AM Agenda – Part 1

- Overview of active and passive bystander behavior
- Bystander Intervention Research and theory
- Social norms and bystander behavior
- Spirituality and bystander behavior

Promoting Active Bystander Intervention to Foster Health and Social Justice on Campus: Theory, Research and Skills

Thursday AM
Overview of Theory and Skills

Alan Berkowitz
Nebraska Collegiate Consortium
August 15-16, 2013
University of Nebraska

What is the greatest asset of your campus community?

- 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
- Our goal is to focus on the positive in order to transform the negative

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

Bystanders can make a difference

- A passive 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 who act 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 actively 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

What We Know

- Most of the studies and evidence for the social norms approach relate to substance abuse prevention and is very strong. For violence prevention the social norms approach is a promising practice.
- Most of the studies and evidence for bystander intervention relate to sexual assault prevention and is a promising practice. There are few applications to substance abuse prevention.

Levels of Bystander Behavior

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

Reasons for Being a Passive Bystander

- 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

Stages of Bystander Behavior

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

Norm Misperceptions and Alcohol Use
- Perceptions of what others do are strongly correlated with behavior and predict later behavior
- Abusers over-perceive use the most and use this to justify their behavior
- Interventions to correct misperceptions with individuals, groups, and communities have been successful in reducing use and abuse

Social Norms: 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
- Men and women over-estimate others' negative behaviors and under-estimate positive behaviors.
- 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, universities, communities and the military, in numerous countries and for a multiplicity of issues.

College Men's Attitudes about Rape Florida State University

<table>
<thead>
<tr>
<th>Actual Norm (Self)</th>
<th>Perceived Norm (Most guys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is only women who dress suggestively that are raped</td>
<td>79%</td>
</tr>
<tr>
<td>If a woman is willing to go home with a man consent to have sex is implied</td>
<td>73%</td>
</tr>
<tr>
<td>A lot of women lead a guy on and then cry rape</td>
<td>61%</td>
</tr>
</tbody>
</table>

Florida State University Sexual Violence Prevention Survey
Girls perceived v. actual intercourse

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

- None had sex: 12%
- Never had sex: 27%
- More than half had sex: 17%
- About half had sex: 27%
- Almost all had sex: 9%
- None had sex: 22%

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

- Had sex: 78%
- Never had sex: 22%

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

- Never had sex: 78%
- Had sex: 22%

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

- Had sex: 78%
- Never had sex: 22%

Misperceptions and 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.

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).

False Consensus Norms

Individuals who engage in problem behavior overestimate other’s support for their attitudes and actions, i.e.

- Perpetrators of domestic violence
- Men who sexually assault
- Problem drinkers
- Gamblers
- People who engage in risk behaviors

Perpetrator overestimations predict problem behavior.

A false consensus norm constitutes a “self-serving bias”.

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 problem behavior 
(false consensus)

Intention to Act versus Action

- Perceptions strongly predict desire and willingness to intervene.
- Perceptions do not predict actual intervention.
- Why the gap?
  - non-salient norms?
  - methodological and measurement issues?
  - BI requires a higher threshold
  - how to remove the barriers?
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

Focusing on the Inner as a Social Norms Intervention

“Expansion of consciousness through inner transformation thus serves as another tool in helping the individual overcome the negative influence of the misperception, allowing the individual to act correctly in spite of what they believe others may think.”

Beatriz Berkowitz: “Social Norms, Values and Spirituality”
Chapter 8 in “A Grassroots Social Norms Toolkit”

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?

Bystander behavior and leadership:

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)
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?

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

What do I want for my campus?

- 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 campus culture in which people feel supported to behave in compassionate and caring ways in response to unwanted behaviors and injustice.

Citation Information

The material in this presentation is from:


“A Grassroots Guide to Fostering Healthy Norms to Reduce Violence in Our Communities: A Social Norms Toolkit”
Thank you for your willingness to lead by expressing values in action

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Promoting Active Bystander Intervention to Foster Health and Social Justice on Campus: Theory, Research and Skills

Thursday AM – Part 2
Active Bystander Intervention Skills

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University of Nebraska

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

Decide to Intervene

Indirect (to the bystander)
- During the incident
- OR
- After the incident

Direct (to the offender)
- Confrontation
  - Set limits or express feelings
  - Change the focus
  - Change the subject
  - Shift the focus
  - Change the person/shift attitudes

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”
- Identifies the “ouch”
- Helps the person understand why the behavior is problematic
- Fosters deeper change

(www.ncbi.org)

Citation Information


For video clips of bystander intervention scenarios and strategies go to: www.alanberkowitz.com and click on “video” tab.

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Thursday PM
Practice of Active Intervention Skills

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August 15-16, 2013
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Afternoon Outline

• Questions, discussion from AM
• Practice of bystander intervention skills, scenario’s, role-plays
• Discussion of barriers

Pair exercise:
Share a time when you were a bystander and didn’t intervene or when you needed help and other bystanders did not intervene

Apply stages and reasons to your scenario

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 Being a Passive Bystander

• 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
Sharing of scenario’s and insights

Participants suggest scenario’s to use for illustration

Alan role-plays in front of group

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

Positive Intervention Options

Decide to Intervene

Indirect (to the bystander) OR Direct (to the offender)

Assessment
Engage allies and bystanders
Make a plan
Develop support for next step
Offer support to the victim

During the incident

Set limits or express feelings
Non-participation
Change the subject
Shift the focus
Change the person/shift attitudes

After the incident

Confrontation

Intervention Options

- Direct versus Indirect: Talk to the person directly or to the others who are present
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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)

Practice role-plays in groups of three

Intervention Challenges and Successes
- What worked?
- What was difficult?
- What were the challenges or barriers?
- What did you learn?
- What would increase your comfort level in intervening?

Positive Intervention Options

Decide to Intervene
Indirect (to the bystander)
During the incident
Assess norm
Engage allies and bystanders
Make a plan
Develop support for next step
Offer support to the victim
OR
After the incident
- Confrontation
- Set limits or express feelings
- Change the focus
- Non-participation
- Change the subject
- Shift the focus
- Change the person/shift attitudes
Direct (to the offender)

Discussion and Wrap-up

Citation Information
Material on active bystander intervention skills are from:
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Pair exercise: How might I apply what I learned yesterday on my campus?

Case Studies
Ohio University: Small Group Norms and BI Sexual Assault Prevention Workshop for Men
Florida State: BI Social Norms Media Campaign
University of Central Missouri Small Group SN-BI workshop for Greeks
University of California at San Diego BIT – “Every BIT Counts”

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 victimization among women (7-month)
- But assaults rebounded at 7-month follow-up

Implications and Recommendations
- Potential promising approach, however cannot be sure of the mechanisms that led to change
- Greater participation rates within residence halls, intensive facilitator training and mentoring, and pairing with a parallel women’s program may have also led to positive outcomes
- Attitude change not required for behavior or culture change
- The intervention could be strengthened by:
  - Intensifying the bystander intervention component
  - Teaching peer mentors to model and reinforce healthy norms and bystander intervention
  - Reinforce positive norms through media campaigns and other channels
  - Parallel, reinforcing interventions before and after the workshop
Programmatic Components

FSU Sexual Violence Prevention Project

- Campus-Wide Social Norms Marketing (SNM) Campaign
  - Correct Student Misperceptions of Attitudes and Behaviors That Influence Sexual Violence
- Peer-Facilitated “Men’s/Women’s Workshop”
  - Trained Peer-Educators to Facilitate 90-Minute Workshops
  - Targeted to ‘All Male’ or ‘All Female’ Groups on Campus
    (Predominately Within the Greek Community)
- Campus Based Community-Action Team (CAT)
  - Component of Healthy Campus 2020 Committee Chair by FSU Vice President for Student Affairs
  - 10-Member Sexual Health/Sexual Violence Prevention Sub-Committee

FSU Sexual Violence Prevention Survey
(Actual and Perceived Norms)

- sexual activity
- attitudes on consent, rape myths & bystander intervention
- actual behavior for bystander intervention, consent, disapproval of sexist remarks

On-line survey administered to 3,000 male undergraduates

Social Norms Marketing Campaign Themes

- Bystander theme: “Most FSU men would intervene to prevent sexual harassment or sexual assault”
- Rape myth-not blaming victims theme: “Most FSU men agree that blaming sexual assault victims is wrong”
- Sexually active theme: “Most FSU men are not as sexually active as you might think”
Media Campaign Outcomes

- Misperceptions corrected in all four campaign theme areas
- Increase from 85% to 90% in men who say they get consent before sex
- Increase from 62% to 71% who stop “first time date says no”
- Small increase (from 88% to 91%) of men who would intervene if they saw emotional abuse
- Better outcomes for workshop (from 77% to 85% for BI)

Comments

- Small group workshops may have greater impact but reach less individuals
- Less success with bystander intervention theme
- Potentially synergistic effect of small group workshops and media campaign not evaluated

University of Central Missouri EPIC Program

“Encouraging Positive Interventions in Chapters”

- Collect actual and perceived norms in Greek chapters for alcohol-related bystander scenario’s
- Share results of data with chapters in tailored workshops
- Social norms media campaign
- Active BI Video contest

Program Overview

- 90 minutes
- Shared social norms data and taught theory
- Taught bystander intervention theory and skills
- Used clickers to teach, check understanding and reflect
- Practiced skills with role plays and scenario worksheets

How much does the following bother you? (fraternity)

Noticing an intoxicated chapter member harassing or bothering someone

<table>
<thead>
<tr>
<th>Perception</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>7.7%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>50.0%</td>
</tr>
<tr>
<td>Very much</td>
<td>38.5%</td>
</tr>
</tbody>
</table>
A Typical Thursday Night (sorority example)

- 70% of members think their chapter members typically drink more than 3 drinks on a Thursday.
- In reality, 76% of members actually drink 3 or less.
  - 26% drink 1-3 drinks
  - 50% drink 0 drinks

Did You Know?

85% of UCM Greek students think it’s unacceptable for a student to miss class due to alcohol use.

Interacting Data

Comfort Level - Cutting off a chapter member
Scale 1-5, 1 = Not at all, 5 = Very

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>13.8</td>
<td>8.2</td>
</tr>
<tr>
<td>3</td>
<td>18.4</td>
<td>18</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>67.7</td>
<td>73.2</td>
</tr>
</tbody>
</table>

UCSD “Every Little BIT Counts”

- Comprehensive social norms and BI survey and focus groups to identify BI barriers
- BIT training model – skill based non-confrontational
- Dissemination throughout student affairs
- Collaboration with campus partners
- Creation of “bystander intervention group”
Special thanks to:

Rick Howell  
(Florida Prevention Center at FSU)

Amy Kiger, Jenny Rabas  
& Ashley Guyer (CMU)

Chris Gidycz (Ohio University) &  
Lindsay Orchowski (Brown University)

Nancy Wahlig (UCSD)

Comments?
Questions?

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Next Steps
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Next Steps
- What?
- How?
- Who?
  - Who are my potential partners?
  - How to get campus buy-in
  - How to address challenges?

Meet in Small Groups
Meet with others from your campus to share your ideas
Report back to larger group

Writing exercise:
What can I imagine implementing on my campus?
What are the barriers?

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Wrap Up
Final Comments and Questions