

**PRESENTER:** I'm pleased to welcome Becky Millspaugh, who is an intermediate unit training and consultant staff at Delaware County IU in the eastern part of Pennsylvania. And she's also a PBIS network facilitator. And she's here with Jim Stewart, who is Chichester School District transportation director, and Burt Blackburn from Radnor School District transportation director. And I've been asked to turn the rest of the introduction over to Becky because apparently she has channeled her inner poet. So welcome and I will turn this to Becky right now.

**BECKY MILLSPAUGH:** I wish I could say I wrote it, but this is actually a published poem. And if you're not familiar with it, you may want to use this for the things that you're working with. There are heroes in our land today that never receive any recognition. Some of these are a child's first acquaintance with education. Now a teacher might be the first one who comes to our mind, but I speak of the bus driver for which the kids wait in line. For a moment, put yourself in the bus driver's shoes and I'm sure you will find it's a job that you might not want to choose. Just think what it would be like to babysit for 60 kids or better, on some of the big buses it's 70 or better, and remember you must chauffeur this busload of kids regardless of the weather, the conditions of the road, or the conditions of the drivers. I must admit to be in front of a classroom with 20 to 30 kids wouldn't be a picnic, but to drive 60 kids over icy roads would set my nerves on edge and make my stomach sick. A school bus driver is like a postman or woman, and must go regardless of rain, snow, gloom, and darkest of night with these hour changes. But no postman or woman ever had to have 60 kids, clean up their mess, and break up a fight. A child can have a bad day at school without any warning, but can be forgotten when a bus driver says, have a good evening. I'll see you in the morning. Ask any student what heroes of theirs never received any fame, and I'll bet a bus driver will be among those that they name.

I am here with two heroes of mine, and they will very humbly, and we'll probably play back and forth, very humbly say, that is not me. But they are. I could have talked the talk because I was asked to talk the talk and in my job, that's what I'm expected to do. It's a contract little fine print that I sign, but I'm bringing you two gentlemen that are walking the walk with their garages. I have one gentleman who is actually setting and may - you know, Shakespeare, forgive me, we have a tale of two districts. I have one district that I have had the opportunity to work with and some of you have met before that have district-level PBS implementation going on. And he was told, find a way to make it fit. And that would be Mr. Jim Stewart. He's to the right.

Then I also had another director who, by the way, helped to change some of the things, and we're not where we all want to be yet, but change some of the content in the Pennsylvania bus driver's training manual, which we'll talk about today. And he said, you know what, I think we could start this in the garage and maybe start the impetus coming from the garage instead of from the district. And that person is to the left, and his name is Mr. Burt Blackburn.

Now you can understand why I have heroes here because we're not going to talk about what could be.

We're going to talk about what is. And I'm not here to say, everything's coming up roses, because it's not. So we're going to be real, so our agenda today is to share, if some of you -- I see who you are. Some of you I know and love dearly. If some of you are trainers, we're going to have training slides for you, so we're going to go through that so that you can see that this isn't things that we actually brought up. Dr. Riffel, who's here, and George Sugai, who's here, sorry about that. I get a little excited. But this is their research, so how can we take existing research and use it to help transform communication in a bus garage?

And you're looking at your skeptically and saying, really, seriously? And I'm here to say yes. And I've got two witnesses, two partners in crime, that can say, yeah, we did that. So we're going to look at defining it for transportation. What is this PBS thing that we're all talking about? We're going to understand the rationale behind that kind of a communication change that has to occur. We're also going to look at how do you lead process changes in a garage when there's so many other factors that come to play? We're going to look at universal samples of PBS, and here's the cool thing. If you can operate a computer and type in that web address, you can actually get to everything electronic that has been created as examples.

But I will caution you, and I'm going to say this anywhere I go, please don't just take what these two gentlemen have really inspired their garages to do and cut and paste it into whatever garage or bus driver group that you're working with. I would say use this as a guide, as a sample, but to build this using the process that we're going to describe today to create your own products. But everything that we talk about is up there. We also put some de-escalation training that we did recently. It's up there as well. So you can see how every training that now is transpiring, at both Radnor and in Chichester, has to do with and directly correlate with the PBS practices of their building. And that makes the trainings much more effective because we've all probably done some and done trainings with our bus garages to different levels of degree. But this also helps tremendously if you have it build upon a system, which we've been hearing throughout the entire conference.

All right, and we're also going to explore some next steps. How do you jump start this initiative? All right, so hopefully this is what we're hoping to do. We had -- some of us have been working together for three years, right Burt? And some of us have been working the most fabulous year of your life, right Jim? So we try to pull this all together in a short amount of time. So what we were hoping to do is to share with you what we have, go over some slides for those of you who are trainers or who are professional development, are going to be moving this forward. Stop, have conversation of what that'd actually look like and transpired and things that we had to think about coming from the two people who are doing walk the walk. And then at the end, we'll definitely leave time for questions. Does that sound good? I'm seeing head nods. Okay.

All right, I want to start with where you are. How many people are transportation directors here? All right, for those of you who might be watching this in the video, there were crickets that were sounding. How

many of you are -- work in the educational system and know what this triangle looks like? Okay, for those of you who are watching this video, that was everybody. Which is good because we need to talk about the different lenses and perspectives that we bring to the table because, you know, I used to think I knew everything about bus driving training, not the air brakes and not the K turns, but the behavior and the discipline piece and the special needs section. Guess what? I found out I didn't know anything because I wasn't a driver.

And when drivers say to us, have you ever driven a bus? I used to almost take that as a personal affront, but guess what? They're right. This is where we live, right? We live in this model. We've all been trained in this model. You can't be in Pennsylvania without a triangle attached to your forehead at least. All right, so we know that this is where we're going. But I would argue that our drivers and even our cafeteria workers, sometimes our paraprofessionals, they don't understand where we're going. They don't understand this process. So how do we take this very complicated process it took some of us master's level courses to get and understand, how do we take this and make this transferable to a staff that doesn't have the same background? So that's where we're starting. So I know where you're starting, and these gentlemen soon learned where you were starting, okay.

So how do we get it to the point where all the drivers know this? Can you say it with me? Just say it loud and proud. What is PBS? It's a systems approach to discipline that emphasizes prevention, instruction on social skills, data-based decision-making to both reduce problem behavior and improve academic performance. Guess what? When you first use this slide, and I would argue that all drivers need to see this slide, what do you think they think? What's this have to do with me? Because they don't own this yet. Oftentimes what we're doing is we are actually doing what they told us not to do with our staffs from school. we're doing PBS to them, not with them. So we have to have a conversation about how do we make you part of this system? But we also have to make sure that they have that common language that they know, when we get to every training, that this is going to be popped up here and to remind them that you are part of the system, and this is why we're doing what we're doing, okay.

So this overview slide is for those who do training. And if you don't know this training, you probably haven't been around for a while because this is Dr. Riffel's slide, [behaviordoctor.org](http://behaviordoctor.org), the one that we heard some fabulous information from. And this is what we actually shared with the drivers. We say it's working together, clear expectations, and positive interactions. And again, the drivers say, okay, sounds good. And they're quiet just like you are because it's a second slide into the presentation and they're not quite knowing what they're getting into, right?

So we talk about this, we use this as an overview so that everybody starts to have the same common language. And again, this is going to be up on that WikiSpace. We talk about what is expected behavior. Again,

everyone gets this training slide, okay. Sometimes a core team comes back, and we go back to this and say, remember, this is why we're doing this product. Let's go back to the slide about teaching, modeling, and reteaching. And what do you think the bus drivers are saying? I'm driving, turning, and stopping. What are you talking about, teaching, modeling, and reteaching, right? So we have to get drivers involved in what does it mean to teach, model, and reteach. I really have to say, we've got some budding actors, don't we? We have some budding actors. We'll talk about that in a little bit.

The biggest thing we're going to talk about is acknowledging appropriate behavior because, once again, because drivers aren't in the schools, they aren't necessarily understanding what those levels of acknowledgment mean. All right, and then what we all want to talk about because I don't think there's one garage that I've worked with that doesn't want to talk about this, is what are the consequences for those kids who aren't doing what they're supposed to do? And somehow we have to say, that's important because PBS does not ignore inappropriate behavior, but every single one of these are balanced. And so we're not just going to spend our entire time looking at that third piece on this slide. And that's important when you're talking, again, from a training aspect of it.

One of these -- and I really have to say that -- I'll take credit for this slide, that's why if I got it somewhere else, I put the source on the slide so you can get more if you want, more good stuff. We kind of created this as we went along, didn't we? So you look at home and school, and oftentimes we're working on that connection, but what is the big connection there? It's bus, right? In the morning, in the afternoon. It's like we're sending them off. And the bus, the bus driver's like the ambassador of the district, right?

But here's the problem though. It's critical, if the bus is going to be the ambassador between those two areas, it's critical that we're in alignment. And that's what we start talking about drivers. It's not people from the school coming and telling you what to do. It's how can we be in alignment so that we have those same values and those same behaviors that we're looking at? And I wanted to stop right now and have a chance for Burt and Jim to talk. And I wanted Burt to actually maybe if you can speak about how you started with one school, how you started to try to get that alignment going. It's on.

**BURT BLACKBURN:** Well, we started with one school primarily because I didn't want it to be an overwhelming process for our folks. We started with one of our elementary schools that we were having some recurring behavioral issues I guess is the best way to put that. We had some recurring problems and I wanted to bring the drivers in that handled those children and to give them some other tools. One of the things they were always telling me is that they didn't feel that they were part of the solution to the problem, and we wanted to include them in that way. They were not being successful in handling some of these issues, so we wanted to have a collaborative effort among our school and among our drivers. And they really took -- they took the reins

there and really got into this whole idea.

**BECKY MILLSPAUGH:** And Jim, if you can talk about how you got pulled into that district thing?

**JIM STEWART:** Well, you got to appreciate I came from a whole different arena. I'm only two years in the education field. I came from law enforcement. And when I came in, I didn't know the difference between PBS, SIS, SWIS, ESY, ESP. I didn't know any of them terms and what they meant. I was trying to learn on the fly. But I was dealing with daily issues with my drivers that I was trying to educate them and listen to them and guide them along the way. And PBS was something that was brought to my attention.

Becky finds a way, like she has with both Burt and I to get you absorbed into her thoughts and her beliefs. And it -- from our perspective in my district, the district had accepted it and was working with it, but it was not integrated in transportation at the time. There was one attempt prior to this and it failed. It was prior to my arrival. So I wanted to be educated on what the purpose of PBS was, the benefits, the good and the bad of it, and I was brought in hook, line, and sinker. If you see all these papers, these are just some of the papers that Becky gives you when you come to these administrative meetings. And but it was a great learning experience for me, and I thought it was worthwhile to bring it back to my drivers, and we went from there.

**BECKY MILLSPAUGH:** So you know, we always hear about administrative support in schools gets PBS going. It's pretty clear that administrative in the garage is paramount, don't you think? Now you see why these guys walk the walk. That and they have to put up with me, and they do it with a smile. All right, let's look at the million dollar question then. How do -- through a research-based communication network type of framework, how do we get people doing positive behavior supports? Well, I know you've seen this, especially if you've been training or you've been trained, because I do believe this is day one training for PBS core teams. So if you can read the purple, I will read the regular print. Until we have defined, taught, modeled, practiced, reinforced, and retaught, it is --

**AUDIENCE:** [inaudible]

**BECKY MILLSPAUGH:** And we all know Rob Horner, who is like the godfather of PBS. If I would have any more kids, I'd probably name them Rob Horner Millspaugh, but you know, that's not going to happen, so here's my way of thinking about it. Until we have defined -- now get ready to read the purple. Until we have defined, taught, modeled, practiced, reinforced, and retaught, it is unethical to, say it with me, criticize bus staff. And the reason why I say this is we did fall flat on our face the first time around.

Jim's like, I wasn't there. But we did because we treated drivers as if they were educators. That's completely wrong. We wouldn't have done that with any other staff. Not only that, but this is the only staff I know, if you have a paraprofessional covering lunch duty or recess duty, what happens when there's a

problem? They get on the Bat Phone, you got a 20 or 30-second response to get to the problem, right? So most paraprofessionals, once they've been trained, feel pretty supported. You're in a tin can that may or may not have air conditioning, that hopefully has all the windows working, we do make sure the brakes are working, right, guys? Okay, we do make sure the brakes are working. But now you have these guys, when there's a problem, they get on the Bat Phone or the walkie-talkie, it's not 30-second return, is it?

So we need to actually think differently. So it's imperative that you know what they know. So how many of you guys, and don't worry, I'm not going to ask you air brake or K turn questions, but -- because I really don't know what they are. But how many of you guys have ever seen the Pennsylvania Bus Manual? Oh, I see one, two, two hands went up, and there's more than two people here. If we looked at percentage-wise, that would be less than 5%. That means that you guys would be the top of the triangle, and the rest of us in the triangle don't know what's on the Pennsylvania Bus Manual. Now I'm not saying that you have to take the test and be a certified bus driver or join the bus rodeo, which happens every year. What I am actually saying is that we almost need to know where they're coming from. And you only have to read section B and D, really, because that's the behavior and the disability side, to actually know what the drivers are being instructed on.

So I want you to think about this. What would be logically, for those people who, you know, if you're sitting by the two people who raised their hands, said yes, I've read the Pennsylvania Bus Manual, you picked a good seat. But I want the rest of you to think about this. Which of these ideas do you think are in the Pennsylvania Bus Manual? I'll give you a chance to peruse it for about one minute, and then I'm going to see how many you got. Which of these ideas do you think are in the new bus manual?

How many of you think about three are on there? Okay, some people think three. How about four? No? Five? Anybody think that all six of them are in there? Look at you guys, I've figured her out already. See? You guys have been hanging out too close to these guys. All of them are on there. All of these topics, which are integral pieces of PBS, would you not say? All of these topics are in the Pennsylvania Bus Manual. But the problem is -- so you're going to say, well, Becky, for goodness sakes, they should know this then, right? Just like all of our teachers who've taken classroom management 101 and gotten their bachelor's got -- you know, they know that too, right? Well, here's the problem. The percentage of test items on those areas is less than 10%, so they're only being tested on less than 10%. If you have to do a re-certification class or you have to do a certification class, are you going to spend a lot of time in that area knowing that only 10% of the test is covered in that area? Anybody who's done American Red Cross CPR training and re-certification? You don't.

You have a very short amount of time, so even the trainers don't necessarily get into the in-depth pieces of information. If you know this is in the bus manual, then why don't we start with the bus manual? And by the way, on that WikiSpace there is an introduction to PBS using the brand new bus manual because we did

it for you at Radnor. All right, so it's in there. So that they can start to see the same. Why is this something different? It's just building upon what they have already received.

But let's think about this. They get one day -- is it two days of training? Two days of training, and Burt would know because he handles a lot of the training for our county. Two days of training, and they have to know how to operate the bus, plus manage the kids on the bus. Two days of training. On average, how many years of training for a teacher? At least four, right? Sometimes five or six, seven or eight if they're a master's, right? Continuing education, get those Act 48 hours in, 180 every time we get the new season coming in. Problem is is we don't do that with our drivers, and yet we hold our drivers almost to that same level that we do for teachers. And I would actually say to you that that's not very fair. And then we get upset with them when they don't follow through and handle behaviors the way we think they should be handled, and yet they've had less than 10% assessment on here.

So what happens is if you don't have a system of PBS supports set up so that you're constantly rejuvenating, retraining, reteaching your own bus staff, they go back to what they reverted to as a child or what they received when they were in school. And these ways of handling kids might not be in alignment. But yet on the other hand, we also have to take into account that some of these bus staff drivers and assistants have had other lives too, so they bring many talents to the table. And since we're looking at a strength-based way of looking at problem-solving, I'm going to stop right now and I'm going to have these two gentlemen talk to you about what are some of the background areas of their drivers because their drivers are not very dissimilar to yours. All right, who's taking it? See, Burt got it first.

**BURT BLACKBURN:** Okay, we have a wide variety of former positions and things like that. We have retired truck drivers. We have postal workers that have retired. We have mothers returning to the workforce as they're raising their children. We even have retired police officers and retired service personnel, and I'm sure you can add to that list as well.

**JIM STEWART:** Yeah, we do have a -- some of the people, it's their careers, their life. They've got absorbed into what they were doing, and they happen to like it and be very good at it. So they stay there, but we also have, similar with Burt, we have a lot of -- I have a couple of CEOs, I have a couple retired military, postal workers. I do not have any other law enforcement people in my garage, thank god. And one's enough. But there's a very diverse background of all the people who do this job. A lot of people, it's their career. Other people are supplementing different retirements that they have been benefited by.

**BURT BLACKBURN:** I always have a story about my one truck driver that has a -- put a thing in my head that's stuck with me forever. He was having a real difficult time one day with some of his children on his bus, and he

came into me, you know, I can -- I've been driving for 40 years. I could put a truck wherever you wanted me to. The one thing is my cargo never talked back to me, so.

**BECKY MILLSPAUGH:** So I guess my point is here, when I say this, because we're about to go into how do we change the process, my point is that we can't assume that they know everything that our teachers know. But we cannot also assume that they don't bring some really good skills to the table. So what we did to start this process in both garages, which we actually use a similar approach, is we started with revising the way the garage actually communicated with each other. And this was different because instead of just coming in, punching in, doing what you need to do, punching out and leaving, now we're actually saying, hey, guess what? You're a team. And some of them were like, what? Yeah, we're a team. We meet at happy hour, yeah. No, no, we're the team. We're a team in the garage too.

So we developed a way in which the staff actually started to create some of the protocols that were used throughout either the garage or the district. And that was a sense of empowerment. And I cannot tell you that people who have already been in CEO positions who are now driving a bus, there's a frustration there because they do have management skills, don't they? Different types of management skills, but we can pull from that. So it looks different in a PBS system. And for those of you who don't have the handouts, I'll just go through it rather quickly because we're going to come back to this at the end. We actually changed the communication system, and I'll let these gentlemen talk about how that worked.

If you start up on the right side, where it says transportation director communicates, as you can tell, even though the large group is just a little daunting, these gentlemen know how to communicate, don't they? They may pick on me and I pick on them, but they really do know how to communicate. So they're the ones who are leading the cause, but notice that in the process, they're not at the top of the circle, and they're not at the top of the circle on purpose. Because the transportation director is part of the process and part of the learning. So it's not a you do what I say kind of a situation, because as soon as that starts to happen, you start to lose the driver buy-in. The biggest thing that we've had to deal with is driver buy-in. The biggest thing that you had to deal with is teacher buy-in, right? Very similar.

So the transportation director is the communication device that speaks with the district, that is able to make things happen, but they're not the person who makes those decisions. So that communication starts there. There's a PBS team. We actually have core team members. You know how your elementary school team has a core team and your middle school has a core team, your high school has a core team if your high school's going there too? Guess what? We've got core teams. We've got the bus core team. That was huge. What are we doing this for? Well, we want to get your, you know, opinion. Oh, and by the way, when you're part of this PBS team, you're going to be going out and talking to your colleagues. Now we've got rid of that are you a bus



driver kind of mentality, because guess what? We're all working on this together.

So once that training and discussion happens between that core team and the rest of the personnel, the PBS team checks in to say, hey, all these decisions that we all decided to make, is it working? And the PBS team also creates and revises and the transportation director is there, much like a principal would be there for a PBS core team. And you're all looking at me like, yeah, right, Beck. I'm here to say that I'm talking the talk, but these guys are walking the walk. So I'm going to let you speak to that.

**JIM STEWART:** First thing, as Becky said, we did form a core team within transportation of our drivers. Where we are, we do have -- there is a union, so I thought it was wise to bring in the union as well. So there was union representation. I had regular drivers for the first time, or subs were allowed to be involved with the process because we've always felt like they were outsiders. And I had aides involved in the process, and they decided amongst themselves who was going to be on our core team.

We met, at a minimum, eight times amongst ourselves with Becky. And compliments to the district, our head of our pupil services was part of each and every one of these meetings. And we formulated thoughts and ideas. And in the beginning, it was a complaint session. It was this isn't going to work, this is why it's not going to work, and then they went down a litany of every little thing that could happen on a bus. And we listened to it. We let them do what they had to do, get it out, and then stand back and wait till we were done. And then we, you know, we just made -- we made an assessment on what they said and how they said it and tried to prioritize all that.

And then we would have our own administrative meetings with Becky and I and other administrators, mainly the principals, because for the longest time -- time, as Burt alluded to earlier, transportation was always thought it doesn't matter what we do or say because nobody's listening to us. They didn't feel that they were supported. And it was part of my mission, through Becky and my administrators, to make sure that they were part of this, they were respected in this, and they were welcomed in all of this. And in the beginning, it was a little rough, and we'll get into that as we go forward, but it really developed, I thought, in a well-rounded way.

**BURT BLACKBURN:** Radnor, at Radnor we were very similar. I took a slightly different approach only because I wanted to make sure that people that had a, you know, vested interest in trying to improve things for their children on the bus had a chance to say what they wanted to say. I opened it up. I put a memo up about would you like to volunteer for this? And I had a number of names and number of our folks, both the drivers and some of our bus monitors and our backup drivers all were very much in favor, so they signed up. And I also went through and chose a few people and suggested that they may volunteer as well. And it really gave us a good core team that -- and each of these folks that have volunteered have proven themselves well and, you

know, again, it was a diverse group of people, so.

**BECKY MILLSPAUGH:** And they're excited. So the people that they choose are excited. I was in the IU, and I came in, and I was flying to, you know, pick up materials because I'm very organized. But anyway, I was coming to pick up materials, and all of a sudden they were in a re-certification class with a person who was not necessarily -- they were all Radnor. There were a couple of Radnors and a couple from other districts, and they were all getting re-certified. Because by the way, I don't know if you realize this, but they also have to be re-certified with the same bus manual. So I came by and they were excited. They're like, there she is, there she is! And I'm like, oh boy, what did I do? And they said, come here, come here, come here. We're in the section of behavior. We were telling the other drivers what we do. And they were so excited.

In fact, when I was working with Radnor, I was telling them a story about something that happened in Chichester because I'm allowed to, Jim says I can. And Radnor drivers came up to me on the second day. They said, you were right. I said, did you think I was lying? They said, no, we checked with the other drivers. So they actually had talked with the other drivers. So the great thing about this kind of a movement, it's very catchy. Very catchy in a good way. So we went from litany of complaints, everybody come together on that. That wasn't very hard to pull people together on. But now all of a sudden to, hey, do you know what you're doing? And actually, the two districts who are very far away from each other geographically, who are actually talking to each other. So they're creating their own network. So we have our own bus network going on there.

So I want to talk to you about products because we know that when it comes to universal implementation, particularly anything that we measure, since we're all in the educational realm, and I always has to have a product or evidence that it's been created, evidence that the system is in place. So this is probably not very surprising to you that there are products that we created through this process. Radnor is not as far, but they're getting there because they've only done it for a short amount of time. Chichester, we went through some real ups and downs these past three years. And they'll be able to talk with you through these.

So these are going to be where we are, and for the majority of you, you're like, okay, yeah, we've done this at school-based. I know what this is. So we're going to go through this type of product, but what does it look like in a bus garage? So we're going to talk about a common vision for transportation. I have to tell you, this was the most fun to do, but the most exhausting. So, you know, we'll talk about that. If you create a team, that needs to be a priority. And one of the first things that we thought of, instead of everybody, let's just get along. That doesn't work, right? We tried that the first time around, Jim, before you got there. Didn't work, sorry.

So we had to start, okay, well, who are we? Because if we know who we are, then all this other stuff's

going to be a little easier to do. And what it did is it actually got people who normally might not have been connected because there's no co-teaching in bus driving. There's only one person that can push the accelerator at any one given time, one person that can push the brake. Generally, only one person that can open the door unless you have a student helper. But so the fact of the matter is that these guys and ladies were very much in a solitary silo, right? So now we have a bunch of people who are used to driving the tin can in a solitary silo, if they're lucky maybe they have an aide, but maybe it's not the same aide all the time. You know, we've had that situation with co-teaching as educators. So how do we get them all together so it makes sense? And this was new, especially for those who have been bus drivers for a very long time. You want to share yours, Jim? Your vision.

**JIM STEWART:** Through this PBS process, we thought it was a good idea to come up with a vision, a purpose for transportation. And ours in Chichester reads, the vision of Chichester Transportation is to transport students safely from home and school. Drivers work in conjunction with parents and staff to promote positive behavior in all settings. We have banners, compliments of Becky. We have banners in our garages, in their break rooms. It's on all of our pieces of literature that goes out. We will have a manual. I know this may sound foreign to Burt, but Chichester never had a manual in transportation. We will have a manual beginning the new year, and this will be the lead paper in the manual. So they're starting to get it. Do they all agree with it? Probably not, but I think they're following in the lead of the others that are utilizing this system and letting it work for them and seeing it's not such a bad thing.

**BECKY MILLSPAUGH:** And let's talk about Radnor's. Now look, two bus garages, but they're slightly different.

**JIM STEWART:** And so ours, after much work, we brought ours together. And the vision of Radnor transportation is to work with parents, school staff, and coaches to enhance communication with mutual respect. Our commitment to excellence is to safely transport students while encouraging respect and caring behavior within all students in our district. We brought our core group together that I discussed, and we worked on this. And really we brainstormed. We talked about ideas. We talked about some of the issues that was impacting our department from conversations with coaches, conversations with other school staff, and this is how that vision, just looking at some of our issues, came together. We post ours on -- we have a daily message board that's a TV -- rotating TV screen that talks about roads that are closed, but every day we start off with the vision up there so that just sort of gives them that message on a daily basis. We also have it distributed among posters on the wall and that type of thing.

**BECKY MILLSPAUGH:** And any training that I do for any of these drivers, we most likely do training now together. The core team co-teaches or co-presents, and then after a while I just slowly but surely -- they don't realize it, but I back off. But we always start with a vision. So any training has this vision prominently. And

because they created it, it's theirs. And anyone who comes new, you will hear the drivers say, yeah, we created that, instead of this is what they told us to do.

The other thing that the two gentlemen probably meant to say, just nod your heads if this is right, is that we actually looked at the vision statement of the school to make sure that what we did was in alignment. We didn't want to come up with some kind of vision statement that wasn't in alignment with the rest of the district. And that's part of the reason why -- and that was the first time some of our drivers even realized there was a vision for the district, okay.

As you could hear the gentlemen allude to, we let them be honest. But when they were honest, they had to do it measurably. So they'd say if the kids are disrespectful, what does that mean? What does that look like? And we were getting them gauged not just to say that this is going to be the problem, but also to let them know that when we start talking about behaviors, they're going to have to sound measurable. It can't be your feeling behind what's going on or how you feel about it. It has to be measurable so we can actually problem-solve. You guys good?

All right, let's look at the next slid, going through the three to five positive expectations. Now I will have to tell you that every school in Chichester has a different level of expectations. Just about every expectation needs to have something with respect, and if it's not the exact word respect, it's something that's really close to it, right. So when we looked at expectations, we had to actually think about if you're already doing PBS as a district-level implementation, what does that look like? And then the opposite side, which was really difficult for our Radnor folks, is there weren't necessarily district-wide or school-level uniformity with expectations. So how does that work?

So if you look at it, this is what I told them. Again, training slide, I didn't make it up. Dr. Riffel, amazing woman, did. These need to be stated positively, and this is what I told the core team. It has to be easy to remember because kindergarteners have to remember it too, and seniors, because I think that that happens. You know, there's some memory issues when we get up to the high school. General enough to be applicable to all settings, so if you're loading the bus, you're unloading the bus, it has to be applicable. And it has to be in alignment. That's why the vision statement was so important to get them looking at it. It has to be in alignment with what your district thinks is important or what your schools think are important. So this one is yours, sir.

**BURT BLACKBURN:** So with all that in mind, we basically came up with three expectations, and then we expanded upon it. First off, to be safe, to be respectful, and then to be caring. And all those situations we brought together, the gripe sessions that we had, talking about the problems and all, we turned those or focused those in on these three expectations.

**BECKY MILLSPAUGH:** Absolutely, and I put in another one too here. Actually, when we showed the bus drivers, we did show them an example. Because we -- some of the drivers couldn't see it, and when they saw this one, and this one also comes off of Dr. Riffel's site, they're like, oh, we can do that. But the most important thing it was to make sure that whatever the expectations that they were working on actually handled and dealt with the complaints that they had. There had to be that direct correlation between what was going wrong and what we wanted to happen, not just take somebody else's because it sounded good because it would have fallen flat on our faces, I guess, if we did otherwise.

So the next one was to take those expectations and make a rules chart. Now I want to talk to you about that because we're all good at making rules. It was funny because I took the old rules, especially from Radnor, because they had a list of no's. And here's what I said. What are the loopholes? And they looked at me and they said, what? Remember that? What are the loopholes? And boy did they have fun with that. We did that as a whole garage. I said, what's a loopholes to this kind of a rule? The no, no, no, no, no? And they were having a fun time telling us how the kids got around it.

So now we had to say, okay, think about the problems that we have. Now we have to make it into a positive because there's less loopholes when you write it in a more positive way. So here is what we told them. It's essential that this is for new drivers. So we know that you have good driving skills. And we actually said, we know you have that, but think about new drivers. If you had to write a list of rules for a driver and they were new, what would you tell them? So it got them ready to be more explicit than general.

Then we also told them that they have to be the same from bus to bus. Bus 4 and bus 18 have to have similar rules matrix so that if we cover for anyone, we are all making sure that we acknowledge the same. And we also had to make sure that the interpretation was clear enough that all the drivers who picked it up and started to use this matrix would all be speaking the same language. Sound familiar for those who have done core team training?

I want to show you, though, this was the school version. And I'm not putting down this school because I love this school dearly, they're one of my favorite people ever. But they were thinking through the eyes of a teacher and an eyes of a rider. We are all riders, except for these two gentlemen because you told me there was no transportation directors here, no drivers. We are all riders. And to be quite honest with you, it would be an analogous to saying to your classroom aide, please write rules for the whole school. I understand that you only are in the fourth grade classroom, but I'd like you to write rules for the whole school. That's not fair

And so sometimes we have some really general, well-meaning things that happen as the eyes of a rider. So in the eyes of a rider, the school that came up with the bus expectations, these were the rules matrix.

They're not bad, are they? They're actually pretty good. I mean, everybody wants kind words and manners, sitting in the seat, keeping hands and -- but that was through the perspective, again, of a rider. This is where I realized I wasn't even close to who I thought I was because I've been working with bus drivers for a long time and other different issues, but I wasn't even close because I was okay with this. Guess what? We talk with the drivers, they were not okay with this. There were too many loopholes. So move that bus, here is what Radnor did with their expectations.

**BURT BLACKBURN:** And I'm going to go back to what we -- when we had our initial discussions and the problems that we were working on, we actually use many of those things that we collected and started placing them in a matrix. When the bus is moving, what are some of the things that they were concerned about? Well, one of the issues they had -- the students are always jumping from seat to seat, and they're standing up while the bus is moving along. So that falls under that we want them to be safe, so stay seated with the feet on the floor and facing forward. Loading and unloading, what are some of the things -- some of the issues that they were worried about? Making sure that the students cross in front of the bus when they have to cross. Again, that came in under the be safe expectation. And be respectful, be caring, similar things, similar concerns that they had, we placed it in the matrix and made them more of along the lines of a positive statement, not the do not cross behind the bus, that type of thing. We want the positive statements there.

**BECKY MILLSPAUGH:** One of the things I learned -- I should have known because I used to work out near Radnor, but one of the things I learned was the incredibly traffic issues that some of the districts have to deal with. That whole section in you see the driver and the driver sees you? That was outlined because the issues that they were having might not necessarily have to do with the kids making compliance choices. This was the context in which they were living in. That's what I'm saying when it's very well-meaning when us, as non-drivers or non-transportation staff, write great expectations -- that sounds like a book. But what I'm trying to say is that we might not have known the context in which these drivers are living and the things that they were worried about for the kids.

So when you see the driver and the driver sees you, they spend a very long time talking about how they can map this out so that not only could this matrix be used for kids, but it could also be used for adults and it could also be shared with the community so that the community understood why it was so important, particularly those of us who have really busy schedules and don't necessarily pay attention to the red lights or the little arms going across. And that was a big conversation.

This is another example if you're doing training, just some additional examples that we put in here. And that we had also shared with the drivers, but notice how it looked different. We shared this as what it could look like, but when we got done going through the process of what's going wrong and how could we make this

more positive, it was much more specific. And since this is now the curriculum for the social skills for bus drivers, it was really important that it was specific enough for drivers and non-drivers, like me and you, to actually understand and be able to articulate to the kids, okay.

So then we went into how do we get this to the out -- the masses? And this is where the creativity shines in your garages. You guys don't even realize how many Emmy award-winners you might have. And we found out. Here's what we told them. General rules, because you know you have to set out some processes, do not assume that students know or understand the rules. So when you're teaching these rules, you got to be very explicit, give lots of chance to practice. We wanted to make sure the rules were at least taught at the beginning of the school year, specifically for Radnor who was coming from the garage standpoint, and pulling up into the schools. We also wanted to make sure that we work teachers and principals.

And we also said that students should actively participate in some way. But we wanted to make sure that the adults role-played the inappropriate behavior because, again, we had to teach the drivers that you don't -- even though it's a fun thing to act inappropriate, we don't want to reinforce that in kids. Because that's not necessarily something that drivers might have understood. So we discussed how it could be -- how it could look like as a plan, and I'll let you hear from our walkers here how they did that. But how to discuss a plan?

So we gave them some examples and talked about how we could do this. And then we also looked -- and this is the same thing that you guys have seen. See PaTTAN, see Donna, it says PaTTAN underneath there? What we did is we said we can also look at district level data to make sure that we got the right behaviors. So we were checking this with data, and it just so happened that a couple years prior, Burt had re-written, after another training that we did on behavior, Burt had re-written the office referral -- or the bus referral forms. And we went through a series of events that we'll explain later of how we changed things in Chichester. So these were some of the things that we were actually coming into play as well the complaints. All right, gentlemen, I'm going to stop for one second and let you guys talk about how you wanted to roll that out, or how you are planning to.

**JIM STEWART:** Currently, we have a safety day in each of our schools. It goes over very well in the elementary schools. As Becky alluded to, we have our teachers, principals, they do the acting for us. They act out the bad behaviors. We set the stage because they really don't know, as Becky's indicated, for the most part, most district people are riders. It's been a long time since some of them were children as riders, but they play-act for us. We set the stage, and what we know happens on a daily basis. Sometimes, shockingly enough for the teachers and the principals, they don't have no recollection. And they don't want to, I guess, maybe admit that things are that bad on the bus. But we have a safety day. We go over our rules and expectations. We hand it to them, but then we have the play-acting to go over everything. We are also working on a video to help along

with that process that maybe can be shown at different times of the year, so that's one of the processes that we're using in our district.

**BURT BLACKBURN:** In our case, we're just getting started. We have a pilot program in one of our elementary schools that we'll be rolling out at the start of school. But we did have some fun at the end of the school year last year. We decided that we were going to do a video. And I have to tell you, our drivers really stepped up to the challenge and did an excellent job. And we had some students involved from one of our elementary schools. And our adult role-players were -- was one of the principals who has since retired, but she participated in showing what the inappropriate behavior was. And it turned out really well. In fact, we've shared that with all of our staff and they loved it. And so we're hoping that it will continue this year, utilizing that video.

**BECKY MILLSPAUGH:** And you know, what's really great is they're saying it's not just video, that they're also getting the bus drivers involved. Now you have a video that actually teaches other drivers who might come and join your garage of what it looks like to turn around a training to a group of kids. I have to be honest with you, I even made Burt get on camera at the end and talk about the expectations. And they really had a great time. I was in a district-level meeting for something totally not bus-related, and one of the drivers came in after doing a run and said, oh, you missed it! I said, what happened? It was your garage. They said, well, we played the video and we never had such a good time laughing and cajoling with each other. It was about building community. Once again, it was a product, but the process of building community was so important. And I think that's where you see these two success stories really being successful, if I can use that in the same word -- same sentence.

All right, minor and major bus behavior definitions. Now I don't want you to think that everybody was saying, okay, we're not thinking about -- no, we don't see any evil, we don't hear any evil, we don't see any bad behaviors or behaviors that are inappropriate choices. We actually had to have discussions about this, and this is where Radnor is going to be going and Chichester has gone. So we're going to talk about how we talked about minor and major bus definitions because that was the most interesting, I think, that we ever had. And I'm not even -- I'm going to explain what this form looks like. Again, this is on the WikiSpace just in case you want it as well, but I'm going to let Jim take this one.

**JIM STEWART:** I don't want to sound like I'm beating a dead horse, but there was a lot of resistance in my garage in the beginning. When it was implemented within the school district, the first time Becky came to the garage, administration tried to show total support, superintendent on down. And if browbeat is an understatement, it was. But when I got there, it wasn't a mission that anybody gave me, but I bought into this plan. And the core team, they had to do their own, you know, talking amongst themselves, but I put the onus on them. I said, now you have to go out into the garage and get your people to agree with this, because if I tell



them, it's not going to mean anything. That took some doing. And we did have some strong advocates who strongly believe in this. Maybe some people just like to speak more than others, but that's a whole other story. And --

**BECKY MILLSPAUGH:** The great communicator, Jim.

**JIM STEWART:** They did it. They took it out to their peers. And that's in everything that we do in our garage is, even if it's operation-wise, I sit with them, we talk about problems. If we don't fix it, then I fix it. I'd rather you fix it because you deal with it, and it's the same thing in this. I said, you come up with this -- these thoughts and plans and you come up with these complaints that we're going to ultimately put onto a paper that's going to be approved. You got to go out and educate your peers. And that's what they did, and it went very, very well.

**BECKY MILLSPAUGH:** Absolutely. This was the turnaround. You know, we had a core group of people that were so buying into the teaching of the lessons, the expectations, the vision-building, but we couldn't get to everybody because everyone was stuck here. I know that never happens to any of you guys at the school-level, but I'm just saying that it happened to us at the bus level. And we realized that we couldn't ignore this, that this was something that we had to do.

Not only that, but drivers were not sure how to classify things. And I know that, you know, before we have PBS levels of systems and SWEBS, that we probably had similar situations with teachers who would, you know, give you five different behaviors that occurred, and you're not sure which one you should address. So we were looking at drivers getting off the bus very upset, in front of kids sometimes, and just letting the principal have it because they didn't have a system by which to communicate that something wasn't going right.

So when we talked about problem behavior and definitions, they said, if we're not all talking about the same thing, then we can't even intervene and treat a kid so that this behavior discontinues. So it wasn't a, it's okay to groan about this decision. It was actually, let's talk about defining it. And I will honestly tell you that they had fun with this as well because we started talking about what does that look like, what does that sound like? And then this probably looks very similar to those people who have done SWIS. We decided, especially in Chi, that we were going to make it so aligned, again going back to that alignment with the brick and mortar, to making sure that we were in alignment so when the principals got a write-up from the bus garage, they could quickly figure out and ascertain which areas they were going to be expected to deal with. So it looked very similar.

**JIM STEWART:** Yeah, it did. And the beauty of it was that the drivers helped drive this. Get it to administration and ask them for their input. If you just give them a generic form that says this is what you're going to do and this is how you're going to write it, but you're the person driving the bus and dealing with it, it's too different.

It's a resistance. A lot of people won't follow. So a credit to our administrators and through Becky's insistent privately -- she didn't involve us in this, but she drove it through to our administrators that you have to allow the drivers to involve themselves in this. You have to alter your forms.

And that was a big adjustment for some people. And I'm not being disrespectful, principals have their -- that's their territory. That's their kingdom, each building, and they want it that and that's how they're going to handle it. We had to have, at a minimum, three different meetings with the upper staff, including one time the superintendent, and said this is really what the drivers want. And we modified the forms, we modified the language so it was comparable to what everybody was trying to accomplish, and we finally were able to attain that.

**BECKY MILLSPAUGH:** You know, we talk about the importance of an external coach, and I don't say that lightly. External coaches can get away with saying stuff like that, then running out the door while everybody swings, and then comes back in when everybody's calm. No, I'm only kidding. But the idea of having external coach is that I was able to actually advocate on both sides. We knew that there had to be an alignment with what was going on at the brick and mortar schools, but we also had to work within the transportation staff in order to make that happen, because the way we were doing business before, we were all just butting heads with each other. So the idea is, by having an external coach, sometime it's going to be a district-level coach, can be a facilitator that you're working with, you can have those kind of really courageous conversations. And by that time, I think most people like me, for the most part, so we could weasel our way in.

On the back of the referral, to assume that drivers are going to remember this because they have many other things to take care of, just like our teachers have many things to take care of with all the common core standards and all of that, our drivers have to be watching all the rest of the drivers who are not watching. So what we did is we put those agreed upon definitions on the back of the form. Because now if I'm writing a kid up, I just flip it over. Oh, it was that. And we talked about the importance of the single most -- the most detrimental behavior, the one that was the most severe, that we aren't going to do like a menu item where it's like tomatoes, lettuce, onions, and ketchup, and all of that. No, we're going to pick the one that's the most.

Because we argued that anything is disrespectful. If you're not following any rule, it's disrespectful. If you're not allowing the bus driver to drive because they have to turn around and talk to you, yes, that is disruption. But if it was disruption because you had to correct them because they were trying to write on the seat, then that really is property damage. That is not just being disrespectful. And that was really important to the drivers. I think that they were really good about that. We also rolled this out differently, so I'm going to share with you the next product and have Jim talk you through how we did it.

Many of you guys already have this, especially if you're doing SWIS. It's mandatory for us to use it. But you have a flowchart, right? So when a behavior happens, is it staff-managed? Is it office-managed? How are we going to handle this? Who's going to write up what? What interventions? We had to think that way for drivers because we can define the problem, but that doesn't help because then the driver doesn't know what to do when that defined problem is definitely happening. So we had to do this hand-in-hand. When we rolled this out to the drivers, we did not do these separately. We got their input, but we did not do these separately.

Here was the flowchart that we talked about with the core team. We had to make sure the students understood the consequences and that there was a hierarchy. That we were not going to kick the kid off the bus as the first step, or holler into the mic or the phone or however you're talking with your dispatcher. That was not going to be the first step.

So we talked about the different types of things that could be. We had to work with the core team. This was so integral, we spent at least three meetings on this, didn't we? When we got to this, Jim? It was so integral for them to think about this, they had to actually learn what it meant to have progressive discipline and a hierarchy of what you do in response. So we had to train the drivers, the core team, on that. And then we also had to say, okay, now that you know what that is, how does that look now if we change things for the bus garage? Remember, all drivers have to do it.

And that's the other thing. Before I show you what comes next, is whenever you do that flowchart, it's based upon the current skills of your group, right? And if we're doing PBS right, we're going back to that flowchart and we're revising it because if we teach all of our teachers in the school, all of our staff, de-escalation, we might add to our interventions that we do on our flowchart, right? Because now we expect that everyone knows how to handle these certain situations in a uniform way, and we can now put that as a tier one intervention when a behavior happens.

Well, you also have to think about that with your staff. If you have not done full staff de-escalation training like we did in Radnor, then you can't just assume that the drivers have these skills. So when you make up that flowchart the first time, you have to realize it might be very, very simple just based upon what the drivers' skills are. This looks very, very complicated, but Jim, can you talk us through it, how you put this together?

**JIM STEWART:** Being that I can't read it, I'm going to have a difficult time. But basically as -- the biggest thing that we did, as I said earlier, our district committed a lot of revenue to this, a lot of money. We had eight sessions with approximately 14 people at every session. That's the core team. Then we had three sessions with everybody in the garage. No one -- everyone had to be there at different times. And I believe each session was

at least an hour and a half long. So there was a heck of a commitment from the district to educate my department and make sure they were involved and knew what was going on.

But at some point, while we were having our discussions, now in a bigger group, as you can imagine in any form, the more people, it's easier to have that one or two person that wants to be the person to stand out and say different things and what if and why not's. We were long past that. We were to the point where we had our forms ready. We're ready to go. The administrators were onboard, the principals were onboard, and this is when it just was flat out said, there's not an option with this anymore. This is a school district policy. We're going to work within this system, and it's going to work for your benefit and the benefit of the children. That was the -- probably the easiest thing to say, but the most difficult thing to say. Because once Becky left, the only person they were going to mad at was me. But she doesn't get yelled at or hollered at. Well, at least while I was there. I understand it might have been different prior to that.

**BECKY MILLSPAUGH:** It was a little different, but we got over that.

**JIM STEWART:** Well, she does bring treats, so it does sort of pacify some things.

**BECKY MILLSPAUGH:** You know, we had fun with this, and that's the one thing I have to say. One of the times that we did the turnaround training, and this was to one of the large groups, and we were a little concerned about this because we were rolling out the expectations. We did that at the garage. When we had to have really hard conversations, we stepped outside of the garage and we met in the posh administrative offices, right? We did that because we knew we were going to be introducing things that were going to be challenging. And the great thing is you saw the growth, at least I saw the growth, because I did get hollered at at the beginning. But we saw the growth.

But I would do playful things, and I think that we should all be doing this, is that on one time, it was on Valentine's Day, so I had this great big metal bowl. And I was playing Paul McCartney's Be My Valentine. He had just been on the American Music Awards. I didn't even know he sang that song. And I'm going around like, will you be my valentine? Will you be my valentine? Only two people turned me down. Trust me, two years ago, I would have been able to get two maybe out. Nobody would have been my valentine. But we did fun things like that so they could see that they were part of this team.

When we got to the chance and we started talking about this -- and again this is in there, you can download it from the wiki to look at it. We're not here to train you on how to do this because you guys are all PBS people. You've been through this. But the idea was, when I went through and said, let me talk to you about this sample office intervention, the great thing was I had been coaching Chichester district, so I knew what each school was doing. And they were absolutely floored to find out that there was a mentor program. And

then a mentor referral meant that that mentor was going to be checking every day to see how they were doing on the bus.

We had some people by that time saying, well, that's wonderful. I never wrote a kid up because I was so afraid they were going to be in trouble. And we started to say, this is not a get your kid in trouble flowchart. This is I think there's a problem; can we get some additional help flowchart. That change in terminology and understanding, when we did it in small groups, was the big aha moment. You had some people say, I've never written up a child because I was so afraid they were getting in trouble, but if I knew they had a mentor and could get a mentor and they were doing these things I know that they're probably doing in other places, I would have done that. And that was the biggest mindset and the biggest change.

We talked to them about -- and this is a training slide, and I can honestly say this is the one that I use for my special needs training. But we talked about common language and common thinking, and that when we are looking at reporting, if we're all talking the same language, then administrators can make better choices as to what interventions. Because the idea is to change behavior or stop it, depending on what the behavior is, but the idea is to change it. Not necessarily keep that behavior going, which is what was happening with many of our drivers who were complaining about chronic kids. I know you have no chronic kids in your district, but you know, we had to deal with that.

These were the four critical components that are in their office referral. Because without knowledge of these questions and without answers to these questions, then as an administrator, as a dean, as a guidance counselor, whoever is handling the behavior, they're handling it on what they are thinking happens on a bus. And they're already coming from the perspective of a rider, not a driver. So we gave even examples, and this is an example again, I'm sharing this out of the training slides that I do, that a bus driver wrote, John disrespected me. And he told me I deserved respect, and then he laughed at me. That was actually words from a real write-up.

So we talked with them about, you know, let's get rid of this ambiguous language, and let's talk about what really happened. And this particular story, John actually does the same thing. He had a really hard time following directions in the cafeteria. So now I get a write-up in a cafeteria, this is a real case. It's actually one of my cases. He had a write-up in a cafeteria and I'm thinking it's problem-solving only in the cafeteria. So I work with John on transitioning in the cafeteria. I have no idea that the reason why John's having problems on the bus too is because it took three times before and getting to the third stop before John settled himself down in that seat.

So with this information written differently with the new skills that we now have, with common

language, now we can problem-solve. And we talked to drivers about how it's so important to have this information because in this particular case, John had some tendencies towards having ritualistic behaviors. And he had a very difficult time transitioning from one place to another. You can probably estimate what the disability might have been. And by giving John a job of checking off how many kids were on there, you know at the beginning of the year these guys have to get a number so they make sure they have the right buses so the number of bus runs, have the right amount of bus staff, that you have to give a number? Well, guess what? John gave a number every day. And because John gave a number every day, it was not a big deal that he was standing there. He was able to sit down after everyone else was seated and get on with his bus run. You can't come up with ideas like and actually change behavior in a positive way if we don't have this information. And that was what we talked about in that small group. Having those drivers in a small group and almost doing it in that way when we introduced the way of business of tracking behaviors was the biggest change.

And so now you see this conversation led to the bottom part of a new referral. Now what's happening before the behavior occurred? What did the student do? And I'm going to let Jim talk about how we actually changed the right side of the form. Remember that conversation? It wasn't like that.

**JIM STEWART:** Yeah, the form was changed, again, from the core team because they were concerned that if you just -- if you can't get everything documented all in this report, some of the intimate things might be missed, and so there is a box that we've added on our contact the driver. And surprisingly enough, it happens more than not. I think what's happening is the phenomenon now is the drivers want to be heard, so they're checking that box more than other boxes. As far as the form goes, what happens in my district, the drivers come from a certain area of our building and the time clock is right outside my office. And then I'm right before the exit door, so when they come by at the end of the day, whether it's AM or PM, they want to talk about what happened on the bus and should I write it up. And it's really not my call to say should you write it up. I just listen to them to make sure they're doing it properly.

Then we go back over the steps. What happened? What did you do? What did you say? Is it minor or is it major? If it's major, there's no discussion. There's no trying to dissect it or anything, just write it up and we'll forward it. Once they're written up, what happens is I get them and I scan them and send them right to the principals. As the drivers used to indicate, they never heard feedback. They never were told. The biggest problem that we had, and I think Becky can attest to this, is having the drivers understand that once it's left our area, we have nothing to do with the discipline. So don't be upset. It could be a parent conference, it could be a phone call. They're not your children children. They're your kids you're -- they're kids you're driving home, so you don't have a say in the discipline.

So once I scan them and I send them over to the principals, we usually wait a day or two, and they

come back. And they'll have a note on the bottom: parent conference, lunch detention, or in some of the egregious times, three, four, five-day bus suspension. I then make a copy of that and give it back to the driver on their time clock so they see that it's working. Do they always agree with it? No, but then you and I don't always agree with everything that's being said to us and told to us and how to do it. So they're starting to respect the process in that sense and see that it is working. And that's what's really making this grow because I make sure that the drivers know what the answer is. And then they're telling their peers. So the process is taking time, but it is working.

**BECKY MILLSPAUGH:** All right, so I want to share with you the biggest aha moment that I had, that I witnessed, and I will tell you that this is the honest truth. I am not lying to you. One of the drivers stood up, and it was one of the drivers who said, do you drive a bus? So that's why it's in my mind, it will be cemented there forever. I think I have the exact date right here. One said, hold on a second, can we change this understanding? This is documentation of a problem, this isn't a write-up. Because if it's a write-up, we expect the kid to be punished. But if we just want the school to know what's going on so that they can help problem-solve, isn't that more like documentation?

And so that was the big aha moment and I just wanted to run over and hug -- I think I might have. I can't remember. I was so overcome, you know how you don't remember that, but that was a great piece because that came from the drivers. And I got to be honest with you, I have similar conversations with teachers. And if they could say the same thing, I would probably hug them too. Well, depending on if that's what they wanted. But the idea is to become the detective and the CIA agent, as we were talking, as Laura Riffel had said prior. So the whole idea is you see that alignment? That alignment in that journey, and we're talking -- we got this -- all the forms and the discussion with the principals, this all happened within a year. And it's, in fact, kind of what we're doing with our schools. It takes just about a year to kind of get through all of this. So you're starting to see that there's a lot of commonality.

Now we're going to move onto another great wonderful conversation that we had on reinforcement. It is unbelievable in the community the idea of what reinforcement is. Acknowledgment and reinforcement in some communities, and remember some of these bus drivers are representing the community members, it's about reinforcement, and they were actually uncomfortable with it. So we talk about how the energy flows where attention goes, and we talk about what a good bus driver who has good management of their bus, how it feels. What's it feel like to be a rider on the bus? Because even though they're drivers, they also have to start thinking about the perspective of riders. And when you're pulling everybody to the team, that's why it's so important to have those perspectives there. This is a training and you can see this comes again from Dr. Riffel. We didn't reinvent the wheel. We took what was out there, the great research that's there. This is one of the

things that we talk about, why it's important. They are part of the educational process.

We also talked to them about the positive feedback. Again, everybody gets the same training. The whole entire -- we do the overview and then we come back to this when we roll it out. By the way, remember these slides? These slides are what we used, and now let's look and see what product we've created. So we always go back to those slides. These bus drivers see the same slides. I know that sounds weird, but they'd be like, oh yeah! I remember that guy taking his shirt on and off in the last slide. They actually remember these slides, and we make the connection between what they were trained and what they are doing. And that's so important because sometimes we've one and done in all of our areas of school, whether it's in a bus garage, whether it's in a cafeteria, whether it's in a classroom. We've done these one and done workshops, and we know from the research, what, about 2% can be done. Well, you heard what Jim said. We want all of it done. So we go back and we use the same training slides.

Remember this slide? This is now the product that we've created. So I give credit where credit is due, and I actually like the way this looks, so we left it just the way it was. And this came from the University of South Florida. And one of the things is we said is giving out these tickets as currency, especially -- and Jim will talk to you about this, we wanted to make sure that this wasn't a school by school thing. Like one school says, well, you can give out these orange tickets and then the high school says, well, no, we give out these Eagle Bucks. That is too hard for a driver that has less than six seconds to interface with the kid, both positively or negatively. And sometimes less, depending on how fast those kids get off the bus. The idea was to make it a common language. So we talk with the drivers first, and we talk -- excuse me, the administration first. That's what that whole district-level can really help you with when it comes to acknowledgment. And we came to an agreement at a district-level team as to how this is going operate. And then we took the schedule to the drivers because the idea is you want to make reinforcing not be this incredible drudgery thing that they have to do, but something that's really going to work because know how powerful that reinforcement is. And Jim, I'll let you speak to that because you guys really pulled this off.

**JIM STEWART:** The biggest obstacle a lot of drivers were having, and you know, and again, as Becky said in the opening statements, the drivers are not brought to task education-wise the way you are in some of these systems. But it was why are we rewarding the bad kids for being good? We're never patting the good kids for doing what they do every day. And that was the biggest obstacle they had. And again, they're thinking it more so from a parent's eyes, because my kid would never do that, than as an employee who happens to be a bus driver.

And it took some time. It took a lot of time. And again, the drivers were feeding off each other. The school district, the principals who are working with us. A funny statement that was made at one of the



meetings that we had is, Jim, I got a whole busload of what we call, ironically enough coming from law enforcement, we call them speeding tickets. Now it's like an oxymoron that you're giving somebody a speeding ticket and it's a reward, but it was something the drivers wanted. It correlated to transportation. And whatever I had to do to get them to buy in, I accept it. So they term it a speeding ticket, but principal was concerned because she got almost a whole bus full of speeding tickets. And she was a little troubled like, you know, how can that be? Well, knowing the bus as we know it, Becky and I knows, on this particular day the children were great. So she felt, I'm going to try this reward, and she gave them all a ticket. The principal was a little concerned because she felt, you know, there's no differencing anything or separating anything, but once it was broken down and explained to her, she sort of understood. And all in all, I don't want to be redundant, but it's really starting to pick its own momentum and the drivers are buying into this. It's really working well.

**BECKY MILLSPAUGH:** And the thing is it's because we know the schools are operating with a pretty high level of fidelity to the tier one. They use it as currency. So I want you to think about this. I know you have no high school kids that drop the F-bomb ever in your school. But let's just suppose you did. You have a kid who's dropping the F-bomb and you've got a driver who's trying to correct it in a very nice way, makes a deal with the kid. Look, if you can stay F-bomb free for to the next three days, I'll get you one of the speeding tickets. Guess what the high school kid says? Prom's coming up. That currency that we use in our school can help reduce the price on that ticket, then I want to get my date something too. And if I get a reduction on that price, I can actually get a better looking flower or a corsage. No F-bomb. Why? Because I just bought into the fact that that driver's now part of my system.

You got middle school. Believe it or not, the biggest change that we saw was in middle school, wasn't it, Jim? It was in middle school. When those -- when that speeding ticket equated to an Eagle Buck, and they have a token economy like many of you do, you know, where you can purchase things, buy privileges, the biggest thing in the middle school in their district is gym time. You know, anybody who's addicted to racket ball, you know how important gym time is. All right, so at any rate, that was what the kids felt -- was holding onto. So when they saw bus drivers giving out to another, they're like, how do we get that? How do we get that? Because the schools, before this ever rolled out, said, oh by the way, you know when the drivers give you that speeding ticket? It's equal to the Ernie Ticket or the Eagle Buck. That was huge. That gave that -- that was a concrete example of aligning brick and mortar. But notice how we did it. We took care of their needs of wanting to define the problem behavior and gave them a system of handling that, and then almost simultaneously we rolled this out, didn't we?

So again, I'm just going to go back to communication looks different in a PBS system when you truly have your bus garage as a PBS core team. And so I'm going back to this because I think a teacher would. But it

really does. And what these transportation directors are talking to you about, we have kind of walked that walk around the circle to create these products. These products were not a group of people coming together at the district-level office and then edict down to the transportation garage. I honestly could tell you if that was to occur, it would not have happened. It would not occur. I don't think you would be getting what you're getting now.

The one thing I do want to talk about is now when we problem-solve at a district level, I was -- it was gracious enough because a lot of times, Jim can handle things way better than I can. I'm not there. I'm not part of their district. I do work for the IU. Even though I'm an adopted person, right? I'm adopted into both Radnor and Chichester? But we have ongoing communication, but now it looks different. Look at how we talk now. Now if there's a known problem -- and by the way, I did change some information. It's not your information. But -- and I left this on the wiki, so if you want it. But now we have what is the known problem, is it an individual bus or student issue, or is it a systems issue? Nothing's worse than to have a set of bus drivers have to change a routine because one person's not doing something or one bus is having an issue. So the idea is is it individual, is it system? What is our action steps and where are persons responsible? Okay, so now when we problem-solve, it looks a lot different, doesn't it?

**JIM STEWART:** Yeah, and with that, when we have our quarterly sessions, it's the principals, myself, pupil services, and Becky tabulates all the stats. And it was -- I think it was an eye-opener for more of the principals than myself, because when they're sitting there with their peers and one might have five and another has 105, your eyes open up, and what's the problem? But in that breakdown, it tells you what the problems are. From my perspective, then I go back to the driver and/or the aide and say, you know, this historically is being a problem. What are we doing about it? And it helped me sit with them.

Now in any school district, and I can't speak for Burt, but in most school districts I can imagine, there's one or two routes that are probably the predominate problem routes. I have a couple of them myself. And they led the brigade in these statistics. And it was easy to see that and point it out, so when you take them out because of one or two problem routes, then you look at it's all pretty much even and it shows that the system, again, is working. But from that, like I said, I go back to my staff and wherever them problems are lying, I pull them aside, one-on-one, say -- because they forget about them. I think, okay, the kid got punished or the kid got disciplined or the kid got a reward, it's done, because they have to go pick them up the next day and the day after that. So once we have our statistic meeting, which is quarterly I believe, I then sit down with the problem areas and go back over them, not to blame the driver, just to refresh their memory, tell them we're still looking in this, and let them know that, hey, this isn't done. It's an ongoing work in progress. And I -- you know, it's being received very, very well.

**BECKY MILLSPAUGH:** And did you hear what he just said? Oh, anybody who's a facilitator, aren't you feeling that warm fuzzy feeling in your heart? He reviews the data with his staff. Holy cow, he reviews data with his bus staff. See why he's my hero? Do you see what I'm saying? Now they're actually getting feedback and now they say, oh, well, we're getting data, we're getting feedback. Now we know what's working and what's not working.

And I will honestly say, none of this is etched in stone. None of this. So I guess you're saying to me, oh, how do we start this? I want that. I want these two really happy guys to -- I want to have like duplicates of these guys in a garage where I'm working. Well, what you want to do is you want to start talking about ways of doing business. There's a perceptual form that we use, a perceptual data survey that we had used, and that was from the University of Kansas. They had taken -- remember the self-assessment survey that we all do on PBIS assessment? They had changed it for transportation. Again, that's on the wiki too. I didn't do that, although it's funny because they think I did. Some of the drivers did. We tried to make sure that they knew I wasn't behind that.

But you want to get a pulse. And sometimes those drivers who are very quiet are not necessarily being represented. In the situation where we had unhappy staff -- that's a nice way to put it, right? In this situation, we had unhappy staff, before Jim came of course. I had some drivers who came up and said, they don't speak for me. They don't speak for me. Well, then that was where it was very important to get this self-assessment going because we want everybody spoken for before you move forward on this, so we did do that. And so that one is on there as well. And I just thought it would be nice if our transportation heroes -- do you agree with me that they're heroes? Now you understand why I said that. See, I don't just bestow that on anyone. I thought maybe they could leave some parting thoughts on this, some parting advice, and then we'll take any questions that you might have. Okay? Sound good? I got head nods, so.

**BURT BLACKBURN:** Okay, well, just sort of summarizing, in Radnor's case, I think our drivers are looking for support. And they want to -- after conversations with them, they wanted to be a partner in the educational process. They wanted to be heard. And to me, this process has inspired a number of our drivers, our transportation staff, and that is generating some real positive energy in our department. And I just -- it's been hard work and I know there's a long road yet ahead of us, but to me it's really paying off, so I think it's a great program.

**JIM STEWART:** I relate a lot of this. And as we've all said, it's allowing the pulleys, the drivers, to participate. I relate it to a story that I was told when I was younger and I started to date. And if I wasn't going to do the right thing or I didn't call, only call once, don't call twice. Meaning you might as well wait till you get home because you're going to have a fight one way or the other. So what I do is I bring the drivers in from the beginning and I

let them have their say. If there's still an outstanding thought, I tell them fix it or I'll fix it. So far, I've have not -- I've not had to fix anything. They come with their own -- come up with their own solutions.

Prior to me being here, I don't -- I'm not putting my predecessor down. He did not involve himself much with our upper administration. I choose to do that. They say I'm in -- I'm out of the office more than I'm in the office. I take that as a compliment because I'm bringing back what the administration and the educators are telling us what's happening in the system and why. And I think we're starting to make a slow turn around a corner, seeing that transportation's not just these people that drive the yellow bus. They're employees of our district and they're very important. And you know, I think the employees -- there's always going to be some naysayers, but I think they're starting to feel valued and that part of this system is one of the reasons why.

**BECKY MILLSPAUGH:** All right. Are there any questions that you were saying, oh wow, I just -- I have to ask this as soon as she stops talking. When is she going to stop talking? I told you, I talk, they walk. Are there any questions that you had that we might not have addressed? Yeah?

**AUDIENCE MEMBER:** How would this work with contractor staff? Our district does contract the bus drivers [inaudible]. How would this work differently?

**BECKY MILLSPAUGH:** So the question is, and you know what, I had a feeling you were going to ask me that. I was prepared for this. So if these guys aren't going to answer, I'll jump in. But the question is, how do you handle contracted staff? Many of our districts have gone to some saving money by using contracted staff so that you can have a bigger pool, right? Is that what I'm hearing? How do you roll something like this out? Do you want me to take this one or you want to take it? Look at them. You could take it. Oh, did you hear Jim? He said, you're doing a wonderful job. See what I have to deal with?

Here's what I would suggest. What we talk about ways of doing business, we need to actually start talking with the schools that you are working with. So if you have contractors who are working with you and you are the district, it's about time to have that conversation of this is where we are and how can you meet us this way? And take some of the training materials off of here as visual examples. We need you to start doing some of these things. Even if you got some of this going, could you see how it could be helpful? Because I'm not saying that you have to go down the same way these two gentlemen are going. There are a million and one different ways to set up PBS, as you well know, and you've seen several of them, and that's why there's always a lot of things that we can do and a lot of teams to bring because there's several different ways. But the conversation needs to start.

How can we start doing things differently? How can we get -- and even if you talk with the contractor, if you want to have a contract with us, these are the things that we need from you. And even saying, we need to

have some common expectations. My goodness, if you even just start with positive rules on the bus that are common so that you can make sure that your schools know it and we could all start teaching that common language, that would be incredibly helpful. Even the common language of reporting, because when you have contracted bus drivers, how do you know that you're actually getting the full story? And you don't necessarily have that intimate relationship. I'm not saying that in a bad way. I mean that ability to get to someone right away, okay?

But look at Jim. He's like, I'm already worried about what she's going to say next. These guys have hung out with me too much. But the idea is that you want to make sure you have some uniformity. So even if you start with uniformity first and then start with the acknowledgment second, you need to start having that discussion. Because you cannot problem-solve unless we have common language, you know. And if you have other districts that are around you, your sister districts and they're using those similar contractors, that's a time where you actually start pulling your sister districts together and you start saying, let's have some common conversation about this. Because we really need to pull this together to make sure that our kids are safe. Because I want to let you know, even though we have contractors driving our kids home, they're still our kids. And if we have to share our kids with contractors, we need to have that same discussion.

I will be honest with you, the first thing the drivers said to me at Chi was, is this going to apply to everybody we transport? Remember that question? And we said, yes. And they said, well, who's going to tell the other district or the other schools that we transport to? Because you know, the whole ten-mile rule that we have in Pennsylvania. And we all said -- and guess who had to do it? So Jim is also having those ongoing conversations, right?

**JIM STEWART:** I agree with what Becky said.

**BECKY MILLSPAUGH:** Your mic.

**JIM STEWART:** I agree with what Becky said. It has to start at the top. You have to get your administrators to look at your contract to see what rights you have within your contracted services. And I'm not assuming that as good or bad, but it has -- if you don't have the upper support in this, you know, you trying to do something on your level with a contracted service could be a big problem. And following their ways -- and I would start with what are your expectations of children in school. They should be the same expectations of them in the bus. And then you go from there.

**BECKY MILLSPAUGH:** Well, that was a good answer, wasn't it? Can we quote him on that? Make sure you put J. Stewart, 2012, when you quote him on that one. Are there any other questions that are kind of popping in your mind? I think I gave the obligatory five seconds, Donna.