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 you 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

400 word limit

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

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

Teacher Map (see Resources section)

- Obtain a copy of the school's physical layout map. Identify on the map perceived safe and unsafe spots for students.

Three Student Maps (see Resources section)

- Make copies of the school map. Ask students to indicate on the map where they think students do and do not feel safe. Students can mark "S" for safe and "U" for unsafe. Students can also use a red crayon (unsafe) or green crayon (safe) to identify spots.

Analysis comparing/contrasting the teacher's perception and the student's perception (200-word limit)

- Compare and contrast the teacher's map and the student's map. 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?

Safety plan based on analysis (200-word limit)

- 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.

Two student-made PSA videos that target the specific "hot spots" identified in their map activity

- See the Resources section for a sample lesson plan that you can modify to have your students collaboratively create a bullying PSA.

null	Proficient	Basic	Developing
Teacher Map	Clearly shows safe and unsafe spots in and around the school. All areas of the school are covered.	May show some safe and unsafe spots in and around the school. Some areas of the school are covered.	Map did not include enough details or was hard to understand.
Student Map	All three student maps clearly show safe and unsafe spots in and around the school. All areas of the school are covered.	Three or fewer student maps submitted may show some safe and unsafe spots in and around the school. Some areas of the school are covered.	Did not submit three student maps. Student maps are unclear and hard to understand.
Analysis	Analysis includes:	Analysis includes:	Analysis includes less than half of the

	The teacher's perception AND the student's perception of the map Similarities and differences between teacher's and students' maps	Only the teacher's perception or the student's perception of the map Only some of the parts listed in the proficient column	requirements listed in the proficient column.
Safety Plan	Safety plans include: details that address who (which school personnel), where (unsafe location), and what actions will occur to address unsafe locations. Ideas solicited from students and supported from anecdotal evidence.	Safety plans include: Details that address two out of the three topics listed below: who where what Ideas are mostly generated from the teacher's perspective, or the teacher is guessing what the students may think without any real evidence of the students' thought process.	Safety plans lack clarity and important details, such as: who where what All ideas originate from the teacher's perspective.
Student-Made PSA's	Submitted two to three student-produced PSAs that include all of the bullets below: Targets 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	Submitted two to three student-produced PSAs that include three to six of the bullets listed below: Targets 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.	Submitted only one student-produced PSA and/or included less than three of the bullets listed below: Targets 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.

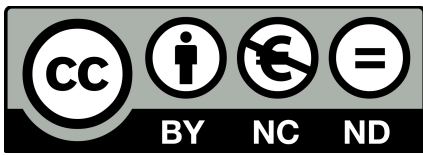| adults can help solve or improve the situation. | Acknowledges that adults can help solve or improve the situation | Acknowledges that adults can help solve or improve the situation |

Reflection

250 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.