



**PREVENTION  
CONNECTION**  
THE VIOLENCE AGAINST WOMEN  
PREVENTION PARTNERSHIP

A Project of  
  
CALCASA

## **TRANSCRIPT**

### **WEB CONFERENCE**

Engaging Bystanders in Violence Against Women Prevention

**Tuesday, August 26<sup>th</sup>, 2008**

2:00-3:30 PM Eastern (11:00 AM – 12:30 PM Pacific)

### **Presenters**

Karen Baker, National Sexual Violence Resource Center  
Victoria Banyard, Prevention Innovations, University of Hew Hampshire  
Jeff O'Brien, Mentors in Violence Prevention

### **Host**

David Lee, Prevention Connection Program,  
California Coalition Against Sexual Assault

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>> We welcome you to today's prevention connection web conference.

Today's conference is being recorded.

At this time, I would like to turn the conference over to Mr. David Lee.

Please go ahead, sir.

>> Thank you very much.

Welcome to the prevention connection web conference engaging bystanders in violence against women prevention.

I'm very excited to see so many of you from around the country here today for our web conference.

Prevention connection is a project of the California coalition against sexual assault.

On the screen here, we do have information about how to contact us.

And, that is myself and Chad Sniffen who is on the call also is your main contacts and feel free to contact us if you have any questions.

Prevention connection can be found at web site, [WWW.preventconnect.org](http://WWW.preventconnect.org).

I want to make you aware of the many things on our web site.

Our podcast, on-line presentations that are brief summaries of our prevention connection web conferences and our prevent connect wiki.

The prevent connect wiki is a site, this is what, the wiki site is an exciting project which is a user generated web site to develop the knowledge of base of people who do primary prevention of violence against women be able to add their own information about how they do the work and capture the evidence of the practice that exist in the field.

This will include a lot of information coming from people in the field, so I encourage you to go visit our wiki to be able to get information.

In addition, you can go to prevent Keck ListServ.

We have over 900 people interested in violence against women and have a lively discussion as a ListServ.

We also have, of course, you signed up for the web conferences.

We have what we call our reading club, reading clubs, we take recent articles and have a very small group of people, have a discussion about the article with other people around the country and they can be able to share information.

We are excited to do this.

We will be having an upcoming article, more articles about bystanders and work that has been put out by Alan.

We will revealing, opening that up very soon.

Please join us on Facebook, that prevent connect is on Facebook.

We want to be able to build that connection of people who are doing prevention and use our social networking sites for social good.

Also, you will find archives of information of our previous web conferences and materials on our web site.

Today's web conference has a lot of really valuable information.

I encourage you to go to [preventconnect.org](http://preventconnect.org).

Our next web conference September 18.

This will be lead by, it is on culture and women against violence explained rap and other popular music genres and look at that and how to do violence against women prevention led by the prevention institute.

Workshop opening soon.

Please sign up quickly.

As you know, our web conferences fill very quickly.

I want to highlight a few pieces of how to be able to use our technology because there is some, many great sources that we can be able to do on the left hand side you see a bar that looks like the bar on the screen.

My picture appears there now.

That will be the picture of whoever is speaking.

That is in there.

And that is something that we can be able to do.

One feature that we can do is the raise hand feature.

This raise hand feature is above my picture.

I'll circle what it looks like here.

If everyone please raise their hand.

Please do that.

That will get a sense of who is in the meetings.

So far, 24, 33, 36, 4 a of you have raised your hands.

Keep on raising your hand.

We might be asking questions during our presentation and ask you to raise hands to be able to get information.

I see that 64 of you have raised your hand.

Someone is putting their hand down.

So, please raise your hand.

Also, when we want to have questions and answers, please raise your hand and what we will do then is we will -- when we have our question and answer period, we will open up the phone line there.

We will go ahead and lower all of the hands now.

So I can do that from my end.

So, that should be happening.

Though it didn't seem to quite yet.

There, it is down.

We also have a question and answer and a place where we can be able to ask questions from people in the audiences.

What I would like to do, is be able to ask a little questions, few questions about those of you in the audience so we can learn who you are in the audience.

Many of you have been writing me and where you are from and great to see how many people are, where people are from.

I now am going to ask the first question which is, have you attended previous prevention connection web conference and you should see this appearing on your screen soon.

The question though -- and go ahead and, I know that you see yes, you have attended a previous one.

Or no, you haven't.

Please go ahead and please vote appearing on the screen.

Click either the dot next to yes or no.

And we can see who is in there.

I see a few people who are put it in the text chat.

I know that you have more than one person.

And one person can't see anything.

You should look on the top there might be a tab that says bystander QA.

I see that many of you are voting.

And gone.

That person says they can see it.

It says a little time to appear on the screen, depending on the web connection.

I just share some of the results because some of you have not answered the question yet.

It is useful to know that we have 50% have attended a previous convention connection web conference and 24 percent is your first time.

Other 26% of you chose not to vote.

We will now withdraw that question and have the second question.

Who is your -- what is your organization? Describe what your organization is like.

So I am going to -- ask that question.

I'm giving a funny response on my commands.

So, I'm asking the question now.

The question should be appearing.

What best describes the organize.

Are you a domestic violence agency? Are you a sexual assault agency? Are you with the public health department? Whether local, statewide or national.

Are you with education? A college or a university? Or other? I see some people writing in there, others.

I see some estate health departments.

Quite a few state health departments.

Someone has been saying hi to someone else there.

Dual agencies from state coalition.

And I see that people are voting in here.

And some points from a county hospital.

I'm going to share the results with you, just to get a sense of who is in the audience.

And that we have about 14% from domestic violence agencies.

18% from sexual assault agencies, 9% from public health.

17% from education, with the university.

Welcome to have you.

And 11% other.

And many people are writing in what they are and so I would like to thank you guise.

I am going to go ahead and close that window.

So we will close that for everyone.

Now go back to this.

The text chat, the other feature that many of you are now seeing how to do, the text chat is away that in prevention connection we have a robust discussion.

Beyond the discussion that you will be hearing an seeing has a great tune to know who is, else doing work around the country.

I do encourage you that the text chat is very hard to read when there is a lot of people writing.

You can expand your box.

It is called undocking it.

There is a circle, circling this.

The box in the far right-hand, top right-hand corner.

If you do that, it will open and make it easier to read the text chat.

So we will hear the text chats.

We will be save ago copy of them and post them on the web site.

Take away the names and some of the -- generally keep this here.

I'm going to take out the hi information.

Keep the context of discussion.

So people will get the discussion and people sharing resources within the web conference.

That is something we want to do.

We also have power point slides that you are seeing on the screen.

These power point slides are available on our web site at [WWW.preventconnect.org](http://WWW.preventconnect.org).

You can get the information there.

This, if you have any problems with the technology, you can send us a private text chat by just clicking on my name or, if you expand, you can do private.

You can press the chat.

You have to extend the piece and click on David Lee or leaders in assistance.

And seasoned me a private chat.

Or call technical assistance at 800-799-4510.

Or call CALCASA at 888-922-5227.

In prevention connection we talk about, we use the term violence against women.

What we mean by violence against women, we are looking at domestic violence and sexual violence.

We are looking at it in a very Broadway.

We are looking at violence across the lifespan of all ages.

We are looking to prevent four violent starts and looking to make connections to other forms of violence of their related issues.

Prevention connection works with many other national center, resource centers funded by the centers for disease control to do prevention, provide information.

We encourage you to visit these web sites, national and sexual violence resource center.

National violence prevention resource center and at the national hot line center with violence against women.

Prevention connection is sponsored by the U.S. center force disease control and prevention.

Use information provided in this web conference do not necessarily represent the official views of the United States government, the CDC or CALCASA, the California coalition against sexual assault.

That is the famous disclaimer.

So I am really pleased to be able to be here today for our conference and have some really exciting speakers from some leading organizes that are doing the work around bystander prevention.

Using the bystander approach to be able to do prevention to violence against women.

So, we have as our speakers here today, from the national sexual violence resource center, Karen baker.

Welcome, Karen.

>> Hi, everybody.

Thank you.

>> and we have also from the university of New Hampshire, Vickie Banyard.

Hi, Vickie.

>> Hi, everyone.

Such a pleasure to be here today.

>> and we have from, right now, I think you are in Florida today.

Jeff O'Brien from mentors in violence prevention.

>> Hi, David.

Hi, everybody.

Great to be here with you.

>> Well, it is great to have all of you.

A great time in having our discussion together on how, putting together this web conference.

The bystander approach is, I think, a very important approach for us to be able to use.

In understanding this.

The prevention connection, as I said, we talk about primary prevention.

And this is a definition from prevention institute.

This is the definition of, it is systematic process that promotes healthy environments and behaviors and reduces the likelihood and frequency of violence against women, by taking action before violence against women takes place.

And so what we want to do, is look at bystander as away to be able to move towards primary prevention.

Learning objective for today, for you to be able to describe the bystander approach for primary prevention of women.

Identify some resources.

That you can use.

And also be able to describe the key elements of two leading bystander prevention programs which will be talking about today.

So, the, when we talk about violence against women prevention, some way, three different ways that one can think about this.

One is that we can work on preventing victimization.

In preventing victimization is something that I think that our moment, our movement buzz is, women movement put a lot of work in trying to prevent women from being victims, there are some cautions that have to be attentive to that could be inadvertent, victim claiming could be done in this.

And that this is important work and valuable work.

But, only one piece of work.

Another focuses on prize prevent perpetration.

Those preventing perpetrating and preventing that and focusing on the work they do.

Certainly quite a bit of work in secondary prevention and working with people who have already been, committed violence against women.

And then we also think about that from prevention.

But the other piece of the violence against women prevention, how do we change the environmental conditions that create perpetration and victimization? And in this, we have to be able to look at the issue, social Norm.

Be able to look at policies, organizational practices.

And how we have the types of organizes and settings we live in.

Another approach, engaging bystanders to be able to take action.

It is an approach that is different than treating everyone as either be tension victims or potential perpetrators, instead of engaging everyone as potential bystanders.

So, to talk about this, we brought together three fabulous panelists who will be able to talk about that.

So we will start with this.

This introduction.

Talk about the bystander approach.

Vickie will then talk about bringing the bystanders, mentors in violence prevention and then we will have a discussion.

And, so, I see we are already having discussion about working with hip hop next month.

I would like to welcome Karen baker, national sexual victim center.

We will be talking about a exciting new publication that is coming out.

Karen, can you tell us about what is coming out, national sexual resource center next month? >> Yeah.

Thank you for allowing me to participate today.

I find this topic really interesting.

And the NSVRC is pleased to be soon be publishing a document called engaging bystanders and sexual violence prevention written by Joan Tabachnick.

Joan is sorry that she is not able to be here today.

I was hoping to have Joan look at this one more time when she returned from vacation.

And we will have the printed version three weeks after that.

>> for all of you, we will, if you want to order copies of this, we do have on the prevent connect web site, a link to be able to order forms and we will also, once released, send this to all of you, letting you know when this will be released.

Karen, can you talk about, in this publication, what are some of the features that you will be having? >> Yes, well, this guide gives a description and history of bystander intervention and provide some context for that, physically in relation to preventing sexual violence.

It offers examples of a wide range of action that people can consider, depending upon the situation they find themselves in.

And I think that in important feature of the booklet, it is several skill building activities that Joan has provided for us to use with different size groups because we know that knowledge alone is not enough to change the behaviors.

It takes practice to really get comfortable with doing some of the things.

Then, of course, it also includes the bibliography of additional resource where people can go for more information, including the two excellent programs that we are going to learn about today.

>> Why don't you talk about what you mean by bystander? The term bystander.

>> Yes, I want to talk about the term separately from the content just for a minute.

I think that the term bystander can actually be a bit problematic for us.

And, ironically, as problematic and two opposite directions.

First of all, the term is sometimes used in a passive sense.

For instance, how many of you have heard someone say something like, get involved.

Don't be a bystander.

And that of course, implies that bystanders are just witnesses who stand around and watch something and do nothing.

And that is not what we mean by bystander intervention.

So, this guide uses adjectives like, active bystander or responsible bystander to help clarify what we mean by the term.

And then, the term bystander can also be problematic at the office, and into the spectrum, particularly when you are thinking about preventing sexual violence.

Because, some people, then worry that they are asked to physically jump into a dangerous situation which could be a really scary thing to do.

And, that is not what we mean either.

So this guide offer as wide range of possible actions that bystanders can safely do to interrupt situations early, before they become extremely dangerous.

And, I think that early intervention is really the key here.

>> I see that, they use, using a term ally, that may be something that we might -- >> I think that is a good suggestion.

I'm hoping to see some discussion here today about the word and whether or not we should use this one or think about something else.

But in spite of the word itself, you know, being a bit problematic, I think that the concept is an extremely exciting and hopeful one.

And, sounds like we are talking that here today.

>> Can you talk about what you see some of the benefits are of using a bystander approach.

>> Absolutely.

First of all, and I think that you already alluded to this, the term bystander allows everyone to get involved with this work of preventing sexual violence.

Certainly not everyone is flexible, identifying themselves as a typical or not as a victim or perpetrator.

We can all be, but in fact all are bystanders.

Daily.

To various situations.

It is a neutral term and absolutely nothing problem with being a bystander.

Because of its neutrality, it discourages victims blaming which so often happens when we are talking about situations even when we don't intend to do that.

So, instead of canning, for instance, why was she there? What was she doing? We can now ask, what could we have done to intervene? And, just by changing that question, what could we have done? It is just the whole focus of the conversation and it is just the responsibility for prevention.

That is, I think, really exciting concept.

And it also then provides us with many opportunities to begin to challenge and change those social Norms that have allowed harassment and violence to continue.

>> You also talked about in there, the continuum of behavior.

This is a concept that I noticed that all three of you have that is important parts.

Can you talk about that? >> Yes, obviously a lot of different behaviors that people engage in and observe in a given day.

This, actually, as we start over on the right side and work right to left, it goes from healthy interactions or relationships, over, you know, very dangerous one with lots of points in between.

And, so, this booklet encourages us to pay careful attention to situations and try to think about where they might fall on a continuum such as this.

So if you are observing something happening in the grocery store there, or at work, you might just pay close attention and ask yourself, now is it a healthy interaction? Is it playful? Is it mutual? Or, is it beginning to cross the line and make you a bit uncomfortable? Perhaps getting into a gray area that may not be age appropriate or completely consensual.

Or is it clearly out of line and, in the area of harassment or sexual abuse.

And of course, each of those, places on the continuum has different opportunities around, for action that we might take.

And we don't always just have to be focusing on negative behavior and interrupting that.

I think that an important role for bystander intervention is to reinforce toddler behaviors that we see.

If we see someone asking permission to get a hug, for instance, I think that we should reinforce that behavior.

I think that is just as important in shaping our cultural Norm.

>> Absolutely.

What are the -- in order for someone to take a bystander action, not something you do automatically.

What are some of the steps you see, Karen? >> I think it is interesting that the research has broken this down and into very discrete sets.

And, basically, for someone to intervene in a situation, things have to happen.

It happens quickly.

When you break it down, first of all, I must observe or notice the interaction.

And then I must consider whether or not the situation required any action.

And if so, is it my responsibility to ask? I think this is really important step and a lot of the work in the bystander intervention field is designed to encourage people to become more comfortable getting involved.

Or, if I do decide to accept the responsibility, then I need to consider all my options and so, let's, the best one, given the information that I have, the resources that I have available, and the dynamic of the situation.

And, after all of that has filtered through my brain and I finally choose a course of action, then I needed to have the knowledge, the skills, the confidence to do it.

To implement the action.

And, this is where that practice will come in handy.

>> All right.

I think that another piece is that we also need to think about our community and how we support the people taking the bystander responses.

It is not just about individuals doing it.

But it really is a community response and that people are more likely to engage in active bystander roles, if indeed we have a community with that.

That is the acceptable behavior to be doing.

>> Absolutely.

>> So, thank you Karen.

So much for doing this.

I am real excited and look forward for your new publication to be coming out.

And when we talk about community response, we are going to be turning next to Vickie, from university of New Hampshire who will be -- sorry.

Karen, right back.

I'm on there.

So, Vickie, who will be talking bringing in the bystander program at university of New Hampshire.

Hello, Vickie.

>> Hello, David.

Everyone.

I appreciate being asked to be on the web conference today.

And share a little bit about the work we have been doing in New Hampshire and hopefully add to the conversation.

So, our prevent is called, bringing in the bystander.

We have been doing it for a number of years here at university.

I will share a little bit about what we do.

Highlighting in particular that our work really builds on a lot of really important programs and founding work that came before us.

You will actually hear from Jeff O'Brien in the MVP program later today.

Definitely one of the first to really to develop and looked into this.

So, I'll be sharing a little bit what we are doing and particularly, going about a focus that we have on an evaluation and findings.

Reason to be optimistic about this perspective of prevention.

>> Talk about guiding principles.

>> a lot of the things with what Karen was saying and sharing with what Jeff will talk about later.

One of the things for me, really exciting about a bystander approach is that there are so many different pathways, both from research centers here and also from different series of health behavior and working to prevent violence against.

It all kind of leads to the same clearing in the woods which is just bystander approach.

I think that it is all put for supportive, for what we are doing.

Definitely we are using, I think, the bystander approach is rooted in our understanding of the models of the causes of violence.

The idea that a community response, whether that response is to do nothing or look away or actually engaged.

It makes a big difference in the prevalence of this.

That is where it comes in, globalizing bystanders.

Now, the next slide, we have a lot of theoretical models again.

Like Karen was saying, the idea that we want to be changing attitudes and behaviors but I can link it together.

Beyond the scope of what we are talking today, if people are interested, some recent work that we are trying to do in research is looking at how different groups may need different documents of the program.

Looking at readiness to change models and teaching the program in that way.

And people can feel free to get more, if they want to talk more about that.

Definitely grounding our work a lot in the social psychology of bystander intervention.

I think Karen did a nice job of summarizing those main action sets.

I think, what you will see, as I go out on next to kind of talking some of the statistics what we are doing on our campus, you'll see that what we do, follows directly from those actions.

It is still actually beautiful and 70 here, but it will probably be snowing by next week.

I saw on the call, someone from Vermont saying, you get it, frost tonight, not frost yet but sooner than most.

We have a number of different components.

We have in-person educational workshop.

Short versions and long versions of that.

My colleagues brought in social marketing campaign.

That raises awareness and does a lot of important things.

I'll share a little bit about their work.

I can't take credit on that.

They have done the work on that.

We have done the program and marketing campaign.

A lot of different audiences including staff members, student leaders as well as general audiences, and that kind of thing.

I think a real Hallmark of what we are trying to do at UNH, is evaluation of research.

Fortunate enough number of years to go to get a national institute.

Now we have actually just gotten funding from the centers of disease control and prevention to continue evaluating the office a little bit about that.

>> I'm very excited about that.

Because I am prevention, keep it, people updated as what is going on in that evaluation.

We need so much of that, with the work we are doing.

Let's talk about the program and what do you actually do in your production bringing the bystander.

>> Well, just give a few examples an again, I think that David will talk in a little bit about how folks can get a hold of the work that we do, both articles that have been written about research we do and better look at curriculum.

But, I would like, as I said before, definitely founded on work by folks who really got this whole prevention started in the field.

Including the MVP program and Berkowitz, we try to draw from general prevention practices of active learning and single sex groups, that we have done for the next group.

Using community specifics.

A lot of what we do to tell stories that are very pertinent in our community.

>> and do you do it, by bringing in the bystander curriculum.

I am pleased to share this curriculum.

That will be available to all of the participants of this web conference and we just, there are a few pieces that they are asking for people to acknowledge use of, you know, sources, from the curriculum and also people that they cite in the curriculum and agree to be contacted on how they are visiting the curriculum.

At [preventconnect.org](http://preventconnect.org), there is a questionnaire that you can fill out and be able to download the curriculum and power point slides to help you do it.

What are the pieces of bringing in the bystander program? >> Again, the pieces of the program, we really try to go on the action set, what we know makes it more likely that people will step in.

So we do a lot of work around exploring with participants, ideas what a bystander is, to raise awareness about that.

Helping them identify risky situations.

Because, again, we know, as Karen was saying, getting people to understand that something maybe may not be going, something may be going on and pay attention to that kind of feeling in your gut that is telling you, maybe something isn't quite right here.

A lot of what we stress in the work that we do is helping people develop a range of intervention that will raise prevention.

People considering their own personal safety and safety around them.

When they are making decisions how to act.

Then, our program, also, includes a pledge to intervene with also, in a little bit, meant to kind of heighten people's sense of responsibility about engaging as active and responsible bystander.

That is kind of overall framework for what we are trying to do in either the sort of short or long version of the program.

And then, the next slide is just talking about more exercises.

>> Why don't you, without going through this in detail, and we just, speak clearly.

You go in and out of your phone.

Try to stay close to the speaker.

And, talk a little bit about what the small group exercise does as an example.

>> Sure, we do a lot of small group work as part of the workshop.

One example from early on in the program, ask people to really explore times that they have observed somewhat intervening and not intervening on behalf of someone else.

At times, intervene or not intervene.

We really keep it very broad at this particular point.

So it doesn't have to be specific to sexual violence but can just be about where they assist people in the community trying to help others or not trying to help others and how, what are some of the factors that may play into people's decision and the kinds of feelings that, all those things that play into that.

That is an example of the awareness building about what is the bystander.

>> You talk about this slide here.

>> This is a part that would put us in the middle of the program.

Gone, Karen talking, helping people's awareness by helping them see that there is really a continuum of behaviors that we are talking about.

So we are trying to heighten participants awareness of a full range of things that could be happening around them to try to get them to have a lower threshold of noticing these kind of things.

We have a number of activity that we do with participants built around getting them to see the scope of sexual violence with the scope of continuing on.

>> the exercise.

The empathy, describe that please.

>> We also know from the research that people are more likely to intervene to the extent that they see themselves as similar to the person who needs help.

To the person that they need to intervening on behalf of.

So, you do a empathy building exercise.

Again, the details will in the curriculum.

It is based around, again, ones that are common in the prevention field, having people write down an important to person, important place, those kinds of things and then gradually they have to get those things up.

Because of what happen, survivor assaulted by someone close to them or not by someone closes to them.

Social support and those bases go away in aftermath of the assault.

That kind of thing can put people in the position of someone who is a survivor to try to get that, to appreciate that point.

What you also see on the side is preview of, market, canteen, poster, that my colleagues have developed.

The time line for the campaign is, know your power, step in.

Speak up.

And this is what we call our empathy, seeing three different.

The survivor, being comforted and willing to come forward to a friend and say they have been assaulted.

And so kind of modeling that.

The latter part of the program then, really focuses on stepping in and taking action.

A piece of that is making explicit decision-making.

We also know that the decision to take action is not an easy one.

Karen already talked about it.

And then talk more about both the pros and cons of stepping in a particular situation.

And, I think the research is very clear that people do go through that weighing the pros and cons and what we try to do is give people the opportunity to think through some of the things before they get in the heat of the moment.

Before they get in that situation.

Because, time to go through that complicated decision.

If you haven't practiced it before, can be very difficult when you are there in the moment.

So we model for participant asking questions like, am I aware of the problem.

Do I recognize some of the needs.

It is part of the solution.

Also, asking very important things about how can I keep myself safe? What are my options? Are there others I can reach out to for health.

What are the benefits and cost and those kinds of things.

We work hard to get people to think through that.

And within the course of the workshop.

>> People are asking where they can get the posters.

>> In a minute, we'll show you all of the information.

>> I know.

I'm give ago preview for people.

So, here.

>> Thank you.

Excellent.

>> So the other thing that we do, again, because bystander safety is important to us, we also kind of give a little visual.

I can't say I came up with this.

I'm not a very good visual learner.

I do like this.

Helps people think about, again, because we are not trying to say there is one action that you should always take.

And learn how to do this.

You'll be fine.

We want people to have a broad base of tools an options.

As part of the decision-making, we want them to think about for any option, is it more or less safe for you? So we use this grid to show, to the extent that you have to intervene by yourself and versus the others, to the extent that you need to intervene in the moment, up close, versus on another time or more distant, by using the phone, that are talking to someone in the face.

That, that will lead you to be sort of in that upper less quadrant where things are least safe, when interviewing close up, interviewing alone, to options that are most safe, when interviewing the other.

Intervene at more of a distant.

So, again, trying to get people to think about, what is your tool kit and do you have things, obviously, sometimes, some of the situations you have a choice.

You are alone.

Have you to think if you are going to step in.

Try to model, kind of having a range of options there.

So that is what we get people to think through.

We, all of our participants lead with what we call the ABC of active bystanders intervention.

Very small.

Size of a business card but folds out.

This is the front of it.

Which is sort of a play on the ABCs but also on the Red Cross little card that they have with information.

For people who are trained as first responders.

And, what the, this includes for our community members, phone numbers, they have the crisis planner, those kind of things to remind people.

Also, inside, has that decision tree that I showed you earlier.

It has it right there to remind people of the decision process.

And also, puts some examples of things that they might do to intervene.

We did that, gave that to everyone as kind of a reminder, to kind of say, hmm? Keep thinks about this stuff.

Maybe it will help you.

Finally, we conclude our program with a bystander pledge.

And, this is where we actually ask participants to read through this.

And, to find it and take it with them and have someone else in the program witness it.

And, it is really designed to kind of up that level of self-responsibility.

One of the things that early research in the 60s and 70s, about bystanders protected, to the extent that people, the extent that people can, are asked to intervene, they are more likely to do so.

So we see this as away, we also will look around the room when we do the program.

Okay.

Consider all of the you, you should consider yourself to have to ask to intervene.

But this is another way of kind of making that little bit more -- saving it for people.

Particularly, there are some people who are on the task force talking how people have been hurt.

How people have been killed.

There are those kind of horrible stories of people who have chosen to intervene and then hurt themselves.

We certainly don't want to increase those kind of stories.

So we want to have people try to think about what is their safety? One of the things that our teachers finds, a lot of times people will go for it.

It seems they have to be the hero on the white house.

And that is the only thing that comes to mind.

So we work really hard to kind of help people beat it.

There can be less running into the middle of something which may actually help someone that may be able to keep them safe.

Obviously, it may not work in all situations.

It is also nice, community safety net, for bystander.

Trying to do something, not getting penalized by the rest of the community, by trying to do something, instead supported and helped in that.

That is kind of the bystander size.

The next side, last pieces of project gifted asking people to this practice, gear ye, specific skills.

Our program, builds on important work that Seth O'Brien is going to talk about.

MVP, with anyone beating classic scenarios, Karen, I think, had some of those.

Scenarios, practice there.

We also ask people to develop their own personal scenarios so that we know that everyone is having a different such unity.

In our campus, there are some people who don't go to the fraternity parties and others do.

They need to think about, where is you most likely to find yourself as a bystander and think through what that situation might look like.

And what the different options are for what you can do.

This personal standards, based on some of the work that Dr.

Katz and Jeff O'Brien and others are doing, using those scenarios and practice those skills.

So sorry, in a was such a lot discussion talking at you.

To give you a view of the program.

>> All right.

There has been a fabulous discussion about looking at some of the questions around the area and thinking about strategies particularly long throughout ages.

One that people talked about, not about individuals but how we shift some of the social Norms and community dynamic.

I think that is what is exciting, what is going on in university of New Hampshire, you are not just working on the individual skills.

But also working on a social monitoring campaign.

>> It was my colleagues.

They have been doing research on it as well, five or six years.

Web sites here, this is another one of the posters, that where there is physical violence.

You'll notice that the posters are, they are UNH students.

Unfortunately, they look like UNH. We get comments, social marketing campaign, these are not the faces and images that would work for any chance of community and we understand that.

But, we are unfortunately not a very diverse campus, so, we have had tried to do the work.

My colleagues have worked with focus groups of students.

Students who volunteered to be photographed for the different posters.

There are four in this series.

My colleagues developed another set of four.

Including one with other types of violence.

That will be coming out later this fall.

Stay tuned.

The web site.

A lot of information about they are doing.

It is a great conversation piece.

Posters on campus already.

One of the things we are hoping to do now that we have gotten this federal Grant is, actually be able to give these posters.

People at UNH will be getting the message hopefully, stay tuned.

>> Some one of the early evaluation of this showing some shifts around knowledge, right? >> Right.

>> social marketing.

>> It has been doing surveys of the community to show changes in community as a result of exposure which is really neat.

We are running out of time.

>> All right.

He are some more -- Not only posters but the ubiquitous water bottle and key chain and other materials.

>> Yes, one of the other things my colleague has developed, jump drive.

When they put it in, before putting files on it, they get prevention message on computer screen.

They are giving market research with that.

I'll just conclude by saying, again, I think the real contribution of our works here in addition to my colleagues work on the social marketing campaign -- It is really our evaluation.

I'm a research geek in my life.

What I get excited about, research on this.

We done focus group.

Experiment with design.

With 400 college students.

We've done pre-poster days with student leader groups.

With athletes.

With first year students.

All of which show significant changes.

Not only on attitude but particularly the large experiment that we did with actual behavior overtime with participants more likely to say that they would actually engage in particular bystanders behaviors over a two month period.

Again, we are going to be doing more of that.

And social marketing campaign has also had some good success.

Also started looking at what some of what people are talking about since the backlash effect.

Looking at, do participants get worse as a result of being in our program? We are just starting to do some of those now.

Particularly for the longer program.

We see very little of that.

Almost none of it for the long program.

A little bit more mix.

Only about 90 minutes with people.

We find that encouraging as well on the bystander approach.

>> Several people are asking, can they get the research? If you go to [preventconnect.org](http://preventconnect.org), we do list some of the most recent studies.

If you are unable to get the academic journal copies, this information on how to, how to contact the national sexual violence resource center and request copies.

So, they have articles an several articles that are, have been accepted and not been published yet.

But they will be soon and prevent connect ListServ, we will certainly be letting people know.

I am going to certainly, you saw a lot of changes and the changes last over time and they work for both men and women.

And, running through this to move on.

Also, looking at survivors and working on changing attitudes.

That is promising.

What I would like to do, high light another program.

Come back to the questions and answers and Vickie will be able to join in then.

Thank you, Vickie, very much for sharing about bringing in the bystander.

And yes, the results will be available on preventconnect.

I do talk to people.

These are really exciting pieces.

So I would like to move over to Jeff O'Brien from M-VP.

He is the national director for mentors in violence prevention.

Welcome today.

I'm really glad that you were able to join us, Jeff.

>> Thank you, David.

Hello to everybody.

I would like to say the same.

It is certainly a pleasure to be here.

Participate in this discussion with everybody.

I see some familiar names on the scroll.

So hello to all of you that I know.

I haven't seen many of you personally in a while.

I look forward to chatting.

Just getting started for those who are not familiar with MVP.

I want to make sure that everybody is aware of what it is.

MVP has created a leadership program that focuses on preventing men's violence against women in all of the forms.

We would like to make sure that, you know, we, we focus on leadership concept.

All of those things that we do.

We'll talk more about that as we get into this.

And as we look at some of the history, I want to give a little bit of background, the program was created in 1993 by Jackson KATZ.

Some of you may know Jackson.

Jackson was a graduate student at Harvard University in the grad school of education.

With a researcher by the name of Ronald Slaby.

Taking a course called, violence in America course.

Some of the early research that he was doing looked at aggressors, victims and bystanders in violent situations.

And Jackson was really enamored by this philosophy and approach and talked a lot with the doctor early on about it.

Then, took that idea and concept to Northeastern University in an organization called the center for the study of sport and society.

With this idea of utilizing this type of concept, specifically, geared towards bystanders, to try to prevent men's violence against women in all of the forms.

So that was the initial general of the program if you will.

I think it is always interesting, from the very beginning, and still to this day, people, when they hear that we have athletes as trainers, a as method of diversion, people look at us a little funny.

I want to pose the question to the group.

Some of you may know this answer.

If you could, just on the chat line, why do you think that it was when we first started the program, the initial training focus was training male college student athletes.

What do you think was going on there? >> I'll give you a second to respond.

>> I see things like generally considered leaders.

Recognize leaders, potential leaders.

Offering power.

That is an interesting one.

Leader, mentors for how, should be in quotes.

Entitlement and aggression, they are God.

>> So there is, there is a theory of responses and for us, the main thing was, that in our culture, we have a -- we place disproportion emphasis on value and athletics.

In our view, fairly negative way.

What we feel we can do, use the evil power for good if we will.

We also recognize given the social status, that they were afforded, male college student athletes, if we can train them, properly train them, that they could help refrain some of the mainstream from understanding with masculinity for younger boys, so the goal is training the male college student athletes to go work with high school boys and talk with them about what it means to be a man, the relationships with other people, not just with women, but other people in general.

And how they could reframe that in a positive and healthy construct as opposed to some of the more damaging ones that we see in the mainstream.

So it was really their role model status that was the influence for us.

The other thing, that you see on here is, very quickly, we realize, if we are going to deal with this problem, we can't just have one segment of one population working on it.

In 1995, female component of the program was added and that was the beginning of men and women with an MVP working together.

On this issue.

So, you know, for us, we initially trained former female athletes now working with younger women and as we have grown, since that time, now we have a wide variety of both folks who are trainers and folks who are being trained and both single and gender format.

We will talk a little bit more about that.

I wanted to make sure that we gave a little bit of background as we jump into this.

So, I wanted to include a picture of our training group for this year.

He is our national trainers and I always think about, once again, with the whole athlete connection and why we focus on athletes, one is because of the disproportionate focus we have, but two is also, because of our organization believes that sport can really be a vehicle with unique power to create social change.

So you understand, there is power or something in a culture.

How can you use it to benefit other people? So, what we try to do is have a diverse group of men and women training with folks all across the country.

So that gives you an idea, some of our smiling faces for the year.

If you look at who are some of the folks we work with over the course of year, the reason I wanted to include this, this shows some of the stone of what we do, given Jackson's work, a lot of times, folks will assume that we work only with man or that we only work with military or only work with sport organizations and then we do quite a bit of work with all of those groups.

So I just want to make sure that people are aware of how we tried to apply the bystander approach and how it is really working across the populations.

So some of them, gives you a fee, in here, this is both men and women and boys and girls.

Certainly is within college and professional sports.

Over the years we worked it over 150 campuses and athletic departments, worked with over 125 high schools around the country.

And delivered over 85 train and trainer programs.

So, you know, as we think about some of the different groups we work with, we want to make sure that people are aware of that.

And one of the things we really enjoy is doing the trainer programs with adults.

Because then, obviously, you can maximize your impact.

As you try to spread the messages within a given community.

>> Absolutely training the trainers, the way that we move forward, so, can you describe Jeff, a little bit about how you can -- who you are working with, how you do the work.

>> Yeah, absolutely.

So, if you look at the main goals of the program, and as we talked about, I mentioned training the trainer, we have two main training formats.

One type of a training is just a general awareness raising in training and another is type of training is a train the trainers more extensive program that you can imagine.

And as a lot of it depends on the group we are working with.

We work with professional sports.

As you can probably imagine, they're not going to give us three As to do a train the trainers.

Give us 90 minutes to do awareness raising.

Expect love dust to be sprinkle around the room.

But, those are basic formats.

As you see on here, these four main goal, the first one, no matter what group we are working with, we want to raise people's awareness.

One of the things that is important for us, is to move beyond the high profile, more sensationalized cases like Laci Petersen case or O.J. Simpson or the case with the marine recently here last spring.

Or with whistle, in the Boston area.

We want to get beyond those high profiles, sensationalize characteristics.

And focus on every day acts.

Things that are happening to people in their midst and try to get them to understand that this happens in their midst every day.

And then, the second thing is to challenge people's thinking.

We always like to refer to it as creating healthy tension.

We love that whole concept of going in there and challenging people but doing it in away that people don't shut down or become defensive.

So, creating that tension, part of that is, our understanding, our belief is, that we live in a society now that has underpinnings of racism, sexism, classism, heterosexism and etc., and that there are Norms that come from the belief.

If we, if we think about that, those beliefs, what people might be walking in the room with, we need to challenge some of that thinking and challenge those assumptions in a positive way.

We generally can do that through opening dialogue.

Not by telling them that they are wrong but by asking them questions.

It is pretty neat that way it works out.

Somebody might say something, somebody might say, sadly this happens often, they'll say, well, some women just like to get hit.

So, we, we have any number of responses to that.

Some of which could be, you know, attacking right back at them.

Or others, if this is what someone believes, where did you learn that? Ask other people, do people agree? Other people agree that some women like to get hit? Still have a discussion on that.

Even though they make a problematic statement.

Then sum it up in the end.

It is tricky, we found it to be effective.

They also, we find that by doing that, you are validating people's thoughts and feelings and you can respectfully challenge because the other option would be to attack right at them.

Tell them how wrong they are.

And then shut that person down who really needs to hear from you the most.

So lastly, with this opening dialogue, transitioning to inspiring leadership is providing new messages for young people.

So often, we find when we talk to them, that they are confused and they understand the things that they are not supposed to do.

What they tell us, they get a lot of, don't messages.

Don't do this.

Don't do that.

Don't get in trouble.

All of the other things.

Where are the do messages? This is what you should do.

Do this.

Do that.

Conversations about dos as opposed to don'ts.

As I mentioned at the begin, at the core, MVP is about leadership.

So for us, it is all about empowering people.

Motivating them.

Doing some skill building which we'll talk about later.

And at the end of the day, you know, making sure that we are communicating with all that we are talking, with the bystanders.

These are leadership issues.

They are inherently leadership issues and we'll challenge people, with healthy tension that we talk about.

By asking them questions, do you have the courage to do what is right when the time comes? And then, just letting them talk about it.

Or, you know, if you believe that there is a problem, with men's violence against women, why is it that so many people, both men and women, are silent in the face of it? Just asking questions like that, that go to challenging them and inspiring, hopefully.

And one of the last activities that we do in closing a program is we, we have the folks in a group go around and talk about how they are going to utilize their leadership and the skills they learned in the training to impact themselves and their peer group walking away.

Then quickly, as you see on the pages, two pictures there.

One on the top is one of our adult training groups.

This was in Boston as well.

Where we do activity, it is called, agree to disagree on shore.

I'm sure many people do something similar to this.

I want to give you a sample of this, the way to open dialogue and challenge people in away that doesn't make them defensive.

One of the things, by physically moving people around, can do wonder force the dynamic and energy in a room.

So you can ask questions in a standing setting, in a room like that, that sometimes don't go well in a traditional classroom format or even in a large circle.

Then, in the ground, the bottom photo there, you see three participants from a trainer program.

Who, what they are doing is implementation planning, for how they are going to utilize the curriculum in the setting when they leave the training.

Just wanted to point those pictures out to you.

What you are looking at.

So with that being said, we want to move to the next piece here and talk a little bit about bystanders in general since, that is the focus primarily the call, and try to do something that will add to what has been said earlier without repeating too much.

I talked about earlier, Dr. Ronald Slaby by his influence on Jackson in the early creation of MVP.

And, basically, what the doctor had, was habits of thought model, Jackson adapted to what we call MVP, a train of thought model that speaks specifically to bystanders.

I'll talk about that in a little bit once we get to the curriculum.

I know, some people think about SLABY.

If people are interested in about his research, what he has written, google his name with aggressors, bystanders and victims and his publications will pop up.

That will be more effective way to see some of that.

You see out here, the point about critical mass.

And then, it is, this is important to us as we conceptualize a bystander approach and how to be proactive.

When you think about critical mass, at least for us, take a group of a hundred people, we say, and then take a cross section of them and take ten of them.

Ten people out of the group of a hundred.

Our thoughts when we think about, bystander approach and the success, it is going to be that in every group, out of those ten, you will have two or three folks who as soon as we walk out of the room and say, we need help.

We need people to step up and be bystanders.

They say, where can we sign? They'll be all over it.

Just like you have those two who are all over it.

Opposite end of the spectrum, at least we believe, you have 2-3 people who no matter what you say, will not do anything.

They are not convinced either they don't think it is an issue.

They are not, they are too self-focused and they are not going to step out there for somebody else.

You are not going to reach that.

So we feel those are a given.

Those 2-3, either end of the spectrum.

Also, good news, that leaves 4-6 people who are on the fence.

They are in the middle.

They are trying to figure out what they are trying to do.

They are more sheik than anything else.

Following the popular crowd, what they think is more normal.

What we find, if we can somehow challenge, motivate, inspire that group on the fence to try to get them to come to the good side, if you will, we can do creative paradigm shift and might change some Norms around bystander model behavior and get people to think differently about their role.

We talk about critical mass, that is some of the things we are thinking about.

And then, you know, as we have been on the call, we talked a lot about bystander intervention and the way bystanders can be proactive.

I think it is important, also, to think about, okay, do bystanders really even have power in the situations? I would like to give people an opportunity to respond to that.

And another text chat.

And respond to, what do you think? Do you think that bystanders have power? >> They write in about, do they have power? I hear, absolutely.

Yes, yes, yes, yes.

Absolutely again.

And, awesome, yeses.

Even yes.

One depends on the situation.

Yes in numbers.

We got to see, a strong consensus.

>> and as you can probably imagine, depending on the group you work with, you will have a wide range of folks who will respond to that question.

Respond to it in a wide range of ways.

For us, we always like to make sure, and as we start talking with a group about their potential as a leader, and as an empowered bystander to do something, but first of all, even think, do they have power? One of the analogies we always use, that we find, to be particularly effective and giving people to focus on that visually, is a high school fight.

So, if you can, think back to high school, for some of us, that may be further back than others.

Take back to high school.

And think about two boys squaring off in the high school hallway.

What happens to them? Squaring off, what happens? Generally, there is a group of people that gathers around.

What is the group, yelling.

You know, they are yelling, fight, fight, fight.

Probably some other colorful terms.

And you think about these, dynamic.

Group around the outside, these two boys on the inside and let's say I'm one of those boys and I don't really want to be there.

So what realistic social chance do I have of saying, you know what? I have math class coming up here in a couple of minutes.

I can't be late.

Let's pick this up later.

Is that realistic? You know.

Really.

That is socially, not realistic.

Because we know what will happen socially to me if I try to do that.

And, basically, I'm stuck in that situation.

And I think about those people on the outside.

Think about the influence that they have on my behavior, on the other person's behavior.

And how they really serve to escalate that situation.

Usually, people, that is a good visual for young people in particular, to see, oh, wow, yeah, that would be the case.

Then, transition that to a similar situation where one of the friends will say, my friend came in and grabbed me and said, hey, Jeff, it is not worth it.

Not worth it.

You will get kicked off.

Kicked out of school, whatever the case may be.

Not worth it.

He pulls me away.

Think about how likely it would be that might squash that situation if you will.

Right on the spot.

And now, I know, you know, any number of things can happen.

Overwhelmingly, somebody steps in, overwhelmingly, it generally does.

Stops the situation.

Almost instantly.

Think about why.

You know, think about why.

One of the reasons why is because that bystander who intervened took the pressure, the social pressure off the person who was in the situation.

So even if I, I didn't want to be in that situation, now, my friend helped me to get out of it.

So, when you think about those type of dynamics, you want to make sure that people are aware there is inherent power, negatively and positively influence these situations.

You have to use your mind.

The whole idea of being superman and wonderwoman is not healthy and certainly not safe.

If you use thinking options, you can make a difference.

So for us, the last piece you see on here, yeah, why, why would we focus on bystanders? And I think that you have heard a lot of that already.

With some of the theoretical approaches.

And I'll just add one little piece to that still.

When we look at it from an M-VP perspective, there is also the social and philosophical perspective on why.

And, one of the reasons why is, looking at western philosophical thought, this whole idea in concept of rugged individualism, it really teaches people, pull yourself up by your boot straps.

That type of thing.

Plays well into somebody taking care of it themselves.

How well does that play as it relates to taking care of a community and taking care of other people.

And we really look at this notion of rugged individualism as helping socialize our populists into inaction and indifference.

As a result, what we end up needing is to teach our folks, our people, all of us, feel as a bystander.

How do we teach these skill as a bystander? And, the last thing I will say about that is, understanding that when we teach those skills, this dynamic is inherently gender.

You know, how men and women approach this.

How men and women are proactive bystanders because it is different because of gender.

So, you know, for a man, oftentimes, there is physical aspect to it.

There is a violent aspect to it.

Not as a bystander but the threat of violence or physical interaction.

We'll talk more about that in a minute.

Obviously, tons more to say about these dynamics as we get -- >> People are having that conversation in this text chat.

Also, with that -- >> I might have to, too.

>> Let's talk a little bit about third party involved.

Just refer to this third party involvement in violent crime study.

>> Yeah, so aside from the social and philosophical pieces there, I wanted to include this.

This is the most recent survey that they have done and obviously it is not that recent at this point.

A special report.

But look at third parties, what we are considering bystanders an violent crime in this country, in this six year period, two-thirds of the time, you had a bystander present when a violent crime was committed.

What the victims told officials was that, if the bystanders acted, they overwhelmingly helped.

Unfortunately, overwhelmingly, they didn't act.

Once again, when we talk about, why do we need to focus on bystanders? Why do we need to teach bystander skills? Because, we don't have them.

We are socializing in the other direction.

Overwhelmingly.

So, you know, once we got this quick slide, that focus on that.

Talk about your educational philosophy.

After you talked a lot about this, the permit is interesting to think about it.

>> I'll be brief, David.

Since I addressed this a little bit already.

I feel the learning pyramid was a good explanation of how to approach this.

Some of the things we like to make sure that we are doing, is asking instead of telling.

One of our, our Cardinal rules is, as a facilitators, if you can ask a question, get the information, don't tell the information.

So, you know, don't get caught up in hearing yourself speak.

Make sure you are asking the question to get somebody else to speak.

And when we think about these, these programs, this discussion base, highly interactive, focusing on challenging and teaching each other all the way through.

And then, when you see this learning pyramid visual, basically what we are trying to do, is keep ourselves in the bottom half of that pyramid at all times.

With our educational philosophy.

So, the whole idea of the learning pyramid is trying to stay in the lower half of that pyramid to maximize retention and hopefully, if the retention rate is high, participants will actually use the information in their real lives.

You know, which would be, an amazing concept.

You know, actually using the information in their real lives.

That is what we want it them to do.

Not tell us the right answers in the training room, but have an experience that will lead them to use the information when they really need it in a very difficult social situation.

Make no mistake about it.

These are difficult situations for people socially.

>> You focus a lot, Jeff, on leadership.

Let's talk briefly about the leadership approach.

>> Right.

Thank you, David.

When we look at leadership, in our philosophy, I want to make a couple of points.

I'll be brief with each of these.

The first one, we feel is so important is answering the why.

Karen and Vickie, both talked about in their own way.

But we feel we have to help individuals, both females and males answer the question of why.

Why should I act? Why should I care? Why should I be involved? I know most of you, educators in the fall, it doesn't really surprise you of, that they would be so selfish.

That is the world we live in.

Part of our job and our challenge, we feel is to help them answer that question and we do that in a number of different ways.

One of which is continuing to reframe the discussion.

Reframing in leadership and reframing in responsibility.

Both personal, professional.

University.

Responsibility.

And then, also, personalize the issues as much as we can.

But the next one is creating the safe space.

If they don't feel comfortable to have the conversation, they are not going to engage us in any type of learning.

For us, no discussion about who is a perpetrator and who is a victim or survivor.

It is really focused on creating the healthy tension.

That is safe to allow them to talk.

And then, as I mentioned earlier, we have a mix of mixed and single gender formats to allow that to happen.

Then, humor.

I mean, I may not be the funniest of our trainers but gee, you have to be able to intersperse some appropriate humor into the situation.

Now, some people may say, what on Earth can be funny about any of this? Not that the topics are funny but a matter of trying to insert appropriate humor by different times to make sure that you are maximizing learning.

So that it goes into that.

The whole idea creating safe space.

And then, especially with men's group, just ensuring that any humor does not cross the line to polluting or minimizing the behavior which, you know, we try to work really hard to make sure that doesn't happen.

And, what we always refer to as remedial education, just on a very basic level, get an idea of -- or get people to understand that you need to care about other people as well.

And part of this remedial empathy is caring about other people.

Also, how do these issues, inherently impact you? If you are a woman or a man living in the culture, doesn't matter if it is happening to you.

These issues are impacting in one way or another.

Trying to find your best strategies to get to that.

We try, as trainers try to role model healthy behaviors an healthy approaches the best we can.

And then, the skill building will talk about, as we move forward.

>> Once again, as usual, on slide 5, you have some of your tools in your playbook.

We have a look at information, with a link on the web site.

>> Great.

So the next slide you see is copy of one of the playbooks.

The playbooks, key teaching tool.

Within the playbooks and just to take a step back, you are wondering why we use the term "playbook." It goes back to origin in the sports culture and use as a lot of sport analogy to communicate common messages in violence against women field.

We try to use the playbook discussions for, to create context for the discussions.

So, I'll talk in a minute about what I mean about by that.

Another part for answering the why for our group, if you don't provide the appropriate con tech, they are not going to understand why they should get involved.

Within these playbooks, we have versions, as you can see, the board here, for all of the groups.

Everybody I mention, both adult educators and adult groups in general, military groups, athletic groups, high school groups, middle school groups we have curriculum and playbooks for each of the populations as we work with.

Scenarios that are relative for them.

Each of them, as I mentioned, a series of social scenarios that depict all of the participants as bystanders, witnessing their peers, either about something to happen, something has happened in some way, shape or form.

Because, you know, the bystanders spectrum goes, violence or abuse, up to the abuse or after.

We try to talk about the whole range to help you identify something before it happens.

So, we'll talk to you a little bit more on the next slide about that.

What we put in here was an example of one.

My screen, it looks blurry.

Probably is on yours, too.

It is basically, this is a scenario from my male college student Alt light playbook.

It is a scenario that deals with the issue of battering and abusive relationship.

So, when I talked about providing con tech for the way that this would generally work, have them read the scenario, also ask them to do it.

We ask somebody, can somebody read the scenario, they would read it.

Somebody else read the train of thought.

This train of thought, this is the piece that Jackson adapted from Dr. SLABY's model.

Where the habits from SLABY spoke to the mental prophecies of aggressors, victims and bystanders.

Our train of thought, focuses specifically on the bystander.

So, for all of the participants in a room, it is them.

This is what is going on in their mind.

We asked them if it is realistic.

We use this as a springboard to talk about the dynamics of battering in this case.

We be able to talk about power and control and about manipulation.

Have a brain storming informative discussion around, for the men who hit women, why do they do it? We also have a discussion for women who stay in a relationship, why would they stay? A lot of times people would say, gee, you know, doesn't that borderline on victim blaming? Why go down that road? What we want to do is prepare these folks as bystander force all of the number of things that can happen.

And one thing that we hear, quite often, is that a young person will intervene on a, at a party on a Friday night.

Maybe when they see this happening.

Then, on Monday, they see that couple together again.

And then they become very confused as a bystander and feel like, I was pointing us.

Why did I put myself on the line if "she was going to go back to him." We give this an opportunity to talk about some of the dynamics that are inherent in abusive relationships so they have a broader understanding and hopefully being able to be a more informed bystander and understand.

The other thing we talk about, violence and abuse as a choice within the dynamic.

So, just to give you an idea, that is the context building.

And then what we try to do is try to transfer after the context building into a discussion on what could they do in this situation? Some of the questions we like to ask, because we know that people are thinking them, okay, in a situation like this, why would somebody not intervene here? What would be barriers, to prevent somebody from doing something like this? Give them opportunities, even talk about what are some of the challenges? We get to talk about the status impact of bystanders.

You know, so this is college student athletes.

If I'm a first year student athlete, and this is a senior, who is my teammate doing this, what is the likelihood that I will feel confident to step up directly to him? So given that, and whatever options are available to having discussions around that, that type of thing.

>> Jeff, we are getting, we are running out of time.

I want to give people, any chance for questions to be able to do that.

>> Sure.

>> We have done some of the evaluation.

We have links to the evaluation.

High school and college-aged, male and female student athlete, and what it has shown, both an increase in some of the knowledge, positive knowledge, increasing knowledge, to behaviors and also really strengthening with bystander action with self-efficacy.

I'll give Jeff a comment.

If they want the question, go ahead and raise the hand.

I see that we have one person that is raising their hand.

Kathleen hodge.

If you can open up her phone, and she can be able to pose her question.

If anyone has a question, raise your hand or put it into the text chat and, for our panelists to answer.

Jeff, you want to say anything last about the evaluation other than my quick summary.

>> No, I thought that was fine.

Good.

Thank you, David.

>> Kathleen's phone off? I'm open? >> Yes, Kathleen's line is now open.

>> Hi, Kathleen.

>> Are you there, Kathleen? >> Yes, I'm here.

>> Okay.

You have a question? >> Hello.

Yes, I'm here.

My question was actually answered a couple of minutes ago.

So thank you very much.

>> Oh, well, how is that for efficiency.

Okay.

How about Steven.

Steven, I will mispronounce your last name.

Steven MONTAGNA.

>> Good enough.

>> Okay.

Thank you, Steven.

>> Thank you.

Yes, I'm from Madison, Wisconsin.

First of all, thank you for putting this program together.

I just wanted to get a little more, regarding MVP and programming, whether or not, you do or not with coaches.

One of my troubled spots, when dealing with athletic population, is that particularly with athletes, and also with the military, these are two areas, which are so steep in a tradition of using it to motivate men, these are environments to motivate men.

Have you to motivate them to run faster.

Motivate them to be part of the cohesive military unit.

They are so steep in that sort of process that it is not even a question for these guys of being bystanders.

They are really exclusively entangled within that and violence against women as victims on a certain level.

It sounds some of the programming does touch upon training, these guys get in touch with that.

How has that affected me.

I wonder what you are doing to sort of, talk down, if you will, programming with the coaches on the field with these guys.

In order to motivate a player, what is the different way of going about it? Besides putting him down and disrespecting and basically, you know, using language that is re-inference this that women are less than men? >> Jeff, you want to talk about that, briefly? >> Yeah, absolutely.

>> Operator, if you can open up Maria ward's line, while he is responding.

>> It is the great question, Steven.

Thanks for that.

One of the things we have been able to do, every time we can't to work with an athletic department at a school, their general interests is us working with the student athletes but we insist on a session, a training session for coaches and the senior administrative staff as well.

>> Excellent.

>> Because, in it, once again, you know, with the love dust analogy again, we don't kid ourselves, that having one 90-minute training with the coaches that they are cured from all of the things you talked about.

But we challenge them, and, in a fun way, let me say.

And we have the opportunity to make sure that they understand what they should be doing as leaders as well.

>> Jeff, you also, you have any version of MVP for adults in the community? >> Yes, we do.

>> Okay.

Great.

Maria, are you -- >> Maria is not on line yet.

Maria can you please press star zero to locate your line.

>> So I want to just, we are running out of time and -- >> Here we go.

One second.

>> Welcome Maria.

>> Live in conference.

>> Hi, how are you? >> Doing fine.

Just a couple of minutes.

>> yeah, sure.

I would like to know if you go outside of CALCASA and to other stations to train people? Train the trainers? >> It is not CALCASA that does MVP.

That is mentors, Jeff O'Brien with mentors of violence.

>> Jeff, do you go outside the 50 states? >> Yes.

>> Okay.

Thank you, very much.

>> Okay, great.

What I would like to do, thank everyone today.

I would like to thank Jeff and Vickie and Karen for joining us today.

We have a lot of resources.

There is a lot of discussion.

Excellent discussion in the text chat.

I know that a lot of the work, intervening for podcast shortly.

Want to be able to highlight getting that information.

I am going to put up evaluation.

Also we'll send you an email with the evaluation.

You can either do the evaluation -- whoops.

Wrong piece.

We will put the evaluation up.

So you can be able to fill out our evaluation.

I do encourage you to join us in the future at prevention connection web conference.

So that you should see on your screen, you also get this email link once we conclude the web conference.

Thank you, Karen.

And Vickie.

And Jeff.

And thank all of you for participating.

We will have a copy of the slides and all of the materials available on our web conference.

So, I appreciate it.

So any last comments anyone wants to make? >> This is Karen.

I think they NSCRV has a whole section on bystander resources at [WWW.NSCR.V.org](http://WWW.NSCR.V.org).

>> We will do it.

The text chat will be available.

We'll make a copy for everyone.

Getting a copy.

Excellent sharing of resources.

Thank you.

I always have tremendous respect for the prevention connection audience for the thoughtfulness and the work you do.

And we look forward to hearing from all of you as we are working to prevent violence against women.

So thanks to all of the speakers and thanks to all of the presenters.

Speakers, please stay is on the line.

The rest of you, this will conclude your audio portion of the web conference.  
Thank you very much.