

## HIB Intervention Tip Sheet

*When faced with a potential bullying situation, here is a set of starter interventions. These are meant to fit into a larger, ongoing prevention & intervention program. In general, they should be considered universal interventions; however, at times, they might point toward secondary interventions.*

### Recognize

1. Know your district policy & procedures
2. Know you own school rules
3. Recognize potentially disruptive behaviors
4. Remember: not all “mean”, unpleasant”, unfriendly, or unacceptable behavior is bullying

### Refuse

1. Do not allow negatives behaviors to continue
2. Err on the side of caution
3. Step in before things get out of hand:
  - a. “That looks like bullying to me. We don’t do that here.”
4. Do not tell the targeted student to just ignore it or forget about it
5. Do not accept “I didn’t mean it,” “I was kidding,” “It wasn’t me,” responses.

### Respond

1. *Immediately!*
2. If someone reports “bullying” to you, **not responding is not an option!**
3. Actively listen to the one who is reporting the behavior
4. Separate the target and the aggressor
5. Avoid putting the target in a compromising position
  - a. Don’t ask, “What did he/she do to you?” when he/she is right there
6. Protect the target
  - a. Stand beside or near the target
  - b. Be on his/her side.
  - c. Say, “Come on. Walk with me.”
  - d. Say, “Can you wait for me in my classroom? I’ll be right there.”
7. Do some preliminary investigating
  - a. Ask questions
  - b. Look for witnesses

### Report / Refer

1. If you can’t handle the situation on the spot, tell someone else.
2. Get help, if necessary.
3. Complete a bullying incident report/tracking form – in whatever form that might take for your school/district
4. Investigate
5. Document
6. Refer to the office, counselor, nurse *or police\**, if necessary.

## Restore

1. Avoid retaliation among all parties
2. Do not bring a target and an aggressor together to shake hands and make up.
3. Follow you school's disciplinary processes
  - a. Keep it simple; keep it short.
  - b. Think logical consequences
  - c. Think progressive discipline
4. If necessary, establish a safety plan for the targeted student
5. Initiate restorative practices
6. Try self-regulation techniques with the aggressor
7. Build (on) resiliency with the target
8. Contact and involve families as appropriate or as required by protocol
9. Consider further interventions, as necessary.

## Reflect (This takes it back to the classroom and school level.)

1. Turn the situation into a "Teachable Moment"
2. Build on the situation so that all can learn
3. Without using the names of the actual participants, turn the story into a class lesson, a role play, a staff development opportunity.
4. Teach and practice skills – both at the classroom level and at the staff level.

Examples:

- a. Self-care
- b. Self-regulation
- c. Emotion management
- d. Communication skills
- e. Empathy skills
- f. \_\_\_\_\_

## Repeat

1. As needed
2. Bullying prevention and intervention is not a one-shot effort.

\* Follow your school procedures: contact law enforcement if there are weapons, serious bodily harm, sexual abuse, hate-motivated violence or other criminal activity involved.



Visit the OSPI [Bullying and Harassment Took Kit](#) page for more information on HIB.