



Great Public Schools for Every Student

Intervention Strategies for Educators

Educator demonstrates an understanding of how they can intervene appropriately in student to student bullying situations.

Key Method

The educator identifies intervention strategies that can be employed in bullying situations. The educator collects student perceptions of bullying at their school and develops a safety plan.

Method Components

It is important for educators to understand that creating healthy environments that encourage cooperative behavior supports children, youth, families, and schools and offers a powerful way to prevent bullying situations.

Bullying is situational and usually happens at the same times and places. A key element of bullying prevention is to identify the spots and times when bullying is most frequent and then boost adult supervision at those locations.

Bullying behavior is often portrayed in mainstream films as involving a power imbalance and violence or the threat of violence. Children may learn aggressive behaviors by watching television and movies that glorify violence and by playing video games that reward violent behavior. To prevent these behaviors, educators can help children understand that media portrayals of violence are oftentimes unrealistic and inappropriate. Educators should intervene when they see children imitating media violence in their play or social interactions.

Components of Successful Interventions

Before

- Know your rights.
- Be consistent with your school bully prevention plan.
- Be prepared with local resources so that you are able to make any needed referrals.

During

- Stop the incident immediately.
- Separate the bully from the target.
- Make sure everyone is safe.
- Give a clear message.
- Advise all parties that you will be following up.
- Support the bullied student.

- Encourage bystanders who stood up for the target, and use this as a teachable moment for bystanders who did not stand up.

After

- Investigate the incident.
- Document according to school procedures.
- If appropriate, impose immediate consequences.
- Avoid the “working things out” approach.
- Be a caring adult for bullied students.

Supporting Research

U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying (2012). U.S. Department of Education. Retrieved from

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

Cornell, D., & Limber, S.P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, 70(4), 333–343.

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

Rigby, K., & Slee, P.T. (2008). Interventions to reduce bullying. *International Journal of Adolescent Medicine and Health*, 20, 165–183.

http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf

Resources

Sample Anti-Bullying PSA’s Announcements

<http://www.trigger-proof.com/maps/anti-bullying-psas-by-students/>

Video

<https://www.crisisprevention.com/Blog/October-2014/What-Ten-Famous-Films-Teach-Us-About-Bullying>

Sample Anti-Bullying PSA’s Announcements

<http://blog.williamferriter.com/2013/04/09/anti-bullying-psa-project-lesson/>

Elementary Video

<https://www.stopbullying.gov/kids/webisodes/index.html>

Sample Anti-Bullying PSA’s Announcements Unit Lesson

<http://bullyingunit2nd3rd.weebly.com/index.html>

How to Conduct Bullying Mapping Activity:

<https://www.niot.org/nios-video/students-map-bully-zones-create-safer-school>

<https://www.stopbullying.gov/kids/webisodes/index.html>

https://youtu.be/XMjNPbgQ_VA

Pages 17–18:

http://micheleborba.com/Borba-6_Rs_To_Bullyproof.pdf

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

350-450 word limit

What background information is important to know to understand the context of your school and/or classroom? Consider things such as population, demographics, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential.

Discuss a time you did or did not intervene in a bullying situation that occurred in your school.

Describe any barriers you perceive there to be in intervening in bullying situations in your school. Describe any intervention support available at your school for handling bullying situations.

- **Passing:** The response completely addresses the questions using personal examples and supporting evidence that clearly illustrate intervention strategies used in bullying situations. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

Please Note: For artifacts the preferred file format is PDF

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

Artifact 1: Maps and Analysis

Notate a map of your school with places that are "hot spots" for bullying and have students do the same. Analyze the maps comparing and contrasting the educator perception and the student's perception. Points to consider: Are there places identified by students but not by the teacher? Is there adequate adult supervision in the places identified as unsafe? Merge teacher map, three student maps, and analysis into one document and upload.

Artifact 2: Safety plan based on analysis

Safety plan based on analysis Create a safety plan that could be implemented to remedy these "hot spots" (e.g., more adult supervision on the stairwells, better lighting in dark hallways, or train playground monitors in bullying prevention like conducting cooperative games during recess). Solicit students' ideas and include them in your analysis. Safety plan should include:

- details that address who (which school personnel)
- where (unsafe location)
- what actions will occur to address unsafe locations.

Artifact 3: Two student made PSA videos or scripts that target specific strategies in action

Work with students to create PSA videos to address bullying and the hot spot areas in your school based on the safety plan. See the Resources section for a sample lesson plan that you can modify to have your students collaboratively create a bullying PSA. Submit **two** student produced PSAs that:

- Target an unsafe area discovered in the mapping activity.
- Depicts realistic scenarios, knowing that if presented realistically, the topic will hold the viewer's attention.
- Incorporates the power, negative or positive, of the bystander.
- Has an adult (maybe a teacher) comforting a child.
- Doesn't patronize the viewer.
- Provides skills and inspiration in equal proportion when depicting the problem.
- Acknowledges that adults can help solve or improve the situation.

Artifact	Proficient	Basic	Developing
Artifact 1: Maps and Analysis	Clearly compares and contrasts teacher and student perceptions. Includes all required parts.	Compares or contrasts teacher and student perceptions. May be unclear or parts are missing.	Did not analyze teacher and student perceptions.

Artifact 2: Safety plan based on analysis

Safety plan is detailed and based on map analysis and best practices.

Safety plan is incomplete or unclear.

Safety plan is missing.

Artifact 3: Student made PSA videos or scripts

Two student created PSAs are submitted with all parts.

Student created PSAs are incomplete or missing parts.

PSAs are not provided.

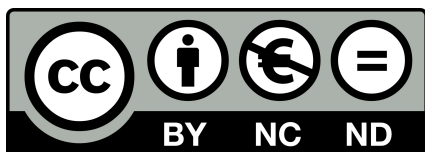
Reflection

450-550 word limit

Write a reflection that addresses the following points:

Explain how your understanding of intervening in bullying situations has changed as a result of engaging with this micro-credential. How have these projects impacted your students' ability to deal with bullying either as a victim or bystander?

- **Passing:** Reflection addresses both questions, using specific examples from students and changes in teaching practices. Writing is clear and easy to understand.



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