

## Positive Behavior Support (PBS) Tips for Transportation Staff

### **Prevent Behavior Problems**

- Establish a “quiet signal” and then practice several times a day--don't wait until it is too loud.
- Develop bus behavior expectations with students.
- Example: *Be Safe* (Wear seat belts and sit facing forward, Enter and exit the bus carefully, Keep body and objects to self and inside bus, Keep aisles clear), *Be Responsible* (Be on time, Keep area clean, Take your belongs with you, Report vandalism promptly, Keep food and drink stored, Electronics should be stored and off at own risk) and *Be Respectful* (Use inside voices, polite/appropriate language, Listen to your bus driver and safeties, Make room for others in seats, Use kind words).
- Remember to keep rules to a minimum, so students can remember them, and state them clearly.
- Post lists of rules and consequences for students to refer to.
- Have a student read them at the beginning of the route to remind students (“precorrection”).
- Provide students with a hierarchy of consequences, both positive and negative, so that students will understand what will happen if the behaviors you expect don't occur and what you will do when they do occur. Non-preferred consequences for misbehavior might include a change of seat, last off the bus in the morning, last on the bus in the afternoon, etc.
- Don't promise rewards or threaten consequences that are not possible or within your control.

### **“Catch Them Being Good” and Provide Positive Interactions**

- Greet students at the bus door.
- Remember that building rapport with students is one element that will increase a student's willingness to follow rules and directives.
- Try to “catch them being good”—research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.
- Find students to give positive praise and tell them exactly what they did right (“You were safe when you kept your hands and feet to yourself, good job”).
- Give very specific, frequent, positive verbal feedback (“Nice job being responsible—you remembered to take your things when leaving the bus”).
- Remember the 4:1 rule—this means that for every 1 time you tell them when they broke a rule/did something wrong, you also try to tell students about 4 things they did well.
- Try to recognize effort and progress by praising *small* successes, too.
- Consider using “listen to music” as a reward for entire group behaving.

### **Address Behavior Problems Quickly**

- Use choices when directing students to help teach them that their behavior is under their control and that consequences are the result of *their own* choices.
- Consider ignoring *minor*, attention seeking behaviors.
- Try to pay more attention to behaviors you want to see (students following school-wide expectations), then to the problem behaviors.
- Make your expectations clear when you correct them by requesting behavior that is incompatible with the undesirable behavior. Instead of saying “Don't hit”, say “Hands at your sides.” This way they know exactly what you want them to be doing at that moment.
- When discussing problem behavior with the student, try to do so in private.
- Be consistent (if it isn't okay to chew gum on Tuesday, then it isn't okay on Friday, either).
- Move students' seats when needed.
- Set clear, consistent, and enforceable limits when rule violations occur.
- Be firm, but calm and matter-of-fact when addressing problem behavior. Setting limits does not have to be done in an angry, rude or hostile way. Firmness does not mean intimidation.

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