

Bullying & Other Unacceptable Behaviors on the School Bus – Participant Guide

Reminders about bullying behavior:

For our purposes, bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. An imbalance of power exists and the behavior extends over time. Bullying is different than rough housing or real fighting.

Rough housing is among friends, the power between them is equal, and it is not meant to harm.

Real fighting is not among friends, the power between them is usually equal, and it is meant to harm.

Bullying is not among friends, the power between them is imbalanced, and it is meant to harm.

“We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference. And any environment is a chance environment so far as its educative influence is concerned unless it has been deliberately regulated with reference to its educative effect.”

John Dewey

Implementing the Peaceful School Bus program with fidelity can...

- 1) Decrease the amount of inappropriate behaviors on the school bus.
- 2) Decrease the amount of time spent disciplining students for inappropriate behaviors on the school bus.
- 3) Decrease the amount of bullying that occurs on the school bus.

If a school wants to decrease the amount of bullying that occurs at schools, please contact your AEA Olweus Bullying Prevention Trainer to find out about the 10 components of a successful bullying prevention program.

Key principles of the Peaceful School Bus Program

Principle 1: Accept problems as opportunities for learning.

Principle 2: Change the social environment of the school bus and students' behavior will change.

Principle 3: Influence can be powerful in changing behavior.

Principle 4: Changing the social environment and improving each student's experience on the bus is a shared responsibility.

Principle 5: The gesture itself (implementing the program) has power and influence.

Principle 6: Problems will still occur but they will be easier to resolve if they're identified when they are small rather than when they are big.

Principle 7: Students must develop a sense of responsibility or the sense that they can effect change in a variety of positive ways.

Principle 8: Significant change takes time and commitment.

Principle 9: Education works.

Main Components of the Peaceful School Bus Program

- Establish a school-wide committee to coordinate implementation.
- Hold training for all participating school staff.
- Inform parents of the program.
- All students in a bus route group meet approximately 3 times a year for 45 minutes each time.
- A team of teachers and teaching assistants lead the bus route group meetings.
- School transportation staff and bus drivers are invited to participate in the program.
- Regular check-ins are done with bus drivers.
- The program is repeated annually and becomes part of the regular school schedule.
- During the meetings, students take part in activities designed to build relationships.
- During the meetings, students in higher grades are paired with students in lower grades.
- During the meetings, students discuss bus problems and solutions.
- During the meetings, students are taught about bullying.
- Processes are put in place to facilitate reporting of bullying or other negative behaviors on the school bus.

What are common problems on the school bus?

Why is behavior so difficult to manage on the school bus?

What are approaches for discipline on the school bus?

Why traditional discipline doesn't work?

Ways I can involve parents in the Peaceful School Bus program.....

Ways I can involve bus drivers in the Peaceful School Bus program.....

My next steps are.....

