

Attitude Matters

INSERVICE

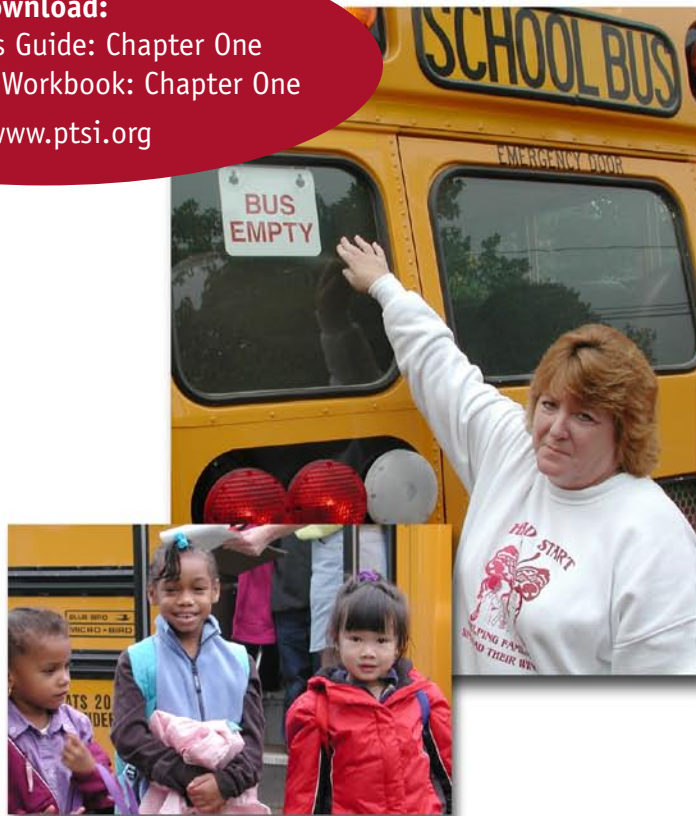
Head Start Driver & Monitor Training Program



Trainer's Guide



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“Attitude Matters”

Head Start Transportation
Inservice Program

Trainer’s Guide

Pupil Transportation Safety Institute

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Credits

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Disclaimer

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Introduction to the Trainer's Guide

Overview

This purpose of this Trainer's Guide is to help you conduct inservice training for Head Start drivers and monitors, as required annually by Head Start Transportation regulations (45 CFR 1310.17).

The Trainer's Guide consists of three parts:

- **Introduction** (this document)
- **Lesson Plans** (for each of the four modules)
- **Overhead Transparency Masters** (can be used to create overhead transparencies on an office copier)

When this curriculum is purchased, the following materials are also included:

- **CD-rom** with a PowerPoint version of the Overhead Transparencies.
- **Sample Participant Workbook** - all drivers and monitors should be provided with their own copies of the Workbook. The Workbook is an essential part of this curriculum. Ten copies of the Workbook are provided with the curriculum. Additional copies may be purchased from the Pupil Transportation Safety Institute (1-800-836-2210).
- **“If Buses Could Talk” video** - provided with the curriculum
- **Posters** - a set of 9 “Attitude Matters” posters to complement the classroom materials (the posters are also included on the CD-rom)

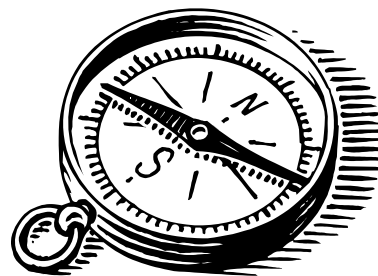


“If Buses Could Talk” video

Basic Goals of the Curriculum

This curriculum has two basic goals:

1. **Compliance with Head Start regulations.** This curriculum was designed to meet the inservice training requirements of the Head Start transportation regulations, as outlined in 45 CFR 1310.17, “Driver and Bus Monitor Training.”
2. **Safety.** This curriculum addresses all the mandated training topics in the regulation, as well as a number of related, important safety issues for Head Start transportation. Bus drivers and monitors who actively participate in this inservice training program will be able to provide a higher level of safety to Head Start children.



Specific Learning Goals

The primary purpose of this curriculum is to teach and reinforce 24 important safety procedures and skills to your drivers and monitors.

(Module 1)

In Module 1, drivers and monitors will learn:

1. The importance of taking personal responsibility for creating a positive and supportive work environment in the Head Start Transportation Department.
2. How to communicate effectively with parents and families.
3. The critical importance of checking for children before getting off the bus.
4. How to safely load and unload Head Start children.
5. How to correctly use and adjust school bus pedestrian mirrors.

(Module 2)

In Module 2, drivers and monitors will learn:

1. How and why to conduct a thorough, professional pre-trip inspection.

2. How to locate and open all emergency exits on their own vehicles in the dark and how to go out emergency exits safely.
3. How to cut seat belts.
4. The importance of assessing their mental and physical readiness to drive a bus or supervise children.
5. What they should do if their vehicle is involved in an accident.
6. First aid for choking, seizures, and allergic reactions.
7. How and why to follow universal precautions.

(Module 3)

In Module 3, drivers and monitors will learn:

1. How to treat children with disabilities with respect and sensitivity.
2. How to safely load and secure children using wheelchairs.
3. How to use car seats and other child safety restraint systems properly.
4. The importance of maintaining confidentiality about children and family information.
5. The importance of strictly following procedures ensuring the safety and custody of children assigned to their routes.

(Module 4)

In Module 4, drivers will learn:

1. How and why to realistically assess their current driving skills.
2. The importance of maintaining emotional self-control when driving a bus.
3. How to safely approach, stop at, and cross railroad tracks.
4. How to avoid a backing accident.
5. How to drive safely in severe weather conditions likely to occur locally.

Suggested Inservice Agenda

Note: Approximately eight hours of instructional time is required to complete this inservice curriculum. We recommend at least one 15 minutes break for each two hours of instruction. The inservice should not be taught in a single sitting. Shorter blocks of instruction are more effective for retention of the learning.

Module	Approximate Time	Teaching Location
Module 1: How Important is Attitude and Morale to Safety?	2 hours	Classroom
Break	15 minutes	
Module 2: Emergency Preparation	2 hours	Classroom, bus
Break	15 minutes	
Module 3: Special Skills for Special Children	2 hours	Classroom, bus
Break	15 minutes	
Module 4: Defensive Driving Skills for Head Start Bus Drivers; Final Review	2 hours	Classroom

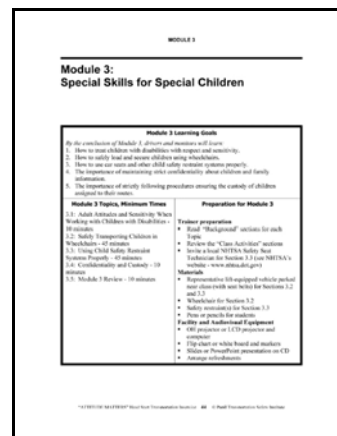
Using the Lesson Plans

A Lesson Plan is provided for each module. Every effort has been made to keep the Lesson Plans simple and “trainer-friendly.”

All Lesson Plans utilize the same format. Each begins with an **Overview** page, which summarizes Learning Goals, Topics and Times, and Preparation needed to teach the Module.

The specific topics covered in each module are numbered sequentially (i.e., 1.1, 1.2, 1.3, etc.). A **Background** page and an **Activity** page are provided (facing pages) for each topic, allowing trainers to refer to both at once as they teach.

A **Background** page provides a synopsis of the key content for each topic. It also identifies the specific learning goal for the topic, along with the minimum



Overview Page

instructional time needed to teach it effectively.

Optional activities, which require more instructional time, are suggested for some topics.

An **Activity** page provides a detailed list of classroom activities for teaching each topic. A wide range of instructional strategies is utilized throughout the curriculum, including PowerPoint presentations, class brainstorming, small group discussions, technical demonstrations and guided practice, role-playing, and student exercises in their Workbooks. Both classroom and on-the-bus activities are suggested. (Note: additional instructors and equipment are strongly recommended for larger groups, especially for on-the-bus activities.)

Each lesson plan concludes with a **Review** of the key material covered in the module. A **Final Review**,

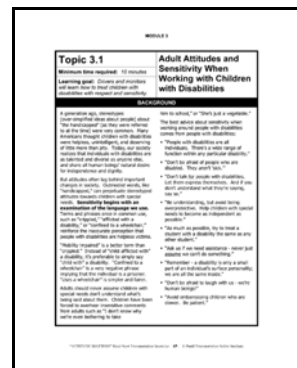
covering the key content of the entire course, follows Module 4. A Final Review can be conducted in several different ways, as explained in Module 4.

Using the Workbook

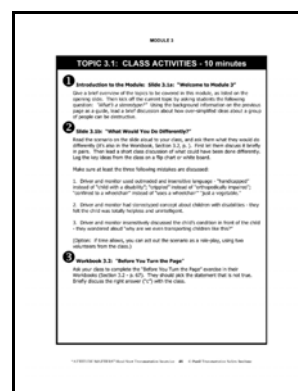
Each participant should be provided with a Workbook. The Workbook is an essential part of the curriculum. Workbooks are available for purchase from the Pupil Transportation Safety Institute (1-800-836-2210, or www.pts.org).

The Workbook corresponds to the same sequence of topics as the lesson plans. Section numbering in the Workbook follows that of the lesson plans (1.1, 1.2, 1.3, etc.).

For each topic, the Workbook identifies the Learning Goal, summarizes Background information for the participants, and includes a review question (“Before You Turn the Page”) or review exercise to be completed by participants



Background Page



Activity Page

before moving on to the next topic. Some topics also include simple classroom exercises (“Your Turn”) for participants.

Trainers should encourage participants to keep notes in their Workbooks as the class proceeds. The completed Workbook serves as a reference after class.

Trainers must become familiar with the format of the Workbook before class starts. Trainers should have their own copies of the Workbook in front of them as they teach. In some cases, the Workbook contains additional materials that are not included in the PowerPoint slides, so trainers must make sure participants utilize their Workbooks. Workbooks also include a blank course completion certificate to be completed at the conclusion of class. A copy of the completed certificate should be maintained in a training file.

Using the Slides

A CD-Rom with PowerPoint presentations for each Module is shipped with the curriculum when purchased. Paper “masters” of all slides are also provided. Agencies with access to a computer and LCD projector are encouraged to use the CD-Rom PowerPoint version. If unavailable, overhead transparencies can easily be made from the masters, using blank transparencies and a standard office copier.

Slides numbering (at the bottom) corresponds to the section numbering in the Lesson Plans and Workbook. (If more than one slide is provided for a particular section, numbering is as follows: 1.1a, 1.1b, 1.1c, etc.)

If PowerPoint is utilized, trainers should practice before class so they know how to advance to the next slide, return to a previous one if necessary, etc. Both questions and answers are provided on the Final Review slides following Module 4 (Slides 4.6b-u). In PowerPoint’s “Slide Show” format, the Final Review answers are not revealed until the mouse is clicked a second time. (The last answer in each list is indicated by a small green dot.) If PowerPoint is not used, and overhead transparencies are created from the paper masters, a sheet of paper should be placed over the answer as the question is read to the class. By

moving the sheet of paper gradually down the page, the answers may be revealed progressively, one at a time.

The slides are an essential part of the curriculum. Important: in some cases slides contain information or instructions for activities that are not included elsewhere in the Lesson Plans or the Workbook. Lesson Plans, Workbook, and slides are all integral to the curriculum. All components of the instructional materials must be used together to teach this inservice program as intended.



PowerPoint Slide

Videos

The video “If Buses Could Talk” is provided as part of this curriculum. In addition, the following videos are recommended as supplements to the curriculum:

- “Children in Traffic”
- “Wheelchair Transportation”
- “Preventing Road Rage”
- “Universal Precautions for the Special Needs Bus”

The four supplemental videos listed above are available as a video package from PTSI (\$199 plus \$ shipping/handling). Contact PTSI at 800-836-2210.

Monitors and Drivers

Most of the topics covered in this curriculum are appropriate for both bus drivers and monitors. Learning together is the goal. Even sections of the course that

address specific driving skills can be educational for monitors to help them better understand a bus driver's tasks and responsibilities.

A Note on State Laws and Local Terms

This inservice curriculum was created for Head Start Programs across the nation. The content of the curriculum derives from “best practices” in Head Start and pupil transportation operations across the country. State laws concerning Head Start and school bus transportation vary greatly. It is the trainer's responsibility to learn all state laws which apply to Head Start transportation in his or her state. State laws and regulations that apply to Head Start transportation must be followed.

Head Start operations are diverse and specific transportation terms may vary from region to region. It is the trainer's responsibility to adapt transportation terms in the training materials to local usage. Some examples of possible variations in transportation terminology follow:

- Head Start vehicles may be referred to as “buses,” “school buses,” “vehicles,” or “AAVs,” depending on the composition of the fleet.
- Flashers for loading and unloading children may be referred to as “school bus lights,” “alternately flashing lights,” “8-way light systems,” “Jersey lights,” “student lights,” etc. depending on local custom.
- Bus monitors are also referred to as “aides,” “attendants,” “driver assistants,” or other terms in some areas. We use the term “monitor” throughout this manual.

Training Facility, Equipment, and Materials

A comfortable learning environment is very important for effective adult education. Recommendations include:

- **Adequate space.** A minimum of 25 square feet per participant is recommended.

- **Tables.** Participants write in their Workbooks throughout the inservice. A suitable writing surface is necessary.
- **Comfortable seating.** Metal chairs are uncomfortable for adults and can be a distraction in an extended classroom session.
- **Heating and ventilation.** A comfortable temperature helps participants concentrate.
- **Lighting.** The inservice includes many written exercises. Good lighting is a necessity. Trainers should learn how to operate the lighting controls prior to class.
- **Protection from distractions.** It's difficult to maintain concentration in the midst of distractions such as background noises (machinery, phones, children playing, etc.) or other school staff walking through the classroom for another purpose.
- **View.** All participants should be able to see the audiovisuals, demonstrations, and all other classroom activities. Placing tables in an "open U" configuration usually maximizes visibility and facilitates participant participation.
- **Classroom location.** A centrally-located classroom is best if participants are attending from multiple sites. The classroom should be located fairly close to a parking lot - some class activities take place on a bus.

In addition to a suitable classroom, the following suggestions also help create a comfortable learning environment:

- **Refreshments.** If your budget allows it, refreshments usually improve adults' receptivity to learning.
- **Breaks.** At a minimum, a short break should be provided for every two hours of instructional time.
- **Name tags.** If participants come from multiple sites and don't know each other, name tags foster a positive and collaborative classroom atmosphere.

Classrooms should be equipped with the following audiovisual equipment:

- **Overhead projector or LCD projector.** (A spare bulb or spare projector should be accessible.)
- **Large screen.**
- **Flip chart** and adequate supply of flip chart paper and good markers. A blackboard and chalk, or white board and markers, also work.
- **VCR and monitor.**

Each participant should be supplied with the following:

- A Workbook - one for each participant.
- A pencil or pen.
- A highlighter (optional)

The **Preparation** box on each **Overview** page lists any additional materials or equipment needed to teach that Module. **Additional materials** required during the course are listed below:

Module 1

- Optional video: “Children in Traffic”

Module 2

- Representative vehicle(s) parked near class - more than one vehicle, and additional instructors as required, will be necessary for larger groups
- Belt cutters and old belts
- Samples of medications that can cause drowsiness
- Optional video: “Universal Precautions for the Special Needs Bus”

Module 3

- Representative lift-equipped vehicle parked near class (with seat belts) - more than one vehicle, and additional instructors as required, will be necessary for larger groups
- Training wheelchair - additional wheelchairs are recommended for larger groups
- Safety restraint(s) (car seat and/or safety vest of the types used in your operation) - additional restraints are advisable for larger classes
- Optional video: “Wheelchair Transportation”

Module 4

- Optional video: “Preventing Road Rage”
- Small prizes for the "winning team" if the Game Show format is chosen for the final review. Possible prizes could consist of candy bars, pens, clipboards, gloves, gift certificates, movie passes, bookmarks, etc. Be creative!

Documenting Training Sessions

It is important to maintain accurate records of attendance at inservice training programs. Documentation of training provides a measure of protection from liability should an accident occur. The ability to prove that a driver involved in an accident was adequately trained can protect an agency against a negligence claim. A dated training file, containing agendas, names of instructors, sign-in sheets, and copies of course completion certificates (included on the last page of each Workbook), should be maintained for every inservice program.

A sample sign-in sheet is included on the next page. It can be used as is, or adapted to your local needs.

Being an Effective Head Start Trainer

This inservice curriculum is based on basic principles of adult education.

1. Active participation improves learning. The greater the level of learner participation, the more likely it is that learners will retain information.

Participatory learning formats such as class discussion, brainstorming, small group problem-solving, role-playing, guided practice, and games are usually more effective than lectures.

Participatory learning is especially important for veteran bus drivers and monitors. Effective trainers call on participants' personal experiences to increase audience involvement and add interest to class discussions.

Learning doesn't have to be boring. A good training session should be stimulating and fun.

2. Repetition improves retention. Most adults have a lot on their minds. Even if a training topic is presented effectively, it may not really "register" the first time around. It is very important to stress key points during an instructional session and reiterate them before its conclusion. The importance of repeating key points may be illustrated by comparing it to the experience of re-reading a book or seeing a movie a second time. Most people find that much more is gained from the experience "the second time around." Characters and events that were barely noticed the first time are experienced vividly.

Key points are reinforced in several different ways throughout this curriculum. Participants complete a "Before You Turn the Page" exercise in their



Workbooks - usually a brief review of a key point just covered - before moving on to the next topic. A general review takes place at the end of each module. Finally, a comprehensive final review occurs at the end of the entire course. The final review may be conducted in several different ways (see Section 4.6).

3. Trainer professionalism makes a difference. Time is a precious commodity to most adults in today's world. Adult learners are not happy about sitting through a training session that suffers from inadequate planning and wastes their time.



Trainers must carefully prepare for inservice training sessions. Attention to detail is important. Preparation means becoming thoroughly familiar with every part of the curriculum, as well as arranging the facility and all necessary equipment and materials. Thorough preparation shows respect for your learners.

4. Defining learning goals improves instruction. Trainers should know what they're aiming for. This curriculum identifies specific learning goals (sometimes referred to as “instructional objectives”) for each topic. Focusing on a specific learning goal helps the trainer stay on track, and provides a tangible means of evaluating how successful the instruction was.

5. Monitoring learners is important. Good trainers aren't satisfied with merely presenting information - they want to know if the material was really understood. Training programs should include some form of ongoing means of letting the trainer evaluate how well the participants are “getting it.” Group discussions, oral reviews, quizzes, guided practice, and training games all help trainers assess their participants' comprehension of the material presented.

For a topic involving a technical skill, such as securing a car seat, guided participant practice after a trainer demonstration is the best way to determine whether the participants really understood the technique. The trainer must closely observe each participant attempt to secure the safety seat to ensure they mastered the technique. Unless it is closely supervised and monitored by the trainer, participant practice of a new technique may simply reinforce bad habits. Good trainers “watch like a hawk” whenever their participants practice a new

procedure. Mistakes should be immediately corrected, on the spot, by the trainer. There's little room for error when transporting young children - even a "small" misunderstanding of a safety procedure could result in a serious, or even tragic, incident.

Monitoring trainees through guided practice is more challenging in training sessions with large groups (more than 35). Small group activities are difficult to conduct with larger audiences. We highly recommend using additional instructors with larger groups so the audience can be split in more manageable smaller groups for activities.

Evaluation of learning should not be left until the end of a training session. By then it's probably too late to correct any misunderstandings. Throughout a training session, drivers and monitors should be repeatedly encouraged to ask questions. After all, the training is for them. If they don't understand the material, what's the point in holding the training? Experienced trainers realize that participants are often reluctant to ask questions. They don't want to appear "stupid" or reveal their ignorance about a topic that they suspect they should already know. It takes sensitivity and the ability to establish a trustful rapport with the participants to convince them it's "OK" to ask questions.

Trainers must be sure that all participants, not just the most advanced, have learned the material. It's easy, but irresponsible, to gear your teaching to the level of the "best" students in class.

Module 1: How Important Is Attitude and Morale to Safety?

Module 1 Learning Goals

By the conclusion of Module 1, drivers and monitors will learn:

1. The importance of taking personal responsibility for creating a positive and supportive work environment in the Head Start Transportation Department.
2. How to communicate effectively with parents and families.
3. The critical importance of checking for children before getting off the bus.
4. How to safely load and unload Head Start children.
5. How to correctly use and adjust school bus pedestrian mirrors.

Module 1 Topics, Minimum Times

- 1.1: If Buses Could Talk - 30 minutes
- 1.2: Driving is the Easy Part - Communication Challenges When Working with Parents and Families - 20 minutes
- 1.3: Why Are Children Left on Buses? - the Importance of the Post-Trip Inspection - 20 minutes
- 1.4: 99% is Not Good Enough - the Unique Challenge of Loading and Unloading Head Start Children - 30 minutes
- 1.5: Seven Bottles of Wine - 10 minutes
- 1.6: Module 1 Review - 10 minutes

Preparation for Module 1

Trainer preparation

- Read “Background” sections for each Topic
- Read the “Class Activities” sections
- Become familiar with the format and materials in the Workbook

Materials

- Workbooks for all participants
- “If Buses Could Talk” video for Section 1.1
- Pens or pencils
- Optional video for Section 1.4: “Children in Traffic”

Facility and Audiovisual Equipment

- Overhead (OH) projector or LCD projector and computer
- VCR and monitor for video in Section
- Flip chart and good markers
- Slides or PowerPoint presentation on CD (included with curriculum)
- Arrange refreshments

MODULE 1

Section 1.1

Minimum time required: 30 minutes

Learning goal: *Drivers and monitors will learn the importance of a positive and supportive work environment in the Head Start Transportation Department.*

If Buses Could Talk

BACKGROUND

No one doubts that driving a Head Start bus is a big responsibility, or that working with children and families can be challenging at times.

But real-world experience shows that negative relationships **within** the transportation department can be the most stressful part of the job. The “drivers’ room” can be a fertile breeding ground for negative attitudes. The stress caused by gossip, disrespect, jealousy, or prejudice among co-workers can have a powerful negative effect upon safety.

Of course, staff morale problems are **not** unique to Head Start transportation departments. Maintaining positive interpersonal relationships among co-workers has become a major concern for American business leaders over the past twenty years.

Complex interpersonal relationships usually develop wherever people work closely together. Workplace friendships inevitably blossom as individuals naturally gravitate towards co-workers with similar backgrounds and temperaments.

Friendship bonds arising from shared work experiences can be as rich and long-lasting as any we develop in life; positive work relationships create a safety net of mutual support among co-workers that can sustain individuals in the face of job and personal difficulties.

But over time, relationships among co-workers can be distorted by personal disappointments and disputes.

Workplace relationships and friendship groups can harden into factions and cliques. Co-workers who are “different” may stop being seen as unique individuals but instead as stereotypes. Good-natured joking and teasing can degenerate into harassment.

Even an outsider can sense the tense atmosphere in some drivers’ rooms. But good morale and a good safety record go hand in hand. A positive workplace environment is important to everyone - especially the children we serve.

SECTION 1.1: CLASS ACTIVITIES - 30 minutes

1 Slide 1.1a: "Welcome to the 'Attitude Matters' Transportation Inservice"

The slide should be displayed as participants enter the classroom for the first session. Welcome them to the inservice; briefly introduce yourself and any other trainer(s).

2 Facility and Schedule

Point out the location of fire exits and rest rooms; explain smoking and cell phone policies and any other concerns about the facility; briefly discuss the schedule for the remaining inservice sessions.

3 Workbooks

Distribute Workbooks to students and ask them to put their names in them; explain that Workbooks should be brought to all sessions.

4 Video: "If Buses Could Talk"

Introduce the video by posing the following question to participants: *"Do you think there's a connection between staff morale and safety?"* Allow 2-3 students to respond (briefly). Explain that the video will explore the same question. After the video has been shown, facilitate a discussion by asking the class the following questions using **Slide 1.1b, "If Buses Could Talk: What Do You Think?"**:

- *"Do you think gossip contributes to low morale?"*
- *"How does low morale impact safety?"*
- *"Do you think Head Start bus drivers and monitors still love the children?"*
- *"Have you ever talked to your bus (when no one was looking)?"*

Don't let this discussion degenerate into a complaint session. Don't allow "finger-pointing" at specific individuals, even in jest. But do encourage drivers and monitors to express their honest feelings about the importance of a positive work environment, what can be done to improve morale, how gossip hurts everyone, etc.

5 Workbook 1.1: "Before You Turn the Page"

Before moving to Section 1.2, ask the students to complete the "Before You Turn the Page" exercise on p. 6 - they should identify what they most enjoy about their jobs. Let a few students explain what they picked, and why.

Section 1.2

Minimum time required: 20 minutes

Learning goal: *Drivers and monitors will learn how to communicate effectively with parents and families.*

Driving is the Easy Part - Communication Challenges When Working with Parents and Families

BACKGROUND

Like anyone who deals with the public on a regular basis, Head Start bus drivers and monitors have to be able to communicate with all kinds of people. Occasionally they have to interact with individuals who are unreasonable, unfair, angry, belligerent, and even impaired. **Learning how to handle “difficult” individuals is one of the most useful skills** for bus drivers and monitors.

- **Self-control** is one sign of a professional. If a person acts rude, angry, or threatening towards the driver or monitor, the goal should always be to **defuse** the situation as much as possible. Sarcastic comebacks usually just antagonize the other party - like pouring gas on a smoldering fire.
- Difficult people are a fact of life in any work environment. There will always be a few individuals - parents, bus drivers, monitors, or teachers - who seem to enjoy complaining about other people, or making negative comments about life in general. **Maintaining a positive outlook around negative people** isn't easy, but it's possible if you work at it.
- A driver's or monitor's **neat dress and professional appearance** is appreciated by parents. and makes a difference when interacting with the public, too. Parents understandably expect Head Start drivers and monitors to demonstrate maturity and good

judgment.

- Whether we like it or not, **what a driver or monitor does or says during off-duty hours reflects on Head Start in general.** Especially in smaller communities, there really is no “off-duty” time for Head Start bus drivers and monitors. Overhearing a bus driver or monitor gossiping about children, parents, co-workers, or supervisors in the local diner, supermarket, Little League field, or place of worship leads the public to question the professionalism not only of the driver and monitor doing the gossiping, but the entire Head Start Transportation Department as well.
- The ability to **show respect to all types of people** - including challenging individuals - is a powerful communication tool. Many police agencies, for instance, teach recruits the effectiveness of using respectful language. Calling people “Sir” or “Madam,” for instance, while decidedly old-fashioned, may help defuse a tense situation. Attempting to intimidate difficult individuals usually backfires - for bus drivers and monitors as well as for police officers.

SECTION 1.2: CLASS ACTIVITIES - 20 minutes

1 Slide 1.2: "Communication Challenges"

Use the key points on the slide to provide a brief overview of how to communicate with challenging individuals. Use the background information on the previous page to guide the discussion. Your presentation based on the slide should be brief - it is a review of previous trainings, and sets the stage for the role-plays that follow.

2 Role-Play: "Trying a Respectful Approach"

Ask for two volunteers from the class who are willing to participate in two brief role-plays (or pick two individuals who you feel could do it). One individual plays the role of an angry parent at a bus stop - the parent has a complaint about the bus schedule, and says the bus is always running late. This parent is very emotional and unreasonable. The second individual plays the role of the bus monitor who receives this complaint at the bus stop. Set the stage for the role-plays by briefly explaining the basic scenario to the rest of the class. Have the role-players stand in front of the class and speak loudly enough that the whole class can see and hear them. Advise the role-players to act realistically and not to "ham it up" too much.

In the first role-play, the bus monitor does not respond respectfully to the complaining parent - for instance, calls the parent by his or her first name in a dismissive fashion, as though speaking to a young child. Let the first role-play continue for 1-2 minutes maximum.

Next ask the role-players to go through the same scenario again, only this time the bus monitor makes a point of showing respect to the complaining parent - calling him or her by Mr. or Mrs., using "please," and listening actively to the complaint. Let this version of the role-play proceed for 1-2 minutes.

Then stop the "action." First ask the role-players to describe how they felt in each of the two role-plays. What difference did the respectful approach make in the interchange? Then ask the class what they observed about the difference between the two role-plays.

3 Workbook 1.2: "Before You Turn the Page"

Students should complete the "Before You Turn the Page" exercise in Workbook Section 1.2 (p. 7). They should pick the tip that works best for them when they must communicate with a difficult individual. Let a few students share which tip they picked, and why.

Section 1.3

Minimum time required: 20 minutes

Learning goal: *Drivers and monitors will learn the critical importance of checking for children before getting off the bus.*

Why Are Children Left on Buses?

BACKGROUND

Head Start regulations require drivers and monitors to conduct a post-trip inspection after each route (45 CFR 1310.17 f2). **The importance of checking for children cannot be exaggerated.** Across the country, children are left on buses almost every day. Young children have died when left on buses in severe weather. Even if there are no physical injuries, a child left alone on a bus can be traumatized by the experience.

Adults should never leave a bus until they have checked on and under every seat for **a sleeping or hiding child**. The vehicle must be checked at the end of every route and whenever it is parked. This applies equally to drivers allowed to park their Head Start vehicles at their own homes.

Both drivers and monitors are responsible to check the bus for children.

Many Head Start agencies utilize electronic or mechanical devices to force drivers to walk to the back of the bus after it's shut off. Other Head Starts require a "Bus Empty" sign to be hung in the rear window whenever a bus is parked. But the best protection against leaving children on board is the vigilance of drivers and monitors.

Leaving a child on board often results in discipline or termination of the driver and/or monitor. They could also be charged with a criminal offense such as

"Endangering the Welfare of a Child."

If a sleeping child is discovered during a post-trip inspection, the Transportation Supervisor should be notified at once. Finding the child during the post-trip inspection means the driver and monitor did their jobs.

The daily post-trip procedure should also include:

- **Shutting off** all switches and controls. (Some engines should be allowed to idle for 3-5 minutes before being shut off.)
- Setting the **parking brake** (and removing the key unless parked inside). On air brake buses, "pumping down the air" ensures the bus can't roll.
- Noting and reporting **mechanical problems** to the mechanic.
- **Straightening** belts and car seats.
- **Sweeping.** Head Start children deserve a clean bus.
- **Shutting windows and doors** and locking the vehicle, if required. Security procedures should be taken seriously.

SECTION 1.3: CLASS ACTIVITIES - 20 minutes

1

Introduction to the Topic (read the following actual news story aloud)

“January 22. An 18-month-old boy was hospitalized after he spent more than three hours in a cold school bus Wednesday night, police said. The boy, who was wearing a snowsuit, was found ‘somewhat responsive,’ said the police. Firefighters broke through the door of the bus in the bus parking lot shortly before 10 p.m. He was taken to the County Medical Center, according to the police. The hospital would not release his condition late Wednesday.”

After reading the news story, display **Slide 1.3**. (Note: another news article about a child left on the bus is included in the Workbook (p. 9). Encourage your students to read it on their own.)

2

Brainstorming/Slide 1.3a: “Let’s Talk: Why Are Children Still Being Left on Buses?”

Using the above news story as a starting point, lead an honest brainstorming session about why this problem continues. Let as many students as possible express their opinions and observations. (Don’t allow students to interrupt each other or attack each other’s ideas). Use a flip chart to log the ideas your students come up with - take them all down. After all ideas have been logged onto the flip chart, run back through them again briefly, one at a time.

3

Slide 1.3b: “Post-Trip Inspection Procedures”

Briefly review the key elements of a daily post-trip inspection. Explain any local policies about post-trips.

4

Workbook 1.3: “Before You Turn the Page”

Students should answer the “Before You Turn the Page” question in Workbook Section 1.3 (p. 9) - “Why does it keep happening?” - before going on to the next section. Allow a few students to share which answer they picked, and explain why.

Section 1.4

Minimum time required: 30 minutes

Learning goal: Drivers and monitors will learn how to safely load and unload Head Start children and how to correctly use and adjust school bus pedestrian mirrors.

99% Is Not Good Enough - Loading and Unloading Head Start Children

BACKGROUND

Children are most at risk when getting on or off a bus. If a bus is equipped with **yellow pre-warning flashers**, they should be activated early enough to warn motorists that the bus is stopping. **Red school bus flashers** and stop arm(s) should be used whenever children are getting on or off. The door shouldn't be opened until the bus is completely stopped. (Consult your state laws.)

Buses equipped with school bus flashers should **stop in the right traffic lane** when loading or unloading - approximately 2' from the road edge. **AAVs** without school bus flashers should be stopped safely off the roadway, and 4-way hazard flashers should be activated.

Head Start children should not be asked to cross the road at their bus stops unless there is absolutely no safe alternative. All crossovers should be approved by a supervisor. When crossing is unavoidable, the monitor or another adult **must escort the child**, holding the child's hand at all times. Both child and adult should make eye contact with the bus driver, waiting until the driver signals it's safe to proceed. **A bus stop crossover should not be attempted with an AAV** or any vehicle without school bus flashing lights - it's dangerous.

The driver should **secure the bus** at each bus stop (i.e., set parking brake or place vehicle in "Park," if so equipped). An

unsecured bus could be dangerous with children nearby. The driver's foot could slip off the service brake. Buses should be secured whether they have automatic or standard transmissions, air or hydraulic brakes.

At bus stops, the bus driver's attention must be focused on children **outside** the bus. The driver must "tune out" on-board behavior problems when children are getting on or off the bus. Drivers should avoid looking up into the internal overhead mirror when children are outside. That mirror has been called "the most dangerous piece of equipment on a bus."

Radios should be turned down and children quieted at bus stops. A window should be open to hear warnings. At bus stops, monitors should get off before children do, even if a parent is present. A bus should not be moved until all children are safely off the roadway, **at least 15' from the bus**. The driver must conduct a careful visual search of the surrounding area and all external mirrors before resuming motion. (School bus "pedestrian" crossover mirrors must be properly adjusted to show the Danger Zones in front of and to the sides of the bus.)

The bus should move slowly away from the bus stop - at idle speed. This is "the moment of truth." Anything can happen.

SECTION 1.4: CLASS ACTIVITIES - 30 minutes

1 Introduction: "Check Your Loading and Unloading Safety Awareness"

Instruct students to open their Workbooks to Section 1.4 (p. 10). (If you wish, you may break the class into pairs for this introductory exercise.) Allow students 3-4 minutes to complete the "Loading and Unloading Safety Awareness Quiz." Students should circle the right answer. When everyone's done, tell the class the quiz will be corrected at the end of this session.

2 Slides 1.4a-g: "14 Key Loading and Unloading Safety Procedures"

Using the information on the previous "Background" page as a guide, discuss each of the 14 key points on the slides with the class. Take enough time to make sure all students really understand each point. Clarify any confusion - no detail is too small to be discussed. Strongly encourage questions and honest group discussion.

Important: go over any local Head Start policies, or state laws and regulations, that go beyond or differ in any way from the procedures recommended in this session. If conflicts are identified, state laws and regulations must take priority. It is the trainer's responsibility to know current state laws and regulations pertaining to Head Start transportation safety procedures.

3 Optional video: "Children in Traffic"

Show the video and afterwards ask students to identify at least three reasons young children are vulnerable when getting on or off a bus.

4 Workbook 1.4: "Before You Turn the Page"

Following the instructions in the "Before You Turn the Page" exercise, give students 1-2 minutes to look again at their own quizzes, comparing their answers before the session with what they've learned during this session. Then, using **Slides 1.4h-m** as a guide, go over the questions one by one, confirming the correct answers and clearing up any remaining confusions. Strongly encourage students to ask questions about any procedures they don't completely understand - or don't agree with. The most important thing is to use the quiz questions as a basis for discussion and clarification. Make sure students cross out wrong answers and circle the correct answers - the right answers must be clearly identified to use the Workbook as a reference after class. Optional suggestion: conduct a quick poll of the class and find out which questions caused students the most trouble. Make sure you've spent enough time on those particular questions so all students understand the right answer. Ask students if anyone got all the answers right the first time around, and if so, commend them.

MODULE 1

Section 1.5

Minimum time required: 10 minutes

Learning goal: *Drivers and monitors will learn the importance of taking personal responsibility for the work environment.*

Seven Bottles of Wine

BACKGROUND

The workplace is a complex web of **interdependence** among co-workers. The negative attitude or irresponsible actions of even a single employee can impact the rest of the staff in far-reaching ways. A single bus driver's unprofessionalism can destroy the reputation of an entire Head Start Transportation Department or bus company earned through years of dedicated service.

Earlier in this module we've already seen how gossip and rumors can poison relationships among co-workers. Hiding behind anonymity, even a handful of negative employees can sabotage teamwork and undermine needed changes and safety innovations. It sometimes seems that everyone has a justification for his or her actions, no matter what harmful effect those actions have on other people.

Many studies have shown that tensions among co-workers can have a negative effect on the quality of their work. Unpleasant relationships in the staff break room can become distracting for bus drivers and monitors, who need to be able to focus on children's safety. There is little room for error when transporting young children.

The author Joan Didion once said, "Character - the willingness to accept responsibility for one's own life - is the source from which self-respect springs." If

workplace morale needs improving, all employees need to shoulder some degree of personal responsibility.

SECTION 1.5: CLASS ACTIVITIES - 10 minutes

1 Introduction to the Topic

Get the attention of your class with a touch of quiet drama by sitting informally on a comfortable perch (such as a stool or the edge of a desk) as you start this session. Tell the class you're going to tell them a story. Tell them to close their workbooks.

Important: before the session, become familiar with the story so it becomes "yours." It's much more effective to "tell" the story in your own words instead of just reading it. Tailor the basic story to your own style and add local color and details if you wish. (Note: the basic text of the story is included in the Student Workbook. The story is adapted from an ancient Chinese folk tale.)

Optional: using seven bottles of water, a bowl, and a cup, "act out" the story as you tell it.

2 Story: "Seven Bottles of Wine"

Tell the story to your class.

3 Discussion

Use questions such as the following to provoke an honest discussion of individual responsibility for improving morale:

- *"What's the moral of this story?"*
- *"How does this story apply to workplace morale?"*
- *"Whose responsibility is it to improve relationships among co-workers?"*

4 Workbook 1.5: "Before You Turn the Page"

Students should select an answer to the "Before You Turn the Page" question in Workbook Section 1.5 (p. 12) before going on to the next topic.

Section 1.6	Module 1 Review
Minimum time required: <i>10 minutes</i>	
Learning goal: <i>Key points covered during the module will be reviewed and reinforced.</i>	

REVIEW QUESTIONS

Use **Slide 1.6: “Module 1 Review: What Did We Learn?”** to remind your class of the main topics addressed in this module.

- Staff morale and safety
- Communicating with difficult individuals
- The importance of checking for children
- Loading and unloading Head Start children

Next ask students to turn to the Module 1 Review in their Workbooks (p. 13), and to circle the most important thing they learned about each topic. Allow 3-4 minutes to complete the exercise.

Discussion tip: ask drivers and monitors to explain how each of these topics can be affected by the bus driver’s or monitor’s attitudes.

Ask as many students as time allows to share their choices.

Use the review as an opportunity to clarify any confusions or misconceptions about the topics covered.

Conclude the Module by thanking the class for their attention and participation.

Trainee Name

Attitude Matters

INSERVICE



Head Start Driver & Monitor
Training Program

**Trainee
Workbook**

Produced by
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in partnership with
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Attitude Matters

Inservice Training

Trainee Workbook

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Welcome to the Pupil Transportation Safety Institute's "Attitude Matters" Head Start Inservice training for drivers and monitors

The purpose of this inservice training program is to help Head Start bus drivers and monitors do their important jobs as safely as possible. The inservice consists of four sections:

Module 1:

How Important Is Attitude and Morale to Safety?

Module 2:

Emergency Preparation

Module 3:

Special Skills for Special Children

Module 4:

Defensive Driving for Head Start Bus Drivers

Each module addresses several specific topics related to your job. The intent of this inservice program is to review and clarify important safety procedures.

Certificate of Completion

Included in the front of this workbook is a full-color certificate. Keep this certificate to show your successful completion of this training.

Expectations

This training program is designed to let you share your ideas and experiences during class. The more you participate in group discussions, the more you'll get out of the training! To help everyone get as much as possible out of class, please respect the following guidelines:

- **Be on time.** Your trainer will explain the class schedule to you. Please arrive a few minutes early for each session.
- **Attend.** Your attendance at all sessions is required. Notify your trainer as soon as possible if illness or an emergency will keep you from attending class.
- **Actively participate.** If you have a question about anything discussed in class, ask your trainer. This training program is for YOU. Make the most of your time in class by asking questions.
- **Be courteous.** Please show consideration to your trainer and co-workers at all times. If a disagreement arises, let's handle it as professionals.
- **Raise your hand.** Please raise your hand when you have a comment or question. This gives everyone a chance to talk.
- **No side conversations - please.** Side conversations during class are rude and very distracting. If you have something to say, please share it with the whole class.
- **Turn cell phones off.** Or, switch to "vibrate" mode.
- **Use the Workbook.** Follow along in your Workbook as class progresses. Use your Workbook to keep notes during class. It will serve as a helpful reference and resource for you after class is over.

Course Agenda

Module 1

How Important Is Attitude and Morale to Safety?

Module 1 Topics

- 1.1 If Buses Could Talk
- 1.2 Driving Is the Easy Part - Communication Challenges When Working with Parents and Families
- 1.3 Why Are Children Left on Buses? the Importance of the Post-Trip Inspection
- 1.4 99% Is Not Good Enough - the Unique Challenge of Loading and Unloading Head Start Children
- 1.5 Seven Bottles of Wine
- 1.6 Module 1 Review

Module 2

Emergency Preparation

Module 2 Topics

- 2.1 Is Your Vehicle Safe? - Professional Pre-Trip Inspections
- 2.2 As Ready As We Can Be - Evacuation Readiness for Drivers, Monitors, Parents, and Children
- 2.3 Am I Ready to Drive?
- 2.4 Accident Management
- 2.5 First Aid and Universal Precautions
- 2.6 Module 2 Review

Module 3

Occupant Restraints, Special Equipment, and Safety Checks

Module 3 Topics

- 3.1 Adult Attitudes and Sensitivity When Working with Children with Disabilities
- 3.2 Safely Transporting Children in Wheelchairs
- 3.3 Using Child Safety Restraint Systems Properly
- 3.4 Confidentiality and Custody
- 3.5 Module 3 Review

Module 4 Defensive Driving for Head Start Bus Drivers

Module 4 Topics

- 4.1 The Best Road Test
- 4.2 Avoiding "DWA" ("Driving While Angry")
- 4.3 Railroad Crossing Safety Reminders
- 4.4 Why Do Backing Accidents Continue to Happen?
- 4.5 Severe Weather Driving Tips
- 4.6 Inservice Review

Module 1

How Important Is Attitude and Morale to Safety?

Module 1 Topics

- 1.1 If Buses Could Talk
- 1.2 Driving Is the Easy Part - Communication Challenges When Working with Parents and Families
- 1.3 Why Are Children Left on Buses? the Importance of the Post-Trip Inspection
- 1.4 99% Is Not Good Enough - the Unique Challenge of Loading and Unloading Head Start Children
- 1.5 Seven Bottles of Wine
- 1.6 Module 1 Review



1.1

If Buses Could Talk

Maintaining positive interpersonal relationships among co-workers has become a major concern for American business leaders.



Learning goal: Topic 1.1

You will understand the importance of taking personal responsibility for creating a positive and supportive work environment in the Head Start Transportation Department.

Notes:

Background: How Important is Good Morale?

Being a Head Start bus driver or monitor is a big responsibility. Both jobs can be very stressful at times. Driving a bus safely in today's traffic environment is not easy. Working with children and families can be challenging.

But sometimes negative relationships among co-workers can become the most stressful part of the job. Gossip, disrespect, jealousy, or prejudice among co-workers can lead to poor morale. Worse, negative relationships among co-workers can also have a negative impact upon safety.

Before You Turn the Page

What do you like most about your job?

(Circle one item, or write in something else.)

- "Most of the time I really enjoy being around my co-workers."
- "I love being around the kids we transport."
- "I feel like I'm contributing to our community."
- "I feel like I am appreciated by Head Start administrators."
- "The pay and benefits are what motivate me to keep this job."
- Other:

1.2

Driving is the Easy Part - Communication Challenges When Working with Parents and Families

Difficult people are a fact of life in any work environment.

Learning goal: Topic 1.2

You will learn how to communicate effectively with parents and families.

Notes:



Background: Learning How to Handle Difficult Individuals

As a Head Start bus driver or monitor, you have to be able to communicate with all kinds of people. Occasionally you have to interact with individuals who are unreasonable, unfair, angry, belligerent, or even impaired. Learning how to handle "difficult" individuals is one of the most useful skills for a bus driver or monitor.

If an individual becomes angry or acts rudely towards you, your goal should be to defuse the situation. Sarcastic "comebacks" or trying to intimidate the other party usually just makes the situation worse - like pouring gas on a smoldering fire. Showing respect, even to difficult individuals, can be a very effective communication tool. For example, police have learned that using respectful language like "Sir" or "Madam" can help calm down a tense situation.

Before You Turn the Page

Which tip works best for you when you must communicate with a difficult individual?

- Practice self-control and try to defuse the tension
- Dress neatly and professionally
- Refuse to gossip about children or families
- Use a respectful approach and respectful language
- Other: _____

1.3

Why Are Children Left on Buses?

The importance of carefully checking for children cannot be exaggerated.

Learning goal:

You will learn the critical importance of checking for children before getting off the bus.



Background:

Young children are left on buses almost every day somewhere in the U.S. A young child left on a bus is at great risk. Even if there is no physical harm, a child can be severely frightened by the experience.

Both Head Start bus drivers and monitors are responsible for checking the bus for sleeping or hiding children. The bus must be carefully checked at the end of every route and whenever it is parked. Be sure to look under, not just on, the seats. Adults should **never** leave a bus until it has been carefully checked for children. (This applies equally to Head Start drivers allowed to park their buses at their own homes.)

Leaving a child on a bus usually results in discipline or termination of the driver and/or monitor. They could also be charged with a criminal offense such as "Endangering the Welfare of a Child."

Yet it continues to happen. Why?

1.3 Why Are Children Left on Buses?

continued

“For the second time this year, a Head Start bus driver has been fired for failing to make sure all of the children on the bus were dropped off at their stops. In both instances, the children were discovered sleeping in the back of the buses. The latest incident involved a 5-year-old child. The child should have been dropped off at another preschool center.

Officials said the child was found at the back of a bus after the driver had parked the bus at his house. The supervisor said

all drivers are supposed to check off a list as children enter and exit their buses, and do a ‘walk-through’ at the end of their routes to be sure all children were dropped off.

But the bus driver, who has been a Head Start driver for three years, did not do that. Another driver was fired in a similar incident earlier this year.”

(News account of actual incident.)

Before You Turn the Page

Why does it keep happening?

In your opinion, what’s the main reason children continue to be left on buses? (Circle the letter of what you think is the best answer.)

- a. Bus drivers and monitors become lazy about their responsibilities.
- b. Bus drivers and monitors think “it’s not going to happen to me.”
- c. The bus driver thinks the monitor checked for children, and vice-versa, so neither actually did it.
- d. Other (describe):

1.4

99% Is Not Good Enough - Loading and Unloading Head Start Children

Learning goal: Topic 1.4

You will learn how to safely load and unload Head Start children, and how to correctly use and adjust school bus pedestrian mirrors.

Before You Turn the Page:

Correct your quiz.

Based on what you learned in this session, how did you do on the "Loading and Unloading Safety Awareness Quiz"? Your trainer will go over the correct answers with you. Cross out any wrong answers and circle the right answers so you can refer back to this important information after class. Be sure to ask questions about any safety procedure you don't completely understand. Children's safety depends on a high level of loading and unloading safety awareness in bus drivers and monitors.

Loading and Unloading Safety Awareness Quiz

Instructions: Circle the best answer for each question below.

1. "Red school bus flashers should be activated whenever children are getting on or off your school bus." TRUE or FALSE?
2. "The bus passenger door should be opened as your bus approaches a bus stop." TRUE or FALSE?
3. "If you're driving an Allowable Alternative Vehicle (AAV) without school bus flashers, it should be stopped in the driving lane of the roadway when loading or unloading children." TRUE or FALSE?
4. "Drivers of AAVs without school bus flashers should activate 4-way hazard flashers when loading/unloading." TRUE or FALSE?
5. "Head Start children shouldn't have to cross the road at bus stops – unless there's absolutely no safe alternative." TRUE or FALSE?
6. "All crossovers should be approved by a supervisor." TRUE or FALSE?
7. "If Head Start children must cross the road, they should do so on their own. The monitor should stay on the bus." TRUE or FALSE?
8. "If children must cross the road, both the monitor and the child should wait for the driver's signal that it's safe before starting across." TRUE or FALSE?
9. "Crossovers are OK when driving an AAV without school bus flashers." TRUE or FALSE?
10. "Secure the bus at every bus stop." TRUE or FALSE?
11. "Drivers must tune out all distractions when children are getting on or off the bus." TRUE or FALSE?
12. "To avoid traffic tie-ups, move away from a bus stop as soon as children are off the bus." TRUE or FALSE?
13. "The main purpose of 'pedestrian crossover' mirrors is to show you other vehicles near your bus." TRUE or FALSE?
14. "Move away from a bus stop slowly, at idle speed, after carefully checking your mirrors." TRUE or FALSE?



1.5

Seven Bottles of Wine

Who's responsible for maintaining positive relationships among co-workers?

Learning goal: Topic 1.5

You will reflect on the importance of taking personal responsibility for a positive work environment.

"Seven Bottles of Wine"

(Adapted from an ancient Chinese folk tale)

Seven retired school bus drivers from the next county formed a wine-making club. They'd all been making wine on their own as a hobby for years, growing their own grapes and pressing and bottling their own wine. Like most school bus drivers, these seven retired drivers enjoyed teasing each other, and they all liked to brag that their wine was the best.

Nobody could remember whose idea it was, but someone proposed getting together on New Year's Eve to talk about old times in the bus garage and share their wines. It was decided that they all would bring their very best bottles of white wine, and then they'd mix the seven bottles together and share them as an act of friendship.

As New Year's Eve approached, and it came time for each of them to select their best vintage for the ceremony, the youngest driver (who had retired early and was still in his fifties) started to have doubts about whether his wine was good enough. He had less experience at wine-making, and surely couldn't be expected to produce the caliber of wine the other six drivers could. So, at the last minute, he simply filled an empty wine bottle with water, reasoning that the other drivers wouldn't know.

Meanwhile, the oldest driver in the club had been feeling depressed because he no longer had the stamina to tend his grapevines as carefully as he once did. He was sure this year's vintage wouldn't be as fine as previous years' because he'd left weeds around the vines. So, just as the youngest driver had done, he filled an empty wine bottle with water, telling himself he was doing the other club members a favor by not sullyng the ceremony with his inferior product.

At about this time the wealthiest member had been doing some thinking about the club. He felt that his friends had been taking advantage of him in one way or another just because he had a little more money than they did. After all, he was hosting the New Year's Eve party, which meant plenty of extra expense and trouble. It didn't seem fair to him that he'd have to contribute some wine too. So in

continued on next page

1.5 Seven Bottles of Wine

continued

"Seven Bottles of Wine", cont.

a fit of spite he wasted a good bottle of wine down the drain and, smiling because he knew he could get away with it without anyone else knowing, filled it with water instead.

Another one of the drivers had been sick for several weeks. He had only a modest supply of previous years' vintages left in his cellar, and he was afraid that his health problems might prevent him from producing wine at all next year. "Who would think it's wrong to hold on to what I've got left," he told himself as he held an empty bottle under the faucet.

Another retired driver was just about to leave for the party on New Year's Eve when it suddenly dawned on him how much better his wine was than anyone else's. It seemed obvious to him that pouring one of his precious bottles into the bowl would be a waste. As he saw it, his friends were so uneducated about wine-making that they'd never even know if he secretly added water instead of wine.

Unfortunately, the two remaining club members got into a nasty argument over the phone the morning of the party - something about who should have gotten the new bus ten years ago. As each slammed the phone down, they simultaneously had the same brilliant idea - "I'll show him!" So each, unknown to the other, angrily filled a wine bottle with clear water.

Finally it was New Year's Eve. All seven club members had put on their best faces and were talking loudly and joking with each other as friends should on such a happy occasion. As the clock struck midnight, they each poured their very best bottles of wine into a large silver bowl graciously provided by their host, who with pomp and ceremony ladled out a glass for each member of the club.

One by one, they sipped their "wine." No one said a word.

Before You Turn the Page

What do you think?

Do you believe every employee has a responsibility to contribute to a positive workplace environment?

- a. Yes
- b. No
- c. Not sure

1.6

Module 1 Review: What Did We Learn?

Circle the **most** important thing you learned about each topic we discussed in this Module.

(Circle one item for each topic below.)

Staff morale and safety

- Gossip can lead to low morale.
- Stress caused by gossip, disrespect, jealousy, or prejudice among co-workers can have a powerful negative effect upon safety.
- Everyone has a responsibility to contribute to a positive workplace environment.
- Other - describe:

Communicating with difficult individuals

- Learning how to handle difficult individuals is an important skill for a Head Start bus driver or monitor.
- Self-control is one sign of a professional.
- Gossiping about children or families is unacceptable – even if you're not on duty.
- Other - describe:

The importance of checking for children

- Head Start regulations require drivers and monitors to conduct a post-trip inspection for children after each route.
- Both bus drivers and monitors are responsible for checking for children.
- Young children are left on buses almost every day somewhere in the U.S.
- Young children left on buses are at great risk.
- Other - describe:

Loading and unloading Head Start children

- Red school bus flashers should be activated whenever children are getting on or off your bus.
- Head Start children shouldn't have to cross the road at bus stops, unless there's absolutely no safe alternative.
- Crossovers should not be attempted unless you're driving a vehicle equipped with school bus flashers.
- The bus should be secured at every bus stop.
- The bus driver must tune out distractions when children are getting on or off the bus.
- Never move the bus until you're certain all children are off the roadway and safely away from the bus.
- The purpose of "pedestrian crossover" mirrors is to show you children in the Danger Zones near the bus.
- Pulling away from a bus stop is "the moment of truth."
- Other - describe:

