Bystander Intervention on Campus: Interpersonal Violence/Sexual Assault

Presented August 26, 2015

sherry.hamby@sewanee.edu or lifepaths@sewanee.edu
Victoria.banyard@unh.edu R.eckstein@unh.edu
Previous Research

- Violence prevention increasingly targets bystanders.
- Research lags behind prevention programs.
- Bystander findings across victimization subfields are “siloed”
The Current Study

Our approach: The Juvenile Victimization Questionnaire (JVQ)

- Incident-specific
- Integrating subfields
- Bystander presence, actions, and safety
Participants

• Residents of rural Appalachia \((n = 1703)\)
• 11 to 70 years old
• 78% White
• 83% recruited and surveyed at community events
• 63% female, 35% male
• 35% were below the poverty line
• 34% on public assistance
**Questionnaire**

- Demographics
- Current mental health score
- *From the adapted JVQ:*
  - 10 victimization screener questions (physical, sexual, psychological)
  - Follow-up questions: bystander presence, bystander action, bystander safety

**Procedure**

- 1-hour survey administered on a laptop or tablet.
- $30 Wal-Mart gift card given to each participant.
Rates of Victimization

<table>
<thead>
<tr>
<th>Type of victimization</th>
<th>Percent of sample reporting victimization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault by non-related peer</td>
<td></td>
</tr>
<tr>
<td>Assault by youth relative</td>
<td></td>
</tr>
<tr>
<td>Physical intimidation by peer</td>
<td></td>
</tr>
<tr>
<td>Relational aggression by peer</td>
<td></td>
</tr>
<tr>
<td>Social discrediting by peer</td>
<td></td>
</tr>
<tr>
<td>Social exclusion by peer</td>
<td></td>
</tr>
<tr>
<td>Physical assault by any adult</td>
<td></td>
</tr>
<tr>
<td>Physical assault by caregiver</td>
<td></td>
</tr>
<tr>
<td>Emotional abuse by caregiver</td>
<td></td>
</tr>
<tr>
<td>Sexual assault by anyone</td>
<td></td>
</tr>
</tbody>
</table>
Rates of Bystander Presence

Percent of victims reporting bystander presence

Type of victimization

- Assault by non-related peer
- Assault by youth relative
- Physical intimidation by peer
- Relational aggression by peer
- Social discrediting by peer
- Social exclusion by peer
- Physical assault by any adult
- Physical assault by caregiver
- Emotional abuse by caregiver
- Sexual assault by anyone
Rates of Bystander Actions

- Percent with no impact
- Percent who helped
- Percent who helped and harmed
- Percent who harmed

<table>
<thead>
<tr>
<th>Type of Victimization</th>
<th>Percent of Bystanders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault by non-related peer</td>
<td>100%</td>
</tr>
<tr>
<td>Assault by youth relative</td>
<td>90%</td>
</tr>
<tr>
<td>Physical intimidation by peer</td>
<td>80%</td>
</tr>
<tr>
<td>Relational aggression by peer</td>
<td>70%</td>
</tr>
<tr>
<td>Social discounting by peer</td>
<td>60%</td>
</tr>
<tr>
<td>Social exclusion by peer</td>
<td>50%</td>
</tr>
<tr>
<td>Physical assault by any adult</td>
<td>40%</td>
</tr>
<tr>
<td>Physical assault by caregiver</td>
<td>30%</td>
</tr>
<tr>
<td>Emotional abuse by caregiver</td>
<td>20%</td>
</tr>
<tr>
<td>Sexual assault by anyone</td>
<td>10%</td>
</tr>
</tbody>
</table>
Bystander Safety:
Rates of Harm or Threat

<table>
<thead>
<tr>
<th>Type of victimization</th>
<th>Percent bystanders hurt or threatened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault by non-related peer</td>
<td>8%</td>
</tr>
<tr>
<td>Assault by youth relative</td>
<td>6%</td>
</tr>
<tr>
<td>Physical intimidation by peer</td>
<td>8%</td>
</tr>
<tr>
<td>Relational aggression by peer</td>
<td>10%</td>
</tr>
<tr>
<td>Social crediting by peer</td>
<td>12%</td>
</tr>
<tr>
<td>Social exclusion by peer</td>
<td>14%</td>
</tr>
<tr>
<td>Physical assault by any adult</td>
<td>16%</td>
</tr>
<tr>
<td>Physical assault by caregiver</td>
<td>20%</td>
</tr>
<tr>
<td>Emotional abuse by caregiver</td>
<td>18%</td>
</tr>
<tr>
<td>Sexual assault by anyone</td>
<td>20%</td>
</tr>
</tbody>
</table>
Bystander Presence Not Associated with Victim Current Mental Health

<table>
<thead>
<tr>
<th>Bystander Present</th>
<th>Bystander Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Victim Current Mental Health Score (10 to 40)</td>
<td></td>
</tr>
</tbody>
</table>

- Assault by non-related peers
- Physical intimidation by peers
- Relational aggression by peers
- Social discrediting by peers
- Social exclusion by peers
- Physical assault by any adult
- Emotional abuse by caregiver
Bystander Help Associations with Victim Current Mental Health

Mean victim current mental health score (10 to 40)

- Assault by non-related peers *
- Physical intimidation by peers **
- Relational aggression by peers **
- Social discrediting by peers *
- Social exclusion by peers
- Physical assault by any adult *
- Emotional abuse by caregiver
Bystander Safety Associations with Current Victim Mental Health

Mean victim current mental health score (10 to 40)

- Assault by non-related peer **
- Physical intimidation by peer *
- Relational aggression by peer
- Social discrediting by peer
- Social exclusion by peer *
- Physical assault by any adult
- Emotional abuse by caregiver *

Bystander Safety

Bystander harmed or threatened

Bystander safe
Key Findings

• Bystanders present for the majority of incidents of each victimization type except sexual assault.
• More bystanders help than harm, but many do neither.
• Bystanders hurt or threatened in up to 1 in 6 victimizations.
• Helpful bystander actions are associated with better current victim mental health.
• Bystander safety is associated with better current victim mental health.
Implications for Prevention

- Bystanders have the potential for a positive impact, but there is substantial room for improvement.
- Prevention programs targeting bystanders should emphasize how to stay safe while intervening.

Photo Credit: Lauren McGaughy, AP
Future Research Questions

• Why do so many bystanders have no impact on the situation?
• How can bystanders help victims, yet stay safe?
• How are different bystander behaviors effective in helping victims?

Photo Credit: Elizabeth Hope Thompson
Understanding a range of bystander roles

• Defender
• Supporter
• Witness
• Dissenters
• Spokesperson
• Situations and action choices
When Can I help? (McMahon & Banyard, 2011)

<table>
<thead>
<tr>
<th>Reactive Bystander Opportunities</th>
<th>Primary Prevention (before the assault)</th>
<th>Secondary Prevention (during the assault)</th>
<th>Tertiary Prevention (after the assault)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low risk</td>
<td>High risk</td>
<td></td>
</tr>
<tr>
<td>• Friends make a sexist joke or use sexist language to describe women and girls</td>
<td>• A friend is bringing an intoxicated woman to his room</td>
<td>• Witnessing a group rape</td>
<td></td>
</tr>
<tr>
<td>• Activities or rituals are held where women’s bodies are ranked or rated</td>
<td>• A friend says he plans to intoxicate a woman to have sex</td>
<td>• Hearing cries for help or distress</td>
<td></td>
</tr>
<tr>
<td>• Pornographic or sexualizing posters of women and girls are displayed</td>
<td>• A woman is being harassed by a group of men</td>
<td>• Walking in on a situation where an individual appears to be either physically forced or verbally coerced into sex</td>
<td></td>
</tr>
<tr>
<td>• Friends make rape or abuse jokes</td>
<td>• A woman who is passed out on a couch is being approached or touched by a man</td>
<td>• Directly observing an intoxicated victim being sexually assaulted by a perpetrator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proactive Bystander Opportunities</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Taking a course on gender-based violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Joining a peer education group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participating in Take Back the Night</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Volunteering at a local sexual assault organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arranging an educational program on sexual assault for a dorm or student organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Changing student organizational policies to address sexual assault</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Nomological network of bystander opportunities for the prevention of sexual violence.
Variety of bystander intervention opportunities

Close up
Least safe
Most safe
Distant
Alone
With others
Expanding our ideas of bystanders

• Diffusion of Innovation theory
  – Early adopters
  – Peer norm setters
• Community leaders
  – Resource gatekeepers
  – Policymakers
• Capable guardians
  – Bartenders
  – Teachers
  – Spiritual leaders
How do we promote positive bystander actions?
Empathy

Notice event + need for help

Assume responsibility

Pros and cons including safety

Perceived efficacy

Skill set + experience

Choose from options

Provide help

Social Norms

Adapted from Latane and Darley and Dovidio.
Examples from Bringing in the Bystander™

• Social marketing campaign (Potter & Stapleton)

• In-person educational workshop (Moynihan, Eckstein, Banyard)

© University of New Hampshire
AWARENESS/KNOWLEDGE:

“I didn’t know if it was like my place. Like I didn’t know what the procedure was in a situation like that”

• Need to notice risk factors
• Need to define the situation as a problem
• Build awareness that bystanders can help: help prevent and help reduce negative consequences for victims.
• Build community norms that support helping and stepping in
• Extend community helping norms to SV and IPV
“All of the sudden I could hear like yelling. Like severe yelling and then I heard like hysterical crying so I came out of my dorm room”

“it didn’t seem like an, of course anything can always escalate, but it didn’t seem like it was too heated, it was just a verbal disagreement”
Increasing awareness Social Marketing Campaigns
RESPONSIBILITY

“I kinda have just a really strong trust with the majority of my friends and I also don’t want them to be harmed so I would put myself out there for a friend…”

• Perceptions of the victim
  – Victim empathy
  – In-group versus out-group status

• Social norms
  – Against sexual violence
  – In favor of intervention

• Characteristics of the situation
  – Diffusion of responsibility
“Cause she was just like ‘I’m fine’ and that’s all she said. But she really didn’t make eye-contact, so I felt really uncomfortable. I was just really concerned that there was something going on. It was just my automatic response that she might need help”

“I did it just because if I was in that situation, or if one of my friends was, I would want someone to tell me”

“I kinda have just a really strong trust with the majority of my friends and I also don’t want them to be harmed so I would put myself out there for a friend…”

“I stepped in partially because we were losing her as a friend. And she’s been my friend for a long time so it was more like I had to step in or she was gonna get lost in the shuffle and sort of disappear from us”
Responsibility

Bystander Pledge
I pledge to

- Express my outrage about rape and all forms of sexual violence.
- Talk to other community members about sexual violence.
- Interrupt sexist jokes that objectify women and girls.
- Seek information about why sexual violence is so prevalent in our society and how I can help prevent it.
- Change anything I may be doing that contributes to sexual violence.
- Support and encourage men and women to take responsibility for ending sexual violence.
- Listen to my friends’ and partners’ fears and concerns for safety.
- Pay attention to cries for help and take action.
- Challenge images of violence against women in advertising and entertainment.
- Support women and men working together to end sexual violence.
- Nurture myself and be aware of my personal safety.
- Believe and support women, children, and men who have experienced any form of sexual violence.

_____________________________
Name and Date

_____________________________
Witness and Date
PROS/CONS/PERSONAL SAFETY

• Weigh pros and cons
• Barriers
• Beliefs about outcomes
“they’re almost afraid like ‘Okay, well we can’t really help this kid because we’re drinking too so we’re all gonna get screwed”

“the feeling of being judged, you know like, ‘oh you would so do that.. like teacher’s pet’ or something like that. You know like judgment from other classmate”

“I do feel a little more… Due to my experiences, I do feel like I’m a little more easily swayed to help a situation… I do feel more comfortable intervening after four years of being here”
Item 1: Person who was harming got mad or upset at me.

Item 2: The action harmed my friendship with the person who was harming.

Item 3: Person who was harming thanked me for stepping in.

Item 4: Person who was harming was relieved or felt better.

Item 5: Person who was harming indicated I was helpful.

Item 6: Person who was harming told me to mind my own business.
Item 1: Person I tried to help got mad or upset at me.

Item 2: The action harmed my friendship with the person I tried to help.

Item 3: Person I tried to help thanked me for stepping in.

Item 4: Person I tried to help was relieved or felt better.

Item 5: Person I tried to help indicated I was helpful.

Item 6: Person I tried to help told me to mind my own business.
Item 1: Stopped the incident
Item 2: Person I tried to help was safe
Item 3: Person who was harming was safe because of my actions.

Item 8: People praised me
Item 9: A friendship was strengthened
Item 14: People said positive things about me to others

Item 18: I was interviewed as a witness

Frequency (%) of Other Outcomes

- Positive
Item 4: Person I tried to help got in trouble because of my actions.

Item 5: Person who was harming got in trouble because of my actions.

Item 6: What I did made things worse.

Item 7: What I did stopped the incident, but I learned things got bad later.

Item 10: I saw negative posts on social media about what I did.

Item 12: I was harassed because of what I did.

Item 13: People said negative things about me to others because of what I did.

Item 15: I was physically hurt because of what I did.

Item 16: I was threatened physically because of what I did.

Item 17: I was threatened verbally because of what I did.

Item 19: I got in trouble as a result of my action (e.g., charged with underage drinking).

Item 20: My involvement ended up costing me a lot of time (e.g., time it took to intervene, being interviewed, talking with friends about what I did).
CONFIDENCE AND SKILLS FOR ACTION

• Increase confidence/ efficacy
• Need specific skill building experiences
• Need role models (POLS research)
• Need range of options (MVP program)
"I believe you"

"It’s not your fault"

"I’m here for you"

"How can I help?"

"You don’t deserve this"
SCENARIO THREE:

You are walking down the hall to catch the elevator to go to your room. When you pass a dorm room on the first floor you hear a man and a woman yelling at each other. The man is calling the woman a “slut” and other names.

Pros and cons of each option:

Nothing. It is none of my business.
Go to my room and come down in an hour to see if they are still “going at it.”
Go get my RA and discuss it with her/him.
Call 911.
Your own idea:______________________________

What do you do? How do you stay safe?
# Bystander Safety

<table>
<thead>
<tr>
<th>NUMBERS TO CALL</th>
<th>The ABCs of Intervention “Active Bystanders Care”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency or Police</td>
<td>Assess for safety.</td>
</tr>
<tr>
<td>911</td>
<td>Be with others.</td>
</tr>
<tr>
<td>Sexual Harassment and Rape Prevention Program</td>
<td>Care for victim.</td>
</tr>
<tr>
<td>862-SAFE (7233) (SHARPP)</td>
<td></td>
</tr>
<tr>
<td>New Hampshire Statewide Toll Free Hotlines</td>
<td></td>
</tr>
<tr>
<td>1-866-644-3574 (Domestic Violence)</td>
<td></td>
</tr>
<tr>
<td>1-800-277-5570 (Sexual Assault)</td>
<td></td>
</tr>
<tr>
<td>For more information about Bringing in the Bystander contact</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.unh.edu/preventioninnovations">www.unh.edu/preventioninnovations</a></td>
<td>Bringing In the Bystander™</td>
</tr>
<tr>
<td><a href="mailto:prevention.innovations@unh.edu">prevention.innovations@unh.edu</a></td>
<td>A Prevention Workshop for Establishing a Community of</td>
</tr>
<tr>
<td></td>
<td>Responsibility ©</td>
</tr>
<tr>
<td></td>
<td>Plante, Banyard, Moynihan, Eckstein</td>
</tr>
</tbody>
</table>

## 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?
- Are resources available (people, phone, information)?
- ACT

## HOW TO INTERVENE SAFELY
- Call police or someone else in authority.
- Tell another person. Being with others is a good idea when a situation looks dangerous.
- Yell for help.
- Ask a friend in a potentially dangerous situation if he/she wants to leave and then make sure that he/she gets home safely.
- Ask a victim if he/she is okay. Provide options and a listening ear.
- Call the local crisis center for support and options.
- See telephone numbers on the back of this card.
Complexities

• Different types of helping

• Who is helped?
  – Friends versus strangers
  – Victims versus perpetrators

• Consequences for bystanders

• Gender (topic for another day)
Next Steps for Theory: Action Coils

- **Feedback loops/spirals instead of linear steps**
  - Helping friends is not one time event
  - Consequences matter
    - Retaliation against victims, bystanders
    - Learning via experience over time

- **Context matters**
  - Consider position of bystander in community
  - Collective efficacy and trust in authorities
  - Leadership attitudes
  - Amnesty policies; alcohol policies/availability
  - Need to change wider setting not just individual curricula:
    Shifting Boundaries is a good example.
Decision Making  Complexity Components  Event  Outcomes

What is the evidence that this works?
Experimental Evaluations

Part of this project was supported by Grant No. 2202-WG-BX-0009 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Dept. of Justice. Points of view in this presentation are those of the authors and do not necessarily represent the official position or policies of the U.S. Dept. of Justice.

Centers for Disease Control and Prevention by grant number 5 R01 CE001388-02 (PI: Banyard). The content is solely the responsibility of the authors and does not necessarily represent the official views of the Centers for Disease Control and Prevention.


Extending primary prevention on two campuses (N=948)

Efficacy

RTE: Responsibility

Intent to help friend

Research was supported by the Centers for Disease Control and Prevention by grant 5 R01 CE001388-02 (PI: Banyard). The content is solely the responsibility of the authors and does not necessarily represent the official views of the CDC.
Evaluating Complexity

• What happens when we translate to another community?

• Individual level moderators of outcome
  – Readiness to engage
  – Opportunity
  – Gender

• How do prevention tools work together?
  – SMC and in person program
Next questions

• Developmental sequencing
• How connect bystander intervention to a multi-pronged community approach?
• What are the essential elements?
• What is a sufficient dose?
• How do we reach our audience?
• Tailor for target audience and translation.
• Connections and collaborations
Layers of Prevention: Across College

Parent intervention, alcohol (Testa); online education

Before Campus

First Year

Second year

3rd year

Seniors

Friendship and community building; healthy relat. (consent; Friends Believe Friends)

Dating violence, Sexual violence; bystander education

Bystander support

Bystander support, mentoring;

Carrying lessons into broader community

Layers of Prevention: Across College
Layers of Prevention:
Across The Lifespan


<table>
<thead>
<tr>
<th>Layer</th>
<th>Early childhood</th>
<th>Elementary</th>
<th>Middle/High</th>
<th>College</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurturing Environment: Parent/child relationships. Prevent child abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social skills, gender beliefs, empathy, respect, self esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dating violence attitudes, relationship skills, self esteem, substance use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bystander, mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bystander, substance use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go big or go home.
Make a Bigger Prevention Strategic Plan

• Go beyond individual change to community level changes. Casey and Lindhorst (2009)

• Changes in context make a difference
  – impact of school level interventions in a middle school Taylor, Stein et al (2012)
  – Collective Efficacy
  – Alcohol Policy and Violence (Lippy & DeGue, 2015)
Where We Are

- Variety of audiences reached
  - Campus
  - Incoming students
  - Athletes
  - Greek members
  - Student leaders
  - Middle and high schools
  - Community
    - Safe Bars
    - Stop It Now!
• Variety of prevention methods
  – SMC
  – Theater
  – Online
  – Educational workshops
  – Parent based
  – Social media and apps (Circle of 6)
Promise and Challenges
Observations From The Field

• Bystander training is best when it is proactive; not reactive

• Should be: planned, ongoing implementation

• Has become increasingly challenging in university environments: (i.e. disciplinary concerns; Title IX requirements)
**Practice Moving Faster Than Research**

- The success of bystander strategies have been well-publicized.

- Good news and bad news for the field

- Implementation and adaptation occurring without attention to the empirical research
Community-specific Programming

• Important to avoid “programming in a box”

• Certain tenants of bystander programming are universal

• Others are individual and community specific

• The need for informed adaptations (…as a community changes, so must the strategies…)}
Community-specific Programming

- Understanding community norms
- Buy-in from community stakeholders and perceived leaders
- The potential of needs assessments and focus grouping (i.e. international students)
- Site-specific evaluation; Ongoing collaboration
A Case Example

- Need for high school programming
- Programming occurring without evaluation
- “Can we use Bringing in the Bystander with high school students?”
- Adapting Bringing in the Bystander for younger participants
A Case Example

• Three year project

• Curriculum writing

• Student focus groups

• Teacher focus groups
A Case Example

• Random Assignment & Pre-test Post-test model
• Mixed methods design
• Curriculum re-writes based on initial findings
• Second round of evaluation
• Constantly learning valuable information about high school students and their specific programming needs
Acknowledgements

• Life Paths Team
  – John Grych
    • Marquette University
  – Marcela Weber

• PIRC team
  – Mary Moynihan
  – Alison Cares
    • Assumption College

Funding for research reported in the webinar was provided in part by the John Templeton Foundation and the Centers for Disease Control. Views expressed are those of the authors and not those of the funding agencies.