

Bystander Intervention

Train-the-Trainer

April 3, 2012

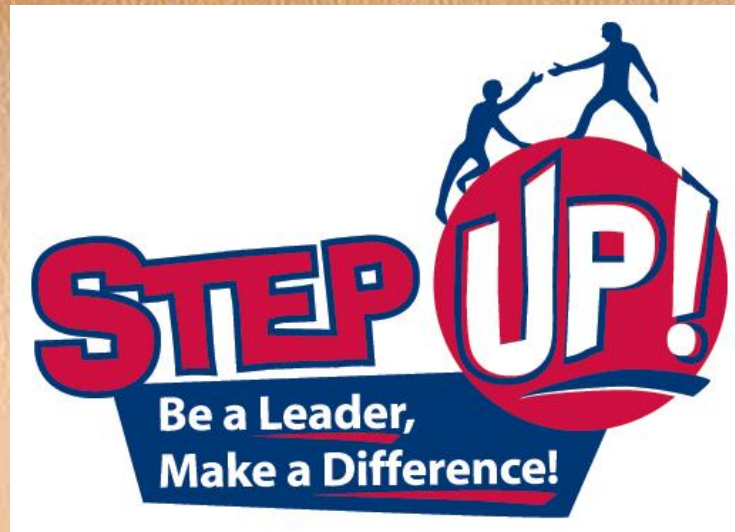
IHEC

Who's Here?

- Name, Campus/Organization
- What do you hope to gain today?
- How do you anticipate using this training?

Agenda

- Bystander Intervention
- Effective Training
- STEP UP!
- Putting It Into Practice
- Next Steps



A Prosocial Behavior / Bystander Intervention Program

Adapted from the University of Arizona in partnership with NCAA, University of California - Riverside, University of Arizona, and The BACCHUS Network

On a piece of paper...

- Summarize a situation in which you wish you had intervened.
- Why did you decide not to intervene?
- Do NOT write your name on the paper!

STEP UP! Objectives

- Increase motivation and confidence to effectively intervene
 - Understand reasons why people do not intervene
 - Define the “bystander effect”
 - Identify the 5 steps to be an active bystander



Quick Snapshot

Using Responses You Received

- I have witnessed a situation where someone's health and/or safety were in danger:
 - Drinking too much
 - Drinking and intends to drive
 - Taken advantage of sexually
 - Physical danger
 - Struggling with an issue (depression, eating disorder, etc.)
 - None of the above

Using Responses You Received

- #2: If someone intervenes in a problem situation, a negative outcome usually can be avoided.
- #5: It is my responsibility to intervene when I notices a problem situation.
- #6: I have the skills to intervene with my peers.
- #7: I am confident I know how to help when I seen an event that requires action or intervention.

Brother's Keeper, Part 1



Brother's Keeper, Part 1

- What stood out to you in the story?
- What surprised you about the story?
- What do you think was going through the minds of the people on the bridge?
- What do you think you would have done?

Do People STEP UP?

- Research says people are less helpful or heroic in situations than they think they will be. Considerations:
 - Individual Characteristics
 - Situational Characteristics
 - Victim Characteristics
- Helping or intervening is a series of decisions.

Brother's Keeper, Part 2



Brother's Keeper, Part 2

- What stood out to you in the news clip?
- What surprised you?
- What do you think was going through the minds of the people in the experiment?
- What do you think you would have done?

Bystander Effect

- Phenomenon in which someone is less likely to intervene in a problem situation when others are present.
- People act
 - 80% of the time when alone
 - 20% of the time when others are present

Barriers to Helping or Intervening

Ambiguity

- Is it a problem situation? Does the person need help?
- How do we know someone needs help?
- Is there a difference between a cry for help and people just playing around?



Conformity



Conformity

- **Informational Influence:** We look to the group for the correct information, answer or response.
- **Normative Influence:** We change our behaviors or beliefs to those of the group in order to fit in, be accepted, or avoid dislike.

Pluralistic Ignorance

- Bystanders assume nothing is wrong because no one else looks concerned.



- No one helps or intervenes.

Follow the Leader



Diffusion of Responsibility



Diffusion of Responsibility

- Bystander's sense of responsibility to help decreases as the number of witnesses increase.
- People assume Somebody will do what Everybody could do...but Nobody does what Anybody could do.

Everybody, Somebody, Anybody, and Nobody

- This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it.
- Anybody could have done it, but Nobody did it.
- Somebody got angry about that, because it was Everybody's job.
- Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it.
- It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Perspective and Authority

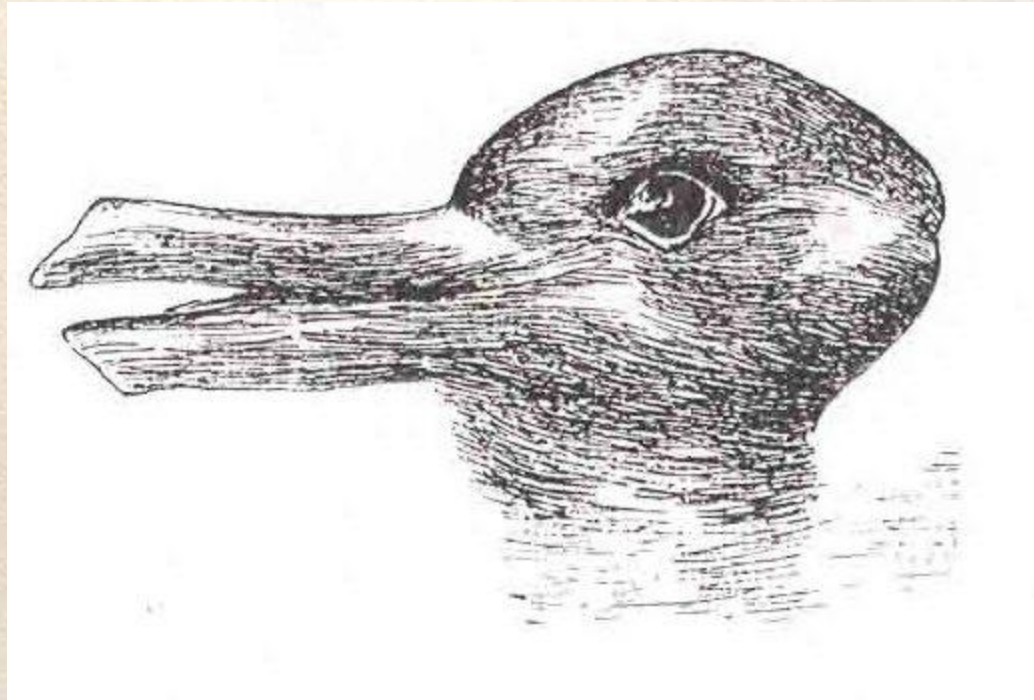
What Do You See?



What Do You See?



What Do You See?



Perspective Differences

- Ability to identify with the feelings, thoughts, and/or beliefs of another person.
- Imagine:
 - How another person thinks and feels
 - Being in a similar situation as the person
 - You are the person in the situation

Milgram Experiment



Obedience to Authority

- Following directions or expectations of others despite our own feelings, beliefs or values
- May forget or ignore our own values in situation with “expert” or “authority” figure

Active Bystander

- <http://www.values.com/inspirational-stories-tv-spots/112-Purse>

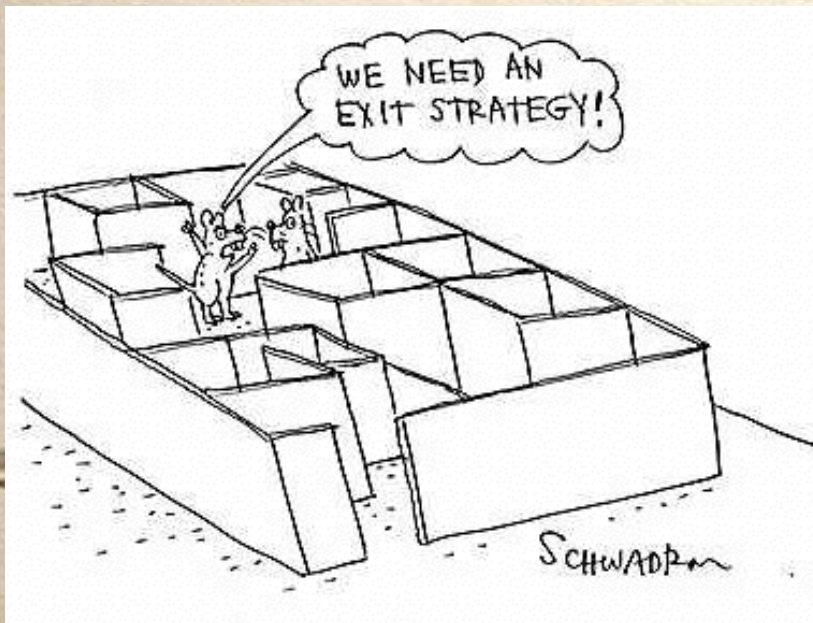
5 Steps: Bystander Intervention

1. Notice the Event
2. Interpret the Event as a Problem or Emergency
3. Assume Personal Responsibility
4. Know How to Help
5. Implement the Help

Latane, B. and Darley, J.M. (1970)

Notice the Event

- Be aware of your surroundings.
- Anticipate problems and look for red flags.



- Consider the best intervention strategies and/or exit strategy.

Check-In: Awareness

- <http://www.youtube.com/watch?v=oSQJP40PcGI>

Interpret Event as a Problem or Emergency

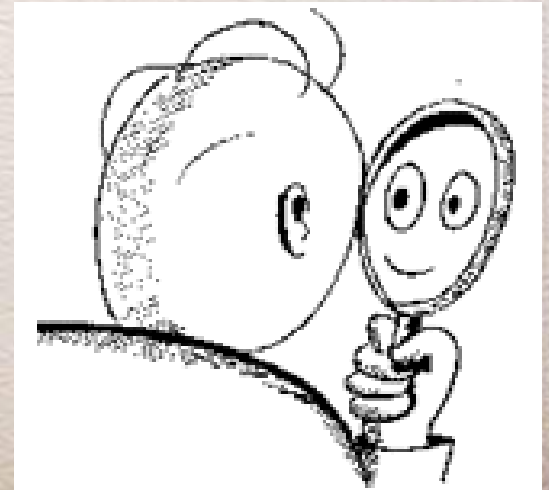
- Investigate an ambiguous event -- even if others seem unconcerned.
- Ask others what they think.
- Have confidence to take a stand.
- If you are in need of help, let someone know!



Assume Personal Responsibility

- Realize that if you don't STEP UP, no one else may.
- Publicly state your intention to help.
- Enlist others to STEP UP.

“In the long run, we shape our lives and we shape ourselves...and the choices we make are ultimately our own responsibility.” -- Eleanor Roosevelt



Know How to Help

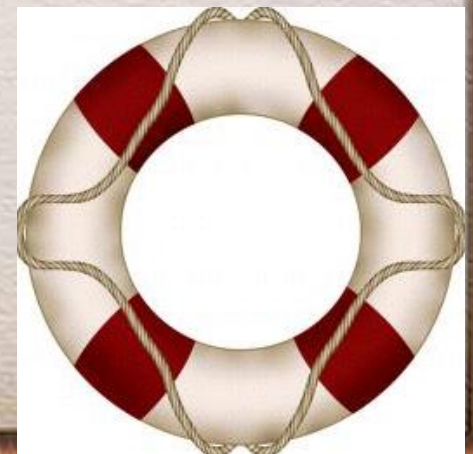
- Gain the skills and knowledge -- know what is needed (5 steps) and resources and referral options.
- Practice the skills and steps.
- Remember: Telling someone -- calling 911 or using a campus/community resources -- **IS** Stepping Up!

Direct and Indirect Help

	Emergency	Non-Emergency
Direct	Take keys Drive person home Remove person from situation Perform CPR if trained	Talk to the person involved directly about the situation or problem
Indirect	Call 911 Seek help from professional Distract people involved Enlist others	Speak to a counselor, advisor, or other professional about the situation Learn more

Implement the Help

- Be sure it is **SAFE** to intervene -- carefully assess the situation
- **S.E.E. Model**
 - **S: Safe Responding** --> best ensure safety of those involved, including your safety
 - **E: Early Intervention** --> before it becomes a problem
 - **E: Effective Helping** --> implement based on situation



Implement the Help

- Sometimes people make it through the first 4 steps...and don't help. Why?
 - Costs and Rewards
 - What are the costs of intervening?
 - What are the costs of not intervening?
- Be willing to be the first person to **STEP UP!**

Scenario

- There is a crowd of people watching a street performer. You notice a woman pushing a stroller across the street and then trying to get the stroller over the curb. On her 2nd attempt, you notice the back wheels of the stroller are stuck in a crack and the stroller will not make it over the curb.

Intervening

Your Turn

Scenarios

- You and Jesse typically talk between classes almost every day and hang out on the weekends -- to study and meet up with other friends. You have not seen Jesse around much -- you have a class together and normally meet Jesse and a few others at lunch.
- Jesse is not returning your texts and when you ask others, they say they have not been able to connect with Jesse either.

Scenarios

- You along with the rest of the student body, or so it seems, are heading across campus to class and running late. You cannot afford to be late for the exam as you will need every minute to finish it.
- Then you notice another student drop a few papers...but the student does not seem to notice.
- A few others seem to notice as they watch the papers blow in the wind.

Scenarios

- You are at a party. During the past hour you notice one of your friends (Sam) talking to another student (Kris). They seem to be having a good time but it is clear that Kris has had too much to drink.
- At one point Sam walks by you and you hear Sam say Kris needs “one more” and “that should be enough”. A few minutes later, Sam escorts Kris upstairs and away from the party.

Your Resources

- What resources and referrals exist on your campus for emergency situations?
- For non-emergency situations?

- What resources and referrals exist in your community for emergency situations?
- For non-emergency situations?

Value-Based Decisions

Benefits and Costs

Short-Term and Long-Term



Value-Based Decisions

- Identify a behavior that may be considered “no big deal” or “okay” by some and dangerous by others.
 - I.e., drinking too much, driving after drinking, having sex without protection, using tobacco, working out all the time to lose weight, sleeping 4 hours a night
- Evaluate the costs and benefits of engaging in this behavior and of NOT engaging in this behavior.

Reasons Students Intervene

- Right thing to do
- Looking out for one another is what we do
- I wanted to help
- I would want someone to help me in that situation
- Someone needed help
- Keep situation from escalating
- Feel good about myself
- Group's reputation is in good standing

Individual Leadership
Shared Responsibility

Friends Helping Friends

Talking: Direct Non-Emergency
Intervention

Law of Delivery

- Who (person/s)
- What (content)
- When (timing)
- Where
(location/privacy)
- Why (reasons)
- How (tone)



The 5 Point Formula

- **I Care:** Care about person and relationship.
- **I See:** State observable facts about behavior (not person).
- **I Feel:** Use “I” statements.
- **I Want:** What do you want to happen?
- **I Will:** Be clear about what you will and will not do.

The 5 Point Formula

- **I Care:**
- **I See:**
- **I Feel:**
- **I Want:**
- **I Will:**

Putting It Into Practice

Tell the Story

- What was going on?
- What was your reaction?
- What did you decide?
- What led you to that decision?

Questions to Ask Yourself

- What is ambiguous in this situation?
- What is the goal of intervening?
- What can you do directly?
Indirectly?
- What would you want others to do if you were in this situation?

Next Steps

Increase Helping: Knowledge, Skills & Confidence

- Encourage/acknowledge prosocial, helping behaviors.
- Increase and optimize the 5 Decision Making Steps.
- Reduce inhibiting factors.
- Increase identification and awareness of risk factors.
- Make “in-group” more inclusive.
- Practice perspective taking.

Courage to Make a Difference

And
beyond...

And
beyond...

6

Degrees of Separation

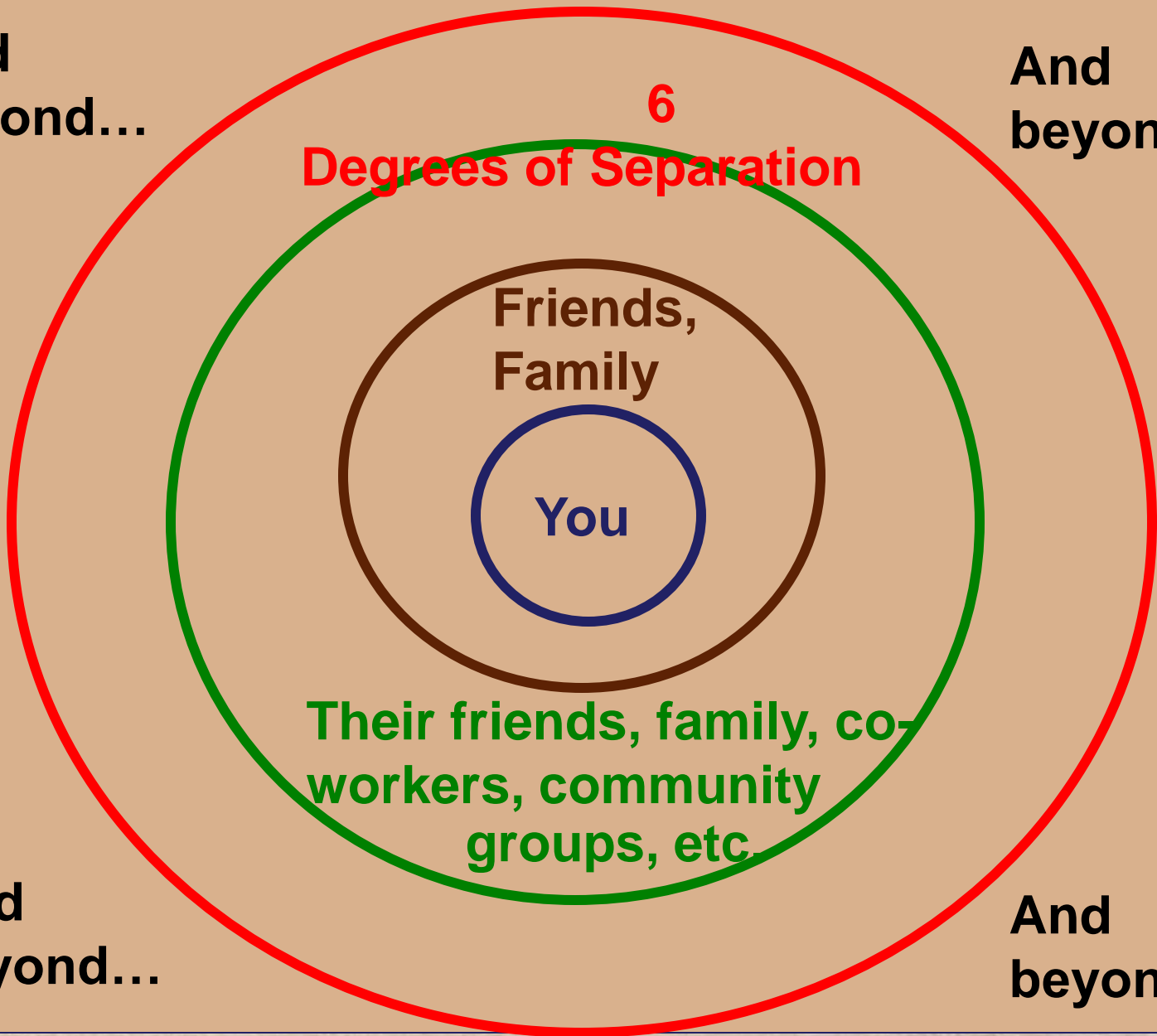
Friends,
Family

You

Their friends, family, co-
workers, community
groups, etc.

And
beyond...

And
beyond...



Commitment

- On a piece of a paper, write down:
 - One thing you learned today
 - One thing you will do in the next 2 months to make this training/information actionable for others.
- Write your first and last name and mailing address LEGIBLY on the outside of the folded paper. I will mail your commitment to you in a the sealed envelope.

Resources

- **STEP UP!: stepupprogram.org**
 - Facilitator Guidebook
 - Student Athlete Workbook
 - Videos and Worksheets
 - Scenarios

Questions

- Andrea Zelinko, MS
The BACCHUS Network
- (303) 871-0901
- andrea@bacchusnetwork.org