BYSTANDER INTERVENTION

Empowers EVERYONE to intervene in situations involving sexual violence and high-risk drug and alcohol use
Bystander Intervention Assumes...

• Someone is witnessing problems (and their precursors) and is in a position to intervene.
• Successful intervention would reduce the problems.
• There are reasons that people don’t naturally intervene.
• Training can help overcome those barriers.
LEADERSHIP & BYSTANDER INTERVENTION

• Offers the chance to shift social norms
• Encourages a shift in community standards for helping behaviors and attitudes
• Improves campus community climate
• Increases community knowledge of how to intervene
• Demonstrates admirable values by example
• Keeps your community safe
WHAT ARE YOUR BARRIERS?

• I am afraid that intervening will have a negative impact on my reputation
• I am not sure if the situation is an emergency
• I do not want to offend anyone
• I am introverted
• I am unsure of what to do
• I am unsure of what to say
• I am afraid others will think I am overreacting or making a big deal out of nothing
• I do not want to be the “party police”
• I do not want to embarrass myself
• I do not want to embarrass the people involved
WHAT ARE YOUR BARRIERS?

- I do not know the people involved
- I know the people involved and do not want them to be upset with me
- Someone else may be more qualified to intervene
- I do not feel comfortable judging someone else’s behavior
- I do not like to “rock the boat”
- I hate conflict
- I’m not responsible for other people’s decisions
- I’m nervous
- I don’t like to call attention to myself
- I’m afraid I’ll get in trouble
- No one else is doing anything
• **Bystander Effect** — People are less likely to help if there are more people around than if they’re alone as everyone assumes someone else will act.

• **Evaluation Apprehension** — There is a risk of embarrassment if the situation turns out not to be an emergency.

• **Pluralistic Ignorance** — If we are not sure whether the situation is an emergency, we look to others and see how they are responding. If they’re not responding, we tend not to respond either.

• **Normative Influence** — We conform to the group’s rules in order to be accepted.

• **Cause of Misfortune** — We are less likely to help if we perceive the person to be responsible for his/her own misfortune.
SOLUTIONS TO BYSTANDER BARRIERS

• **Direct** – Direct interaction with either involved party.
  EXAMPLE: “Hey what are you doing?” “Are you ok?”

• **Distract** – Focuses on diversion, think of a way to distract the people involved in the situation.

• **Delegate** – Ask someone else to help in the situation (AC, another RA, support person on campus); someone else may be better suited or you may need support.
MOVING FROM INACTION TO ACTION

Notice the event
Interpret as a problem
Feel responsible to act
Possess the necessary skills to act
Intervene safely
“I” Statements

Humor

“Bring It Home”

“We’re Friends Right....”

Intervention Strategies
INTERVENTION STRATEGIES

• “I” Statements — Focuses on your feelings rather than criticizing the other person. First state your feelings, second name the behavior, third state how you want the person to respond.

• Humor — Reduces the tension of an intervention and makes it easier for the person to hear you. Do not undermine what you say with too much humor. Funny doesn’t mean unimportant.

• “Bring it home” — Prevents someone from distancing himself from the impact of his actions. EXAMPLE: "I hope no one ever talks about you like that." Prevents him from dehumanizing his targets as well. EXAMPLE: "What if someone said your girlfriend deserved to be raped, or called your mother a whore?"

• “We’re friends, right...” — Reframes the intervention as caring and non-critical. EXAMPLE: "Hey, Roger. As your friend, I’ve gotta tell you that the centerfolds hanging in your locker are killing your rep with the ladies. Do yourself a favor and take them down."
## STAGES OF CONFRONTATION

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<tr>
<th>Stage</th>
<th>Description</th>
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<tr>
<td><strong>1. Express concern and caring</strong></td>
<td>Show interested in the person and how they are doing, either in general or in relation to your area of concern. This establishes a helpful tone. Pick an appropriate time and place to create optimal conditions for the discussion.</td>
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<td><strong>2. Share the basis of your concern with specifics</strong></td>
<td>Let the person know what you have noticed and describe it in detail. For example, rather than saying, &quot;I think you have a drinking problem,&quot; you could say, &quot;I’ve noticed that you’ve been out partying a few nights this week and slept through your morning class.&quot;</td>
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<td><strong>3. Share how it makes you and others feel</strong></td>
<td>State your concern in the form of an &quot;I&quot; statement. For example, &quot;I know that it is important to you to do well in classes this semester, and I was concerned that you might be getting behind in your work.&quot; It is very important to tell the person how their actions/behaviors make you feel.</td>
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<td><strong>4. Ask the other person if they understand your point of view</strong></td>
<td>This is a chance to listen and hear how the person is responding to your feedback.</td>
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<td><strong>5. Brainstorm what can be done</strong></td>
<td>Consider alternatives to the behavior and go over them together, including possible consequences for the behavior. Make sure to solicit ideas from the person you are confronting.</td>
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<td><strong>6. Offer support of change</strong></td>
<td>Let the person know that you are willing to help, and give examples of how you might do this. Suggest or impose consequences if necessary.</td>
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<td><strong>7. Have a plan for follow-up</strong></td>
<td>Let the person know that you plan to follow up with them and that you should both plan to discuss and evaluate if the behavior has changed.</td>
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**STAGES OF SHIFTING ATTITUDES**

- **First take care of yourself** — Get support. Find an ally and vent your frustrations. This will allow you to be more grounded in shifting attitudes.

- **Always give respect to the other person** — Listening is one of the most effective tools we have to lower conflict. To listen is to offer another person respect for the humanness that we share.

- **Listen for the “ouch” underneath** — Hurtful behavior is a sign of an injury in need of healing. If the ouch is heard and given respect and attention then that person will have the space to hear what new information you may have to share.

- **Engage in open talk** — The beginning of any change begins with listening & feeling listened to. By doing this you are making a conscious choice to make a situation better for those around you.
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Selected Articles


Collection of Resources
• National Sexual Violence Resource Center Bystander Intervention Resources

Campaigns and Programs
These are examples and is not meant to be an exhaustive list.
• Mentors in Violence Prevention (MVP)
  http://www.jacksonkatz.com/mvp.html
• Stanford Program
  www.assu.stanford.edu/bystander/pledge
• Step Up! http://www.stepupprogram.org
The University of Arizona C.A.T.S. Life Skills Program, along with the National Collegiate Athletic Association (NCAA) and national experts, developed *Step Up! Be a leader, Make a difference to educate students and athletes about proactive, pro-social behavior. Step Up! is based on research and theory about teaching intervention skills to bystanders in order to promote more active and engaged behavior.*
• University of Kentucky, Green Dot Program
  http://www.uky.edu/StudentAffairs/VIPCenter/greendot.html
  http://www.kdva.org/greendot/
• University of New Hampshire, Bringing in the Bystander
  http://www.unh.edu/preventioninnovations/ (click on Projects)
• Bringing in the Bystander, Marketing Campaign Components
  http://www.unh.edu/preventioninnovations/index.cfm?ID=BCD091D3-924C-8774-7B4F4AEEB9D50C9A
• Vermont University Bystander materials (adopted from William and Mary)
  http://www.stopabuse.vt.edu/pdf/playbook.pdf
• William and Mary Bystander On-Line Materials
  http://web.wm.edu/sexualassault/geteducated_community_intervention.php