



Education Support Professionals: First Responders

Competency

Educational Support Professional (ESP) demonstrates an understanding of recognizing, intervening, and preventing 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 videos to learn how to recognize and intervene in bullying/harassment situations among students; and 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

- 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

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- District-provided training

Effective Ways to Manage Unstructured Settings:

- Initiate conversations with students about bullying/harassment.
- Be prepared to intervene.
- Don't expect students to solve things on their own.
- Encourage students to report bullying incidents to an adult.
- Express strong disapproval of bullying or harassment when it occurs.
- If appropriate, role-play ways to diffuse a bullying situation with students 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.
- Address bullying/harassment incidents consistently and appropriately for the situation.

Supporting Rationale and Research

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

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

"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>.

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Resources

Articles

[Bias-Free Schools | NEA.](#)

[Bully Circle](#)

[Effects of a Cafeteria-Based Intervention](#)

[Information to provide to students/parents: Stop Bullying](#)

[Information to provide to students/parents: Kids Against Bullying](#)

[Information to provide to students/parents: Teens Against Bullying](#)

[Laws, Policies & Regulations](#)

Methods of Training

[Anti-Bullying Laws and Policies Summary](#)

[Youth Engagement Toolkit](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

200 - 300 words

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers

1. Based on the resources and information researched, what is

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- bullying/harassment, and how do you intervene appropriately?
2. What did you know about bullying and harassment before any information or resources were available?
 3. What are some of the reasons students use to bully other students?
 4. How do you advocate for students and educate them on bullying prevention? What anti-bias instructional strategies and curricular resources do you use to educate students about bullying?
 5. What do you do to engage in self-education about differences among students?

Passing: Educator response to all parts. The answer 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/Evidence

To earn this micro-credential, please submit the following **two** artifacts to prove your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Please Note: For artifacts, the preferred file format is PDF

Artifact 1: Intervention Plan

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

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

Artifact 2: Video and Reflection

Create a video leading a bully circle (5–10 mins) and reflect on the outcome of the bully circle (250-word limit). Reflection should contain answers to the following questions.

- What went well?
- What would you do differently?
- How can you connect with the students positively?

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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Intervention Plan	The problem identified is solvable. Identified and used 2 different intervention strategies. Includes a follow-up plan that builds relationships with students.	The problem is solvable, but the interventions do not address the problem. Follow-up doesn't include a plan that builds a relationship with the students.	Problem is too complex to be resolved by the ESP in a 2-step intervention or the problem doesn't need an intervention plan. Intervention plan doesn't include ways to build relationships with students or there is no follow-up plan.
Artifact 2: Video and Reflection	Reflection includes a section discussing: -What went well -What you would do differently -How can you reconnect with the students positively? Reflection includes specific examples from your personal experience working with students.	Reflection may be missing one or more of 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.	Reflection fails to include two of the following three sections: -What went well -What you would do differently -How you can reconnect with the students positively. Specific examples are not included.

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Part 3 Reflection

150 - 250 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential.

For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that could identify you to your reviewers.

1. How has engaging with the skill sets of becoming a first responder impacted your response to bullying?
2. As a result of completing this micro-credential, what actions will you take to be better prepared to address bullying, including bullying rooted in bias?

Passing: Reflection includes specific examples and connects to the learning that occurred while working toward becoming a first responder. Actionable steps are mentioned.