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Abstract

The problem is how big, widespread, or urgent the need is for de-escalation training is for the school bus drivers on the rural community. The purpose of this study is to quantify the need for de-escalation training and thus develop a much targeted approach to training the school bus drivers. The data collected from school bus drivers on their observations and experience with aggression on their buses.

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I would like to thank my future husband Stacey and my parents, Jim and Jane, for helping get to this point in my college career and for achieving my dream of completing the master's program at University of Wisconsin-Stout.

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Chapter I: Introduction

Company XYZ is provider of student transportation for a small rural community school district that serves just under 1,000 students in grades k-12. Company XYZ and the school district are concerned about the potential consequences, in terms of student safety, of unchecked or improperly handled occurrences of disruptive and/or aggressive behavior of students while being transported to and from school, and together are considering the implementation of a new training program to teach school bus drivers techniques for dealing with disruptive students and de-escalating aggressive student behavior.

According to a U.S. Department of Education 2012 press release, almost 10 percent of the reported bullying related to school settings and activities occurs on school buses; that just over 50 percent of the nation's roughly 550,000 school bus drivers believe that bullying is a serious problem on their school buses, adding that as much as two-thirds of these incidents go unreported by either students or drivers (U.S. Department of Education, 2012).

> Bullying is said to occur when a child is the target of any behavior that is harmful or done with intent to harm, is repeated or occurs over time; and characterized by imbalance of strength or power, such that the victim does not feel he or she can stop the interaction. (Rakauskas, 2005, p. 94)

The environment on the school buses in rural communities is such that students in the age range from preschool to high school and all sit together for an extended period of time (often as long as hour), and this environment can become disruptive when students begin to become bored sitting on a bus and are unwinding after being in a structured school setting for seven to eight hours a day. As Galliger and others have noted, at this time of day students are ready to socialize with their peers and anxious to be away from their teacher's supervision (Galliger, Tisak, &

Tisak, 2009). The result is that children riding on a school bus where the environment is more social but also less structured and less monitored, will often engage in a variety of disruptive behaviors ranging from standing or walking around while the bus is moving, excessively and loudly laughing or yelling, and teasing with the intent of eliciting heightened reactions, to more aggressive behaviors of bullying, highly emotional arguments, pushing-shoving, and fist fights. All of these behaviors, even the ones that lack the intent to harm a student can be distractive to the bus driver, and as a result, potentially endangering the safety of all the riders. It is important that bus drivers can assess developing situations while driving the bus, and then take appropriate actions to effectively de-escalate these situations while minimizing delays in returning the children to their homes.

It is on the basis of factual information reported in industry literature, formal complaints from students and parents, and anecdotal accounts of the school bus drivers, that Company XYZ and the school district believe that de-escalation training for school bus drivers is needed.

Statement of the Problem

Hudley and Nova (2007) noted that children's brains are always processing the environmental stresses around their personal space. When a child interprets an interaction as threatening the natural responsive reaction is "flight or fight". Flight is generally not a viable option when a student is confined on a school bus and the target of bullying; and when the student perceives the situation as unbearable he or she may select the "fight" option and become aggressive and act out in a negative manner, verbally and/or physically, towards other students or adults around them (Hudley & Novac, 2007, p. 122). School bus drivers, given the responsibility of safely transporting children to and from school, must be able to act quickly and effectively to handle any type of issue that may arise on the school bus, including the de-

escalation of aggressive behaviors in a manner that is acceptable to all parties-students, parents, the school district, and the transportation company.

Most school bus drivers are part-time workers, effectively unemployed throughout the summer months, and often receiving low pay for working a split shift that begins early in the morning, restarts in the late afternoon, and goes into the evening, making it extremely difficult to find a second job to supplement their income (Mastros, 2017). The result of these factors is that turnover of school bus drivers is high, and recruitment and retention of school bus drivers is an ongoing problem for transportation companies like Company XYZ.

De-escalation of disruptive and/or aggressive behavior is recognized by Company XYZ as a key competency, and one of the high importance for the safety of all students and the bus drivers. Because of the high turnover, Company XYZ recognizes the need for an effective, but targeted, de-escalation training program appropriate to their needs of the school district they serve.

Purpose of the Study

As stated, Company XYZ recognizes the importance of, and the need for, ensuring that their school bus drivers have the knowledge and skills required to maintain a safe environment on the school bus, which includes the ability to recognize and effectively de-escalate potential conflict situations between students riding on the bus. Company XYZ also is aware of the numerous commercially available bus driver training programs that claim to teach de-escalation skills and techniques, in addition to other competencies associated with the job of a school bus driver. What Company XYZ does not know is how big, widespread, or urgent the need is for de-escalation training among their school bus drivers.

The purpose of this study is to quantify the need for de-escalation training, and thus develop a very targeted and focused approach to training their school bus drivers, by answering the following question:

How prevalent are incidences of verbal abuse and/or physical aggression between students being transported on Company XYZ school bus routes in School District of Durand?

To help answer this question the following sub-questions will be used to guide the study:

- Sub-question 1: Based on school bus driver observations how prevalent instance of disruptive behavior or physical aggression during the transportation of student are to and from school.

- Sub-question 2: How prevalent are instances are incidences of verbal abuse observed on Company XYZ school bus routes.

- Sub-question 3: How prevalent are incidences of physical aggression observed on Company XYZ school bus routes.

- Sub-question 4: What are Company XYZ's school bus drivers' perceived level of importance of de-escalation training.

Chapter II: Literature Review

In a study conducted by DeLara (2018) on school bus bullying and aggression indicated that aggressive and violent behavior has risen dramatically in schools. In light of this information, school bus drivers need to always be aware of the attitude of their riders.

The literature has clearly indicated that on-going de-escalation training in needed for school bus drivers as supported by Delara's findings that "In the last decade the aggressiveness outbursts have increased on the school buses towards students and adults" (Delara, 2008, p. 50).

De-escalation has been a training program that has been offered to individuals who work with children. "Talking to students in a professional manner to resolve these conflicts between students has been shown to be effective practice" (Goldman & Peleg, 2010, p. 571). But before an organization like Company XYZ can invest in de-escalation training a complete understanding of what this type of training is and what type of behaviors it addresses.

A review of the literature has identified precise procedures to de-escalate a variety situation, or at least control the situation until help can arrive.

In order to de-escalate situations of potential conflict, third parties such as the school bus driver when the conflict is between two students, have to be able to quickly assess the situation, determine the reason for the aggressive behavior, and apply de-escalation techniques that can keep interactions from becoming a crises situation (Laris, 2018).

The general ways to handle these situations are to listen, acknowledge, clarify choices and consequences and suggest (Ringler, 2017).

One thing the literature made clear was de-escalation techniques are only effective before a situation reaches a crisis stage. According to Farmer et al. (2007), no person, group or set of conditions were guaranteed that a conflict will proceed constructively. If the de-escalation was

not working, stop. If the situation was felt unsafe, the author recommended leaving and calling for help.

Aggression at All Grade Levels of School

According to Van Ryzin and Dishion (2013), "Aggression and violence are one of the stable characteristics of the child and adolescent development, and violent behavior in late adolescence" (p. 661). Bernburg and Thorlindson stated (2005),

> violence and aggression that was witnessed either at home or at school transfers to situations of aggressiveness. This was seen in all grade levels due to the social interaction on buses was on unstructured time for the aggression to happen. (p. 470)

The earlier the intervention, the better results the students have of correcting the problem right away with help from their parents and teachers.

There seems to be a clear benefit for the schools to start early efforts in a child's development about what was right and wrong in terms of social interactions that were occurring around the students during their development stages (Schick & Cierpka, 2016). When schools and parents stepped in early to address these forms of aggression and bullying, the school and parents was able to lend a guiding hand to these children. All of the involved parties needed to know how to properly handle the situations and show the students it was alright to go and tell an adult about what was happening to them during school hours.

In the research done by Mahajan, Arora, Gupta and Kapoor (2010), aggression is a behavior that started out in early elementary school, by witnessing what other students displayed in forms of aggressiveness. They will then copy that behavior and use the anger toward other students as they go through school. As stated by Schick and Cierpak (2016), the students saw the trend and without enough proper supervision, the students took advantage of the situation to

victimize other students based on their peer's behaviors shown earlier. Self-esteem was a significant response to aggression when students felt threatened by other students due to fear or sadness and wanted to lash out at whoever was around them.

Being transported home from school on a school is simply an extension of being 'in school' with main difference being the school bus driver is given the responsibility of being the authority figure and maintaining a conflict free environment while driving the bus.

The First Step and Skill of De-escalation

As previously noted, the general way to de-escalate a conflict situation is to begin by listening. The school bus drivers and the school staff needed to use active listening techniques to convince an aggressive student that he/she was being heard, not ignored (Clemans, Graber, & Bettencourt, 2012). To be highly effective at this the bus drivers needs to know, beyond the level of their name and where they live, the students who are riding the buses. By knowing the students, drivers were able to keep control of the situation. "As a driver, just the same as a teacher or school administrator, the more the bus drivers know about any individual student or students, the better prepared the bus drivers are going to respond to the problem" Clemans, Graber, & Bettencourt, 2012, p. 481).

There are always two-sides to every conflict. People attempting to resolve conflict, such as school bus drivers, have to listen to the entire story and give both parties involved their full attention, not interrupting or changing the subject.

Acknowledgement and Agreement

According to Laris (2018), the next step in de-escalation is agreement and alignment of the aggressor with the person attempting to resolve the situation; finding a point of agreement and getting the aggressor to say yes (Yes, they are frustrated. Yes, agree that you can understand

they are frustrated). To get to agreement the mediator has to project a supportive attitude and keep the tone of the conversation measured and clam. By giving the aggressor space and standing two to three feet away may help the individual clam and calm (para. 7-8).

"The bottom line was that the bus drivers needed to be both positive and patient, that negative attitudes produce negative results from the students if not explained correctly" (Galliger, Tiask, & Tiask, 2009, p. 55).

Research has shown that being a victim or an aggressor have severe consequences for the child, such as depression, negative school adjustment and difficulties in forming positive peer relationships (Bernburg & Thorlindsson, 2005).

Choices and Consequences

The schools have used video monitoring as a way to see what the students were doing and how they were acting towards other students when the bus driver was not looking. According to Raskauskas (2005), for a start, video surveillance allowed incidents to be examined in a non-biased, factual way to quickly gather an accurate timeline of events and dismissed any false claims or accounts. Children of a more recalcitrant nature were less inclined to misbehave or cause trouble when aware the misbehavior was recorded and could have consequences. According to the research conducted by Darden (2008), having video footage of the student(s) misbehavior was an effective way of management when viewed by school administrators and bus company supervisors. In their observation of these videotapes, the schools had an idea of what type of behaviors and conflicts were arising on school buses.

According to Darden (2008), the camera recording was necessary for the bus drivers to have a way to prove the student's behavior on the school buses. The video footage was to show the school officials how the student(s) acted out on the school buses by disobeying the bus rules.

The video footage was also a way to track the individual's behaviors by looking for specific evidence of aggression conflict that slowly escalated on each ride to and from school. Cameras can stop, pause, rewind and freeze images of when the fight has occurred. As Darden stated (2008), cameras showed when the incident happened and can point to the cause of the incidents along with students who were not listening at the time of the incident.

The research conducted by Raskauskas (2005), demonstrated that cameras on school buses were used to identify incidents where bullying was occurring by finding out how frequently and what grades showed the most outbursts with aggression and bullying. These incidents were seen in many different forms such as intimidation, assault, physical violence, verbal violence and harassment (p.100). According to Hougton and Hughes (2013), "By having these videotapes, professionals can identify the stated conflicts" (p. 16-17).

Chapter III: Methodology

Company XYZ, a provider of student transportation for a small rural community school district, recognizes the need for an effective, but targeted, de-escalation training program appropriate to their needs and the needs of the school district they serve. Company XYZ also is aware of the numerous commercially available bus driver training programs that claims to teach de-escalation skills and techniques, in addition to other competencies associated with the job of school bus driver. What Company XYZ does not know is how big, widespread, or urgent the need is for de-escalation training among their school bus drivers. The purpose of this study is to quantify the need for de-escalation training, and thus develop a very targeted and focused approach to training their school bus drivers, by answering the following question:

> *How prevalent are incidences of verbal abuse and/or physical aggression between*
>
> *students being transported on Company XYZ school bus routes in School District of*
>
> *Durand?*

This exploratory study collected observational data by means of field interviews from a sampling of Company XYZ school bus drivers with the permission of the supervisor of Company XYZ (see Appendix A: Permission Granted).

Subject Selection

A total of 20 school bus drivers work for Company XYZ. Because the study was focused on the behaviors of the student riders by the bus drivers no demographic data was collected related the bus drivers as it was not deemed to be relevant to the study. All of the school bus drivers were given the opportunity voluntarily participate in the study, and a total of 14 drivers, representing 85% of all the drivers, agreed to be interviewed by the researcher.

Instrumentation

To collect data from school bus drivers regarding the disruptive and/or aggressive behavior of students while being transported to and from school a 10-question survey was developed. The first question was used to establish the time frame in which a bus driver had the opportunity to observe disruptive and/or aggressive behavior by students while riding on school bus, three of the questions were used to identify the frequency of occurrences of disruptive and/or aggressive behavior, four questions were designed to identify types of disruptive and//or disruptive that the drivers that the driver had observed, and two questions were utilized to qualify the bus driver's perceived importance of de-escalation training (see Appendix B: Survey Questions).

Before data was collected, the survey tool was reviewed by both an experienced researched (Dr. Richard Herling of the University of Wisconsin-Stout) and peers of the researcher.

Data Collection and Analysis Procedures

Data regarding first-hand accounts of disruptive and/or aggressive behaviors of students riding on school buses was collected through individual, face-to-face interviews utilizing the survey tool as a guide for discussion. It was believed by the researcher that this is more personable approach would result in a greater number of participants and that the participants would feel less threatened and more open to sharing their observations and experiences.

The researcher began each interview explaining the purpose of the study and that participation in the study was voluntary (see Appendix C: Consent of the Study). The researcher then, using the survey tool, proceeded to ask the school bus driver questions related to the frequency and type of disruptive and/or aggressive behavior he or she had observed on the bus

during the transporting of students to or from school. The researcher created a written record of

the subject's responses to each question.

Following the interview, the collected data was entered into an Excel spreadsheet, and

this was used to quantify the frequency of similar responses to the survey questions.

Chapter IV: Results

The purpose of this study was to answer the question:

How prevalent are incidences of verbal abuse and/or physical aggression between

students being transported on Company XYZ school bus routes in School District of

Durand?

and to do this data was collected using field interviews guided by a 10-question survey. The

following summarizes the findings of these interviews.

Item Analysis

This section will discuss the results of each of the survey questions.

Finding from survey question #1 and 2. The first question of the interview survey

asked school bus drivers was how long, in terms of time, they had an opportunity to observe and

experience disruptive and/or aggressive behaviors of students either riding to or from school on

the driver's bus. All 14 drivers estimated the time from pick-up at school to the last drop-off of

students to their homes was between 40 and 50 minutes, or an average trip of 45 minutes.

The second question of the interview survey asked the bus driver if, while driving their

bus, they had ever observed students engaging in what they (the driver) would consider to be

disruptive and/or aggressive behaviors that could potentially represent a safety risk. To this

question, all (100%) of the drivers responded 'yes'.

Findings from survey question #3. The third question of the interview survey asked

school bus drivers with a list of five behaviors that the literature had agreed would be viewed as

disruptive, aggressive, or representative of a safety risk to other riders; and asked the drivers if

they had observed any of these behaviors while driving their bus. The behaviors were 1) a

student being excessively loud, 2) a student not sitting down when the bus was moving, 3) on

student teasing another student in a mean or hurtful manner, 4) one student verbally abusing or bullying another student, and 5) physical fight between students. In regard to the separate behaviors of students being excessively loud and students engaged in mean or harmful teasing 86% (12) of the drivers reported having observed these behaviors. In regard to the separate behaviors of a student verbally abusing or physically abusing another student 79% (11) of the drivers had observed student posing a potential safety risk to themselves or others by not sitting down when the bus was moving. In other words, every driver that participated in this study had observed one or more of these behaviors.

Finding from survey question #4. The fourth question of the interview survey asked the school bus drivers if they personally felt that students engaging in disruptive while riding on a school bus represented a serious problem for the school bus driver, and again 100% (14) responded with 'yes' to this question.

Findings from survey question #5 and #6. The fifth question of the interview survey asked school bus drivers to estimate how often they observed disruptive behaviors while driving their bus. In response 57% (8) answered 'at least once each day' and 43% (6) answered 'at least once each week'.

The sixth question of the interview survey asked school bus drivers if the he or she had ever had to stop their bus because of students being to be disruptive and/or aggressive, and to this question, once again, 100% (14) responded with 'yes'.

The researchers then asked a follow-up question of the interview survey asked each driver that asked them to explain why they believed this problem of disruptive behavior was so prevalent. Although several reasons where expressed with the most common theme (50% of the

responses) being a lack of discipline and/or lack of respect for rules and authority (in this case meaning the bus driver).

Findings from survey questions #7 and #8. The seventh and eighth questions of the interview survey asked the drivers to estimate how often they had observed verbal abuse between students and then physical aggression between students while students were riding their bus. In regard to observations of verbal abuse 57% (8) answered 'at least once a day', and 43% (6) answered 'at least once each week'. In regard to observations of physical aggression 36% (5) answered 'at least once each day' and 64% answered 'at least once each week'.

Findings from survey questions #9 and #10. The final two questions of the interview survey asked the school bus drivers to use a tool to attempt to gain some insight into the importance school bus drivers place on training, and de-escalation training in particular. Given a series of choices between 'No-it is a waste of time' and 'Yes-very helpful' 100% (14) of the bus drivers interviewed indicated that they felt de-escalation training would be very helpful.

The final question of the interview survey asked school bus drivers, what type of training the school bus drivers would find helpful for doing their jobs, and 50% (7) indicated more training of any type related to working with children would be helpful, 14% (2) specifically identified a need for de-escalation training that included both teachers and school bus drivers, and 50% (7) specifically requested training for dealing with physical aggression and aggressive students.

Chapter V: Conclusion

Company XYZ, a provider of student transportation for a small rural community school district, recognizes the need for an effective, but targeted, de-escalation training program appropriate to their needs and the needs of the school district they serve. What Company XYZ does not know how big, widespread, or urgent the need is for de-escalation training, and thus develop a very targeted and focused approach to training their school bus drivers, by answering the following question:

> *How prevalent are incidences of verbal abuse and/or physical aggression between*
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> *students being transported on Company XYZ school bus routes in School District of*
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> *Durand?*

To help answer this question and guide the study the following sub-questions were used: 1) Based on school bus driver observations how prevalent are instances of disruptive behavior or physical aggression during the transportation of student to and from school?; 2) How prevalent are instances are incidences of verbal abuse observed on Company XYZ school bus routes?; 3) How prevalent are incidences of physical aggression observed on Company XYZ school bus routes?; 4) What are the school bus drivers' perceived level of importance of de-escalation training?

Conclusions

Five days a week, from the beginning of September to the end of May, the typical school bus driver for Company XYZ spends an average of 45 minutes transporting students to school in the morning, and another 45 minutes in the afternoon transporting them from school and back to their homes. Based on school bus driver observations, this study has shown that, for a majority of the school bus routes, instances of disruptive behavior and or physical aggression between

students occur on a daily basis; and all of the school bus drivers view this a serious problem for the drivers, who are responsible for the safety of the students riding their buses.

The school bus drivers participating in this study consider behaviors ranging from students being excessively loud to students not sitting while the bus is moving to the disruptive because it is distracting to the driver and puts the safety of all riders at risk, however of greater concern is the harmful teasing and verbal abuse, which a majority (57%) of the school bus drivers say they have observed on a daily basis , which can escalate into physical aggression between students, which according to the findings of this study, 64% of the school bus drivers have observed happening on a weekly basis and to such a degree that all of the school bus drivers have stated they have had to stop the bus to deal with these situations.

The school bus drivers view this such a serious problem that they are all in agreement that de-escalation training of some form is needed and would be very helpful.

Recommendations

Clearly the results of this study indicate an immediate need for Company XYZ to provide some form of de-escalation training to its school bus drivers, and the drivers participating in this study identified a desire for training ranging from how to work with children in general, to dealing aggressive students, to dealing with life-threatening situations. There are numerous, commercially available, training programs specifically developed for teaching school bus drivers a variety of skill including de-escalation techniques, but this study was intended to only establish that a need existed, not to design a solution. Based on the findings of this study it is recommended that a follow-up study be conducted to identify and prioritize the training needs of Company XYZ' school bus routes.

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Appendix A: Permission Granted

Dear Shae,

I am giving you permission to interview our drivers for your project. As a company, we would like you keep our name out of it and our driver identity confidential. You can interview them at any point, as you know where they are most days here at the shop.

Thank you,

Terminal Manager of ███████████████████

Appendix B: Survey Questions

Survey Questions: They are yes/ no questions

1. How long, in hours, does it generally take to complete your route from first pick-up to last drop at school?

2. While driving your bus have you ever observe students engaging in disruptive behaviors (behaviors that could potentially become a safety risk)? YES.   NO.

3. While driving your bus what types of disruptive rider behavior you observed?
   o Student being excessively loud?
   o Student not sitting down when the bus is moving?
   o Mean teasing of a student
   o Student verbally abusing/bullying other students
   o Physical fighting between students

4. A. In general, do you feel that students engaging in disruptive behavior while on the bus represents a serious problem for school bus drivers?   YES.   NO.

   B. Why or why not? _____

5. How often would you estimate you have observed disruptive behavior of any type between students on your school buses? (Used the check boxes as a guide for getting to a specific number-if answers)
   o Every trip (twice a day)
   o At least once a day
   o At least once a week
      o How many times in a week? _____. (if answers more than 5 then ask)
   o At least once a month (if selects this answer then ask)
      o How many times a month? _____

6. While driving you're your bus have you ever had to stop because of students being verbally abusive or physically aggressive towards other students? YES. NO

7. How often would you estimate you have observed <u>verbal abuse</u> between students on your school bus?
   o Every trip (twice a day)
   o At least once a day
   o At least once a week (if selects this answer then ask)
      o How many times in a week? _____ (if answers more than 5 then ask-)
   o At least once a month? (if selects this answer then ask-)
      o How many times in a month? _____
8. How often would you estimate you have observed <u>physical aggression</u> between students on your school buses?
   o Every trip (twice a day)

- At least once a day
- At least once a week (if selects then ask-)
    - How many times in a week? _____
- At least once a month (if selects this answer then ask-)
    - How many times in a month?

9. Do you feel that de-escalation training (how to manage instances of disruptive behavior) for school bus drivers would be helpful?
    - NO a waste of time
    - NO not very helpful
    - YES somewhat helpful
    - YES very helpful

10. Is there any type of training you can think of that school bus drivers would find helpful for doing their jobs?

Appendix C: Consent of the Study

**UW-Stout Implied Consent Statement
for Research Involving Human Subjects
Consent to Participate In UW-Stout Approved Research**

Project Title: De-Escalation Training for Bus Drivers

Description:
De-escalation training is a way for bus drivers to learn how to stop an aggressive situation that can arise on school buses. You will be part of an interview process about what types of aggression bus drivers and school staff have witnessed while working with students. Please feel free to ask the researcher any questions you may have regarding the de-escalation training.

Risks:
You may experience some questions that are personal or upsetting. You do not need to answer them if you do not wish to. We're minimizing this risk by keeping data anonymous and removing all personal identifiers. There is a chance that surrounding schools will see the study but no personal identifiers of the participants.

Benefits:
You may benefit by contributing to our understanding of how de-escalation training will benefit the bus drivers, which could lead to future research on the subject of aggression.

Confidentiality:
No identifying information will be publicized during this study. Your name and any information regarding the study will be stored in the researcher's computer and will be permanently deleted once the Spring Semester 2019 ends. The names of the participants will be removed and will be addressed as participant 1, 2, 3, etc., when talking about the interview process.

Future Use:
Any information collected for this research project will not have any identifiers and will not be used in other research in the future. All data will be removed at the end of the semester and will not have any identifiers for later use.

Time Commitment:
The standard interview will likely last between 25-30 minutes.

Right to Withdraw:
Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. You have the right to stop the interview at any time. However, should you choose to participate and later wish to withdraw from the study, there is no way to identify your anonymous document after it has been turned into the investigator. The documentation will not have any personal names, only participant 1, 2, 3 on the top of the interview paper.

IRB Approval: This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

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Statement of Consent:
By completing the following consent, you agree to participate in the De-Escalation Training for bus drivers and school staff.

_____
Name   **Date**