

PRINCIPLES OF EFFECTIVE DISCIPLINE

- Treat Students with dignity and respect.
- Effective Teaching of bus rules and procedures reduces discipline problems.
- Students need a limited say in what happens in the classroom and on the school bus.
- It takes time to develop an effective discipline plan and style.
- We create most of our discipline problems by how we teach and treat people.
- Bored students become discipline problems.
- Lack of self-esteem is the major reason why students act up.
- No one wants or likes to fail whether it is in the classroom, or on the school bus. A student would rather be bad than stupid.
- Anything you can do to make people feel good about themselves will help to minimize discipline problems.
- People who feel powerless will find ways of expressing their lack of power (for example, not knowing what the bus procedures are).
- We deny most of the students who need to learn responsibility, by denying them the experience to have responsibility (bus patrol, student council, athletics, music, and so on).

Harry K Wong, 1991

THE EFFECTIVE BUS DRIVER

Adapted from Harry K. Wong, 1991

1. Address a student by name

Effective salespeople know how to use a very simple but valuable technique. They have learned to find out your name, introduce themselves to you, and then use your name every 7 to 10 sentences when they talk to you. Why?

Your name is very important to you. It identifies and dignifies you. Other people in the world may have the same words as your name, but as far as you are concerned, you are the only person in the world with your name. It is a name that you can easily hear called above the din of a crowd. When you hear your name, you pay attention. Salespeople know this when they use your name. You pay attention. You pay attention because you are important!

Effective bus drivers use names, especially when they want a student to do something or behave a certain way.

- When you address a student, use the student's name.
- Use a student's name in a friendly, respectful manner. Never address a student in an angry or condescending tone. This is a put-down of a person's identity and dignity.
- Pronounce the student's name correctly. A person's name is precious and personal. It is a person's property. It is imperative that students hear the correct pronunciation of names. Failure to do so will tell the students that they do not have to respect each other's name and as a result can tease, mock, and make fun of each other's name.
- When you use a person's name, you are saying to that person, "You are important. You are important enough for me to identify you by name."

2. Say "Please," Please

Cultured, polite people can be identified by their manners. Of course, we all like well-mannered people because we know that they will treat us politely. We like it when service-oriented people treat us kindly at the shopping center, amusement park, office, or restaurant or on public transportation.

At the same time, business people know that continued customer business and satisfaction is based on how the customers are treated. The customer who is treated politely will return. Just how do people learn to treat others with politeness and courtesy? They learn from how they were treated by others primarily during their formative years, such as at school, at home, and on the bus.

A child's behavior is learned and modeled after the expectations of the significant people in that child's life....and the most significant people in a child's life are parents, teachers, and school bus drivers.

If you abuse a child, the child may grow up with the expectation to abuse others. If you treat a child with kindness, the child will grow up with the expectations to treat others with kindness.

- Kindness begins with the word *please*.
- Cultured, polite, and well-mannered people know and automatically use the word *please*. It has become a learned behavior.
- Repetitive use of the word *please* is important if a child is to learn to use the word *please* in his or her life.
- *Please* is usually used when you ask someone to do something for you. Thus the most effective way to use please is to precede the word with the person's name to whom you are addressing the request, as in "Trevor, please....".

For a child to learn something new, you need to repeat it on the average eight times.

For a child to unlearn an old behavior and to replace it with a new behavior, you need to repeat the new behavior on the average 28 times.

Twenty of those times are used to eliminate the old behavior and eight of the times are used to learn the new behavior.

3. I Really Appreciate What You Did; Thank You

You really cannot use *please* without saying *thank you*. The two just go together. Not using the two together would be like having a knife without a fork, a belt without a buckle, a yin without a yang.

"*Thank you*" says to the other person that you appreciate his or her effort and kindness. If you have expectations that students will work hard and will learn to be kind, then saying "*thank you*" is your way of acknowledging that you know they have been kind and diligent and that you appreciate what they have done for you.

- End a statement of gratitude and appreciation for someone respecting your wish with *thank you*.
- "*Thank you*" is the perfect transition; it paves the way to the next request or task that may be required on a bus (see next item). It makes whatever you want done so much easier.
- The most effective way to use *thank you* is to follow it with the person's name ("I truly appreciate what you did. Thank you, George" or "George, I truly appreciate what you did. Thank you.")

4. A smile, the Frosting on the Cake

If you truly want to achieve maximum effectiveness when you use a person's name and say "*please*" and "*thank you*" you smile. It requires no effort and is easier than frowning; thus is less tiring to do. But like using *please* and *thank you*, smiling is a behavioral trait that is learned.

A smile is like that extra garnish on the dinner plate, the extra pat on the back when a job has been well done, or the extra hug that says "I really love you." It's the frosting on the cake that sets you apart. It communicates three things:

- You are a person who knows the ultimate of hospitality and graciousness.
- You have a little extra bit of polish or panache that marks you as a cultured person.
- You feel good about yourself and you want others to feel good about themselves, too.

A smile is the universal language of understanding, peace, and harmony. If indeed, we want the next generation to have a world of peace and understanding, we need to teach its sign, a smile.

A smile is the most effective way to create a positive climate, to disarm an angry person, and to convey the message "Do not be afraid of me; I am here to help you."

- There is no need for a great big smile; a controlled, slight, disarming smile is all you need.
- Accompany the smile with the name of the person at whom you are smiling.
- As you smile and speak, use momentary pauses. This is called timing. Every performer knows that the key to delivering a speech, telling a joke, or giving a performance is timing. This is the pregnant pause before speaking an important or emotional line of the punch line.

Technique for Smiling, Speaking, and Pausing

- SMILE. Smile as you approach the student, even if you want to kill the kid.
- FEEDBACK. Observe the reaction to your smile. Are you receiving a smile in return or at least a signal that the student is relaxing and receptive to your approach?
- PAUSE.
- NAME. Say, "Jose" with a slight smile.
- PAUSE:
- PLEASE. Add *please*, followed by your request. Do this with a calm, firm voice, accompanied by a slight, non-threatening smile.
- PAUSE
- THANK YOU. End with "*Thank you, Jose*" and a slight smile.

Example

Jose, please stop yelling at Lakiesha and sit quietly so I can drive safely. Thank you, Jose.

Practice this in a mirror, over and over again.

IT ALL ADDS UP TO LOVE

There are only two things needed for a happy and successful life, being lovable and being capable. The effective bus driver never stops looking for ways of being more and more capable.

When you look at the truly effective bus drivers, you will also find caring, warm lovable people. Years later, when the students remember their most significant mentors, the ones that they will remember the most are the ones who really cared about them. Effective bus drivers know that they cannot get a student to behave unless that student knows that the bus driver cares about him or her.

**The effective person offers
both a product and a
service**

Ineffective bus drivers think that all they have to do is offer a product, as in, "I was hired to drive this bus".

Effective bus drivers offer more than a product; they offer a service too. **Effective bus drivers can help students learn as well as enhance their quality of their lives.** They can offer this service consistently because they are practicing this same belief on themselves as they increase their own effectiveness in life.

The sincerest form of service requires no money, no training, no special clothes, and no college degrees. **The sincerest form of service comes from listening, caring, and loving.**

Beliefs of Effective Persons

I am not in the restaurant business;
I am in the hospitality business.

I do not sell insurance;
I help people solve problems.

I do not serve food;
I nourish customers

I do not teach history;
I teach students

I do not sell clothes;
I dress successful people

I do not teach third grade;
I enhance the quality of lives

I do not drive a school bus;
I transport precious cargo, future leaders

People in our culture are starved for attention:

- The average child received 12 minutes of attention each day from his or her parents.
- The average parent watches five to six hours of television a day.
- The number one problem reported by high school students is loneliness.
- Loneliness is the number one problem of the elderly, many of whom are afraid to venture out of their homes or apartments.

The Carnegie Foundation surveyed 22,000 teachers and found the same problems that bus drivers face every day:

- 90 percent said that a lack of parental support was a problem
- 69 percent stated that poor health was a problem for their students.
- 68 percent said that some children were undernourished.
- 100 percent describes their students as "emotionally needy and starved for attention and affection."

You do not need to tell a busload of children that you love them, but you certainly can show it. If you choose to be significant and effective person in a student's life, you must demonstrate your care and love both implicitly through your body language and explicitly through what you say.

**When teaching the love of
truth, never lose the truth
of love.**

When significant people use significant words and actions, they increase the likelihood of receiving positive behaviors from other people.

Your Bus Discipline Plan **Paraphrased from Harry K. Wong, 1991**

To introduce your bus discipline plan, this is what you might say:

- I am here for **YOU**, for you to succeed and enjoy your bus ride every day. Because I care for each of you, I am here to help you. So, I will not allow you to do anything that will interfere with your safety and happiness on this bus.
- We will be working together this year. We will need to have a bus where you can come without fear of being ridiculed or threatened. Because I care for all of you, I will not allow you to do anything that will interfere with someone else who is trying to have a safe and pleasant bus ride.
- I am the bus driver and I am looking forward to being your bus driver this year. I have a safe year of bus riding planned for you, and I will not allow you to do anything to interfere with my desire to keep you safe and get you to and from school each day. Nor will I allow you to do anything that will interfere with all of us having an enjoyable year.
- So that **You** can ride safely and happily, so that **We** can ride safely and happily, so that I can drive safely, I have a set of rules to ensure that we will have a safe and orderly bus.

The rules are permanently posted at the front of the bus and given to students on paper; via the student/parent handbook; and through a special letter from the Transportation Department sent to parents on school letterhead the first week of school.

The following system is used in most Hillsborough County Schools.

Use It On Your Bus She Quieted 100 people in Five Seconds

We were invited to our daughter-in-law's class to attend their International Day celebration. Three sixth grades were gathered in a large room to show the culmination of their studies in the country of their ancestry or choice. The students were dressed in native attire and had information and food samples typical of the country.

There were over 100 people in a room for a sixth-grade activity, and Mrs. Cindy Wong quieted the room in five seconds.

The three classes and an assortment of guest - parents, teachers and administrators, and friends - numbered about 100 people. As we were walking from display to display, talking with the students and tasting food, we suddenly heard students call out "**...3,4,5.**"

Then there was silence in the room. Everyone faced the teacher, Mrs. Cindy Wong, and she spoke. Then everyone went back to what they were doing.

Later I asked Cindy what she did to quiet the room so quickly.

She said, "Dad, it's a variation on your three-step technique. I have a five-step procedure because I teach younger students than you do, so I wanted to be more specific as to what I wanted.

My five steps are these:

1. Eyes on speaker
2. Quiet
3. Be Still
4. Hands free (put things down)
5. Listen

The way it works is, I say, "Give me five." They go through each of the five steps in their mind. I have rehearsed them in this procedure, so when I say, "give me five," it takes them no more than five seconds before I have their attention."

I asked, "Do all three sixth-grade classes know this routine?"

"No, only mine," she said.

I replies, "Wow, your class did it and everyone else in the room quickly caught on to the procedure - the culture of the room."

Harry K. Wong, 1991

What Are You Picking On Me For?

What do you say to the following three major questions asked by students worldwide?

- What are you picking on me for?
- What did I do?
- Everyone else is doing it. Why me?

Stand in front of a mirror and practice the following 100 times until you say it calmly and automatically every time one of these questions is asked:

- Because you **CHOSE** to break the rule.
- Because you **CHOSE** to break rule x.

Do not argue. Do not ask the student if he or she is questioning your authority. Do not yell, scream, or raise your voice. Just calmly say every time:

- Because you **CHOOSE** to break the rule.
- Because you **CHOOSE** to break the rule
- Because you **CHOOSE** to break the rule
- Because you **CHOOSE** to break the rule

After a few days no one will ever ask, "Why are you picking on me?" because they will all know exactly what you will say.

The key word in the phrase is **CHOSE**. Chose means that you are responsible and accountable for your actions. You are teaching your students responsibility and accountability.

The bus driver is not picking on you. There are five (whatever number) rules on the school bus. The rules are discussed, agreed on, and signed. So when you **CHOSE** to break the rules, you must accept the consequence.

After a few weeks or months, if someone should ask you "Why are you picking on me?" all you have to do is stand and smile at the student. The entire bus will respond for you:

Because you CHOOSE to break the rule!

Harry K. Wong, 1999

**IF A STUDENT HAS DIFFICULTY....staying in seat
THEN, TRY THIS:**

- Make sure student knows expectations
- Reinforce others who are in seat, "Ripple Effect"
- Ask student to sit in seat
- Move student to a seat away from distraction (windows, buddies, etc...)
- Reconsider seating arrangement; move seat nearer the driver
- Discuss the reason for in-seat rule (individually and with entire bus)
- Reinforce (verbally) student when she/he is in the seat
- Set up a self-monitoring system to increase in-seat behavior (contract)
- Assign a buddy to remind student to stay in seat
- Have a bus patrol tally times out of seat; aim to decrease number each day
- Consider why student is out of seat and involve student in identifying solutions to the problem

**IF A STUDENT HAS DIFFICULTY....following directions and rules
THEN, TRY THIS:**

- Use specific verbal praise for those who are following directions
- Use fewer words
- Give clear directions
- Repeat directions when necessary
- Demonstrate when giving directions (if applicable)
- Have student repeat, explain, or demonstrate directions
- Provide a peer coach for students having difficulty following the rules or directions
- Monitor closely as student begins to practice directions/rules on the bus

Adapted from Benito Middle School

THE INEFFECTIVE BUS DRIVER
Adapted from Harry K. Wong, 1991

- May have no clearly defined rules.
- Communicates rules sporadically and as they are suddenly needed to stifle a situation.
- Conveys rules in a gruff, angry and condescending manner.
- Winces, shrugs, or conveys with facial or body motion disbelief in what is being said.
- Conveys that "I'm only doing this because the administration wants me to do it."
- Conveys that "I do not believe in this plan, but I've got to go along with it because everyone else is using it."
- Implies that "I was hired to drive a bus, not to maintain discipline."
- Berates students with meaningless phrases to convey expectations of appropriate behavior, such as "Don't you know better?" or "How many times do I have to tell you?"
- Uses rules (if indeed they do exist) and body language to stifle student participation, attention, learning, and success.

USELESS, MEANINGLESS PHRASES USED TO DISCIPLINE

All phrases listed are ones solicited from bus drivers. They said they have actually used these words at one time or another on the bus.

This is NOT a list for your use. NEVER USE THESE PHRASES

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| • Cool it | • Are you cruising for a bruising? | • Knock it off |
| • It's either my way or the highway! | • Shape up | • Buckle down |
| • Either you go or I go, and I don't plan to go | • Hold it down | • Keep your nose to yourself |
| • Simmer Down | • Behave yourself | • Get on the ball |
| • Watch out | • Shape up or ship out | • Straighten up |
| • Stifle it | • Act your age | • Get your act together |
| • Get your tail in gear | • Blow it in the other direction | • Would you like to see your mother again? |
| • Listen up | • You know how to pray, don't you? | • Sit on it |
| • Give it up | • Turn it off | • Come off it |
| • Get your heels clicking | • Screw your head on right | • Bite your tongue |
| • Pack it in | • Button up | • I've got one nerve left and you are dancing on it |
- If you want your life on this planet to continue, you had better behave

Harry K. Wong, 1991

FAST FACTS ABOUT TOUGH KIDS

- Tough Kid's behavior stems from multiple causes
- It cannot be cured, can only be managed
- If you stop managing, the behavior will come back

TOP FOUR BEHAVIORS FOR TOUGH KIDS:

- Aggression
- Non Compliance
- Arguing
- Property Destruction

Beginning at age 10, peers begin to have more control over kids' behavior than parents

KEY BEHAVIORAL DEFICITS THAT GET TOUGH KIDS IN TROUBLE:

- social skills deficits
- self-management deficits
- academic deficits

#1 ACADEMIC SKILL FOR TOUGH KIDS THAT WILL MAKE A DIFFERENCE IN THEIR SUCCESS = READING

#1 INTERVENTION FOR TOUGH KIDS = SUPERVISION

Social skills training programs are ONLY effective if you work to make the skills generalize to other setting and people

Additional Resources:

The Nurture Assumption by Judith Rich Harris