



Positive Behavior Interventions on the Bus

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How are
you feeling
today?

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

What does the word Discipline mean? Why is discipline important on the School Bus?



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THE PREFRONTAL CORTEX IN Trauma

- Often underdeveloped
- Prefrontal cortexes in 10-, 11-, and 12-year-olds in severe trauma look like those of adult stroke victims
- The environment of trauma provides few opportunities for development



Getting Stuck

Where a person is in chronological age may not be where they are in emotional age.

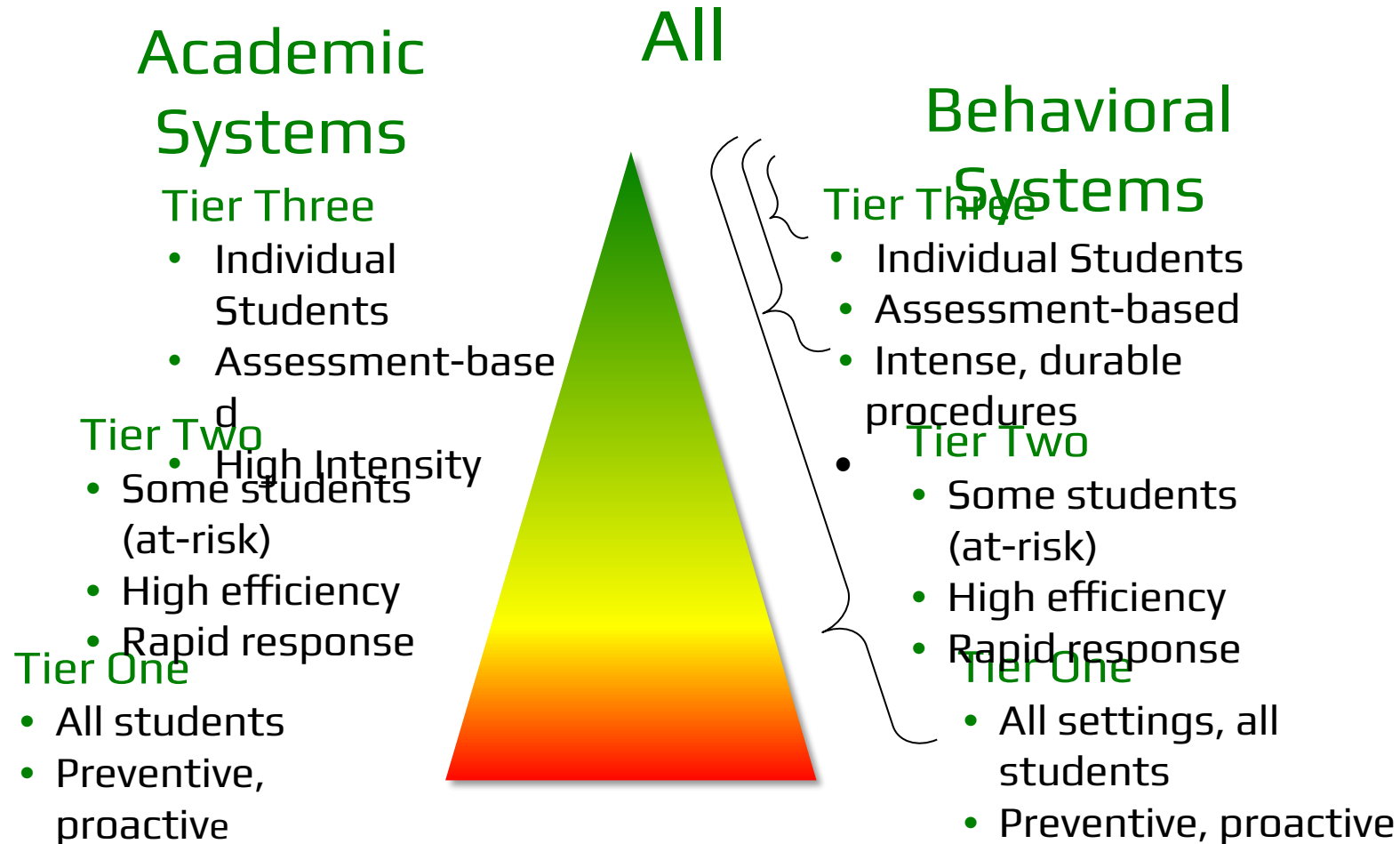
Dr. Ruby K. Payne, Ph.D.

Emotional Poverty in All Demographics



Three Levels of Implementation

A Continuum of Support for



What the
Science of
Behavior has
taught us:

Student
behavior
is learned

Students
misbehave
because it
WORKS

With
specific,
positive
**ALL Behavior Is
Communication!**

Students
do not
learn
because of
punishment

to learn new
behaviors,
students must
be given
opportunities
to practice



Anger

- Numbs the pain and provides controlled energy
- Allows one to seize power “by energizing behavior, advertising potency and determination, and by overriding feelings of anxiety, vulnerability, and ego threat.
- Protects the core self from further harm, moral justification and validation.
- Anger is a temporary elixir for self ache.

Discipline

"We can't hold kids accountable for things we've never told them we expect. Behavior should be treated like academics. Students have to be taught the skills they need."

-Erin Green

We all know someone who reads speed signs like this



when you finally learn that a person's behavior has more to do with their internal struggle than it ever did with you... you learn grace.



Discipline is Teaching

- ***dis•ci•pline-*** (fr. Latin disciplina; teaching, learning)
- Instruction that corrects, molds or perfects character and develops self-control.
- *Webster's New Collegiate Dictionary*



Behavior is communication

“

People don't change their behavior
when other people yell at them,
shame them, or send them away to be alone.

People change their behavior when they feel heard,
understood, and loved.

Growth and change require connection and compassion.

KATIE HURLEY, LCSW

The Bus Driver is a HERO



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What does PBIS look like on the BUS?

Positive Behavior Interventions and Supports increase positive behavior by:

- Creating a positive climate
- Preventing the majority of problem behaviors before they occur
- Changing the environment and adult behavior first.
- Teaching and reinforcing positive behavior.
- Responding to behavior errors as you would learning errors.

Weak Inner Self- Emotional Hurt

A Victim

Ignored

Not Valued

Needy

Unimportant

Misunderstood

Harmful

Unattractive

Accused

Destructive

Less than others

Unlovable

Hurting

Separate from others

Damaged

Unappreciated

Dr. Ruby K. Payne, Ph.D.

Emotional Poverty in All Demographics

Strong Inner Self- Inner Strength

Motivation for all good behavior

Capable

Approved

Productive

Belonging

Problem Solver

Equality

Learner

Lovable

Nurturer

Resilient

Compassionate- Self

Compassionate- Others

Referenced- Dr. Ruby K. Payne, Ph.D.

Emotional Poverty in All Demographics



PBIS on the BUS...

- Have Clear Expectations.
- Encourage Positive Behavior.
- Build Relationships.
- Correct Behavior Errors.

Clear Expectations

Creates a universal language

Increases consistency across settings

Helps adults' problem solve with students

Changes the climate by focusing on what to expected.

Post and teach expectations.

Review.

Use to redirect.

BUS

RULES / EXPECTATIONS

Be an Eagle!



VOICE LEVEL 2

Be Safe

Enter and exist bus
with walking feet
Sit in your seat,
face forward



Be Respectful

Hands and feet
to yourself
Use nice words



Be Responsible

Keep all items in
your back pack
Listen to adult in charge



B

BE RESPECTFUL

- . Greet each other
- . Follow adult directions
- . Keep hands, feet and things to self
- . Clean up after yourself

U

USE AN APPROPRIATE VOICE

- . Quiet voice
- . Kind words
- . School appropriate language

S

STAY SAFE

- . Find your seat quickly
- . Stay seated facing forward (seat on the seat, back on the back, feet on or toward the floor)
- . Keep the aisle clear
- . Keep everything (including hands and head) inside

Ready to Ride Is a Safe Ride



742!
for you!

Importance of Positive reinforcement !

REINFORCEMENT VS **BRIBERY**

REINFORCEMENT	BRIBERY
Rewards are earned as an incentive for a job well done 	Bribes are given in response to a challenging behavior 
Creates a lasting positive change on behavior 	Changes behavior in the moment but not over time 
Planned ahead of time and delivered with praise 	Reactive and delivered in frustration 
Adult is in control - They decide when (and if) reward has been earned. 	Child is in control - Negotiation is made in exchange for compliance. 

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This

- Emotion is processed 200 to 5,000 times faster than thought.

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The Bus driver is a HERO

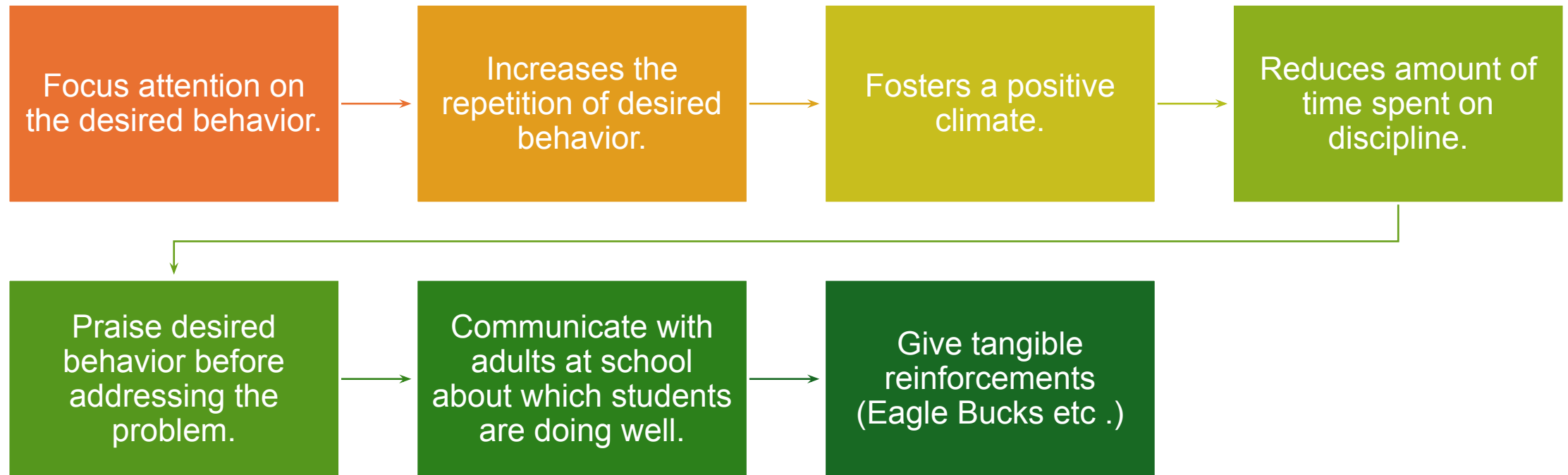
•March 20, 2024

•Louisiana School Bus Driver hailed a hero after she saved 9 children from the school bus before it was engulfed in flames. She said these are my kids and I jumped into action. .

•Kia Rousseve

Front Parking 1

Encouraging Positive Behavior



Ways to Praise

- Thanks for staying seated.
- Great job listening to my directions.
- I like how you solved that problem.
- I am happy to drive such a nice group of kids.
- Thanks for entering the bus quietly and safely.
- Thanks for being a good role model for others on the bus.
- I like how you are all being kind to each other today.



What Flight, Fight, or Freeze Looks Like in the Classroom

Flight	Fight	Freeze
<ul style="list-style-type: none"> • Withdrawing 	<ul style="list-style-type: none"> • Acting out 	<ul style="list-style-type: none"> • Exhibiting numbness
<ul style="list-style-type: none"> • Fleeing the classroom 	<ul style="list-style-type: none"> • Behaving aggressively 	<ul style="list-style-type: none"> • Refusing to answer
<ul style="list-style-type: none"> • Skipping class 	<ul style="list-style-type: none"> • Acting silly 	<ul style="list-style-type: none"> • Refusing to get needs met
<ul style="list-style-type: none"> • Daydreaming 	<ul style="list-style-type: none"> • Exhibiting defiance 	<ul style="list-style-type: none"> • Giving a blank look
<ul style="list-style-type: none"> • Seeming to sleep 	<ul style="list-style-type: none"> • Being hyperactive 	<ul style="list-style-type: none"> • Feeling unable to move/act
<ul style="list-style-type: none"> • Avoiding others 	<ul style="list-style-type: none"> • Arguing 	
<ul style="list-style-type: none"> • Hiding or wandering 	<ul style="list-style-type: none"> • Screaming/yelling 	
<ul style="list-style-type: none"> • Becoming disengaged 		

The Bus Driver is a HERO

<https://www.youtube.com/watch?v=cMXXNpmq9Ws>



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Building Positive Relationships

Students who feel connected to the adults around them are more likely to want to demonstrate positive behavior.

Students need a variety of positive relationships to stay connected to school.

Positive relationships decrease the likelihood that conflict will occur.

Make eye contact- but don't force it.

Use students' names.

Greet students every morning and afternoon.

Provide multiple ways for students to greet you. (wave, high five, thumbs up, fist bump etc.)

Send them off the bus with well wishes.

The Bus Driver is a HERO



Jan. 20, 2000

George Schierer, a 41-year-old bus driver in Bellevue, Kentucky, rescued five students with disabilities when smoke began billowing from the dashboard. Two were in wheelchairs secured to the interior of the bus. Schierer ordered the three ambulatory passengers off; as he was extracting the second of the other two using a wheelchair lift, an electrical fire broke out. Everyone escaped injury.

Correcting Behavior Errors

Gives students information about what to do when they are off track.

Views problem behavior as a learning error, which reduces emotions and conflict.

Allows adults to remind the student about what is expected and what behavior to change.

Remind all students about the bus expectations.

Encourage students who are demonstrating the desired behavior.

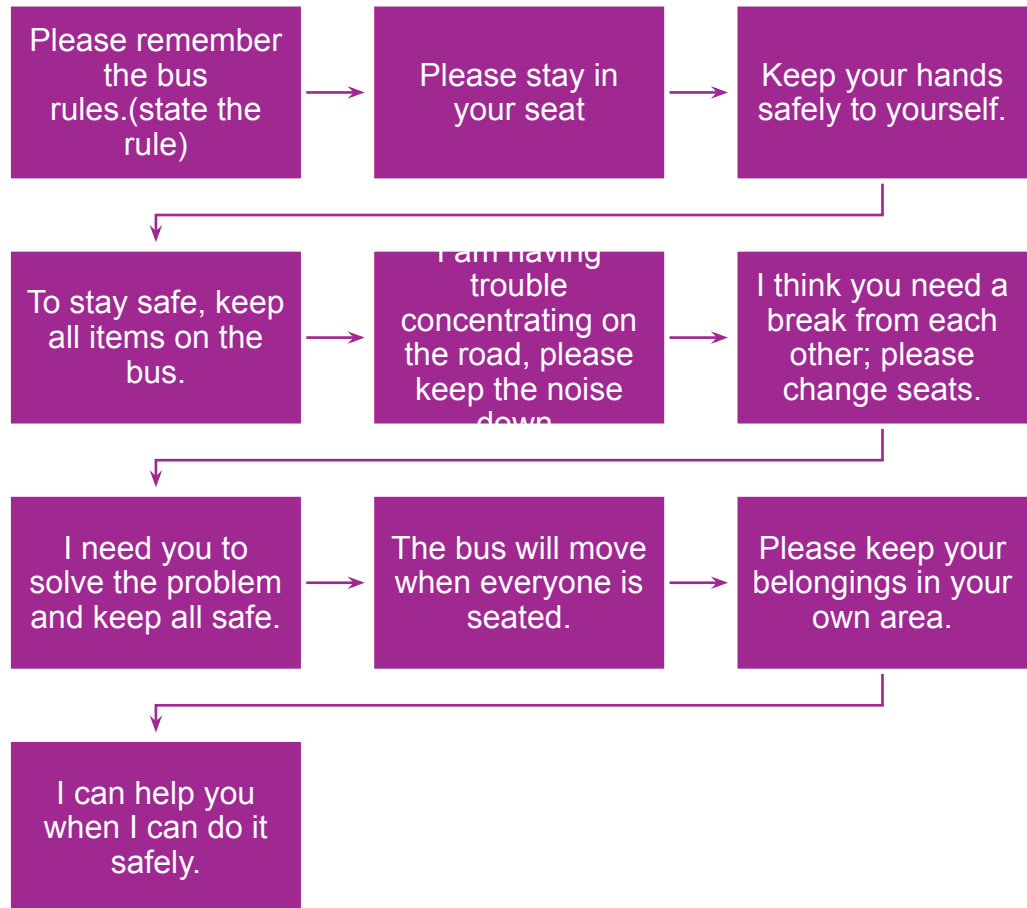
Make clear, calm, specific requests for behavior to change.

Give students time to comply with requests.

Use a neutral, emotion free tone.



Ways to Correct Students on the Bus



Emotional Statement- Rational and Validation

Emotional Statement	Rational Response	Validation
She's talking behind my back!	So? It's not hurting you.	You are really worried about what she is saying.
He won't let me play!	Find someone else to hang out with.	It feels really crummy to be left out.
You're always picking on me!	Always, huh? What about yesterday when . . .	Sounds like you feel targeted today.
I always have to do all the work!	If you would have just . . .	I'm guessing you're frustrated with your group's productivity.
I don't know what to do about this situation!	What if you . . .	It's hard when you're not sure what decision to make.
I'll never get this done!	Then I guess you better get started now.	It can be stressful when you are short on time.

Image 11.4

A Seven Phase Model

1. Calm
2. Triggers
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery





Communicating with Parents

- Bus drivers play a key role in helping parents feel connected to school.
- Let parents know things their child is doing well before discussing problems.
- When reporting problems, use specific, objective statements about the behavior, not the student.
- Let the parents know what you need from them to help resolve the problem.
- Emphasize that you want to work together to help their child succeed.

The Bus Driver is a HERO



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- **Feb. 7, 1986**

Vanessa Eaton, a school bus driver in Owosso, Michigan, "hustled 47 children away from downtown railroad tracks seconds before a freight train plowed into their stalled school bus," per the Associated Press. Following the traumatic experience, "four elementary school students, two middle school students and one high school student decided to go home for the rest of the day."



Dear Parent/Guardian and Student,

This year the Wayne/Westland Schools Transportation Department is excited to tell you about our newly implemented system by which to reward students who display good and/or safe behavior on the school bus. The PBIS System will allow the student to earn "Bus Bucks" when they display positive school bus behavior. The "Bus Bucks" can then be redeemed at participating schools for a variety of items. Please review the PBIS Bus Behavior Expectations with your student and sign the bottom of this contract to receive the first "Bus Bucks" of the 2010/2011 school year!

Thank you in advance for your participation and for returning this form to your bus driver
A.S.A.P. Good luck and have fun collecting "Bus Bucks" all year long!

Bus Expectations

Holmen Middle School and Holmen High School

Expectations	Bus
Be Respectful	<ul style="list-style-type: none"> • Use appropriate language • Dispose of food and beverage before getting on bus • Follow driver directions and sit in assigned seats • Follow driver directions and sit in assigned seats • Take care of the bus equipment, do not tamper or damage • Use your loud voice to tell people to stop bothering you or other students • No harassment or bullying of any kind • Stay away from emergency exits and equipment • First student sits against window
Be Responsible	<ul style="list-style-type: none"> • Sit face forward in one seat • Youngest students sit in front • Open windows with driver permission • Keep electronics, toys, devices in your backpack or pocket • Bus Passes Required to ride a different bus • Drivers may assign seats to students • Clean up after yourself. Report any damage to bus
Be Safe	<ul style="list-style-type: none"> • Go to assigned seating area • Follow Driver Directions • Keep self and belongings in your seat • Backpacks are closed on bus and carried in front of you • Keep aisle clear • No large items • No food or drink • Talk to driver only when getting on/off the bus or emergency

FIGHT/ FLIGHT

Sympathetic NS

FIGHT

- Anger
- Physical + verbal aggression
- Irritability
- Movement forward



FLIGHT

- Anxiety, worry, panic
- Movement away
- Avoidance



COLLAPSED/ SHUT DOWN

Dorsal Vagal

- Fawn
- Flop and drop
- Disassociation
- Shame
- Depression
- Immobilization
- Suicidal ideation
- Numb
- Stuck-ness



ADVERSITY & TRAUMA RESPONSES

FREEZE

Blended State of Sympathetic Dorsal

- Startled
- Tense
- Mobilizing energy
- Shorter term response
- Fawn



SOCIAL ENGAGEMENT

Ventral Vagal

- Curious
- Steady
- Grounded
- Peaceful
- Centered



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“What do I do?”

Trauma-Informed Support for Children

1 Create safety

If the child is overwhelmed, perhaps guide them to a quiet corner or allow them to decompress by visiting the restroom. If you are in a classroom, maybe you have a peace corner that you've outfitted with blankets or a screen so that it feels like a safe place.

2 Regulate the nervous system

Stress brings a predictable pattern of physiological responses and anyone who has suffered toxic stress or trauma is going to be quickly stressed into hyperarousal (explosive, jittery, irritable) or hypoarousal (depressed, withdrawn, zombie-like). No matter how ingenious our regulation strategies, how artsy-crafty we get with tools, the child has to find what works for them.

3 Build a connected relationship

This is the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. If we stay connected, then eventually the calm discussion of each person's feelings and needs can take place.

4 Support development of coherent narrative

Creating predictability through structure, routines and the presence of reliable adults helps reduce the chaos a child may feel and allows them to start creating the kind of logical sequential connections that not only help them understand their own narrative, but are also the fundamental requirement of many types of learning.

5 Practice ‘power-with’ strategies

One of the hallmarks of trauma is a loss of power and control. When someone is wielding power over you with no regard to your thoughts or feelings, the toxic shame of the original trauma may come flooding back. As adults, we should use our power well. If we model a ‘power-with’ relationship with children it's our best chance of creating adults who will treat others with dignity and respect.

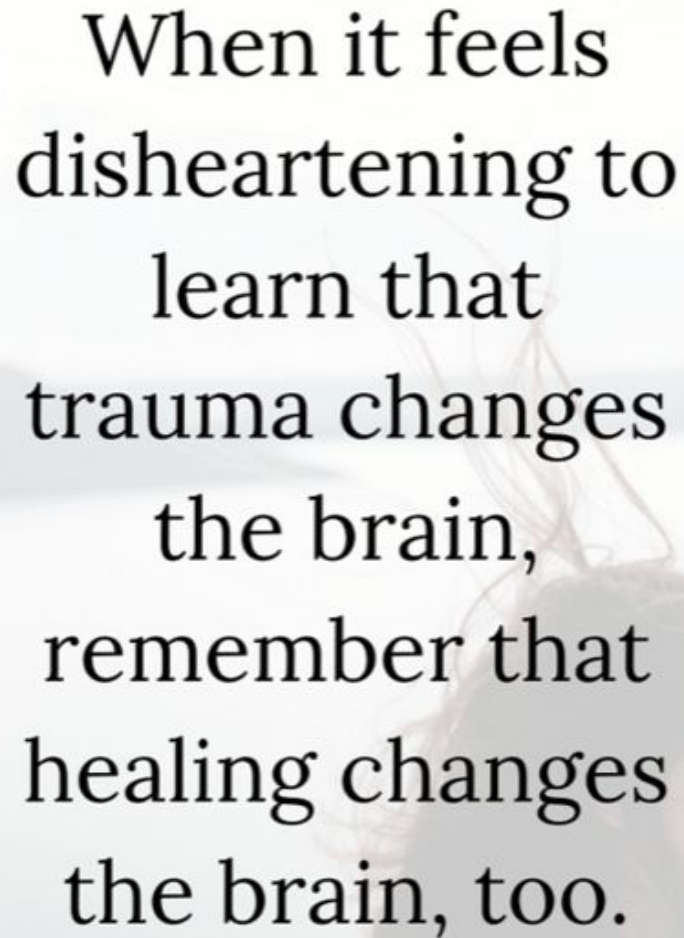
6 Build social emotional and resiliency skills

Trauma robs us of time spent developing social and emotional skills. The brain is too occupied with survival to devote much of its energy to learning how to build relationships and it's a good chance we didn't see those skills modeled for us. Learning to care for one another is the most important job we have growing up.

7 Foster post-traumatic growth

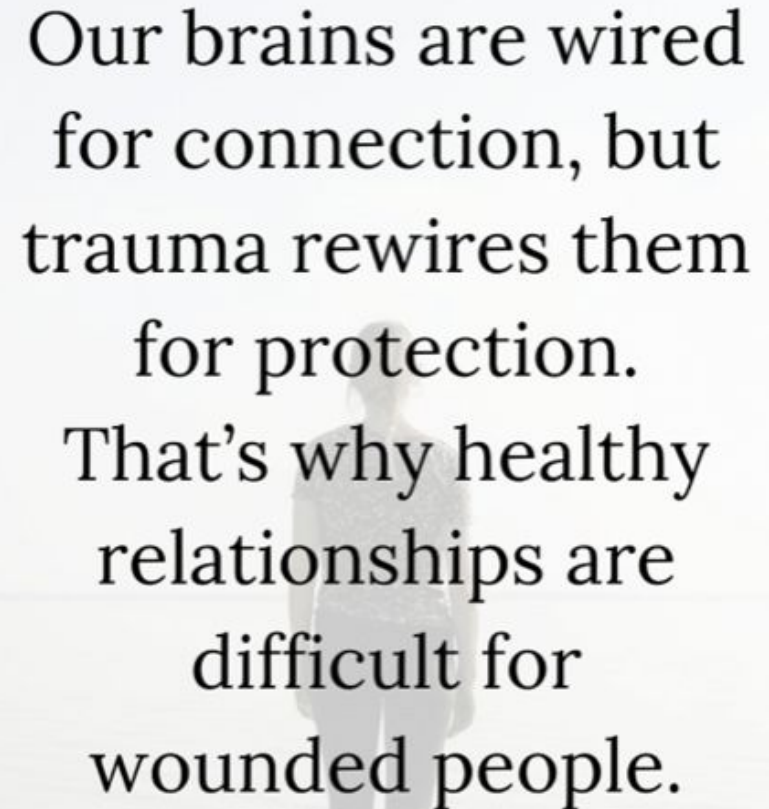
We know that there are qualities and skills that allow people to overcome the most devastating trauma and not just survive but find new purpose and meaning in their lives. Problem solving, planning, maintaining focus despite discomfort, self-control and seeking support are all known to lead to post-traumatic growth and are skills we can foster in children.

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When it feels
disheartening to
learn that
trauma changes
the brain,
remember that
healing changes
the brain, too.

@howhumansheal



Our brains are wired
for connection, but
trauma rewires them
for protection.
That's why healthy
relationships are
difficult for
wounded people.

Ryan North

Fulton Director of Transportation

BUS EXPECTATIONS

Safe

- * Stay in your seat facing forward
 - Seat to Seat
 - Back to Back
 - Feet to Floor
- * Keep all body parts and objects inside the bus
- * Keep hands, feet and objects to yourself
- * Keep the aisle clear of body parts and belongings
- * Remain seated until the bus comes to a complete stop
- * Use emergency exits **ONLY** when directed by the driver or bus aide

Respectful

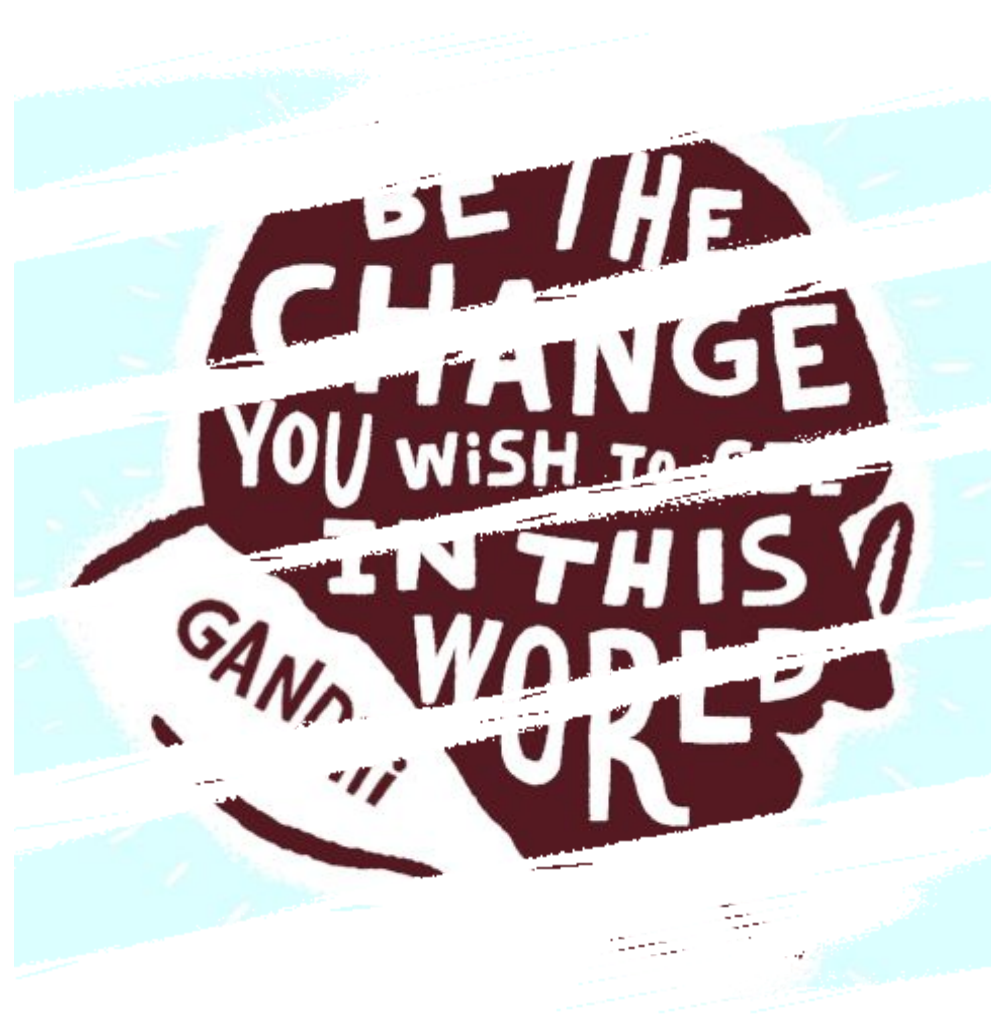
- * Cooperate with the bus driver
- * Be courteous and use appropriate language
- * Keep your voice at Level 2 or lower
 - Level 2 - Calm Talking
 - Level 1 - Whisper
 - Level 0 - No Talking
- * Respect school property and take care of the bus
- * Electronic devices may be used only with earbuds or headphones

Responsible

- * Arrive on time at your designated pickup location
- * Get on and off the bus quickly and quietly
- * Remain in your assigned seat unless asked to move
- * Keep food and drinks put away
- * Keep the bus clean and pick up trash

*** Bus drivers are authorized to assign seats and will establish and maintain a seating chart. ***

Fulton Positive Bus Driver Cards - 429



Fulton Bus Facility and Professional Development





An educator/bus driver who says, “I just don’t have the time and effort to implement all of these positive behavioral strategies!”

Is like the farmer who says, “I just don’t have time to build a fence – I am way too busy chasing the cows!”



Special shout out- Gary Sigrist Safeguard Risk Solutions



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Example

- St. Cloud Area School District
- PBIS on the Bus
- Lessons- grade level
- Video
- Student review