Speak Up, Get Help
Just Act

Bystander Education 101

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Learning Outcomes

- History at NIU (SAEM)
- Research
- Current and Future Initiatives
- Participation - Scenarios
Three Main Areas

- Nationwide prevention and intervention
- Legislative efforts
- Provision of resources

- Campaign to stem societal violence
- Focus on peace and safety
- Elementary through postsecondary
June 2012 – Dr. Kelly Wesener Michael convened working committee of SAEM staff

Charge: Develop a Division-based BIE initiative

Intended outcomes:
- Relate initiatives to Northern Pact
- Campus-wide involvement and impact

Oversight: Dr. Katrina Meyer Caldwell
- Chaired by Donna Schoenfeld
Results

- Northern Pact 2012-2013
  - A supportive bystander takes action to protect the rights of others.
- Speak Up, Get Help, JUST ACT.

In a DISCIPLINED community, students accept their obligations to self and others
http://www.values.com/inspirational-stories-tv-spots/112-Purse
What is a Bystander?

- Bystander
  - Is a part of a situation by chance.
  - They may be a witness to something, and they may or may not act.
Bystander Effect

- Phenomenon in which someone is less likely to intervene in a problem situation when others are present.

- People act
  - 80% of the time when alone
  - 20% of the time when others are present

Don’t wait for someone else to act; it’s your responsibility.
Bystander’s sense of responsibility to help decreases as the number of witnesses increase.

People assume somebody will do or already has done something.
Why is it important?
How do we decide whether it makes sense to say or do something?
- Why is it difficult to intervene?
When and how do we intervene?

Don’t underestimate the positive impact you can have on a situation.
Primary Prevention
Proactive/Prosocial
Goal: Teach the determinants and skills of prosocial behaviors
Public Health Approach

- Universal strategy that targets the entire population.

- Prevention must go beyond changing individuals to changing the system that creates and maintains inappropriate behavior.

- Educational initiative designed to promote positive norms, behaviors, basic patterns of social interaction, values, and customs.

- Anyone/everyone can intervene in some capacity across a variety of campus topics.
Primary Prevention (through a social marketing campaign augmented by student trainings)

Proactive/Prosocial (educational workshops focusing on education, motivation, and skill-building)

Goals:
- Increase awareness and understanding of the problem
- Increase feelings of responsibility to solve the problem
- Teach the determinants and skills of prosocial behaviors
- Increase commitment to act
- Empower people to act (individually and collectively)

Outcome: NIU is a “Disciplined Community” (2012-2013)
Roots in sexual violence prevention education ‘failures’
- Victim-centered (self defense)
- Perpetrator-centered (teach not to sexually violate)
Banyard, Moyhihan, and Plante (2004), Banyard (2009) (UNH) developed bystander intervention education program for sexual violence using a community of responsibility model

- **Method:** 90 minute interactive trainings with small groups of students;
- **Assessment:** several types of previously developed pre and post-tests;
- **Results:** new situational norms for intervention were created; role models of helping behaviors became more visible;
- **Conclusion:** by fostering a sense of caring and community, campus cultures can be transformed to become safer and healthier
Potter (2012) used a multimedia social marketing campaign to increase bystander behavior

- **Method:** Saturated campus with print media
- **Assessment:** Pre-Post-tests on Pre-contemplation, Contemplation, and Action in terms of readiness to change [and intervene]
- **Results:** Reported attitude changes and actual steps to reduce sexual and relationship violence and stalking.
- **Conclusion:** Social marketing is a cost-effective, population-based, evidence-based method for prevention messages highlighting positive behavioral norms.
UNH: Social Marketing Campaign

It's not your fault.

I believe you. He raped you, it happens to guys too.

Last night, I didn't want to have sex, but he forced me to... He raped me.

Support a friend. Your support encourages survivors of violence to heal.

www.Know-Your-Power.org

Know Your Power
Step In, Speak Up
You Can Make A Difference
Educational, skill-development workshops for students

Social marketing campaign

Assessment
  - Banyard’s assessment tools for Bystander Efficacy, Willingness to Help
  - Focus groups
  - Blog content analysis on Bystander website
  - Community Readiness to change regarding Interpersonal Violence
NIU Social Marketing Campaign

SPEAK UP
In a disciplined community, students accept their obligations.

SEE OR HEAR
something that might be a problem?

say something

Northern Illinois University
Division of Student Affairs & Development Management

GET HELP
Don’t underestimate
that in every situation you can have a positive impact.

SPEAK UP GET HELP JUST ACT.

Northern Illinois University
Division of Student Affairs & Development Management
Social Marketing

 Goal: to influence social behaviors and not to the benefit of the marketer
 Public health model: to move along a continuum of health-positive behaviors
 Based on a variety of health promotion theories
 Elements of social marketing:
  • Product
  • Price
  • Place
  • Promotion
Social Marketing Campaign

- N. Pact Poster
  - Disciplined community
- August/September
  - Speak Up
- October/November
  - Get Help
- January/February
  - JUST ACT
- March/April
  - Speak Up, Get Help, JUST ACT
Awareness Test

http://www.youtube.com/watch?v=Ahg6qcg oay4
Steps to Intervention

- Notice the event.
- Consider whether the situation demands your action.
- Decide if you have a responsibility to act.
- Choose what form of assistance to use.
- Understand how to implement the choice safely.
Types of Interventions

- Say something to a friend
- Interrupt the situation
- Comment on a facebook status
- Distract from the situation
- Redirect
- Tell a CA or Hall Director
- Call the police
- Tell someone of authority
What are we trying to address?

- Weapons
- Physical Violence
- Internet Harassment/Cyber Bullying
- Interpersonal violence
- Hazing
- High-risk drinking
- Sexual Assault
- Bias incidents
- Etc., not content-specific
What would you do?

http://youtu.be/LiFAd4YdQks
There are clues that something may be getting out of hand, before violence occurs.

Intervening before imminent harm can reduce likelihood of violence.

Intervene early and often.
Future Endeavors

- Continue workshop requests via student group requests
- Reached out to:
  - Office of Student Engagement & Experiential Learning
  - First-year Experience (UNIV classes)
  - Student Association and Greek Community
  - Intercollegiate Athletics
  - Student employment employers
  - Faculty through University Council
Scenarios: Practice

- Watch the students play out the following scenarios.
- Stop them when you would intervene and share how you would intervene.
Q & A

- Staff and student facilitators wanted:
  - Contact Andrea Drott adrott@niu.edu
References


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