

Steps to Better Bus Behavior!

Better Behavior: One Step at a Time

Pam Schenkel, Rachael Noonan, Jolie Davis

June 25, 2007

Agenda

- ❑ Introductions and Ice Breaker Activity
- ❑ Research Related to the E/BD Student
- ❑ Basics of Behavior Management
- ❑ 10 Steps to “Better Bus Behavior”
- ❑ Questions/Feedback



Tell Us a Little About Yourself!



- Name
- Position
- District
- Job Duties
- Challenging Behaviors You Deal With
 - Is it from students or staff??

Let Me Tell You a Little About Myself!

- Name – *Pamela Schenkel*
- Position – *Program Specialist: Behavioral Interventions*
- District – *Orange County Public Schools*
- Job Duties – *Working with Students, Parents, and Staff to address behavioral concerns; Training!*

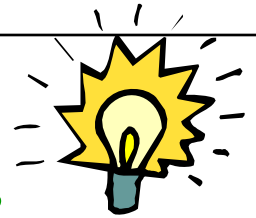


Challenging Behaviors I Deal With . . .



Let Me Tell You a Little About Myself!

- Name – *Jolie Davis*
- Position – *District Coordinator for the Positive Behavior Support Project*
- District – *Orange County Public Schools*
- Job Duties – *Liaison between OCPS and USF; Support for the Schools Involved in the Positive Behavior Support Project*



Challenging Behaviors I Deal With . . .



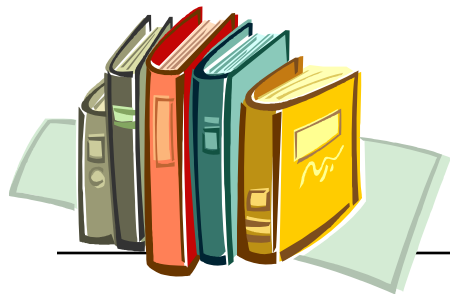
Let Me Tell You a Little About Myself!

- Name – *Rachael Noonan*
- Position – *Instructional Support Teacher: Behavioral Interventions*
- District – *Orange County Public Schools*
- Job Duties – *Working with Teachers and Students who are dealing with behavioral issues; Trainings!*



Challenging Behaviors I Deal With . . .





Let's Look At What The Research Says . . .



“Research on School Bus Crashes” + Google =

- ❑ 80 pages of articles/reports/research to read
- ❑ An average of 10 articles listed per page =
Approximately 800 different research topics
to review
- ❑ Wide range of topics



“Research on School Bus Behavior Problems” + Google =

- 90 pages of articles/reports/research to read
- An average of 10 articles listed per page =
Approximately 900 different research topics to review
- Topics are still just as broad and varied



From the Public Transportation Safety Institute . . .

- *“Successful student management in the tight confines of a school bus requires an understanding of child behavior, patience, and a sense of humor.”*
- *“Distractions caused by student behavior problems are a common factor in school bus accidents.”*
- *“Many school bus drivers cite ‘student behavior’ as their most pressing safety concern.”*



From the Public Transportation Safety Institute . . .

- *“School districts are transporting increasing numbers of children with increasingly severe special physical, mental, emotional, and medical needs. At the same time, behavior problems among ‘typical’ children appear to have deepened.”*
- *“For children with special physical, mental, and emotional needs, and children living in unstable family situations, the stability and security provided by the daily bus ride can make all the difference in ensuring regular attendance.”*

The potential for danger is present at all times!!

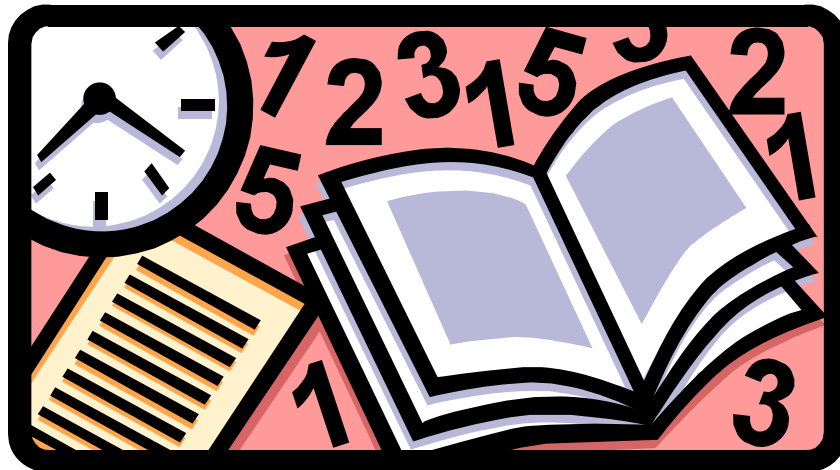
PTSI School Safety Assessment Checklist . . .

- In the Special Needs Section, which addresses 60 different safety elements:
 - 24 items directly address issues related to transporting wheelchair bound students
 - 3 items address students with behavioral concerns –
 - *“Safety significant student information (i.e. information about the child’s physical, **emotional**, mental . . .) is provided to bus drivers and attendants responsible for the student . . . on a need to know basis.”*
 - *“Behavioral Intervention Plans for students with **known behavioral problems** are shared with transporters . . .”*
 - *“Attendants are assigned to routes transporting students with special physical, **behavioral**, health, or evacuation needs . . .”*



What Is the Ultimate Recommendation?

- Because of their many serious responsibilities, school bus transportation staff deserve up-to-date safety information.



What Are Schools and Transportation Staff Doing?



- ❑ Suspension
- ❑ Removal from Bus
- ❑ Parent Reimbursed Transportation
 - School buses are considered an extension of school
 - Students must also remember that riding the school bus is a privilege

Something Interesting . . .

- Over the last 5 years, assaults have continued occurring at about the same rate, but suspensions have skyrocketed!!!



- What does this say about the effectiveness of suspensions?

What Is the Law?

- Initially – P.L. 94-142
 - Education for All Children Act
 - Implemented in 1975
- Now – IDEA 2004
 - Individuals with Disabilities Education Act
 - Revised in 2004

Building the Legacy: IDEA 2004



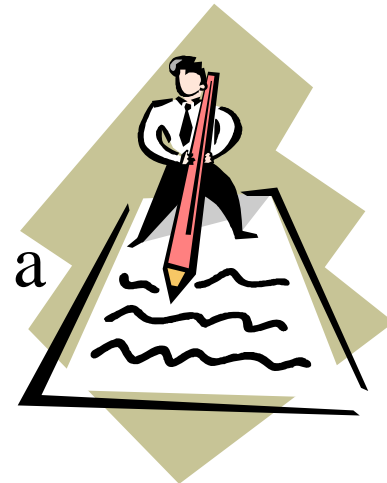
Part B
(ages 3-21)
[Click Here to Enter](#)



Part C
(ages birth-2)
Coming Soon

What IDEA provides . . .

- A Free, Appropriate Public Education for All!!
 - This is called “FAPE”
- Every child who meets eligibility requirements has an Individual Education Plan
 - This is called an “IEP”
 - This identifies ‘individual’ standards for a particular student



What is the 'Law' Regarding Suspensions?



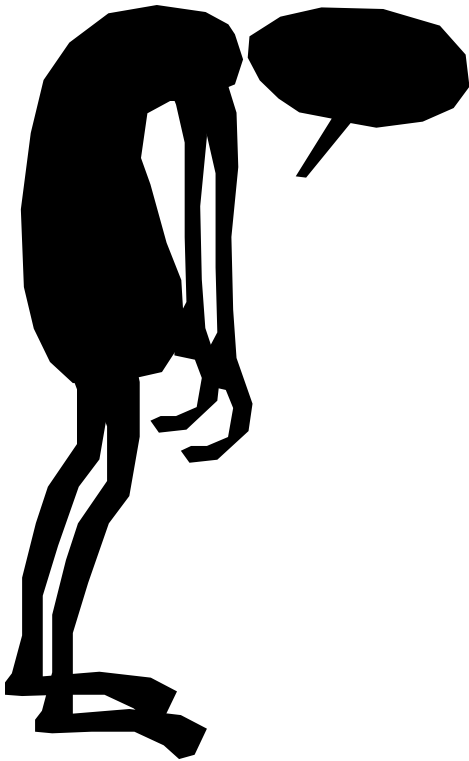
- A student with a disability can be removed from his/her placement the same as a student without a disability – up to 10 days.
- Why?
 - Anything more than 10 days is considered to be a change of placement.
 - Change of placement requires that an IEP team make this decision.

A Student with Emotional/Behavioral Disabilities is one who.....

- has persistent and consistent emotional or behavioral responses that adversely affects performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.



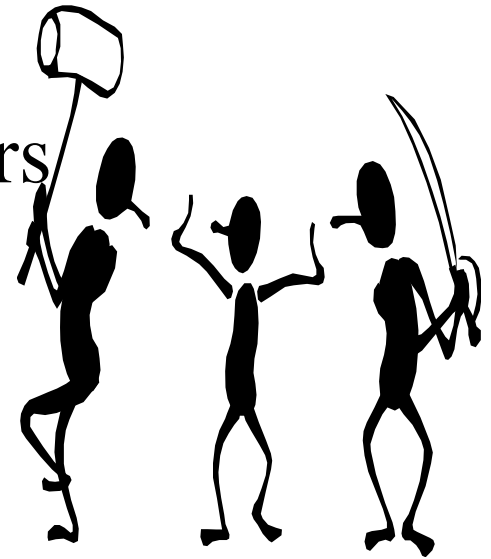
Internal Factors . . .



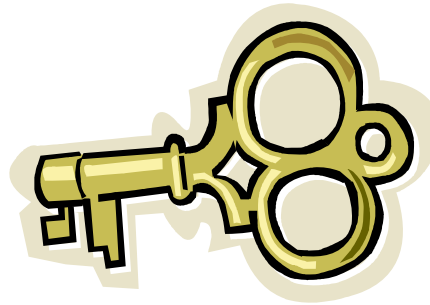
- ❑ Feelings of sadness, loss of interest in friends and/or school work, erratic behavior
- ❑ Fears or phobias, excessive worrying
- ❑ Behaviors that result from thoughts/feelings that are inconsistent with actual events

External Factors . . .

- ❑ Inability to build or maintain satisfactory interpersonal relationships with adults and peers
- ❑ Behaviors that are chronic and disruptive such as verbal and physical aggression
- ❑ Poorly developed social skills



All children may demonstrate one or more of the characteristics:



The KEY is whether or not the behaviors have lasted over a long period of time and are present in more than one setting or situation.



Rules vs. Expectations

The Basics of Behavior Management on the Bus

□ **Be Respectful**

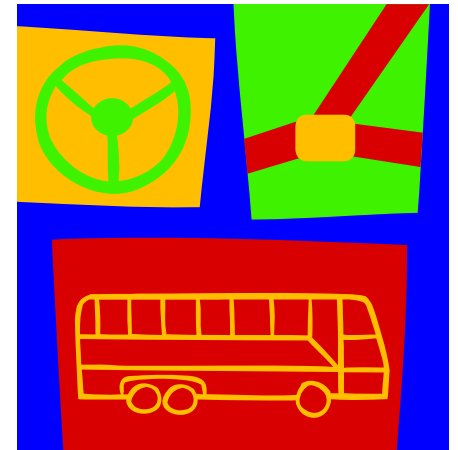
- Speak Quietly Only to Your Neighbor
- Show Manners to Driver and Monitors

□ **Use Safety**

- Keep Hands, Feet, and Objects to Yourself
- Walk On and Off The Bus
- Sit and Stay in Assigned Area

□ **Show Self-Control**

- Listen and Follow Directions
- Know the Quiet Sign
- Keep the Floor and Seat Clean



Whatever You Decide to Go With . . .

BE CONSISTENT!!!



Now I Have Rules and Expectations . . . What's My Next Step?

- Get to know your students!
- Greet each child by name.
- Give handshake or a high-five, if appropriate.
- Make eye contact frequently.



Continuing on Our Steps to Better Bus Behavior . . .



- Post your expectations in as many places on the bus as you can.
- Actively teach those expectations every day!
- Provide practice time!
- Be sure to give corrective feedback “on the spot”.

Let's Keep Walking the Path Together . . .

- Identify routines that are used everyday
 - getting on the bus
 - sitting appropriately
 - getting the adult's attention/assistance
 - what to do at railroad tracks
 - getting off the bus



Are We There Yet?



- ❑ Communicate with your student's family everyday.
- ❑ Positive comments should be made 5 times more than reprimands.
- ❑ Each student should have at least 2 positive interactions with you everyday!

Top Ten Tips to Better Bus Behavior



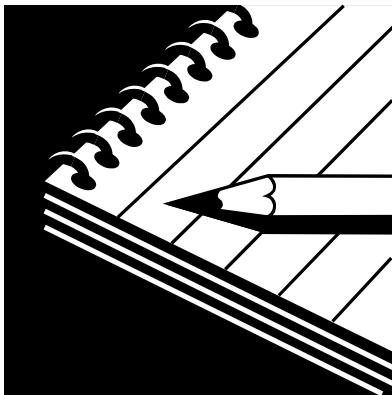


1. Take Care of You!

- 5 suggestions for **Stress Relief:**
 - Breathe Deeply
 - Turn It Off
 - Close Your Eyes
 - Relax Your Muscles
 - Channel Excess Energy
- Are you practicing stress reduction activities?
- What about the students on your buses?

2. Give Them Something to Do!

- ❑ Show interest in student likes and hobbies
- ❑ Include materials that capitalize on their interests to keep them engaged during the ride



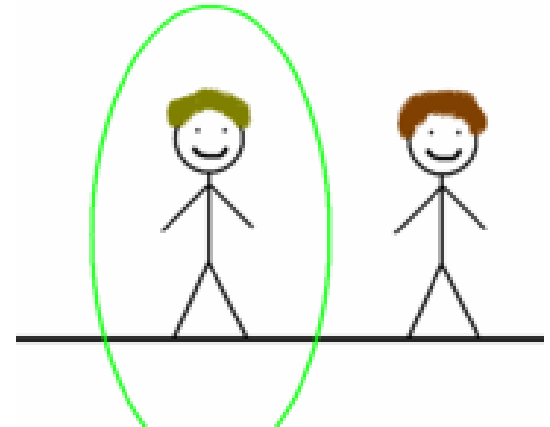
3. Be Calm

- ❑ It's not what you say, it's HOW you say it!
- ❑ Experts say that 60 – 90% of communication is not done with words . . .
- ❑ Three main components of communication
 - Tone
 - Volume Matching
 - Cadence



4. Honor Personal Space

- The area around your body that 'belongs' to you!
- Generally – about 1½ to 3 feet
- How do we address this concept on the bus?



5. Ignore the Minor Behaviors

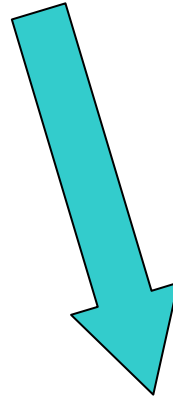
- ❑ Used with behaviors that are designed to attract attention
- ❑ More attention should be paid to those students who are doing what is expected
- ❑ May have to teach other students to ignore as well



6. Use Redirection



Challenging

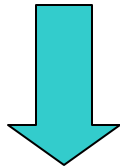


Re-direct!



7. Set Limits

- Direct Non-compliance



- Set limits
 - Clear
 - Concise
 - Enforceable

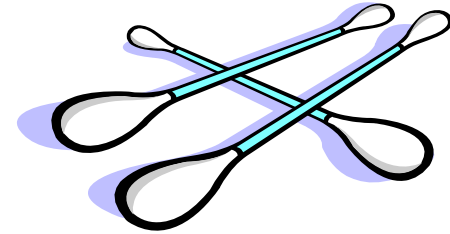


8. Create a Signal!

- Pre-planned signal to stop or change a behavior
- Purpose is to bring back the child's own control system



9. Use a Q-TIP!!



- Develop/maintain a healthy sense of humor.
- Know when to lighten up!!
- Remember, it's NOT about YOU!!



10. Recognize Students Who Are Doing the RIGHT Thing!!

- Pay more attention to the behaviors you want to see again than to the behaviors you wish would go away!!
 - Notice the child who is sitting in his/her seat appropriately.
 - Give positive feedback to that child.
 - Be sure that your feedback is specific.
 - Tell what they are doing RIGHT!

Closing Activity

- What was the “A-HA” moment for you?





Now... We "CHALLENGE" You!!

Questions??

- Feel free to ask any questions you may have!
- Please complete your evaluation and leave it with one of us on the way out the door.

Thank You for Coming!!