

LEE CANTER'S
ASSERTIVE DISCIPLINE[®]
FOR BUS DRIVERS

A step-by-step approach for managing
student behavior on the school bus

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INTRODUCTION

You're a school bus driver. You have an extremely important and responsible job: to transport young people safely between their homes and the school.

You received hours of training so that you could do your job well. But you received your training on an empty bus! Add a group of lively youngsters and it's a different story.

Who taught you to drive safely when students are getting out of their seats and throwing things at each other? Who trained you how to concentrate and keep your eyes on the road when students are yelling and fighting?

YOU NEED HELP!

If you have ever felt frustrated or upset over managing the wild and disrespectful behavior of the students on your bus, you need help. Assertive Discipline will show you how to take charge and be the boss on your bus, with terrific results for everybody on board.

You can look forward every day to driving your bus. You can drive your bus safely, without disruptions. You can build a good relationship with the students, and be treated with the respect you deserve. And you can have the pride in your job that you've always wanted.

HOW ASSERTIVE DISCIPLINE CAN HELP

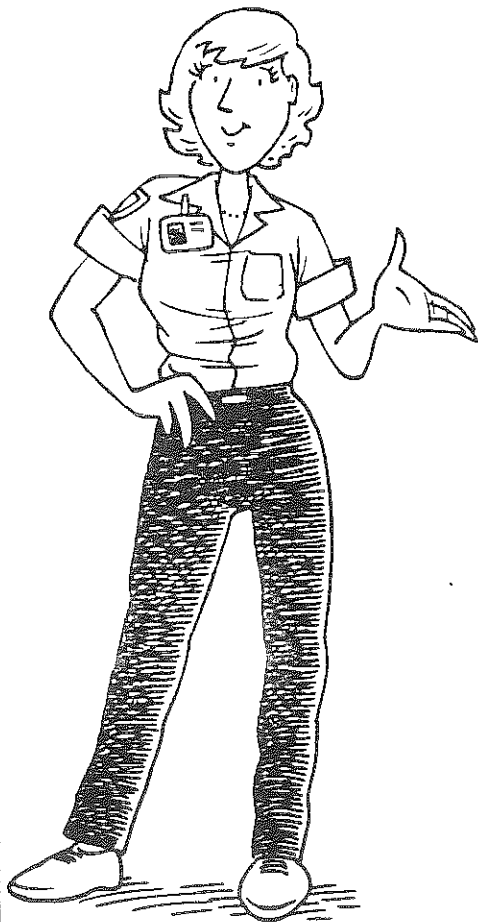
Assertive Discipline will train you in the skills you need to take control on your bus. You will have a plan for every behavior problem. You will be able to get students to do what you want them to do. These new skills will make you feel more confident in your ability to do your job.

This Assertive Discipline for Bus Drivers Workbook is designed to correspond with the workshop you just attended or are about to attend. In this book is a summary of the points made in the workshop, and worksheets for developing an Assertive Discipline Plan. Depending upon district policy, you will either develop a plan with the assistance of your supervisor, or you will receive from your supervisor a fully-developed plan.

HOW DO YOU FEEL ABOUT BEHAVIOR ON YOUR BUS?

If you're like most drivers, there are probably days when you feel very good about your job — days when everything is going right. However, there are also days when you wish you never had to see the inside of a yellow school bus again — days when any other job in the world seems better than the one you have now.

Ask yourself these questions:



Do you ever feel unable to deal with the problem behavior on your bus?

Yes _____ No

Do you ever feel that the students don't respect you?

Yes _____ No

Do you ever worry that poor behavior will jeopardize the safety of the ride?

Yes No _____

Do you ever get upset with the students and say things you wish you hadn't?

Yes No _____

Do you ever find yourself yelling?

Yes No _____

Do you ever feel angry, upset or frustrated?

Yes No _____

Do you ever feel frightened by the students?

Yes _____ No

Do you ever wish you had another job?

Yes No _____

How many Yes? _____

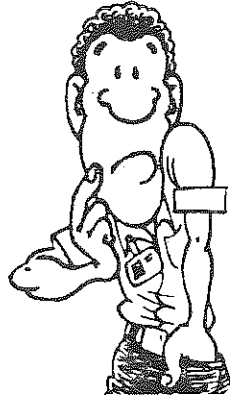
How many No? _____

If you answered YES to one or more of these questions, then Assertive Discipline is just what you need. This program will give you the skills to handle discipline problems on your bus. The confidence you gain will help you feel a lot better about your job.

WHAT KIND OF BUS DRIVER ARE YOU?

There are different ways in which drivers handle student behavior. Some ways are better than others. We will discuss three basic types of drivers and the ways in which they handle student behavior.

The three types are:



Nonassertive



Hostile



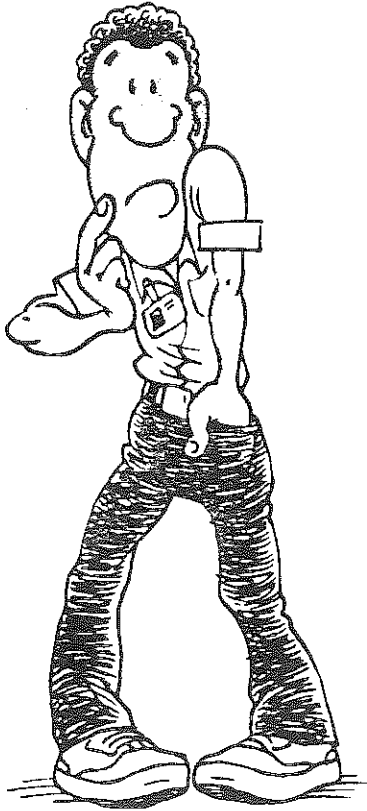
Assertive

Nonassertive and hostile drivers
have a tough time getting students to behave.

Assertive drivers
have no problem getting students to behave because
they've learned exactly what to do in every situation.

NONASSERTIVE BUS DRIVERS

Nonassertive drivers feel they can't handle student behavior. They make comments like:



“Can’t you kids behave?”

“For the third time, please, won’t you sit down?”

“It’s so noisy in here. I just can’t handle teenagers.”

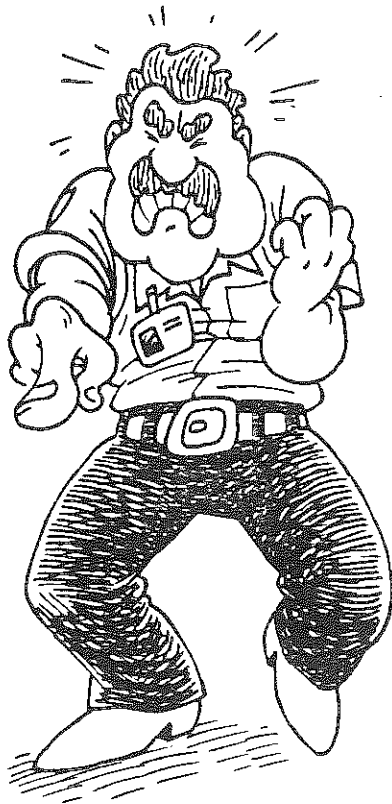
“I wish these kids would stop making such a racket.”

Nonassertive drivers:

- Let students misbehave.
- Do not know how to stop them.
- Back down when challenged.
- Are afraid of students.
- Feel upset and overwhelmed.

HOSTILE BUS DRIVERS

Hostile drivers get angry with the students. They make comments like:



“You kids make me sick. Get into your seats and shut up, now!”

“If I have to tell you one more time, I’m stopping the bus and throwing all of you out.”

“You kids are a bunch of dummies.”

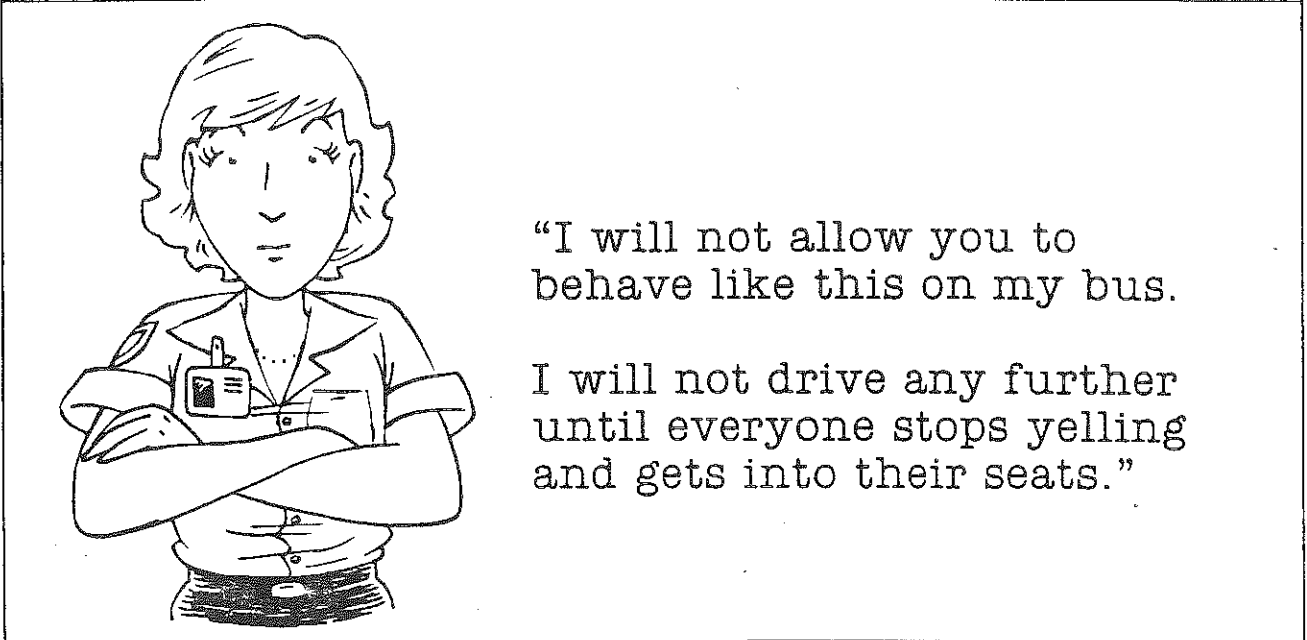
“Can’t any of you behave? You act like you grew up in the zoo!”

Hostile drivers:

- Get angry and yell at students.
- Threaten, then don’t do anything.
- Call students names.
- Use physical force.
- Harm students psychologically.

ASSERTIVE BUS DRIVERS

Assertive drivers know how to deal effectively with students. They make comments like:



Assertive drivers know the secret to success. They:

- Are the boss on the bus.
- Say what they mean and mean what they say.
- Clearly and firmly tell students exactly how they want them to behave.
- Stay calm and use a normal tone of voice.
- Have a plan of action when students don't behave.
- Reward students who do behave.

**Which driver do you most resemble:
nonassertive, hostile, or assertive?**

NONASSERTIVE, HOSTILE AND ASSERTIVE BUS DRIVERS

Directions: For each of the following incidents there are descriptions of these drivers (A,B,C) and how they each handled the incident. Decide whether each driver was nonassertive (n), hostile (h), or assertive (a), and write the answer on the line provided.

Incident: A high school student walks onto the bus blaring a portable radio. The student sits down and turns the volume up louder.

 N **Driver A** says, "Gosh, that's awfully loud." The student doesn't respond. The driver does nothing.

 A **Driver B** tells the student to turn down the volume. The student ignores the driver. The driver walks up to the student, looks the student in the eyes and calmly says, "Turn down the volume." The student refuses to do so. The driver remains calm and repeats the direction one more time. The student realizes the driver means business and turns down the volume.

 h **Driver C** tells the student to turn down the volume. The student ignores the driver. The driver gets angry and yells, "No wonder you're so stupid. You never listen to anyone."

Incident: Driving down a busy street, the driver glances in the rear view mirror and sees two fifth-graders punching each other.

 h **Driver A** yells at the students, "Hey, you kids. Cut it out. You're acting like a bunch of animals. If you don't stop, I'll throw you both off the bus."

 N **Driver B** mutters to himself, "Oh dear. There they go again. I guess I should stop the bus and ask them why they're fighting."

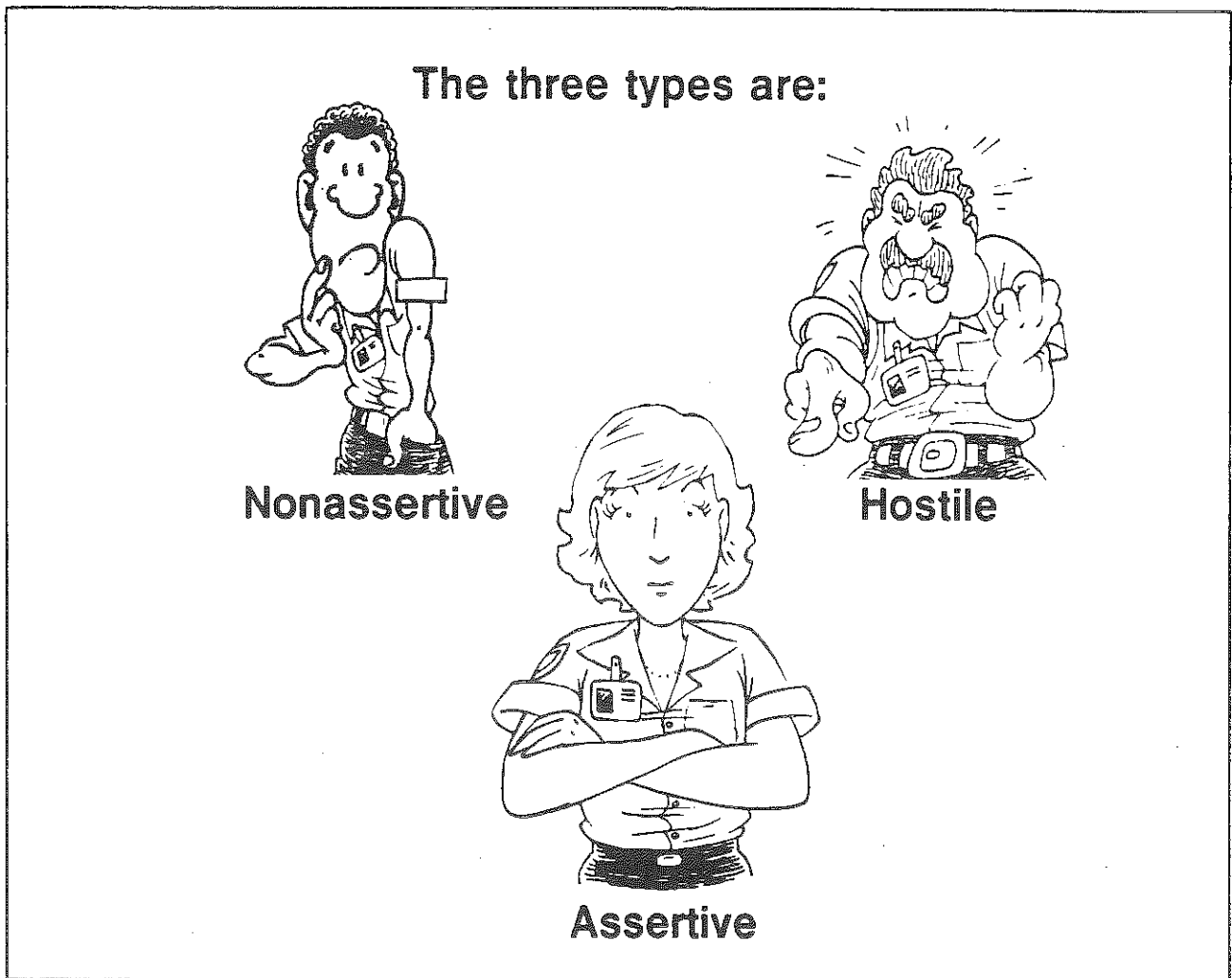
 A **Driver C** tells the students to stop fighting. They don't, so she checks traffic, pulls over, and separates them. At school she lets the rest of the students off the bus and speaks privately to the two fighters. She fills out a discipline report and takes the students to the principal.

Incident: The bus approaches a bus stop where a crowd of kids is waiting. Two junior high boys shove each other and one lands in the street.

8 **Driver A** gets out of the bus and explains to the two boys how dangerous their roughhousing is. The boys laugh at the driver and continue fooling around.

A **Driver B** gets out of the bus and says to the kids, "It's pretty stupid to shove each other into the street. You're both a bunch of losers."

1 **Driver C** gets out of the bus, finds out the boys' names, records their names and says, "I want you both to stop shoving each other and get in line properly. If you don't, I'm calling the dispatcher and reporting both of you to the principal."

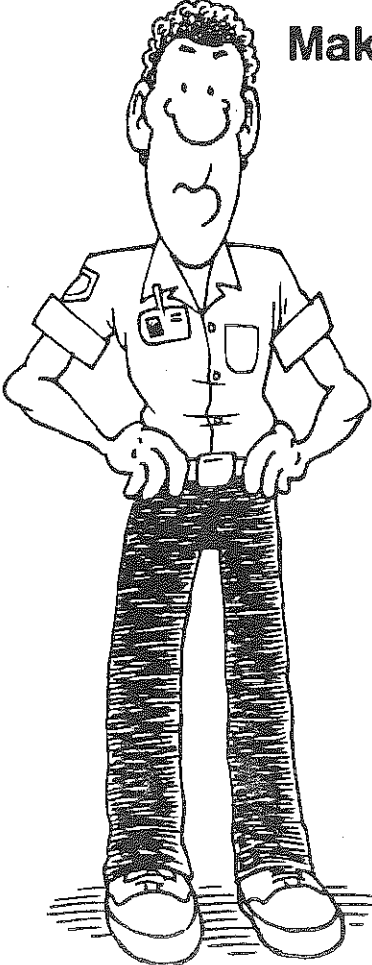


HOW TO BECOME AN ASSERTIVE BUS DRIVER

The goal of this book is to help you become a more assertive driver so that you are better able to handle student behavior on the bus. There are three steps to reaching this goal.

Step 1

HAVE AN ASSERTIVE ATTITUDE



Make sure you have the following attitude:

“No child will stop me from driving a safe bus.

No child will stop the other passengers from having a safe and pleasant trip.”



Keep in mind:

You have the right to expect students to behave on your bus. In order to do your job and drive a safe bus, you must have the cooperation of each and every student. You should not have to be a policeman or a babysitter. The students must behave.

Step 2**SPEAK ASSERTIVELY**

Speak clearly and firmly.

Stay calm. Do not appear angry or upset.

For example, if the students are getting out of their seats, do not yell, scream or get angry. Stop the bus and calmly and firmly say:

“Everyone must stop behaving like this. I want you all to sit down and lower your voices. I will not drive any further unless you follow my rules.”

When you yell, the students know you have lost control and they have power over you.

HOW TO HANDLE ARGUING**The “Broken-Record” Technique**

Many times when you try to tell your students what you want, all you get is an argument.

To handle arguers assertively, use the “Broken-Record” technique.

Here’s how to use it:

- Know what you want the student to do. (I want the student to pick up the papers.)
- Tell the student what you want. (“I want you to pick up the papers.”)
- If the students argues or talks back to you, repeat what you want—up to three times. (“I want you to pick up the papers.”)
- If the student still doesn’t do it, then use a consequence. (See page 18.) (“If you do not pick up the papers, I will fill out a discipline report.”)

If you use the Broken Record three things will happen:

- 1) You will stop arguments.
- 2) You will stay in control and not get upset.
- 3) The student will realize you mean business and do as you say.

The Broken-Record Technique

Wrong

Here's what happens when you **don't** use the Broken-Record technique.

The bus driver in this example ended up doing the student's job rather than getting Robert to pick up his papers. Arguers often get their way.



Right

Here's what happens when you **do** use the Broken-Record technique.

Arguers do not get their way when you use the Broken-Record technique.



Step 3

BE PREPARED USE AN ASSERTIVE DISCIPLINE PLAN

Assertive drivers are always prepared to handle any behavior problems that occur on their bus. We will show you how to work with your supervisor to think through and plan exactly what you will do before students misbehave. Such a plan will help you handle discipline problems calmly and effectively without getting upset or angry. This type of plan is called an Assertive Discipline Plan. Notice that there are three parts to an Assertive Discipline Plan: rules, consequences and positive rewards.

Sample Assertive Discipline Plan

Rules

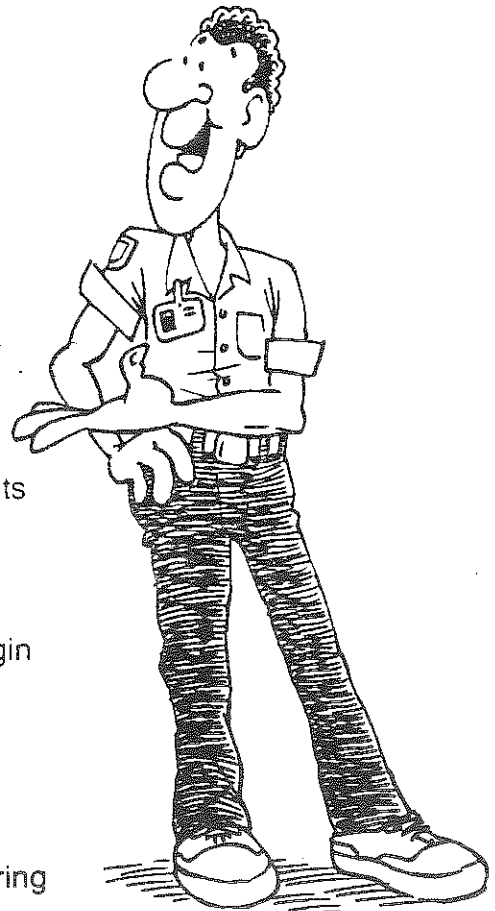
Follow directions the first time they are given.
 Stay in your seat.
 Keep all parts of your body inside the bus.
 No pushing, shoving, or fighting at any time.
 No eating, drinking, or smoking.

Consequences

1st incident — Driver warns student.
 2nd incident — Conference with driver on bus after other students exit.
 3rd incident — Student assigned a front seat and disciplinary notice sent to parents.
 4th incident — Student sent to principal and parents are called.
 5th incident — Suspension of bus privileges.
 Severe clause — Suspension of bus privileges.
 Consequences accumulate for one week and begin again each Monday.

Positive Rewards

Praise.
 Driver provides cassette player and students may bring favorite cassettes.



The rest of this workbook will help you develop an Assertive Discipline Plan. Follow it carefully for success.

HOW TO DEVELOP AN ASSERTIVE DISCIPLINE PLAN

Either your district will provide you with an Assertive Discipline Plan, or you and your supervisor will work together to develop a plan.

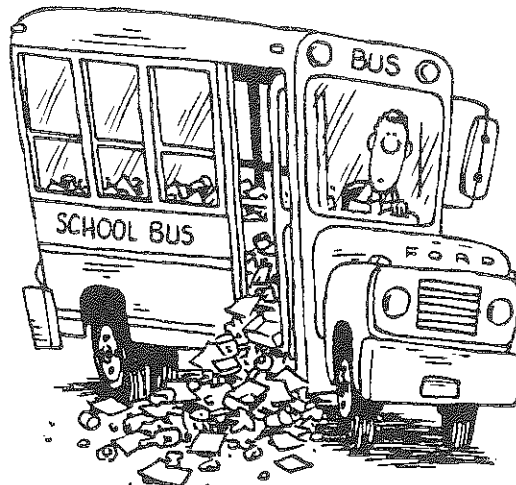
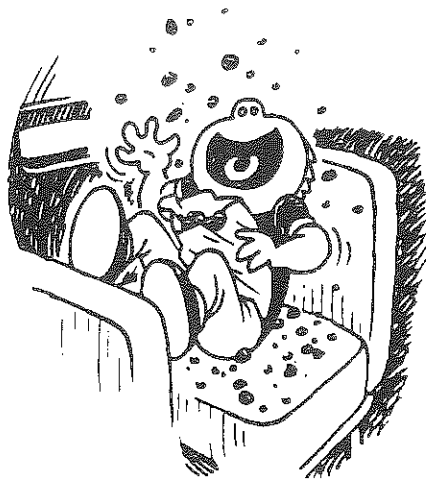
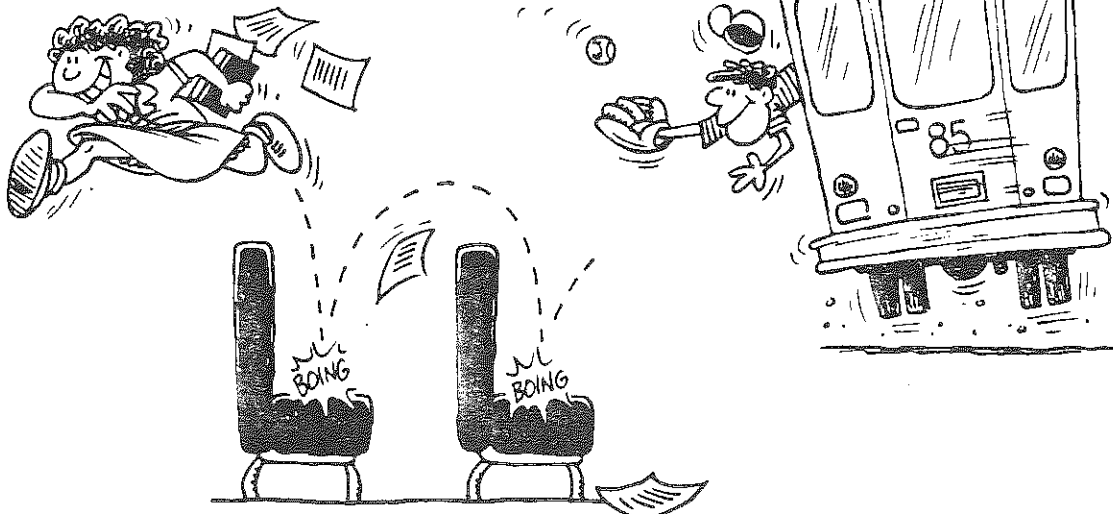
RULES

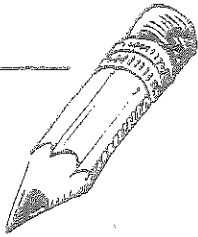
The first part of an Assertive Discipline Plan is the rules.

If you want a safe, disruption-free bus, there must be rules. Rules let students know at all times exactly what you want them to do.

To choose rules, think about the problems you have with student behavior. The problems might be: too much noise, disrespectful language, littering, etc.

Problems that require rules





List the problems on your bus.

Once you've decided what the problems are, think of four or five rules that relate to those problems.

For example, if the problem is "My bus is a mess when the students get off," your rule might be "Do not litter on the bus." Or, if the problem is "The kids get out of their seats," your rule might be "Stay in your seat at all times."

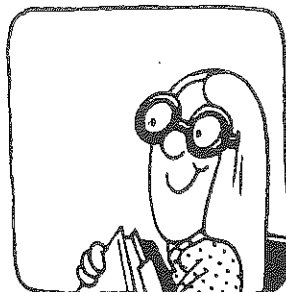
Rules should be:

- Very specific. "Be good" doesn't tell the students exactly what you want them to do. "Stay in your seat at all times until we reach the stop" is specific and easier for the students to follow.
- Not harmful to students.
- Limited in number to five.

Rule number one should be: Follow directions the first time they are given.

Examples of Rules:

- Follow directions the first time they are given.
- Keep all parts of your body—and all objects—inside the bus.
- Keep hands, feet, and objects to yourself.
- Stay in your seat with your feet on the floor while the bus is in motion.
- No cursing, swearing, or loud talking.
- No pushing, shoving, or fighting.
- Sit in your assigned seat.
- Do not lean out of the window.
- Do not eat or drink on the bus.
- Keep all harmful objects (drugs, tobacco, alcohol, weapons) off the bus.
- Do not litter, write on, or damage the bus in any way.
- Do not swear, use rude gestures, or tease anyone on the bus.
- Be on time.
- Do not bring animals on the bus (unless you have permission from the driver).



List the rules for your bus.

1. _____

2. _____

3. _____

4. _____

5. _____



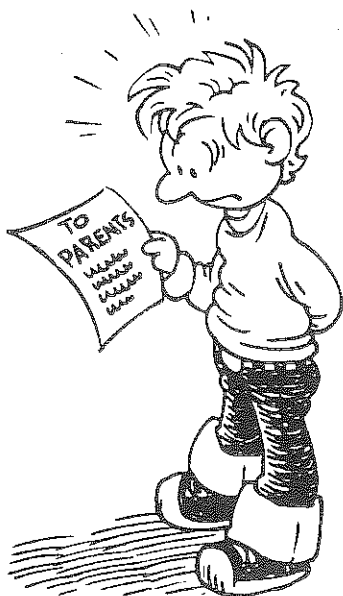
CONSEQUENCES

The next part of your Assertive Discipline Plan must include consequences for students who break your rules and misbehave. Consequences are actions you take that the students would not like to have happen. It is important to have consequences so that students know you are serious about the rules and expect them to be followed.

Consequences should be:

- Something the students do not like.
- Not physically or psychologically harmful to students.
- Something you're comfortable with.

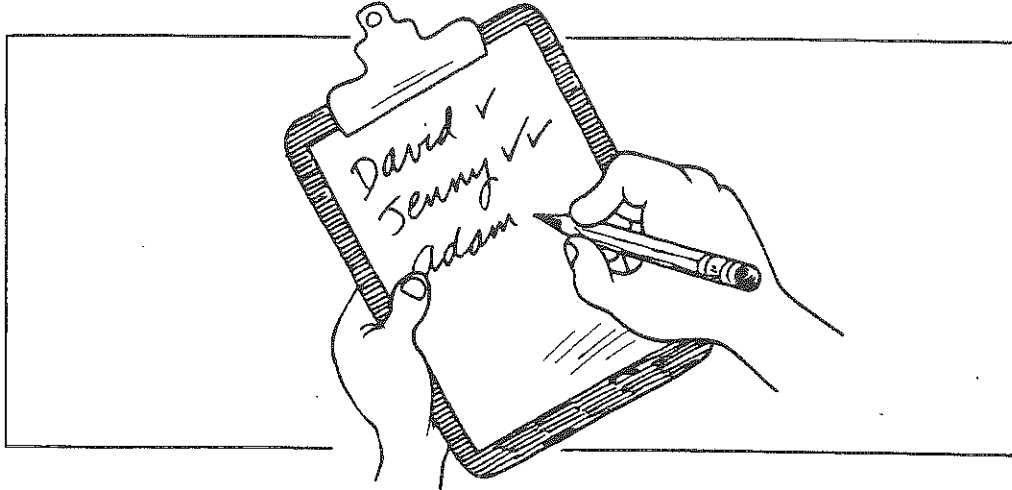
Examples of consequences



- Change seat
- Last one off bus
- "Hot seat" next to driver
- Conference with student
- Send note to parents
- Call parents at home or at work
- Suspend bus privileges
- Call transportation supervisor
- Send student to principal
- Conference with parents and/or principal

How to Keep Track of Consequences

The first time a student breaks a rule, record his or her name on a small pad of paper or a clipboard. If he or she breaks a rule a second time, place a check mark next to the student's name. Place another check mark for the third misbehavior, and so on. The number of checks indicate the consequence that will occur.



Consequences should be arranged in order of severity from minor to most severe. The first consequence is usually a warning. Thereafter, consequences get tougher each time a student breaks a rule.

Sample Consequence List

- 1st time student breaks rule: **Name** Driver verbally warns student that behavior must stop
- 2nd time student breaks rule: **Name** ✓ Driver detains student at bus stop to talk to him or her
- 3rd time student breaks rule: **Name** ✓✓ Student assigned front row seat, parents called
- 4th time student breaks rule: **Name** ✓✓✓ Parent, principal, student, driver conference
- 5th time student breaks rule: **Name** ✓✓✓✓ Suspension of bus privileges

Note:

Some drivers carry out the consequences and erase the students' names at the end of the day so that the students may begin the next day with a clean slate. Other drivers maintain the checklist over a week, allowing the consequences to accumulate. The way in which you use the consequences depends upon the policy and needs of the school district. Discuss the system you will use with your supervisor.

How to Handle Severe Behavior Problems

The techniques just discussed are to be used for ordinary, everyday problems. However, there will be times when one or more students behave in a way that jeopardizes your safety and the safety of your passengers. Such severe misbehavior must be dealt with in a special way.

Your consequences should include a Severe Clause ...

A Severe Clause is an action that will occur immediately if the incident is serious and jeopardizes the safety of the passengers.

For example

If a fight breaks out on the bus, it is a serious situation and must be dealt with immediately. The Severe Clause might state that you stop the bus, break up the fight and suspend the bus privileges of all students involved.

Examples of Severe Clause consequences



- Stop bus and refuse to continue until disruption ends
- Call dispatcher or supervisor to remove student
- Suspend bus privileges
- In-school suspension
- Detention in the bus station
- Parent rides bus with child

List the consequences for your bus.

1st time student breaks rule

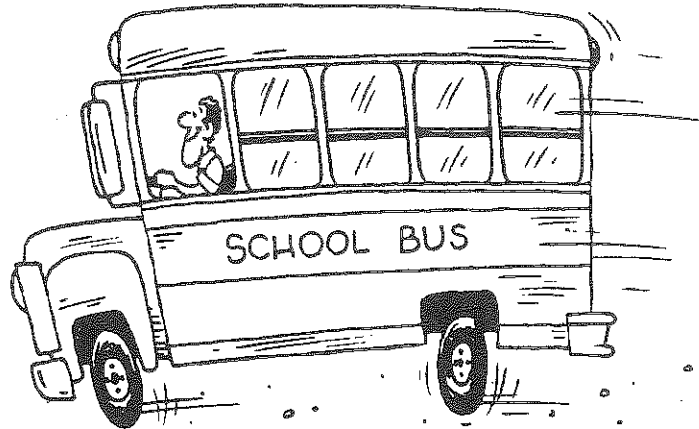
2nd time student breaks rule

3rd time student breaks rule

4th time student breaks rule

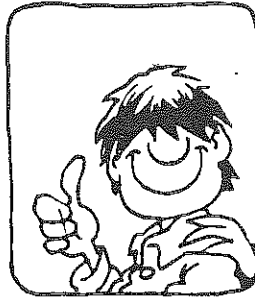
5th time student breaks rule

Severe Clause



POSITIVE REWARDS

“You kids have followed the rules so well, I’ll let you listen to music.”



You now have rules for your bus and consequences for students who break the rules.

The third part of the plan is called positive rewards. When students are well behaved and follow your rules, you must do something special for them or act in a way that lets them know they are doing the right thing.

Some drivers think kids should just “be good.” But you will find that if you keep telling students how much you like what they’re doing, most of the problems will disappear. Be specific, tell the students exactly what they are doing well. For example, “I like the way you are all sitting in your seats.”

Positive rewards are the strength of your Assertive Discipline Plan

Positive rewards can change the atmosphere of an entire bus. Positives make students look forward to their ride on your bus. And, most importantly, positives help make you feel good about your job.

Positive rewards should:


- Be something the students like.
- Be appropriate for the age level of the students.
- Never be taken away as punishment.

POSITIVE REWARDS FOR INDIVIDUAL STUDENTS

The best positive reward to use for individual students is praise. Everyone likes to hear kind words said about them. You like it; the students like it. So if you want to encourage individual students to behave, tell them as often as you can how much you appreciate their good behavior.


The more you praise, the better kids behave. Always remember to “catch kids being good.”

Examples of praise



- “Thanks for picking up the papers you dropped, Jack.”
- “You girls got along really well today. Good for you.”
- “You were very quiet today, Max. Thanks for making the ride so pleasant.”

Examples of positive rewards for individual students



- Note to parents
- First in line
- First off bus
- Special seat (window, next to friend)
- Awards
- Coupons for fast food
- Coupons for discounts at local stores
- Small toys and gifts
- Treats (raisins, peanuts)

POSITIVE REWARDS FOR GROUPS

Encouraging the whole group to behave is done somewhat differently. It is best to choose a reward, then have students work toward earning it.

For example, "When everyone is quiet, I will give you a point. When the entire bus receives 25 points, I will play your favorite music on the way home." Or, "if no one breaks a rule today, tomorrow everyone may take any seat they would like."

Examples of positive rewards for a group



- Play radio
- Play favorite cassette
- Coupons for fast food
- Coupons for discounts at local stores
- Parties
- Early P.M. pick up

How to keep track of positive rewards for the group

- Points on a chart or clipboard. Either you or a monitor can record a mark whenever all students are behaving.
- Stickers on a chart. Place a sticker on a chart whenever students behave.
- Magnets on the dashboard. Stick small magnets on the dashboard whenever the students behave.
- Push-pins on the visor. Each pin equals a point toward the goal.

List the positive rewards for your bus.



Remember to use positive rewards for individual students and positive rewards for the whole group.

SAMPLE SCHOOL BUS ASSERTIVE DISCIPLINE PLAN #1

Rules

- Follow directions the first time they are given.
- No moving from seat to seat while the bus is in motion.
- Keep hands, arms, legs and objects to yourself.
- No cursing, swearing or loud talking.
- Be at pick-up point on time.

Consequences

- 1st violation — Student warned by driver.
 - 2nd violation — Student assigned designated seat; parents called.
 - 3rd violation — Principal, parent, student, driver conference.
 - 4th violation — Suspension of bus privileges for designated period of time; parents notified and made responsible for transportation.
- Severe Clause — Same as fourth violation.

Consequences accumulate daily. Students begin the next day with a clean slate.

Positive Rewards

- Praise.
- Driver allows the radio to be on.
- Point system in which the driver rates the behavior of the entire bus.
- Positive notes to parents.

SAMPLE SCHOOL BUS ASSERTIVE DISCIPLINE PLAN #2

Rules

- Follow directions of driver.
- Stay in your seat.
- Keep all parts of your body inside the bus.
- No pushing, shoving, or fighting at any time.
- No eating, drinking, or smoking.

Consequences

- 1st incident — Driver warns student.
- 2nd incident — Conference with driver on bus after other students exit.
- 3rd incident — Student assigned a front seat and disciplinary notice sent to parents.
- 4th incident — Student sent to principal and parents are called.
- 5th incident — Suspension of bus privileges.
- Severe clause — Suspension of bus privileges.

Consequences accumulate for one week and begin again each Monday.

Positive Rewards

- Praise.
- Driver provides cassette player and student may bring favorite cassette.

HOW TO USE YOUR ASSERTIVE DISCIPLINE PLAN

The following steps will help you effectively use your Assertive Discipline Plan.

- **Show the plan to your supervisor.**

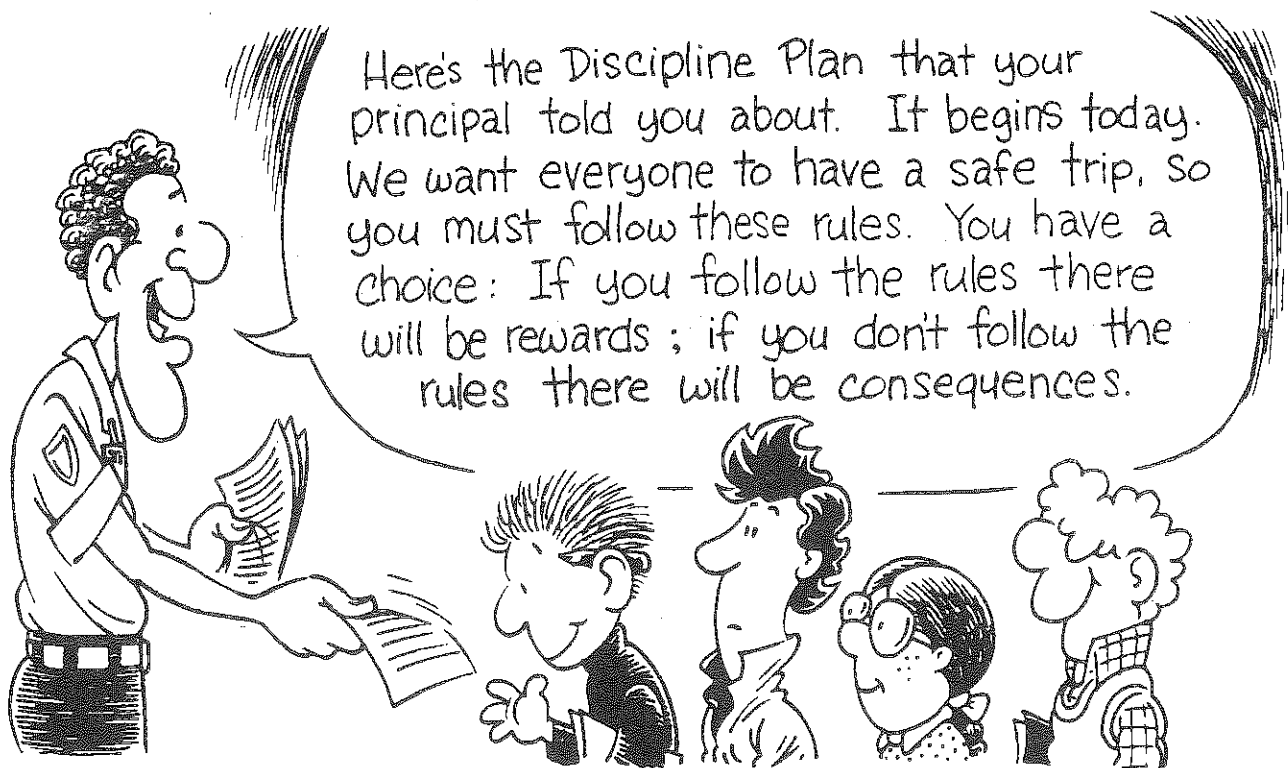
If your supervisor has not been involved in the development of the plan, show a copy of it to him or her. In order to have administrative support, your supervisor must be informed ahead of time about your discipline efforts.

- **Send the plan to parents.**

If the principal or supervisor hasn't done so, it is up to you to send home a copy of the plan to parents. In order for you to have their support, the parents must be informed ahead of time about your Discipline Plan.

- **Introduce the plan to students.**

Usually the principal or supervisor will explain the plan to the whole school. In addition, you should also talk to the students on the day the plan goes into action. Review the rules, and tell them the exact consequences and positive rewards.



- **Post the plan on the bus.**
Write the rules, consequences and positive rewards on the sheet on page 38. Tape it up in front of the bus so that everyone can see it.
- **Provide consequences immediately.**
The moment students misbehave write down their names or write a check. ("Steven, that's a check for throwing paper.") Don't wait until the end of the ride. Deal with the misbehavior immediately. After the ride, be sure to follow through with the promised consequence.
- **Provide consequences consistently.**
Provide a consequence every single time a rule is broken. Never ignore misbehavior. Students will not change their behavior unless you provide consequences without fail. Remember, the key to your success is consistency.
- **Provide consequences in a calm, matter-of-fact manner.**
Don't show anger or become upset. When a rule is broken, call out the student's name, calmly enter the rule broken, and write down the name or a check. ("Sandra, sit down now. You've broken a rule. That's a warning.")
- **Praise students frequently.**
The more you praise, the better behaved the students will be. Try to say something nice to every student every day. The more positive you are, the less you will have to use consequences.



Examples of How to Use Your Assertive Discipline Plan Successfully

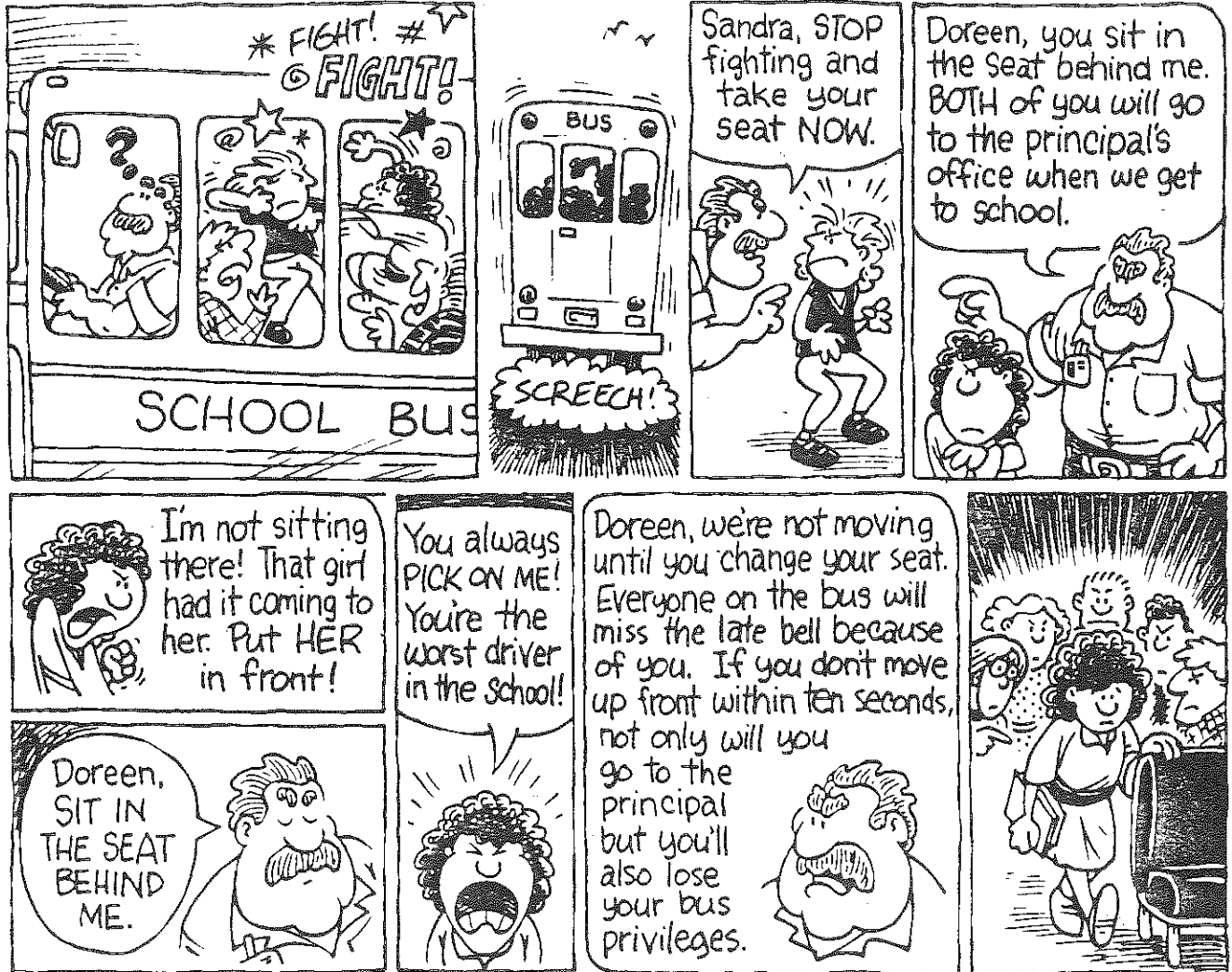
• with unruly kids



• with students getting out of their seats



• with severe misbehavior, fighting



Remember when the students break the rules:

- Stay calm.
- Be firm.
- Provide consequences from the plan every time.

QUESTIONS ABOUT USING THE PLAN

Directions: Read the following questions. According to what you have learned in the workshop and have read in this workbook, choose the letter (A,B,C) that most completely answers each question.

Question: You glance in the rear-view mirror and see a student, in violation of your rules, jumping out of his seat. What do you do?

- A. Wait until the next time he jumps up, then give a warning.
- B. Call out his name, then restate the rule. "Allen, on this bus you must stay in your seat. That's a warning." Write down his name on your clipboard.
- C. Stop the bus and call for help.

Question: Five minutes later the same student jumps out of his seat again. What do you do?

- A. Threaten to suspend him.
- B. Call out his name, then calmly state the consequence: "Allen, because you got out of your seat again, you have chosen to be the last student off the bus." Write a check next to his name.
- C. Stop the bus. Call for help again.

Question: A particular student has been a behavior problem on a regular basis. One day the student behaves according to all the rules. What can you do to encourage the student to continue behaving appropriately?

- A. Say, "It's about time you did something right."
- B. Ignore the student because you believe "kids should just be good."
- C. Praise the student's positive behavior, saying, "You stayed in your seat for the entire ride. Good for you."

Question: Three students, in violation of the rules, get on the bus yelling, shoving and pushing. What do you do?

- A. Restate the rules, write down their names, and give them a warning: "There is no yelling, shoving, or pushing on this bus. That's a warning."
- B. Kick them off the bus.
- C. Tell them if they don't stop, you will give them a warning.

Question: The students are usually wild and noisy when they get on the bus. One day the students get on quietly. What positive action can you take to motivate the entire busload to continue behaving?

- A. Nothing. Kids should just be good.
- B. Play music on the radio during the ride.
- C. Say, "I can't believe you're acting like human beings. What happened?"

Question: The whole bus acts up. Many students are yelling, throwing things, and are out of their seats. You call out several names and give warnings. The students don't calm down. The noise level gets louder and louder. What do you do?

- A. Raise your voice louder than the students'.
- B. Ignore the behavior because nothing will help.
- C. Stop the bus. Restate the rules and consequences: "Stop yelling and throwing things, and sit in your seats. The next student who breaks a rule will receive a consequence."

Question: Through the rear-view mirror you see two students fighting. What do you do?

- A. Stop the bus. Tell the students to stop fighting. Use the severe clause. If necessary, call for help.
- B. Ignore the fighting because the ride is almost over and the teacher can handle it at school.
- C. Tell the students you will kick them off the bus if they don't stop fighting.

AWARDS

Hand out these awards to individual students who behave on the bus.

Applause! Applause!

This award is presented to _____

for _____

Date _____



GOLD MEDAL FOR COOPERATION

This award is presented to _____

for _____

Date _____



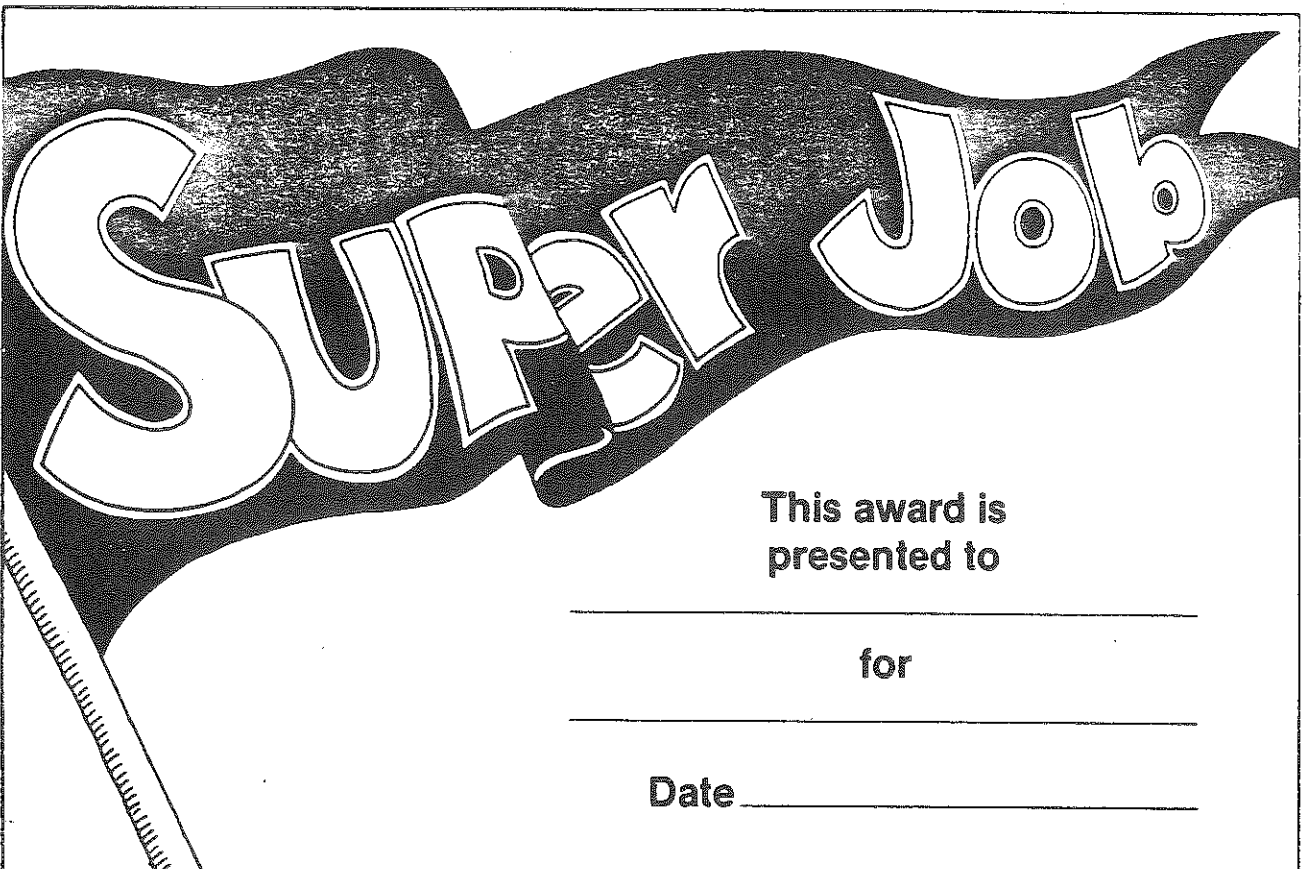


Positively Perfect
Passenger Award

presented to _____

for _____

Date _____



SUPER JOB

This award is
presented to _____

for _____

Date _____

Certificate of Appreciation

presented to _____

Date _____

Bus Driver _____

This form is a certificate of appreciation for a bus driver. It is shaped like a bus and contains four empty boxes for awards. The text 'Certificate of Appreciation' is at the top. Below it are four empty boxes. Under the boxes is the text 'presented to' followed by a horizontal line. Below that are two more horizontal lines for 'Date' and 'Bus Driver'.

Certificate of Appreciation

presented to _____

Date _____

Bus Driver _____

This is a duplicate of the first form, containing the same text and layout for a bus driver award certificate.

When a student misbehaves, this Discipline Report should be filled out by the driver, then presented to the supervisor or school administrator. It can be reproduced on NCR paper for multiple copies.

DISCIPLINE REPORT

Student's name _____
 Class/Grade _____
 Date of incident _____
 Bus no. _____
 Driver's name _____

Part I Driver's Report

Rule broken:

_____ Out of seat	_____ Yelling
_____ Fighting	_____ Destroying property
_____ Pushing/tripping	_____ Littering
_____ Unacceptable language	_____ Smoking
_____ Other _____	

Driver's action:

_____ Changed seat	_____ Reported to supervisor/administrator
_____ Held conference with student	_____ Spoke with parents
_____ Other _____	

Part II Supervisor's/Administrator's Report

Consequences provided:

_____ Conference with student	_____ Conference with parents
_____ Telephoned parents	_____ In-school suspension
_____ Other _____	_____ Student's bus privileges suspended

Comments

Driver's signature _____ Date _____

Supervisor's/Administrator's signature _____

Date _____

ASSERTIVE DISCIPLINE PLAN

Rules

1 _____

2 _____

3 _____

4 _____

5 _____

Consequences

1 _____

2 _____

3 _____

4 _____

5 _____

Severe Clause _____

Positive Rewards

1 _____

2 _____

3 _____

4 _____

5 _____