

# The Driver on the Bus

Andy Crossman  
Behavior Consultant  
M.Ed. Applied Behavior Analysis

# Where is the expertise here?

Me

Train & Consult with parents and staff on recognizing and treating behaviors.

You

Managing a 25 foot long, 10,000 lb, extra wide, rear wheel drive, unaerodynamic cube at 6:30 am in -5 degree weather as your fuel is gelled and your tires are struggling for traction as you follow highly specific and restrictive district, state, and federal regulations. Meanwhile, you have 60 kids dealing with their most difficult transition of the day and vying for attention and fighting their way through the social pecking order as they cope with fear & anxiety.

My Expert, Drew

# Behavior Analytics Meets “Move on Back”

## •The Story of Mikey

Mikey is a 7 year old nonverbal boy with autism. He was able to use appropriate communication EXCEPT when he was on the bus. He would throw his shoe at the bus driver because he was not able to follow the intervention plan of “tap twice on shoulder and wait your turn.” Many of your kids are struggling with the same thing- their school or community based intervention plans are not congruent with the bus environment. We need a plan for kids that works on the bus.

# Today's Agenda

- 1) Overview of Behavioral Principles & Interventions
- 2) Application & Implementation for the bus
- 3) Tools and Techniques to keep YOU in control

# Understanding Behaviors

- Why does the State Department of Education want bus drivers to understand behavior?
- What role does the bus driver play in the child's day?
- Are behaviors MORE or LESS likely to occur on the bus than at school?
- What are the risks that exist on the school bus?
- What are the legal, ethical, and personal risks you face with student behavior?

# Defining Behavior

- What is Behavior?
- Is it random?
- Is it predictable?
- Can it be changed?

# WTF? The Functions of Behavior

ALL Behavior serves one of these functions:

- To seek ATTENTION
- To get a TANGIBLE
- To ESCAPE or AVOID
- Processing SENSORY
  - Gain CONTROL

# WTF? and Why It Matters

Some Examples...

# Behavior Modification

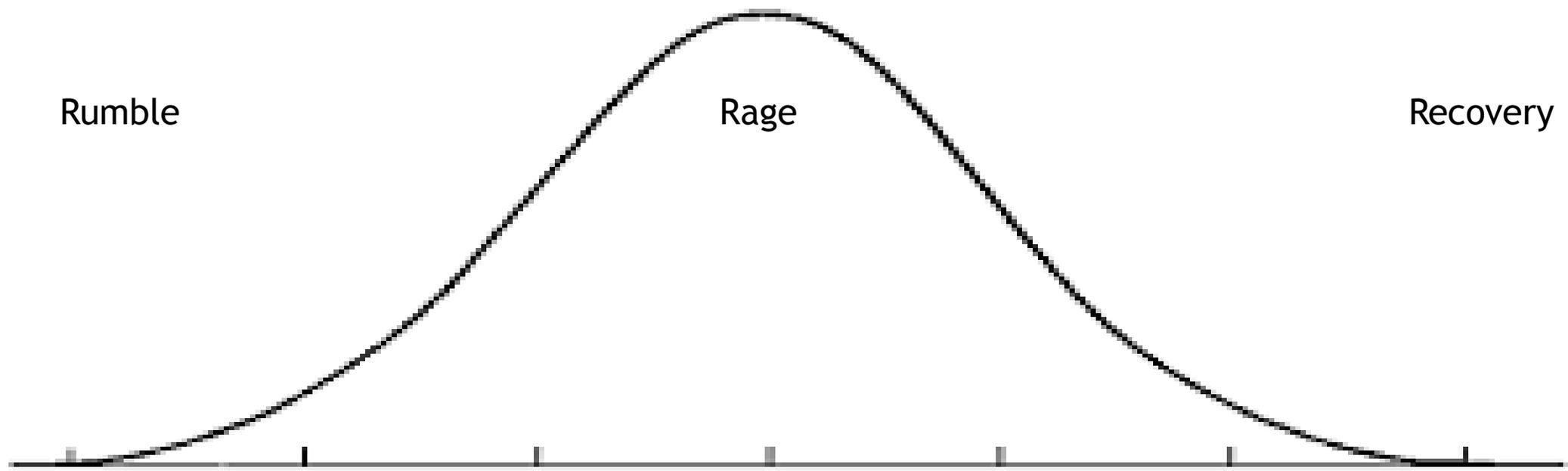
- Reinforcements
- Punishments
- Environmental Change

*Adding & Taking Away*

# A Couple of Good and Bad Examples

- Bazinga Operant Conditioning:  
[https://www.youtube.com/watch?v=qy\\_mIEnnlF4](https://www.youtube.com/watch?v=qy_mIEnnlF4)
- Stop it!: <https://www.youtube.com/watch?v=Ow0lr63y4Mw>

# The Behavior Cycle



# That little thing called ANXIETY

The TOPOGRAPHY of Anxiety. What does it look like?

What is the purpose of these behaviors?

The opposite of Anxiety is \_\_\_\_\_

# Building Trust

How do you build trust with the Students?

Who else's trust do you need to earn?

Keeping Control

Setting Realistic Expectations

Setting Appropriate Limits

# Setting the Tone



# Empathy

What are your students dealing with?

# Precipitating Factors

Soda Can shaking demonstration

What is wrong with the question “What is the one thing that set him off”?

Why is it important to recognize that these kids are always being “Shaken?”

It is our consistency that relieves some of the pressure

# How do I give Attention while I pay Attention?

What is the risk of taking my attention off of the road?

If so many behaviors are caused by need for attention, how do I address the students' need and keep my attention on the road?

Can the way I give attention make it worse?

# Why Shame doesn't work

“We live in a world where most people still subscribe to the belief that shame is a good tool for keeping people in line. Not only is this wrong, but it's dangerous. Shame is highly correlated with addiction, violence, aggression, depression, eating disorders, and bullying.

Researchers don't find shame correlated with a positive outcome at all- there are no data to support that shame is a helpful compass for good behavior. In fact, shame is much more likely to be the cause of destructive and hurtful behaviors than it is to be the solution.”

Brene Brown, *Daring Greatly*

# Bullying

Why is the Bus an ideal place for bullies to strike?

Why is this so dangerous?

What can we do about it?

# The Role of Reciprocity

What do we Give & Take

What do they Give & Take

Some real life examples...

# Parents

Ultimately, what do parents want?

What are the biggest challenges they present to you?

How do we effectively resolve the issues

# The System

How do we adapt to:

New Regulations?

New Administration?

New Supervisors?

New Drivers?

# Support Strategies

Where can you draw support, help, and release?

Who “Understands?”

QTIP, Rational Detachment

# Now What??

What are your Take-Aways from today?

How do you apply them?

Will it help? How?