

# Intervention and Response

## For Educators

### Did you know...

- A study by the National Crime Prevention Council found that 42% of teens see at least one bullying or taunting incident in school every day. An additional 26% see such episodes once a week.
  - The U.S. Secret Service found that 71% of school attackers were bullied *prior* to the attack thus making the most common characteristic of school attackers the fact that they were victims of bullying.
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### Bullying affects your school's climate when:

- There is insufficient or ineffective adult supervision
- Staff and/or students have indifferent or accepting attitudes towards bullying (e.g. "it's none of my business", "kids will be kids")
- There is no bullying prevention program in place

Without proper intervention and prevention strategies in place, students become fearful and the climate of the school is then characterized by fear and disrespect.

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### What can schools do:

- Consistently enforce the District's policy against bullying
- Include bullying prevention and intervention in your school's plan for "**Single School Culture**"
- Utilize research-based interventions and evidence-based programming
- Train *all* staff in bullying prevention and intervention
- Develop and implement school-specific rules against bullying and reinforce positive behaviors school-wide
- Hold regular class meetings to teach children social skills (e.g. friendship, respect, how to get along with someone who is different, etc.)
- Encourage positive relationships between adults and children
- Model the positive behavior that is desired among children

***Always look for warning signs of children who bully and children who are bullied!***

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### When you have suspicions of bullying:

- Collect as much information as possible
  - Communicate your suspicions with the rest of the staff
  - Contact the parents of the students involved
  - Seek professional assistance, if necessary
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### When a student reports they have been bullied:

- Identify possible sources of relevant information (e.g. classroom teachers, staff, counselors, parents, and/or witnesses, etc.)
- Interview information sources and gather the facts/evidence
- Make a judgment by weighing the evidence and assessing the credibility of the information
- Document all information gathered and develop an action plan for an appropriate response

- Communicate the action plan to key members of the school community to prevent and mitigate future occurrences
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**Strategies of for Conducting a Successful Interview:**

- Remember an interview is *not* an interrogation
- Write a checklist of what you need to inquire about before the interview
- Encourage full disclosure
- Do not ask specific questions that may be leading (e.g., "Tell me everything you remember including what you saw and heard.")
- Frame the entire incident by asking follow-up questions to ensure an actual chronological report (e.g., "What happened next? Is there anything else you remember or left out?")
- Make a judgment based only on the evidence and facts present, eliminating all pre-conclusions and assumptions

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