



*Great Public Schools for Every Student*

## **Education Support Professionals: First Responders**

Educational Support Professional (ESP) demonstrates an understanding of how to recognize, intervene, and prevent bullying and harassment between students in unstructured settings.

### **Key Method**

The ESP should find different avenues of support for students who are being bullied and seeking help; actively pursue information via resources, research and/or videos to learn how to recognize and intervene in bullying/harassment situations among students; use appropriate strategies to defuse bullying/harassment situations.

### **Method Components**

Educational Support Professionals (ESPs) are aware of the ever growing problem of bullying and harassment, and the need to intervene and prevent these disruptions. ESPs also know that not all students will report instances of bullying or harassment to the adults in charge. Because of this, ways to ensure students know that they are safe to report incidents need to be facilitated and practiced, as well as activities to keep unstructured settings safe and enjoyable.

### **Effective Methods of Training**

(see Resources section)

- Bullying training. Access the Bully Toolkit for helpful hints and tips on intervening and preventing bullying and harassment
- PBIS training (District or school provided)
- Policies and Laws — Stopbullying.gov. Research
- District-provided trainings

### **Effective Ways to Manage Unstructured Settings:**

- Initiate conversations with students about bullying/harassment.
- Be prepared to intervene.
- Don't expect students to solve things themselves.
- Encourage students to report incidents of bullying to an adult.
- Express strong disapproval of bullying or harassment when it occurs.
- If appropriate, role play with students ways to diffuse a bullying situation and engage bystanders.
- Focus on developing empathy and respect among students.
- Contribute to student–staff and staff–staff connectedness/improved school climate.
- Keep a log of bullying/harassment incidents.

- Deal with bullying/harassment incidents consistently, in a way that is appropriate to the situation.

## Supporting Research

Rigby, K., and Slee, P. T. (2008). Interventions to reduce bullying. *International Journal of Adolescent Medicine and Health*, 20, 165–83

[http://www.bullyingawarenessweek.org/pdf/Bullying\\_Prevention\\_Strategies\\_in\\_Schools\\_Ken\\_Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf)

"U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying." U.S. Department of Education. N.p., 28 Sept. 2012. Web. 13 July 2017.

<https://www.ed.gov/news/press-releases/us-department-education-provides-guidance-help-classroom-teachers-combat-bullying>.

Cornell, Dewey, and Limber, Susan P. (2015). "Law and policy on the concept of bullying at school." *American Psychologist* 70.4: 333–43. Web.

<https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf>

Desouza, Eros R., and Ribeiro, J'Aims. (2005). "Bullying and Sexual Harassment Among Brazilian High School Students." *Journal of Interpersonal Violence* 20.9: 1018–038. Web.

[https://www.researchgate.net/publication/7693543\\_Bullying\\_and\\_Sexual\\_Harassment\\_Among\\_Brazilian\\_High\\_School\\_Students](https://www.researchgate.net/publication/7693543_Bullying_and_Sexual_Harassment_Among_Brazilian_High_School_Students)

## Resources

Bully Free Pledge

<http://www.nea.org/home/neabullyfree.html>

Improving Lunch Monitor–Student Interactions: Effects of a cafeteria-based intervention

[https://www.mayinstitute.org/pdfs/presentations/2011\\_parrish.pdf](https://www.mayinstitute.org/pdfs/presentations/2011_parrish.pdf)

Pepler, et al. (2006). DeSouza and Ribeiro (2005), Pellegrini (2001) PBIS training

[http://resources.crisisprevention.com/PBIS-Training.html?code=ITG032PBIS&src=Pay-Per-Click&gclid=Cj0KCQjwtJzLBRC7ARIsAGMkOAIht9dgWUavLKJDcE4\\_R\\_0NcIW3sJg2xCCUdOmTXoAu8T\\_StRWBO\\_caAi8TEAL](http://resources.crisisprevention.com/PBIS-Training.html?code=ITG032PBIS&src=Pay-Per-Click&gclid=Cj0KCQjwtJzLBRC7ARIsAGMkOAIht9dgWUavLKJDcE4_R_0NcIW3sJg2xCCUdOmTXoAu8T_StRWBO_caAi8TEAL)

Bullying Training Bully Free Tool Kit

<http://www.nea.org/bullyfree>

Information to provide to students/parents: Stop Bullying

[www.stopbullying.gov](http://www.stopbullying.gov)

Policies and Laws—Stopbullying.gov

<https://www.stopbullying.gov/laws/index.html>

Information to provide to students/parents: Kids Against Bullying

[www.pacerkidsagainstbullying.org](http://www.pacerkidsagainstbullying.org)

Be the one caring adult

<https://www.youtube.com/watch?v=42YXvwLG0pc>

Information for School Counselors Every Kid is ONE Caring Adult Away From Being a Success Story

<https://www.youtube.com/watch?v=oZBdZEG7PSI>

Bully Circle

<https://drive.google.com/file/d/0B4-iZkl6hT7KM2NqT1VUbWNGWkE/view>

Information for School Counselors PBIS—Lunchroom Expectations (West Salem Elementary)

<https://www.youtube.com/watch?v=PeHVYuJTmZk>

## Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a "passing" for Parts 1 and 3 (Overview Questions and Reflection) and a "Proficient" evaluation for each artifact in Part 2 (Work Examples/Artifacts).

## Part 1. Overview Questions

200-300 word limit

What did you know about bullying and harassment before any information or resources were made available to you?

How do you advocate for students and educate them on bullying prevention?

Based on the resources and information researched, what is bullying/harassment and how do you intervene appropriately?

- **Passing:** Educator response to all parts. Response clearly shows understanding and recognition of the problem of bullying/harassment and evidence of student involvement in preventing bullying/harassment.

## Part 2. Work Examples / Artifacts

Please Note: For artifacts the preferred file format is PDF

To earn this micro-credential, please submit the following two artifacts:

### Artifact 1: An intervention plan

Create an intervention plan to address bullying when it occurs in your jurisdiction.

**(500-word limit)**

- What is the issue? / Identify the problem
- What is the first intervention you will try?
- If your first intervention doesn't work, what would your next step be?
- How do you follow up on the outcome of the interventions?

### Artifact 2: Video and Reflection on bully circle

Create a video leading a bully circle (5-10 mins) and reflect on the outcome of the bully circle (250 word limit)

Please do not show faces of students. Use only first names of students

- What went well?
- What would you do differently?
- How can you reconnect with the students in a positive way?

	null	Proficient	Basic	Developing
Artifact 1: Intervention Plan		<p>The problem identified is solvable.</p> <p>Identified and used 2 different intervention strategies.</p> <p>Includes a follow-up plan that builds relationships with students.</p>	<p>The problem is solvable but the interventions do not match the problem.</p> <p>Follow up doesn't include a plan that builds a relationship with the students.</p>	<p>Problem is too complex to be resolved by the ESP in a 2-step intervention...</p> <p>...Or the problem doesn't need an intervention plan.</p> <p>Intervention plan doesn't include ways to build relationships with students or there is no follow-up plan</p>
Artifact 2: Video Reflection		<p>Reflection includes a section discussing:</p>	<p>Reflection may be missing one or more of</p>	<p>Reflection fails to include two of the</p>

What went well

What you would do differently

How you can reconnect with the students in a positive way.

Reflection includes specific examples from your personal experience working with students.

the following sections:

What went well

What you would do differently

How you can reconnect with the students in a positive way.

Specific examples are not included.

following three sections:

What went well

What you would do differently

How you can reconnect with the students in a positive way.

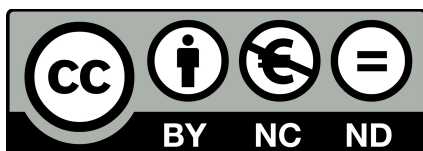
Specific examples are not included.

### Part 3. Reflection

150-250 word limit

How has engaging with the skill sets of becoming a first responder impacted your response to bullying? Please include a screenshot of your Bully Free Pledge.

- **Passing:** Reflection includes specific examples and makes a connection to the learning that occurred while working toward becoming a first responder. Screenshot of Bully Free Pledge is included and clearly shows the signed pledge from the educator.



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