

## **Supervising Children on Head Start Buses: Webinar Handouts**

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## **Handout 1: Child Supervision on Transportation: Attention Management and Active Supervision on Head Start Buses**

Head Start transportation teams have an important job. Not only do they have to make sure that buses are safe and routes run on time, they also must supervise children on their bus. How a transportation team starts the morning and finishes the afternoon can set the tone for how a child feels about the rest of his or her day.

Children are safer when teams work together and communicate well. Each driver, monitor, and transportation manager has an important role. Together, they make sure that children get to and from programs safely. This fact sheet explores many of the issues teams are likely to face. It offers strategies to help team members to work together to keep all of the children in their care safe.

- Identify and use attention management strategies. These skills will help bus monitors and drivers focus on their duties.
- Identify and use active supervision strategies. These skills will help bus monitors and drivers keep children safe on the bus.
- Think about systems – policies and procedures – to make sure that no child is left unattended.

### ***What is attention management and how can it help you focus on your duties and responsibilities?***

Attention is “the ability or power to concentrate; to observe or listen closely or carefully”.<sup>1</sup> Everyone has limits on how much he or she can pay attention at one time. It is easier to pay attention when there are no distractions. It can be hard to figure out how to stay focused when people are busy and have to pay attention to many things at the same time. Attention management is a way to help people stay focused by directing or controlling their attention. It helps you “**identify and limit distractions**”, “**set priorities**”, and “**stay focused**”.

Use the following questions to help you think about how to pay attention:

#### **Identify and Limit Distractions**

- What things distract me while I am on the bus?
- What do I need to do to deal with these distractions?

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<sup>1</sup> The Free Dictionary. (2013). Attention. Available at:  
<http://www.thefreedictionary.com/attention>.

## **Set Priorities**

- What are the most important things I do to keep children safe?
- What do I need to do to make sure that I always focus on these things?

## **Stay Focused**

- How can I focus on more than one thing at the same time?
- What else can I or my team do to help me pay attention?

Bus drivers and monitors can use these questions to think about how to manage distractions and stay focused. This can help them to feel less stressed. Transportation teams that answer these questions together can develop attention management systems that focus on child safety. This can help them to do their job well. But staying focused is only the first step.

## ***How can active supervision help you supervise children on buses?***

There are 6 key strategies that adults use to structure the environment. This is known as “Active Supervision”. Because children are seated in child passenger safety restraints and cannot move around the bus freely, the bus monitor has to be ready to recognize children’s needs and respond quickly. Bus monitors can use active supervision strategies when children are boarding, exiting and riding the bus.

The 6 key strategies for supervising children on buses include:

Set up the environment. Bus monitors set up the bus to keep a constant eye on what children are doing. They use reminders to help them check and double-check each seat on the bus. For example,

- A small object like a token is stuck underneath the last seat on the bus. The monitor or driver must collect it after finishing each route.
- A bus alarm system is used so that the bus driver has to walk to the back of the bus to turn it off. (See an example at the following web address: <http://www.youtube.com/watch?v=B6Cd9qVN0BY>)

## Position staff

Bus monitors carefully plan where they will sit on the bus. They choose a seat that allows them to watch children and respond when needed. For example,

- Bus monitors sit in the front and the back of the bus. If only one bus monitor is on the bus, he or she is seated in the middle.
- If possible, the ratio of monitors to children is the same as the ratio of teachers to children in the classroom.
- Bus monitors stay with the bus until an authorized adult picks up each child.

### Scan and count

Bus monitors always know where all children are on the bus. They are always scanning and counting. For example,

- Bus monitors record attendance as children board and leave the bus. They may use written logs, tablet computers or cell phones to log children in and out as they enter or exit the bus.
- An authorized adult signs off once all children are in his or her care at the program. This person could be the center director, teacher, or other staff member. Family members or other authorized adults also sign the attendance record when their child is dropped off.
- Bus monitors and drivers scan the bus to make sure all children have left the bus. They then check each seat on the bus at the end of every trip.
- Whenever possible, someone other than the driver or monitor checks the bus at the end of each shift.
- Transportation supervisors make frequent spot checks. Other program managers or families sometimes check the bus after the route is finished. This is part of the program's ongoing monitoring system.

### Listen

Bus monitors are always listening to children. They know which sounds are signs of danger. For example,

- Bus monitors are alert to unusual sounds or silence while riding the bus.
- Bus monitors can identify the causes of a wide range of sounds. Children may make sounds when they are upset about
  - leaving a family member,
  - having a wet/dirty diaper,
  - being hungry,
  - arguing with other children, or
  - having another immediate need.

### Anticipate children's behavior

Bus monitors get to know the children on their bus, including their interests and needs, which help to predict what children will do. For example,

- Bus monitors build relationships with the children and their families. As much as possible, bus drivers and monitors have the same routes every day.
- Bus monitors do a quick "check in" with the adult dropping the child off. Understanding each child helps monitors to know what to expect when a child is not feeling well or gets upset on the bus.

### Engage and redirect

Bus monitors help children who need support. They offer reminders, and soothe children when they become upset and need help calming down. They also distract or refocus children when necessary. For example,

- When a child seems upset, bus monitors and adults responsible for picking up the child work together to help the child manage his feelings.
- Bus monitors observe and react quickly to children who need extra support on the bus. When possible, these children are also seated close to the monitor.

When transportation teams use these strategies, children are more likely to ride the bus and arrive at their destination safely. Programs that use active supervision never leave children unattended.

### ***What Does Supervising on Buses Look Like?***

The following story shows how one transportation team uses these strategies.

*Monday morning, Marguerite and Ahmed begin their day by boarding bus 31 in the bus lot behind 1, 2, 3 Head Start.*

*Before they get started, Ahmed goes to the back of the bus and places white tokens on a Velcro spot underneath the last two seats. Then he moves to the middle rows and places tokens underneath those seats as well. These tokens will help remind him that he needs to check every seat at the end of each route.*

*When the team agrees that the bus is safe and ready to go, Ahmed grabs his clipboard with attendance sheets. There is a sheet for each route with the name of every child that rides the bus. It is arranged by the bus stops.*

*Ahmed sits in a seat in the middle of the bus. He will seat the children from the front to the back so that he can observe the children safely and be close to them. When he is seated, Marguerite starts the bus and begins their first route of the day.*

*At each stop, Ahmed gets off of the bus and greets the parents or other authorized adults. They initial next to their child's name. Then Ahmed seats all of the children so that he can see and hear them.*

*As the bus is moving, Ahmed constantly scans the bus to see and listen to how the children are doing. Some children continue to sleep on the bus, while others sing songs and chatter with Ahmed. One child drops his mitten and starts to cry, but Ahmed reassures him that he will get it at the next stop. He sometimes moves to sit near a child who needs encouragement.*

*Ahmed knows that one child, Rosa, has just learned how to unbuckle herself. He seats her next to him and distracts her by chatting with her about what she did*

*at home that morning. If necessary, he reminds her that all children have to keep the buckles fastened.*

*When the bus arrives at the program, Ahmed and Marguerite watch as some of the children's teachers and aides greet the bus. They conduct a last head count together and escort the children off the bus. As each child exits, one of the teachers initials next to his or her name on the clipboard. This provides a written check that each child has been delivered to the authorized adult. The teachers and aides then walk the children to their classrooms.*

*When all of the children have exited, Marguerite and Ahmed inspect the bus to make sure that all children got off and no one got back on. While they conduct this check, the center supervisor counts the children as they enter the building with their teachers. This is a way of double-checking the information on the clipboard.*

*When they are done with their inspection, Ahmed removes the tokens from both the middle and the back seats. He reviews the clipboard, and both he and Marguerite sign off at the bottom of the attendance sheet. The center supervisor takes the sign in sheet for program files. Ahmed then conducts a final check of the bus before the next route, replacing the tokens in the middle and back seats.*

*At the end of their daily runs, Marguerite and Ahmed park the bus in the yard. They walk through the bus one last time from front to back, checking each seat. They collect and put the tokens away before leaving the yard. The "Look Before You Lock" symbol posted on the door reminds them to do this, as well.*

Marguerite and Ahmed are a team. They work together to actively supervise children on the bus. They also double- and triple-check counts to make sure children are where they should be. They have a plan, and follow through with their plan for how to keep children safe. Families, educators, and supervisors help by letting the bus monitor know when children may need extra attention on a bus trip. Families are more at ease because they know that their children are in good hands.

**Self-Reflection Tool**

*Assess Attention Management and Active Supervision Practices*

Working as a team, consider the following questions.

How can we use attention management to improve our focus?

How do we set up the bus to easily observe children?

How do we make sure bus monitors safely position themselves to see children on the bus at all times?

How do we make sure we scan and count continuously during and at the end of each route?

How do we listen to determine whether children are safe?

How do we anticipate child behaviors so we know when to engage and redirect children?

To consider how this practice will work for you, use the following tool.

<b>Attention Management Implementation Plan</b>		
<b>Key Strategy</b>	<b>Current Practice</b>	<b>Action Steps</b>
Identify and limit distractions		
Prioritize tasks		
Stay focused		
Set up safe environments		
Position staff		

Scan and count		
Listen		
Anticipate children's behavior		
Engage and redirect		

## Handout 2: Active Supervision Strategies Worksheet

Directions: You can use this worksheet to think about how you can use these strategies on your bus.

Strategy	Notes
Set up the environment	
Position staff	
Scan and count	
Listen	
Anticipate children's behavior	
Engage and redirect	

## **Handout 3: Bus Sign-In Sheet**

### **Directions for Sign-in Sheet:**

This is a sample sign-in sheet that you can use as children get on and off the bus. The sign in sheet tracks children as they:

- 1) Board the bus at their bus stop
- 2) Get off at the program
- 3) Board the bus at the program
- 4) Get off at their bus stop

It allows you to list up to three children at each group stop. Add more rows if needed for any stop.

Enter only one name per stop if you provide door-to-door service.

Print as many sheets as you need for ALL the children on the route.

Remember, this is just a sample and you can change it to work for your program!

**Drivers and monitors need to sign each Sign-in Sheet at the end of every run.**

## Sign-in Sheet

Date: \_\_\_\_\_

Bus # \_\_\_\_\_ Route # \_\_\_\_\_

First Stop				
Child's Name	AM		PM	
	Family member or authorized adult	Teacher/Teacher Assistant	Teacher/Teacher Assistant	Family member or authorized adult
Second Stop				
Child's Name	AM		PM	
	Family member or authorized adult	Teacher/Teacher Assistant	Teacher/Teacher Assistant	Family member or authorized adult
Third Stop				
Child's Name	AM		PM	
	Family member or authorized adult	Teacher/Teacher Assistant	Teacher/Teacher Assistant	Family member or authorized adult
Fourth Stop				
Child's Name	AM		PM	
	Family member or authorized adult	Teacher/Teacher Assistant	Teacher/Teacher Assistant	Family member or authorized adult

**Bus Driver and Bus Monitor signature for final check**

AM: \_\_\_\_\_ AM: \_\_\_\_\_

PM: \_\_\_\_\_ PM: \_\_\_\_\_

## **Handout 4: Head Start Program Performance Standards Related to Transportation**

### **45 CFR 1304.52(i)(1)(iii)**

Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that: No child will be left alone or unsupervised while under their care.

### **45 CFR 1310.11(a)**

Effective June 21, 2004, each agency providing transportation services must ensure that each vehicle used to transport children receiving such services is equipped for use of height- and weight-appropriate child safety restraint systems.

### **45 CFR 1310.12**

(a) Effective December 30, 2006, each agency providing transportation services must ensure that children enrolled in its program are transported in school buses or allowable alternate vehicles that are equipped for use of height- and weight-appropriate child restraint systems, and that have reverse beepers. As provided in 45 CFR 1310.2(a), this paragraph does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.

(b) Effective February 20, 2001, each Head Start and Early Head Start agency receiving permission from the responsible HHS official to purchase a vehicle with grant funds for use in providing transportation services to children in its program or a delegate agency's program must ensure that the funds are used to purchase a vehicle that is either a school bus or an allowable alternate vehicle and is equipped

- (1) for use of height- and weight-appropriate child restraint systems; and
- (2) with a reverse beeper.

(c) As provided in 45 CFR 1310.2(a), paragraph (b) of this section does not apply to vehicles purchased for use in transporting children served under the home-based option for Head Start and Early Head Start.

### **45 CFR 1310.16**

(a) Each agency providing transportation services must ensure that persons who drive vehicles used to provide such services, at a minimum:

- (1) in States where such licenses are granted, have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operating; and
- (2) meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job-related functions with any necessary reasonable accommodations.

(b) Each agency providing transportation services must ensure that there is an applicant review process for use in hiring drivers, that applicants for driver

positions must be advised of the specific background checks required at the time application is made, and that there are criteria for the rejection of unacceptable applicants. The applicant review procedure must include, at minimum:

- (1) all elements specified in 45 CFR 1304.52(b), with additional disclosure by the applicant of all moving traffic violations, regardless of penalty;
- (2) a check of the applicant's driving record through the appropriate State agency, including a check of the applicant's record through the National Driver Register, if available in the State; and
- (3) after a conditional offer of employment to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job-related functions with any necessary accommodations.

(c) As provided in 45 CFR 1310.2(a), this section does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.

#### **45 CFR 1310.17**

(a) Each agency providing transportation services must ensure that persons employed to drive vehicles used in providing such services will have received the training required under paragraphs (b) and (c) of this section no later than 90 days after the effective date of this section as established by §1310.2 of this part. The agency must ensure that drivers who are hired to drive vehicles used in providing transportation services after the close of the 90 day period must receive the training required under paragraphs (b) and (c) prior to transporting any child enrolled in the agency's program. The agency must further ensure that at least annually after receiving the training required under paragraphs (b) and (c), all drivers who drive vehicles used to provide such services receive the training required under paragraph (d) of this section.

(b) Drivers must receive a combination of classroom instruction and behind-the-wheel instruction sufficient to enable each driver to:

- (1) operate the vehicle in a safe and efficient manner;
- (2) safely run a fixed route, including loading and unloading children, stopping at railroad crossings and performing other specialized driving maneuvers;
- (3) administer basic first aid in case of injury;
- (4) handle emergency situations, including vehicle evacuation procedures;
- (5) operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;
- (6) conduct routine maintenance and safety checks of the vehicle; and
- (7) maintain accurate records as necessary.

(c) Drivers must also receive instruction on the topics listed in 45 CFR 1304.52(k)(1), (2) and (3)(i) and the provisions of the Head Start Program

Performance Standards for Children with Disabilities (45 CFR 1308) relating to transportation services for children with disabilities.

(d) Drivers must receive refresher training courses including the topics listed in paragraphs (b) and (c) of this section and any additional necessary training to meet the requirements applicable in the State where the agency operates.

(e) Each agency providing transportation services must ensure that drivers who transport children receiving the services qualify under the applicable driver training requirements in its State.

(f) Each agency providing transportation services must ensure that:

- (1) the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance; and
- (2) before bus monitors assigned to vehicles used to provide such services begin their duties, they are trained on child boarding and exiting procedure, use of child restraint systems, any required paperwork, responses to emergencies, emergency evacuation procedures, use of special equipment, child pick-up and release procedures and pre- and post-trip vehicle check.

#### **45 CFR 1310.21**

(a) Each agency must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (d) of this section, must be provided within the first thirty days of the program year.

(b) Each agency providing transportation services, directly or through another organization or an individual, must ensure that children who receive such services are taught:

- (1) safe riding practices;
- (2) safety procedures for boarding and leaving the vehicle;
- (3) safety procedures in crossing the street to and from the vehicle at stops;
- (4) recognition of the danger zones around the vehicle; and
- (5) emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.

(c) Each agency providing transportation services must provide training for parents that:

- (1) emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and

(2) complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.

(d) Each agency providing transportation services must ensure that at least two bus evacuation drills in addition to the one required under paragraph (b)(5) of this section are conducted during the program year.

(e) Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.

#### **45 CFR 1310.22**

(a) Effective December 30, 2006 each agency must ensure that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program. This requirement does not apply to the transportation of children receiving home-based services unless school buses or allowable alternate vehicles are used to transport the other children served under the home-based option by the grantee. Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program.

(b) Each Head Start, Early Head Start and delegate agency must ensure compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the HHS regulations at 45 CFR part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR part 1308) as they apply to transportation services.

(c) Each agency must specify any special transportation requirements for a child with a disability when preparing the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), and ensure that in all cases special transportation requirements in a child's IEP or IFSP are followed, including:

- (1) special pick-up and drop-off requirements;
- (2) special seating requirements;
- (3) special equipment needs;
- (4) any special assistance that may be required; and
- (5) any special training for bus drivers and monitors.

## Additional Resources

### Head Start Program Performance Standards

- 1310 Head Start Transportation  
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/1310>

### Caring For Our Children: National Health and Safety Standards, 3<sup>rd</sup> Edition

- 6.5 Transportation  
<http://nrckids.org/CFOC3/HTMLVersion/Chapter06.html#6.5>

### National Campaigns

- Smith, L. (2012). "ACF Look Before You Lock Campaign Video."  
<http://www.youtube.com/watch?v=hBI8EgNxzpl>
- Smith, L. (2012) "Look Before You Lock."  
<http://transition.acf.hhs.gov/blog/2012/07/look-before-you-lock>
- National Highway Traffic Safety Administration. (2012) "NHTSA and Safe Kids Worldwide Announce New Partnership to Prevent Child Heatstroke Deaths in Hot Cars"  
<http://www.nhtsa.gov/About+NHTSA/Press+Releases/2012/NHTSA+and+Safe+Kids+Worldwide+Announce+New+Partnership+to+Prevent+Child+Heatstroke+Deaths+in+Hot+Cars>
- Safe Kids. (n.d.) "Safety Guide: Kids In and Around Vehicles."  
<http://www.safekids.org/safety-basics/safety-guide/kids-in-and-around-cars/never-leave-your-child-alone.html>
- Ray Ray's Pledge.  
<http://www.rayrayspledge.com/>

### General Transportation Resources

- Head Start Transportation PathFinder. (2010).  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/transportation/pathfinder>
- National Congress on School Transportation.  
<http://www.ncstonline.org/>
- National Highway Traffic Safety Administration. (n.d.) "School Buses."  
<http://www.nhtsa.gov/School-Buses/>
- Child Health Information and Prevention Resources. (2012) "Transportation Safety."  
[http://www.childhealthonline.org/safety\\_in\\_transportation.htm](http://www.childhealthonline.org/safety_in_transportation.htm)
- Aird, L. (2007). "Moving Kids Safely in Child Care: A Refresher Course." Exchange.  
<http://www.childcareexchange.com/library/5017325.pdf>

- The National Safety Council. (2008). "School Bus Safety: Infants, Toddlers, and Preschoolers."  
[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/transportation/Safety/Policies%20&%20Procedures/transp\\_fts\\_00943\\_031907.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/transportation/Safety/Policies%20&%20Procedures/transp_fts_00943_031907.html)
- The Illinois State Board of Education. (n.d.). "Infants, Toddlers, and Preschool Transportation."  
[http://www.isbe.net/funding/pdf/prek\\_transport.pdf](http://www.isbe.net/funding/pdf/prek_transport.pdf)
- "School Bus Pre-Trip Inspections." School Transportation News.  
<http://www.stnonline.com/resources/operations/school-bus-pre-trip-inspections>

#### Attention Management Resources

- Latumahina, D. (2007). "Attention Management: 7 Tips to Use Your Attention Wisely." Life Optimizer.  
<http://www.lifeoptimizer.org/2007/11/14/attention-management-7-tips-to-use-your-attention-wisely/>
- Goldstein, E. (2012). Outsmart Your Stress and Be More Effective at Work. *Psych Central*.  
<http://blogs.psychcentral.com/mindfulness/2009/03/job-its-about-attention-management-not-time-management/>
- Stagen, R. (2001) 'Attention Management.' Integral Leadership Program.  
[http://www.stagen.com/assets/pdf/Attention\\_web\\_module.pdf](http://www.stagen.com/assets/pdf/Attention_web_module.pdf)

#### Active Supervision Resources

- Head Start National Center on Health. (2012). "Active Supervision: A Referenced Fact Sheet from The National Center on Health."  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Health%20Manager%20Resources/Health%20Manager%20Resources%20Program%20Staff/active-supervision.pdf>
- Northern Health. (2011). "Supervision of Children."  
[http://www.northernhealth.ca/Portals/0/Your\\_Health/Programs/Community%20Care%20Licensing/Supervision%20of%20Children%2010-410-6024.pdf](http://www.northernhealth.ca/Portals/0/Your_Health/Programs/Community%20Care%20Licensing/Supervision%20of%20Children%2010-410-6024.pdf)
- Tansey, S. (2010). "[Effective Supervision](#)." National Childcare Accreditation Council (Australia)  
[http://ncac.acecqa.gov.au/educator-resources/factsheets/oshcqa\\_factsheet2.pdf](http://ncac.acecqa.gov.au/educator-resources/factsheets/oshcqa_factsheet2.pdf)
- Tanah Merah Child Care Centre. (2011). "[Supervision Policy](#)." (Australia)  
[http://www.tanahmerahchildcare.com.au/uploads/supervision\\_policy.pdf](http://www.tanahmerahchildcare.com.au/uploads/supervision_policy.pdf)