

# Creating a Safe and Respectful Environment on Our Nation's School Buses

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Safe and Supportive Schools  
Engagement | Safety | Environment

# Our Goals



- 1 Address bullying behavior on America's school buses
- 2 Provide state-of-the-art information on how to build a supportive bus climate
- 3 Sharpen driver skills in intervening in bullying behavior and de-escalating threatening behavior
- 4 Enhance driver's existing skills in building a supportive bus climate
- 5 Provide a world-class, interactive curriculum to achieve all of the above



1

See Something. Do Something:  
Intervening in Bullying Behavior

2

Creating a Supportive Bus Climate:  
Preventing Bullying





**1** Comprehensive trainer's guide


**2** Companion handouts

**3** Comprehensive PowerPoint slides

**4** Collateral materials to reinforce curriculum content

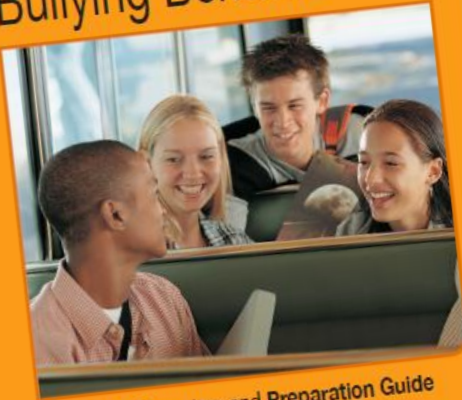
# Workshop Overview and Preparation Guide



 Creating a Safe and Respectful Environment on Our Nation's School Buses

**MODULE 1**

**SEE SOMETHING. DO SOMETHING:**  
Intervening in Bullying Behavior



Workshop Overview and Preparation Guide


**WORKSHOP OVERVIEW**

**MODULE 1**

**Description**  
*See Something, Do Something: Intervening in Bullying Behavior* is designed to equip school bus drivers to recognize bullying behaviors among students on their buses and deal with bullying effectively as part of ensuring a safe and respectful bus environment.

**Learning Objectives**  
Participants in the workshop will:


- Understand what bullying is and is not.
- Understand what bullying looks like on their school bus.
- Explore and share ideas for responding to bullying.
- Become equipped with specific strategies for addressing and reporting bullying when it occurs.

**Time Required**  
 2 hours

**Audience**  
The workshop is intended for use with school bus drivers. The training is designed for 12 to 60 participants. It can be conducted with smaller or larger groups, but it may be necessary for the trainer to adapt some activities.

Module 1 See Something, Do Something: Intervening in Bullying Behavior | 1





## Creating a Safe and Respectful Environment on Our Nation's School Buses

**MODULE 1**  
**Handout 1**

### See Something: What Does Bullying Look Like?


**General definition:** Bullying is 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. (7)

*Note: Numbers within parentheses refer to the source of the information presented in the handout. See the citation list at the end of the Workshop Overview and Preparation Guide for this module.*

#### Four Types of Bullying (7, 2)

Put a check mark by how often you see this kind of behavior on the bus:

1. **Physical bullying**—Hitting, kicking, inappropriate touching, sexual gestures, groping, threatening with/without a weapon.  
 1 = Never    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Very often  
 What the research says about how often this form of bullying occurs: \_\_\_\_\_
2. **Verbal bullying**—Name calling, starting rumors, teasing, threats.  
 1 = Never    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Very often  
 What the research says about how often this form of bullying occurs: \_\_\_\_\_
3. **Relational bullying**—Excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up, look foolish, damaging friendships.  
 1 = Never    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Very often  
 What the research says about how often this form of bullying occurs: \_\_\_\_\_
4. **Cyber bullying**—Use of e-mail, social network sites, cell phones, webcams, messages, and Internet sites, etc., to embarrass or humiliate, verbally harass, exclude, or threaten physical or psychological harm.  
 1 = Never    2 = Occasionally    3 = Sometimes    4 = Frequently  
 What the research says about how often this form of bullying occurs: \_\_\_\_\_



## Creating a Safe and Respectful Environment on Our Nation's School Buses

**MODULE 1**  
**Handout 2**

### Do Something: Dealing With Bullying Behaviors

**Bus drivers can take steps ahead of time to prepare themselves and their students to create a safe and positive atmosphere on the bus that may help keep bullying from happening in the first place.**

**Bus Discipline: A Positive Approach** by Randall Sprick and Geoff Colvin (1992) emphasizes the following five basic rules for managing student behavior on the bus: (14)

1. Be positive and professional.
2. Acknowledge responsible behavior.
3. Use consequences calmly, consistently, and immediately.
4. Provide continual supervision.
5. Anticipate and think ahead.

*Note: Numbers within parentheses refer to the source of the information presented in the handout. See the citation list at the end of the Workshop Overview and Preparation Guide for this module.*

**Bus drivers can:** (4, 9)

- Be up-to-date on their own school district's rules, regulations, and policies for dealing with bullying.
- Make sure all students understand a specific, easy-to-follow set of rules for entering, exiting, and riding the bus and why the rules are in place.
- Clearly establish your expectations for your students' behavior.
- Let students know that if something occurs about which they're concerned, they can quietly give you a note or communicate with you in some other way to let you know what's going on.

A bus driver's attitudes and interactions with students also can help establish a safe and positive atmosphere on the bus. Young people respond well to bus drivers who are: (9)

- Firm but not tough
- Courteous and not sarcastic
- Equal and fair with everyone
- Consistent

Before problems develop, you can:

- **Anticipate what to look for before the bus is in motion:** School bus drivers in one study reported seeing discipline problems increase in the afternoon (when children are tired) and before winter and spring breaks (when children look forward to being out of school). Anticipation may help drivers be better prepared to keep a sharp eye out for potential problem times and stresses when bullying may be more likely to occur. Post clearly a simple set of rules and reinforce them periodically. (11, 4)
- **Understand the different behaviors and needs of children of different ages:** Successful student management depends on understanding how children's minds work. Although not every child is alike, age and developmental level share certain broad characteristics. Different behavior management strategies are needed for each group. (4)





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## See Something. Do Something: Intervening in Bullying Behavior



## Workshop Opportunities



This workshop will include:

- A **definition** of bullying: what it is and isn't
- **Clarification** of what bullying looks like on the school bus
- **Ideas** for minimizing the occurrence of bullying
- **Strategies** for addressing bullying when it occurs

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## Impact of Bullying on Students



### 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

Citation: 5

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# Samples of Posters and Palm Card



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**SEE SOMETHING. DO SOMETHING.**



- Learn about bullying
- See something and do something
- Start with verbal warnings
- Use the name of the student


If the situation escalates:

- Call your school or dispatch

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**CREATING A SUPPORTIVE BUS CLIMATE**

**Preventing Bullying**



- Establish a positive atmosphere
- Be clear, fair, and consistent
- Treat students the way you want to be treated
- Learn and regularly use students' names
- Introduce yourself
- Get to know all students—including students who bully
- Use positive, nonverbal interactions
- Notice something positive
- Watch them in action
- Submit positive bus referrals


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**Stop Bullying: See Something, Do Something**

**Intervene**

- Learn about bullying so you know what you're looking for ([www.stopbullying.gov](http://www.stopbullying.gov)).
- When you see something, do something—be assertive and calm.
- Start with verbal warnings. Use the name of the student who is bullying.
- Call your school or dispatch as dictated by policy. Submit a bus referral if the behavior escalates.
- Maintain a safe environment.
- Stand up for yourself and others.
- Do not retaliate.
- Move to a safe location.
- Report the incident.

Learn more about bullying prevention techniques at [www.stopbullying.gov](http://www.stopbullying.gov).

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**Stop Bullying: See Something, Do Something**

**Prevent**

- Establish a positive atmosphere on the bus. Be clear, fair, and consistent.
- Treat students the way you want to be treated and the way you want them to treat each other.
- Learn and use their names. Introduce yourself.
- Get to know all of the students on your bus—including the students who are being bullied.
- Use positive, nonverbal interactions—a smile, a nod, a thumbs up, a high five, or a pat on the back.
- Notice something positive the students do and say something about it to someone else when they can hear it.
- If you regularly drive for a group like a sports team or club, get to know your students. Go watch them in action and say something about it to them.
- Submit positive bus referrals.

Learn more about how to prevent bullying on your school bus using prevention techniques at <http://safesupportiveschools.ed.gov/index.php?id=9&e>





**I think the trainer packet is great. It follows the process step by step with attention-getting activities as it goes.**

**I thought this was an excellent resource and will be a great tool for trainers to utilize!!**

First, let me say I'm very impressed. This training is consistent with most of the broader "student management" training I've seen, and it appears highly discussion-based and interactive . . . .

**The Handouts are excellent. The descriptions and explanations are great.**

**Very pleased to see this training that sets the climate that puts us in a position to address bullying.**

**I like it! All of it.**

# A Walk Through the Curriculum





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**

# Continuing Our Walk . . .



# Who Was There for You?



***On your card, record:***

What was it about that person that caused him or her to have such a positive impact on your life?



In Closing . . .

