



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

Creating a Supportive Bus Climate: Preventing Bullying



Safe and Supportive Schools
Engagement | Safety | Environment

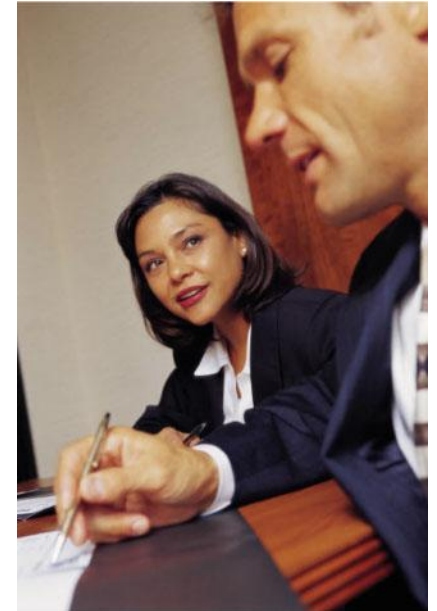
Introductions



The school(s) for which you drive a bus.

How long have you been doing school transportation?

Why do you think you were asked not to use your name and to leave your name tag blank?



It's Your Party



Think about . . .

Three students stand up to share something positive they remember about you. What would you hope they say?

In your groups:

Share the three things that you would want them to remember and say about you.



Workshop Opportunities



Participants will:

- Consider what a supportive school bus climate looks like and how it 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.



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What Is Bullying?



“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.”

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.

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A Supportive School Climate



Engagement: Includes relationships, respect for diversity, and school participation.

Safety: Includes emotional safety, physical safety, and reduction of substance use.

Environment: Includes the physical, academic, and disciplinary environments and wellness.

Citation 4



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A Supportive Bus Climate



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.

Citation 4



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Effects of a Supportive Climate



When students experience a safe and supportive climate:

- They have an increased sense of bonding to school and caring about their educational experience.
- They are more likely to stay in school and achieve academically.
- They are less likely to be involved in bullying and other antisocial behaviors.

Citation 3

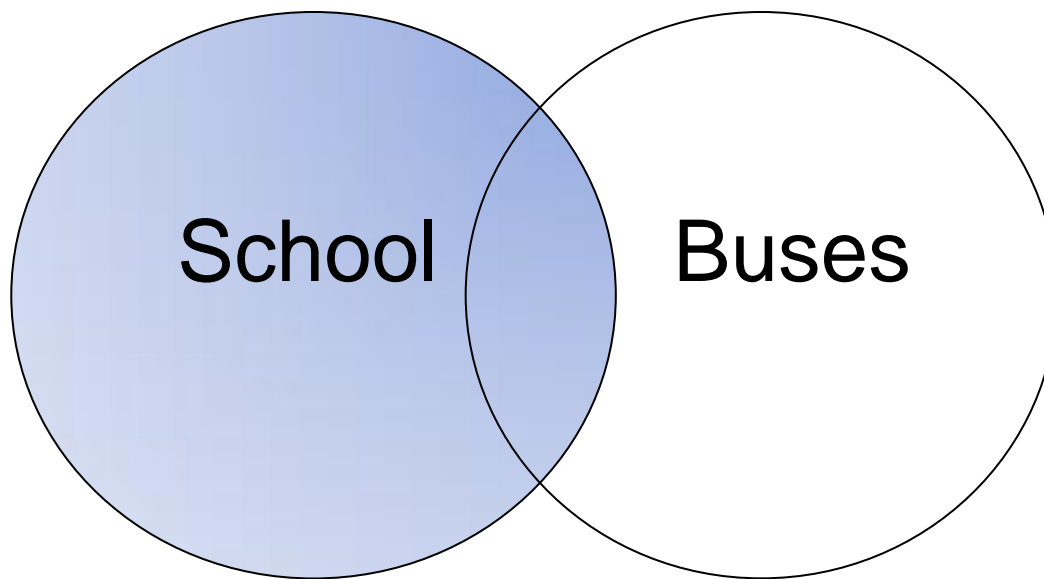


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School Climate/Bus Climate

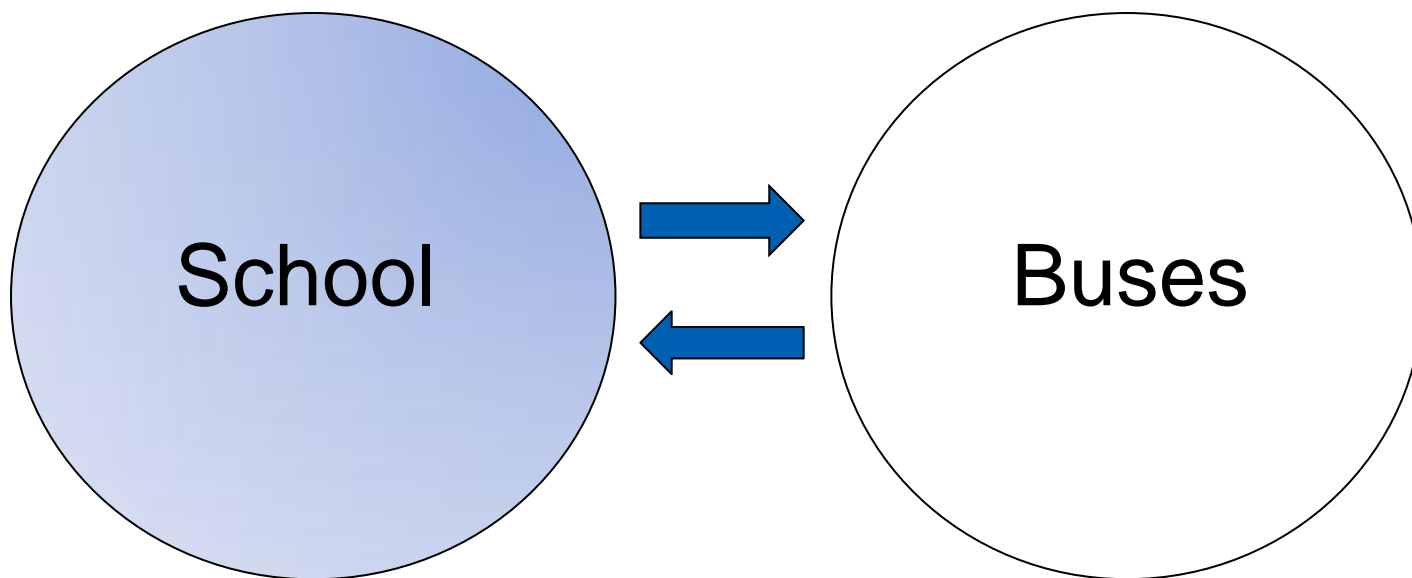


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School Climate/Bus Climate

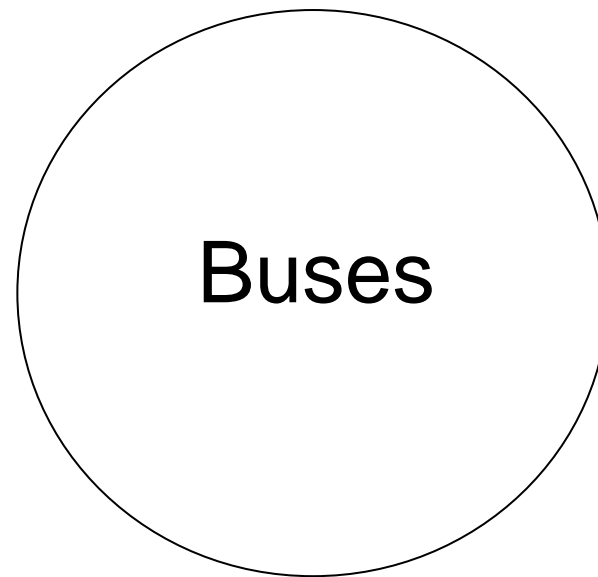
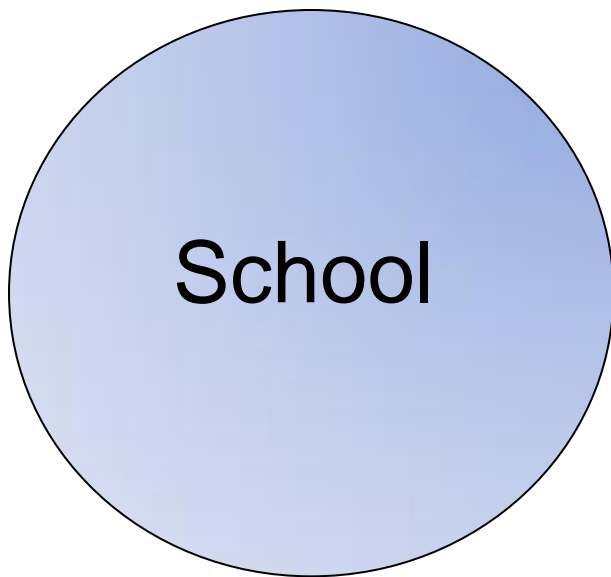


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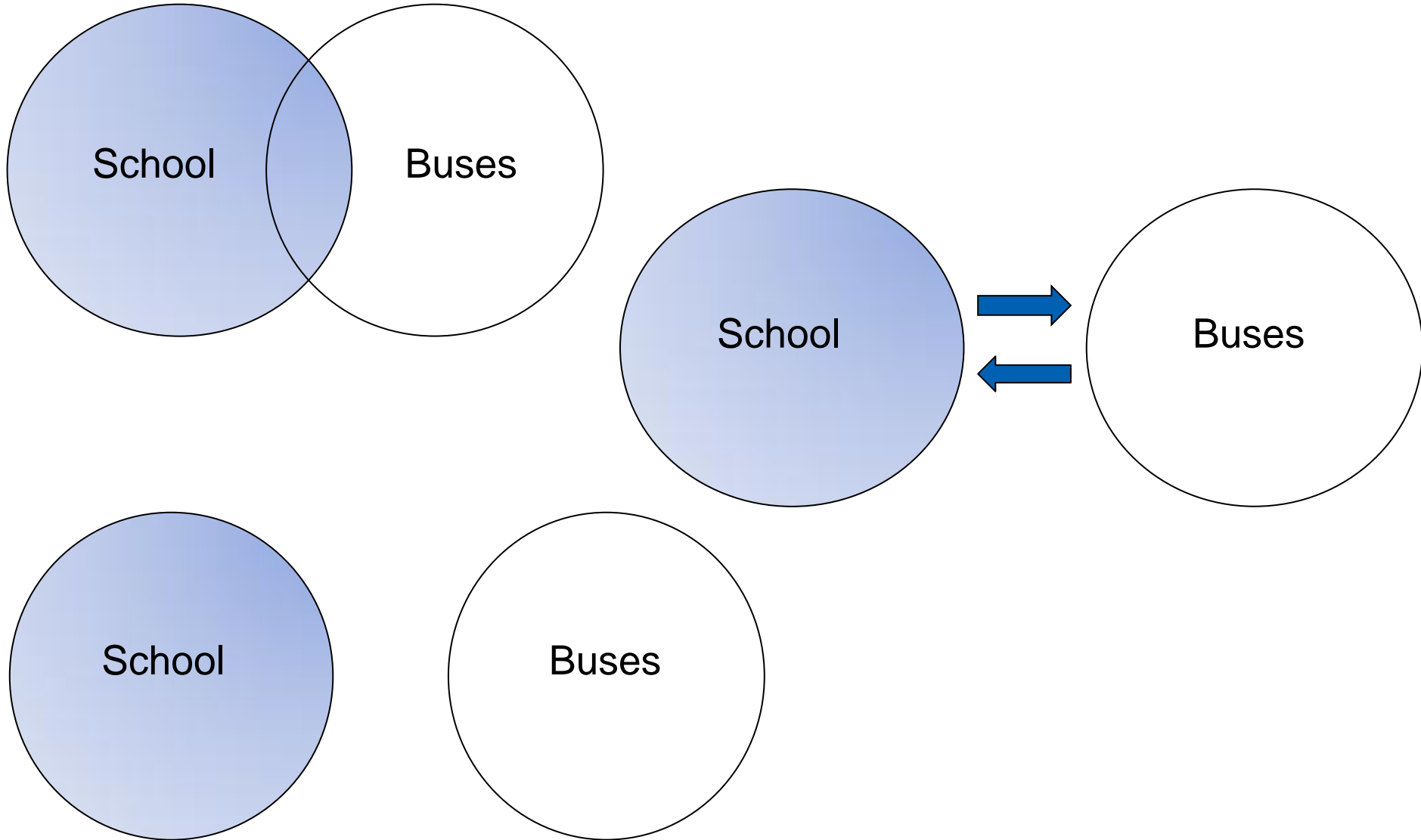


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School Climate/Bus Climate



What Is Your Situation?



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?





Why Think About Relationships?



Bullying



“Bullying is a relationship problem that requires relationship solutions.”

“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 or distress to another student.”

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The Relationship Solution



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.

“Why would anyone want to be mean when the driver is so nice?”

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Question



Bill

Rachel

Aisha

Celeste

Julietta

Why Are Names Important?

Habib

Paul

Omar

Harmony

Derek

Dorothy

Zahra

Darnell

Hadara

Brooker

Reuben



Individual Recording



1. In the first section of Handout 3, record up to three strategies that you already use in building positive relationships with the students on your bus.
2. In the second section of Handout 3, record one strategy that you would like to employ in building positive relationships with your students.



Consulting Groups



Share the strategies you already use on the bus.

Share the new strategy you would like to implement with your students.

Respond to the following questions:

- Why did you choose that strategy?
- What do you envision it will look like when you implement the strategy?
- What are your concerns as you anticipate trying something new?

Use the rest of the planning sheet to record any helpful ideas you receive from your “consultants.”





Thanks for
participating!



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