Welcome to this Web Conference
Engaging Bystanders in Violence Against Women Prevention

We will start soon
Upcoming Web Conferences

September 18, 2008
Culture and Violence Against Women:
Exploring Rap and Other Popular Music Genres

All Web Conferences are 2:00-3:30 pm EST (11:00 am – 12:30 PST)

Registration at
www.PreventConnect.org
Cost: Free

How to Use This Technology

- Raise Hand
- Q&A
- Text Chat
- PowerPoint Slides
For trouble on the web please send a private chat
You can call iLinc technical assistance at 800-799-4510
For other information, call CALCASA at 888-922-5227

“Violence Against Women”

- Domestic violence
- Sexual violence
- Violence across the life-span
- Prevent before violence starts
- Connect to other forms of violence

Collaborative Partners

- National Youth Violence Prevention Resource Center – www.safeyouth.org

Prevention Connection is sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in the listserv and web conferences do not necessarily represent the official views of the U.S. government, CDC, or CALCASA.
Engaging Bystanders in Violence Against Women Prevention

July 10, 2008
11:00am -12:30pm PST; 2:00-3:30pm EST

Learning Objectives

- Describe the bystander approach to primary prevention of violence against women
- Identify resources for bystander approaches to violence against women prevention
- Describe key elements of two bystander prevention programs
Approaches to Violence Against Women Prevention

- Prevent Victimization
- Prevent Perpetration
- Changes the environmental conditions that create perpetration and victimization
  - Social Norms
  - Policies, Organizational Practices, etc
  - Engage Bystanders to take action

I. Introduction

II. Overview of Bystander Approach – Karen Baker

III. Program Highlights
  1. Bringing in the Bystander – Vicki Banyard

IV. Discussion and Implications

V. Evaluation

Karen Baker, Director

www.nsvrc.org
Engaging Bystanders in Sexual Violence Prevention

Author: Joan Tabachnick
- Electronic Version: September, 2008
- Printed Version: October, 2008
- Available at www.nsvrc.org

Features of Guide
- Context and case for responsible bystander intervention
- Examples of possible actions
- Skill-building group activities
- Bibliography of related resources

Term “Bystander”
- Can be problematic
- Sometimes associated with being passive
- We encourage use of adjectives “active bystander” or “responsible bystander”
- In the context of rape can be scary
- Booklet encourages early interventions
**Benefits of Bystander Approach**

- Provides everyone an opportunity to get involved without stigma
- Discourages Victim Blaming
- Shifts responsibility to surrounding community
- Opportunity to change social norms

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**Continuum of Behaviors**

[Diagram showing the continuum of behaviors from healthy, age-appropriate to sexual abuse and/or other sexual violence]

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**Steps Necessary for Action**

1. Notice the event
2. Consider whether situation calls for action
3. Decide if you have responsibility to act
4. Choose form of assistance
5. Understand how to effectively and safely implement the chosen action
Bringing in the Bystander™
A Community Response Framework to Sexual Violence Prevention

Victoria L. Banyard, Ph.D. University of New Hampshire
Dept. of Psychology and Prevention Innovations
www.unh.edu/preventioninnovations

Acknowledgements: Mary Moynihan, UNH; Jane Stapleton, UNH; Sharyn Potter, UNH; Elizabeth Plants; Grace Makem and the NH Coalition Against Domestic and Sexual Violence. Our team of graduate and undergraduate peer educators and research assistants. Research participants who gave their time to the projects.

Guiding Model of Change

- Ecological models of causes of violence

- Pro-social bystanders can make a difference. “Everyone has a role to play in ending sexual violence”

Theoretical Models

- Attitudes linked to behaviors
- Different groups may need different programs
- Social psychology of bystander intervention
**Bringing In the Bystander™ at UNH**

- In-person prevention workshop
- Social marketing campaign
- Variety of community audiences
- Evaluation and research

**The Program: General format**

- Founded on early bystander work by Katz and Berkowitz
- Best prevention practices
  - Active learning exercises and skill building
  - Single sex groups
  - Community specific stories

**Bringing In the Bystander™**

- What is a bystander?
- Identifying risky situations
- Range of safe interventions for bystanders
- Pledge to intervene

Curriculum is available through September 2008: Sign up at this web conference at [www.PreventConnect.org](http://www.PreventConnect.org)
Small Group Work

Ask participants to:
- think of examples when they did or did not intervene
- think of examples when they saw someone else intervene
- think of examples when someone intervened on their behalf
- discuss and list the reasons they did or did not intervene
- share how they felt about their experiences, what impact it had on them
- discuss if it is easier or more difficult to intervene when it’s a friend or a stranger, and why?

Scope of Sexual Violence
What are some inappropriate behaviors?

Behaviors: Unreciprocated, Unwanted, Repeated
Environments: Offensive, Intimidating, and Hostile

Risk: low
Illegal: high

Frequency

Visual: winks, invading body space, posters, drawings, cartoons
Verbal: sexist, sexual remarks
Physical: touching, sexual/physical assault

Victim Empathy Exercise
- Takes participants through experiences of survivor including shame of keeping a secret.
- Discussions of how bystanders might help.
- Participants frequently note this as one of most powerful aspects of program
**Decision Making Process**

**QUESTIONS TO ASK BEFORE I TAKE ACTION:**
- Am I aware there is a problem or risky situation?
- Do I recognize someone needs help?
- Do I see others and myself as part of the solution?

**QUESTIONS TO ASK DURING THE SITUATION:**
- How can I keep myself safe?
- What are my available options?
- Are there others I may call upon for help?
- What are the benefits/costs for taking action?

**DECISION TO TAKE ACTION:**
- When to act?
- Resources: people, phone, etc available?
- ACT

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**The ABCs of Intervention**

**“Active Bystanders Care”**

- Assess for safety.
- Be with others.
- Care for victim.
**Bystander Pledge**

Copy available at www.PreventConnect.org

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**Personal Plan of Action**

**SCENARIO:** ____________________________

**DECISION MAKING PROCESS:** _____________________

**PLAN OF ACTION:** ____________________________


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**Social Marketing Campaign**

[Image of a social marketing campaign]

[Image: http://www.know-your-power.org/]

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Research Studies

◆ In-person program
  ◆ Focus groups
  ◆ Experimental design with 400 general college students
  ◆ Pre-post design with student leaders
  ◆ Quasi-experimental design with athletes
◆ Social marketing evaluation
  ◆ Focus groups; Quasi-experiment; Web survey
◆ Much more research needed and ongoing

Evaluation Results

◆ Program changes attitudes and behavior
◆ These changes seem to last over time
◆ Changes these for both men and women
◆ Positive change for survivors and non-survivors
◆ Social marketing changes attitudes
Jeff O’Brien, National Director

http://www.mvpnational.org

MVP History

- Created in 1993 by Jackson Katz at Northeastern University’s Center for the Study of Sport in Society
- Why did we start with male college student athletes?
- 1995 – Begin men & women working together

Sports as Power to Create Social Change

MVP National Trainers
**MVP Service Populations**

- Men & women, girls & boys
- College & professional sports
- High School groups
- Youth service providers/ Educators
- Military
- Higher education communities

**MVP Goals**

- Raise Awareness
- Challenge Thinking
- Open Dialogue
- Inspire Leadership

**Bystander Approach**

- Dr. Ronald Slaby’s Habits of Thought model
- Critical Mass
- Do bystanders have power?
- Why focus on bystanders?
**Third-Party Involvement in Violent Crime, 1993-99**

- 3rd parties were present during two-thirds of all violent victimizations between 1993-99, including 29% of rapes or sexual assaults.
- Third parties were more likely to help the situation than to make it worse, but more often they did neither.
- Victims stated that 3rd parties helped in 36% of violent victimizations, worsened the situation in 11%, and did neither in 44%.

US DOJ Bureau of Justice statistics (July 2002 Special Report)  

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**MVP Educational Philosophy**

- Discussion-based approach
- Socratic method

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**MVP Educational Philosophy**

**Leadership Focus**

- Answer the “why?”
- Re-frame the discussion
- Creating a safe space
- Appropriate use of humor
- Remedial empathy education
- Role modeling
- Empowerment: skill building
MVP Playbooks

- Versions for several groups
- Realistic social scenarios
- Context of situation and concrete options for intervention
- Focus on peer groups/sphere of influence

For more information contact MVP
http://www.mvpnational.org

Sample Scenario

For more information contact MVP
http://www.mvpnational.org

MVP Research & Evaluation

- Conducted with high school populations (475 students) and college male & female student-athletes (4,278 students)
- Effective in creating positive and significant changes in students’ knowledge, attitude and behavior regarding gender violence
- Effective in strengthening self-efficacy to take active bystander actions

High School Evaluation Summaries available at
http://www.sportinscenes.org/spd/mvp.php
College Evaluation available at
www.PreventConnect.org
**Discussion**

What we learned about bystander focus

- entry to a fuller community dialogue about sexual assault (including men and women)
- can change both attitudes and behavior that last over time
- bystander safety is key
- development of leadership is important
- wider community supports for bystanders are important

**Implications and Closing Comments**