other drivers, law enforcement and emergency medical personnel including:
 - A. License numbers of other vehicle(s)
 - B. Make, model and color of other vehicle(s)
 - C. Name, phone number and driver license number of other driver(s)
 - D. Insurance carrier and policy number of other driver(s)

- E. Name of ambulance company and hospital to which injured were transported
 - F. Name, department and badge number of responding law enforcement officer(s)
 - G. Any other pertinent observations including condition or behavior of other driver(s)
9. Cooperate with law enforcement officials, insurance representatives and system management.
 10. DO NOT assign blame or take responsibility for the accident.
 11. DO NOT talk to the media, but instead refer the media to system management.
 12. Complete all required accident report documentation as soon as possible.

FIRE SAFETY PROCEDURES

If smoke or fire is present:

1. EVACUATE the vehicle before using the fire extinguisher.
2. DO NOT open up the hood or engine compartment if there are signs of fire inside.
3. Shut off all electrical power and read the instructions printed on the extinguisher.
4. Only try to extinguish a fire if you are sure of what you are doing and it is safe for you to do so. The fire extinguisher should be used primarily to fight your way off the vehicle and only after the vehicle has been evacuated should it be employed to put out a fire.
5. When using the extinguisher, stay as far away from the fire as possible.
6. Aim at the source or the base of the fire, not at the flames.
7. Position yourself upwind. Let the wind carry the extinguisher contents toward the fire rather than carrying the flames toward you.
8. Continue extinguishing until whatever was burning has been cooled.
9. Absence of smoke or flame does not mean that the fire is completely out or cannot restart.

VEHICLE EVACUATION PROCEDURES

DO NOT EVACUATE the vehicle unless it is absolutely necessary to do so.

1. DO EVACUATE the vehicle if any of following conditions exist:
 - The vehicle is in a dangerous location and cannot be moved
 - You see fire or see or smell smoke
 - You see leaking fuel coming from or underneath the vehicle
 - It would be safer for the passengers to evacuate rather than remain on the vehicle
2. Once a decision to evacuate is made, speed of evacuation is essential, especially with threat of fire.
3. Calmly tell your passengers what you are going to do, tell them which exit(s) to use and where you want them to wait, stressing that they must stay clear of the bus and clear of traffic hazards.
4. Assess the condition of passengers to be evacuated and what assistance will be required.
5. Ask for assistance from ambulatory passengers in evacuating passengers who are injured or disabled.
6. Evacuate all ambulatory passengers first except those who have agreed to assist in the evacuation of non-ambulatory passengers and ask someone to take the fire extinguisher off the vehicle with them.
7. Make sure all passengers assemble in a safe location well away from the vehicle.
8. When evacuating non-ambulatory or wheelchair passengers, do the following:
 - A. Use a web cutter to cut through all securement devices.
 - B. If the wheelchair door works and the lift is operative, put the lift halfway down and use it as a step to roll the chair off the vehicle or to drag or carry non-ambulatory passengers off.
 - C. If the wheelchair lift is not working, slide wheelchair passengers out of their chairs and drag or carry them and any injured or unconscious passengers down the aisle and out the door. Dragging should be done by bending your knees and grasping and pulling under the arms of the passenger.
 - D. If the doors of the vehicle are blocked or non-functioning, evacuate any mobility impaired, injured or unconscious passengers by getting them through emergency exit windows or roof hatches as the situation may dictate and preferably with assistance outside and inside.

ASSISTING ILL / INJURED PASSENGERS

If a passenger becomes ill or has an onboard or boarding / unloading accident or incident:

1. Stop the vehicle (if in motion) and secure it in a safe location. Notify the dispatcher immediately. Request that an ambulance or the Rescue Squad be called, if necessary.
2. Make the passenger comfortable and keep him/her warm, but **DO NOT MOVE** the passenger. Do not give him/her any foods, drinks, or medications. If the passenger is ill, see if he/she is wearing an emergency bracelet or ID and follow the directions on the medical warning tag, if any.
3. Do not give any first aid unless you are certified to do so.
4. Keep other passengers calm and out of the way while you await medical assistance.
5. As soon as possible after everything is under control, complete all required incident documentation and ask other passengers to fill out courtesy cards.

BODILY FLUID SPILLS PROCEDURES

Should a bodily fluid spill occur on your vehicle, contact dispatch and describe the situation. If you are instructed to respond to the bodily fluid spill, complete the steps below. If you are instructed to wait for assistance to arrive on the scene, secure the vehicle and wait. In any case, follow system policy on handling biohazards.

1. Locate the biohazard kit that is on the vehicle. Avoid stepping on the fluid spill.
2. Put on the disposable gloves found in the biohazard kit when giving any first aid or cleaning up any potentially dangerous bodily fluid spill such as blood, vomit, urine or defecation.
3. Cover the spill area with the disinfectant found in the biohazard kit.
4. Using the appropriate instrument from the biohazard kit, dispose of any material that may be contaminated by placing it in the biohazard bag found in the biohazard kit.
5. If the clean up includes broken glass or other sharp objects, extra caution must be taken. Pick the sharp objects up by mechanical means rather than using your hands

and dispose of them in the leak proof, puncture proof container provided in the biohazard kit for that purpose.

6. Carefully discard all clean-up materials, including the gloves, in the biohazard bag.
7. Immediately double bag the biohazard bag if there is any possibility of it ripping or tearing.
8. Insure that all biohazard materials are placed in the appropriate transit system depository.
9. Thoroughly wash your hands with soap, disinfectant and running water as soon as possible.
10. Complete all required incident documentation.

HANDLING CONFLICT PROCEDURES

Techniques for handling difficult situations

There are a number of things that can be done to effectively handle difficult situations with passengers. One of the most important is to acknowledge the passenger's situation and feelings. A good way to get results in an emotional situation is to show passengers understanding and empathy about their situation and feelings. Passengers find it harder to argue or be angry when a driver sends them the message, "What you have to say and what you feel are important!"

Another important aspect of passenger relations is to maintain or enhance the passenger's self-esteem. Self-esteem is defined as "having a good opinion of oneself." Often the difference between handling a passenger problem successfully and ending up with an even bigger problem is how well you maintain or enhance the passenger's "good opinion" of himself. Treating passengers in a friendly and respectful way (especially people with complaints and problems) can do much to reduce harsh feelings and gain cooperation.

A third technique in dealing with passenger complaints and problem situations is to present the agency position and offer suggestions for solving the problem. It is important to listen to passengers who present problems or complain, but it's just as important that they hear and understand the agency's position. Demanding that passengers follow the rules "because rules are rules and that's that" usually doesn't work. In fact, it only tends to make people angrier and more defensive. In most cases it's much more effective to present the agency's position and then offer the passenger suggestions (in the form of questions) for resolving the problem.

Critical steps in handling difficult situations

The manner in which passengers are initially addressed is important. By being friendly and courteous from the start, a positive tone is set for the rest of the interaction. By doing that, the odds of resolving the situation are in your favor.

1. *Address the passenger in a friendly manner.* The way you address the passenger can greatly affect your success in dealing with difficult situations. A friendly manner can win cooperation or at least keep emotional situations from really getting out of hand. When you address passengers in a friendly and courteous way, you are indicating they are important as people and you are interested in what they have to say. It's hard not to respond positively to someone sending this message.
2. *Acknowledge the situation.* One of the most basic and effective ways of resolving a difficult situation with a passenger is to show them you are aware of, understand and want to deal with their situation. This can be done by:
 - Focusing on the problem, not on the passenger.
 - Listening attentively.
 - Making statements that show the passenger's situation and feelings are understood and maybe even agreed with.
3. *Openly present a position and check for understanding.* As important as it is for the passenger's situation to be acknowledged, it's just as important that they understand your position. Passengers who are aware of the importance of a given policy or guideline are much more likely to cooperate in enforcing it. Present a position; then check that the passenger understands what has been said. Their understanding can be checked by asking questions such as, "Do you see what I mean?" or "Do you see my point of view?"
4. *Ask for the passenger's cooperation.* Demanding cooperation in a difficult, emotional situation usually doesn't work and often makes a person angrier and more defensive. Asking for a passenger's cooperation is usually much more effective. One of the best approaches is to offer suggestions in question form that are acceptable to both you and the passenger.
5. *Thank the passenger.* A final sincere "thank you" shows that you appreciate their cooperation. It also ends the interaction on a positive note.

DEALING WITH THREATS OF VIOLENCE

In dealing with threats of violence it is critical that you stay calm and maintain your self-control. The primary goal in dealing with such threats is to preserve your safety and the safety of your passengers. Over-reacting to the situation will only compound the problem. Drivers should generally behave in a non-threatening way both through voice and action.

When there is a potential threat of violence on board the vehicle, you should first be looking for a way to diffuse the situation using some of the communication techniques already discussed. At the same time you should be looking for a way to alert the transit agency and/or law enforcement of the potential for on-vehicle violence.

Ways of alerting the transit agency of problems on the vehicle include radio communication that would not further escalate the potential for violence. Perhaps radio code or a pre-determined "catch phrase" could be used which would communicate the situation to the dispatcher but not alert the protagonist. Other ways of communicating the need for emergency response might be to put on four-way flashers, to flash the high beams, to use a silent alarm button if the vehicle is so equipped, or to turn on internal vehicle lights if it is dark out.

The vehicle should not be operated when threats of violence are occurring inside and, if it is possible, the vehicle should be parked in a public and well-lit place and the doors opened. This will discourage the threat of violence from occurring and will allow the protagonist to escape the vehicle with a minimum of difficulty. If the person does leave the vehicle, no attempt should be made to pursue him/her but, rather, the incident should be immediately reported to the appropriate officials. It is always desirable to make every effort to allow passengers to exit the vehicle whenever possible, including asking the protagonist to allow de-boarding. When the vehicle is empty you should be looking for every opportunity to escape the vehicle using the left side driver door or other available exits.

If an individual is on the vehicle with a weapon, you should never try to grab the weapon or make any sudden movements. If you are operating the vehicle, verbally let the assailant know each move that you are making, such as turns, lane changes, stops, etc. Every effort should be made to make the assailant feel that you are cooperating and not making any attempt to resist.

If violence is being directed toward another passenger rather than you, do not intervene. Instead, immediately contact dispatch or emergency response as appropriate and bring the vehicle to a stop and open the doors, preferably in a public and well-lit place.

When requesting emergency response it is critical that you identify yourself, provide an exact location and information about the vehicle as may be appropriate, and relay what assistance is required. Emergency response will be interested in a description of the

protagonist, the number of people involved, any injuries and the nature of those injuries. Also, if a weapon is being used, identify the type of weapon.

Once an event has taken place and been resolved, it is critical that you complete all reports and forms that may be required in order to completely document the event that has taken place. This is important even if the protagonist has been arrested or taken into custody; it is even more critical if the person was able to escape and information is needed in order to find and arrest him.

It is always important for you to remember that protecting yourself and your passengers is the number one priority.

TRANSIT SECURITY

Prevention

The first act in an effective transit security program is the act of Prevention. Prevention involves the inspection of transit vehicles by drivers as part of a routine maintenance effort to prevent the placement of an explosive device or hazardous substance. You should expand your normal pre and post trip inspection activities of the vehicle to pay particular attention to security issues. The following areas should receive the greatest attention:

- Inspect the interior of the vehicle: floors, seats, under seats and interior compartments for unknown objects or tampering.
- Inspect the interior lights to make sure they are operational and have not been tampered with.
- Inspect under the vehicle for items taped or attached to frame.
- Inspect the exterior of the vehicle for unusual scratches or marks by tools; signs of tampering; unusually clean or dirty compartments; or items attached using magnets or duct tape.
- Inspect the engine compartment and other areas for foreign objects.

Vehicle Safety and Security Checklist

If anything suspicious is found during this inspection sweep, immediately notify a supervisor.

<u>Vehicle Equipment</u>	<u>What to Look For</u>
Seats	Lumps/bulges/damaged upholstery/suspicious package on seat
Floor surface	Modifications to material/unusual thickness
Roof liner	Rips/bulges
Doors/hood/trunk lid	Heavy to open or close/rusting seams/holes
Cargo compartment	Strange odor/raised floor/unusual welds/unusual items/excess weight
Exterior surface	Missing screws/unusual scratches/welds/signs of tampering/recently painted
Undercarriage	Items taped or attached to frame/ fresh undercoating
Engine compartment	Odd wires or liquids/unusual welds/new tape
Tires	Unusual odor from air valve
Fenders	Unusual thickness

Identifying Suspicious People and Activities

A transit driver is in an excellent position to observe activities and individuals within the service area as well as on the vehicle on a regular basis. The critical skill involved is for you to Be On the Look Out (BOLO) for anything or anyone that appears suspicious and to report your concern to the dispatcher immediately. The dispatcher then has the responsibility to pass this information on to the appropriate authorities. Do not be concerned about looking foolish or reporting something that in the end turns out to be of no significance. Rather, given the extraordinary seriousness of security issues, all suspicions should be reported as soon as possible after having been observed.

A. Suspicious People - Suspicious behavior could be exhibited by anyone who appears to not belong. This appearance of not belonging could be based on being in the wrong place, appearing lost, loitering, observing and taking notes, acting in a nervous fashion, dressed inappropriately for the weather or any other indicator the driver feels is strange or unusual. Identifying a suspicious person should not be based on stereotypes of race or ethnicity, but rather on specific behavior or activity. It is important when you observe a suspicious individual or group of individuals that you report those concerns to dispatch and appropriate authorities.

When reporting suspicious people to the appropriate authorities, it is important that as many physical characteristics as possible of the individual(s) are reported accurately. The best way to observe someone is to start at the top of their head, scan down to their feet and then scan back up to their head again. The things that should be noted are:

- Eyes
- Ears
- Mouth/nose
- Hair/facial hair
- Forehead
- Cheeks/chin
- Neck
- Complexion
- Body shape/size
- Hat
- Jewelry
- Shirt/blouse/dress
- Coat
- Pants/skirt
- Socks/shoes
- Oddities/tattoos
- General appearance
- Accessories

B. Suspicious Activities - Suspicious activities are basically anything you may note during your day that appears unusual or out of place. This could include vehicles parked in out of the ordinary or unauthorized locations, vehicles parked for extended periods of time where one would not expect a vehicle to be parked, individuals placing packages in public locations and leaving, individuals in uniform who do not appear to be involved in any appropriate activity, individuals taking photographs of structures or facilities that would not normally be places that people take pictures of, people showing unusual interest in transit vehicles and equipment, or individuals carrying a weapon or suspected weapon. Any suspicious activity that you feel is serious enough to warrant concern should be reported to dispatch and/or appropriate authorities.

When reporting a suspicious vehicle the following information should be noted:

- Location, if it is parked
- Direction, if it is moving
- Color
- Year
- Make
- Model
- License plate number and state
- Identifying features, e.g., convertible, damage, excessive rust, etc
- Description of occupants

C. Suspicious Packages - Suspicious packages are any bag, container, letter or package on the vehicle that can't be identified as belonging to one of the passengers. Of particular concern are packages that:

- are placed in out-of-the way locations where they are not easily seen
- are accompanied by threatening message
- appear that they could have the potential to be a bomb of some type
- have visible wires, batteries or timers attached
- are abandoned by someone who quickly leaves the scene
- have tanks, bottles or bags visible
- are accompanied by a suspicious cloud, mist, gas or vapor
- are common objects in uncommon locations, such as baby strollers or back packs
- are uncommon objects in common locations, such as gas cylinders

If you discover a suspicious package, it is critical that you evacuate the vehicle immediately and call your concern into dispatch and appropriate authorities. Remain calm throughout this process and never touch, shake or empty the contents of the suspicious package. If you, or a passenger, accidentally touch the package, keep your hands away from your mouth, nose and eyes, wash well with soap and water as soon as possible and explain to authorities what you have done.

If a suspicious package, substance, odor, cloud, mist, gas or liquid is discovered on the vehicle, you should instruct passengers to keep their distance from the potentially contaminated area or package. If the vehicle is in motion at the time of the discovery, you should immediately pull it over to a safe location, preferably in an area that is not crowded with people. You would then shut down the vehicle including the heating, ventilating and air conditioning systems. Evacuate the passengers and tell them to take their belongings with them. Lock the vehicle and have passengers move at least one-thousand (1,000) feet away from the vehicle, preferably upwind. Warn passers-by to stay as far away from the vehicle as possible.

When requesting assistance, never re-enter the vehicle or use the vehicle radio or a cell phone from any closer than three hundred (300) feet. It may be necessary to use a public phone or a cell phone once proper separation from the vehicle has been achieved. Give dispatch and emergency response the precise location of the vehicle and the reason for the suspicion including a detailed description of the package, substance, odor, cloud, mist, gas, or liquid discovered. You should then try to get the names and phone numbers of all passengers, if they are not already in the agency records, and await further assistance.

D. Suspicious Substances - Suspicious substances come in many forms or states that can be identified in terms of an odor, vapor, gas, mist, liquid, solid or powder. All should be considered serious and life threatening and reported immediately to appropriate officials. Anthrax, for example, is dangerous when it is produced in granules that are much finer than grains of sand and is of a consistency and size that allow it to be easily inhaled. Anthrax is an infectious disease caused by bacteria that occurs naturally in some animals and can be extremely dangerous to human beings when it enters their body through inhalation. All suspicious substances, including those that could be Anthrax, should be avoided by evacuating the area and a call should be made requesting emergency assistance.

Different substances can affect individuals in different ways and can enter the body through a variety of means, but limited to the following:

- Being absorbed through the skin or eyes
- Being injected through broken or punctured skin
- Being ingested through the mouth
- Being inhaled through the mouth or nose

E. Be On the Look Out (BOLO) – You are a part of the community’s first line of defense and should ‘be on the look out’ for any suspicious people, activities, vehicles, packages or substances. If you come into contact with anything that arouses your suspicion, do not try to detain any individuals, explore unusual activities or vehicles or examine suspicious packages or substances. Rather, you should immediately contact dispatch and/or the appropriate authorities as to what has occurred and await further instructions.

Explosive Devices

A. Conventional or improvised explosive devices - The easiest to obtain and use of all weapons is still a conventional explosive device or improvised bomb, which may be used to cause massive local destruction or to disperse chemical, biological or radiological agents. The components are readily available, as are detailed instructions to construct such a device. Improvised explosive devices are categorized as being explosive or incendiary, employing high or low filler explosive materials to explode and/or cause fires. Bombs and firebombs are cheap and easily constructed, involve low

technology, and are the terrorist weapon most likely to be encountered. Large, powerful devices can be outfitted with timed or remotely triggered detonators and can be designed to be activated by light, pressure, movement, or radio transmission. The potential exists for single or multiple bombing incidents in single or multiple communities. Historically, less than five percent (5%) of actual or attempted bombings were preceded by a threat. Explosive materials can be employed covertly with little ability to be traced and are not readily detectable. Secondary devices or additional explosives may be targeted against responders.

B. Components - Generally improvised explosive devices consist of four basic components:

- A power supply consisting of some form of battery.
- A switch/timer that provides for a delay in detonation and can be electrical, chemical or mechanical.
- A detonator/initiator which can be either electric or non-electric and is used to provide the initial trigger explosive which then detonates the main explosive charge.
- A main explosive charge that can be either high or low in nature with low explosives creating heat and fire and high explosives creating a large blast.

Additional information on improvised explosive devices:

- Improvised explosive devices are sometimes packed with additional materials such as nails or metal fragments which are intended to kill and maim anyone in the area.
- Improvised explosive devices can be as small as a pipe bomb or as large as a car bomb; in either case the device is capable of great devastation so the only significant difference is the required distance of evacuation.
- Improvised explosive devices can be used to detonate and disperse chemical, biological and radiological weapons.

C. Effects - Improvised Explosive Devices and other types of bombs inflict casualties in a variety of ways, including the following:

- Blast overpressure (a crushing action on vital components of the body; eardrums are the most vulnerable)
- Falling structural material
- Flying debris (especially glass)
- Asphyxiation (lack of oxygen)
- Sudden body translation against rigid barriers or objects (being picked up and thrown by a pressure wave)
- Bomb fragments
- Burns from incendiary devices or fires resulting from blast damage
- Inhalation of toxic fumes resulting from fires

D. Avoiding injury - The following are four general rules to follow to avoid injury from an Improvised Explosive Device:

- Move as far from a suspicious object as possible without being in further danger from other hazards such as traffic or secondary sources of explosion.
- Stay out of the object's line-of-sight, thereby reducing the hazard of injury because of direct fragmentation.
- Keep away from glass windows or other materials that could become flying debris.
- Remain alert for additional or secondary explosive devices in the immediate area.

E. Secondary explosive device tactics - Perpetrators of bombings in the transit environment have used two tactics that intensify the magnitude of casualties inflicted by detonation of an explosive device:

- detonated a small device to bring public safety personnel to the site; a larger, more deadly device was detonated some time after the first device, thereby inflicting a large number of casualties on the first responder community
- used a real or simulated device to force the evacuation of a facility only to detonate a much more substantial device in identified bomb-threat evacuation assembly areas; these attacks are especially harmful because the evacuation assembly areas often concentrate transit personnel and passengers more densely than would otherwise be the case

Weapons of Mass Destruction

A. Chemical Weapons - Chemical agents are intended to kill, seriously injure, or incapacitate people through physiological effects. An incident involving a chemical agent will demand immediate reaction from all responders. Hazardous chemicals, including industrial chemicals and agents can be introduced via aerosol devices, breaking containers or covert dissemination. Such an attack might involve the release of a chemical warfare agent, such as a nerve or blister agent or an industrial chemical, which may have serious consequences. Most chemical attacks will be localized and their effects will be evident in a few minutes but may persist in the area for extended periods of time. You may well be able to identify the presence of chemical agents almost immediately after their release and react accordingly by evacuating upwind from the area of the release and immediately reporting the incident to the appropriate authorities.

B. Biological Weapons - When people are exposed to a pathogen such as Anthrax or Smallpox, they may not know that they have been exposed and those who are infected or subsequently become affected may not feel sick for some time. This delay between exposure and onset of illness is characteristic of infectious diseases. Unlike acute incidents involving explosives or some chemicals, the initial response to a biological

attack is most likely made by hospitals or the healthcare community. You would probably not know at the time that you or your passengers have been exposed.

C. Radiological Weapons - The difficulty of responding to a radiological incident is compounded by the nature of radiation itself. In an explosion the fact that radioactive material was involved may or may not be obvious, depending upon the nature of the explosive device used. Radiological detection equipment will be required to confirm the presence of radiation. By the time radiation has in fact been detected you will have reacted to the initial explosion used to disperse radiological materials in the manner most appropriate for the circumstance and evacuated the area.

D. Signs and Symptoms - Indicators of a possible chemical agent release:

- Existence of a threat
- Sick or dead birds or animals
- Human beings passing out or suffering nausea, disorientation, difficulty breathing or convulsions
- The absence of insects or large quantities of dead insects
- Signs that foliage is abnormally changing colors, withering or dying
- Unusual liquid, spray or vapor in the air
- Suspicious devices or packages

Indicators of a possible biological agent release:

- Existence of a threat
- Sick or dead birds or animals
- Unusual illnesses within the region
- Unusual liquid spray or vapor in the air
- Suspicious devices or packages

Indicators of a possible radiological agent release:

- Existence of a threat
- A presence of radiological equipment such as spent fuel canisters
- Nuclear warning materials along with unexplained casualties

E. Reacting to Weapons of Mass Destruction - The greatest danger from exposure to chemical, biological and radiological weapons is based on how long the individual is exposed to the agent, how far they are able to get away from the agent as soon as possible and whether the agent was blocked from entering the body by some layer of protection. It is obviously critical upon identifying the possible release of chemical, biological or radiological weapons that you get yourself and your passengers as far away from release point as soon as possible.

If the release occurs inside the transit vehicle, everyone must be evacuated from the vehicle and moved as far away and upwind from the vehicle as possible. If the release occurs outside the transit vehicle, you should drive the vehicle as far away and upwind as possible while shutting all vehicle windows and turning off all vents, heating and air conditioning systems.

Regardless of whether the vehicle itself is evacuated or if the vehicle is used to evacuate the area, you must immediately report location and all events to dispatch and the appropriate authorities.

Incident Management

The transit driver may well be required to manage the area where an explosive device was detonated or a chemical, biological or radiological agent was released until such time as first responders arrive on the scene. The following are actions to be taken by you until help arrives:

- Protect yourself and passengers by getting as far away from the source of the incident as possible either on foot or in the vehicle depending upon exposure location.
- Report the incident to dispatch and the appropriate authorities including such information as location, injuries or symptoms, indicators of explosion or release, wind direction and the potential safest access route.
- Be alert for the potential of secondary explosive devices.
- Keep calm and reassure passengers that help is on the way.
- Insure that no one uses cell phones or radios within 300 feet of the source or incident.
- If possible gather contact information from passengers and other witnesses to the incident.
- Identify yourself to first responders when they arrive.
- Inform first responders about what has occurred.
- Await direction from Incident Commander, be they fire department, emergency medical services, or law enforcement, and await direction from transit management.

Transit Vehicle Being Commandeered

The easiest way to prevent a transit vehicle from being commandeered is to stop any suspicious looking person from actually boarding the vehicle. Once a dangerous individual is on the vehicle the techniques described in this handbook under “Handling Conflict” should be employed. General strategies to either avoid the vehicle being commandeered, or to effectively react once a vehicle has been commandeered because the handling conflict strategies were not successful, are as follows:

- When approaching a stop or pickup point survey the area in order to identify any suspicious individuals or activities, paying particular attention to potential locations where a person(s) could hide.
- If you spot something very suspicious early enough and feel the presence of a direct threat, immediately call in that threat and drive the vehicle out of the area even if other passengers are waiting to board.
- If you spot someone suspicious after having stopped the vehicle, do not open the doors. Communicate with the individual through your window until a decision is made to either let the individual board or to quickly drive the vehicle away and report the incident.
- Be particularly concerned about anyone carrying what might be a weapon or a suspicious package. Avoid boarding these individuals and immediately call in the incident to dispatch and the appropriate authorities.
- Do not confront an individual who has a concealed weapon. Act as if you don't see it. Stay calm and focused. If possible pretend the bus is broken down and get everyone off the vehicle and then contact dispatch about the situation.
- If an individual does board and commandeer the vehicle through the use of weapons, force or intimidation, follow all instructions given and avoid any confrontation which might incite violence against passengers or yourself. Remain calm and show no outward signs of panic.
- If the vehicle is parked, you should attempt to open or keep open the doors and allow every opportunity for passengers and yourself to exit the vehicle. If it seems appropriate, you may ask the perpetrator if the vehicle can be de-boarded but don't push too hard to end the situation.
- If you are asked to drive, follow a route, if possible, which would bring the vehicle past locations where someone might note the unusual circumstance involved and report it.
- Employ methodologies to alert authorities about the situation. These might include deploying a silent alarm or changing a destination sign if the vehicle is so equipped; flashing high beams; employing four-way flashers; turning on the interior lights; using the horn, or using the radio particularly with emergency codes. No action should be taken if it appears that it will increase the risk to you and your passengers.
- Talk to the hijacker and try to create a relationship. Stay in touch with the hijacker and don't antagonize the person. Be both patient and assertive.
- In the end the best reaction to a vehicle being commandeered is to stay calm, use common sense, follow the instructions of the perpetrator without going out of the way to assist him, wait for emergency response to arrive or find a way to escape.