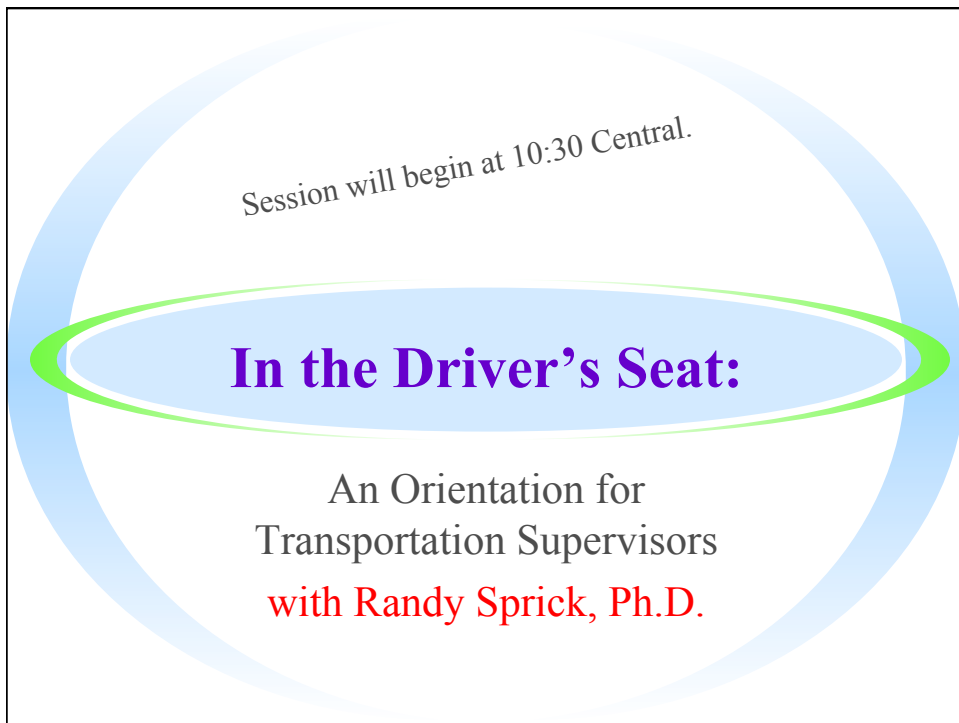


In the Driver's Seat:

An Orientation for
Transportation Supervisors
with Randy Sprick, Ph.D.

The slide features a large, light blue oval background with a green outline. The title "In the Driver's Seat:" is written in purple, bold font. Below it, the subtitle "An Orientation for Transportation Supervisors" is in black, and the speaker's name "with Randy Sprick, Ph.D." is in red, bold font.



Session will begin at 10:30 Central.

In the Driver's Seat:

An Orientation for
Transportation Supervisors
with Randy Sprick, Ph.D.

This slide is identical to the one above but includes the text "Session will begin at 10:30 Central." at the top, written in a black, italicized font.

Welcome transportation supervisors!

- For audio, please use the speakers from your computer. While this screen is showing, you should be able to hear audio.
- If that does not work, call into the following number, but please mute your phone if possible.

In the Driver's Seat:

An Orientation for
Transportation Supervisors
with Randy Sprick, Ph.D.

Welcome!

- What is “In the Driver’s Seat”?
- Thanks to Kansas State Department of Education
- Emergency Safety Interventions (ESI)

Emergency Safety Interventions (ESI)

- ✓ Seclusion and restraint are considered Emergency Safety Interventions
- ✓ And the goal is to reduce the need for their use.

ESI EMPHASIZES:

- ✓ Prevention
- ✓ Positive behavioral intervention strategies (PBIS)
- ✓ De-escalation techniques

In the Driver's Seat EMPHASIZES:

- ✓ Prevention
- ✓ Positive behavioral intervention strategies (PBIS)
- ✓ De-escalation techniques

What are the goals:

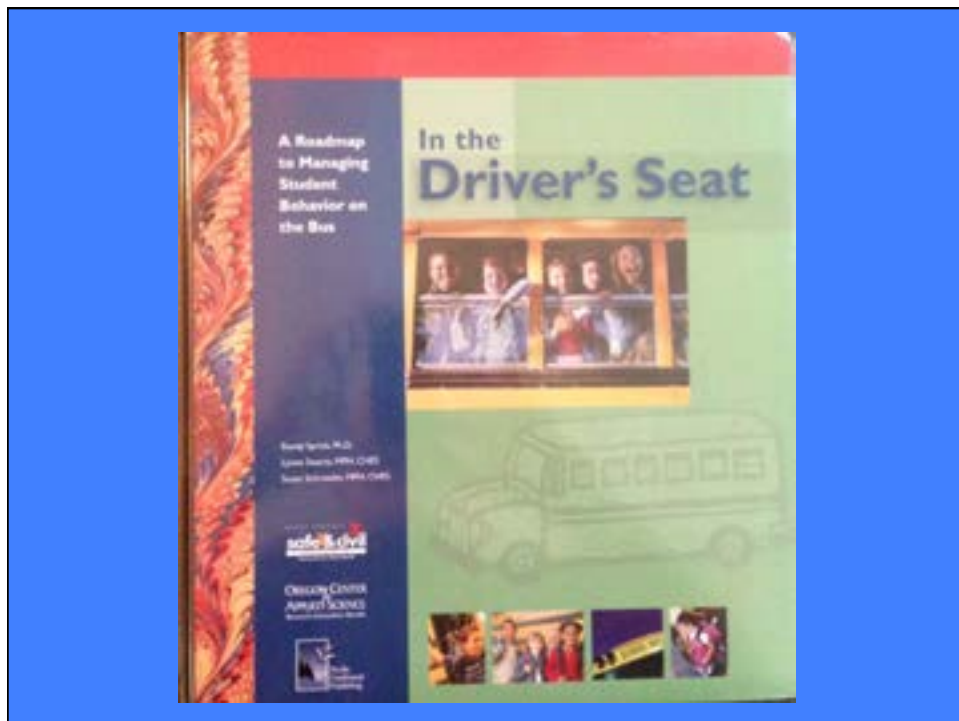
1. Reduce the occurrence of misbehavior that can be distracting to your drivers.
2. Insuring that every student has a ride that is both physically and emotionally safe
 - For even the most vulnerable
 - For even the most shy
 - For even the students who are most difficult to like
3. Setting an invitational tone—Drivers are part of students' school experience—the day begins and ends with the bus, and the driver is often the first and last school person students encounter.

What are the strategies?

- Things we have learned from experienced drivers—which are almost exactly the same as what all educators in KS are learning to implement.
- In the Driver's Seat summarizes these as:
 - EXPECT, PROTECT, CONNECT, CORRECT

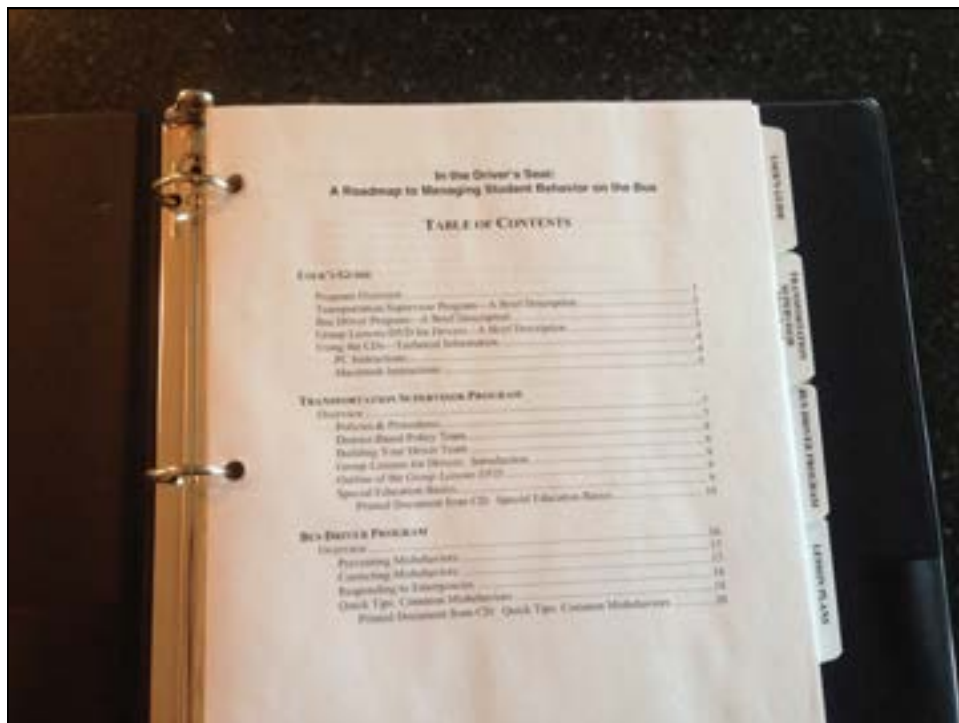
Optional Orientation

- <http://youtu.be/vWM4HIGUoU4>



Components of *In the Driver's Seat*

- Print and CD/DVDs
- Three major content pieces:
 - Transportation Supervisor and District Team
 - Group lessons for drivers
 - Computer guided instruction for drivers





The Supervisor Program

- Policies and Procedures
- District-Based Policy Team
- Building Your Driver Team
- Group Lessons for Drivers
- Special Education Basics

Examples of Policy

- Clarity on rules/expectations and corrective consequences
- Determining lines of communication between transportation personnel and school personnel

Wichita Public Schools

- The following examples were developed by the Wichita district-based team including building and district level administrators and transportation personnel, including Fabian Armendariz: Director Transportation Services.


Wichita Public Schools Bus Behavior System of Infractions and Corrections			
Behavior Tiers and Definitions	Type of Behavior	Appropriate Corrective Response Menu	Pro-Active Reminders
<p>Tier I</p> <ul style="list-style-type: none"> Minor misbehaviors that can be adequately corrected on the bus. These types of behaviors do not require formal documentation, but a record of the behavior may be kept by the driver in case the behavior is repeated. Any driver or aide observing these types of behaviors can and should correct them in the setting in which they occur. 80-85% of behaviors 	Chewing gum	<ul style="list-style-type: none"> Verbal Correction Private Discussion 	<ul style="list-style-type: none"> Always greet students upon entering and exiting the bus. Know the names of all of the students assigned to your bus. Remember the 3:1 ratio of positive interactions. So for every correction, you should have had three positive interactions with students. Teach/re-teach expectations on the bus. Use CHAMPS and ACHIEVE as you correct behaviors. Reflect on your relationship with students on your bus. How can you make a connection?
	Inappropriate use of electronic devices (not disturbing the driver or other students)		
	Eating and drinking on the bus		
	Not sitting properly and/or in assigned seat		
	Stomping in the aisle		
	Not using the handrail		
	Tardy to the bus stop		
	Window's down (no more than half way)		
	Leaving trash on the bus		
	Disrespectful to others and driver		
	Inappropriate language or conversation	<ul style="list-style-type: none"> Verbal Correction Private Discussion Move Seats 	
	Moving seats while the bus moving		
	Not keeping hands to self		
	Not wearing seat belts	<ul style="list-style-type: none"> Pull Bus Over Verbal Correction Private Discussion 	
	Excessive noise		
Phone-playing	<ul style="list-style-type: none"> Verbal Correction Private Discussion Move Seats Pull Bus Over 		


Wichita Public Schools Bus Behavior System of Infractions and Corrections			
Behavior Tiers and Definition	Type of Behavior	Appropriate Corrective Response Menu	Pro-Active Reminders
<p>Tier 2</p> <ul style="list-style-type: none"> Requires a formal write-up by the driver to be given to the school bus supervisor School staff should contact parent Does not require immediate administrative involvement School may enter incident as a PBR 10-15% of behaviors 	Repeated Tier 1 infractions	<ul style="list-style-type: none"> Private Discussion Verbal Correction Move Seats Pull Bus Over 	<ul style="list-style-type: none"> Always greet students upon entering and exiting the bus. Know the names of all of the students assigned to your bus. Remember the 3:1 ratio of positive interactions. So for every correction, you should have had three positive interactions with students. Teach/re-teach expectations on the bus. Use CHAMPS and ACHIEVE as you correct behaviors. Reflect on your relationship with students on your bus. How can you make a connection?
	Throwing objects on bus		
	Sexual Harassment		
	Items thrown from bus		
	Harassment		
	Bullying/Threats/Intimidation		
	Vandalism		
	Body parts out of bus		
Using profanity towards another	<ul style="list-style-type: none"> Private Discussion Verbal Correction Move Seats 		
Yelling out the window	<ul style="list-style-type: none"> Private Discussion 		
Exiting and boarding at the wrong stop			
Spraying perfume or aerosol on the bus	<ul style="list-style-type: none"> Verbal Correction Private Discussion 		
<p>Tier 1</p> <ul style="list-style-type: none"> Serious safety violations that require for the bus to be pulled over and dispatch called. A formal write-up must be turned in. Parent Conference Immediate administrative involvement. The school should enter a PBR. 5% of behaviors 	Repeated Tier 2 infractions	<ul style="list-style-type: none"> Private Discussion Verbal Correction Move Seats Pull Bus Over 	
	Bullying/Threats/Intimidation (Safety Threat)		
	Fights-verbal and/or physical		
	Use of drugs/cigarettes/alcohol		
	Tampering with equipment		
	Exiting out of the rear door		
	Carrying weapons		
	Sexual behaviors/crimes (Safety Threat)		

Wichita Public Schools


Student Expectations


- C**onversation: Voice Level 1 or 2
- H**elp: Raise your hand & ask bus driver for help
- A**ctivity: Be a respectful rider in your words & actions
- M**ovement: Stay seated in assigned seat unless otherwise directed
 - Exit and enter safely using handrails • Walk • Feet on floor • Face forward •
 - Keep body parts & objects inside the bus •
- P**articipation: Follow directions: no food, drink or gum, backpacks in appropriate place
- S**uccess: Safety for all riders in school & life!





Wichita Public Schools  First Student


Bus Expectations


Conversation:  Use Voice Level 1 or 2

Help:  Raise hand for help

Activity:  Use kind words and actions

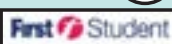
Movement:  Use handrail Walk to seat Use seatbelt Stay seated

Participation:  Follow directions No food, drink or gum Put backpack in appropriate place

Success on the bus:  Have a safe ride home

Wichita Public Schools

Student Expectations



Activity: Ride the bus

Conversation: Voice Level 1 or 2

Help: Raise hand; ask bus driver at stops

Integrity: Be respectful to everyone in your words & actions

Effort: Lead by example—Stay seated properly. No food, drink or gum

Value: Safety for all riders

Efficiency: Enter & Exit safely at your assigned stop—Be prompt. Acceptable activities: homework, read or visit quietly.

Videos for Students/Parents in Wichita

- <http://wps.wps.libsynpro.com/webpage/category/Bus%20Expectations>

Additional information in Supervisor's Program

- Lesson for building-based administrators on how to support drivers
- Lesson for teachers on how to support drivers

The three major components:



Group Lessons for Drivers 12 Lessons



Lessons 1-5

1. Expect Good Behavior
2. Protect from Harm
3. Connect with Students
4. Correcting Misbehavior: How to Correct
5. Correcting Misbehavior: Correction Strategies

Lessons 6-12

6. Review of Lessons 1-5
7. Referrals and Severe Misbehavior
8. Personal Styles
9. Power Struggles (De-Escalation)
10. Emergency Situations
11. Lines of Communication
12. Special Driving Assignments

The three major components:



Interactive CD (five copies) provides guided lessons:

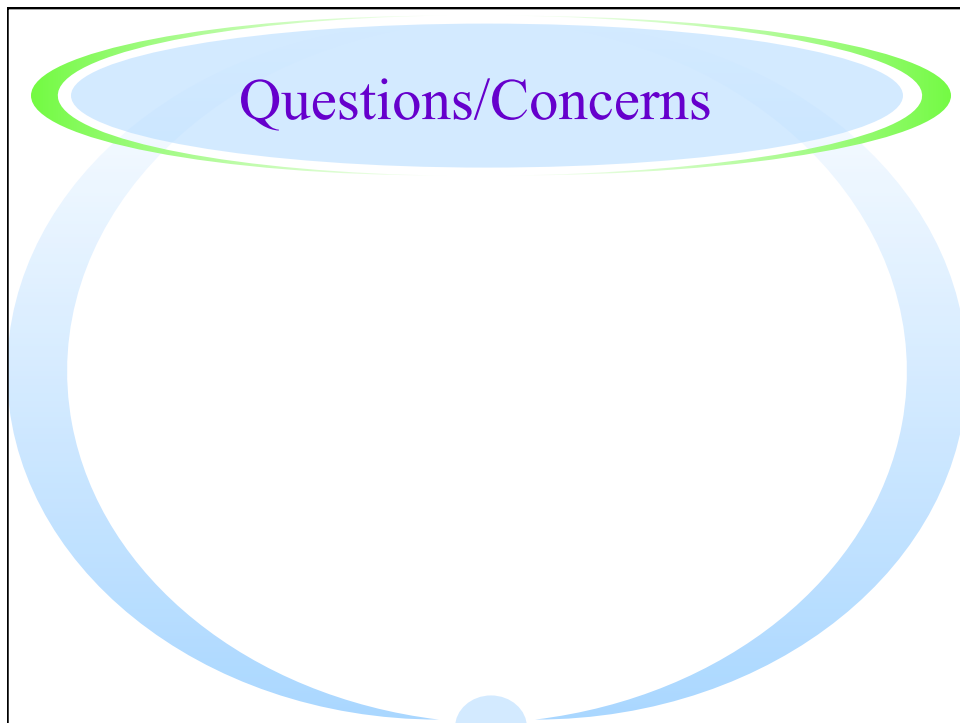


Drivers Program (CD)

- Self-paced instructional tool that teaches the basic skills covered in the first five group-based lessons.
 - Review content with drivers
 - Present the content to new drivers
 - Use to prepare review of the content in subsequent years
- Text: Quick Tips for Common Misbehaviors

Summary

- Three major components:
 - Supervisor's Program
 - Group-based Lessons for Drivers
 - Driver Program (individual lessons on CD)
- Content:
 - Expect, Protect, Connect, Correct



Conclusion

- In the Driver's Seat emphasizes
 - Prevention
 - Positive Behavior Intervention Strategies (PBIS)
 - De-escalation techniques
- Document the time spent in both group lessons and individual drivers with the CD. This is part of your district's efforts to meet the state's ESI regulations.

Thank you and thanks to your
drivers for the important
work you all do as part of
your district' team!