

## Why Do Students Act the Way They Do?

**Alan Berkowitz**  
**Peru State College**  
**April 16, 2013**

## What is the greatest asset of Peru State Students?

Their values and ideals  
Most students care and want to do what is right  
Most students are uncomfortable with health-risk behaviors and social injustice

## Questions

- Do I feel supported by my friends to make decisions that are healthy for myself and respectful of others?
- How often do I feel pressured to make decisions that are not healthy for myself or others?
- Do I do something when I see someone else behaving in ways that are unhealthy and/or disrespectful?
- Do I have accurate information about what other students believe and do?

## What do we know about college students?

### Data on Students at 4-year private colleges

**What percent of students at private 4 year colleges would place themselves in the top ten percent of their peers for the following characteristics?**

## Understanding of Others

- 0-25%
- 26-50%
- 50-75%
- 76-100%

Answer: 68%

**Believe that it is essential to help others in difficulty**

- 0-25%
- 26-50%
- 50-75%
- 76-100%

Answer: 70%

**Able to see the world from someone else's perspective**

- 0-25%
- 26-50%
- 50-75%
- 76-100%

Answer: 66%

**What percent of First Year Students performed volunteer work in high school?**

- 0-25%
- 26-50%
- 50-75%
- 76-100%

Answer: 90%

**Conclusion  
Most College Students Are:**

- Idealistic
- Care about others
- Want to do the "right thing"
- Help to make the world a better place

*These are the necessary qualities for creating a healthy community at Peru State*

**In general did you over-estimate or under-estimate?**

- Most students under-estimate positive behavior
- Most students over-estimate problem behavior
- Problem behavior is more visible
- We don't usually know how others' think and feel

**What does the media say about college students?**

- The unhealthy extreme gets the attention
- Problem behavior of college students is over-reported in relation to other age groups
- one study documented that nearly 7 out of 10 California news stories (68%) on violence involved youth, whereas youth made up only 14.1% of total violent crime arrests
- Among 9,678 network and local TV stories analyzed, researchers found only nine instances of teens being praised for their involvement in community service or humanitarian work.

### Social Norms

- “Social norms” refer to the acceptability of an action or belief
- Are unspoken rules about what is “normal” for that group or setting
- Perceptions of social norms predict what people say and do

**Most of you want to do the “right thing” but don’t always realize that others will agree with and support you**

### “Pluralistic Ignorance”

**When the majority incorrectly thinks that it is a minority**

### Perceptions influence behavior and keep us from being true to ourselves

- Students drink more when they think others drink more (than they do)
- Students are more sexually active when they think other students are more sexually active (than they are)
- Students are less likely to express discomfort when they feel others’ aren’t bothered
- Perceptions are the strongest influence on behavior

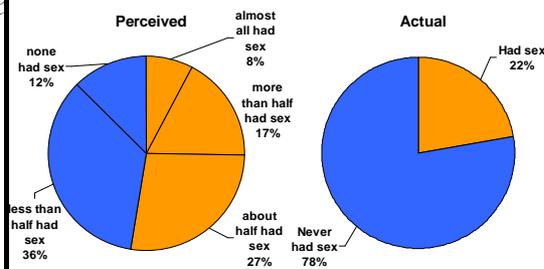
**Can you remember when you were in eighth grade?**

**Two examples**

### Girls perceived v. actual intercourse

By the end of the eighth grade, how many girls do you think have had sexual intercourse?

Have you ever had sexual intercourse (had sex, made love, gone all the way)?



8<sup>th</sup> grade girls, surveyed June 2002 by PPNYC

### **Middle School Students and “Sexting”**

- 47% of students said that “most students” would forward a “sext” message
- In fact, only 4% said that they would actually forward a “sext” message
- What is the effect of this misperception?

### **Bystanders can make a difference**

- A bystander is someone who “stands by” and does not do anything when they notice a problematic situation or behavior even though they may find the behavior to be problematic.
- For almost all health and social justice problems there are bystanders
- Bystanders have the ability to create an inhospitable climate for risk behaviors and their perpetrators and to intervene to prevent harm

**Think of a time when you  
were a bystander and  
wanted to intervene but  
didn’t while at Peru State?**

### **Stages of Bystander Behavior**

- Notice the event
- Interpret it as a problem
- Feel responsible for dealing with it
- Have the necessary skills to act

### **Reasons for Bystander Behavior**

- Assume that it isn’t a problem because others don’t intervene (social influence)
- Fear of embarrassment (audience inhibition)
- Assume that someone else will do something (diffusion of responsibility)
- Believe that others’ aren’t bothered (social norms)
- Fear of retaliation or negative outcomes

**The presence of other’s can  
serve to inhibit or support the  
desire to intervene**

### Social Norms and Bystander Behavior: Underlying Beliefs

- **Pluralistic Ignorance:** the incorrect belief that one's private attitudes, judgments or behavior are different from others
- **False Consensus:** the incorrect belief that one represents the majority when one is actually a minority

### Misperceptions that Foster Bystander Behavior

- Individuals are bothered by problem behaviors but underestimate other's discomfort with them and desire to have someone intervene
- Intervention is more likely when others are perceived as willing to intervene
- Problem individuals use the misperception to justify their behavior

## Part 2

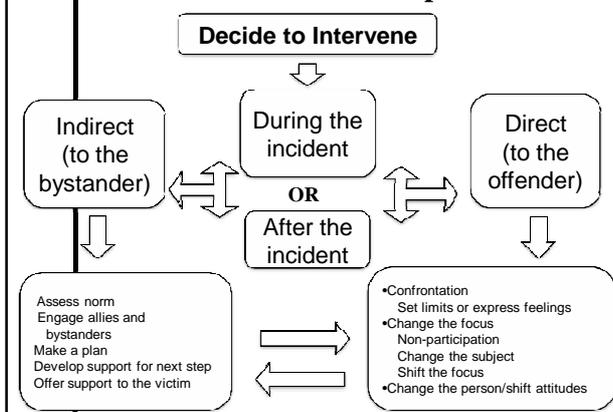
### Skills to Intervene in Problem Behaviors

### Intervention Options

- Direct versus Indirect: Talk to the person directly or to the others who are present
- On the spot or later: Do something right away or wait
- Types of interventions
  - Confront the person/impose consequences, express feelings
  - Shift the focus (change the situation)
  - Shift the person (change the person)

*Goal: To have more options for responding and feel better about your response*

### Positive Intervention Options



### Answers?

- Do I feel supported by my friends to make decisions that are healthy for myself and respectful of others?
- How often do I feel pressured to make decisions that are not healthy for myself or others?
- Do I do something when I see someone else behaving in ways that are unhealthy and/or disrespectful?
- Do I have accurate information about what other students believe and do?

### Remember

- Most students want to do the right thing
- You are not alone
- You can be the person that you want to be and others will like you
- Make sure that you have accurate information about your peers
- Do something when you see others in a potentially problematic situation

### Citation Information

The material in this presentation is from my book, "RESPONSE ABILITY: The Complete Guide to Bystander Behavior" available from [www.lulu.com](http://www.lulu.com)

**Thank you for your  
willingness to lead by  
expressing values in action**

### Contact Information

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## **Strategies for Responding to Unwanted Remarks and Behaviors**

**Alan Berkowitz**  
**Peru State College**  
**April 16, 2013**

## **Part One**

### **Review of Theory and Research on Bystander Behavior**

### **Key Points**

- Bystanders are in a position to intervene to prevent unwanted behaviors and shift the climate that permits them
- Individuals can be taught to overcome their inhibitions to intervene and learn skills to do so effectively
- Most people underestimate the willingness of their peers to “be part of the solution”

**Think of a time when you were a bystander and wanted to intervene but didn't while at Peru State**

### **Levels of Bystander Behavior**

- To an individual
- To a group
- To a system or institution

### **Stages of Bystander Behavior**

- Notice the event
- Interpret it as a problem
- Feel responsible for dealing with it
- Have the necessary skills to act

## Reasons for Bystander Behavior

- Assume that it isn't a problem because others don't intervene (social influence)
- Fear of embarrassment (audience inhibition)
- Assume that someone else will do something (diffusion of responsibility)
- Believe that others' aren't bothered (social norms)
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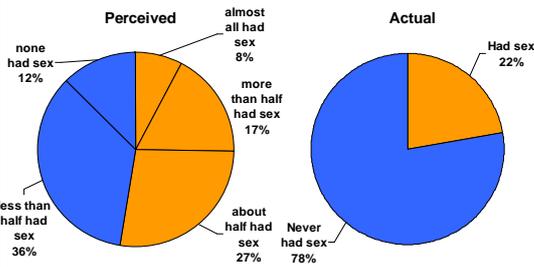
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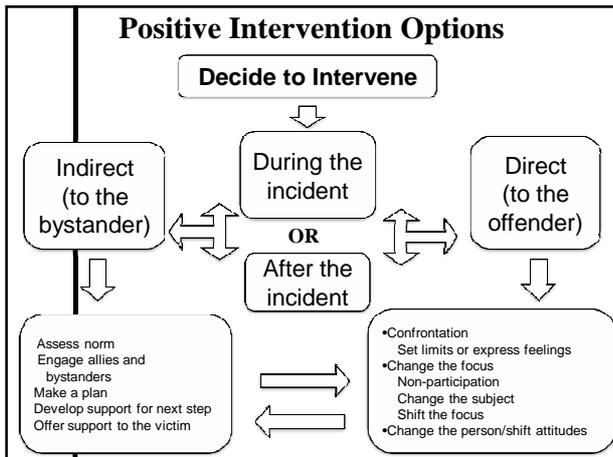
## Part 2

## Strategies for Responding to Unwelcome Remarks

## Intervention Options

- Direct versus Indirect: Talk to the person directly or to the others who are present
- On the spot or later: Do something right away or wait
- Types of interventions
  - Confront the person/impose consequences, express feelings
  - Shift the focus (change the situation)
  - Shift the person (change the person)

Goal: To have more options for responding and feel better about your response



### Ingredients for a Successful Intervention

- There is a context or relationship that allows you to intervene
- You see something you feel needs to be addressed
- You are involved in the situation in some way
- You are willing to bring about change

### Different Situations May Require a Different Type of Intervention

- With peers
- With subordinates
- With superiors
- On or off campus
- Student or staff/faculty

*Intervention is situation-specific*

### Confrontation

Make it clear that certain behaviors and remarks are not appropriate and will not be tolerated

and/or

Forcefully tell the other person how you feel about their actions

### Shifting the Focus (Changing the Situation)

- Non-participation
- Deflection (change the subject)
- Shift the focus (address the underlying assumption)

### Options for Intervening with Superiors and Others

- Enabling, colluding, joining (encourages the behavior)
- Non-participation- avoid the subject/incident or ignore
- Respond to the remark gently and indirectly by "shifting the focus"
- Talk to someone else about the situation

## Changing the Person ("Shifting Attitudes")

- Is non-confrontational
- Uses "open conversation"
- Helps the person understand *why* the behavior is problematic
- Fosters deeper change

(www.ncbi.org)

"As a student leader,  
"I don't always realize that  
others are also  
bothered when I am.  
I realize as a leader I need  
to step up and do something  
about the situation,  
even if it is uncomfortable."

You have the power  
to make a difference.  
Speak up. Say Something.

The best time to talk to someone  
who you are concerned about is when:

- you feel comfortable and private
- you're likely not to be disturbed
- you have time to talk things through
- when neither of you have been drinking or using drugs

TRUTH

NSU Bystander Survey (Spring 2004) of 286 NSU students.  
For more information, call 526-3454.

NSU  
Social Norms  
Bystander  
Campaign

Student Leader  
Skills Training

Poster Campaign

## Most NSU students wish something would be done to reduce problems caused by alcohol.

**76%** wish that something would be done when someone's drinking prevents them from enjoying events and activities.

**80%** of on-campus students wish that something would be done when someone's drinking interrupts their studying.

**83%** of on-campus students wish that something would be done when someone's drinking messes up the common areas of their living space.

**76%** of on-campus students wish that something would be done when someone's drinking makes them feel unsafe.

NSU

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## Changing Campus Culture – Promoting Behavioral Health and Social Justice

Alan Berkowitz  
Peru State College  
April 16, 2013

## What is the greatest asset of Peru State Students & Staff?

Their values and ideals  
Most students and staff care and want to do what is right  
Most students and staff are uncomfortable with health-risk behaviors and social injustice

## Questions for Students

- Do I feel supported by my friends to make decisions that are healthy for myself and respectful of others?
- How often do I feel pressured to make decisions that are not healthy for myself or others?
- Do I do something when I see someone else behaving in ways that are unhealthy and/or disrespectful?
- Do I have accurate information about what other students believe and do?

## Key Points

- Inaccurate perceptions of norms foster unhealthy behavior
- Individuals can be taught to overcome their inhibitions to intervene and learn skills to do so effectively
- Most students underestimate the willingness of their peers to “be part of the solution”

## Social Norms

- “Social norms” refer to the acceptability of an action or belief
- Are unspoken rules about what is “normal” for that group or setting
- Perceptions of social norms predict what people say and do

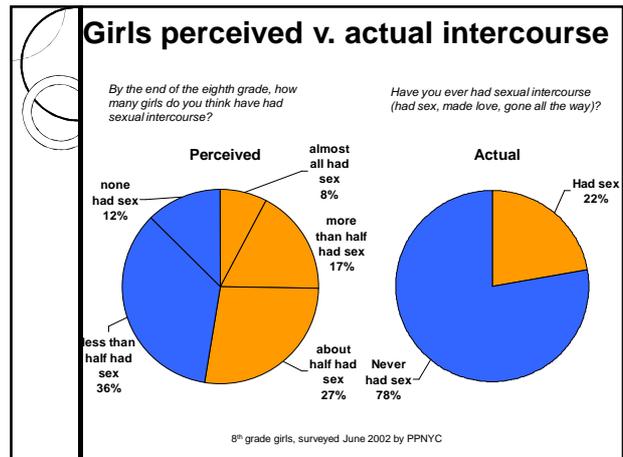
## Misperceptions Influence Behavior

- Male and female students over-estimate others' negative behaviors and under-estimate positive behaviors.
- Female and male students under-estimate others' willingness to intervene, discomfort with risk behaviors, sympathy for victims, respect for someone who intervenes, etc.
- Do you use language that reinforces or corrects the misperception?
- Research has documented that misperceptions are the strongest of multiple influences on young adult behavior

### College Men's Attitudes about Rape Florida State University

	% who disagree	
	Actual Norm (Self)	Perceived Norm (Most guys)
It is only women who dress suggestively that are raped	79%	44%
If a woman is willing to go home with a man consent to have sex is implied	73%	35%
A lot of women lead a guy on and then cry rape	61%	45%

Florida State University Sexual Violence Prevention Survey



- ### Beliefs Underlying Social Norms
- **Pluralistic Ignorance:** the incorrect belief that one's private attitudes, judgments or behavior are different from others
  - **False Consensus:** the incorrect belief that one represents the majority when one is actually a minority

- ### Social Norms and Leadership
- Faculty, staff and student leaders underestimate others' discomfort and desire to have them intervene
  - Faculty, staff and student leaders are often "carriers of the misperception" and thereby contribute to the problems they are responsible for solving
  - Faculty, staff, and student can serve to inhibit and reduce problems and their causes

- ### Bystanders can make a difference
- A bystander is someone who "stands by" and does not do anything when they notice a problematic situation or behavior even though they may find the behavior to be problematic.
  - For almost all health and social justice problems there are bystanders
  - Bystanders have the ability to create an inhospitable climate for risk behaviors and their perpetrators and to intervene to prevent harm

**Think of a time when you were a bystander and wanted to intervene but didn't while at Peru State?**

## Stages of Bystander Behavior

- Notice the event
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**The presence of other's can serve to inhibit or support the desire to intervene**

## Misperceptions that Foster Bystander Behavior

- Individuals are bothered by problem behaviors but underestimate other's discomfort with them and desire to have someone intervene
- Intervention is more likely when others are perceived as willing to intervene
- Problem individuals use the misperception to justify their behavior

## Conclusion

Underestimating other's concern results in less chance of intervening on the part of bystanders  
(*pluralistic ignorance*)

Overestimating other's comfort with problem behavior results in more chance of perpetrating  
(*false consensus*)

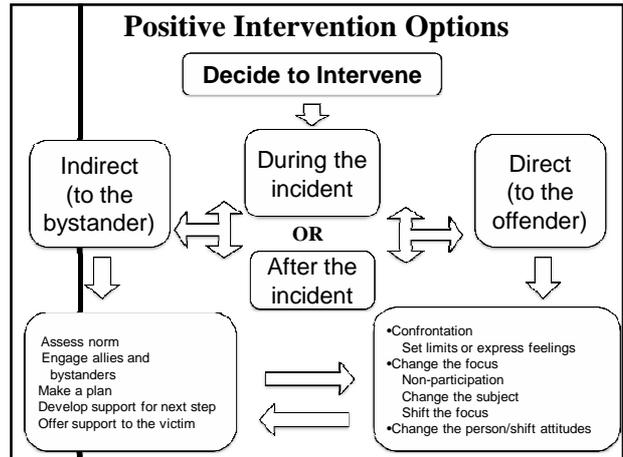
## Part 2

## Skills to Intervene in Problem Behaviors

### Intervention Options

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*Goal: To have more options for responding and feel better about your response*



## Social Norms and Bystander Intervention Campaigns and Workshops



**98% UofA students stop the first time their partner says no.**

**Without consent, it isn't sex**

OASIS CENTER  
OF SEXUAL ASSAULT AND  
RELATIONSHIP VIOLENCE

Research Survey 2010, random classroom survey, N= 456  
Project funded by Violence Against Women Office, US Department of Justice

**4 Out of 5 Gateway Guys Really Don't Want To Hear Trash Talk About Girls.**

Here's what they do about it:

- TELL THEM TO STOP
- LEAVE THE CONVERSATION
- CHANGE THE SUBJECT
- WARN THEIR FRIENDS ABOUT THE PERSON
- WARN THE PERSON BEING TALKED ABOUT

**YOUR SURVEY. YOUR RESULTS.**

This campaign is a collaboration between Gateway High School students and the Southern Illinois University Carbondale (SIUC) Center for Gender Studies. Project funded in part by a grant awarded to the SIUC Center for the Student Well-Being Community Research Program by the SIUC and the SIUC Center for Gender Studies.

### A Model Rape Prevention Program for Men

- Developed by Alan Berkowitz
- Tested by Christine Gidycz of Ohio University in a CDC funded study
- Incorporates definition of consent, normative feedback (about men in the workshop and men on campus), and practice in bystander intervention strategies (responding to scenarios)
- Offered in parallel with a women's program
- Workshop recipients were men and women in residence halls with matched control groups

### Findings for Men at Four Month Follow-up

- Perceived that their peers would be more likely to intervene (including sexually aggressive men)
- Perceived less reinforcement from peers for sexually aggressive behavior (among sexually aggressive men)
- Associated less with sexually aggressive peers
- Less likely to engage in sexually aggressive behavior (1.5% experimental versus 6.7% control)
- Reduced consumption of pornography

*(Gidycz, Orchowski & Berkowitz, 2011, Violence Against Women)*

### A small group norms intervention to increase heterosexual ally behavior in addressing homophobia

- Heterosexuals overestimate other heterosexuals homophobia
- Correcting misperceptions in a small-group norms intervention facilitates intervening

*(Smolinsky, 2002)*

### Social Norms Marketing Campaigns: reduced high-risk drinking

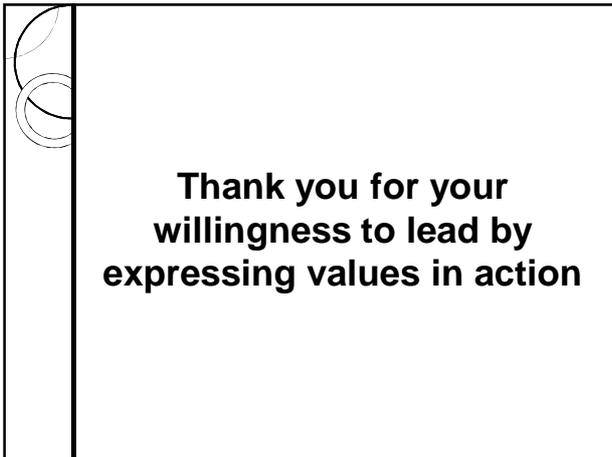
- Northern Illinois University - 44% over 10 years
- Hobart & Wm Smith Colleges - 40% over 5 years
- Western Washington University - 20% over 3 years
- University of North Carolina - 30% over 5 years
- University of Arizona - 29% over 3 years
- University of Missouri-Columbia - 21% over 2 years
- Michigan State University - 26% over 3 years

### Summary

- Environmental factors inhibit or permit problem behaviors
- Your leadership is one of the most important environmental factors
- Do you:
  - foster a climate that serves to inhibit problems and encourage students to seek help?
  - set expectations for bystanders to intervene?
  - reinforce/reward positive behavior?
  - reinforce or reduce misperceptions?

### Citation Information

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**Training Bystanders to Intervene to Foster Health, Reduce Risk Behaviors, and Create a Healthy Campus Culture**

Alan Berkowitz  
Peru State College - April 16, 2013



**Part One**

**Introduction**

**Theory and Research on Bystander Behavior**



**What is the greatest asset of Peru State?**

The values and ideals of its members

Most people care and want to do what is right

Most people are uncomfortable with unwanted behaviors and social injustice



**Unwanted behaviors and social injustice can be reduced or prevented by bystanders**

4



**Bystanders can make a difference**

- A bystander is someone who “stands by” and does not do anything when they notice a problematic situation or behavior even though they may find the behavior to be problematic.
- For almost all health and social justice problems there are bystanders
- Bystanders have the ability to create an inhospitable climate for risk behaviors and their perpetrators and to intervene to prevent harm



**Bystander Intervention Contexts**

- To prevent a sexual assault
- To notice signs of suicidal behavior and intervene
- To prevent alcohol-related harm
- To prevent mistreatment and injustice
- To interrupt inappropriate remarks and behaviors
- To foster ethical behavior
- To change the culture that allows these and other behaviors to occur

### Key Points

- Bystanders are in a position to intervene to prevent unwanted behaviors and shift the climate that permits them
- Individuals can be taught to overcome their inhibitions to intervene and learn skills to do so effectively
- Most people underestimate the willingness of their peers to “be part of the solution”

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- Women and men under-estimate others’ willingness to intervene, discomfort with risk behaviors, sympathy for victims, respect for someone who intervenes, etc.
- Do leaders use language that reinforces or corrects the misperception?
- Research has documented that misperceptions occur and influence behavior at colleges and universities

### College Men’s Attitudes about Rape Florida State University

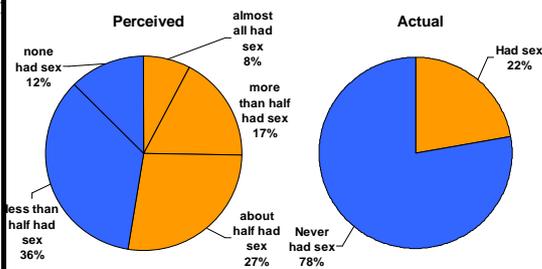
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Florida State University Sexual Violence Prevention Survey

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## Bystander Norms

- Over 90% of students say that it is their duty to stop another student from harm.
- Over 90% of students would intervene when they see a guy they know leading a drunk woman who they do not know away in order to have sex
- 97% of college men witnessing "someone 'hitting on a woman I know", say that they "would do something to help her"
- But only 19% intervened when witnessing a situation in which it looked like a female would be taken advantage of (last 12 months)

Campus data and Florida State University Sexual Violence Prevention Survey

## Conclusion

Underestimating other's concern results in less chance of intervening on the part of bystanders  
*(pluralistic ignorance)*

Overestimating other's comfort with problem behavior results in more chance of perpetrating  
*(false consensus)*

## Spirituality and Bystander Behavior

- There are ethical and moral reasons for intervening
- Most religious and spiritual traditions suggest that we have a responsibility to intervene
- There is something within us that knows right from wrong

## Part 2 Bystander behavior and leadership:

## The Role of Environment

- Environmental factors inhibit or permit problem behaviors
- Leadership is an important environmental factor
- Do you and your other leaders set a climate that serves to inhibit problems and encourage students to seek help?
- Are bystanders expected to intervene?
- Is positive behavior rewarded and reinforced?
- Are you perceived as accessible and sympathetic to individuals who might have something to report?
- Are your efforts reactive or proactive?

## What is Leadership?

- Risk behaviors take place in an environment that either encourages (dis-inhibits) or discourages (inhibits) them
- Leaders have an important role in shaping the environment
- Visible events send cues as to whether a behavior is tolerated or not
- Leaders are "visible events"

### Do you?

- Notice the risk behavior?
- Interpret it as a problem?
- Feel responsible for dealing with it?
- Have the necessary skills to act?

(Stages of Bystander Behavior)

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### A Leader is a “Visible Event”

Visible events over-ride invisible events

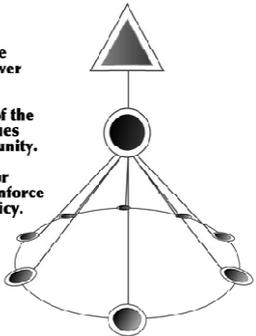
- Do leaders make sure that problems and resources are known?
- Do leaders talk about their expectations for:
  - Reporting problems
  - Attitudes towards those who report
  - Bystanders who have the opportunity to intervene
- Do leaders know about and reward positive behavior when it occurs?

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### LEADERSHIP BASED ON AUTHORITY

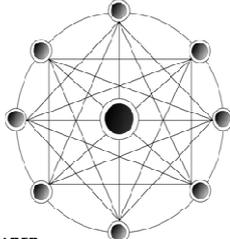
**The LEADER:**

- is an agent of the institutional power structure.
- is the enforcer of the institution's values upon the community.
- is responsible for intervening to enforce institutional policy.



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### LEADERSHIP BY CONSENSUS



**The LEADER:**

- is a facilitator/mediator of the community's values for itself.
- builds a “web of relationships”.
- is not “above” but “within” the community.
- identifies and conveys community's true norms.

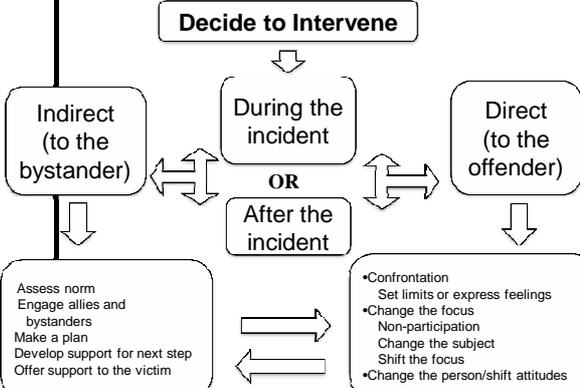
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### Social Norms and Leadership

- Leaders underestimate others' discomfort and desire to have them intervene
- Leaders are often “carriers of the misperception” and thereby contribute to the problems they are responsible for solving
- Leaders can serve to inhibit and reduce problems and their causes

### Positive Intervention Options

Decide to Intervene



## Citation Information

The material in this presentation is from my book, "RESPONSE ABILITY: The Complete Guide to Bystander Behavior" available from [www.lulu.com](http://www.lulu.com)

## What do I want for Peru College?

- People are more likely to intervene when they know that other people also want to intervene and will support them if they do.
- We can create a culture at Peru State where people feel supported to behave in compassionate and caring ways in response to unwanted behaviors and injustice.

**Thank you for your  
willingness to lead by  
expressing values in action**

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## **Fostering Health and Mutual Support among Athletes**

**Alan Berkowitz**  
**Peru State College**  
**April 16, 2013**

## **What is the greatest asset of Peru State Student Athletes?**

Their values and ideals

Most athletes care and want to do what is right

Most athletes are uncomfortable with health-risk behaviors and social injustice

### **Questions**

- Do I feel supported by my team to make decisions that are healthy for myself and respectful of others?
- How often do I feel pressured to make decisions that are not healthy for myself or others?
- Do I do something when I see someone else behaving in ways that are unhealthy and/or disrespectful?
- Do I have accurate information about what other athletes believe and do?
- Is the reputation that my team has on campus fair and accurate?

### **Key Points**

- Bystanders are in a position to intervene to prevent health-risk behaviors and shift the climate that permits them
- Athletes can be taught to overcome their inhibitions to intervene and learn skills to do so effectively
- Most athletes underestimate the willingness of their peers to “be part of the solution”
- Athletic programs and team reputations are harmed by the behavior of a small minority of athletes

**Think of a time when you were a bystander and wanted to intervene but didn't while at Peru State?**

### **Levels of Bystander Behavior**

- To an individual
- To a group
- To a system or institution

### Stages of Bystander Behavior

- Notice the event
- Interpret it as a problem
- Feel responsible for dealing with it
- Have the necessary skills to act

### Reasons for Bystander Behavior

- Assume that it isn't a problem because others don't intervene (social influence)
- Fear of embarrassment (audience inhibition)
- Assume that someone else will do something (diffusion of responsibility)
- Believe that others' aren't bothered (social norms)
- Fear of retaliation or negative outcomes

**The presence of other's can serve to inhibit or support the desire to intervene**

### Social Norms

- "Social norms" refer to the acceptability of an action or belief
- Are unspoken rules about what is "normal" for that group or setting
- Perceptions of social norms predict what people say and do

### Social Norms and Bystander Behavior: Underlying Beliefs

- **Pluralistic Ignorance:** the incorrect belief that one's private attitudes, judgments or behavior are different from others
- **False Consensus:** the incorrect belief that one represents the majority when one is actually a minority

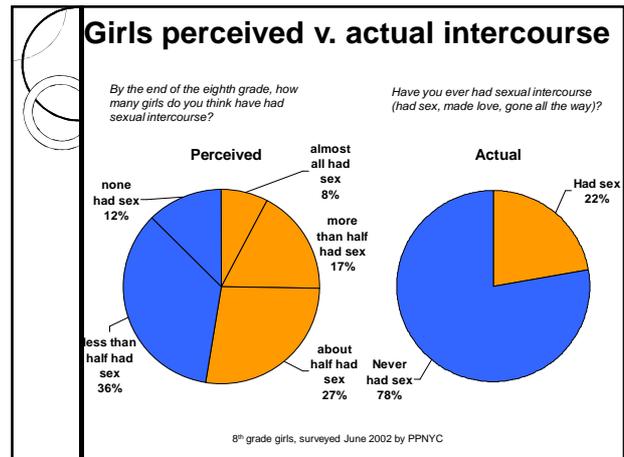
### Misperceptions Influence Behavior

- Male and female athletes over-estimate others' negative behaviors and under-estimate positive behaviors.
- Female and male athletes under-estimate others' willingness to intervene, discomfort with risk behaviors, sympathy for victims, respect for someone who intervenes, etc.
- Do you use language that reinforces or corrects the misperception?
- Research has documented that misperceptions occur and influence behavior at colleges and universities

### College Men's Attitudes about Rape Florida State University

	% who disagree	
	Actual Norm (Self)	Perceived Norm (Most guys)
It is only women who dress suggestively that are raped	79%	44%
If a woman is willing to go home with a man consent to have sex is implied	73%	35%
A lot of women lead a guy on and then cry rape	61%	45%

Florida State University Sexual Violence Prevention Survey



- ### Misperceptions that Foster Bystander Behavior
- Individuals are bothered by problem behaviors but underestimate other's discomfort with them and desire to have someone intervene
  - Intervention is more likely when others are perceived as willing to intervene
  - Problem individuals use the misperception to justify their behavior

### Conclusion

Underestimating other's concern results in less chance of intervening on the part of bystanders  
*(pluralistic ignorance)*

Overestimating other's comfort with problem behavior results in more chance of perpetrating  
*(false consensus)*

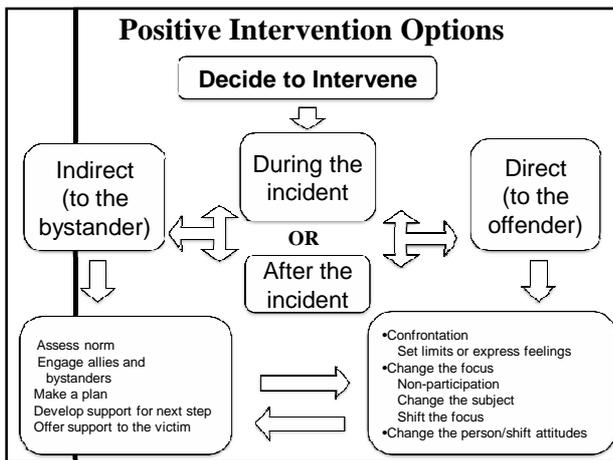
- ### Social Norms and Leadership
- Leaders and coaches underestimate others' discomfort and desire to have them intervene
  - Leaders and coaches are often "carriers of the misperception" and thereby contribute to the problems they are responsible for solving
  - Leaders and coaches can serve to inhibit and reduce problems and their causes

- ### How Well are our Student Leaders "Leading" ?
- Resident Advisors are:
- More knowledgeable about campus resources and referral options
  - Less extreme in their drinking
  - Equally likely to misperceive campus drinking norms
- (Berkowitz and Perkins, 1986)

## Part 2

### Skills to Intervene in Problem Behaviors

- ### Intervention Options
- Direct versus Indirect: Talk to the person directly or to the others who are present
  - On the spot or later: Do something right away or wait
  - Types of interventions
    - Confront the person/impose consequences, express feelings
    - Shift the focus (change the situation)
    - Shift the person (change the person)
- Goal: To have more options for responding and feel better about your response*



### Confrontation

Make it clear that certain behaviors and remarks are not appropriate and will not be tolerated

and/or

Forcefully tell the other person how you feel about their actions

- ### Shifting the Focus (Changing the Situation)
- Non-participation
  - Deflection (change the subject)
  - Shift the focus (address the underlying assumption)

- ### Changing the Person ("Shifting Attitudes")
- Is non-confrontational
  - Uses "open conversation"
  - Helps the person understand *why* the behavior is problematic
  - Fosters deeper change
- (www.ncbi.org)

## Social Norms and Bystander Intervention Campaigns



98% UofA students stop the first time their partner says no.



Without consent, it isn't sex



We Incest Survey 2000, random classroom survey. N = 156  
Prepared by the Ontario Association for Relationship Violence

### 4 Out of 5 Gateway Guys Really Don't Want To Hear Trash Talk About Girls.



Here's what they do about it:

- TELL THEM TO STOP
- LEAVE THE CONVERSATION
- CHANGE THE SUBJECT
- WARN THEIR FRIENDS ABOUT THE PERSON
- WARN THE PERSON BEING TALKED ABOUT

**YOUR SURVEY. YOUR RESULTS.**

This survey was conducted by Gateway High School students in January 2008. 65% of students agreed to strongly agree with the following statements. \*Don't let the trash talk guys talk you into it!

This campaign is a collaboration between Gateway High School students and the student network. Research conducted by Alan Berkowitz, Director, Ontario Association for Relationship Violence. Project funded in part by a grant awarded to the Ontario Association for Relationship Violence. Gateway Association Program by the OASIS and the OASIS/CAAC program.

## Answers?

- Do I feel supported by my team to make decisions that are healthy for myself and respectful of others?
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