

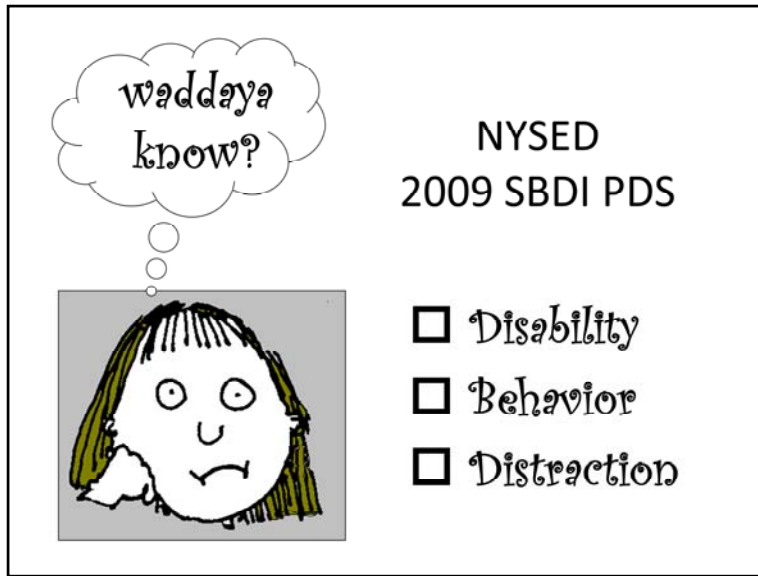


This year's PDS introduces some changes to the program, so it is essential that you read the PDS manual thoroughly to be prepared to interpret these changes to SBDI's.

#### PDS Logistics

1. Equipment: computer, projector, **and a set of computer speakers**. Do not depend on laptop speakers, they are not powerful enough.
2. Purchase refreshments per PTSI policy.
3. Make sure that you have the following materials: PDS manuals, sign-in sheets, stickers to update SBDI cards, name tents, and markers for SBDI's to put their names on name tents.
4. At least one MI should arrive at site by 7:15 to prepare instructional space, set up refreshments, and greet SBDI's (who always show up way early).
5. When SBDI's arrive, collect from each SBDI a copy of an email from Ted F-S (schoolbusted@safetyrules.net) confirming that they submitted their pre-session assignment. They cannot be admitted without a copy of this email.
6. Point out the PDS Crossword in their manual and let them know that all of the answers are in their manual. The answer key is the last page of the manual. (That should give the early arriving ones something to do until 8:00 a.m.)
7. An SBDI will be assigned to collect evals and updates and forward them to PTSI.

Check <http://www.safetyrules.net/MI2009PDS.html> for updates before you teach. Or use the "PDS Updates" button and "MI Link" to get there.



waddaya know?

NYSED  
2009 SBDI PDS

- Disability
- Behavior
- Distraction

The image shows a cartoon girl with a thinking expression, a thought bubble above her head containing the text 'waddaya know?', and a checklist of three items: 'Disability', 'Behavior', and 'Distraction'. The text 'NYSED 2009 SBDI PDS' is positioned above the checklist.

The primary focus of this year's PDS is on the three driver/attendant refreshers focusing on disability, behavior, and distraction. Each refresher will present material in a novel way based on new research and regulations.

## Logistics

- Parking
- Bathrooms
- Emergency exits
- Smoking
- Breaks/lunch
- CPR/First Aid/Defibrillator



Make sure you cover the logistics of the facility. If you are in a facility with a defibrillator, make sure you know where it is. Identify individuals trained in CPR and first aid in case of an emergency.

## Updated Agenda – page 10

- 8:00-8:30 am -- Welcome and Introductions
- 8:30-9:15 am -- Manual and updates
- 9:15-10:15 am -- Distraction & Relationship Refreshers
- 10:15-10:30 am -- Break
- 10:30-11:30 am -- PJ's Law Refresher
- 11:30-noon -- PJ's Law Debrief and Discussion
- Noon to 1:00 pm -- Lunch
- 1:00-3:00 pm -- Sharing Pre-session Assignments
- 3:00-3:15 pm -- Break
- 3:15-4:00 pm -- Additional Instructional Materials
- 4:00-4:15 pm -- Wrap-up

This agenda is a change from the agenda in the PDS manual. Some SNDIs might want to write the changes in their manuals. Make sure SBDIs know that their morning break is at 10:15 instead of 9:45 so they don't get restless.

## Meet your MI's

- Name
  - Experience
  - Current interests in research, operations or instruction
- Name
  - Experience
  - Current interests in research , operations or instruction

Insert information and maybe a photo about yourselves on these slides. Don't just tell them where you work, let them know what particular topics or issues you are currently focusing on in your professional growth. We need to do this in order to be role models for SBDI's as lifelong learners.


When you save the file after entering your personal information, you may get some messages about compatibility. Just choose "continue."

## Getting to know you...

- Name
- Employer
- Position
- Last topic you taught
- Your first car



Go around the room asking SBDI's to stand up and introduce themselves sharing the information requested on the slide. The topic item makes the suggestion that we expect SBDI's to be active teachers in the industry and the first car question is just for fun.



## Plans for the day

- **Review manual Forward and SBDI Resources**
- **Review Relationships and Distraction Refreshers**
- **PJ's Law refresher -- Real time**
- **PJ's Law debrief and discussion**
- **Pre-session 3-minute presentations**
- **3 EXTRA presentations (no additional cost!)**
- **Wrap-up**

Today is going to start with an overview of the manual and move on to a review of the two traditional refreshers.

Then the PJ's Law Refresher will be taught "as if" you were training drivers and attendants. The morning will conclude with a debrief of that presentation.

The bulk of the afternoon will be devoted to SBDIs presenting their pre-session assignments. (you might remind them at this point that they are expected to have a 3 minute presentation on the topic – 30 seconds is not acceptable. SBDIs have complained that their pre-session assignments aren't integrated into the PDS, it is up to them to make these presentations meaningful.)

The last part of the day will focus on three additional presentations that we are providing in the PDS.

Manual

**Forward**

The first section of the day introduces all the non-instructional materials in the PDS manual  
Ask the SBDI's to turn to the Forward in their manuals and follow along with you.

## It's in there...

- Table of Contents
- State Director's Letter
- Acknowledgments
- PDS Agenda
- PDS Objectives
- PDS Pre-session Assignment
- PDS Topic Index
- **Welcome to the 2009 PDS**



Walking through the first pages with the SBDIs help them to see what's in there.

Reviewing the Table of Contents, show them that the information for each section is also on the section divider.

Review the contents of the State Director's letter.

As you review the Pre-session, be sure to mention that they really need to have 3 minutes prepared for the afternoon.

Depending on your lunch situation you can adjust the schedule of the day. If you have lunch brought in and can do it in 30 minutes, you can move up the rest of the afternoon up 30 minutes.

Review the objectives for the three refreshers.

Highlight the PDS Topic Index and encourage them to mine these resources when they are preparing presentations.

The "Welcome" is a new addition that has been absent for a few years. It is covered on the next slide.

## New – Welcome (page 12)

- Explains PJ's Law
- Computer advice
- Completing the Circle
  - Pre-session
  - SBSIOBSAAT
- SBDI of 2008
- New Refresher Format
- Extra PowerPoints
- Check for updates



The Welcome provides an introduction to the day and the whole process of being an SBDI.

Take the time to talk them through these pages highlighting each topic. These bullets are self-explanatory from the text of the Welcome.

Take time to encourage SBDI of the Year nominations.

One thing that we really need SBDI's to understand is the need to check for any updates or corrections at the Safety Rules! web site before they teach.



This slide just shows that a button has been added to the navigation bar on the Safety Rules web site ([www.safetyrules.net](http://www.safetyrules.net)) that SBDIs can use to link to any updates on the 2010 PDS materials.

**Preparing to Teach**

- Review Materials for time
- No animations
  - Feel free to add
- Audio setup
  - Computer Speakers
- Play video
  - Windows Media Player
- **If clips don't work, check "PDS Updates" for replacements**




The first thing the SBDI needs to do is to look at the refresher materials and ask, “Will it work here?” If the refresher is going to be limited to a 60 minute time slot, the second question is, “Will it fit?” The first thing we teach SBDIs is “Know your audience.” If they feel that they need a shorter version of a Refresher, have them go to the PDS Update web page and download the approved shorter version with a few less slides.

The video clips will require decent audio. Laptop computers do not provide sufficient volume for a whole room. Bring a set of computer speakers to the PDS and connect them to the headphones port on the laptop as shown in this photo.

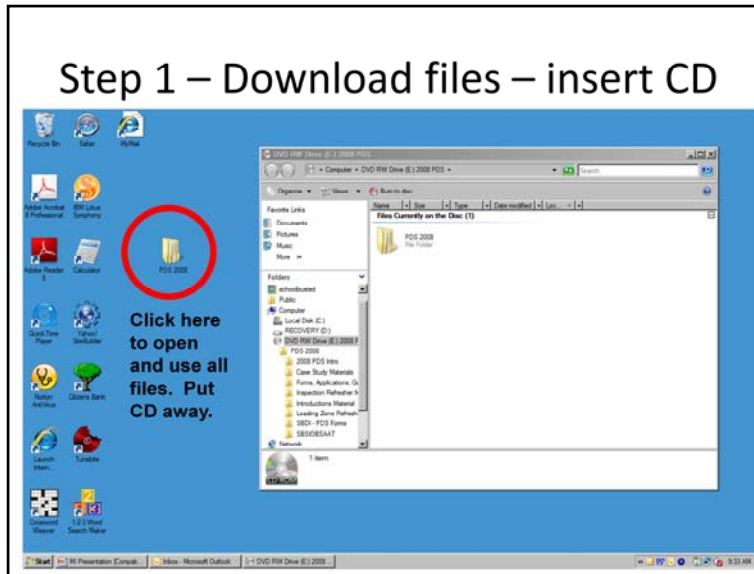
All the video clips play in Window Media Player which should be present on all IBM clone laptops.

**If the SBDI has a problem with a video clip, they should check the PDS Update web page at [www.SafetyRules.net](http://www.SafetyRules.net) .**

There are no animations in the refresher PowerPoints in order to increase the stability of the PowerPoint files. In some cases multiple slides are used (such as slides 12-14 in the Distractions Refresher) to achieve the same effect. Encourage SBDI’s to add animations if they prefer to use them.

Click on the **PLAY** button to demonstrate the use of video clips. The clip is just a random clip about a bus rollover. If it doesn’t play right away, close it and click **PLAY** again. You can show them the difference in volume between the speakers you brought and just trying to use the laptop speakers.

**VIDEO CLIP TIP:** If the video plays on your computer but doesn’t show on the screen, try turning off your computer screen. To toggle between the external projector and the computer screen you usually use the “fn” key combined with an “Fx” key (differs by computer – look for a key that seems to have two screen icons).



Because of the use of video clips in the refreshers, it is important that we have SBDI's download the materials from the CD in a way that the video clip files stay connected with the PowerPoint files. The easiest way is to simply move all the contents of the CD directly to their desktop.

Be sure to review this file in Slide Show mode because it has multiple layers.

When they load their CD they will either be given a choice of how to access the CD, in which case they should choose "Windows Explorer," which will bring them to this screen, or they will get this screen directly. All they need to do is drag the SBDI 2009 folder to their desktop and wait for the files to transfer.

Appendix – page 379

# COURSES

We are now jumping from the front of the manual back to the Appendix where the evaluation form, PDS registration form, course forms, contests, etc are all located.

The following slides are going to lead SBDI's through proper use of course registration forms.

## Evaluation Confidentiality

- Complete and remove pages **381** and **384** at the end of the day
- Need an SBDI volunteer to collect evals + updates
- Prepaid envelope
- Check off sign-in sheet
- Seal envelope
- Mail to PTSI for compilation



This is a step being taken to increase the confidentiality of PDS evaluations. Historically MIs have stood reviewing a stack of evaluations as the SBDIs left the room, so there hasn't been a real sense of confidentiality.

Also, last year, the number of evaluations submitted and the number of the SBDIs who attended PDSs didn't match up, so this system will make sure we get an evaluation from every SBDI.

Ask for a volunteer SBDI who is willing to collect the evaluations and SBDI Updates, checking off the names on the sign-in sheet to make sure everyone submits one, seal the prepaid envelope and drop it in the mail.

Give an SBDI the prepaid envelope provided with your PDS materials.



Basic Course of Instruction for School Bus Drivers					
Instructional Time Guidelines					
Section	Chapter	Total Time	Classroom Time	On-Bus Time	Section Time
The Driver Role	Introduction	1 hr.	1 hr.		6 hr.
	Leading by Example	3 hr.	3 hr.		
	Laws and Liabilities	2 hr.	2 hr.		
Emergency Preparations	Lessons from History	1.5 hr.	1.5 hr.		6 hr.
	Emergency Planning	3 hr.	2.5 hr.	.5 hr.	
	Medical Emergencies	1.5 hr.	1.5 hr.		
Handling the Bus	Handling the Bus	3 hr.	3 hr.		6 hr.
	Bus Stop Safety	1.5 hr.	1 hr.	.5 hr.	
	Know Your Bus	1.5 hr.	.5 hr.	1 hr.	
Working with Students	Student Management	2.5 hr.	2.5 hr.		6.5 hr.
	Student Safety Training	1.5 hr.	1 hr.	.5 hr.	
	Special Needs Transportation	2.5 hr.	2 hr.	.5 hr.	
The Driver	Your Physical Self	1.5 hr.	1.5 hr.		4 hr.
	Drugs and Alcohol	1 hr.	1 hr.		
	Protecting Yourself	1.5 hr.	1.5 hr.		1.5 hr.
Conclusion		1.5 hr.	1.5 hr.		1.5 hr.
Total Instructional Time		30 hr.	27 hr.	3 hr.	30 hr.

Hours per chapter by course guidelines

Break every 2 instructional hours  
Meal every 4 hours

35-5 = 30 hours

Ask for plenty of certificates - return extras

safety Rules! fills out

You also need to review this slide in Slide Show view because of multiple layers. Each mouse click will identify a key point in filling out the NPO.

1. Mail or fax the NPO (or even email it), do not send it in more than one format as separate applications might result in multiple course numbers being assigned.
2. Use the current form as presented on previous slide.
3. Be sure to choose the appropriate course type.
4. There should only be one SBDI listed on this form and they must be on the list of instructors submitted on the Facility Application.
5. The address on this form is the address that the certificates and course approval will be mailed to. This address has no connection with the address on your SBDI information submitted annually.
6. If your facility has a current approval, all we need is the facility number and the county of the facility.
7. Be sure to indicate if PIRP credit will be given for this course.
8. Encourage SBDI's to not write below the line that reads, "Do not write below!" This will be filled out by Safety Rules! and returned with their certificates.
9. SBDI's should ask for the most certificates they possible can imagine that they will use. It is easier to return extra certificates than to realize at the last minute that you don't have enough.
10. Be sure SBDI's look in their course manuals for the number of hours required for each chapter. In the Basic Course, chapters range from 1-3 hours in length. This is how many hours should be on their course schedules for each chapter.
11. This is the Basic Course Chapter Guidelines – point out variations in chapter length. Every approved course has a schedule that must be followed.
12. It is OK to do chapters out of order or to combine chapters. For instance if access to vehicles is difficult, you might do the on-bus portions of all chapters at one on-bus session.
13. As identified in the Course Guidelines, for every two hours of instructional time there must be a 15 minute break, and for every four hours of instructional time, there must be a 30 minute meal break.
14. The total hours minus the breaks must equal 10 or 30 hours, depending on the course.

Mail Original to Safety Rules! 118 Shirley Road Syracuse, NY 13224 Attn: Ted Finlayson-Schueler SchoolBusTed@SafetyRules.d Phone: (315) 446-6333 **DO NOT FAX THIS FORM!**

State of New York DEPARTMENT OF TRANSPORTATION

Course # from NPO: **B09-112**

2009-2010 SCHOOL YEAR

**Always mail NPC's**

**Current form**

**Course # from NPO**

**Course type**

**Works for private school**

**Return unused/voided certificates w/NPC**

**Same SBDI as on NPO**

**# certificates from NPO**

PH	Last Name	First Name	Course #	Number	Employer Name
	Brown	John	B-009	234-567-891	Perfect Bus
	Rodriguez	Maria	B-009	234-567-891	Superlative Bus
	Quickbread	Apple	B-107-009	345-678-912	Idyllic CSD
X	Schwartz	E	B-90-393-108-009	456-789-123	School of the Creator

SBDI Name from NPO (print) Signature: L. Treese Lot SBDI Number: 90-393 Date: 10/12/2009

Certificates received 32 From NPO = 23 Number of drivers on NPC + 2 Drivers scheduled for makeup + 7 Returned unused or voided certificates

Now we move to the NPC's.

1. Always use the current form.
2. Take the course number that was assigned with the course approval and write it on the NPC so the NPO and NPC can be matched.
3. NPC's should always be mailed. This helps in ready them so that names and numbers can be added accurately to the databases.
4. Indicate what course type the NPC is for.
5. If the driver works for a private school, make a mark in the far left column. This does not mean, drives students to a private school in transportation provided through the school district, this means the driver drives in transportation that is arranged directly by the private school.
6. Be sure that the SBDI name on the NPC is the same name that was on the NPO.
7. Indicate how many certificates were received with the Course Approval, how many are on the NPC, how many are being reserved for students who missed a class and will be doing a make-up, and then return any unused or voided certificates with the NPC.

## Monitor/Attendant Variations

Only last 4 digits of SS#

Identify what approved course is being taught -  
(No courses dated before 2004 are approved!)

Only last 4 digits of SS#

This slide just makes two points about Monitor/Attendant courses.

1. Be sure to indicate what course you are teaching. Some SBDI's continue to try and use the 1994 PTSI Attendant Course. This course is not approved to meet the SED regulation for attendant training. Only the 2004 PTSI Course is approved. The 1981 SED Driver Assistant Course is also not an approved course for this regulation.
2. Only the last four digits of the Social Security Number are now required on NPC based on privacy concerns.
3. The same goes for Monitor/Attendant PPT – only the last 4 digits.

**Certificates + Your Signature**

University of the State of New York  
Education Department

- Legal document – you are verifying regulatory compliance
- Are good for life
- Belong to student and to employer
- Must be given to stake
- Your SBDI certificate

M=Monitor/Attendant  
 (A=Driver Advanced)  
 (B=Driver Basic)  
 90-393=SBDI #  
 105=105<sup>th</sup> Monitor certificate this year  
 009=last 3 digits of year

This slide might seem unnecessary, in act it should be unnecessary, but there have been reports of improper certificate management over the years as well as currently. We want to make sure that SBDI's are aware that mismanagement of certificates is a violation SED regulations and could lead to loss of certification as well as criminal charges. When an SBDI signs a certificate, they are certifying that all the legal requirements for a course have been completed.

Certificates are:

1. Good for life. Driver and attendant certificates never expire. A 20-hour certificate issued in 1977 is as valid as one issued today.
2. The certificates belong to the student. It doesn't matter who paid for the course. The certificate is between the SBDI and the student, payment has no influence on this requirement.
3. The student should always keep the original and a copy should be placed in the driver or attendant's personal personnel file. Encourage the students to store their certificates in a safe place.
4. If the employer tries to keep the certificate to prevent the driver or attendant from seeking employment elsewhere, and the SBDI complies with this demand, they are violating SED regulation and could loose their certification.
5. The final click is a reminder about how to create certificate numbers. There is also a document explaining this in Section 6.

On a related note, the SBDI Advisory Committee is currently working on developing Ethics Guidelines for SBDIs.

## Also in there...

- Course Guidelines
- PIRP Processors
- How to – Certificate Numbering
- PPT Forms and
- Directions (on CD)
- Passing Report Form



Additional items in Section 6 include:

1. Course Guidelines for administering and providing driver and attendant courses. All the points on the previous slides are included in the guidelines.
2. There is a list of the 3 PIRP processors and their contact information.
3. There is a Microsoft Word template for putting names on driver and attendant certificates on the CD, but obviously not in the manual.
4. There are directions for establishing certificate numbers.
5. PPT forms for drivers and attendants are included. These forms are sent to SED, not PTSI or Safety Rules!
6. PPT Directions are on the CD but not in the manual.
7. The DMV Passing Motorist reporting form is also included.

Appendix

# Contests

There are a slew of contests that are held in NYS to recognize excellence among transportations staff and students. These are listed on the following slide.

- SBDI of the Year
- Heroism Award
- Safety Drill Contest
- Poster Contest
- Schock Award
- Technician Award
- Scholarship Competition



waddaya  
know?



NYSED  
2009 SBDI PDS

Disability

Behavior

Distraction

## Relationships and R-E-S-P-E-C-T

- Lesson Guidance **111**
- **Notes Pages 124**
- Slides **155**
- Handout **186-187**
- Announcement **188**
- Sign-in Sheet **189**
- Evaluation **190**



Have SBDIs turn to their manuals and follow your discussion of these parts of the refresher. Page numbers are on the slide.

## Notes Pages

- Not a script
- Background material for slides
- Discussion ideas and activities
  - Kids today
  - Style inventory **page 187**
- Reflection Passages
  - We have a problem **page 156**
  - Long-running conflict **page 171**
- News Stories good and bad



Talk about two of the refresher activities, “Kids Today” and the “Style Inventory,” to help SBDIs understand how to run these activities.

Have SBDIs turn to “We have a Problem,” one of the reflection slides, and explain how these slides will be used.

Be sure to have them see the news stories at the end of the Guidance about some great and not so great bus staff.

A few representative slides from the refresher follow to give a flavor of the refresher. Use them to better introduce SBDIs to the presentation.

<p><b>R.E.S.P.E.C.T.</b> Find out what it means to me...</p> <p><b>Maintaining Positive Relationships with Students</b> 2009-2010 New York State Education Department Driver and Attendant Refresher</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

Play Aretha Franklin's RESPECT as drivers and attendants gather for the refresher. Introduce the refresher by emphasizing the need to both receive and give respect on the school bus.

This song is not on the CD because of copyright restrictions.

## Basic Principles

- Friendly
- Consistent
- Fair
- Safe (Physically/Emotionally)
- Understand the norms
- Age appropriate
- Ability appropriate
- Culturally appropriate



The basic principles of creating and maintaining relationships with students are natural tenets of human interaction, but with the understanding that **we are the adult** and we have the job of creating a safe space and a safe bus.

**Friendly** – We need to make sure that the first face a child sees is a friendly one.

**Consistent** – Students need to know that we will be consistent in our interactions with them. The limits on their behavior need to be clear and our response needs to be consistent.

**Fair** – Fair is not the same as consistent. One can be consistently unfair. Fair means that our interactions with students should be even-handed and not used as an opportunity to demonstrate our power over them.

**Safe (Physically/Emotionally)** – As the earlier discussion pointed out safety is not just physical.

**Understand the norms** – We need to make sure we understand what is normal for an adolescent or a 5 year-old? What is normal for a child with Autism or a Learning Disability? If we don't understand normal our expectations may be unrealistic.

**Age appropriate** – What developmental milestones do we need to be aware of to understand children's behavior and to tailor out teaching methods?

**Ability appropriate** – Same concept as age appropriate. Understanding abilities includes understanding appropriate ways to communicate with a student based on their abilities.

**Culturally appropriate** – Learn the cultural norms for children you transport. Don't tell a child to "look me in the eyes" if that is a sign of disrespect in their culture. Don't make comments about cultural dress that you might find different.

**Discussion:** Ask the class if they have any other **Basic Principles** that they follow.

## New York: We have a problem.

- “In many school systems, the school bus is a traveling moral jungle. Peer cruelty, bad language, and even sexual acting-out are increasingly common. Little kids get nervous stomachs about riding the bus in the morning and dread getting back on it for the ride home. Some parents say that one of the reasons they home school is to spare their child the anxiety of riding the school bus.”

Quote from Tom Lickona, author of *Character Matters* and director of the Center for the Fourth and Fifth Rs (Respect and Responsibility), SUNY Cortland.

**Discussion:** Ask the class if this observation applies to their bus. Is it a fair assessment? In general, are there buses like this?

After discussing the accuracy of this quote, click on the right or left edge of the license plate frame to play a very **brief on-bus video**. If you are just reading this on your computer, remember that you have to go to slide show view for the link to work. You can also play it right off the CD. There is no obvious link to this clip on the slide because some instructors do not have access to projection and sound equipment.

Ask drivers and attendants how unusual this is for them. Note the point where the driver slams on the brakes to try and stop the students behavior. What should the driver have done and when?

## Relationship Do's and Don'ts

### DO

- Be patient
- Be humble
- Be accountable
- Be specific
- Be open
- Describe the behavior and the outcome.

Dr. Phil

### DO NOT

- Push too hard
- Come across as a know-it-all
- Be judgmental
- Take their bait if provided
- Hide anything
- Use students as a negative example



**DO** -- Being **PATIENT** and **HUMBLE** just means having the time for relationships to develop and for drivers and attendants not to be on a power trip with their students. Being **ACCOUNTABLE** means that you are true to your word and follow through. Being **SPECIFIC** is focusing in on the behavior or issue that you want to talk about and not getting into past history or personalities. Being **OPEN** requires a willingness to hear everything there is to know about a situation and not rushing to judgment. **DESCRIBE** what happened and what the outcome will be as a result of what was done. This is the same whether the behavior was positive or not. “Your were at the bus stop on time and can choose your seat today.”

**DO NOT** -- When adults and children interact, someone needs to be the adult. Most of these **DO NOTS** refer to the adult verging into childish behavior. **PUSHING HARD** and coming across as a **KNOW-IT-ALL** are examples of adults pushing their power over students. Being **JUDGMENTAL** refers to making comments about a students character instead of just focusing on the behavior. “You have to be a real low-life to cut a seat cushion.” Taking the **BAIT** means letting them find and push your hot buttons. When we create a power-over relationship with students it becomes a competition for some students who will figure out every way they can to bend and circumnavigate the rules and get your goat. Don't act as if there is secret information that you are **HIDING**. If you know and plan to talk to a principal, say so, but don't make idle threats or suggest that you have some secret connections that will get a student thrown off the bus. Don't get into a “he said, she said” or “you did so I did” argument where you use the student's behavior as an excuse for your own.

waddaya  
know?



NYSED  
2009 SBDI PDS

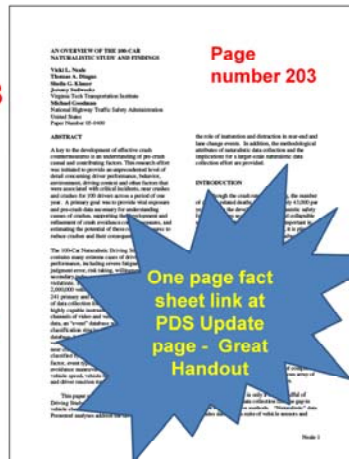
Disability

Behavior

Distraction

## Distraction

- Lesson Guidance **193**
  - Studies and News
- **Notes Pages 213**
- Slides **243**
- Handout **273-274**
- Announcement **275**
- Sign-in Sheet **276**
- Evaluation **277**



Have SBDIs turn to their manuals and follow your discussion of these parts of the refresher.

The NHTSA report, “100-Car Naturalistic Study,” that is shown on the page here is really the key document behind this refresher. One of the sample slides included in the PDS will give a brief overview of the study.

Note: The information about the link is not in the SBDI manual, but is posted on the Safety Rules! web site under “PDS Updates.”

Note: There is a typo in the table of contents in your manual. The last 4 page numbers need to be reduced by 20 pages, i.e. 293 becomes 273.

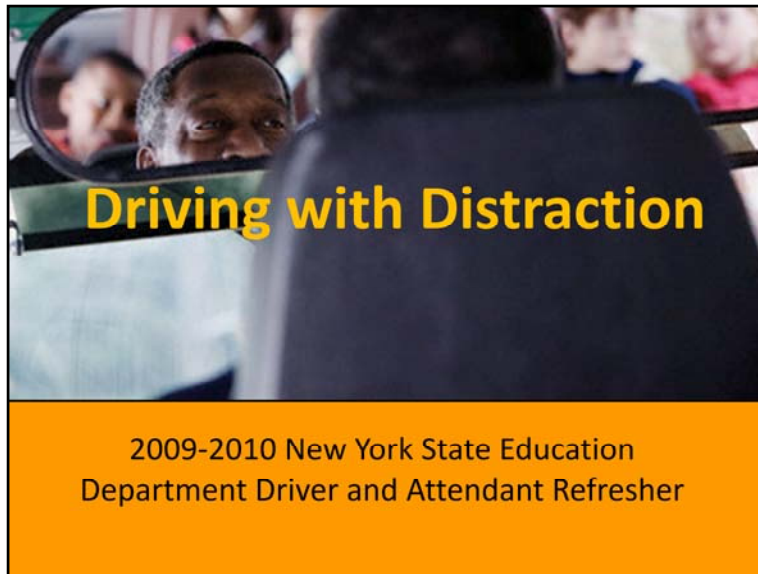
## Notes Pages

- Not a script
- Background material for slides
- Discussion ideas and activities **page 273-274**
  - Alphabet of distractions
  - Reaction Test
  - School bus controls



Talk about the refresher activities, “Alphabet of Distractions,” “School Bus Controls” and the “Reaction Test,” to help SBDIs understand how to run these activities.

A few representative slides from the refresher follow to give a flavor of the refresher. Use them to better introduce SBDIs to the presentation.



Welcome drivers to the refresher and let them know that you have some breaking news to share with them about driving distractions.

In our training we often refer to this inside mirror as the “most dangerous piece of equipment on the bus” because our distraction from passengers is often the most challenging part of being a school bus driver.

**“Driver distraction is a diversion of attention away from activities critical for safe driving towards a competing activity.”**

Take a minute and read through this definition a few times. Make sure the drivers and attendants grasp how all-encompassing this definition really is. Also note that there is no value judgment here, distractions are just anything that pulls attention away from the most vital activity. They are not bad intrinsically; they are only dangerous to the degree they pull one's attention from the driving task.

## Today's key points

- Understanding distraction
- Attendant role
- NHTSA study
- Brain overload
- Defensive Driving Formula
- Distractions outside and inside the bus
- Distractions inside us



Briefly provide an overview of the topics and concepts you will be covering.

The graphic includes a **HYPERLINK** to a TV news story about distracted drivers. The clip is about 4 minutes long but you get the flavor of it in just a minute or two. Just make the point that not only is distraction a danger to our driving, it is also a negative for our public relations.

## NHTSA

- 100-car naturalistic driving study **page 203**
- 241 drivers, 5 channels of video in/outside
- Drivers perform regular driving for one year
- 2,000,000 miles of travel
- 43,000 hours of data
- 82 crashes
- **78% of crashes were preceded by inattention**


# 78%

**Activity:** Have the class complete the blanks on their worksheet as you cover the information on this slide.

This is an amazing study. The 10-page overview is in the PDS manual. Previous NHTSA (National Highway Traffic Safety Administration) studies had estimated distraction as a cause in 25% of accidents. These previous studies were based on driver self-reporting, i.e. “I was talking on my cell phone, adjusting the radio, applying mascara” just before the crash.

This raises the issue of distraction to the top of the driver education priority list.

The 42 drivers were videotaped in their own cars during the regular course of driving for a year so any effect of “performing” for the cameras wore off pretty quickly, hence the term “naturalistic.” This project studied drivers in their “natural” environment. Historically, driver studies have placed drivers in simulated circumstances and then extrapolated the data towards understanding the real world.

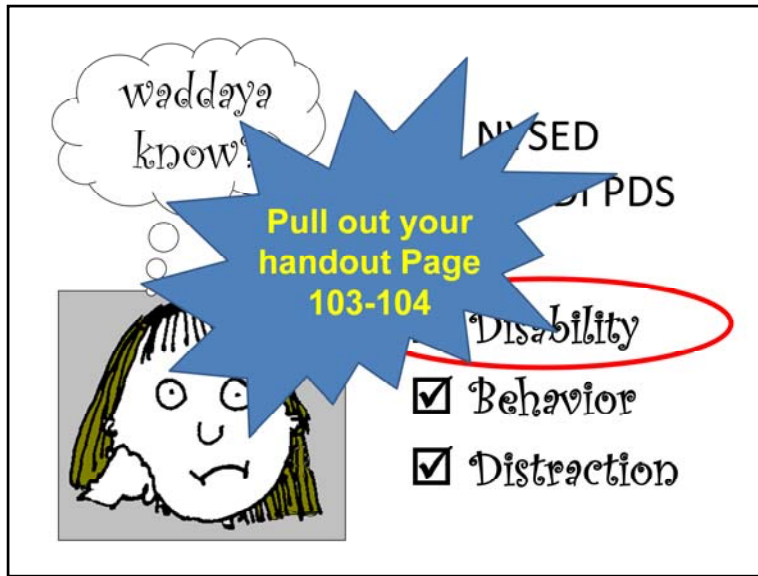


## Plans for the day

- Review manual Forward and SBDI Resources
- Review Relationships and Distraction Refreshers
- **PJ's Law refresher -- Real time**
- **PJ's Law debrief and discussion**
- **Pre-session 3-minute presentations**
- **3 EXTRA presentations (no additional cost!)**
- **Wrap-up**

Just to help SBDIs keep pace with where we are heading, review what's been done, point out that our next piece **AFTER THE BREAK** will be the PJ's Law refresher up until lunch time.





Have them pull the refresher handout OUT OF their PDS manual.

There is a second one in there so they don't have to worry about losing it.

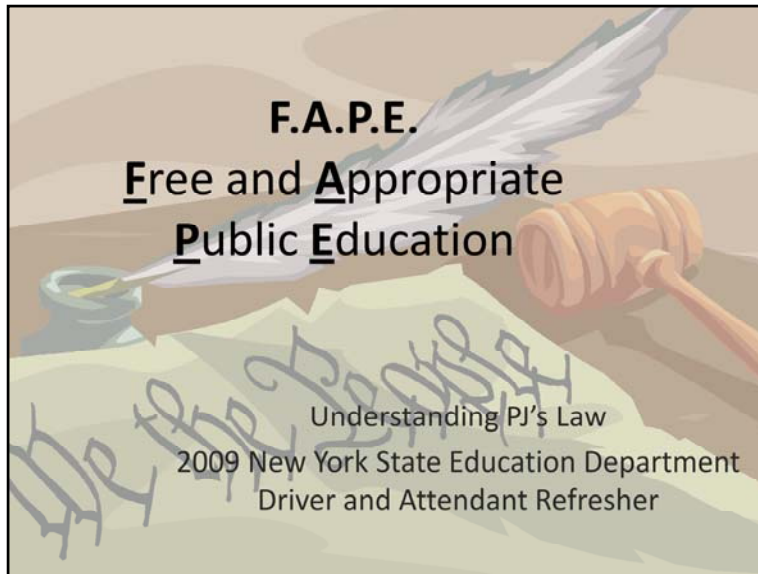
They need to take out 103-104, leaving behind 102 and 105 as masters within the manual.

## Section 2 – PJ’s Law

- Guidance, **page 27**– Laws, Cheyenne, PJ’s News Articles, Similar situation from West Virginia
- Rebecca Cort memo – **page 40**
- Notes Pages – **page 42**
- Slides – **page 72**
- Handout, announcement, sign-in, evaluation – **page 102**
- Updated PowerPoint at **PDS Updates web page**

Before starting the refresher, walk the SBDIs through the materials in the manual as identified on this slide.

The updated PowerPoint reflects changes suggested by VESID that were received after the SBDI CD went to the printers.



Today's refresher is the first designed under the mandate of PJ's Law. The intent of the law is to provide students with disabilities with an appropriate transportation experience. Appropriate transportation for many students with disabilities is a part of FAPE, a Free Appropriate Public Education, as a "Related Service" that students are entitled to under IDEA, the Individuals with Disabilities Education Act.

We will be talking about PJ's law, the new law in New York State, but PJ's law really only implements the intentions of IDEA through the concepts of LRE (Least Restrictive Environment) and FAPE. Our understanding of appropriate transportation will include a safe vehicle, trained drivers and attendants working closely with both school and home, and a supportive bus environment.

## Forms of Exclusion

- Demonizing
- Eugenics
- Institutionalization
- Segregation
- Patronizing and pitying
- Heroes
- “Neutral” rules that discriminate



Why such a big deal about **sensitivity and support** for students with disabilities? Historically, this group of persons has been treated very poorly. Their rights as full participants in society have only recently been recognized. Without an understanding of this past history we cannot understand the persecution and discrimination that are ingrained in our culture towards these individuals and their families, and so be able to take the steps necessary to change the culture.

**Demonizing** Historically, disability was seen as punishment from God and the disabled as demonized. Children with disabilities were seen as punishment of the parents.

**Eugenics** The US eugenics movement recommended sterilization of person with disabilities or allowing newborns to die from hunger rather than live and enter the gene pool. This theory was adopted by Hitler and 300,000 persons with disabilities were the first to die in the Holocaust gas chambers in his effort to purify the German race.

**Institutionalization** In the past, many students with disabilities were either not offered an education at all or institutionalized. While these facilities were often started with good educational intentions, institutions became warehouses that children ended up in for life.

**Segregation** Even today in education, students with disabilities are often segregated to separate buses and classrooms, often still in separate schools. Other barriers, some physical and some attitudinal, continue to keep persons with disabilities in separate housing, transportation, work environments, and social circles.

**Pity** Students with disabilities learn from how they are treated that they are objects of pity rather than real people, making achievement and self-esteem very difficult. Pity does not indicate an intention to be friends, just a knee-jerk emotional response to a life that is perceived to be not living. In fact, these students would rather go to school with their neighbors instead of a “special” program or have a job than pity.

**Heroes** The flip side of pitying is to elevate certain high achieving persons with disabilities as models that all other persons with disabilities should follow. This makes no more sense than expecting every non-disabled person to think like Thomas Edison or hit a baseball like Willie Mays. Interestingly, often these people are considered “super” but are still not accepted by the non-disabled.

**Neutral rules** can also discriminate. For instance, “Everyone can take a bus to the Sectional Final Basketball game” sounds neutral, but if the bus is inaccessible then the neutral rule becomes excluding. The sign in the window on the slide photo indicates a ramp is available, but without a ramp, a wheelchair user cannot request access.

## Gaining Understanding Today

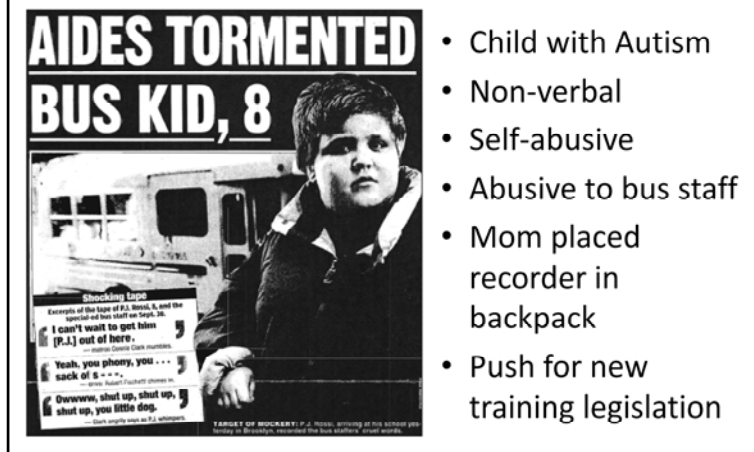
- Backdrop of history
- PJ's life and law
- What's (a) right?
- Sensitivity
- Communication
- Language
- Embracing difference



This brief overview will point drivers and attendants towards the topic we will be discussing today. The overall thrust is to understand the law and to develop sensitivity for working with students with disabilities).

The **third bullet may look a little confusing**. What it gets at is that there are rights – “What’s a right?” – and then there is – “What’s right?” We want them to think about legal rights as well as what’s the right thing to do.

## PJ's Life



**AIDES TORMENTED  
BUS KID, 8**

- Child with Autism
- Non-verbal
- Self-abusive
- Abusive to bus staff
- Mom placed recorder in backpack
- Push for new training legislation

**Shocking Tape**  
Excerpts of the tape of P.J. Brown, 8, and the driver and bus staff on Sept. 26.  
I can't wait to get him [P.J.] out of here.  
Yeah, you phony, you... sack of s---.  
Owwwww, shut up, shut up, shut up, you little dog.

**TARGET OF BUCKETS:** P.J. Brown, 8, sitting at his school bus Friday in Brooklyn, recorded the bus staff's cruel words.

PJ is a student with Autism from New York City. When he seemed to become fearful of being on the bus, his mother placed a tape recorder in his backpack and found out that he was experiencing emotional abuse from the bus staff. There are newspaper articles in the PDS annual that provide some specific details.

PJ is, in fact, a child who is difficult to transport, although since the driver and attendant received little or no training in supporting PJ in his bus experience we don't know what could have been possible.

**Discussion:** Ask the class what they would do if they were assigned to transport a child that they found that they could not control. Look for answers suggesting talking to a trainer or supervisor or going to the school to talk with the personnel that work with the child at school or talking to the parent to see if they have some strategies for calming the child.

The specifics of PJ's case are not the real point now, the law which was passed as a result of his experience will be guiding us in our bus staff training into the future.

## PJ's Law (part 1)

- THE COMMISSIONER...SHALL PROMULGATE RULES AND REGULATIONS REQUIRING EVERY SCHOOL BUS DRIVER OPERATING A SCHOOL BUS WHICH HAS OR WILL HAVE ONE OR MORE STUDENTS WITH A DISABILITY AS PASSENGERS TO RECEIVE TRAINING AND **INSTRUCTION RELATING TO THE UNDERSTANDING OF, AND ATTENTION TO, THE SPECIAL NEEDS OF SUCH STUDENTS.**

The wording of the law is interesting because it uses language that is more attitudinal than technical. It talks about understanding and attention, focusing on sensitivity in addition to technical skills. We often treat our training as technical – “How to secure a wheelchair” – than personal – “How do we interact with a wheelchair user?”

## PJ's Law (part 2)

- SUCH TRAINING AND INSTRUCTION MAY BE INCLUDED WITH THE (CURRENT) TRAINING AND INSTRUCTION REQUIRED AND **SHALL BE PROVIDED AT LEAST ONCE PER YEAR OR MORE...ANY PERSON EMPLOYED AS A SCHOOL BUS DRIVER ON JANUARY 1, 2009 WHO IS SUBJECT TO THE PROVISIONS OF THIS SUBDIVISION SHALL COMPLY WITH THE REQUIREMENTS OF THIS SUBDIVISION BY JULY 1, 2009.**

All school bus drivers will receive one hour of annual training related to the transportation of students with disabilities.

**(FYI for SBDIs:** To best meet the July 1, 2009 mandate of this law, be sure to include this training as a part of your Fall Refresher.

From now on, the PDS will include three one-hour driver/attendant refreshers – one to meet the mandate of PJ's Law and two on other topics identified as timely by the annual review process.)

### PJ's Law (part 3)

- ANY SCHOOL BUS DRIVER HIRED AFTER JANUARY 1, 2009 WHO IS SUBJECT TO THE REQUIREMENTS OF THIS SUBDIVISION SHALL COMPLETE SUCH TRAINING AND INSTRUCTION **PRIOR TO ASSUMING HIS OR HER DUTIES.**
- **80% of Students with Disabilities ride the regular bus. Every bus driver and attendant is probably transporting these students.**

Pre-service training also need to include training of drivers and attendants relative to transportation of students with disabilities.

While the law refers to drivers who transport students with disabilities, the fact is that about 10% of the student population are identified as students with disabilities and 80% of those students ride the regular bus with their non-disabled peers means that **all drivers are drivers of students with disabilities** and will need to meet this mandate.

If you do the math, 80% of 10% of the student population is 8% of the total student population. This means that every bus transporting 50 students has, on average, 4 students with a disability as passengers.

**(FYI for SBDIs** – NYSED has a new Pre-service curriculum in the works. This curriculum will meet the requirements of this law. In the meantime, document that at least 1 hour of your pre-service is specific to transportation of children with disabilities.)

Legal Requirements	
Federal	State
<ul style="list-style-type: none"> <li>• IDEA               <ul style="list-style-type: none"> <li>– FAPE, LRE</li> <li>– Related Service of Transportation (LRTE)</li> <li>– Student-specific training</li> </ul> </li> <li>• FERPA               <ul style="list-style-type: none"> <li>– Confidentiality</li> </ul> </li> <li>• ADA               <ul style="list-style-type: none"> <li>– Rights of PWD guaranteed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NYS Part 200 (mirrors IDEA)               <ul style="list-style-type: none"> <li>– Special Education Regulations</li> </ul> </li> <li>• Ed Law Section 4402 (7)               <ul style="list-style-type: none"> <li>– Related service staff access to information</li> </ul> </li> <li>• Reg. 156.3 (b) and (c)               <ul style="list-style-type: none"> <li>– Pre-service</li> <li>– Refreshers</li> <li>– Basic Courses</li> </ul> </li> </ul>

**Note:** Relevant sections of these laws governing transportation as a related service as established in IDEA are in your PDS manual.

Laws governing transportation of students with disabilities include:

**IDEA (Individual with Disabilities Education Act):** This law was first passed in 1974 and has been reauthorized and amended over the years since that time. IDEA guarantees a Free Appropriate Public Education (FAPE) to all students who have been identified as fitting into one of 13 disability categories established by the law. IDEA is committed to Least Restrictive Environment (LRE) which means children should be educated in the normal setting or as close to the normal setting as possible. For transportation this means transporting students with disabilities with their non-disabled peers as much as possible or LRTE (Least Restrictive Transportation Environment). IDEA recognizes that in addition to educational services, students with disabilities may also need additional services to access FAPE. One of the identified related services is transportation. **Related Service** providers, i.e. transportation personnel, are required to have training specific to the needs of the students that they serve.

**FERPA (Family Educational Rights and Privacy Act):** This law is designed to protect the privacy of educational records. Some school district employees have tried to say that this act prohibits access to IEP information for transportation staff. This interpretation is incorrect. The Act specifically allows the sharing of appropriate information with district or contracted staff to protect the safety of students.

**ADA (Americans with Disabilities Act):** The ADA was enacted in 1990, and while school buses are specifically exempted from the criteria for accessible transportation, ADA established a broad understanding of rights for Persons with Disabilities that had not previously existed. Recent (2008) amendment to the ADA has made workplace discrimination rights clearer.

**Part 200:** These are the New York State regulations that implement the requirements of the federal act, IDEA, in New York State. Part 200 also establishes the language we use to talk about special education processes in New York.

**NYS Education Law 4402(7):** This law specifically requires this sharing of appropriate information with transportation personnel – see next slide.

**156.3** The reason that 156.3 is listed is because training for transportation of children with disabilities is specifically mentioned in regards to both Pre-service and Basic training for drivers and attendants



## NYSED VESID

“Transportation personnel...should be informed of:

- the reasons a student requires special transportation;
- health needs that might necessitate ongoing or emergency intervention;
- student behavioral issues or fears that might raise health or safety concerns; and
- **specialized training required for bus drivers and/or attendants.”**

**Note:** These points are on the handout, so be aware some in the class may already be wondering about this.

NYSED (New York State Education Department) – VESID (Vocational and Educational Services for Individuals with Disabilities)

The text in the slide is quoted from a memo regarding the implementation of Education Law 4402(7) that requires bus staff to know about the children they transport. The same text, with the excerpted section is as follows:

“Transportation personnel with responsibility to provide a program, service, accommodation, modification or support must be directly informed of their specific responsibilities to implement a student’s IEP. In addition to the IEP recommendations, transportation personnel should be informed of any special information regarding the student that might impact on the health and safety of the student during transportation, including but not limited to:

- the reasons a student requires special transportation;
- health needs that might necessitate ongoing or emergency intervention;
- student behavioral issues or fears that might raise health or safety concerns; and
- specialized training required for bus drivers and/or attendants.”

Rebecca H. Cort, Deputy Commissioner, VESID, Letter to Superintendents, March 2005

The full memo is in your PDS manual.

## Parent and Student Rights

- Safe, current, working equipment and vehicles
- Appropriate staffing on vehicle
- Consistent staff assignments
- Staff knowing student-specific needs
- Staff receiving student-specific training
- Student-specific emergency plans
- Respectful, friendly bus environment
- **Are these reasonable?**

**Discussion:** Engage drivers and attendants in a discussion about whether or not these are reasonable rights for parents and students who receive the related service of transportation. Really work at getting them to open up on this.

“Appropriate staffing” refers simply to having additional adults – monitors or attendants to use the regulatory language – escorts/matrons/driver assistants to use other terms used for these folks – on the bus.

Previous examination of IDEA and New York State Education Law make clear that drivers and attendants need to have the child-specific information necessary to safely transport each student.

This **does not mean** that they need to be told the child’s specific disability label, it means that they need to know the characteristics of the child relevant to providing safe transportation. This includes any information relevant to the child’s ability to ride the bus, to wait for and board the bus and to respond in emergency situations.



## Driver and Attendant Rights



- Safe, current, working equipment and vehicles
- Appropriate staffing on vehicle
- Consistent staff assignments
- Staff knowing student-specific needs
- Staff receiving student-specific training
- Student-specific emergency plans
- Respectful, friendly bus environment

**Discussion:** Doesn't this make sense? Why would a driver or attendant not want these things? It's easier to do a job with the right tools than fumbling in the dark.

It may become clear in the discussion that drivers and attendants do not feel that they can influence a system where they do not have access to these rights. Many drivers and attendants really care strongly about students with disabilities, affectionately referring to them as "our kids." Use this commitment to help get them from a point of frustration to identifying one thing they can do to help budge the system.

Help them to identify which points on this list they can influence. Don't let this become a gripe session, keep it constructive. Can they set up a meeting with school personnel? Get to know individual student's teachers? Can they get more information about how their equipment works? How can they interact with parents more constructively? Can they pledge to work together cooperatively with each other?

## Life for Families

- Stigma
- Isolation
- Unknowledgeable advice
- Perception of selfishness
- Conflicting agency rules
- Inter-disability tensions
- Constantly changing service providers
- Available versus needed services
- Tension between LRE and special services



**Discussion:** If you have experience with any of these situations, share an example with the class. Give class members an opportunity to share any personal experience they might have on any of these issues.

These experiences are not universal for all families with a child with a disability, but unfortunately these experiences are not uncommon.

Isolation is not just a way of life for students with disabilities, but also for their whole family. Other families stop visiting and don't want their children to play with a child with a disability, as if it's contagious. Strangers often walk up and offer unsolicited advice without knowing the situation and parents are seen as selfish for wanting their child to develop to his or her fullest potential.

School personnel receiving service requests often view parents as selfish, i.e. want too much for their child.

Just as different racial or ethnic groups can be at odds with each other, different disability groups can be in conflict as well. Funding decisions between a sheltered workshop or a community mental health center or between full funding for speech and language therapist or a physical therapist might lead one group to think that the other is getting the lion's share of the resources.

Families must juggle services from multiple agencies which often have conflicting funding and service guidelines. Service providers are constantly changing so desperately needed consistency is only a dream. The services most needed are not always the ones that are available.

Special services are often provided only on a special bus or in a segregated (i.e. all students with IEPs) classroom, so parents who want their children in the LRE (Least Restrictive Environment) of an inclusion classroom or regular bus are sometimes forced to give up the accommodations they know that their children need.

As transporters, we can choose to be understanding of these challenges or we can choose to be rigid and demanding of parents and students. Let's commit to being one service they receive for their child that warms their hearts instead of knotting their stomachs.

## Teaming with Parents

- Recognize family as information source
- Be an active listener
- Give accurate info about transportation
- Help parents understand system
- Let them know you care about their child



Adapted from “Educating Our Children Together” by Susanne Carter, 2003, Page 49

**Discussion:** Ask class for examples of what they have learned from a parent or ways that they have helped parents understand the school system.

Some drivers or attendants might ask, “**Why are we talking about parents?**” We can’t talk about children without understanding them within the context of their home and school life. In order to get to know the students we transport who need our special attention, we need to understand their family and school settings.

Parents, especially those with transportation challenges for visiting school, often feel isolated from the school program. School bus staff can serve to bridge the home and school divide by passing information back and forth in a timely and accurate way.

### *“FAMILY STORY*

*Lucas was diagnosed with autism when he was almost three years old. The ‘experts’ told us that Lucas would probably never speak or be able to understand any communication, because the combination of autism and extreme hyperactivity would probably not allow him to be taught.*

*We were told to be prepared to consider institutionalizing Lucas, possibly as young as ten years old. Now, about 16 years later, Lucas communicates, mostly with language (he still needs visual cues to keep himself straight, but does pretty well with words as the visual cues, now that he’s begun to read.) He’s still hyperactive, but medication has allowed his hyperactivity to be brought under control, so that he could learn (and sleep!)*

***We don’t let Lucas ride the school bus, because we had too many problems with the driver. She kept dropping him off and leaving before he got inside, for one thing. That could have been a nightmare if no one was home, obviously.***

*The really scary part was that when we finally had enough of her and tried to talk to our school district about it (the school teachers had serious concerns about her, too), we were told that there was nothing they could do, and the district supported the*

## What's it like for the kids?



“Everyone knew what a short bus was for. When I got off that short bus with those wheelchair kids, everyone knew I was a retard. I came to hate that stupid, ugly, dopey short bus. I guess I hated it so much because those of us who went to school on it were teased by the other kids. We were the ‘short bus kids,’ which was like calling us ‘retards,’ only even more unkind, it seemed to me for some reason.”  
(William Helmuth, 1995)

Have the drivers and attendant sit quietly while you read this passage from *The Short Bus Kid* by Willard Helmuth.

**Activity:** Have the class turn to their handout and take a minute to write some answers to the “**List 5 things that happen on the bus or at school that make students with disabilities feel like outsiders.**”

**Discussion:** Ask them if they ever thought **how students with disabilities felt** about their isolation and rejection from the outside world? If there are drivers or attendants there who have transported children with severe disabilities, ask if they have ever seen even non-verbal children exhibit a sense of humor, embarrassment, anger, or glee even though someone had defined the child as “non-communicative”?

Feelings are not a function of IQ but of humanity.



“‘Short buses’ can be used by smaller school districts on routes with few students to pick up. However, a more prominent use is to transport small numbers of children to and from vocational school, those in a special education class within a mainstream school, or schools for children who are mentally retarded.”

This Wikipedia passage demonstrates the pervasiveness of the link between the short bus and students with disabilities. Riding the short bus is hard on anyone. When school districts have routed the neighborhood peers of a child with a disability on a “short” bus for purposes of inclusion, parents have complained because they don’t want their children to be stigmatized by riding the bus that is linked to students with disabilities.

What appears at first to be a neutral term – “short” – in reference to physical dimension takes on additional overtones because of the stigma of the people associated with it just as black takes on negative overtones as in the black sheep, black humor, or Black Monday – the stock market crash of 1987. The neutral definition of the word takes on a deeper meaning because of the negative attitudes towards those associated with the word.

## Disability as Different not Bad

- Different is “The quality or condition of being unlike or dissimilar.”
  - Round/Square Lift-equipped/not lift-equipped
  - Value neutral – one not better than the other
- Deviant is “One that differs from a norm, especially a person whose behavior and attitudes **differ from accepted standards.**”
  - Moral/immoral Like me/not like me  
Normal bus/Handicapped bus
  - Value judgment -- not as good as

When we talk about students with disabilities we need to be intentional about how we understand and speak about them. **We are all different in many ways.** “Different” is not intrinsically unacceptable, while “deviant” turns difference into a negative quality.

This differentiation between Difference and Deviance is key to seeing students or persons with disabilities as simply a part of the diversity of the world. Different is value neutral, like hair color or height. If we can understand differences in communication style, physical development, and mental processing as different with the same neutrality, then our students can take their place as equally valued members of schools and society.

Being different does not mean that you have to be fixed because something is missing or broken.

Unfortunately, in our culture, persons with disabilities are often seen as broken and not simply different. They are often treated as less valuable than “regular” people. Deviance is a loaded term that includes overtones of immorality and “not like me in a bad way.” At the turn of the 19<sup>th</sup> century, this was how persons with disabilities were outwardly viewed and described – as having flawed morals and character. Deviance then begs to be fixed, while persons with disabilities simply want to become themselves, not some other “normal” model of human correctness.

## We assume and so create

- We assume that students with disabilities cannot learn to ride the bus safely **SO**
- We teach them safety half-heartedly or not at all **AND**
- **OF COURSE** They don't learn bus safety! **WHY?**
- Our behavior made our assumptions real **WHY NOT?**
- Assume they can learn 😊



This slide is about assumptions.

**Discussion:** Ask the class how it feels when someone tells you, or their actions suggest they believe, that you cannot do something. Have they ever allowed themselves to become a part of someone else's self-fulfilling prophecy?

By denying students with disabilities access to education and communication opportunities we create a self-fulfilling prophecy. They do not learn because we don't teach them in a way that works for them. We then assume they didn't learn because they can't learn instead of because we did not teach them.

The number of personal life histories of children with disabilities whose parents were told to institutionalize them as infants or toddlers who turned out to, in fact, be intelligent, college graduates, and professionals is far too long to list. One story in the PDS manual is about the child shown on the last slide.

(If you want to spend more time on the issue of the abilities of persons who have been labeled as disabled and educational inclusion, films on this topic are:

Including Samuel

Autism is a World

Autism Every Day)

## Different ways to communicate

- Speech (in all its variations)
- Sign language
- Gestures/Behaviors
- Touch screens
- Storyboards
- Typing machines
- Facilitated communication



What it has taken us so long to figure out is that there are many students with disabilities who cannot communicate with standard speech but who can communicate through many other strategies. We need to learn how they communicate in order to welcome them onto our buses and to explain safe bus riding procedures.

Consider asking a teacher familiar with some of these communication strategies to discuss them in more detail.

Touch screens and storyboards allow students to communicate by making choices and grouping words or images together into a complete idea.

There are many different types of typing machines, some with traditional keyboards, others with other systems to give voice to thoughts, ideas and opinions.

Facilitated Communication is a system where an assistant provides support for the student as they type. Some students continue to need facilitation, others learn to type on their own. This system could not be used on the bus unless the facilitator traveled with the student.

What has been interesting is that some non-verbal students who began to use some of these strategies to communicate begin to talk after they have become successful non-verbal communicators.

## Effective communication is...

- Establishing positive relationships
- Talking their language at their level
- Respecting their space
- Build on their abilities
- Offering choice
- Teach one thing at a time
- Modeling
- Practicing
- Repetition, repetition, repetition, repetition



**Note:** Most of these points are mentioned on the handout, so be aware that some in the class have already been thinking about these ideas.

These strategies will work with any student, they are simple sound educational practice. Unfortunately we sometimes forget that different students, and adults as well, learn very differently. Our safety goal is to have everybody learn. This means we need a few different ways to transmit the important safety (physical and emotional) information.

**Choice is an important concept.** Choice builds self-esteem and confidence. Choices are never safety or no safety, but might be about seating position, radio stations, reading a book, putting on or taking off a jacket, etc.

**Discussion:** Ask the class how they would teach safe bus stop behavior differently to a kindergartner or a high-schooler who had never ridden a school bus before?

Have them brainstorm how would they teach emergency drills to a recent immigrant with little or no English?

How would they communicate with a deaf parent?

The same kind of adaptability is what they need to communicate with and teach children with disabilities. If we are anything in transportation, it is adaptable – let's put that to good use in our relationships with students with disabilities.

“Life is not easy for any of us. But what of that? We must have perseverance and, above all, confidence in ourselves. We must believe that we are gifted for something, and that this something, at whatever cost, must be attained.”

Marie Curie



Ask the class to listen quietly while you read and then turn to the next slide.

“Life is not easy for any of us. But what of that? We must have perseverance, and, above all, confidence in ourselves. We must believe that we can succeed. A person with a disability who has a special gift, and that something, no matter how small, must be obtained.”  
Marie Curie

Have you ever known a person with a disability who has a special gift?

Have class members discuss this in groups of 3-4. Give them a few minutes to talk and then ask if anyone would like to volunteer an answer to the group. Make sure that no real names are used in order to protect the privacy of students. If people want to say “my sister” that’s fine, but no students names should be mentioned.

Special gifts are not always the dramatic things that are represented in the media, such as the ability to multiply large numbers, count cards, or know the day of the week for any date in history, they are often quiet and emotionally uplifting. They are in fact, much more special than those other tricks.

## Language of Respect

- Use language that recognizes the student as more than a person with a disability. Use their name, or grade, or being a Yankees fan to speak about who they are.
- Use person-first language – “student with a disability” not “disabled student,” “students with Cerebral Palsy” not “CP kids”



Don't use words that demean having a disability by referring to ignorance as “blindness,” not listening as “deafness,” unable to progress as “crippled,” or confused as “crazy” or “psycho”

**Start out remembering that students with disabilities are simply students.** Refer to them by their name, not their condition. Speak just as you would speak about any other child, refer to them by their grade, or being a sports fan, or a hobby, or where they live. All these things are much more meaningful aspects of who they are than their disability.

**Use person-first language.** “Student or child with a disability” puts the student first, while “disabled child” puts the disability first, making the disability more important than the student. In the same way, we can use person-first phrases like, “student on the autism spectrum” or just “child with autism” or “student with a label of mental retardation”

**Do not sensationalize or make assumptions about a disability** by using phrases like ‘afflicted with,’ ‘suffers from,’ ‘victim of,’ ‘crippled with’ and so on. Use phrases such as ‘student who has arthritis’ or ‘child who has cystic fibrosis’ instead. Why do we say a person who uses a wheelchair is confined to it? When we go on vacation are we confined to our car or are we glad to have a car so we don't have to walk to Florida?

**Do not use emotional descriptions** such as “unfortunate,” “pitiful,” “mad,” “psycho,” “stupid,” “mental,” or “handicapped.”

## Language of Respect

- Don't refer to students by their generic label or their equipment. We do not transport "autistics," "wheelchairs," or "the blind"
- Don't use language that assumes students with disabilities have an awful life, like - "afflicted with" "suffers from" "confined to"
- Don't use euphemisms to describe persons with disabilities such as "physically challenged" or "differently able"



**Do not use generic labels for groups of disabled people**, such as 'the deaf', 'the blind' or 'the disabled.' While they may share a disability, they are not a homogenous group in terms of interests, lifestyle, employment, or hobbies any more than any other random collection of persons.

**Do not refer to students as if they are their equipment.** We don't go to North Street School to pick up two wheelchairs, we are going there to pick up two students who happen to be "wheelchair users."

**Do not make assumptions about a disability** by using phrases like 'afflicted with,' "suffers from," "victim of," "crippled with" and so on. Use phrases such as 'student who has arthritis' or 'child who has cystic fibrosis' instead. Why do we say a person who uses a wheelchair is confined to it? When we go on vacation are we confined to our car or are we glad to have a car so we don't have to walk to Florida?

**Do not use euphemisms to describe persons with disabilities.** Phrases such as 'physically challenged' or 'differently able' are considered to be condescending by persons with disabilities.

## Pick the wrong answers

### The girl is:

1. A fourth grader
2. Mary Howard
3. Confined to a wheelchair
4. Wheelchair user
5. Wearing pink
6. Stupid



### This is a:

1. Handicapped bus
2. 12/2 passenger bus
3. Type A school bus
4. Botard bus
5. Lift equipped bus
6. Short bus



Answers are highlighted on the next slide.

## Pick the wrong answers

### The girl is:

1. A fourth grader
2. Mary Howard
3. Confined to a wheelchair
4. Wheelchair user
5. Wearing pink
6. Stupid



### This is a:

1. Handicapped bus
2. 12/2 passenger bus
3. Type A school bus
4. "Botard" bus
5. Lift equipped bus
6. Short bus



First column #3 and #6 are wrong, all the rest are completely possible. Slang terms such as “stupid” and the “R” word are unacceptable. “Retard” is the equivalent of the “N” word to refer to African-Americans. Mary Howard, if that is her name, is a “wheelchair user,” she is not “confined” to a wheelchair. Without her chair she might not be able to play with her friends, so, in fact, the chair is liberating, not confining. Gaining mobility is the opposite of confining.

Second Column #2, #3 and #5 are correct objective descriptions, all the rest are inappropriate. The bus may be lift-equipped, but it is not handicapped. It would be scary to ride a “handicapped bus.” Would that be a bus with square tires or no brakes? “Botard” is a cruel variation of the “R” word and short bus carries with it the stigma of the unwanted who are often its only passengers.

## Pick the right answers

**A child with a disability might need:**

- A warm bus
- A cool bus
- High light
- Low light
- Radio playing
- Quiet
- To sit alone
- To sit with someone
- A comfort object
- Nothing within reach
- To stay in their WC
- To transfer to a bus seat
- Sugar
- No sugar

**Activity:** Ask the class to turn to their handout and circle all the right answers on this slide. Go through the list quickly. Don't take too long, you are just reinforcing the point that they are all correct.

Jump quickly to the next slide.

## Pick the right answers 😊

### **A child with a**

### **disability might need:**

- A warm bus **yes**
- A cool bus **yes**
- High light **yes**
- Low light **yes**
- Radio playing **yes**
- Quiet **yes**
- To sit alone **yes**
- To sit with someone **yes**
- A comfort object **yes**
- Nothing within reach **yes**
- To stay in their WC **yes**
- To transfer to a bus seat **yes**
- Sugar **yes**
- No sugar **yes**
- **Etc. You get it – know your students!**

This slide with the added emphasis is designed to identify the many, sometimes conflicting, differences among children with disabilities and the importance of knowing what accommodations are necessary for the specific children you transport.

This understanding is really important. There are no on-size-fits-all strategies for transporting students with disabilities. The rule is, “Get to know your student passengers, know their needs and know their abilities.”

## Embracing Difference

- Everyone has needs
- Everyone can choose
- Societal attitudes are disabling
- No lift is a handicap – not wheelchair use
- Bus changes to accommodate student
- Stigma abandoned



This slide wraps up the topics we have covered. The goal is that our bus staff will understand that everyone has needs. For instance, seeing persons need lights in classrooms and fancy projection equipment, persons who do not bring a wheelchair with them expect that everywhere they go to provide a chair, nondisabled runners need a different start time from the faster wheelchair racers.

Having the opportunities for choice add to students' self-esteem and confidence.

What is really disabling for students with disabilities is when our attitudes or our equipment prevent them from accessing an education because we don't believe they can do it.

We need to learn to change the bus to meet the students abilities and communication style, not reject them because they can't ride like "everyone" else.

We need to abandon our stigmatization of students with disabilities and their families and welcome them into the broad diversity of our society.

**Activity:** Ask the class to turn to one or two neighbors and talk about the final question on the handout. What can they do? Ask for a few responses as time allows.

## Next steps

- Annual PJ's Law training
  - Disability-specific issues
  - Working with students
  - Developing bus riding life skills
- Working towards transportation inclusion
- Partnering with students, their families, and educators



As we discussed, this is the first “PJ’s Law Refresher.” Future topics will be more specifically focused on specific aspects of transportation of students with disabilities and will likely include topics such as including them on the “regular bus,” partnering with schools and families to make transportation a valuable part of the students’ days, and developing transportation life skills that students can carry into their adulthood.

## THANKS

- For listening
- For considering
- For getting outside of the box for a few minutes
- For caring



*"Please God, let them see  
Cheyenne for who she is."*

This picture and quote are from the girl's classroom assistant in a moving story that is included in your PDS manual about a girl who was labeled non-communicative. Read the story and share some ideas from it in your own words as your conclusion.

Thank the drivers and attendants for giving of themselves to work on this topic that requires some real self-involvement and consideration of others' perspectives.

## PJ's Law Debrief -- ????

- ✓ P.J.'s Law – 1 hr pre-service and 1 hour annually
- ✓ Mandate – Teach for Fall Refresher
- ✓ Selling the Law to regular drivers
- ✓ Sensitivity to class members' emotions
- ✓ Moving from a deficit understanding of students with disabilities.
- ✓ Students w/disabilities want a life, not a bubble.
- ✓ Parents want an ally not a judge.
- ✓ Invite a special educator, parent, or student

Finish the refresher staying in your instructor mode, then this slide gives you a chance to step out of the instructor role and talk with the SBDIs about the PJ's Law changes and about the refresher. Review these key issues and allow for free-ranging discussion before you start the bullets. You have until lunchtime for this discussion.

- Be sure SBDIs understand the pre-service and in-service requirements of the law.
- Make sure SBDIs know that they must teach this refresher before school starts in the fall. (It was supposed to happen by July 1,2009)
- Lead a conversation about why this content can still be relevant for “regular” bus drivers. Sensitivity to students with disabilities is really just sensitivity to people!
- The goal of growing sensitivity to persons with disabilities is to stop seeing what they can't do and focus on the human characteristics they share with us of happiness, anger, emotion, glee, love of special treats or activities, love of friends and family, willingness to learn and work and eagerness to play.
- Students with disabilities do not want to be sheltered from life, they want to live it, but they want to live it in a way that is comfortable to their sensitivities.
- In our view, parents may sometimes want their children over-protected or under-protected, but the bottom line is, they need service providers who support rather than judge or criticize them. School transportation personnel can be those supporting caregivers if we take the time to listen to them and understand their world.
- Consider inviting a special education teacher or administrator to this refresher, or an older student with a disability who can speak about their transportation experience. Inviting a parent will give the bus staff a look at what the morning looks like from the other side of the front door. What is involved in getting children with disabilities ready for school? Often it includes multiple medications and therapies and then dressing a child for weather when the extra clothing can give the child a feeling of agitation.


## After Lunch – Pre-Session Presentations



- Story or scenario
- **3 minute** oral presentation
- No media necessary
- Story/scenario overview
- Key lessons to be learned
- Strategies to be employed
- How to use in training

Remind SBDIs that the pre-session presentations will be after lunch. They should be prepared to present a 3 minute presentation covering these aspects of their story or scenario.





## Plans for the day

- Review manual Forward and SBDI Resources
- Review Relationships and Distraction Refreshers
- PJ's Law refresher -- Real time
- PJ's Law debrief and discussion
- **Pre-session 3-minute presentations**
- **3 EXTRA presentations (no additional cost!)**
- **Wrap-up**

Let SBDIs see how we are progressing through the day. See if there are any questions about what we have covered.

## Pre-Session Presentations



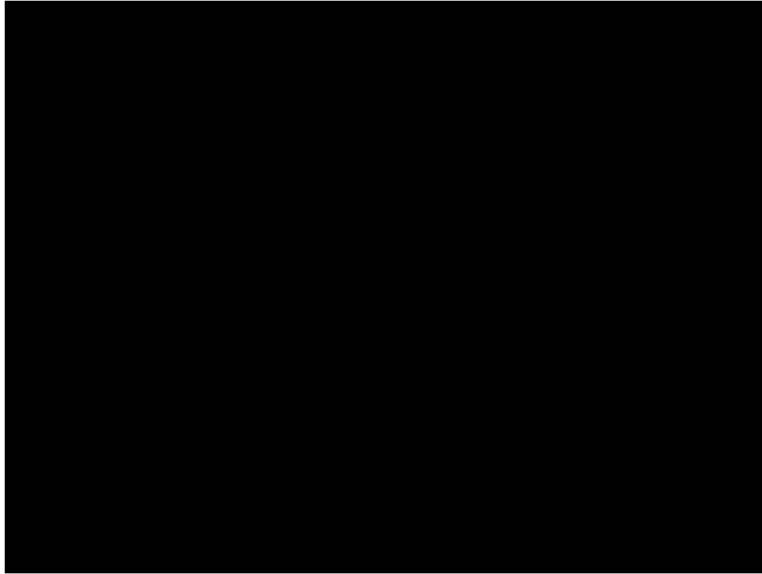
- Story or scenario
- 3 minute oral presentation
- No media necessary
- Story/scenario overview
- Key lessons to be learned
- Strategies to be employed
- How to use in training

One MI should serve as timekeeper and the other direct the process.


Each SBDI should make a 2-3 minute presentation on their pre-session story or scenario. In observing the first stories to be submitted, many SBDIs provided the story but did not elaborate very much on how it could be used in training and what the lesson or moral is from the story.

Allow for one or two questions, but recognize the need to keep it moving. If presentations are not going at least two minutes, stop the process and re-state the guidelines. If SBDIs want their pre-sessions to be a meaningful part of the PDS, they need to do the preparation.

Once the presentations are over, make some summarizing comments remarking on a few exceptional jobs and remind SBDIs that they will receive all these stories and scenarios on their PDS CD or DVD next year.



You can turn off the projector or use this blank screen during the SBDI presentations.



## Plans for the day

- Review manual Forward and SBDI Resources
- Review Relationships and Distraction Refreshers
- PJ's Law refresher -- Real time
- PJ's Law debrief and discussion
- Pre-session 3-minute presentations
- **3 EXTRA presentations (no additional cost!)**
- **Wrap-up**

Only one more topic, but this last 45 minutes is going to provide SBDIs with a big bonus to add to their training.

Time for a break.



Manual

**EXTRAS!**

Two of the following presentations, “Driver Fatalities” and “Anti-Idling ,” are all in Section 5, “Additional Instructional Resources.” The third one, “SBSIOBSAAT” supports that document which is Section 6. The entire Driver Fatality presentation and SBSIOBSAAT are included and a few slides from the Idling presentation that you can use to interest SBDIs in using these additional materials in their training.

Be sure to demonstrate the hyperlinks to the video clips in the “Driver Fatality” presentation.

## Additional Presentations

- SBSIOBSAAT
  - 2007-2008 Trends **page 313**
- 12/2007-1/2008 Driver Fatalities
  - Déjà vu
- Idling Materials
  - 2008 updated PowerPoint
  - 2004 PDS
  - 2007 Law



This presentation is designed to support the accident, injury and fatality data in SBSIOBSAAT.

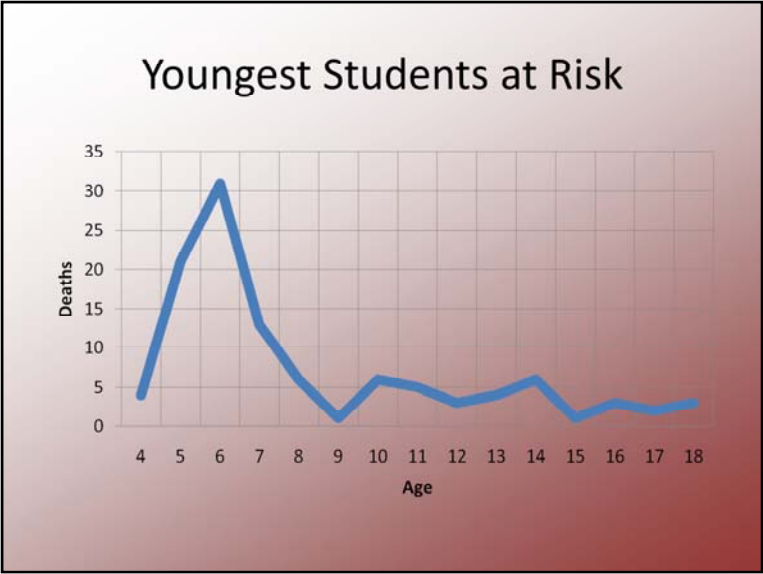
**IMPORTANT Note:** “The School Transportation Fatality Spreadsheet” is not included in the SBSIOBSAAT document, but it is on the CD in the folder, “Materials not in Manual.”

## 2009-2010 SBSIOBSAAT\*

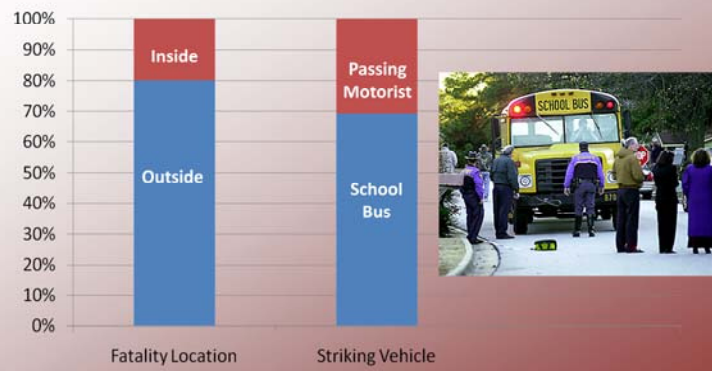
\* School Bus  
Safety is One Bus  
Stop at a Time

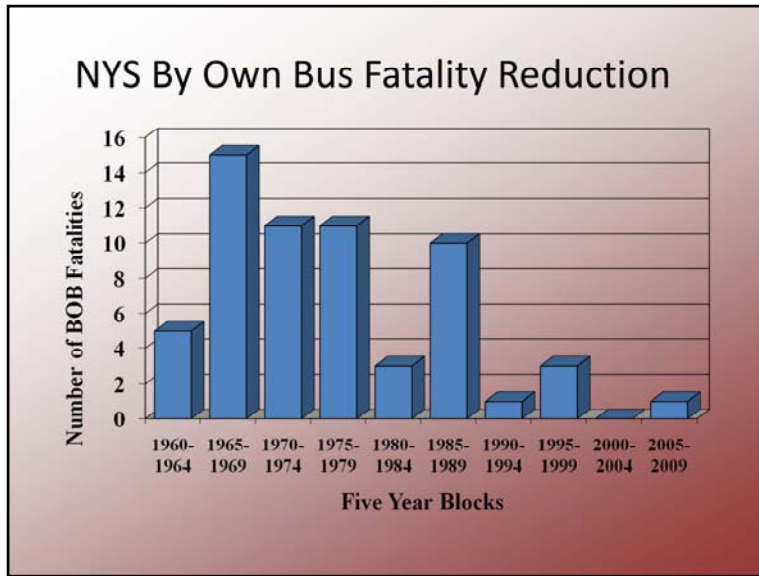


There are no notes pages for this material except that the page numbers for the information on the slides is noted. It directly supports the information in SBSIOBSAAT.



## Most Fatalities Outside the Bus





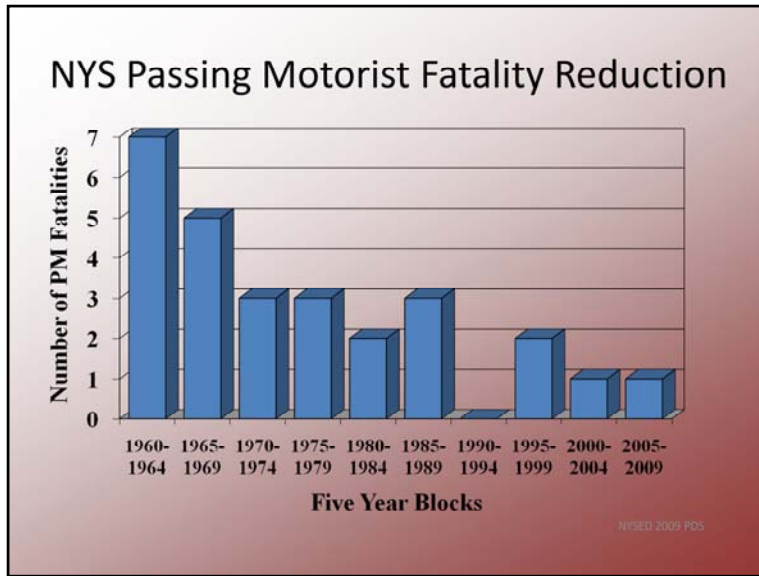
NYS Bus Fatality Summary at the end of SBSIOBSAAT

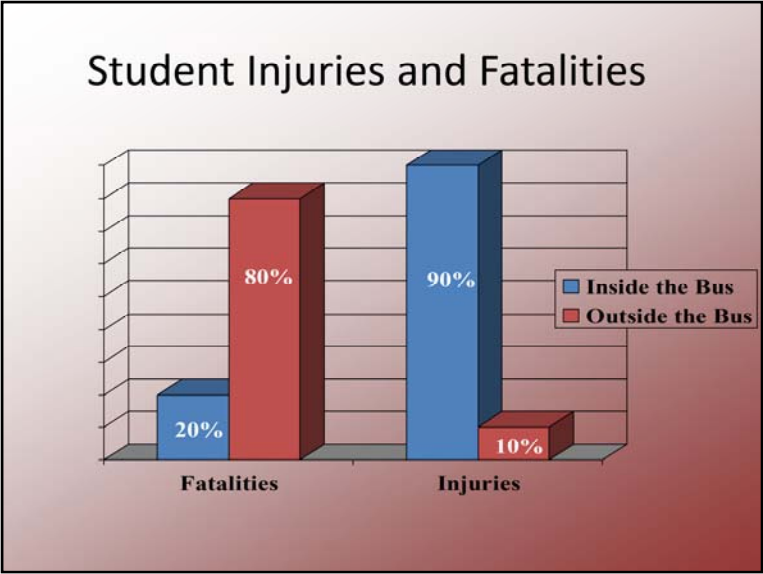
Grade	# of BOB
K	23
1	19
2	17
3	2
4	0
5	2
6	1
7	1
8	1
9	2
10	0
11	0
12	1

Grade of  
NYS BOB  
Fatalities



NYSSED 2009 PDS



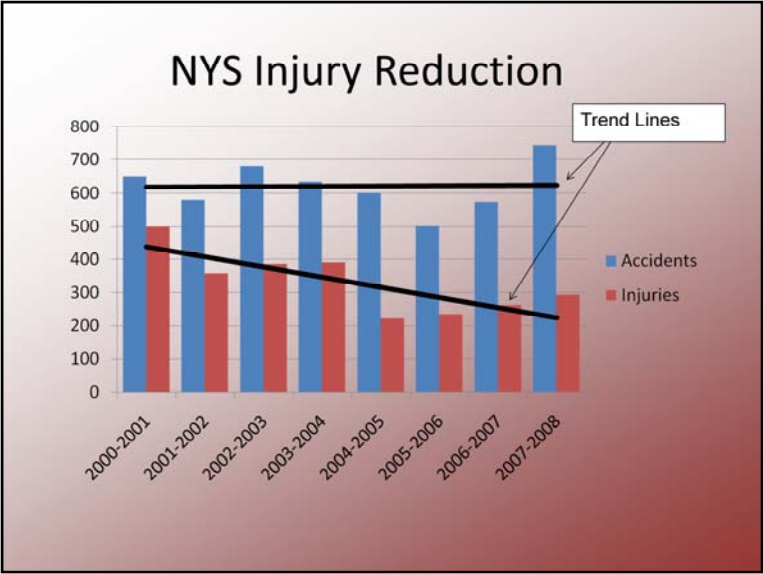


Fatality Information Page 7.

Injury information Page 10, Injury data: National Safety Council.

# NYS Passenger Fatalities

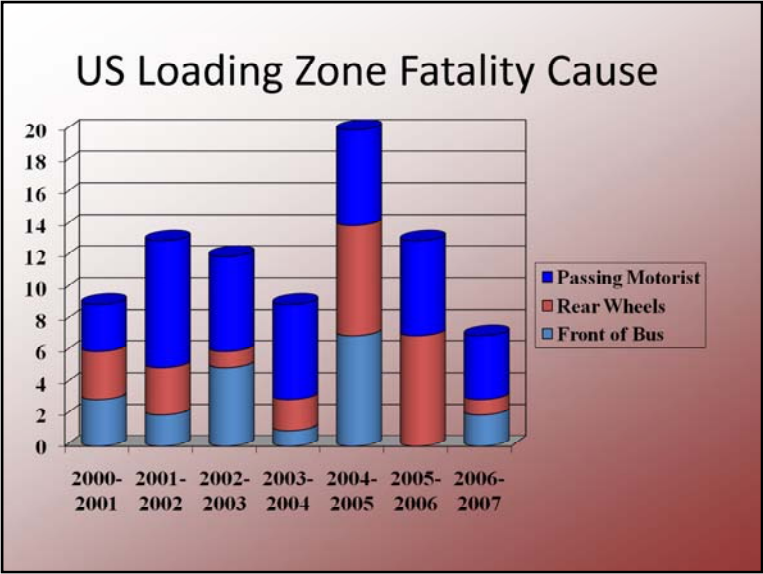




## NYS Fatalities Morning and Afternoon





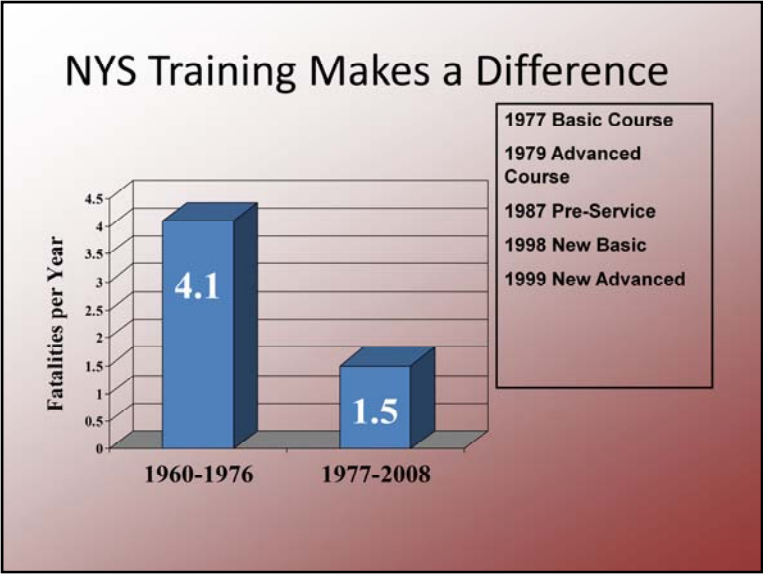






National – Page 36

NYS – NYS Bus Fatality Summary at the end of SBSIOBSAAT



Remember SBSIOBSAAT

Thank-you for caring so much!



## Additional Presentations

- SBSIOBSAAT
  - 2007-2008 Trends
- 12/2007-1/2008 Driver Fatalities **page 281**
  - Déjà vu
- Idling Materials
  - 2008 updated PowerPoint
  - 2004 PDS
  - 2007 Law



Be sure to turn to the Guidance on this lesson in Section 5. There are copies of newspaper accounts of all the accidents which provide background information. There are also some articles of additional crashes with similar circumstances.

The “Notes Pages” for these slides are from the actual presentation.

This entire presentation is included.



THESE SLIDES ARE NOT A STATE ED MANDATED REFRESHER.

These slides are designed for SBDIs to use in their operations in whatever setting seems appropriate. They could be used for a monthly safety meeting or in a Basic or Advanced Course or for a pre-service. They can also be used to add the fourth required hour of Refresher training if desired.

In the two months of **December 2007 and January 2008** three school bus drivers were killed in the line of duty. These slides present those fatalities along with previous New York State fatalities that we have discussed and trained on before. The theme “**déjà vu**” is used to show that these are repeating trends that we need to train and prepare for.

Except for slide 7 which is from the 2000 accident, NONE of the photos on these slides are from the actual incidents. They are simply representative of the incidents.

**Video Clip:** There are short video clips hyperlinked to each déjà vu slide. The first and third ones are news stories, you will need good audio to use them effectively.

To set up audio you can connect speakers to your laptop through the headphone port. Any basic set of computer speakers will be enough for 75 or so in the class. If you are in an auditorium space you will have to get them hooked into a bigger sound system. Be sure to test it in the space you will be teaching before you are teaching.

There are newspaper reports of each 2007-2008 accidents in the PDS manual.

## Western NY bus driver killed by bus

- 23 year veteran driver
- Bus yard -- December 2007
- 6:12 am -- dark
- 40-50 mph winds
- Heavy rain
- Walking head down protecting herself from wind
- Bus mechanic driving bus between lots



This fatality highlights the combined dangers of low-light winter mornings and bad winter weather. Reflectorized safety vests can be one tool to make bus yards safer in these conditions. Active listening for backup beepers is another important behavior. When we hear them everyday, we often stop listening.

## Déjà vu 2001

1. A driver trainer walking to her bus was struck and killed by a backing school bus
  - Sunny early afternoon – 1 bus moving on lot
2. A substitute attendant was struck and critically injured walking to bus.
  - Striking bus was pulling away from pumps
  - It happened in the morning semi-darkness



In the 2002 PDS we had reports of two serious bus yard accidents. One driver was killed walking across the lot by a backing bus. The backing driver was likely using the left mirror at the moment the driver walked behind the bus, was knocked down, and run over by the right rear duals. A bus attendant was critically injured, but survived walking to their bus. Bus yard safety was the topic of one of the two state-mandated Driver Refreshers. If you want to train more on this topic get out, or borrow if you are a new SBDI, a copy of the 2002 PDS manual.

The **photo at the bottom of the screen is a hyperlink** to a video clip about a bus driver mom whose child was struck and killed in the bus yard.

## Central NY driver falls from bus



- 5 year veteran driver
- January 2008 -- bus zone
- Drivers meeting on one bus at school bus zone before dismissal
- Driver drives around circle to pick up paperwork at another bus
- Driver standing in stairwell fell through doors
- Struck head on pavement -- fatal injury

This fatality occurred during **absolutely unexceptional circumstances**. The drivers were meeting together in one bus at a school waiting for children to be released. This happens everyday at many schools – danger definitely WAS NOT in the air. The driver who was killed needed to get something from her bus so the driver offered to drive around the circle so she could retrieve the item from her bus. While driving around the circle, somehow the first driver fell through the door and hit her head on the pavement in a way that produced a fatal injury.

Our drivers and attendants need to know that every time and place near a moving motor vehicle is a time of extreme danger. When that motor vehicle weighs 28,000 pounds it can be even more dangerous. Whether it is driving around a bus circle or putting athletic equipment in front of an emergency door “**just this once,**” we never know when an emergency situation will arise, and we always have to take precaution.

## Déjà vu 1995

- Bus deadheading after run
- Attendant is in the front of bus talking to the driver
- Collision, bus rolls
- Unbelted attendant ejected and killed



In this Long Island crash, the driver and attendant were **headed back to the yard**. No children present, just a time to chill out and relax – the hard work is over. While it might be easier to have a conversation with the driver while standing in the stepwell or with one cheek on the front right seat, these positions are incredibly dangerous. As our driver distraction refresher suggests, casual conversation is also a distraction and might have contributed to the crash. Imagine the bus driver turning their head towards the attendant to make a point and then turning back to the road and realizing it is too late to avoid a crash.

Bus attendants must be **safely seated and restrained** at all times unless they are directly attending to a situation that cannot wait for the bus to be stopped. This may seem crude, but a dead or seriously injured bus attendant is of no value to children after crash. An attendant who has gotten up in anticipation before the bus stop is in a horrifically dangerous situation.

**The photo is a hyperlink** to a short video clip of what happens inside a school bus during an accident in case there is any question about unrestrained passengers, drivers, or attendants flying around inside the bus – and perhaps out of the door. The clip is only a few seconds, it just continues to replay. The audio is just static, so you can play it even if you don't have audio connected to your computer.

## Capital Region Driver Aneurism

- December 2007
- Clear skies, clear roads
- Buick sedan “school bus”
- Returning from private school pickup -- 1 student
- Bus driver has an aneurism and crosses centerline
- Head-on crash
- Bus driver ejected and killed



This accident revives two different issues. This “school bus” was a Buick sedan, not a school bus meeting FMVSS standards for vehicles specifically designed to transport school children. There was another such accident with one student fatality in the same part of the state in 1994. The broader training issue is the fact that reports indicate that the driver experienced an aneurism which led to the vehicle crossing the centerline.

This driver was only 39 years old and there were no preexisting medical conditions that should have been considered before he was given physical clearance. While this driver’s young age and apparent health made predicting this crash very unlikely, we know that there are folks driving who are literally walking time bombs. Drivers who don’t tell the examining physician everything, drivers who don’t take their medications, and drivers who abuse over-the-counter medications that not even their personal physician knows about.

The driver was also ejected from the vehicle. His seat belt was torn from the force of the crash.

## Déjà vu Heart Attacks, etc.

- 2008 Driver loses consciousness (picture).
- 1995 & 1994, 2 and then 1 drivers die of heart attacks while driving students
- 1999 driver with heart medication issues misses stop sign -- 51 injuries
- 1990 Driver loses consciousness – 2 student fatalities



We have plenty of examples of medical issues potentially preventing the drivers from safely operating their vehicles.

Another 2008 crash in the Adirondacks was caused by the driver losing consciousness and crossing the centerline (slide photo)

In the 90's there are three reports of **bus drivers dying behind the wheel** with passengers onboard, including one heroic story of a driver pulling his vehicle safely to a stop as he died.

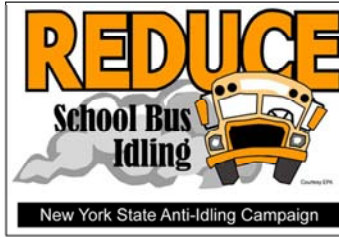
In 2000, a driver on a field trip who had a record of **not understanding his medications**, including heart medications, had a momentary loss of attention and ran a stop sign and was hit by a dump truck, injuring 51 people. He had not disclosed all his diagnoses and medications to the 19-A doctor.

A downstate crash in 1990 that killed two students was preceded by a brief period of **driver inattention or unconsciousness**, the cause of which was never determined.

The **bus photo is a hyperlink** to another out-of-state news story of a driver having a heart attack at a bus stop. **This clip is very unpredictable.** If you don't get a good picture, the audio still clearly tells the story. I was going to not include it because of the picture, but the story is so good I left it in.

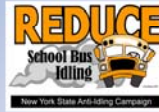
## Additional Presentations

- SBSIOBSAAT
  - 2007-2008 Trends
- 12/2007-1/2008 Driver Fatalities
  - Déjà vu
- Idling Materials **on CD**
  - 2008 updated PowerPoint
  - 2004 PDS
  - 2007 Law



Background material is included in the Section 5 Lesson Guidance, including laws, regulations and SED memos, and additional materials (including all the material from the 2004 PDS Anti-Idling Campaign) are on the CD in the “Anti-Idling” Folder.

## N.Y.S. Anti-Idling Law & Regulation



Chapter 670 Law of 2007 bans idling of school buses on or adjacent to school grounds = Education Law 3637

8 NYCRR 156.3 (h) establishes school district responsibility and bus driver requirements.

Notice: To all school personnel within 5 days of school start.

NYSED 2008 Anti-Idling for School Buses

10

8

There are no notes for this presentation, however the slides contain most of the material needed to present the topic. Background material is included in the lesson guidance and material (including all the material from the 2004 PDS Anti-Idling Campaign) on the CD in the “Anti-Idling” Folder.

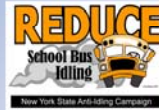
## 8 NYCRR 156.3 (h)



### Requires School Districts & Drivers:

- Shut off engines while waiting for students to load
- Applies to owned, leased or contracted
- While parked or standing on school grounds or in front of any school
- Semi-annual: monitor driver compliance
- Exceptions for safety, emergency and mechanical work.

## Impact of Diesel Exhaust on our Children

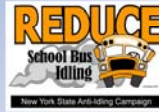


Kids respiratory systems are still developing; they breathe faster taking in more air.

Diesel exhaust has billions of small particles that become lodged in their lungs

Can cause lung damage, aggravate asthma, bronchitis and other health problems.





## Common Idling Myths

**Idling Myth #1:** Warm your bus up for 20-30 minutes before you start your route in the morning, so the engine will reach running temperature before you leave the yard.

**Idling Fact:** Modern diesel engines don't reach running temperature until they're driven on the road.

## Where we've been

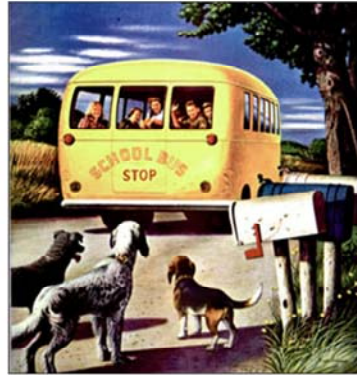


- **Review manual Forward and SBDI Resources**
- **Review Relationships and Distraction Refreshers**
- **PJ's Law refresher -- Real time**
- **PJ's Law debrief and discussion**
- **Pre-session 3-minute presentations (nice job)**
- **3 EXTRA presentations (How about that!)**

Offer any concluding or summarizing comments. Remind them where we are headed with PJ's Law. Remind them how important it is going to be to keep the focus on safety in these tough financial times. It is their role as SBDIs to always keep safety and training in the forefront of their operation.

## In closing...

- **Turn in** Evaluations and SBDI information update to SBDI volunteer
- **Get** Card stickers
- Plan for PJ's Law
- Teach great Refreshers
- Safe home!



113

**Instructor Notes:** Wrap up the details.

- Remind them that accurate, honest evaluations can help to make next year's PDS even better. Have them give their evaluations and SBDI Updates to the SBDI volunteer who will mail them to PTSI.
- Pass out the stickers for their SBDI cards.
- Encourage them to continue the collaboration that was begun today. Networking and sharing is a key element to the success of the SBDI program.
- Wish them (and yourself) a safe trip home.
  
- Last click – “Thanks for Caring”

# Thanks SBDIS

**2009 SBDI Professional Development Seminar**

New York State Education Department

Room 876 EBA Albany, New York 12234 (518) 474-6541

Developed for NYSED by *Safety Rules!*

118 Shirley Road Syracuse, NY 13224 (315) 446-6333