Intervention Strategies for Educators

Competency

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.
- Consider incorporating community-building and instructional strategies to extend understanding and healing and re-teach anti-bullying behaviors in your classroom community.

Supporting Rationale and Research

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

GLSEN, 2006, From Teasing to Torment: A Report on School Climate in Illinois
https://files.eric.ed.gov/fulltext/ED486343.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

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-guida

nce-help-classroom-teachers-combat-bullying

Resources

[Video](#)

[Anti-Bullying PSA Project [LESSON] | THE TEMPERED RADICAL](#)

[Home Kids Kid Videos](#)

[Sample Anti-Bullying PSA's Announcements Unit Lesson](#)

[Students Map Bully Zones to Create a Safer School (8 min) | Not in Our Town](#)

[Collection of Bullying Clips from Popular Films](#)

[Bully-Proofing Strategies by Dr. Michele Borba](#)

[10 Solutions to Bully-Proof Kids](#)

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions (Provides Context)

(350-400 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. 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.

2. Discuss a time you did or did not intervene in a bullying situation that occurred in your school. In hindsight, is there an intervention strategy that you could have used that would have been more effective? If you did not

Bully Free Stack
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intervene, please explain why you came to that decision.

3. 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/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.

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

Note: For artifacts the preferred file format is PDF

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 the analysis above, 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. The safety plan should include:
- details that address who (which school personnel)
- where (unsafe location)
- what actions will occur to address unsafe locations.

Artifact 3 - PSA Videos: 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.
- Depict realistic scenarios, knowing that if presented realistically, the topic will hold the viewer's attention.
- Incorporate the power, negative or positive, of the bystander.
- Discuss how student diversity of all types can act as a catalyst to some bullying.
- Have an adult (maybe a teacher) comforting a child.
- Do not patronize the viewer.
- Provide skills and inspiration in equal proportion when depicting the problem.
- Acknowledge that adults can help solve or improve the situation.

Part 2. Rubric

	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, but is unclear or parts are missing.	Did not analyze teacher and student perceptions.
Artifact 2 - Safety Plan	Safety plan is detailed and based on map analysis and best practices.	Safety plan is incomplete or unclear.	Safety plan is missing.
Artifact 3 - PSA Videos	Two student-created PSAs are submitted with all parts.	Student-created PSAs are incomplete or missing parts	PSAs are not provided.

Part 3 Reflection

(450-550 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 will make you identifiable to your reviewers.

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.
- As an educator, how do you see differences among students - for example cultural, racial, ethnic and gender identity - as a possible catalyst to some bullying situations, especially in light of numerous incidents throughout the country recently?
- How have these projects impacted your students' ability to deal with bullying either as a victim or bystander?
- What actions will you now take going forward in addressing your own self-education and growth with this topic?

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