Goals for this training

- To educate, motivate, and empower students to take action in situations where help is needed.
- In other words...DO SOMETHING!

What is a bystander?

- A person who witnesses an event or incident but does not take part
- Bystander Effect
- Kitty Genovese

UW Haven Survey 2016

Bystander Intervention and Social Norms

<table>
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<th>Willingness to Intervene</th>
<th>Respect for Someone Who Intervened</th>
<th>Comfort Intervening When Witnessing Abusive Behavior</th>
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Key Elements

Assumption that most people want to do the right thing

Most problems happen in group settings. Friends are usually in a better position to do something. You will be in a situation in which you can help in the future.
What variables affect helping?

- Individual
- Situational
- Victim

The Step up! Model

1. Notice the event
   - At what point could you notice?
2. Interpret it as a problem/emergency
   - What are the red flags?
3. Assume Personal Responsibility
   - If not you, then who?
4. Know HOW to Help
   - What are DIRECT and INDIRECT ways to help?
5. STEP UP!

Step one: NOTICE THE EVENT

AWARENESS TEST

STEP TWO: Interpret it as a problem

Ambiguity

- YES
- NO
- MAYBE
Step Two: Interpret it as a problem

Conformity

- [https://www.youtube.com/watch?v=o8BkzvP19v4](https://www.youtube.com/watch?v=o8BkzvP19v4)

STEP three: assume personal responsibility

Barriers to taking action

- Social Influence
- Fear of Embarrassment
- Diffusion of Responsibility
- Fear of Retaliation
- Pluralistic Ignorance

Step four: Know how to help

The three d’s: Direct, distract, delegate

- Every situation is different and can be complex
- Direct confrontation is NOT the only way to intervene
- Discuss strategies with friends so that the effort is shared if a problem arises

Snack man

- [https://drive.google.com/file/d/0B_72hNMgGMNY-TFZhWXAyMUI3bIE/view](https://drive.google.com/file/d/0B_72hNMgGMNY-TFZhWXAyMUI3bIE/view)
The S.E.E. Model

**Safe Responding**

**Early Intervention**

**Effective Helping**

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**Emergency Helping**

- Stay calm
- Gather info
- Consider options – direct and/or indirect
- Provide support but do not become enmeshed
- Know your limits – walk away if it's unsafe!

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**Non emergency helping**

Consider frequency, duration and severity

Define the problem and the barriers

Determine the goal; Develop a game plan

Set boundaries – don’t enable

Maintain respect

Consider options; Know referrals

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**Friends Helping Friends**

- I care
- I see
- I feel
- I wonder
- I will

Adapted from BACCHUS Network’s Certified Peer Educator Training

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**Know your intervention style:**

- **Shark**: dominant, leader, results-oriented
- **Fox**: influential, social, people-oriented
- **Bear**: steady, consistent, team/process-oriented
- **Turtle**: conscientious, systematic, detail-oriented

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**Know your intervention Style: Owl**

- **HOLISTIC AND SITUATION ORIENTED**
- All styles can be an owl by best using their strengths to respond appropriately and effectively to the situation
Step five: STEP UP!

- Consider the costs of NOT intervening
- Empathy
- Perspective Taking
- Value-based Decisions

Let’s practice!

SCENARIO:
You are at a party. During the past hour you notice Jaime has been talking to Casey and they seem to be having a good time but it is clear that Casey has had too much to drink. At one point Jaime walks by you and you hear them say they are just going to get Casey “one more” and “that should be enough.” A few minutes later you see Jaime put their arm around Casey and start to lead them upstairs. What do you do?

Campus resources

- UW Police Department
- Student Health Services
- University Counseling Center
- STOP Violence
- Wellness Center
- AWARE Program
- Guidebook App available in Apple and Google Play Stores
- Resource Fair Tomorrow

Thank you!

- For more information please contact AWARE at aware@uwyo.edu