



SCHOOL BUS DRIVER TRAINING

MODULE 1: SEE SOMETHING. DO SOMETHING: INTERVENING IN BULLYING BEHAVIOR

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.

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 bullying prevention strategies**



TABLE OF CONTENTS

PowerPoint Quick Reference	1
Handout Quick Reference	2
Equipment, Materials, Room Setup	2-3
Special Preparations	3-4
Activity 1: Welcome and Getting on Board	4-5
Activity 2: What is Bullying, and What Does it Look like on My Bus	5-7
Activity 3: Setting the Stage	7-8
Activity 4: What to Do When it Occurs	8-10
Activity 5: De-escalating the Behavior	11
Activity 6: Reporting and Follow-Up	12
Activity 7: Review and Evaluation	13

PowerPoint Quick Reference



Slide 1	Welcome
Slide 2	Introductions
Slide 3	Workshop Opportunities
Slide 4	What is Bullying?
Slide 5	Student Bullying
Slide 6	Impact of Bullying on Students
Slide 7	Students Being Bullied
Slide 8	Students Who Bully
Slide 9	Creating a Positive Bus Climate
Slide 10	Continuum of Response
Slides 11-13	Responding to Bullying Behaviors
Slide 14	Guidelines
Slide 15	De-escalation Techniques
Slides 16-19	Good Advice/Bad Advice
Slides 20	Reflections

Handout Quick Reference



Handout 1	See Something: What Does Bullying Look Like?
Handout 2	Do Something: Dealing With Bullying Behaviors
Handout 3	Understanding Young People
Handout 4	Techniques for De-escalating Student Behavior
Handout 5	After the Bus Run: Follow-up and Reporting
Handout 6	Evaluation Form

Equipment, Materials, and Room Setup

Training Room Equipment & Materials

- LCD projector & screen (only if using your own laptop; otherwise bring PowerPoint on flash drive)
- Flip chart easel with full pad
- Bold, water-based markers (fresh, non-toxic)
- Masking or painter's tape
- 3x5 white index cards: one per participant +10 extras
- 5x7 green & red index cards: one of each color per participant +10 extras
- Scenario slips (see Special Preparations)

Optional Materials

Lavaliere (wirelesslapel-type) microphone(s)

Multi-plug surge protector and an extension cord



Training Room Setup

The training room should have enough space for participants to sit comfortably and move around. Avoid auditorium-style seating; use tables so everyone faces the front. Provide a rectangular table for the trainer's notes, materials, and handouts. The room should have adjustable heating and cooling, and clear wall space for posting flip chart sheets during the workshop.

Special Preparations

Activity 2

On separate sheets of paper, write the following terms:

- **Physical Bullying**
- **Verbal Bullying**
- **Relational Bullying**
- **Cyberbullying**

Ensure that only *one* term is written on each sheet. 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 the written terms. During the activity, you will unfold these sheets to reveal the terms when prompted.

Activity 4

First, print out or copy the three Student Behavior Scenarios slips at the end of this module. Cut the sheet to create three slips each bearing a different scenario.

Next, 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.



Start by finding a large sheet of paper. With a marker, draw solid circles about three inches in diameter, creating at least 25 of them and scattering them randomly across the page so they are difficult to count quickly. Before the training begins, hang the sheet on a wall to the left or right side of the room so participants must turn their heads to view it. Keep the content hidden by folding the paper upward and taping it in place, ensuring participants will not know what is on it until the activity begins.

Handouts

Handouts are available on our website. Make a set for each participant using a quality copier or copy service. Consider using varied paper colors to make the presentation more engaging and to help participants find specific handouts. If using folders, assemble the handouts in the order listed in this guide; otherwise, place stacks of each handout on the trainer's table for distribution during the session.

Workshop/Activity Overview



Icon = first PowerPoint slide in activity



Icon = the first use of a handout in an activity.

ACTIVITY 1

Welcome and Getting on Board



Before participants arrive, display Slide 1: Welcome.



Welcome participants, introduce yourself, form triads, display Slide 2, and have them introduce themselves using the prompts.

Slide: Introductions — Name, school(s), primary responsibility, favorite part of job, biggest stressor.



- **Cue:** After introductions → Action: Facilitate a brief discussion on the last three questions. Encourage drivers to share positives and challenges of the job. Use this to gauge group attitudes.
- **Cue:** Transition → Action: Point out that the workshop will address a common student behavior—bullying—that directly impacts their ability to provide safe transit.
- ★ **Cue:** Display Slide 3: Workshop Opportunities → Action: State that the training will cover:
 - Definition of bullying
 - What bullying looks like on the bus
 - Ways to minimize bullying
 - Strategies for addressing and reporting bullying

ACTIVITY 2

What Bullying Looks Like on My Bus

- ★ **Cue:** Display Slide 4: What Is Bullying? → Action: Read the definition: "A problem behavior based on power relationships in which a student or group uses power aggressively to cause emotional or physical pain and distress to another student."
- **Cue:** Click to reveal part two → Action: Explain that bullying includes not only physical aggression, but also verbal aggression (teasing, taunting, rumors) and social rejection/isolation.
- **Cue:** Transition → Action: State that now we'll consider what bullying looks like specifically on a school bus.
- **Cue:** Reveal flip chart sheets → Action: Show headings: Physical Bullying, Verbal Bullying, Relational Bullying, Cyber Bullying. Note that research identifies these four main forms.
- **Cue:** Distribute Handout 1 (See Something: What Does Bullying Look Like?) → Action: Point out the handout repeats the definition and explains the four forms. Review each briefly.
- **Cue:** Engage participants → Action: Ask drivers to mark on their handouts how often they see each type of bullying on their bus.



- **Cue:** Discuss each form → Action: Ask for a few examples from drivers; record on flip chart.
- **Cue:** Clarify → Action: Distinguish fights/arguments vs. ongoing bullying.
- **Cue:** Highlight → Action: Point out subtle behaviors (e.g., eye-rolling).
- **Cue:** Note → Action: Cyberbullying is hardest to spot (texting, laughing, photos).
- **Cue:** Wrap up → Action: Ask which form is most common; record percentages least → most; suggest noting on handout.
- **Cue:** Manage time → Action: Limit examples; avoid lengthy "horror stories."

Cyberbullying	17%
Physical Bullying	39%
Relational Bullying	50%
Verbal Bullying	59%

- **Cue:** Compare stats → Action: Point out where general youth bullying statistics do or don't match bus data; note that all contribute to a negative climate.
- **Cue:** Emphasize cyberbullying → Action: Even if less frequent, it can be very damaging. With more social media and cell phone use, it may increase.
- **Cue:** Activity → Action: Distribute index cards. Ask drivers to rate bus bullying from 1 (not a problem) to 5 (major problem). Remind them to write numbers large enough to be seen.
- **Cue:** Cards & discussion → Action: Have drivers hold up their cards and compare responses. Lead a brief discussion, noting that a recent survey found 70% of bus drivers view bullying as a serious problem, and broader research shows bullying is a major health issue for children and youth worldwide.



- ★ • Cue: Display Slide 5 → Action: Review stats: nearly 32% of youth report being bullied; 8% report bullying on the bus.
- ★ • Cue: Display Slide 6 → Action: Explain that bullying affects not only victims, but also bullies and bystanders.
- Cue: After Slide 6 → Action: Stress serious effects on school performance and life. Review behavioral signs of students who are bullied or prone to bullying.
- ★ • Cue: Display Slides 7 & 8 → Action: Direct to Handout 1 (p. 2). Discuss characteristics of students who report being bullied and those who bully others.
- Cue: Review slides → Action: Ask drivers which behaviors they've seen. Point out that knowing students helps drivers recognize signs of bullying and identify potential bullies.
- Cue: Conclude → Action: Summarize: we've covered the definition of bullying, what it looks like, and its prevalence/impact. Next, shift to what to do when it happens.

ACTIVITY 3

Addressing Bullying: Setting the Stage

- ★ • Cue: Transition → Action: Explain that one key to preventing bullying is creating an atmosphere where it's less likely to occur.
- Cue: Display Slide 9 → Action: Review expectations: set clear rules and reasons, be firm but not harsh, courteous not sarcastic, treat all students fairly, and stay consistent.
- Cue: Form groups → Action: Ask participants (3–5 per group) to share which expectation is their biggest challenge and which comes naturally. Remind them everyone has both.
- Cue: After discussion → Action: Have each group agree on the one expectation they feel is most important for preventing bullying. Invite groups to share.
- Cue: Wrap up → Action: Emphasize that all expectations matter and work together to create a positive bus climate, which is why consensus may have been difficult.
- Cue: Transition → Action: Acknowledge that even with best efforts, bullying can still occur, so strategies are needed for when it does.



ACTIVITY 4

Addressing Bullying: What to Do When It Occurs



- **Cue:** Display Slide 10 → Action: Introduce the “Continuum of Response” from passive to aggressive. Explain that both extremes are ineffective and can increase bullying.
- **Cue:** Engage participants → Action: Ask drivers for examples of passive and aggressive responses on a bus and how each affects bullying. Ensure these points are made:
 - Passive responses (ignoring behavior) don't stop bullying and increase anxiety for victims and bystanders.
 - Non-response may come from not wanting to get involved or a “freeze” reaction—highlighting the need for training.
 - Aggressive responses (yelling, belittling, physical contact) can escalate the problem and are often inappropriate.
- **Cue:** Transition → Action: Note that later you'll discuss when stronger action might be appropriate.
 - Clarify → Action: Note that aggressive responses may also stem from driver frustrations unrelated to the bus (e.g., conflict at home, tension with a supervisor, or lack of sleep).
- **Cue:** Group reflection → Action: Ask drivers: if neither passive nor aggressive works, what's the alternative?
- **Cue:** Display Slide 10 (click twice) → Action: Reveal “assertive” at midpoint. Define assertive: confident, positive, consistent, fair, responsible. Emphasize assertive as the balanced and effective way to address bullying.
- **Cue:** Transition → Action: State that being assertive means using systematic strategies to respond to bullying.
- **Cue:** Small group activity → Action: Divide into 3 groups; assign each a scenario from the Student Behavior Scenarios sheet. If over 25 participants, make more groups (no more than 7–8 per group). Provide extra copies if needed.
- **Cue:** Group task → Action: Have groups read their scenario and decide the best response. Note that scenarios progress in seriousness; read them in numerical order starting with #1.



- **Cue:** Share & discuss → Action: Have each group present their strategy. After each, invite additional input from other participants.
- **Cue:** Distribute Handout 2 (Do Something: Dealing With Bullying Behaviors) → Action: Review the first part; note that preventing bullying starts before students even get on the bus.
- ★ • **Cue:** Display Slide 11 → Action: Review Handout 2 (Anticipate, Understand, Learn). Reinforce key points:
 - Anticipate: Watch for problem times (afternoons, before breaks). Post and review clear rules.
 - Understand: Recognize developmental differences; adapt management strategies by age group. **Note:** The workshop does not cover developmental stages in depth. Distribute Handout 3: Understanding Young People as an overview of what drivers can expect from students of different ages.
- **Cue:** Teach skill → Action: Introduce “Planned Ignoring.” Ignore minor irritations (e.g., loud language, small horseplay) when appropriate. Emphasize drivers set the limits—but never ignore dangerous behavior like moving seats.
- **Cue:** Transition → Action: Point out that earlier scenarios focused on behaviors once the bus was rolling.
- ★ • **Cue:** Display Slide 12 → Action: Review strategies from Handout 2: Responding to Bullying Behaviors. Reinforce ideas drivers already shared:
 - Give verbal warnings, using names when possible.
 - Change seats (after bus stops).
 - Call dispatch/school/supervisor per policy (sometimes the call itself stops behavior).
 - Speak individually with involved students after the bus stops.
 - Use seat assignments per policy; request school/teacher support if needed. Some separate by age or gender.
- **Cue:** Activity → Action: Reveal flip chart with 20–25 colored dots (posted earlier). Ask drivers to count quickly.
- **Cue:** Create interruption → Action: While they count, make a loud noise (slap book). When they react, explain this shows how distractions happen instantly.
- **Cue:** Safety message → Action: Stress that the overhead mirror is the “most dangerous piece of equipment.” Use only quick glances. Never discipline while driving or when students are boarding/exiting. If behavior is severe, pull over safely before addressing.



- **Cue:** Activity debrief → Action: Refer back to the dots exercise. Stress how fast distractions happen and how looking too long in the overhead mirror could cause a serious accident. Reinforce: the driver's first responsibility is safe operation of the bus.
- ★ • **Cue:** Transition → Action: Point out that earlier scenarios illustrated how student behavior can escalate, making it more difficult to manage while driving.
- **Cue:** Group sharing → Action: Ask drivers what kinds of behaviors have forced them to stop the bus (e.g., fights, throwing objects, refusal to sit, moving between seats). Record responses on flip chart.
- **Cue:** Review list → Action: Highlight that stopping the bus is usually based on the severity of the behavior or escalation after repeated warnings. Stress that while rare, it is sometimes necessary to protect everyone's safety.
- **Cue:** Display Slide 13 → Action: Direct attention to the last section of Handout 2. Review the points on the slide together.
- **Cue:** Review strategies → Action: Emphasize key steps when stopping the bus:
 - Always follow district policies.
 - Stop in a safe location out of traffic; secure the bus if needed (remove keys).
 - Stand and calmly address the bullying student(s).
 - Change seats if appropriate (bully and/or victim).
 - Never put a student off the bus except at school, their home, or designated stop.
 - For serious offenses: call administrator, law enforcement, or parent, or return to school.
 - Maintain calm authority—avoid provoking further conflict.
- **Cue:** Emphasize challenge → Action: Explain that standing up to address bullying isn't always simple. Some students respond to intervention, others may escalate. Even while waiting for backup, drivers should attempt to de-escalate and keep the situation stable. Transition to de-escalation strategies.



ACTIVITY 5

De-escalating Bullying Situations and Behavior

- **Cue:** Transition → Action: Explain that while districts may have their own guidelines for handling aggression, there are also practical techniques drivers can use when a student is unresponsive to earlier strategies.
- ★ • **Cue:** Display Slide 14 → Action: Review a sample guideline showing what drivers may and may not do in these situations.
- ★ • **Cue:** Display Slide 15 → Action: Introduce De-escalation Techniques.
Distribute Handout 4: Techniques for De-escalating Student Behavior.
- **Cue:** Emphasize challenge → Action: Acknowledge that these techniques are difficult because high-stress situations trigger adrenaline. Without clear strategies, drivers may freeze or fall into passive/aggressive extremes.
- **Cue:** Clarify goal → Action: Stress that when a student is highly agitated or aggressive, reasoning rarely works. The goal of de-escalation is to reduce aggression, stabilize the situation, and protect other students.
- **Cue:** Demonstration setup → Action: Explain you'll role-play what not to do with an aggressive student.
- **Cue:** Recruit help → Action: Ask for volunteers to play the role of a hostile, noncompliant student. Clarify they won't need to act out emotions—just represent the student. Use multiple volunteers if possible. **Note:** If participation is unlikely, run the activity as a discussion instead. Read each response aloud and use the guiding questions.
- **Cue:** Role-play → Action: Briefly act out ineffective responses:
 - Getting in a student's face and yelling
 - Touching the student (e.g., arm tap)
 - Shaking a finger while speaking excitedly
 - Forcing eye contact (student breaks gaze periodically)
 - Talking with a hand in pocket
 - Using sarcasm or belittling language
- **Cue:** Discussion → Action: After each role-play, ask:
 - What did I do wrong?
 - What result could this have caused?
 - What would be a better response?
- **Cue:** Connect → Action: As drivers suggest better responses, point back to Handout 4.
- **Cue:** Wrap up → Action: Emphasize that de-escalation is as much about what you do as what you say. The goal is not to reason, but to lower aggression and stabilize the situation.

ACTIVITY 6

Addressing Bullying: Reporting And Follow Up

- **Cue:** Transition → Action: Remind drivers their responsibility doesn't end when students leave the bus. Bullying incidents must still be addressed.
- **Cue:** Emphasize reporting → Action: Explain that most districts require reporting bus bullying. Stress that clear, detailed reports are critical for follow-up, help schools and parents see the full picture, and guide responses for both the bullied student and the student who bullied.
- **Cue:** Distribute materials → Action: Give each driver two index cards—one red, one green.
- ★ **Cue:** Display Slides 16–19 → Action: On each slide, read the statement. Ask drivers to hold up:
 - Red card = disagree/bad advice
 - Green card = agree/good directive
- **Cue:** Reveal → Action: Click to show whether the statement is "true" (accurate) or "false" (inaccurate). Allow brief discussion so drivers can explain answers. Emphasize this is not a test—keep it light while reinforcing guidelines for writing effective reports.
- **Cue:** Facilitate → Action: Use responses as discussion starters about how to complete effective referrals/reports.
- **Cue:** After Slide 19 → Action: Distribute Handout 5: After the Bus Run: Follow-up and Reporting.
- **Cue:** Review handout → Action: Point out self-reflection questions after a bullying incident:
 - Does the bullied student need immediate attention/support?
 - Do I need to inform a parent, caregiver, or school staff?
 - Does the student who bullied need to be referred to staff or parents?
 - How do I feel about my response?
 - Do policies require a written report?
- **Cue:** Wrap up → Action: Stress that the guidelines in the handout are useful regardless of specific district reporting policies.



ACTIVITY 7

Review and Evaluation

- ★ • **Cue:** Review workshop → Action: Summarize: this session defined what bullying is and what it looks like on a bus (See Something), and explored strategies for addressing and reporting it (Do Something).
- **Cue:** Display Slide 20 → Action: Ask drivers to reflect:
 - One thing they learned that affirms what they already do
 - One new idea they can apply in their daily work
- • **Cue:** Reflection share → Action: Give a few minutes for thought, then invite sharing:
 - Small group = go around and have each share
 - Large group/time tight = share in pairs or triads from earlier introductions
- **Cue:** Close → Action: Thank drivers for their time and participation. Distribute Handout 6: Evaluation Form and ask them to complete and turn it in before leaving.
- **Note:** This is Module 1 of a two-part series. Module 1 covers prevalence, warning signs, and intervention strategies. Module 2 (Creating a Supportive Bus Climate: Preventing Bullying) complements this by focusing on prevention. Encourage using both modules for maximum impact—addressing bullying when it happens and building a bus climate where it's less likely to occur.

10 minutes



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

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

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

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."

10 minutes