

# Transportation Specialist Training

It takes a Special Person to be a School Bus Driver

# Agenda

Ground Rules

Behavior and Communication

Creating a safe and responsible environment for all

Scripted Responses for Behavior

Verbal De-escalation

Relationship Building

Opportunities for Questions and Comments and problem solving as it arises.

# Ground Rules

Be Present

Have a voice

Share Air Time

# Behavior Defined

Behavior is something a person does that can be observed, measured and repeated. When we clearly define behavior, we specifically describe the actions.

# Activity...

Let's describe behavior:

Write down 5-7 behaviors that you deal with or have dealt with on the bus

Sort the behaviors into two categories:

**Common Occurrences and Uncommon Occurrences**

# Communication:

## **Verbal**

Tone

Volume

Speed

## **Non Verbal**

Facial Expression

Proximity/Position

Gestures

Eye Contact

# Communication Continued:

“How can I help you?”



“How can I help you?”



# Break time

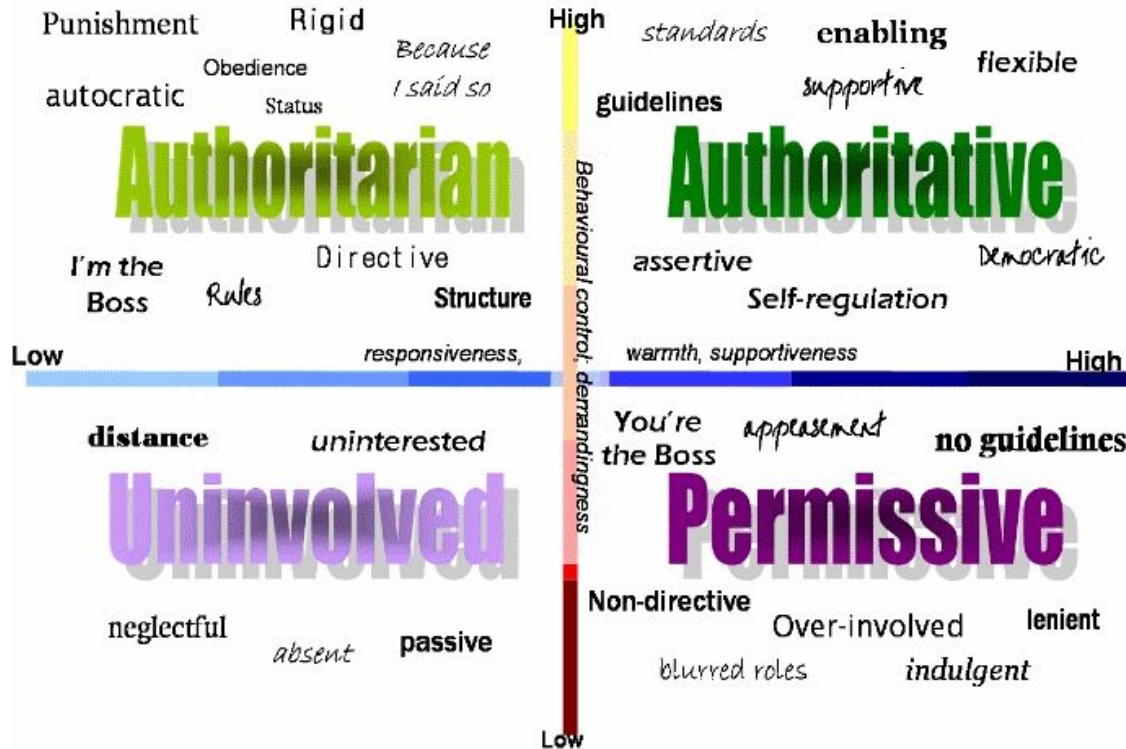
10 minutes

Walk and talk



# Relationship Building

We build relationships through **consistent**, clear **expectations** and **presentation**



# Creating a Safe and Responsible Environment

We feel safe when...

~We know what to expect as adults and students

~Consistent Environment, Language, Response and Presentation

~Everyone on a bus wants and deserves to feel safe

How do we do it?

# Creating a Safe, Responsible and Respectful Environment

Agree upon and hold each other to using the same expectations on the bus:

Be Respectful, Be Responsible and Be Safe

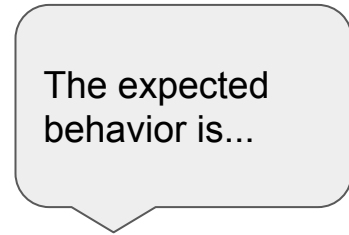
Establish Responsible Expectations by Grade Level

Be clear about what we are going to say and how we are going to say it..

# Common Language:

5 positive behavior comments to every 1 correction

Common Catch phrases.



# Activity

Behavior Sort:

Categories:

Be Safe

Be Responsible

Be Respectful

Definitions

# Categorizing and Responding to Challenging Behaviors

Anxiety



Empathy and  
Support

Questioning



Answer or re-direct

Refusing



Set limits

Intimidating



Take Seriously

# Activity:

In groups:

Choose a behavior from one of the categories

1. Identify which category the behavior fits
2. Suggest a way to handle that situation AND the possible reason why the behavior occurred:

Gaining peer attention

Gaining adult attention

Avoiding peers

Avoiding adults

Avoiding the task