Student Behavior on the Bus

Procedures, Routines, and Relationships

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Training Objectives

This training will include:

• **Identifying** your conflict response style
• **Teaching** behavior – PBIS
  • Positive Behavioral Interventions and Supports
• **De-escalation** techniques for dealing with aggressive students
• A **definition** of bullying: what it is and isn’t
• **Strategies** for addressing and reporting bullying when it occurs

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Establishing a Positive Climate

• Communication
• Expectations
• Reinforcement
• Reward
• Consequence
• De-escalation

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Communication

• Helps establish relationship and rapport
• Behavior IS communication
• It gets positive or negative attention
• Bad behavior may be caused by something that happened at home
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Expectations

• Based on respect, responsibility, and safety
• Clearly defined and communicated
• Documented, understood and followed.

3 B’s of Clearly Defined Expectations:

Be Safe
Be Responsible
Be Respectful

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Enforceable Statements:

• You only have control over your own actions

“When everyone is seated – we can go”

“Please eat that after you get off”
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Positive Reinforcement

- Positive language and actions
  - Thumbs up
  - High five
  - Eye contact and smile
  - Nod

Use 4 positives for every negative
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Positive Reinforcement

• Change your mindset and routine

Instead of “Jimmy – do not get out of your seat”

say

“Jimmy – thank you for staying in your seat!”
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Accent the Positive

• Build positive relationships
  – Greet Students
  – Address them by name
  – Give eye contact
  – Introduce yourself

Giving respect increases odd of getting it.
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Reward Positive Behavior

• Give 3 to 5 positive rewards each ride
• Verbal – thank you for being good
• Bus Bucks – give reward for certain amount
• Caught Being Good slips
• All Star awards
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Managing Inappropriate Behavior
• Tell them which behavior is inappropriate
• Explain why
• Give reasonable choices
• Allow time for student to make a choice

Model desired behavior
Don’t let their attitude or behavior control yours
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Managing Inappropriate Behavior

• Focus on the positive
  – “Lately you’ve done so well…”
  – “What could you do differently next time?”
  – “How can I help you with this?”
End with:
“I know it won’t happen again….”
“I have faith in you”
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Consequences

Consequences for all students

• Allow student to choose consequences
  – They sometimes choose more severe than you
  – Give them time to formulate
  – Have them share – and accept if reasonable
  – If they won’t choose – you choose

Possible consequences:
Seat change, conference, write-up, parent call,
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Referrals
• Use as a last resort
• Lose value if used too often
• Only for serious infractions

Effective referrals are
• Accurate
• Objective
• Written immediately
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Delayed Consequences
• Give time for student to calm down
• Improves their ability to think and understand
• Often prevents escalation

Referrals
The more you handle discipline issues on your own, the more your passengers will try to live up to your expectations.
What Is Bullying

“A problem behavior based on power relationships in which a student or a group of students uses power aggressively to cause emotional or physical pain and distress to another student.” Bullying experiences include not only physical aggression but also verbal aggression, including teasing and taunting, spreading rumors, or socially rejecting and isolating another student.
What Is Bullying

In Texas:
"bullying" means engaging in written or verbal expression or physical conduct that a school district board of trustees or the board's designee determines:

1. will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
Of students ages 12 through 18 surveyed in the 2006–07 school year:

• A total of 31.7 percent report being bullied
• Of those, 8 percent say they were bullied on the bus
Students being bullied tend to report:

- Feelings of depression, anxiety, and isolation
- Low self-esteem
- Poor school performance
- Thoughts of suicide and suicide attempts

Students who bully tend to:

- Exhibit defiant and delinquent behavior
- Have poor school performance
- Be more likely to drop out of school
- Be more likely to bring weapons to school
Bullying

What does Bullying look like?
• Physical bullying
• Verbal bullying
• Relational bullying
• Cyber bullying
Bullying

You might notice changes:

• Normally happy child withdraws
• Loses items on bus
• Appears moody, angry or anxious
• Wants to sit near the driver
• Wants to sit with the same group
Bullying

The bully:

- Gets into physical and verbal fights
- Has extra money or belongings
- Blames others
- Vies for attention
- Moves from seat to seat
- Moves near bullied student

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Responding to Bullying Behaviors

Before getting on the bus:

- **Anticipate**—Time of day, time of year; keep a short, clear set of rules visible and talk about them once in awhile.

- **Understand**—Ages and stages of children in your bus.

- **Learn**—What to ignore and what to pay attention to.
Responding to Bullying Behaviors

*While the bus is in motion:*

- Give verbal warnings, using students’ names whenever possible.
- Avoid “stare downs” using the rear view mirror.

*When the bus is stopped:*

- Have students change seats.
- Call your school or supervisor.
- Talk with students who bully and/or are bullied individually to avoid potentially re-igniting the bullying situation.
- Implement seat assignments based on district policy.
- Request assistance from school or teachers as appropriate.
Responding to Bullying Behaviors

*If student or driver safety is a concern:*

1. Always follow district policies.
2. Stop the bus in a safe place out of traffic.
3. Secure the bus.
4. Stand up and speak clearly and calmly to the student(s) who are bullying another student or students.
5. Change the seat of the student who was bullying and/or the student being bullied to a safe seat.
6. **Never put a student off the bus** except at school or at his or her residence or school bus stop.
7. When intervening, use caution not to challenge or provoke a student who is bullying.
Signs of Escalating behavior

• Arguing
• Verbal Abuse
• Non-compliance
• Disruption
• Avoidance
• Defiance

• Bothering others
• Off-task
• Destruction of property
• Limit testing
• Threats and intimidation
De-escalation Techniques

Maintain Control of Your Emotions

**DO**
- Appear calm, centered, and self-assured
- Use a modulated low tone of voice
- Call the school, your supervisor, security, or the police if you need more help
- Be very respectful even when firmly setting limits or calling for help.

**DON’T**
- Do not be defensive even if the comments or insults are directed at you.

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De-escalation Techniques

Communicate Effectively Nonverbally

DO

• Allow extra physical space between you
• Get to the same eye level
• Keep your hands out of your pockets
• Stand at an angle to the student.

DON’T

• Touch the student
• Face-off
• Turn your back
• Point or shake your finger
• Smile or argue
De-escalation Techniques

De-escalate the Discussion verbally

DO
• Explain rules and limits calmly
• Empathize with feelings but not the behavior
• Respond selectively

DON’T
• Get loud
• Yell or scream
• Argue or analyze

*The louder the student gets, the quieter you should be*
Remember

**Hands off.** Don’t place your hands on students except to protect them in an immediate emergency.

**Don’t** try to “**assist**” a student into the seat by forcing him or her down.

Any **physical contact** between bus driver or attendant and student must be an absolute **last resort** in an emergency situation.

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Creating a Positive Bus Climate

Clearly establish with students your expectations for their behavior, what the specific rules are for riding the bus, and the reasons why those rules are in place.

• Be firm with students but not tough.
• Be courteous and not sarcastic.
• Treat all students equally and fairly.
• Be consistent.
Continuum of Response

Assertive

Passive ___________________________ Aggressive

Assertive means being confident and positive as well as consistent, fair, and responsible.
One way to get the attention of students on the bus and their willingness to address bullying among their peers is to write up the whole bus when serious bullying occurs.

FALSE
If a student swears, it is best to write down the actual curse words a student uses (unless your school policy forbids it).

TRUE
When writing a good report or referral, it is important to include your own personal perspective about the student’s motivation or comparisons to his or her siblings.

**FALSE**
A high-quality report or referral includes details about what you, as the bus driver, said and did in response to student bullying behavior.

TRUE
Reflection

What is something you learned in this workshop that **affirmed** what you are already doing as a school bus driver?

What is one idea, strategy, or learning that you feel you **can apply** to improve your skills and/or experience as a school bus driver?

Thanks for Participating!

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