

Head Start Driver & Monitor PRESERVICE Training for new drivers & monitors



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Trainer's Guide

Credits

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Disclaimer

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Table of Contents

Introduction to the Trainer's Guide - 4

Module 1: The Privilege of Giving Children a Head Start - 28

- 1.1 Head Start's Mission
- 1.2 The Importance of Bus Drivers and Monitors to Head Start's Mission
- 1.3 "There's Nothing Like Working with Young Children"
- 1.4 Basic Responsibilities of Head Start Drivers and Monitors
- 1.5 Local Policies and Procedures, and State Laws
- 1.6 Module 1 Review

Module 2: Responsibility for Children - 41

- 2.1 Drivers and Monitors Are Role Models
- 2.2 Behavior Management Techniques for Young Children
- 2.3 Confidentiality
- 2.4 Custody Procedures
- 2.5 Reporting Signs of Abuse
- 2.6 Partnering with Parents on the Bus
- 2.7 Conducting Bus Drills
- 2.8 Module 2 Review

Module 3: Professional Communication is Part of the Job - 58

- 3.1 The Art of Bridging Differences
- 3.2 Dealing with Difficult People
- 3.3 Building Relationships with Teachers
- 3.4 Radio/Cell Phone Procedures
- 3.5 Written Reports
- 3.6 Maintaining a Positive Working Environment in the Transportation Dept.
- 3.7 The Special Relationship Between Driver and Monitor
- 3.8 Interacting with the Public
- 3.9 Module 3 Review

Module 4: Know Your Bus - 77

- 4.1 Safety Features of the Modern School Bus
- 4.2 Learning About Your Own Bus
- 4.3 Relationship with Mechanics
- 4.4 Using Your Senses to Detect a Possible Mechanical Problem
- 4.5 Pre-trip Procedures
- 4.6 Post-trip Procedures
- 4.7 Bus Cleanliness and Hygiene
- 4.8 Module 4 Review

Module 5: Loading and Unloading Procedures - 94

- 5.1 The Moment of Truth
- 5.2 Loading and Unloading Procedures for Head Start Children
- 5.3 Mirror Adjustment and Use
- 5.4 Safety in the Center's Bus Loading Area
- 5.5 Preparing Children for Their Kindergarten Bus

5.6 Module 5 Review

Module 6: Emergencies - 107

- 6.1 Types of Bus Emergencies
- 6.2 Evacuation Tips and Cautions
- 6.3 Use of Emergency Equipment and Emergency Exits
- 6.4 Accident Procedures
- 6.5 Breakdown Procedures
- 6.6 Defusing Potential Violence
- 6.7 First Aid on a Bus
- 6.8 Module 6 Review

Module 7: Child Safety Restraint Systems - 124

- 7.1 Seat Belt Use
- 7.2 Securing Car Seats
- 7.3 Securing Infant Seats and Other Child Restraints
- 7.4 Using Seat Belt Cutters
- 7.5 Cleaning and Maintaining Safety Restraints
- 7.6 Module 7 Review

Module 8: Transporting Children with Special Needs - 137

- 8.1 Serving All Children
- 8.2 Every Child is Unique: Avoiding Stereotypes
- 8.3 Characteristics of Children with Special Needs
- 8.4 Transporting Children Using Wheelchairs
- 8.5 Transporting Children with Special Medical Conditions
- 8.6 TLC Driving
- 8.7 Transporting Medication and Breast Milk
- 8.8 Module 8 Review

Module 9: Defensive Driving - 154

- 9.1 Defensive Driving for Head Start Drivers
- 9.2 The Most Dangerous Piece of Equipment on a Bus
- 9.3 Preventing Intersection Accidents
- 9.4 Preventing Backing Accidents
- 9.5 Handling Different Driving Environments
- 9.6 Railroad Crossings
- 9.7 Severe Weather Driving
- 9.8 Field Trips and Night Driving
- 9.9 Module 9 Review

Module 10: You Are Important; Final Exam - 173

- 10.1 Protecting Yourself: Injury Prevention on the Bus
- 10.2 Bus Yard and Bus Garage Safety
- 10.3 Universal Precautions
- 10.4 Drugs and Alcohol
- 10.5 Illness, Fatigue, and Personal Medication
- 10.6 Module 10 Review

Final Exam and Answer Key -184

Overhead Transparency Masters (CD-rom version also supplied with curriculum) - **follows p. 188**

Introduction to the Trainer's Guide

Overview

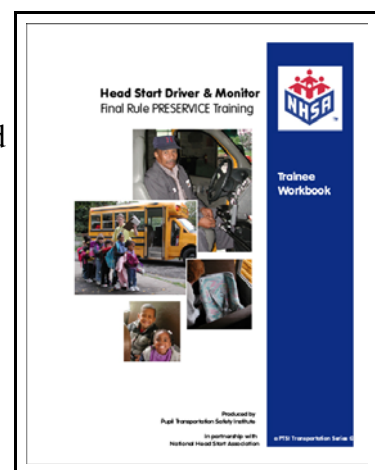
The purpose of the Trainer's Guide is to help trainers conduct the Preservice Training Course for new Head Start drivers and monitors.

The Trainer's Guide consists of three parts:

- **Introduction** (present section)
- **Lesson Plans** (for each of the ten course 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.
- **Trainee Workbook** - ten copies are provided with the curriculum. All drivers and monitors should be provided with their own copy of the Workbook. The Workbook is an essential part of this curriculum. Additional Workbooks may be purchased from the Pupil Transportation Safety Institute (800-836-2210).



Goals of the Preservice Training Curriculum

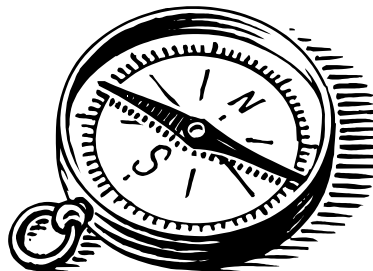
This curriculum has two basic goals:

1. **Compliance with Head Start transportation regulations.** This curriculum was designed to meet the preservice training requirements of the Head Start Transportation regulations, as outlined in 45 CFR 1310.17, "Driver and Bus

Monitor Training."

The regulations require all drivers and monitors hired after April 18, 2002 to receive preservice training in the mandated topics before transporting children.

2. **Safety.** The preservice curriculum addresses key safety issues for Head Start transportation. The curriculum includes all topics mandated by the Head Start regulations, as well as several additional topics that drivers and monitors must be trained in. Drivers and monitors who complete the preservice course will be able to provide a high level of service to Head Start children.



Learning Goals

The purpose of this curriculum is to prepare new Head Start bus drivers and monitors to transport children safely. Preparing prospective drivers to pass the CDL road test is not the purpose of this course. The curriculum is designed both for bus drivers who already have a CDL, and for monitors who do not have and do not wish to obtain a CDL. (Monitors who are not licensed to drive bus, and who don't plan to move up to driving, are not required to take Module 9 of this course, which covers defensive driving.)

The ten Modules of the course address a total of 64 specific safety topics, encompassing the following learning goals:

Module 1: The Privilege of Giving Children a Head Start

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

1. Understand Head Start's most important goal.
2. Understand how drivers and monitors are important to Head Start children.
3. Understand why working with young children is a unique job.

4. Understand the basic responsibilities of Head Start drivers and monitors.
5. Know where to find local Head Start policies and procedures and applicable state laws.

Module 2: Responsibility for Children

By the conclusion of Module 2, drivers and monitors will:

1. Understand how young children often look up to bus drivers and monitors.
2. Know how to successfully manage children's behavior on a bus.
3. Understand what "confidentiality" means, and why it is important.
4. Understand why it is important to follow their Center's custody procedures.
5. Know what to do, and what not to do, if they observe possible signs of child abuse.
6. Know how to develop a good relationship with parents on the bus.
7. Know what topics should be covered in a bus drill.

Module 3: Professional Communication is Part of the Job

By the conclusion of Module 3, drivers and monitors will:

1. Know how to improve communication with individuals from diverse cultures.
2. Know how to deal with difficult people.
3. Understand the importance of communicating with teachers and know how to improve communication with them.
4. Know how to contact the Center from the bus by radio or cell phone.
5. Know how to create acceptable written reports.
6. Understand how to contribute to a good working environment in the Transportation Department.
7. Know how to maintain a positive relationship between drivers and monitors.

8. Understand why it is important to interact professionally with the public.

Module 4: Know Your Bus

By the conclusion of Module 4, drivers and monitors will:

1. Understand why school buses are the safest vehicles on the road.
2. Understand the importance of learning about the equipment on their own buses.
3. Know how to maintain a constructive relationship with mechanics.
4. Know how to use their senses to detect a possible mechanical problem on a bus.
5. Know how to conduct a pre-trip inspection of a bus.
6. Understand the potential negative consequences for failing to conduct a post-trip inspection.
7. Understand why it is important to keep buses clean.

Module 5: Loading and Unloading Procedures

By the conclusion of Module 5, drivers and monitors will:

1. Understand why young children are at risk when they get on or off a bus.
2. Know how to safely load and unload Head Start children.
3. Know what school bus pedestrian mirrors are, and what their purpose is.
4. Know how to prevent an accident in the bus loading area at the Center.
5. Know how to prepare Head Start children to ride a kindergarten bus safely.

Module 6: Emergencies

By the conclusion of Module 6, drivers and monitors will:

1. Understand what types of emergencies could occur on a bus route.

2. Understand why evacuation can be dangerous, and what types of emergencies require immediate evacuation.
3. Know how to use a fire extinguisher, how to locate and open all exits in the dark, and how to exit safely from an emergency door and an emergency window.
4. Know what to do if they are involved in an accident.
5. Know what to do if the bus breaks down.
6. Understand how to defuse a potentially violent situation on the bus.
7. Understand first aid procedures for choking; bleeding; allergic reaction; object in eye; and seizure.

Module 7: Child Safety Restraint Systems

By the conclusion of Module 7, drivers and monitors will:

1. Understand who must wear seat belts on a Head Start bus, and proper use of seat belts.
2. Know how to secure car seats in a bus.
3. Know how to secure rear-facing infant seats in a bus.
4. Know how to cut a seat belt.
5. Know how to clean a car seat.

Module 8: Transporting Children with Special Needs

By the conclusion of Module 8, drivers and monitors will:

1. Understand how society has changed in how it treats children with special needs.
2. Understand what "child-first" language means, and the importance of avoiding stereotypes about children with special needs.
3. Understand the basic characteristics of children with special needs.

4. Know how to load and unload wheelchairs safely using a wheelchair lift; how to secure a wheelchair in the bus using a four-point tiedown system; and how to secure the child in the wheelchair with the lap-shoulder restraint.
5. Understand how to get assistance if a child with a special medical condition is assigned to the bus route.
6. Understand what "TLC" driving means, and why it's important when transporting children with special needs.
7. Know how to transport children's medication or breast milk safely.

Module 9: Defensive Driving

By the conclusion of Module 9, drivers will: (note: monitors who are not licensed to drive bus are encouraged but not required to complete this Module - indicate on Certificate if not completed)

1. Understand what "defensive driving" is.
2. Understand why distraction is dangerous.
3. Know how to prevent an intersection accident.
4. Know how to prevent a backing accident.
5. Know how to drive safely in urban, rural, highway, and mountain driving conditions.
6. Understand railroad crossing safety procedures.
7. Know how to handle severe weather conditions.
8. Understand field trip safety procedures.

Module 10: You Are Important; Final Exam

By the conclusion of Module 10, drivers and monitors will:

1. Know how to prevent an injury to themselves on the bus route.

INTRODUCTION

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2. Know how to prevent an injury to themselves or others in the bus yard or garage.
3. Be able to follow universal precautions.
4. Understand drug and alcohol testing requirements for bus drivers.
5. Understand the dangers of illness, fatigue, and the potential side-effects of medication for a bus driver.

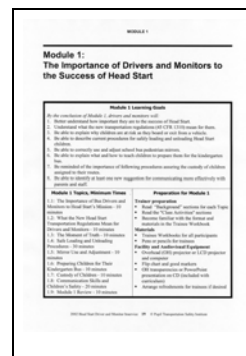
Preservice Course Agenda

Module	Minimum Time	Teaching Location
Module 1: The Privilege of Giving Children a Head Start	3 hours	Classroom
Module 2: Responsibility for Children	3 hours	Classroom
Module 3: Professional Communication is Part of the Job	3 hours	Classroom
Module 4: Know Your Bus	3 hours	Classroom, bus
Module 5: Loading and Unloading Procedures	3 hours	Classroom, bus
Module 6: Emergencies	3 hours	Classroom, bus
Module 7: Child Safety Restraint Systems	3 hours	Classroom, bus
Module 8: Transporting Children with Special Needs	3 hours	Classroom, bus
Module 9: Defensive Driving (not required for unlicensed monitors)	3 hours	Classroom (bus optional)
Module 10: You Are Important: Final Exam	3 hours	Classroom (bus yard optional)

Using the Lesson Plans

A separate Lesson Plan is provided for each preservice module. The Lesson Plans are designed to be as “user-friendly” as possible for trainers.

Each Lesson Plan uses the same format. Each begins with an **Overview** page which summarizes Learning Goals, Topics and Times, and Preparation needed for teaching that Module.

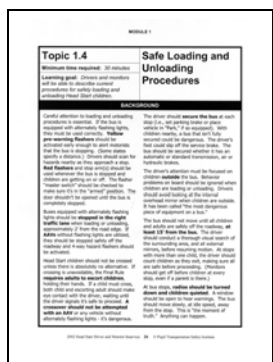


Overview page

Following the overview page, the specific topics covered in the module are numbered sequentially (i.e., 1.1, 1.2, 1.3, etc.). A **Background** page and an **Activity** page are provided for each topic, on facing pages, letting trainers view both pages at once as they teach.

The **Background** page provides a basic overview of the topic, defines the specific learning goal, and defines the suggested minimum instructional time needed to teach it. It is essential that all trainees are able to meet the defined learning goal

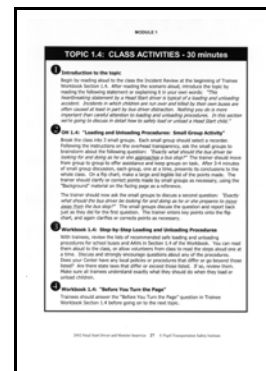
by the conclusion of a topic. If they can't, the trainer needs to devote more time to the topic. The real success of a training program is not whether or not the trainer covered all the topics, but whether or not the trainees understood them.



Background page

The **Activity** page contains a detailed, numbered guide to

classroom activities for teaching the topic. A wide range of instructional activities is utilized in the course, including trainer presentations using overhead transparencies, whole class or small group discussions, brainstorming sessions, trainer demonstrations and guided practice sessions,



Activity page

role-playing, and Workbook exercises. Some instructional activities occur in the classroom, and some should take place on or around an actual bus.

Each module concludes with a **Review** of the topics covered. A **Final Exam** is part of Module (10). The Final Exam is included as a perforated tear-out sheet in the Trainee Workbook, and both the questions and answers are included in this Trainer's Guide at the end of Module 10 (pp. 185-186).

Using the Workbook

Trainees should be provided with their own copies of the Workbook. It is an essential part of the course. Ten copies are provided when the curriculum is purchased; additional copies are available for purchase from the Pupil Transportation Safety Institute (800-836-2210).

The Workbook follows the same sequence of topics as the lesson plans. Topics in the Workbook are numbered to correspond with topics in the lesson plans (1.1, 1.2, 1.3, etc.).

Each topic in the Workbook identifies the Learning Goal, a brief summary of Background information, and a "Before You Turn the Page" review question or exercise, which should be completed by trainees before moving on to the next topic. Many topics in the Workbook also include a "Your Turn" exercise to be completed during class. Some topics also include more extensive class exercises as well.

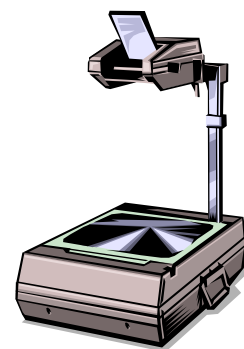
Trainees should be encouraged to keep notes in their Workbooks as class proceeds. After class, the completed Workbook is intended to serve as a reference for drivers and monitors.

Trainers should become very familiar with the structure and layout of the Workbook before class starts. For some topics, the Workbook contains information that is not included in the Lesson Plan or on the overheads. This means that trainers should have their own copy of the Workbook in front of them at all times as they teach the course. Workbooks also include a blank course

completion certificate to be filled out at the conclusion of class. Trainers should indicate on the certificate whether the trainee completed all ten modules (unlicensed monitors are not required to complete Module 9). A copy of the certificate should be maintained in the employee's permanent training file. (Certificates are perforated and should be removed from the Workbook in the first session.)

Using the Overhead Transparencies

Both overhead transparency masters and a CD-Rom with a PowerPoint presentation of the same overheads are included with the Trainer's Guide. Trainers with access to a computer and LCD projector are encouraged to use the CD-Rom PowerPoint version, but suitable black and white transparencies can easily be made using the masters provided in this curriculum, blank transparencies, and a standard office copier. Or, color transparencies can be printed from the CD-Rom.



Overheads are numbered (at the bottom) to correspond to the topic being addressed as it is numbered in the Lesson Plan and Workbook. (If more than one overhead is provided for a particular topic, the numbering becomes 1.1a, 1.1b, 1.1c, etc.)

If the PowerPoint version is used, the trainer should practice with the computer and projector before class starts, to become familiar with how to advance to the next overhead, return to a previous overhead, etc.

Using the overheads is essential to the success of this course. For some topics, the overheads contain information that is not included in the Class Activities or the Trainee Workbook. Lesson Plans, Workbook, and overheads are all integral to the curriculum. They must be used together, as explained in each topic's Class Activity guide, to teach the course as intended.



A Note on State Laws and Local Terms

This curriculum was created for Head Start Programs across the nation. State laws concerning Head Start and school bus transportation vary widely. It is the trainer's responsibility to learn the state laws which apply to Head Start transportation in his or her own state. This curriculum is based on current "best practices" and safety procedures in Head Starts and school districts across the country. In some cases, state school bus laws and regulations may differ from the recommendations in this curriculum. Applicable state laws and regulations pertaining to pupil transportation must be followed. When laws and regulations from different government agencies vary, it is prudent to follow the highest standard.



Head Start operations are diverse in many ways: geography, culture, size, and structure of the fleet. In addition, transportation terminology tends to vary from region to region. It is the trainer's responsibility to adapt the language of the training materials provided in this curriculum to local conditions.

- Head Start vehicles may be referred to as "buses," "school buses," "vehicles," or "AAVs," depending on the nature and history of the fleet and local custom.
- Flashing lights used for loading and unloading children may be referred to as "school bus flashers," "alternately flashing lights," "8-way light systems," "Jersey lights," "student lights," etc. depending on local practice.
- Bus monitors may be called "aides," "attendants," "driver assistants," or other terms.

Facility, Equipment, and Materials

A comfortable learning environment is important for effective adult education. Characteristics of a good learning environment include:

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

- **Tables or desks.** Because trainees use their Workbooks throughout the class, a suitable writing surface is required.
- **Comfortable seating.** Bare metal chairs can be so uncomfortable for adults that learning doesn't take place.
- **Heating, cooling, ventilation.** Maintaining a comfortable temperature and fresh air helps trainees concentrate on learning.
- **Lighting.** Because the course involves written exercises, good lighting is a necessity. Trainers should know how to operate the lighting controls prior to class.
- **Insulation from distractions.** It's difficult for trainees to maintain concentration when distractions such as staff walking through the classroom, background noise of machinery or phones, children playing, etc., are present. Trainees (and trainers) should turn off their cell phones and pagers during class.
- **Visibility.** All trainees must have a good view of the instruction, including audiovisuals and demonstrations. Arranging tables in an "open U" configuration maximizes visibility and encourages trainee participation during class.
- **Classroom location.** If trainees are drawn from multiple sites, choosing a centrally-located classroom is best. If possible, the classroom should be located near a parking lot so trainees can move quickly to on-the-bus activities.

In addition to a suitable facility, the following considerations also help create a productive learning environment:

- **Refreshments.** Simple refreshments make adults more comfortable and receptive to learning.
- **Breaks.** A fifteen minute break should be provided for every 3 hour training module.

- **Name tags/tents.** When trainees work at different sites and don't know each other, name tags or name tents foster a team atmosphere in the classroom. They allow the trainer to call on students by name.

Classrooms should be equipped with the following audiovisual equipment:

- **Overhead projector or LCD projector.** (Have a spare bulb or projector on hand.) Always set the projector up before class, make sure it works right, focus it, and practice with it.
- **Large screen.** Make sure it's positioned so all trainees can see the whole screen.
- **Flip chart and adequate supply of flip chart paper and good markers.** An erasable whiteboard, or blackboard and chalk, are also acceptable.
- **VCR and monitor.** (For optional videos.) The monitor should be large enough so all trainees can see the video. VCR's can also be hooked up to a LCD projector for large screen viewing.

At the beginning of the course, all trainees should be supplied with the following materials:

- **Workbooks** - one for each trainee.
- **Pencils** (and highlighters if possible).
- **Name tags/tents.**

The **Preparation** section of each **Overview** page identifies any additional materials or equipment needed to teach that Module. Additional materials or equipment for class activities are listed below:



Module 1

- Staff policy and procedures handbook (i.e., your own Center's handbook) if available

Module 2

- Video (optional): "Confidential Records" (Available from PTSI)
- Child custody sign-off forms (i.e., copies of the form your own Center uses for receiving and releasing children from the bus, seating charts, etc.)

Module 3

- Video (optional): "Foundations of Communication" (Available from PTSI)
- Video (optional): "Why Do People Act That Way?" (Available from PTSI)
- Copies of all local Head Start forms
- Bus radio or cell phone

Module 4

- Representative bus (i.e., a typical bus used in your fleet)
- Samples of fluids present in school buses
- Samples of bus cleaning materials

Module 5

- Photos or videotape of the Center's loading area (optional)
- Representative bus parked near class and 1' high cones or plastic milk jugs for the mirror adjustment exercise
- Video (optional): "Children in Traffic" (Available from PTSI)
- Video (optional): "Safe Crossing: an 'Egg-Cellent' Idea" (Available from PTSI)
- Video (optional): "You and Your Bus - The Perfect Fit!" (Available from PTSI)

Module 6

- Representative bus (i.e., a typical bus used in your fleet), gym pad, and blanket

- Blindfold
- Triangle reflectors
- First aid kit
- Fire extinguishers and small amount of diesel fuel (optional)

Module 7

- Representative bus (i.e., a typical bus used in your fleet - must be equipped with seat belt)
- Car seat and rear-facing infant seat
- Seat belt cutters and old seat belts
- Examples of car seat cleaning materials

Module 8

- Center procedures and forms for transporting medication and breast milk
- Lift-equipped bus parked near class with representative wheelchair securement system, and a wheelchair
- Cooler for transporting medication and breast milk
- Example of medical equipment presently being transported by your Center (optional)

Module 9

- Video (optional): "Using Your Eyes Effectively" (Available from PTSI)
- Video (optional): "The Responsibility is Ours" (Available from PTSI)
- Internal overhead mirror off a bus (optional)
- Different types of buses with different view obstructions (optional)

Module 10

- Examples of unsafe footwear and clothing and child-sized training dummy (optional)
- Body spill cleanup kit and enough rubber gloves for all trainees
- Samples of personal medications that may cause drowsiness or other side-effects
- Video (optional): "Drivers, Drugs, and Drinking" (Available from PTSI)

Documenting Training Sessions

Because Head Start driver and monitor training is now required by federal law, it is important to maintain accurate records. Documentation of training can also help to protect your employer from liability. A training file should be maintained for all transportation employees, containing agendas of each training program attended, names of instructors, sign-in sheets, and copies of course completion certificates (included as a perforated tear-out at the front of the Workbook).

Copies of any additional handouts used in the course should be maintained in the training file too. Trainees' Final Exams should be also maintained in their training files.

A sample sign-in sheet follows. It may be used as is or adapted to your local needs.



Becoming an Effective Head Start Trainer

The preservice course curriculum is based on five basic principles of adult education.

1. Active participation increases learning. The greater the level of active participation, the more likely it is that adult learners will retain important information. Participatory training formats such as class discussion, brainstorming, small group problem-solving, role-playing, guided practice, and games are often more effective than lecture alone.

Encouraging active participation is especially important for adults who haven't been in a formal classroom setting for a long time. And sometimes, their last experience was not a good one. Newly-hired drivers and monitors can be frightened and shy. Involving them in group activities and class discussion helps overcome their shyness.

Training doesn't need to be dry or boring. A good training session should be stimulating and fun.

2. Repetition increases learning. As adults, most of us have a lot on our minds. The first time a topic is presented to adult learners, it may not really "register." It is very important to stress and repeat key points during a training session, especially near the conclusion. Reviewing the important points of a training session can be compared to the experience of seeing a movie a second time. Most people find that much more is gained from the experience of seeing a movie "the second time around." Characters and events that were barely noticed the first viewing are experienced vividly.



Repetition of important content is structured into the preservice course in several different ways. Before moving on to the next topic, trainees are to complete the "Before You Turn the Page" review exercise in their Workbooks. Each of the ten preservice training modules concludes with a review session. Finally, the final

exam at the end of the course is a comprehensive review of the most important topics covered during class.

3. Trainer professionalism makes a difference. Time is a precious commodity to most adults. A trainer's failure to prepare adequately for a training session is not appreciated. Adults want their time to be utilized as efficiently as possible.



Trainers should carefully pre-plan for each preservice training module. Planning means becoming thoroughly familiar with every aspect of the course curriculum, as well as arranging the facility and all necessary equipment and materials. Attention to detail is essential for a trainer.

4. Specific learning goals improve the effectiveness of training. Trainers must know what they're aiming for. Focusing on a specific goal helps trainers stay on track. This preservice curriculum identifies specific learning goals (sometimes referred to as "objectives") for each topic covered. We have tried to create realistic and measurable learning goals.

5. Monitoring learners during the training session is very important. Good trainers aren't satisfied merely to present material to their trainees - they want to know if the material was actually understood. Effective training programs include some method of evaluating how well the trainees are grasping the important content being covered. For instance, the best way to find out whether drivers and monitors really understand how to secure a car seat is through "guided practice," during which the trainer carefully observes each trainee as he or she secures the car seat. Unless trainee practice of a new technique is monitored, practice can simply reinforce mistakes or bad habits. Experienced trainers learn to "watch like a hawk" whenever their trainees practice a new procedure they've just been taught. Any and all mistakes should be corrected at once, or the training session could actually reinforce incorrect procedures. 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 and evaluation of trainee understanding should never be left until the end of a training session. By then, it could be too late to correct any misunderstandings.

Often, new drivers and monitors lack the confidence to ask questions. A good trainer repeatedly encourages the class to ask questions throughout the training session.

Trainers must be sure that all trainees, not just the most verbal or most experienced, have mastered the key contents of the training session. Class discussion, oral reviews, quizzes, and monitored trainee practice can all help trainers assess their trainees' understanding of what was covered.

The final exam included in the final module (10) has been created to help trainers assess how well their trainees learned the really important information covered during the class. The final exam questions come directly from the material covered in class. The questions are simple and trainees who paid attention during class discussion and activities will have no trouble with them. It is strongly recommended that trainees who receive a score of less than 70% on the final exam receive additional training, preferably on a "one-on-one" tutoring basis, to help them learn the information they need to do their important jobs safely.

A Note About Teaching Small Groups of Trainees, or One-on-One Instruction

Because preservice training must be conducted every time a new driver or monitor is hired, trainers may be asked to train very small groups of new drivers and monitors, or even one trainee at a time. Individualized training has many benefits: the trainer can devote greater attention to each trainee, and trainees may feel less inhibited in smaller groups. However, there are downsides as well: group discussion of complex topics can be one of the most fruitful aspects of adult education, and very small classes limit such interaction. Trainers faced with

very small classes, or one-on-one training settings, must strive to offset the lack of group interaction with more intensive individualized discussions.

The pace of training will often be different - almost always, quicker - in very small or one-on-one settings. The recommended "minimum time required" for each topic should be handled flexibly in such situations. However, trainers must be very careful to avoid rushing through complex and important topics just because class size is small. The key issue for the trainer at all points must be whether or not the identified learning goal has been met for all students, regardless of class size. The learning goal doesn't change whether there's one or 30 students.

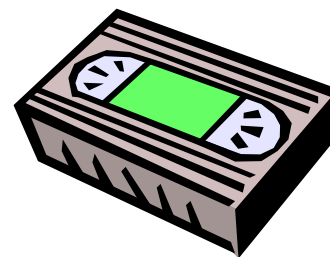
The Trainee Workbook should be utilized regardless of class size. For a one-on-one training, some exercises in the Workbook may be used as a "self-study" assignment. In such a case, the trainer and trainee must go over the completed Workbook section together at the next training session.

A Note About Literacy

Trainers will invariably encounter trainees with limited reading skills, as well as trainees whose first language is not English. Extra attention or even individualized tutoring may be necessary to help trainees learn the material.

Sensitivity is called for towards trainees who are embarrassed at their inability to read. Trainers should avoid calling on such individuals for oral readings.

Creating a "buddy system" (pairing trainees who can read well or know English better with trainees who need help) is usually an effective way to provide assistance in a friendly and enjoyable way. In many cases, trainees are aware of the fact that some of their group have difficult reading, writing, or speaking English, and in most cases trainees will pair off naturally to help each other, with a little encouragement from the trainer.



Recommended Training Videos

Although not required to teach the preservice course effectively, good videos can supplement instruction and help trainees grasp the material. Several recommended videos are listed below. Trainers should always review a video before showing it to their class, and should always introduce a video to the class before showing it, explaining what it's about.

Although many of the videos below demonstrate safety techniques primarily for children older than Head Start children, the safety lessons covered translate well and can still be effectively utilized in a preservice program.

All the recommended videos are available for purchase from the Pupil Transportation Safety Institute, 800-836-2210. A "video package" of the nine recommended videos for the preservice course is available at reduced cost: \$545 plus \$20 shipping and handling (2002 prices). Costs if purchased individually, including shipping and handling, are listed below.

- Topic 2.3: "Confidential Records" (\$109.50)
- Topic 3.1: "Foundations of Communication" (\$74.00)
- Topic 3.2: "Why Do People Act That Way?" (\$74.00)
- Topic 5.1: "Children in Traffic" (\$30.00)
- Topic 5.2: "Safe Crossing: an 'Egg-Cellent' Idea" (\$49.95)
- Topic 5.3: "You and Your Bus - the Perfect Fit" (\$100.00)
- Topic 9.1: "Using Your Eyes Effectively" (\$30.00)
- Topic 9.6: "The Responsibility is Ours" (\$35.00)
- Topic 10.4: "Drivers, Drugs, and Drinking" (\$159.00)

It is very important for trainers to understand that a video is only a supplement to instruction. A training video should be the basis for class follow-up discussion. Trainers should always watch the video before class, and should sit through the video during class itself, even if already you've seen it many times.

INTRODUCTION

Source: Head Service Preservice Training
To order visit www.ptsi.org Product #6202

Module 1: The Privilege of Giving Children a Head Start

Module 1 Learning Goals

By the conclusion of Module 1, drivers and monitors will be able to:

1. Identify Head Start's most important goal.
2. Identify at least 3 ways drivers and monitors are important to Head Start children.
3. Identify at least 3 reasons why working with young children is a unique job.
4. Identify at least 5 basic responsibilities of Head Start drivers and monitors.
5. Explain where local Head Start policies and procedures and applicable state laws can be found.

Module 1 Topics, Minimum Times

- 1.1 Head Start's Mission - 30 min.
- 1.2 The Importance of Bus Drivers and Monitors to Head Start's Mission - 10 min.
- 1.3 "There's Nothing Like Working with Young Children" - 25 min.
- 1.4 Basic Responsibilities of Head Start Drivers and Monitors - 60 min.
- 1.5 Local Policies, Procedures, and State Laws - 45 min.
- 1.6 Module 1 Review - 10 min.

Preparation for Module 1

Trainer preparation

- Read "Background" and "Class Activities" sections for each Topic in the Module
- Review the overheads for each Topic
- Become familiar with the format and contents of the Trainee Workbook
- Invite your Center's Director for Topic 1.1
- Acquire a copy of your state's school bus safety laws for Topic 1.5

Materials

- Trainee Workbooks for all participants
- Copies of your Center's Transportation Handbook, policies and procedures, etc., for all trainees for Topic 1.5
- Pens or pencils for trainees

Facility and Audiovisual Equipment

- Overhead (OH) projector or LCD projector and computer
- Flip chart and good markers
- OH transparencies or PowerPoint presentation on CD (included with curriculum)
- Arrange refreshments for trainees if desired

Topic 1.1

Minimum time required: 30 minutes

Learning goal: Drivers and monitors will be able to identify Head Start's main goals.

Head Start's Mission

BACKGROUND

Head Start is a wonderful American success story. Newly-hired drivers and monitors should understand the unique and proud history of the organization they are joining.

National Head Start was established in 1965 as a key part of President Johnson's "War on Poverty." Its purpose was to provide comprehensive developmental services for the nation's low-income preschool children. **Its overall goal was and is to increase the school readiness of young children in low-income families.**

There are four key components of Head Start:

- **Education.** Head Start aims to prepare low-income preschool children for kindergarten. As much as possible, its educational programs are tailored to the individual needs of each child, and the ethnic and cultural characteristics of the communities it serves. Head Start tries to foster intellectual, social, and emotional growth in preschool children.
- **Health.** Children served by Head Start receive comprehensive health services, including immunizations, medical, dental, nutritional, and mental health. Head Start emphasizes the importance of the early identification and treatment of health problems in children.
- **Parent involvement.** Head Start strives to involve parents in every aspect

of their children's education. Many parents serve as members of Head Start policy councils and committees. Classes, workshops, and home visits are provided to help parents understand their children's needs and how they can help them learn.

- **Social services.** Head Start provides a variety of social services to the families it serves, including referrals, community outreach, and emergency assistance and/or crisis intervention.

Head Start operates approximately **1,400 programs, located in all 50 states**, the District of Columbia, Puerto Rico, and the U.S. Territories. Approximately 500,000 children are transported daily on 11,000 buses. Since 1965, **Head Start has served over 15 million children.**

In addition, **American Indian Head Start** operates 131 programs in 25 states. More than 84 different Native American languages are spoken in Head Start.

Migrant Head Start serves migrant farmworker families in 33 states. Migrant Head Start programs also provide extended day services during the height of the harvest season.

Early Head Start was established in 1994 to serve low-income children under three and pregnant women, extending Head Start's array of services to low-income children from birth to age five.

TOPIC 1.1: CLASS ACTIVITIES - 30 minutes

1 OH 1.1a: "Welcome to the Preservice Training Course"

Welcome trainees to the Preservice Training Course, and introduce the trainer(s).

2 Facility and Schedule

Point out fire exits, rest rooms, discuss smoking and cell phone policies and any other concerns about the facility; review the schedule for the training session, breaks, etc.

3 Trainee Workbooks

Pass out Workbooks to each trainee; ask them to write their names in them; explain that Workbooks will be used throughout the ten upcoming Training Modules and that trainees should bring Workbooks to every session. Tell trainees to remove the perforated certificates and pass them to the trainer.

4 Expectations for Trainees

Trainees need to understand what is expected of them during class. Refer them to the list of expectations in their Workbooks (p. 3) and briefly discuss each point.

5 Director's Welcome (optional)

The local Head Start Program Director (or designee) can briefly welcome trainees and discuss the importance of learning as much as possible from this preservice course.

6 OH 1.1b: "Module 1: The Privilege of Giving Children a Head Start"

Explain the main topics that will be covered in the first module, as listed on the overhead. Let trainees know what they will be learning during this session.

7 OH 1.1c: "Head Start's Mission"

In your own words, based on the "Background" material on the facing page, provide your trainees with an introductory overview of what Head Start is. Briefly discuss each of the key points on the overhead. Refer trainees to the corresponding material in their Workbooks (p. 6). Encourage your trainees to ask questions about any point they don't understand.

8 Workbook 1.1: "Before You Turn the Page"

Instruct trainees to circle every "True" statement from the list in their Workbooks (p. 6). Help them along by reading each of the statements aloud. Give them a minute to two to circle the statements they think are correct. Then briefly discuss the right answers (statements "a" and "b") with the class.

Topic 1.2

Minimum time required: 10 minutes

Learning goal: Drivers and monitors will be able to identify at least 3 ways drivers and monitors are important to Head Start children.

The Importance of Bus Drivers and Monitors to Head Start's Mission

BACKGROUND

For many children and families, transportation is the **lifeline** to Head Start.

Unless families in need have access to services, even the best child development programs are useless. Because one of Head Start's primary goals is to serve families with limited resources, it's not an exaggeration to say that Head Start couldn't exist without an effective transportation program.

Getting children and parents into programs where life-altering services can be provided would be impossible without drivers and monitors.

Head Start bus drivers and monitors are extremely important to the success of Head Start.

- Head Start bus drivers and monitors often establish close relationships with children and parents on their routes. Drivers and monitors see children the first thing each morning, and often **learn things about children's personalities and needs that even classroom teachers miss.** Sometimes drivers and monitors are the only contact between a child's family and the Center.
- Drivers and monitors can **set the tone for the child's whole day of learning.** For some children, a smile from the driver or monitor might be the first one they see that day. A caring driver and monitor establish the first

bonds of trust with parents and guardians.

- **Ensuring children's safety** on the ride to and from Head Start, in challenging weather, road, and traffic conditions, takes tremendous skill, concentration, and dedication. Without truly professional drivers and monitors, it would be impossible to provide services to children in need in most areas of the country.

A caring, professional driver and monitor make a huge difference to the success of Head Start.

TOPIC 1.2: CLASS ACTIVITIES - 10 minutes

1 Introduction to the topic

Begin your discussion of this topic by asking trainees the following question: *"How many of you rode a school bus as a young child? Do you remember your bus driver or monitor?"* Allow two or three trainees to briefly share their experiences with the class. If trainees are hesitant to speak at first, help get discussion going by first sharing your own personal experience riding buses as a child.

2 OH 1.2a: "Importance of Drivers and Monitors to Head Start's Mission"

Discuss each of the key points on the overhead, using your own words and experiences to illustrate how important bus drivers and monitors are to Head Start children.

3 OH 1.2b: "A Caring, Professional Driver and Monitor Make a Difference"

Use the overhead to conclude the discussion. Stress the importance of caring, professional drivers and monitors in your operation. If possible, give examples of local drivers and monitors who are known for their caring and dedication to children.

4 Workbook 1.2: "Before You Turn the Page"

Explain the review exercise in their Workbooks (p. 7). Read each of the statements aloud to the class, to help them decide which they think is most important. Then ask a few trainees to briefly explain which statement they chose, and why.

Topic 1.3

Minimum time required: 25 minutes

Learning goal: Drivers and monitors will be able to identify at least 3 reasons why working with young children is a unique job.

"There's Nothing Like Working with Children"

BACKGROUND

One of the most important parts of the job of being a Head Start bus driver or monitor is the **ability to work well with young children.**

Successful Head Start bus drivers and monitors have a special knack for relating to young children. Working with young children can be the **most gratifying job in the world.**

But it can also be challenging at times. Not everyone is cut out to work with young children on a daily basis.

Preschoolers are all unique individuals, but they share certain characteristics. If it's "been a long time" since a driver or monitor has worked closely with very young children, it's important that they understand what they're in for. Being a Head Start driver or monitor is not a job for someone who can barely tolerate preschoolers.

- **Preschoolers have high energy.** Keeping up with them can be a real challenge for adults - literally. Their speed and dexterity make keeping tabs on them as they get on or off a bus a serious challenge.
- **Preschoolers are irrational.** There's no sense becoming frustrated because a preschooler "doesn't get it." Their mental development is insufficient to let them appreciate adult reasoning skills. Preschoolers live by passionate

enthusiasm, not logic. When speaking with preschoolers, simple, clear language and simple ideas are a must.

- **Repetition and reinforcement** are the most effective means of helping preschoolers learn. Important safety information should be reinforced every day. **Preschoolers have short attention spans.** Just because you "already told them" doesn't mean they remember.
- **Preschoolers need naps.** They tend to "burn out" in the afternoon. For bus drivers and monitors, this raises a key safety concern: conducting a careful post-trip inspection of the bus for sleeping children at the end of every run. Unfortunately, many sleeping preschoolers have been left on buses because a driver and monitor didn't do their jobs.

TOPIC 1.3: CLASS ACTIVITIES - 25 minutes

1 Introduction to the topic

Using the Background material on the facing page to guide your presentation, discuss the two key points on the **OH 1.3a: "There's Nothing Like Working with Children,"** with your class, using your own experience and explaining in your own words why the ability to work well with young children is the most important part of the job.

2 OH 1.3b: "Challenges When Working with Young Children"

Begin the discussion by asking trainees, *"What are some of the ways young children can be challenging?"* (Refer trainees to the corresponding material on p. 8 in their Workbooks.) Encourage trainees to share some of their own experiences with young children, either as parents, aunts and uncles, coaching, scout leaders, church school, etc., or in a previous job. Lead a brief brainstorming, logging trainees' ideas on a flip chart. Then use the key points on the overhead to stress the most important ways working with young children can be challenging.

3 Workbook 1.3: "Before You Turn the Page"

Ask trainees to complete the Workbook exercise (p. 8) by circling what they think is the most challenging thing about working with young children on a bus. Ask a few trainees to explain which statement they chose, and why.

Topic 1.4

Minimum time required: 60 minutes

Learning goal: Drivers and monitors will be able to identify at least 5 basic responsibilities of Head Start drivers and monitors.

Basic Responsibilities of Head Start Drivers and Monitors

BACKGROUND

Being a Head Start driver or monitor is a serious job, with serious responsibilities. The responsibilities listed below are only a summary of the most important:

- **Safety.** Exercises caution in the performance of all duties. Bus drivers must drive defensively at all times. Acts in such a manner as to ensure maximum safety to children, parents, self, the public, and fellow employees at all times. Refrains from any act or omission that could jeopardize the safety of children.
- **Custody of children.** Ensures that children are released only to an authorized individual. Ensures that no child is left alone on a bus or in any other potentially unsafe situation. Respects the confidentiality of children, families, and staff.
- **Compliance with laws, policies, and procedures.** Complies with all state school bus laws, and all Head Start regulations, policies, and procedures as listed in the transportation handbook, memos, notices, etc. Does not make unauthorized changes to routes or stops.
- **Communication.** Immediately reports incidents that could or did place a child at risk of injury. Completes written reports as required. Reports potential safety hazards, or signs of child abuse or neglect as soon as possible. Maintains good communication with parents.
- **Reliability.** Demonstrates good attendance and excellent punctuality. Treats vehicles and other job-related equipment responsibly.
- **Attitude and appearance.** Courteous with children, parents, staff, and the public. Sensitive to the needs of young children; willing to relate to individuals from all ethnic, racial, religious, or socioeconomic backgrounds. Works cooperatively with staff and parents. Refrains from eating, drinking, or using tobacco products on or near the vehicle. Wears clean clothes and practices good hygiene. Maintains a clean vehicle inside and out.
- **Readiness for work.** Refrains from using drugs, alcohol, or any other substances that could impair the ability to do the job safely. Does not attempt to work if illness or fatigue make it impossible to do the job safely.
- **Flexibility.** Accepts vehicle, route, and other assignments professionally and without resistance. Performs other duties as assigned. Exhibits flexibility when routes or other conditions change.
- **Learning.** Actively participates in required training sessions. Responsible for learning required safety procedures and for learning updated procedures when new information is provided.

TOPIC 1.4: CLASS ACTIVITIES - 60 minutes

1 Introduction to the topic

Begin by asking the class the following question: *"What's one personal quality you possess that will make you a good Head Start bus driver and monitor?"* Lead a brief brainstorming session about what qualities will be needed to be a good Head Start bus driver or monitor, making a list on a flip chart of the qualities suggested by trainees. Don't try to make a complete catalog of all job responsibilities at this point - you're simply stimulating thinking about the topic.

2 OH 1.4a-i: "Basic Responsibilities of Head Start Drivers and Monitors"

Using **OH's 1.4a-i**, discuss with the class the 9 categories of basic responsibilities listed. (Refer class to the similar list on p. 9 of the Workbook.) Discuss each responsibility one at a time. Use the material on the Background page to guide the discussion. Whenever possible, use local examples to illustrate the importance of each responsibility. Take enough time in this activity to really help new drivers and monitors understand how important each of the responsibilities is to their new job.

3 Workbook 1.4: "Before You Turn the Page"

After you've gone through all the basic responsibilities, ask the class to turn to the Workbook exercise (p. 9), and to circle the two responsibilities which they feel are the most important of all. After trainees have completed the exercise, ask each trainee to briefly explain their choices.

Topic 1.5

Minimum time required: 45 minutes

Learning goal: Drivers and monitors will be able to explain where local Head Start policies and procedures and applicable state laws can be found.

Local Policies, Procedures, and State Laws

BACKGROUND

The procedures taught in this course are based on federal requirements and best safety practices in Head Starts across the country. Head Start drivers must also comply with their state's school bus safety laws and requirements, which may be more strict than federal requirements. State school bus laws vary widely, and **trainers must learn their own state's school bus laws.** New drivers and monitors should be taught all relevant state school bus laws and safety procedures.

Local Head Starts usually develop their own specific transportation policies and procedures, based on their own situation and experiences. Local policies and procedures should be clearly explained in a Transportation Handbook. A Handbook should be provided to and reviewed with all newly-hired drivers and monitors.

Before class, trainers should learn whether state laws or local policies or procedures applying to any of the following areas are in effect:

- **School bus flasher use.** Some states identify a specific distance before the bus stop at which the bus driver should activate the amber "pre-warning" school bus flashers.
- **Railroad crossing procedures.** State requirements for school bus railroad crossing procedures may vary. Some

states require school bus drivers to activate their 4-way hazard flashers prior to making the required stop, and some do not. Most but not all states require the door to be opened when the bus is stopped but closed before the bus proceeds across the tracks. Any local Head Start policies about railroad crossings should also be discussed with the trainees.

- **Speed limits for school buses.** Some states have separate maximum speed limits for school buses. Head Start drivers should comply with any state speed limit laws, as with all state school bus laws.

In many states, more than one government agency has jurisdiction over school bus requirements. For instance, the Education Department, Transportation Department, Motor Vehicle Bureau, and State Police may all have laws and regulations affecting school buses. Most states have one individual who is designated as the "State Director of Pupil Transportation." This person should be able to help you find out about your state's school bus laws. Contact the National Association of State Directors of Pupil Transportation Services (web site: www.nasdpts.org) to find out who your State Director is.

Review your Center's Transportation Handbook with trainees. Make sure they understand all safety procedures and rules.

TOPIC 1.5: CLASS ACTIVITIES - 45 minutes

1 Introduction to the topic

In your own words, explain to the trainees the main goal of this section: drivers and monitors need to know their local Head Start transportation policies and procedures and their state's school bus laws. Explain the importance of drivers and monitors knowing state school bus laws and specific local Head Start transportation policies and procedures.

2 Activity: "Transportation Handbook"

Provide copies of your Center's Transportation Policies and Procedures Handbook (or whatever form your Center's policies and procedures takes) to all trainees. Review your local Head Start's transportation policies and procedures with your trainees. Take enough time to make sure trainees fully understand the local policies and procedures they will be working under. Strongly encourage questions from trainees.

3 OH 1.5: "Local Policies, Procedures, and State Laws"

Prior to this section, trainers must learn what their own state's school bus laws are, especially regarding the three main topics listed on the overhead. Head Start bus drivers must comply with their own state's school bus laws. Contact your State Director of Pupil Transportation (www.nasdpts.org) or state School Bus Association for assistance.

Discuss with trainees specific state laws and/or local Head Start policies about school bus flasher use, railroad crossing procedures for school buses, and speed limits for school buses. (Not all states have specific laws about all these topics - learn your own state's requirements.) Review with your trainees any other significant state school bus laws or local Head Start transportation policies or procedures.

Have trainees write down information about your state's important school bus laws in their Workbooks (Section 1.5, p. 10).

4 Workbook 1.5: "Before You Turn the Page"

Trainees should answer the two "Before You Turn the Page" questions in their Trainee Workbooks Section 1.5 (p. 10) before going on to the Module Review. Discuss the right answers with your class - it is very important that all trainees know where they can find their state's school bus laws, and their Center's specific transportation policies.

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

REVIEW QUESTIONS

Have trainees turn to Workbook Section 1.6 (p. 11) and complete the review exercise, identifying what they feel is the most important item they learned for each topic. Give trainees 3-4 minutes to complete this activity.

Using **OH 1.6: "Module 1 Review: What Did You Learn?,"** briefly review each of the topics listed on the overhead:

- Head Start's Mission
- The Importance of Bus Drivers and Monitors to Head Start's Mission
- "There's Nothing Like Working with Young Children"
- Basic Responsibilities of Head Start Drivers and Monitors
- Local Policies, Procedures, and State Laws

Ask trainees to share the most important thing they learned. Encourage all trainees to share their selections with the others. Use the review as an opportunity to clarify confusions and correct any misconceptions about these topics. Don't go on to Module 2 until you are confident that your trainees have grasped the most important information you covered in Module 1, and that the learning goals for the Module have been met.

Conclude this Module by thanking trainees for paying attention during this first Module.

Trainee Name

Head Start Driver & Monitor PRESERVICE Training



Trainee Workbook

Produced by
Pupil Transportation Safety Institute

in partnership with
National Head Start Association

a PTSI Transportation Series ©

Welcome to the Head Start Preservice training for drivers and monitors

Expectations

The purpose of the Preservice Course is to teach you what you need to know to do your important job of Head Start bus driver or bus monitor as safely as possible. We will discuss many exciting safety issues and you will learn many important safety procedures. To make sure your learning experience is positive, please follow these guidelines during class:

Course Agenda

pg 4-5

10 modules (64 topics)

Certificate of Completion

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

- **BE ON TIME**
Your trainer will explain the class schedule to you. Please arrive a few minutes early for each session.
- **ATTENDANCE**
Attendance at all classes is required. Notify your trainer as soon as possible if illness or an emergency keeps you from attending a class session.
- **PARTICIPATION**
All trainees are expected to pay attention and to participate in class discussions and activities. Transporting Head Start children is a big responsibility. If you don't understand something during class, ask your trainer. We want you to learn as much as possible! This course is for YOU.
- **COURTESY**
Please show respect and consideration to trainers and fellow trainees at all times. If a disagreement arises during class, let's discuss it as professionals.
- **RAISE YOUR HAND**
Please raise your hand when you have a comment or question. This makes it easier for your trainer to let everyone have a chance to talk.
- **NO SIDE CONVERSATIONS - PLEASE**
Please don't engage in side conversations during class. They are distracting to your trainer and to other trainees. If you have something to say, raise your hand and share it with the whole class.
- **WORKBOOK**
Follow along in this Workbook during class. You will be given short assignments during class, and will be asked to answer short review questions at the end of every topic we cover. Write your answers in your Workbook. You can also use this Workbook to keep notes about any of the topics we cover in class. Your Workbook will be a valuable resource and reference after the course is finished.
- **FINAL EXAM**
There will be a Final Exam at the conclusion of the course. It just covers the material we cover in class. It does not contain "trick" questions. If you pay attention during class, you will do fine.

Course Agenda

Module 1

The Privilege of Giving Children a Head Start pg 6

- 1.1 Head Start's Mission
- 1.2 The Importance of Bus Drivers and Monitors to Head Start's Mission
- 1.3 "There's Nothing Like Working with Young Children"
- 1.4 Basic Responsibilities of Head Start Drivers and Monitors
- 1.5 Local Policies and Procedures, and State Laws
- 1.6 Module 1 Review

Module 2

Responsibility for Children pg 12

- 2.1 Drivers and Monitors Are Role Models
- 2.2 Behavior Management Techniques for Young Children
- 2.3 Confidentiality
- 2.4 Custody Procedures
- 2.5 Reporting Signs of Abuse
- 2.6 Partnering with Parents on the Bus
- 2.7 Conducting Bus Drills
- 2.8 Module 2 Review

Module 3

Professional Communication is Part of the Job pg 21

- 3.1 The Art of Bridging Differences
- 3.2 Dealing with Difficult People
- 3.3 Building Relationships with Teachers
- 3.4 Radio/Cell Phone Procedures
- 3.5 Written Reports
- 3.6 Maintaining a Positive Working Environment in the Transportation Dept.
- 3.7 The Special Relationship Between Driver and Monitor
- 3.8 Interacting with the Public
- 3.9 Module 3 Review

Module 4

Know Your Bus pg 30

- 4.1 Safety Features of the Modern School Bus
- 4.2 Learning About Your Own Bus
- 4.3 Relationship with Mechanics
- 4.4 Using Your Senses to Detect a Possible Mechanical Problem
- 4.5 Pre-trip Procedures
- 4.6 Post-trip Procedures
- 4.7 Bus Cleanliness and Hygiene
- 4.8 Module 4 Review

Module 5

Loading and Unloading Procedures pg 41

- 5.1 The Moment of Truth
- 5.2 Loading and Unloading Procedures for Head Start Children
- 5.3 Mirror Adjustment and Use
- 5.4 Safety in the Center's Bus Loading Area
- 5.5 Preparing Children for Their Kindergarten Bus
- 5.6 Module 5 Review

Course Agenda

Module 6

Emergencies pg 50

- 6.1 Types of Bus Emergencies
- 6.2 Evacuation Tips and Cautions
- 6.3 Use of Emergency Equipment and Emergency Exits
- 6.4 Accident Procedures
- 6.5 Breakdown Procedures
- 6.6 Defusing Potential Violence
- 6.7 First Aid on a Bus
- 6.8 Module 6 Review

Module 7

Child Safety Restraint Systems pg 60

- 7.1 Seat Belt Use
- 7.2 Securing Car Seats
- 7.3 Securing Infant Seats and other child restraints
- 7.4 Using Seat Belt Cutters
- 7.5 Cleaning and Maintaining Safety Restraints
- 7.6 Module 7 Review

Module 8

Transporting Children with Special Needs pg 66

- 8.1 Serving All Children
- 8.2 Every Child is Unique: Avoiding Stereotypes
- 8.3 Characteristics of Children with Special Needs
- 8.4 Transporting Children Using Wheelchairs
- 8.5 Transporting Children with Special Medical Conditions
- 8.6 TLC Driving
- 8.7 Transporting Medication and Breast Milk
- 8.8 Module 8 Review

Module 9

Defensive Driving pg 75

- 9.1 Defensive Driving for Head Start Drivers
- 9.2 The Most Dangerous Piece of Equipment on a Bus
- 9.3 Preventing Intersection Accidents
- 9.4 Preventing Backing Accidents
- 9.5 Handling Different Driving Environments
- 9.6 Railroad Crossings
- 9.7 Severe Weather Driving
- 9.8 Field Trips and Night Driving
- 9.9 Module 9 Review

Module 10

You Are Important; Final Exam pg 87

- 10.1 Protecting Yourself: Injury Prevention on the Bus
- 10.2 Bus Yard and Bus Garage Safety
- 10.3 Universal Precautions
- 10.4 Drugs and Alcohol
- 10.5 Illness, Fatigue, and Personal Medication
- 10.6 Module 10 Review

Final Exam

1.1

Head Start's Mission

New drivers and monitors should understand Head Start's proud history



Learning Goal:

You will understand Head Start's most important goal.

Background: An American Success Story

Head Start is a wonderful American success story. National Head Start was established in 1965 as a key part of President Johnson's "War on Poverty." Its purpose was to provide comprehensive developmental services for the nation's low-income preschool children. Its overall goal was and is to increase the school readiness of young children in low-income families. Head Start operates approximately 1,400 programs, located in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Territories. Approximately 500,000 children are transported daily on 11,000 buses. Since 1965, Head Start has served over 15 million children.

In addition, American Indian Head Start operates 131 programs in 25 states. More than 84 different Indian languages are spoken in Head Start. Migrant Head Start serves migrant farm worker families in 33 states. Migrant Head Start programs also provide extended day services during the height of the harvest season.

Early Head Start was established in 1994 to serve low-income children under three and pregnant women, extending Head Start's array of services to low-income children from birth to age five.

Before You Turn the Page

Circle every statement that is "True" from the list below:

- a. Head Start's main goal is preparing children from low-income families for school
- b. Head Start has served over 15 million children since 1965
- c. Head Start serves children from kindergarten to 12th grade

1.2

The Importance of Bus Drivers and Monitors to Head Start's Mission

A caring, professional driver and monitor make a huge difference to the success of Head Start

Learning Goal:

You will understand how drivers and monitors are important to Head Start children.



Background: You Are Important!

For many children and families, transportation is the lifeline to Head Start. Getting children and parents into programs where life-altering services can be provided would be impossible without drivers and monitors.

Before You Turn the Page

Each of the following statements shows how drivers and monitors are important to Head Start. Which statement do you think is the most important?

- Drivers and monitors often get to know their children really well
- Drivers and monitors set the tone for the child's whole day
- Drivers and monitors make sure children are safe in all kinds of conditions
- For many children, transportation is the lifeline to Head Start.

1.3

“There’s Nothing Like Working with Children”

Successful Head Start bus drivers and monitors have a special knack for relating to young children

Learning Goal:

You will understand why working with young children is a unique job.



Before You Turn the Page

Which characteristic of preschool children will be the most challenging to work with on a bus, in your opinion? Circle it.

- Their high energy and ability to move fast makes it hard to keep tabs on them as they get on or off a bus
- They aren’t logical and communicating with them requires clear, simple language
- They have short attention spans and may not remember what you told them
- They may fall asleep on your bus

Background: A Gratifying But Challenging Job

The ability to work well with young children is a very important part of the job for a Head Start bus driver or monitor. Being a Head Start driver or monitor is not a job for someone who can barely stand preschoolers:

- Preschoolers have high energy. Keeping up with them can be a real challenge for adults.
- Preschoolers are irrational. Preschoolers live by enthusiasm. When speaking with preschoolers, simple, clear language and simple ideas are a must.
- Preschoolers have short attention spans. Preschoolers need to be told something many times.
- Preschoolers need naps. Preschoolers often “burn out” in the afternoon, and for bus drivers and monitors, this raises a key safety concern: conducting a careful post-trip inspection of the bus for sleeping children at the end of every run. Unfortunately, many sleeping preschoolers have been left on buses because a driver and monitor didn’t do their jobs.

1.4

Basic Responsibilities of Head Start Drivers and Monitors

Being a Head Start driver or monitor is a serious job, with serious responsibilities

Learning Goal:

You will understand the basic responsibilities of Head Start drivers and monitors

Before You Turn the Page

From the list to the right, circle the two responsibilities that you think are the most important for your new job.

Background: Basic Responsibilities of Head Start Bus Drivers and Monitors

SAFETY. Exercise caution in the performance of all duties. Bus drivers must drive defensively at all times. Act in a way as to ensure maximum safety to children, parents, self, the public, and fellow employees at all times. Refrain from any act or omission that could jeopardize the safety of children.

CUSTODY OF CHILDREN. Make sure children are released only to an authorized individual. Make sure no child is left alone on a bus or in any other potentially unsafe situation. Respect the confidentiality of children, families, and staff.

COMPLIANCE WITH LAWS, POLICIES, AND PROCEDURES. Follow all state school bus laws, and all Head Start regulations, policies, and procedures as listed in the transportation handbook, memos, notices, etc. Do not make unauthorized changes to routes or stops.

COMMUNICATION. Report incidents right away that could or did place a child at risk of injury. Complete written reports as required. Report potential safety hazards to the Transportation Supervisor as soon as possible. Report signs of child abuse or neglect as soon as possible. Maintain good communication with parents.

RELIABILITY. Come to work on time every day. Treat vehicles and other job-related equipment responsibly.

ATTITUDE AND APPEARANCE. Be courteous with children, parents, staff, and the public. Sensitive to the needs of young children; willing to relate to individuals from all ethnic, racial, religious, or cultural backgrounds. Work cooperatively with staff and parents. Refrain from eating, drinking, or using tobacco products on or near the vehicle. Wear clean clothes and practice good hygiene. Maintain a clean vehicle inside and out.

READINESS FOR WORK. Refrain from using drugs, alcohol, or any other substances that could affect your ability to do the job safely. Do not attempt to work if illness or fatigue makes it impossible to do the job safely.

FLEXIBILITY. Accept vehicle, route, and other assignments professionally and without complaining, do other duties as assigned. Be flexible when routes or other conditions change.

LEARNING. Actively participates in training sessions. Be responsible for learning required safety procedures and for learning updated procedures when new information is provided.

1.5

Local Policies, Procedures, and State Laws

Head Start drivers must comply with their state's school bus safety laws

Learning Goal:

You will know where to find local Head Start policies and procedures and applicable state laws.

Background: Know Your State School Bus Laws!

Head Start drivers and monitors must follow all state school bus laws and all local Head Start transportation policies and procedures. Your trainer will explain local Head Start transportation policies and procedures. If you have any questions, ask!

In the space below, write down any information about state school bus laws provided by your trainer:

- State Laws About School Bus Flasher Use
- State Laws About School Bus Railroad Crossing Procedures
- State Laws About School Bus Speed Limits
- Other Important State School Bus Laws

Before You Turn the Page

In the space below each question, write in the answer:

- a. Where can you find your state's school bus laws?
- b. Where can you find your local Head Start's transportation

1.6

Review

What do you feel is the most important thing you learned about each topic we discussed in Module 1?

(Circle one item under each topic below.)

Head Start's Mission

- Head Start's main goal is to increase the school readiness of preschool children
- Head Start was started in 1965 as part of the War on Poverty
- 11,000 Head Start buses are on the road every day in the U.S.
- Over 15 million children have been served by Head Start since 1965
- The most important qualification for being a Head Start driver or monitor is the ability to work well with young children
- Working with young children can be challenging
- Preschoolers have high energy and short attention spans
- Preschoolers often fall asleep on buses

The Importance of Bus Drivers and Monitors to Head Start's Mission

- Drivers and monitors get to know children on their buses very well
- Drivers and monitors can set the tone for the child's whole day
- Drivers and monitors protect children's safety in all kinds of challenging driving conditions
- follow their state's school bus laws
- Head Start bus drivers and monitors must follow their local Head Start's transportation policies and procedures

"There's Nothing Like Working with Young Children"

- Bus drivers and monitors are responsible for children's safety
- Bus drivers and monitors are responsible that no child is left alone on a bus
- Bus drivers and monitors are responsible for complying with all Head Start policies and procedures
- Bus drivers and monitors are responsible for immediately reporting any hazardous situation
- Bus drivers and monitors are responsible for coming to work on time
- Bus drivers and monitors are responsible for relating to individuals from all backgrounds
- Bus drivers and monitors are responsible for not using substances that could impair their ability to do the job safely
- Bus drivers and monitors are responsible for being flexible when routes change
- Bus drivers and monitors are responsible for learning updated procedures when new information is provided

Local Policies, Procedures, and State Laws

- Head Start bus drivers must



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