A Prosocial Behavior/Bystander Intervention Program for Violence Prevention
Consent and Pre-Test

• Participation is voluntary and confidential.

• Feedback will help us create a better program. We need your input!
If your mom's maiden name is Young and you were born on August 6th – YOU06

<table>
<thead>
<tr>
<th>Bystander intervention training pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ID-first 3 letters of your mother's maiden name and day of the month you were born</td>
</tr>
<tr>
<td>_____________________________________</td>
</tr>
<tr>
<td>2. Have you experienced/been the victim of any of the following within the past 3 months (answer all columns for each yes in column 1) (if the answer is no, leave blank)?</td>
</tr>
<tr>
<td>Bullying</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>If yes, on campus?</td>
</tr>
<tr>
<td>If yes, off campus?</td>
</tr>
<tr>
<td>Emotional/Verbal abuse</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>If yes, on campus?</td>
</tr>
<tr>
<td>If yes, off campus?</td>
</tr>
</tbody>
</table>
Objectives

• Define bystander intervention
• Learn strategies for effective helping
• Reduce violence on campus
What Does it Mean To Step Up?

• Prosocial Behavior:
  – Any act performed with the intent of benefiting another person.

• Bystander Intervention:
  – is a term used to describe the interruption of behavior or speech by someone who is present or a bystander.
What students are saying...

63% of UA students think the typical UA student would intervene if he/she thought someone was being sexually assaulted, abused, or stalked.

Health and Wellness Survey, 2009
What students are saying...

32% of UA students indicated they have been in a situation where intervention was needed to ensure someone’s personal safety at least once.

Health and Wellness Survey, 2009
Do People Always Step Up?

- Unfortunately, no. Research indicates that people are much less helpful or heroic than they think. Helping is based on:
  - Individual Characteristics
  - Situational Characteristics
  - Victim Characteristics
The Bystander Effect

Phenomenon in which someone is less likely to intervene in an emergency situation when others are present than when he or she is alone.
Video

ABC - What Would You Do?

Oprah DVD 24:45
So We Have All This Information...

WHAT'S NEXT?
The 5 Decision Making Steps

1. Notice the event
2. Interpret the event as a problem/emergency
3. Assume personal responsibility
4. Have the skills to Intervene
5. Step Up!
• We must first notice that a harmful or potentially harmful event is occurring or about to occur.

• What are some reasons that we may not notice harmful or potentially harmful events?
Why Don’t We Notice Events?
Why Don’t We Notice Events?
Strategies for intervention

• Be Aware of surroundings

• Anticipate problems

• Look for red flags

• If you see a problem be aware of best intervention practices
The two main reasons we don’t are:

1) Situational Ambiguity

2) Conformity
Types of Conformity

• Informational Influence
  – Rules of behavior are ambiguous

• Pluralistic Ignorance
  – Bystanders assume nothing is wrong because nobody looks concerned

• Normative Influence
  – We conform to the groups’ rules in order to be accepted
Asch conformity experiments
Strategies for Intervention

• Investigate an ambiguous event further

• Ask others what they think

• Be mindful of pressure to conform and be prepared to react to it
The Main reasons we may not accept personal responsibility:

Diffusion of Responsibility
Strategies for Intervention

• Don’t assume someone else will do something

• Publicly state your intention to help

• Enlist others to help you intervene

• Encourage others; I’ll do A if you do B
• Have the skills and strategies to Step Up!

• Practice the skills when possible. Be prepared.
Strategies for Intervention

• Learn the skills and strategies to Step Up! depending on each situation

• Practice the skills when possible

• Be prepared
Sometimes people STILL don’t help even after learning how. Why?

Costs/Rewards
Strategies for Intervention

- If it is safe and you are willing to help, implement the most appropriate skills and strategies for the situation
- Be the first! Sometimes the actions of one can give strength to others
- Create a shared and agreed upon standards of behavior within your working area
Focus on S.E.E.

• **SAFE** Responding
  – Choose a course of action (direct or indirect) that **best ensures** the safety of those involved.

• **EARLY** Intervention
  – Before it becomes a problem, crisis or disaster.

• **EFFECTIVE** Helping
  – Implement specific helping skills depending on the situation and avoid harmful helping.
Strategies For Emergency Helping

• In an emergency:
  – Stay calm
  – Gather info
  – Consider options – direct or indirect help
  – Provide support
  – Know appropriate referrals
  – Do not become enmeshed

• Know your own boundaries and limits – WALK AWAY if it is unsafe!
Strategies For Non-Emergency Helping

• Consider frequency, duration and severity.
• Determine the goal.
• Be nonjudgmental.
• Consider all options.
• Develop a game plan.
  – Practice what you want to say.
• Remember, even if you don’t help immediately, you can always help later.
What Do You See?
What Do You See?
Perspective Taking

• The ability to identify with the feelings, thoughts, and beliefs of another person.

• In order to take the perspective of another person:
  – Imagine how the person thinks and feels.
  – Imagine being in the same situation.
  – Imagine that you are the other person.
Special Thanks To...

Becky Bell
The University of Arizona
C.A.T.S. Life Skills Program
In Partnership with the NCAA

www.stepupprogram.org
Life’s most persistent and urgent question is:

WHAT ARE YOU DOING for others?

– Martin Luther King, Jr.


Inspire and impact your community. Get STEP UP! certified. Contact: UAstepUP@email.arizona.edu
Part Two

• Now that you’ve learned the tools of intervention....
5 Intervention Styles

- Turtle
- Teddy Bear
- Shark
- Fox
- Owl
Scenario 1

You are walking a group of students to their next session, and you overhear two young men talking about how they are going to get a friend to buy them beer and they’re going to drink in the residence halls that night. During the short walk, you hear them to begin to speak loudly and encouraging other students in the group to join them. You know the rules of staying in the residence halls and that drinking is not allowed. As an orientation leader, you want to say something but aren’t sure how to proceed. What do you do?
You are waiting for students to gather after a session in the Student Union. There is a group of young men and women who are talking loudly and are commenting on how “retarded” the last presenter was. Everyone appears to be in agreement, and the phrase “so retarded” is said repeatedly. You find it inappropriate, and other students are appearing uncomfortable. What do you do?
It’s the end of day two of orientation and a new student approaches you. She asks why she is not able to see her residence hall. You explain that the residence halls are closed for the remainder of the summer. She starts to become angry and tells you that her friend was able to see her residence hall, and she doesn’t understand why she can’t. Her father begins to approach you both and he is becoming angry as well. He is demanding that she see her residence hall. You’re concerned the situation may escalate. What do you do?
I commit that the next time I am confronted with a problematic situation
I will **STEP UP!**

1. Agree

2. Disagree
Wrap Up & Post-Tests

- Five decision making steps
  1. Notice the event
  2. Interpret event as problem/emergency
  3. Assume personal responsibility
  4. Know how to help
  5. Implement the help

- Real, applicable skills

- Post-tests – to get feedback and to help make this presentation better for the next group!
Take Home Message

• Do Something! Step Up!
Special Thanks To...

Becky Bell
The University of Arizona
C.A.T.S. Life Skills Program
In Partnership with the NCAA

www.stepupprogram.org