



AKJ: You can download the PowerPoint slides for this session here:
<http://www.preventconnect.org/wp-content/uploads/2020/06/Bystander-Intervention-final.pdf>

AKJ: You can download the PowerPoint slides for this session here:
<http://www.preventconnect.org/wp-content/uploads/2020/06/Bystander-Intervention-final.pdf>

DG: Parenting program Healthy families

RB: Reem From VOCA program at ACCESS

BS: Howdy for Kaity's Way in AZ... We educate about the importance of Healthy Relationships and bring awareness to the issue to teen dating violence.

TP: Research and evaluation firm working as DELTA evaluation partner.

BS: www.kaitysway.org

P: Other- HealthCare based IPV program.

AA: other substance abuse.

AKJ: Text Chat Question: How are you currently implementing bystander intervention strategies?

BA: Green Dot Middle School Program.

SW: Hello from Newport, Vermont!

BV: Los Angeles-GRYD (Gang Reduction & Youth Development) City Initiative.

RA: Green Dot

NB: we teach the 3D's

SD: We use the 4 Ds model

KLF: Teaching bystander intervention in music festival spaces.

JFG: Green Dot.

AW: MVP with college athletes and student leaders.

BA: Our Bystander training (Wildcats Make a Pact), although, we are unsure of what this will look like in the fall as we are only allowed to do virtual training.

AH: Green Dot.

EO: We JUST made a bystander intervention training and hope to implement it in October for DVAM.

DB: WE are working with a college with Coaching Boys into Men and we are also starting a Men's Committee that will focus specifically on Brining in the Bystander.

MJ: We don't currently have prevention funding.

JY: Bringing in the Bystander at a local community college

JA: Coaching Boys in to Men. MVP. 12 Men Model

TF: 4 D's

ZA: 3D's model

HH: FDOH is currently funding 11 sites to implement Green Dot in high schools, colleges and communities throughout the state.

AH: We use the 3Ds in introductory workshops and orientations

KS: At a University we have pivoted to use tailored bystander in Zoom meetings and classrooms

CT: 3 D's and hand out bracelets

RC: Through the New Playbook: Standing Strong to Promote Non-Violence and CBIM.

HD: teaching 5Ds model in SV psycho-education curriculum.

KC: We used to use Bringing in the Bystander but developing our own curriculum now.

KN: Athletes as Leaders, Green Dot.

BM: We were doing the 3Ds as a tabling event.

SB: Our own curriculum. Middle school and adult. Through a healthy relationships frame. Social norms about gender. Boundaries.

ER: Not formally, I engage in trainings then share.

BB: Bringing in the Bystander in university classes.

AP: Coaching Boys into Men and Athletes as Leaders.

RC: 4 D and 8 Ts.

NB: Using Step Up Training and Cornell Health Initiatives- Intervene.

LL: Teamed up with our county's SV center (we are a DV agency) to present an "Active Bystanders" unit within our school programming-- we present 2 sessions on TDV, they present 2 sessions on SV, come together for a session on Active Bystanders.

LC: Bystander intervention is incorporated in each of our youth violence prevention programs: Coaching Boys into Men, Athletes as Leaders, and LIVERESPECT: Coaching Healthy and Respectful Manhood and Girls on the Run.

SD: Document -- but there's a lot of caution with that!

BS: Kaity's Way has implements bystander training, created our own.

JK: we have a homegrown one that uses bystander research

AS: I'm on Commission for Prevention of Violence Against Women and we hope to teach it in schools

LL: Coaching Boys into Men!

AH: Bringing in the Bystander on College Campuses.

JF: MVP, Coaching Boys into Men

JC: Our subgrantees are working in the community (within schools and other adolescent-focused organizations); they will be using Expect Respect

KM: Bringing in The Bystander and other prosocial norming

CK: 3D's

RHG: distract, diffuse, distance, delegate, direct

GH: 5 D's?

TS: I am a bystander intervention program coordinator and we use the 4 D model at our university. We have recently expanded it from SV prevention to more general situations like mental health concerns, hazing, etc.

RHG: (one way to see 5 Ds :)

AKJ: Text Chat Question: What experiences do you have with researcher-practitioner collaborations?

SC: BITB

ED: Adapting a curriculum from Bringing in the Bystander specific to our rural community.

JH: Army's currently implementing a program called "Not in my Squad."

RE: Safe Bar, CBIM, and AAL

S: an adaptation of Bringing in the Bystander - Upstander

BA: Attended an awesome session at NSAC last year about evaluation and possible ways to measure violence prevention.

GS: Bar Outreach.

NB: I've seen 5 and 3 for the D's.

LL: We have teamed with a local college researcher to help with evaluation on our Cut it Out: Salons Against DV sessions for hair stylists

RHG: That is a good representation of me, actually! :)

AKJ: Here are some links to the reports and articles Tori mentioned earlier:

CDC technical packages: <https://www.cdc.gov/violenceprevention/pub/technical-packages.html>.

KV: In Oklahoma there is an evaluation team that we are working in tandem with to evaluate the RPE program here.

JB: Coaching Boys in to Men.

EO: We're doing Cut it Out too!

AKJ: "Bad Cops and Bystanders: How Male-Dominated Cultures Keep Men Silent"
<https://msmagazine.com/2020/06/17/george-floyd-bad-cops-and-bystanders-how-male-dominated-cultures-keep-men-silent/>.

AKJ: "How do you intervene when you witness racism, bias, and bigotry in the workplace?"

<https://www.forbes.com/sites/janicegassam/2020/07/06/how-do-you-intervene-when-you-witness-racism-bias-and-bigotry-in-the-workplace/#2905e5033872>.

RC: We work closely with an empowerment evaluator whose background is in quantitative methods. Working with her has driven our decision-making using data.

KLF: I was able to collaborate with research from Dr Keri Sampsel from the Ottawa Hospital

EVA: I love Rose - use to work with her at WCASA in Wisconsin!!!

SB: Can you put this link in the chat?

BA: <https://tinyurl.com/BystanderResearch>

BA: I just read a really interesting article that shifts bystander intervention to put the focus more on perpetrators and targeting perp behavior. Titled "Comprehensive Sexuality Education as a Primary Prevention Strategy for Sexual Violence Perpetration" if anyone is interested in the PDF feel free to email me! jhenault@ksu.edu :)

EO: Oh, wow this is all great info to know, I'm going to be doing a Cut it Out program later this year and this is debunking some of my worries.

AKJ: Here is a link to the article Comprehensive Sexuality Education as a Primary Prevention Strategy for Sexual Violence Perpetration:
<https://pubmed.ncbi.nlm.nih.gov/29720047/>.

AKJ: RealConsent: <https://cultureofrespect.org/program/realconsent/>

AKJ: Intervene video: <https://health.cornell.edu/initiatives/campaigns-materials/intervene-bystander-campaign>.

AKJ: These seem like important resources for those looking for virtual opportunities to engage people.

AKJ: <http://hdl.handle.net/2376/12938>.

LC: Something that I love from A Call to Men is the idea of "calling people in" vs. "calling people out". "Calling in" can be an effective bystander intervention strategy that reduces feelings of defensiveness and invites the person to make adjustments and can be empowering instead of punishing.

AKJ: Undergraduate students as bystanders to sexual violence risks: differences in reported intervention opportunities and behaviors by racial identity
<https://journals.sagepub.com/doi/10.1177/0886260518790593>

AR: Is there any research out there that does include nonbinary folx?

SB: I'd love to see a study analyzing whether perceived facilitator identity affects bystander actions.

AKJ: @Angie we will ask Rose

AW: Can you talk at a little more at some point about what you summarized in the first set of slides that demonstrated that bystander intervention training has no significant impact on decreasing perpetration?

AKJ: @Anna we can ask Rose to elaborate

KLF: I think sometimes the hope can be that bystander intervention training when presented as really valuable to the institution sets a norm for newcomers that "x behavior won't be tolerated here"

KLF: but I think the research is saying that doesn't happen

KLF: to the extent that it would make a perpetrator not perpetrate

RC: NISVS, CDC prevalence data had the same problem!

RC: Investigating perpetration, that is.

HJ: Do you have an example of that combined curriculum?

LL: (sorry I may have missed this) but do many of the studies measure how likely a bystander is to intervene in a situation where they know the person vs when they don't know the person?

AS: The lack of direct effect point to the complexity and deeply entrenched attitudes are.

JL: Lydia, I don't think Rose mentioned it but there are studies that look at who the bystander knows in relation to intervention. Palmer and Nicksa have an article on it

BA: I know at the NSAC session, the presenter (whose name escapes me...) was talking about using "stopped behavior" as a measure of decreased perpetration/incidence of violence

BA: The potential for using*

AKJ: NSVRC Ask the Researcher: Measuring Bystander Intervention
<https://www.nsvrc.org/blogs/what-can-you-learn-10-minutes-about-measuring-bystander-intervention>

RHG: Abstract:
<https://apha.confex.com/apha/2020/meetingapp.cgi/Paper/471832>

AKJ: Text Chat Question: What findings from the recent research on bystander intervention can you incorporate in your practice?

DJR: Racial differences re likelihood to intervene

DC: Looking at what is already being done in my community and what may or may not be effective

BA: I work with middle schoolers, but I'm really interested in surveying students about intention to intervene.

SB: The Importance of sharing (or acknowledging) experiencing violence to increase empathy & the importance of a community effort.

BA: My mind is just rolling on ways we can restructure and reform our current pre/posttest participants complete to gather more focused and helpful information

SD: I'd be interested in implementing the text follow up with college athletes.

LC: It's very relevant in helping us edit our pre/post program evaluations and consider new questions to ask to evaluate bystander intervention. Thank you for this data!

NB: I am excited to incorporated the intersectional aspects regarding race and gender.

LT: The "community" prevention methods appear to show lots of promise.

BM: Incorporating text boosters and opportunities for autonomy

DB: Looking more at community options of prevention but also how we can incorporate thins like twitter or even snapchat to get people involved with the training

KW: I agree with Natasha! I think reframing that we look at intersectionality when we are in our practice is something, I haven't had a lot of experience doing but know it's incredibly important.

RB: I believe that passing statistics information will give people courage to intervene.

ED: All of them! I was actually just getting ready to create the evaluation for our new bystander intervention program, so this has given me a lot of ideas for evaluation. Especially the idea of missed opportunities. Plus including more on presentations, themselves on crossing from intentions to intervention. I would also be interested in creating further bystander intervention educational opportunities around intervening in situations of violence that aren't specific to sexual violence and are more intersectional.

RHG: As Katie talks about the intersectional program, we also aimed to have intersectional analysis. We included nine scenarios, three on sexual violence, three on alcohol outcomes, and three on racism. Within each topic, there was one low-risk primary scenario, one high-risk primary scenario, and one secondary prevention scenario.

KLF: I just want to highlight that anti-racism in bystander intervention shouldn't just be about "what to do if you see racism", but about delivering the sexual assault focused stuff in an anti-racist way. Even if your focus is 100% about sexual assault, street harassment, etc. it has to be anti-racist. Otherwise we are over-suspecting men of color, under protecting Black girls and women, etc.

BA: Working in partnership with schools in implementation, this makes me really miss research in undergrad/grad school!

ED: Great point Kira-Lynn!

BA: Yes, Kira-Lynn. Thank you for adding that

TV: Great point, Kira-Lynn!!

KLF: in my opinion, when we teach Green Dot etc., we have to go beyond "if you see something, say something", because that idea is just what leads to brown men in jails for no reason in NJ for being in an airport after 9/11. You know? White students need to unpack what is "Something" worth noticing (does a white guy look like he's helping a drunk girl where a Black man is read as dangerous), what danger looks like, and to whom they say "something" - cops? yikes!

BA: 100%^^

SB: Because so many Child Advocacy Centers across the Country use what they call "Bystander Intervention" programs such as Darkness to Light & Enough Abuse, I'd like to see Prevent Connect analyze those. Also, these programs are specifically for preventing child sexual abuse which wasn't included in this talk. I'm not endorsing these programs, just mentioning these because they are being used.

TV: That is such important framing and context, Kira-Lynn

KLF: I love, love, love this webinar.

SW: Thank you for that Kira-Lynn!

JW: I just finished a statistics course. I need to send my professor a thank you.

ED: Exactly Kira-Lynn. It's important to address all of those points in bystander programs.

BA: Also makes me think a lot about "what makes it difficult" and how that can be a copout for white folks to normalize not speaking up

MM: YES! We need to look at bystander intervention through an anti-oppression lens.

BA: (What makes it difficult is language my team uses in Green Dot programming with MS)

ID: What is a good way for practitioners to open their doors to researchers?

DL: I didn't hear the sample size but found it very telling that the person I would identify as having the most privilege (white male) was the least likely to intervene and the person with the least privilege (African American woman) was most likely to intervene, which underscores the ways that experiences of marginalization may lead to greater capacity to advocate for self and others, out of necessity. Folks who experience more prejudice/marginalization tend to have more perspective, literally, a broader, more inclusive perspective than those who are typically being centered. So, I think it is really important to celebrate the resilience and capacity that folks with marginalized identities may have in terms of ability to mobilize and find creative solutions without using that resiliency to then perpetuate or rationalize bias - i.e. stereotypes of "strong black woman, adultifying and criminalizing youth of color, withholding resources (lack of access to pain management, maternal health, etc.).

ER: Great presentation, diversity with subjects/volunteers sought to participate.

BA: I also really appreciated how the chat was utilized and included

TV: Thank you for adding that, Diane!

KS: Specific conference recommendations?

ER: Affiliations with organizations/agencies by the researchers, reaching out-both ways.

AKJ: There are researchers on the PreventConnect listserv — feel free to join

ID: I'd like to boost the conference recommendation question

AW: Recently read this article: The Chivalrous Bystander about benevolent sexism and the moderator of empathy in bystander intervention. Very interesting article. relates to the importance of developing empathy and the lack of it that results from privilege <https://journals.sagepub.com/doi/abs/10.1177/0886260520916277>

AKJ: APHA virtual conference session on research and practice: <https://apha.confex.com/apha/2020/meetingapp.cgi/Paper/471881>

DL: I will use the research to highlight how people who have built resiliency by virtue of social geography - who gets centered, who gets marginalized, and how to center that creativity and perspective in funding in hiring, research, etc. (BIPOC, LGBTQIA, people with disabilities) to bring in more voice and perspective.

AKJ: Text Chat Question: What will it take to strengthen collaborations between researchers and practitioners?

DL: How do we get access to save the chat?

ER: Agreeing with Diane Long

AKJ: @Diane we will post it as a PDF in the next week or so

AKJ: You will receive an email to alert you when it is available on our website

BB: Will the recording of this presentation be made available to us?

BV: Contact those practitioners' organizations from researchers.

AKJ: @Benisa yes! we will email when the recording is available

BV: Even grassroots organizations and school after school programs.

SW: Thank you, Diane for your perspective. Thoroughly enjoyed this presentation as well!

ED: This has been amazing, thank you all so much.

AKJ: RealConsent: <https://cultureofrespect.org/program/realconsent/>
Intervene video: <https://health.cornell.edu/initiatives/campaigns-materials/intervene-bystander-campaign>

BV: Yes, Text message resources to share in the community.

MJ: More trust & understanding of how valuable those collaborations are.

ER: Thanks

EH: Thank you so much.

DJR: Thank you!

KLF: Thank you everyone for making this happen. I feel like I've done a million Zoom trainings in the past 3 months and this one was my favorite!

AKJ: NSVRC Ask the Researcher: Measuring Bystander Intervention
<https://www.nsvrc.org/blogs/what-can-you-learn-10-minutes-about-measuring-bystander-intervention>

EH: it will be great to get a copy of the power point.

AKJ: @Kira-Lynn aww this makes my day. thank you for your contributions.

DL: Also, there is a lot of dynamic viable, research about Empowerment Self Defense and self-efficacy (Hollander, Senn, Thompson, etc..) that can inform Bystander Intervention a lot.

AKJ: You can download the PowerPoint slides for this session here:
<http://www.preventconnect.org/wp-content/uploads/2020/06/Bystander-Intervention-final.pdf>

AKJ: @Diane yes thank you for making that point — agree!

BA: This was wonderful, thank you so much!

KB: Thank you so much!

AKJ: thanks everyone. be well!

EH: Thank you loved it learned so much new and helpful information.

AW: Thanks Diane

NB: Thanks all!

RHG: Thank you all for joining! I really appreciate hearing from you all in the chat and getting to learn from you. I wish you all the best in your current and future bystander work :)

DB: Thank you

SD: Thank you everyone!

TF: THANK YOU! CONTINUE TO BE SAFE.

AH: Thank you!

DL: Thanks, so much for some really inspirit findings especially around using skills to interrupt racism as well as sexual violence.

SS: Thank you!

Filename: 07152020 Bystander Intervention From Research to Practice.docx
Directory: /Users/villena/Library/Containers/com.microsoft.Word/Data/Documents
Template: Normal.dotm
Title:
Subject:
Author: Microsoft Office User
Keywords:
Comments:
Creation Date: 10/19/20 2:08:00 PM
Change Number: 2
Last Saved On: 10/19/20 2:08:00 PM
Last Saved By: Microsoft Office User
Total Editing Time: 1 Minute
Last Printed On: 10/19/20 2:08:00 PM
As of Last Complete Printing
Number of Pages: 16
Number of Words: 2,864
Number of Characters: 18,138 (approx.)