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

MODULE 1

# SEE SOMETHING. DO SOMETHING:

## Intervening in Bullying Behavior

**Workshop Overview, Preparation Guide,** and **Trainer's Outline**

The Creating a Safe and Respectful Environment on Our Nation's School Buses series is a product of the Safe and Supportive Schools Technical Assistance (TA) Center, under funding provided by the U.S. Department of Education (ED) Office of Safe and Drug-Free Schools (OSDFS) and in partnership with the National Association for Pupil Transportation and the National Association of State Directors of Pupil Transportation Services.

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# 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 50 participants. It can be conducted with smaller or larger groups, but it may be necessary for the trainer to adapt some activities.

# Contents of the Trainer Package

- Workshop Overview and Preparation Guide
- Workshop PowerPoint

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| | 20 | Reflections |

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| | 3 | Understanding Young People |
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## Icon Key

This icon will appear the first time a PowerPoint slide is used in an activity.

This icon will appear the first time a handout is used in an activity.

# Equipment, Materials, and Room Setup

## Equipment and Materials

The following equipment and materials should be present in the training room:

- LCD projector and screen (if you are planning to use your own laptop computer with the PowerPoint presentation loaded on it; otherwise, you will need the PowerPoint presentation on a flash drive)
- Large screen
- Multi-plug surge protector and an extension cord (if needed for the laptop and data projector)
- Lavaliere (wireless lapel-type) microphone (optional depending on the size and acoustics of the training room)
- Easel with a full pad of large flip chart paper
- Markers (fresh, nontoxic, water-based markers in bold colors)
- Masking or blue painters' tape
- 3 x 5 white index cards (at least one per participant, plus 10 extra)
- 5 x 7 green and red index cards (one card in each color per participant plus 10 extra of each color)
- Scenario slips (see "Before the Workshop: Special Preparations")

## Training Room Setup

The training room should include adequate space for participants. It should be large enough to allow participants to be comfortably seated and also move around and interact with one another.

Avoid auditorium style seating. If possible, have participants seated at tables so that no one's back faces the front of the room. A rectangular table set at the front of the room can be used for trainer notes, materials, and handouts.

The training room should have controllable heating and cooling with clear access for the trainer to set and adjust the room temperature.

The training room should have clear wall space for posting large sheets of flip chart paper before and during the workshop.

## Handouts

Duplicate a set of handouts for each participant using a **high quality copier or commercial copy service**. You may wish to make copies on paper of varied colors to create a more interesting presentation and to assist participants in locating specific handouts during the training.

If you plan to use participant folders, assemble the handouts in the order they are listed in this guide. Otherwise, individual stacks of each handout should be placed on the trainer table to be distributed during the workshop session.

# Before the Workshop: Special Preparations

1. For Activity 2, you will need to create four flip chart sheets each with one of the following terms printed across the top of the sheet:
   - Physical Bullying
   - Verbal Bullying
   - Relational Bullying
   - Cyber Bullying

   Before participants arrive, post the sheets next to one another on a wall in the training room where participants can clearly see them. Then fold each sheet up and tape it to the wall so participants cannot see what is printed on each sheet until you reveal each flip chart sheet during the activity.

2. For Activity 4, create three scenario slips by copying the Student Behavior Scenarios and then cutting the sheet to create three slips each bearing a different scenario.

3. For Activity 4, make sure you have a book or magazine you can slap on the table to make a loud noise. You also can use anything that you wish to make a noise loud enough to startle participants as long as they don't see what you're going to use or anticipate the sound.

4. For Activity 4, create a flip chart sheet on which you use a marker to draw solid-colored circles each about three inches in diameter. Fill the sheet with circles (at least 25), placing them randomly on the sheet so that participants will have more difficulty counting the number of circles quickly. Prior to starting the training, post the flip chart sheet on a wall on either side of the room so that participants will have to turn to one side or the other to see the flip chart paper. Fold the sheet up and tape it to the wall so that participants will not know what is on it until you reveal the flip chart sheet during the activity.

## Student Behavior Scenarios

**Directions:** The three scenarios below are for use in Activity 4. Copy this page and then cut the page to create three separate slips of paper with one scenario on each slip. Make as many copies as needed so that all training participants have a copy of at least one scenario.

### Scenario 1 (6th grade)

As Darlene is getting on the bus, Amy sticks out her foot and trips her. Darlene stumbles and almost falls while Amy is heard saying loudly to a friend, “Darlene is so fat she can’t fit down the aisle.” Darlene is still standing in the aisle, and it’s clear that she is about to cry as Amy and her friends are doubled up with laughter.

### Scenario 2 (9th grade)

You’re on the way to your final pickup when you notice something being thrown near the back of the bus. You check briefly while stopped at a stop light, and it’s clear that a number of students are throwing things, including paper clips and wadded up pieces of paper, at a boy named Felix. A student sitting near you says that the kids are playing target practice to see “who can hit the queer.” Felix is trying to dodge the objects while staying in his seat and laughing, although it’s obvious that he is becoming more and more upset.

### Scenario 3 (10th grade)

You’re on the way to school with a full load of students. About a mile from school, Jerry suddenly stands up and starts yelling at Jennifer, who is sitting across the aisle from him. Jerry is accusing Jennifer of sending text messages to other students on the bus, saying that Jerry is the ugliest boy at school and calling him “pig boy.” (Jerry has a skin condition that causes him to suffer from an extreme form of acne.) Jennifer is yelling back at Jerry, saying he’s crazy, although you observe that a number of girls are giggling, and one is showing something on her cell phone to the girl sitting next to her. Jennifer and Jerry are now both standing and yelling at one another while one of Jerry’s friends stands up and in a loud voice calls Jennifer a “stuck-up bitch.”

Activity

1

## Welcome and Getting on Board

10 minutes

*(Prior to arrival of workshop participants, display **PowerPoint slide 1: Welcome**.)*

1. Welcome participants and introduce yourself.
2. Divide participants into groups of three and display **PowerPoint slide 2: Introductions**.
3. Ask participants to introduce themselves in each triad using the prompts on the PowerPoint slide:
   - Name.
   - School(s) for which you do transportation.
   - What do you consider to be your primary responsibility as a school bus driver?
   - What do you like most about your job, and what causes you the greatest degree of stress as a school bus driver?
4. After a few minutes, facilitate a brief discussion of ideas raised in the small introduction groups, focusing on the last three questions.

   *Note: The discussion should:*
   - *Reinforce the recognition that their primary job is to drive their bus in a manner that provides students with safe transit to and from school.*
   - *Encourage drivers to consider the positive aspects of their job as well as behaviors that may cause them to have a more negative view of bus driving.*
   - *Point out that a major area of stress that many drivers point to is student behavioral issues and that this training will address a significant area of behavior that affects students and drivers alike.*

   *Note: This discussion also will provide you with a sense of the group as to the mood of the drivers and whether they have a sense of the positive aspects of their job as well as its more challenging elements.*

5. Point out that this workshop will address a student behavior that many drivers encounter and one that can have a direct impact on their ability to provide safe transit for students, which is their primary responsibility.

6. Display **PowerPoint slide 3: Workshop Opportunities** and state that the focus of this training is on bullying behaviors and will provide drivers with:
   - A definition of bullying
   - Clarification of what bullying looks like on the school bus
   - Ideas for minimizing the occurrence of bullying
   - Strategies for addressing and reporting bullying when it occurs

## Activity 2

## What Is Bullying, and What Does It Look Like on My Bus?

20 minutes

1. Display **PowerPoint slide 4: What Is Bullying?** and state that research suggests that bullying can be defined as:

   "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 the text of this Preparation Guide refer to the source of the information presented in that portion of the guide. See the citation list at the conclusion of this module for these references.*

2. Click again to reveal part two of the slide, and continue by pointing out that bullying experiences include not only physical aggression but also verbal aggression, including teasing or taunting, spreading rumors, or socially rejecting and isolating another student. (5)

3. State that now that we've looked at a general definition of bullying, let's consider <u>what it actually might look like</u> when it occurs on a school bus.

4. Reveal the four flip chart sheets you posted earlier—each with one of four headings: Physical Bullying, Verbal Bullying, Relational Bullying, and Cyber Bullying, noting that studies suggest that bullying occurs in at least four specific forms. (7)

5. Distribute **Handout 1: See Something: What Does Bullying Look Like?** Point out that the handout includes the general definition reviewed earlier and an explanation of four forms that bullying can take. Review the four explanations on the handout.

6. Ask drivers to indicate on their handouts how often they see each kind of bullying on their school bus.

7. Facilitate a discussion focusing on one form of bullying at a time, asking drivers for a few examples of each type of bullying that they have experienced on their buses. Record a few examples on the appropriate flip chart sheet.

> *Note: While you want to generate and list concrete examples of each type of bullying, it's important that you limit the discussion to a few examples of each type to avoid taking too much time because many drivers may want to share their "war stories."*

8. During the discussion make sure that you:
   - Draw distinction between a one-time physical encounter (a fight) or a verbal argument and the systematic process that indicates that someone is being bullied.
   - Draw attention to subtle actions (rolled eyes when a particular student enters the bus) that may not be as obvious but can be part of bullying behavior.
   - Discuss that cyber bullying may be the most difficult to spot. As noted on the handout, it could take the form of students texting one another and then looking at a particular student and laughing or taking pictures of a student who is clearly showing signs of being intimidated or embarrassed by their actions.

9. After discussing each form and recording examples, ask drivers which form of bullying they think is most prevalent among young people in general. After a brief discussion, record the percentage for each on the corresponding flip chart sheet, starting with the least prevalent and ending with the most prevalent from among the four. (7) Suggest that drivers also may wish to record the percentages on the corresponding line on their handout.
   - Cyber Bullying 17%
   - Physical Bullying 39%
   - Relational Bullying 50%
   - Verbal Bullying 59%

10. Point out where the statistics on bullying in general among youth are or are not reflected in the forms most often seen on school buses. Indicate that while these percentages may vary from location to location, they all contribute to a climate that does not feel caring and supportive.

11. State that although cyber bullying may occur less frequently, it is still a behavior that can be extremely damaging to the student who is the victim of that kind of bullying. Given the increased use of social media and cell phones to text and take and share pictures, it may well become a much more frequent and powerful form of bullying.

12. Distribute an index card to each participant, and ask drivers to record on the card, based on what they see on their bus, a number (from 1 to 5) that indicates how common they think bullying is on school buses, with 1 indicating that bullying is not at all a problem for students who ride school buses and 5 indicating that it is a major problem for students who ride school buses. Encourage participants to make their number large enough to be read by others in the room.

13. When drivers are ready, ask everyone to hold up their cards and look around to see what others have recorded.

14. Lead a brief discussion of responses, pointing out that in a recent survey of school bus drivers more than 70 percent agreed that bullying is a serious problem on their buses. (8)

15. State that other broader research indicates that bullying across all areas of students' lives has become a major health problem both domestically and internationally for children and youth. (5)

16. Display and review **PowerPoint slide 5: Student Bullying**, indicating the percentage of adolescents who report having been bullied and noting that nearly 32 percent of youth surveyed reported having been bullied and that 8 percent reported having been bullied on a school bus.

17. Display **PowerPoint slide 6: Impact of Bullying on Students** and point out that bullying experiences have an impact not only on the student who is bullied but also on the student doing the bullying and the students who witness the bullying incident. (12) After reviewing the slide, stress the seriousness of the effects of bullying not only on school performance but also on other areas of life.

18. Point out that there are behavioral signs that may indicate that a student is being bullied. Review the behavioral characteristics of students who may be bullying others or are more prone to exhibiting bullying behaviors.

19. Display **PowerPoint slide 7: Students Being Bullied** and **PowerPoint slide 8: Students Who Bully** and direct participants to the second page of Handout 1. Facilitate a discussion focused on characteristics of students who report having been bullied and those who have bullied others. (5)

20. Review the points on each PowerPoint slide, and then ask bus drivers to indicate which, if any, of the behaviors they have seen among the students they transport. Point out that the better bus drivers know their students, the more likely they will be to recognize behaviors that might suggest that a student is being bullied or behaviors that would cause a driver to keep an eye on a student or students who might be more likely to bully others.

21. Conclude the activity by pointing out that we've considered a definition of bullying, what it looks like on a school bus, and its prevalence and impact on students. State that now that we know what it looks like, we'll consider what to do when you see it.

## Activity 3

## Addressing Bullying: Setting the Stage

15 minutes

1. State that one important way to prevent bullying on the school bus is to create an atmosphere in which bullying is less likely to occur.

2. Display **PowerPoint slide 9: Creating a Positive Bus Climate** and briefly review each item: (9)
   - 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.
3. Create small groups of 3 to 5 members and ask participants to share and then discuss which of these is their biggest challenge and which is one that they do regularly and quite naturally. Remind drivers that each of us has areas of challenge as well as those actions we perform quite naturally with ease.
4. After a few minutes of small-group discussion, ask each group to come to a consensus about which single item on the list is most important in creating an atmosphere in which bullying is less likely to occur.
5. When groups are ready, ask each group to share the one they think is most important. When all of the groups have shared, state that all of these are important and that they work together to create a positive bus climate in which bullying is less likely to occur. Point out that this may be the reason why the groups likely had difficulty reaching a consensus on one factor as most important.
6. Acknowledge that even with our best efforts, bullying may still occur, and it is important to have strategies to use when it does.

*Note: If you plan to also do Module 2, point out that the next module will focus on specific strategies for creating a positive school bus climate and how the bus climate relates to overall school climate.*

Activity

4

## Addressing Bullying: What to Do When It Occurs

25 minutes

1. Display **PowerPoint slide 10: Continuum of Response**, showing a continuum ranging from “passive” on one end to “aggressive” on the other. Suggest that in dealing with bullying behavior, the two extremes on the continuum have been demonstrated to be ineffective and may even increase its occurrence. (16a)

2. Ask drivers to provide examples of what each end of the continuum might look like on a school bus and how it might affect bullying, making sure that the following points get made:
   - A passive response like ignoring the behavior will not make it go away and communicates a message that will only encourage bullying behavior.
   - When the behavior is ignored, it creates anxiety not only for the student being bullied but also for the students who are captive witnesses to the action.
   - A passive or non-response may be rooted in a drive to ignore the behavior based on an unwillingness to get involved, but it also can be caused by a “freeze” response, in which the driver wants to engage the behavior but doesn’t feel equipped to do so and so does nothing—a strong reason why this kind of training is valuable. (1, 10)
   - An aggressive response also can be triggered by fears in which the driver compensates by aggressive actions such as yelling, belittling the student who bullies, or even putting his or her hands on a student when it is clearly neither appropriate nor necessary (suggest that in a few moments, we will consider when such an action might be warranted).
   - An aggressive response also can be triggered by driver frustrations that may or may not be bus related—for example, an argument with a supervisor or a spouse before starting the shift or not having had enough sleep the night before. (9)

3. Ask drivers if it’s true that neither end of the continuum works, then what is the alternative?

4. After a brief discussion, click on the PowerPoint slide to reveal “assertive” at the midpoint of the continuum, and then click the slide a third time to reveal the definition of assertive. Point out that assertive means being confident and positive (16a) as well as consistent, fair, and responsible (16b). State that as in many areas of life, assertive is that balance point that allows us to address others in an effective manner and suggest that it also can be an effective way to address bullying.

5. State that one way to be assertive and avoid responding from either extreme is to have systematic strategies to use when responding to bullying when it occurs.

6. Divide participants into three groups, and give each group a scenario of a potential bullying situation that is occurring on their bus while they are driving. *(You would have prepared scenario slips using the scenarios found on the Student Behavior Scenarios sheet in the "Before the Workshop: Special Preparations" section of this guide.)*

> *Note: If you are doing this training with more than 25 participants, it is recommended that you create additional groups so that no small group is larger than 7 to 8 members. In that case, you will need to create additional copies of the scenarios.*

7. Ask each group to read their scenario, and then decide what the best strategy would be for responding to the behavior.

8. When the groups are ready, read each scenario out loud, and have the corresponding group share their strategies. After each group shares, facilitate a discussion by asking if anyone who was not part of that group has ideas he or she would like to share.

> *Note: The scenarios are written to illustrate behaviors of an increasing degree of seriousness. For that reason, start by first reading Scenario 1 and read the other two in numerical order.*

9. Distribute **Handout 2: Do Something: Dealing With Bullying Behaviors** and review the first part of the handout, noting that addressing the potential of bullying starts even before getting on the bus. Display **PowerPoint slide 11: Responding to Bullying Behaviors** and discuss the corresponding portions of Handout 2, "Anticipate, Understand, and Learn," making sure to reinforce the following points:

   - **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. In addition, 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)

> *Note: Point out that the workshop will not deal directly with developmental characteristics and stages. Distribute* **Handout 3: Understanding Young People***, noting that it provides a good overview of what drivers might expect from students of various ages based on developmental research.*

- **Learn "planned ignoring":** Know when to ignore minor irritating behavior, such as occasional bursts of loud language or minor horseplay. Sometimes children merely want to provoke an adult for fun. Acknowledge that what may be offensive to some, such as an occasional curse word, may not warrant a counterproductive reaction by the driver, but that each driver has the authority to set that limit. But—never ignore potentially dangerous behavior, such as moving from seat to seat. (4)

10. Point out that the three scenarios discussed earlier focused on bullying behaviors that might occur once the bus is rolling.

11. Display **PowerPoint slide 12: Responding to Bullying Behaviors** and review ideas from the next section of Handout 2, making sure to point out those strategies and ideas already shared by drivers in the scenario groups:
    - Give verbal warnings as needed, using the student's name if possible.
    - Have students (either the student being bullied or the student doing the bullying or both) change seats after the bus has stopped. (11, 4)
    - Call dispatch, school, or supervisor as dictated by policy while the bus is in motion or after it has stopped. Sometimes students hearing you make that call will be warning enough to make them stop the behavior. (4)
    - Talk with the student or students being bullied and/or the student or students doing the bullying after the bus has stopped. This should be done individually to avoid potentially reigniting the bullying situation.
    - Implement seat assignments based on district policy. Request assistance from school or teachers as appropriate. Some bus drivers separate students by gender or by age. (11)

12. After reviewing the points on the PowerPoint slide, reveal the piece of flip chart paper that is off to participants' right or left and across the room on which are recorded 20–25 colored dots. *(You would have posted the flip chart paper prior to beginning the training.*) Ask drivers to focus on the flip chart sheet and quickly count the number of dots on the sheet. After a few seconds, while the drivers are focused on the flip chart sheet, create a loud noise by slapping a book or magazine on the training table. When drivers respond by suddenly looking in the direction of the sound, point out that what just happened illustrates how something totally unexpected can occur in just a split second. State the following:
    - Beware of the "most dangerous piece of equipment on a bus"—the internal overhead mirror. Your first priority is safely operating the school bus. Don't attempt to discipline on-board students while the bus is moving or other students are getting on or off the bus. The overhead mirror on a school bus is for very brief glances of the situation, not for protracted arguments, "stare downs" with a misbehaving child, or trying to "catch" misbehavior while it happens. If the situation is that bad, pull the bus over to a safe place and address the problem. (4)

13. Draw participants' attention back to the quick activity that they just completed with the dots. Stress again how quickly something unexpected can happen and that a brief moment of inattention while looking too long into that overhead mirror could lead to a serious accident.

14. Point out that the three scenarios discussed earlier involved events that were increasingly more serious and challenging to respond to while driving the bus.

15. State that sometimes a student behavior necessitates stopping the bus, and ask drivers to share examples of the kinds of behaviors that have caused them to stop their bus. As drivers share responses, record them on a sheet of flip chart paper.

16. After a few minutes of recording ideas, review the list, noting that, in many cases, the determining factors as to whether or not to stop the bus may involve the severity of the behavior or the ongoing or escalating nature of the behavior after a driver has provided verbal warnings.

17. Display **PowerPoint slide 13: Responding to Bullying Behaviors** and direct drivers' attention to the remaining portion of Handout 2 while you review the points on the PowerPoint slide.

18. Review guidelines and strategies for dealing with bullying if it becomes necessary to stop the bus: (4)
    1. Always follow district procedures.
    2. Stop the bus in a safe place out of traffic.
    3. Secure the bus if needed (i.e., take the keys).
    4. Stand up and speak to the student or students doing the bullying.
    5. Change the seat of the bullying student and/or the student being bullied if needed.
    6. Never put a student off the bus except at school or at his or her residence or school bus stop. If you feel that the offense is serious enough that you cannot safely drive the bus, call for a school administrator, law enforcement, or a parent or caregiver, as appropriate, to remove the student. You may also return to school.
    7. When intervening, use caution not to challenge or provoke a student who is bullying because it may initiate further negative behavior.

19. Point out that item 4 above (stand up and speak to student[s]) is not always a simple matter. In some cases, a student may respond well to driver intervention, but, in some situations, the behavior may have reached a point where a student who is bullying becomes aggressive and unresponsive to the driver. Although the driver may call for backup in a situation like this, it will still be important to attempt to de-escalate the behavior in the meantime. Point out that we are now going to consider ideas of how to de-escalate this kind of student behavior.

Activity

5

## Activity 5: Addressing Bullying: De-escalating the Behavior

25 minutes

1. State that there may be district guidelines that provide the parameters of a driver's response, but there also are techniques that can be used when dealing with a student who is aggressive and unresponsive to some of the strategies addressed earlier.
2. Display **PowerPoint slide 14: Guidelines** (3) as an example of a clear guideline regarding what a bus driver may and may not do in this kind of a situation.
3. Display **PowerPoint slide 15: De-escalation Techniques** and distribute **Handout 4: Techniques for De-escalating Student Behavior**. (13)
4. State that the techniques that will now be discussed are themselves challenging because in situations of high stress or potential threat, we often are adrenalin driven, and it is natural to respond at one end or the other of the passive-aggressive continuum. Point out again that a lack of clear strategies for dealing with that kind of a situation also can increase the chances of drivers freezing even when they want to respond.
5. Explain that in situations where a student is highly agitated, aggressive, or where a situation has the potential for increasing levels of violence, it is unlikely that the driver can reason with that student. The goal of de-escalation is to reduce the level of aggression and arousal, stabilize the situation to prevent further negative behavior, and protect other students on the bus.
6. State that you will now demonstrate by role-playing some of the responses <u>not</u> to employ in dealing with a student who has become aggressive and hostile.
7. Ask for volunteers who would be willing to help you role-play the responses. Point out that drivers will not be asked to "act out" the emotions of the moment but simply to "represent" a student who has become hostile and increasingly noncompliant while you role-play something not to do in that situation.
8. Based on the number of participants who volunteer, you can have a different driver help you role-play each response or spread them out over a few volunteers.
9. Briefly act out each of the responses listed below:
    1. Getting "in the face" of the student and yelling.
    2. Touching the student (not a push, but just a touch on the arm while talking to the student).
    3. Shaking a finger at the student while talking to him or her in an excited manner.
    4. Forcing the student to maintain eye contact (the trainer would privately instruct the participant in this role-play to periodically break eye contact and look away).
    5. Talking to the student while keeping one hand in his or her pocket.
    6. Speaking to the student in a sarcastic or belittling fashion.

10. After you role-play each response, facilitate a brief discussion using the following questions:
    - What did I do wrong?
    - What would be a likely or potential result of responding to the student as I did?
    - What would have been a better way of responding within that situation?
11. As drivers suggest better ways to respond to each situation, make reference to the information in Handout 4.

    *Note: If you feel that drivers will be resistant to being part of the role-play, you can also do this activity as a discussion. Read each response and use the three questions to facilitate the conversation.*
12. At the close of the role-plays and discussion, point out that the techniques in de-escalation are as much about what you do as what you say—stress again that in a hostile situation, the goal is not to reason with the student but to try and reduce the level of aggression and arousal.

## Activity 6 Addressing Bullying: Reporting and Follow-up

15 minutes

1. State that a driver's responsibility concerning bullying doesn't stop when he or she drops a child off at school, home, or another approved destination.
2. Point out that, regardless of variations among local policies, reporting bullying behavior on the bus is common to most districts, and writing a clear and comprehensive report is critical to any follow-up that would occur after the incident. Explain that the report also is a critical point of connection to helping parents, caregivers, and school officials to see "the whole picture" of a student's behavior and to effectively address the needs of the student who was bullied. The report also is important to the school to shape an appropriate response to a student who did the bullying behavior.
3. Distribute two index cards to each driver—one red card and one green card.

4. Display **PowerPoint slides 16–19**. Point out that on each of the next four slides is a statement pertaining to writing a referral or report on a bullying incident on a school bus. As each statement is displayed, ask drivers to hold up a red card if they disagree with the statement and think that it's bad advice. Instruct them to hold up a green card if they consider the statement as a good directive on writing up a referral at the end of their bus run.

5. Explain that as each statement is displayed and drivers indicate their responses, you will reveal whether the statement is "true," meaning it is accurate information, or "false," indicating that it is not an accurate directive for writing a good referral or report.

   *Note: A second click on each slide will cause "true" or "false" to appear on the bottom of the slide.*

6. Use driver responses to each statement as a vehicle for facilitating a conversation about guidelines for completing an effective referral or report.

   *Note: Although you will be identifying each statement as true or false, there may still be some differences across the group, and it will be important to allow drivers to clarify why they answered the way they did. The goal is to keep the activity fun and light (it's not a test!) while at the same time clarifying and reinforcing clear guidelines on writing a good referral or report.*

   *Note: In doing this activity, make sure to share the guidelines for writing a good referral that are in Handout 5: After the Bus Run: Follow-up and Reporting. This handout will be distributed at the end of the colored card activity.*

7. After displaying and discussing PowerPoint slide 19, distribute **Handout 5: After the Bus Run: Follow-up and Reporting**.

8. Point to the first part of the handout and suggest that the following questions are ones a driver should ask himself or herself following a bullying incident:
   - Does the young person who was bullied need attention?
   - If so, should he or she be handed off to a school counselor, parent or caregiver, or other caring adult?
   - Do I need to tell a waiting parent or caregiver, sibling, or other concerned adult if something has happened?
   - Does the child who did the bullying need to be handed off or connected to school personnel, parent or caregiver, or other caring adult?
   - How do I feel about what happened and my response to it?
   - Do local district policies require filing a written report?

9. State that the guidelines in the rest of handout are important and useful regardless of what the local reporting policies are within each driver's district.

Activity

7

## Review and Evaluation

10 minutes

1. Review the workshop, noting that, as stated in the workshop title, the session has identified what bullying is and what it might look like on a school bus ("See Something") and explored strategies and guidelines for dealing with and reporting that behavior ("Do Something").

2. Display **PowerPoint slide 20: Reflections** and ask drivers to think about something they experienced or learned in the workshop that affirms something they already do in their daily work in transporting students to and from school. Then ask drivers to think about something new they experienced or learned that they can apply in their work as school bus drivers.

3. After providing a few minutes for reflective thought, ask drivers to share one idea under each category. If the group is small and time permits, you can go around the group and have each driver share. If the group is large or time is tight, then participants also can share in the same groups of three in which they introduced themselves at the beginning of the workshop or simply with one other driver sitting nearby.

4. Thank the drivers for their time and involvement in the workshop, and then distribute **Handout 6: Evaluation Form**, and ask drivers to complete it and hand it in as they depart.

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