MODULE 2

CREATING A SUPPORTIVE BUS CLIMATE: Preventing Bullying

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
2

Description

Creating a Supportive Bus Climate: Preventing Bullying is designed to equip school bus drivers to reduce the instances of bullying behavior on the bus by creating a supportive school bus climate.

Learning Objectives

Participants in the workshop will:

- Consider what a supportive school bus climate looks like and how it prevents bullying.
- Explore the connection between a supportive bus climate and a supportive school climate.
- Discover the power of positive relationships in shaping school bus climate and preventing bullying.
- Learn and commit to perform simple, concrete strategies to build positive relationships on the school bus.

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 in those settings.

Contents of the Trainer Package

- Workshop Overview, Preparation Guide, and Trainer's Outline
- Workshop PowerPoint

Slide		
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	4	Workshop Opportunities
	5	What Is Bullying?
	6	A Supportive School Climate
	7	A Supportive Bus Climate
	8	Effects of a Supportive Climate
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	12	What Is Your Situation?
	13	Who Was There for You?
	14	Question
	15	Bullying
	16	The Relationship Solution
	17	Question
	18	Individual Recording
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	20	Thanks for Participating

- Workshop Handouts

Handout		
	1	Strategies for Creating a Supportive Bus Climate
	2	Strategies for Building Positive Relationships
	3	Planning Sheet
	4	Evaluation Form

- Trainer Resources

Resource		
	1	Mary Yagel Story (optional use in Activity 3)
	2	Strategies (used in Activity 5)

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 flip chart paper (self-adhesive type if possible) or whiteboard
- Markers (fresh, nontoxic, water-based markers in bold colors)
- Masking or blue painters' tape (needed if flip chart pad is not self-adhesive type)
- 3 x 5 index cards (prepared prior to the workshop—see "Before the Workshop: Special Preparations")
- Container for strategy slips (for use in Activity 4)
- Strategy 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 4, you will need to prepare sets of 3 x 5 lined white index cards for distribution during the activity. Using a variety of colored markers, create a solid-colored circle approximately one inch in diameter on the unlined side of each index card. Use enough of each color to create equal-sized groups of 5–6 participants for the discussion portion of the activity. Arrange the cards so that the colors will be randomly distributed as you hand out the cards to participants. For more details on the use of the cards, see the trainer notes for Activity 4.

2. For Activity 5, prepare strategy slips by copying the "Strategies" trainer resource sheet and cutting the sheet to create an individual slip for each strategy. Make a few extra slips to ensure that there will be one slip available for each participant. Depending on the number of participants in the workshop, you may need to create duplicate slips, which is perfectly fine. Fold the slips so the content is not visible, and place all of them into a container from which each participant will draw a slip during the activity.

Trainer Resources

Mary Yagel Story (optional use in Activity 3)

Mary Yagel is 62 years old and has been driving a school bus for more than 30 of those years in upstate New York. As Yagel picks up new children in the morning—either because it's the beginning of the new school year or because a child has transferred into the district—she does something very special. She introduces herself, asks about them, and takes their pictures. And on Christmas or other holidays, these children receive hand-designed cards with their photographs on them. During the year, they're also likely to get "Mary-made" pins or pendants, constructed from pipe cleaners, beads, twine, or whatever else was handy. Yagel obviously does more than drive students to and from school—she forms relationships with them.

Starkman, N., Scales, P. C., & Roberts, C. (2006). *Great Places to Learn: Creating Asset-Building Schools That Help Students Succeed* (2nd ed.). Minneapolis, MN: Search Institute Press.

Strategies (used in Activity 5)

Directions: Copy this sheet and then cut the paper to create a strategy slip for each item. See "Before the Workshop: Special Preparations" for directions in preparing the slips for use in Activity 5.

Learn and use young people's names.

Smile and greet students when they get on and off the bus.

Notice something positive students do and say something about it.

Use positive, nonverbal interactions—a smile, a nod, a high five.

Say something nice about a student to someone else.

Notice the small things: Does the student's mood appear different—either more happy or sad? Then say something.

Talk to other bus drivers about creative ways to build relationships with young people.

Identify and encourage their gifts and talents.

Let young people know that you care about them—either by telling them or demonstrating it to them in how you treat them.

Notice when a student comes back after being away for a few days and welcome him or her back.

Activity

1

Welcome and Getting on Board

15 minutes

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

> *Note: As participants arrive, they receive a blank adhesive name tag and are asked to wear the tag but not record anything on it.*

1. Welcome the drivers and introduce yourself.
2. Divide participants into groups of four.
3. When groups have formed, display **PowerPoint slide 2: Introductions**.*

> **Note: The first time you are asked to display a PowerPoint slide or distribute a handout, the name and number of the slide or handout will appear in bold type.*

4. Ask drivers to introduce themselves in each group <u>without sharing their names</u> using the three prompts on the PowerPoint slide:
   - School(s) for which you do transportation.
   - How long have you been doing school transportation?
   - Why do you think that you were asked not to use your name and to leave your name tag blank?
5. After a few minutes for introductions, ask participants to stay in their small groups and then facilitate a brief conversation focused on the last question on the PowerPoint slide.
6. After a brief discussion, point out that the name tags were left blank to draw attention to the importance of something as simple as one's name. State that our names are an important part of our identity; in fact, there often are personal stories attached to why we were given the name that we have. Our name often is the first piece of information we share when we meet someone.
7. Point out that without our name, we lose an important part of who we are. Suggest that it is also more difficult to have a real conversation or begin to form a relationship with someone without having that first layer of identity.
8. Distribute a marker to each group and ask participants to record their first name on their name tag in large block letters.

> *Note: If the name tags cannot easily be removed and reattached, you may wish to simply hand out a new name tag to each participant.*

9. Once name tags have been filled in, instruct participants in each small group to share their names with one another.

10. With participants still in their small groups, display **PowerPoint slide 3: It's Your Party**. Explain that each participant is to imagine for a moment that he or she is retiring after 25 years of exemplary service as a school bus driver. Explain that it's your retirement party, and the room is full of friends and colleagues there to celebrate your career and wish you well in retirement. Point to the PowerPoint slide and explain that three students who you transported over the years have returned to share in the celebration. Each one stands and shares one thing that they remember and appreciate about you as a driver. What would you like those three things to be?

11. Ask participants to share their three things within their small group.

12. After a few minutes, facilitate a brief discussion asking drivers to share a few of the things they discussed in their groups. Suggest that we will return to some of these concepts as well as the importance of names later in the workshop.

13. After a brief discussion, thank participants and ask them to return to their regular seats.

14. Display **PowerPoint slide 4: Workshop Opportunities** and state that this workshop will focus on strategies for creating a supportive school bus climate in which bullying is less likely to occur. State that in this workshop drivers will:
    - Consider what a supportive school bus climate looks like and it how can prevent bullying.
    - Explore the connection between a supportive bus climate and a supportive school climate.
    - Discover the power of positive relationships in shaping school bus climate and preventing bullying.
    - Learn and commit to perform simple, concrete strategies to build positive relationships on the school bus.

Activity 2

What Is Bullying?

5 minutes

Note: This short activity assumes that you have already presented Module 1: See Something. Do Something: Intervening in Bullying Behavior to the same group. The activity is designed simply to remind participants of the definition of bullying introduced in Module 1 that will be the definition used in this module as well. If this module is being presented as a stand-alone training, it is recommended that you present additional information from Activity 2 in Module 1 including the distribution of Handout 1: See Something: What Does Bullying Look Like?

1. Display **PowerPoint slide 5: What Is Bullying?** and remind participants 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." (3)*

   **Note: Numbers within the text of this Trainer's Outline refer to the source of the information presented in that portion of the outline. See the citation list at the conclusion of this module for these references.*

2. Click on the PowerPoint slide, and remind participants that bullying experiences include not only physical aggression but also verbal aggression, including verbal teasing and taunting, spreading rumors, or socially rejecting and isolating another student. (3)

3. Point out again that this training will focus on creating a supportive school bus climate as a deterrent to bullying behavior.

Activity 3

Elements of a Supportive Bus Climate

20 minutes

1. Display **PowerPoint slide 6: A Supportive School Climate** and note that a great deal of work has been done concerning defining what a supportive climate across a school system looks like. Suggest that in a comprehensive approach, a "system" includes experiences students have while being transported to and from school. Just like other personnel in that system (teachers, administrators, coaches, counselors, etc.), bus drivers can help shape a positive educational experience for students. (3, 4)

2. Review the PowerPoint slide, and as you click on the slide, point out the three areas that have been identified in one study as central features of a supportive school setting for students:
   - **Engagement**, which includes relationships, respect for diversity, and school participation.
   - **Safety**, which includes emotional safety, physical safety, and reduction of substance use.
   - **Environment**, which includes the physical, academic, and disciplinary environments and wellness. (4)
3. Engage drivers in a discussion, asking, "In what ways, if any, do these features of supportive schools connect with what happens on the school bus and your role as a school bus driver?"
4. Record participant responses on the flip chart or whiteboard.

5. After a brief discussion, display **PowerPoint 7: A Supportive Bus Climate** and point out that while designed to serve as a model for what happens across a school system, there are specific areas of connection to what students experience when there is a supportive school bus climate. Click on the slide as you reveal the connection to the three areas:
   - **Engagement:** Students experience positive peer and adult relationships, respect for diversity, and shared participation in shaping a positive bus climate.
   - **Safety:** Students feel physically and emotionally safe.
   - **Environment:** Students experience a safe, fair, and consistent bus environment including clear expectations for student behavior and disciplinary policies that are fairly enforced.
6. Point out places where driver ideas listed on the flip chart or whiteboard are the same or consistent with the ideas on the PowerPoint slide.

7. Display **PowerPoint slide 8: Effects of a Supportive Climate** and point out that research indicates that when students experience a supportive school climate they:
   - Have an increased sense of bonding to school and caring about their educational experience.
   - Are more likely to stay in school and achieve academically.
   - Are less likely to be involved in bullying and other antisocial behaviors. (3)
8. State that although drivers spend a relatively short amount of time with students each day, they are still a critical part of building a supportive school climate. Point out that by providing a positive bus climate, drivers contribute to young people's positive development and their educational success. (3)

9. Display **PowerPoint slide 9: School Climate/Bus Climate** and point out that the circles on the slide illustrate the "big picture" or an ideal approach to building a supportive school climate in which bus drivers along with teachers, administrators, coaches, janitors, cafeteria workers, and other support staff are all part of a single coordinated team working together to ensure a supportive climate for all students.

10. Display **PowerPoint slide 10: School Climate/Bus Climate** and state that these circles illustrate a setting where what happens on the school bus is seen as a somewhat tangential aspect of the school's climate-building efforts. Bus drivers are seen as important but are not necessarily integrated into the larger mission of the school. As indicated by the arrows, there is communication between the two worlds, but drivers are not seen as essential partners on the educational climate-building team.

11. Display **PowerPoint slide 11: School Climate/Bus Climate** and point out that the two circles on the slide illustrate what for some drivers can be a real challenge when the bus time and the rest of the school day are viewed as totally separate realms of student experience. In this case, there is little or no communication or coordination between these two areas of a student's educational experience.

12. Display **PowerPoint slide 12: What Is Your Situation?** and ask drivers to think about which circle most closely represents their current experience as a bus driver. State that the movement to build a supportive school climate strongly supports a full partnership (circle 1) as the goal of providing a coordinated approach to building a supportive educational climate.

13. Point to each circle on the PowerPoint slide and ask drivers to raise their hands to indicate which set of circles best illustrates their current situation.

    Note: Although it is important to provide an opportunity for drivers to respond to the question and for you to acknowledge the challenges faced by some drivers, it also is important to touch on this and then move on so that the workshop does not turn into a gripe session.

14. Suggest that although circle 1 is the ideal (and some drivers may already be part of that kind of a situation), regardless of which circle is closest to their current experience, drivers can and already do provide elements of a supportive environment that has impact on a student's school day.

15. State that this workshop is designed to explore simple, practical, and doable strategies for creating a supportive bus climate as a tool for reducing bullying. Point out that although a number of strategies will be discussed during the workshop, there is no expectation that drivers will institute all of them. Drivers are free to choose the ideas and strategies with which they are most comfortable and feel are most doable within their role as a school bus driver.

16. State that it is very likely that drivers are already doing some of the things that make a bus a supportive environment for students.

17. Ask drivers for examples of what they already do to provide a positive environment on their buses. As drivers share examples, record them on the flip chart or whiteboard.

    Note: If you feel it would be helpful in generating discussion, you may choose to read the example of Mary Yagel, a school bus driver for more than 30 years in upstate New York. (See "Trainer Resources" in the Workshop Overview section.) (6)

18. After generating and listing examples, affirm drivers for the things they already do, and then make the following points:
    - Many of the things listed are relatively simple, such as smiling at students and regularly calling them by name, but together they can have a powerful impact on creating the kind of environment in which bullying is less likely to occur. (Remind drivers of research cited earlier that in supportive environments, students are less likely to bully others.)
    - With so many responsibilities in transporting students, it is easy to overlook the simple actions that can help create a positive bus climate.
    - Being aware of what a driver already does and identifying simple actions that a driver can perform allows him or her to be more intentional in building a supportive climate on the bus.

19. Distribute **Handout 1: Strategies for Creating a Supportive Bus Climate** and suggest that there are a number of general strategies that help to create a supportive bus climate.

20. Review the items on the handout, noting where strategies from the handout also appear on the list generated by the drivers.

21. State that although there are numerous ways to build a supportive bus climate, there is one that is fundamental to making that happen. Point out that the remainder of the workshop will focus on that critical area.

Activity 4

Elements of Positive Relationships

1. Distribute a 3 x 5 white index card to each driver.

> *Note: Index cards with colored dots on the back were prepared prior to the training (see "Before the Workshop: Special Preparations" in the Workshop Overview section) and should be handed out in such a way as to distribute the colored dots in a random order across the group.*

2. Display **PowerPoint slide 13: Who Was There for You?** and ask participants to think back to their youth and think about someone who was there for them and was a positive and nurturing influence on their life. Suggest that the person may have been someone in their family, a caring neighbor, a teacher, or someone else in the community.

> *Note: When the slide is displayed, the question will appear in the title line at the top of the slide with a picture underneath it.*

3. After a few moments, click the slide again to reveal the bottom half of the slide. Instruct drivers to think about and then record on the lined side of their card what it was about that person that caused him or her to have such a powerful positive influence on them to the point that they still remembered that person today. Suggest that if anyone was unable to recall someone who had that kind of a positive influence on them, it is perfectly fine to think and record ideas based on what that kind of person would have been like if he or she had been present in their life growing up.

   Note: Although most participants can identify someone in their life, in some cases, there may be a participant who either did not have such a person in his or her life or who simply is unable to remember someone at the moment. By introducing the option to focus in a more hypothetical manner, you provide that person with a way to participate without drawing attention to himself or herself.

4. After providing a few minutes for participants to record their ideas, ask drivers to move around and form small groups by finding everyone else who has the same color dot on the back of their card as they do.

   Note: If you are doing this workshop with a large group in which it is not feasible to form small groups based on the colored dots on their index cards, you can use plain cards and ask participants to form a group with a few people near them.

5. Ask participants in their small groups to share what they recorded on their cards as to what it was about that person that caused them to be remembered as a having a positive impact on their life.

6. After drivers have shared in their small groups, instruct them to return to their regular seats.

7. Facilitate a discussion of ideas shared in the groups, focusing on what it was about the individuals that group members identified. List the items on the flip chart or whiteboard.

8. After ideas have been shared and recorded, point to the items on the flip chart or whiteboard and stress that much of what has been shared is simple actions and qualities that are ingredients of a caring and supportive relationship. For example:
   - They knew my name and were always pleased to see me.
   - They believed in me and expected the best from me.
   - They were consistent and I always knew where I stood with them.

9. Ask drivers to identify which items on the list if done on their school bus would help create a supportive school bus climate. Circle or check items as participants identify them.

10. Suggest that during the remainder of the workshop, they will build on some of the things they already do in considering specific strategies for building positive relationships on their buses as a way to create a supportive climate for students.

Activity

5

Creating a Supportive Bus Climate: The Power of Relationships

35 minutes

1. Display **PowerPoint slide 14: Question** and state that before looking at specific strategies, it is important to consider why relationships are important to even think about when trying to prevent bullying on school buses.

2. Facilitate a discussion focused on the question on PowerPoint slide 14.

   Note: This is a brief discussion for drivers to begin focusing on this area, and it is not necessary for you to record ideas on a flip chart or whiteboard.

3. After a brief discussion, display **PowerPoint slide 15: Bullying** and point out that focusing on building positive relationships is of critical importance because, as stated on the slide, "Bullying is a relationship problem that requires relationship solutions." (3)

   Note: If that idea already surfaced during the previous PowerPoint slide 14 discussion, present the statement as a confirmation rather than a new concept.

4. Click the slide again and remind drivers of part of the definition of bullying shared earlier:

   "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."

5. Point out that by utilizing positive relationship strategies, drivers actually are modeling the kind of behaviors they want their students to exhibit with one another.

6. Display **PowerPoint slide 16: The Relationship Solution** and stress that when there is a strong positive bond between a driver and his or her students, behavior on the bus tends to be positive and less problematic for the driver. Note that the effect is expressed well by what students said in one report: "Why would anyone want to be mean when the driver is so nice?" (2)

7. Explain that drivers are now going to try out a few positive relationship strategies that they can employ with their students.

8. Refer participants back to the retirement party scenario described at the beginning of the workshop. Explain that the speeches are over and the party has begun. Participants are to imagine that the training room is the party space and each of the workshop participants is a party attendee.

9. Produce the container holding folded slips of paper and explain that on each piece of paper is described one simple strategy for building positive relationships.

> *Note: You would have prepared the slips prior to the start of the workshop—see "Before the Workshop: Special Preparations" and "Trainer Resources" in the Workshop Overview section.*

10. Ask each participant to draw one slip of paper and read the strategy recorded on it but not show the slip to or share that information with anyone else.

11. Explain that for the next five minutes, participants are to act as if they are at the retirement party and role-play with as many people as possible the strategy that is on their slip of paper. Remind participants that in each encounter during the role-play, they are to use the strategy as much as they can but not actually tell the other person what strategy they are employing.

> *Note: Participants should role-play their strategy over and over as they mingle with the other partygoers. The activity is intended to be lighthearted, fun, and a bit over the top. As the trainer, it is important to set that kind of tone as you introduce the role-play activity.*

12. After five minutes, instruct participants to return to their regular seats. Ask participants to share which strategies they observed or experienced as they related to others at the party.

13. Facilitate a discussion, making sure that all of the strategies are mentioned.

> *Note: If you feel that drivers would be resistant to doing the role-play activity, you might consider alternatives that are less interactive:*
>
> 1. *Ask for volunteers who would be willing to draw a strategy slip and role-play in pairs. Have the rest of the group watch and guess what strategy they are using.*
> 2. *You can role-play strategies drawn from the container while participants attempt to identify the strategy being demonstrated.*

> *Note: In both alternatives, you can add a competitive element by dividing participants into small groups and seeing which group can be first to correctly identify and call out the strategy being role-played. This approach also will allow you to move through the strategies more quickly.*

14. Point out again that, in many cases, drivers may already be using some of the relationship-building strategies with students on their buses.

15. Distribute **Handout 2: Strategies for Building Positive Relationships**. Review the strategies on the handout, and note that many are the same strategies that were just role-played in the previous activity.

16. As you review the handout, ask drivers to place a check mark on the line next to those strategies they already use. Point out that, as indicated on the handout, some strategies are easier than others to implement.

> *Note: To avoid drivers feeling overwhelmed, remind them that the handout is a collection of strategies that drivers can use, but they should not feel that they must go out and immediately do them all.*

17. After reviewing the handout, suggest that although much of a driver's time with students is spent on the school bus, there also are opportunities to intentionally build positive relationships outside the confines of the bus itself.

18. Provide the following examples:
    - A driver transports students to a swim meet and, instead of waiting for them on the bus, locks the bus and attends the swim meet. The driver cheers for the students and then compliments them on their efforts when they get back on the bus.
    - A driver encounters a student and his dad at the hardware store on a Saturday morning and takes a moment to say hello and says something positive to the father about his son.

> *Note: Feel free to add your own examples as well.*

19. Ask participants to identify some of the strategies on the handout that could be used both on and off the bus.

20. Point to the strategy of "Learn and use young people's names" and suggest that it is a foundation for building positive relationships and can be used both on and off the bus.

21. Divide participants into small groups and display **PowerPoint slide 17: Question**.

22. Ask participants in the small groups to discuss the question on PowerPoint slide 17: Why are names important?

> *Note: If time permits, this discussion also could include participants sharing what they know of the history of their own name and why they got it.*

23. After a brief small-group discussion, ask participants to return to their regular seats, and facilitate a large-group discussion focused on the question.

24. Remind participants of the introduction activity and how we put a lot of emphasis on this simple strategy because, as noted earlier, our names are important to us, and young people are no different.

25. Summarize points raised in the discussion by suggesting that, at its core, our name is a fundamental expression of our identity, and when a driver uses a student's name—even in giving a warning—there is a recognition of that student's identity that says, "I know you."

26. Suggest that no student should think his or her name is “Hey, you” or “You in the brown shirt.”

27. Point out that it also is important to make sure parents, guardians, and students know the name of their bus driver. Suggest that introducing themselves the first day and asking students to call them by their name, wearing a name badge, or posting their name at the front of the bus can all help to make sure that the use of names works both ways as a relationship-building tool.

28. Note that although it is very important, using a student’s name is still only one part of building relationships that help to create a supportive school bus climate.

29. Point out that although drivers may not be practicing all of the strategies on the handout or may not have thought of some of them, the more strategies a driver utilizes, the greater the likelihood that a supportive environment will exist on his or her bus.

30. State that whatever strategy a driver uses, it is important to use it with all of the students on the bus, not just the ones who are the easiest to deal with. Point out that sometimes the student who needs a positive relationship the most may, in fact, be the student who bullies others on the bus.

31. Remind drivers again that bullying is at its heart a relationship problem, and, in building a positive climate on the bus, the driver can help reduce the frequency of the behavior.

32. State that participants are now going to work together to affirm some of the things that they are already doing and to identify new strategies they can use.

Activity 6

Affirming What We Already Do…Planning to Do Something New

20 minutes

1. Distribute **Handout 3: Planning Sheet** and display **PowerPoint slide 18: Individual Recording**.

2. Point to the slide and instruct participants to fill out the top half of the planning sheet, recording up to three strategies that they already employ in their work as a school bus driver. Click the PowerPoint slide again and explain that drivers should then record on the bottom half of the sheet one strategy that they would like to utilize but currently are not using. Suggest that they think of something simple and doable that they could try using during the next week.

> *Note: If there are new drivers in the group who have not started transporting students, explain that they need only fill out the second portion, naming a strategy that they would like to employ when they actually start their job transporting students.*

3. When drivers have finished recording on their planning sheet, divide participants into small groups of 4–5 members.

> *Note: You may also choose to simply have participants gather in the groups of four used in the introductory activity at the beginning of the workshop.*

> *Note: To provide adequate group time, it will be important that there is a minimum of 3–4 minutes allotted for each group member, so, if time is short, you may need to reduce the size of the groups accordingly.*

4. When groups have formed, suggest that for the next 10–15 minutes there will be an opportunity within their small groups to affirm what drivers already do and to support one another in thinking about trying something new to create a more supportive school bus climate.

5. Display **PowerPoint slide 19: Consulting Groups** and review how groups will utilize the time:
   - Each driver briefly shares the things they already do.
   - When that process is finished, each driver takes a turn naming the strategy that they will try to implement on their bus and then respond to the following questions for discussion and feedback within their small group:
     - Why did you choose that particular strategy?
     - What do you envision it will look like when you implement the strategy?
     - What are your concerns as you anticipate trying something new?

6. Encourage group members to think of themselves as "highly paid consultants" and to provide feedback that might help each group member as they share their ideas for employing a new strategy.

> *Note: If there are some strong, experienced, and positive drivers in the training, you may wish to affirm them and suggest that they can be a helpful resource to some of the newer drivers. At the same time, you should be aware that for some drivers who have been doing their job for a long time, trying something new actually can be particularly challenging because they may have a tendency to be more set in their ways.*

7. Announce the time for the small-group activity, monitor the time, and periodically announce the time remaining to ensure that each group member has time to share his or her strategy and get feedback from the group.

8. When group time expires, ask participants to return to their regular seats.

> *Note: If you are concerned that the planning time is too long, this activity can be done with drivers in pairs rather than in small groups.*

Activity

7

Closing and Evaluation

10 minutes

1. Ask if anyone would like to share an idea or insight that was generated in their small group that they think is particularly helpful.

   Note: This is just a brief open-ended question. If there are no responses, then you should move on fairly quickly.

2. Ask drivers to make a commitment to try the new strategy that each person discussed in their small group to help reduce bullying by creating a more supportive school bus climate.

3. If the group is relatively small and time allows, ask each participant to stand and share the relationship-building strategy that they chose and will commit to do during the next week or in their first week of driving.

4. If the group is large or time is too limited for everyone to share with the whole group, ask participants to share their commitment with one or two people sitting near them.

5. When sharing is complete, remind participants of the retirement party scenario used throughout the training and suggest that it is really a metaphor for a legacy that every driver is building throughout the time they transport students, whether it is for five years or for 25 years.

6. Ask drivers to consider for a moment what legacy they are building. Suggest that while that legacy certainly includes the safe operation of their school bus, it also includes the kinds of relationships they build with their students and the relationships students experience with one another while in the driver's care. Point out that student relationships are influenced by a whole range of factors that they bring onto the bus with them, but the driver still has the option of engaging them in a positive manner and doing his or her best to create a supportive bus climate where bullying is less likely to occur.

7. Suggest that although young people may not always acknowledge a driver's efforts to build positive relationships, by connecting with the students a school bus driver may, in fact, become one of those adults who a current student will one day think back and say, "he or she was there for me."

8. Display **PowerPoint slide 20: Thanks for Participating** and thank participants for their time, ideas, and commitments to create a supportive bus climate as a way of minimizing and preventing bullying behavior.

9. Distribute **Handout 4: Evaluation Form** and ask drivers to complete it and hand it in as they depart.

Citations

1. Ellis, J. (2004). *NAPT 405: Student needs and management*. Professional Development Series. Albany, NY: National Association for Pupil Transportation and Syracuse, NY: Pupil Transportation Safety Institute.

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3. Morrison, B., & Marachi, R. (2011). *School climate series: Bullying prevention—Understanding and responding to school bullying* [Webinar]. Washington, DC: Safe and Supportive Schools Technical Assistance Center. Retrieved May 31, 2011, from http://staffweb.esc12.net/~ncross/docs/SSS%20TA%20Resources/Final_SSSTA_SC_Bullying_Prevention_webinar_3_1617_11.pdf

4. Osher, D., & Boccanfuso, C. (2011). *Making the case for the importance of school climate and measurement* [Webinar]. Washington, DC: Safe and Supportive Schools Technical Assistance Center. Retrieved June 2, 2011, from http://safesupportiveschools.ed.gov/index.php?id=9&eid=14

5. Roehlkepartain, J. (2009). *Take it personally: Valuable insights for people who care about kids*. Minneapolis, MN: Search Institute Press.

6. Starkman, N., Scales, P. C., & Roberts, C. (2006). *Great places to learn: Creating asset-building schools that help students succeed* (2nd ed.). Minneapolis, MN: Search Institute Press.