

## It's time ... to find resources about engaging bystanders

This six-page resource list offers key resources for finding additional information about this model of prevention.

Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2004). Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology, 32*, 61-79. doi:10.1002/jcop.10078

This article synthesizes research from community psychology on community change and prevention with more individually focused studies of sexual violence prevention programs and bystander behavior in emergency and crime situations. The purpose of bringing together this research is to outline a new area of focus for sexual violence prevention: the mobilization of prosocial behavior on the part of potential bystanders. This approach has utility for increasing community receptivity to prevention messages through decreasing resistance to them and increasing the likelihood of community members taking an active role in prevention and intervention.

Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). *Rape prevention through bystander education: bringing a broader community perspective to sexual violence prevention* (NCJ 208701). Retrieved from <http://www.ncjrs.gov/pdffiles1/nij/grants/208701.pdf>

The sexual violence prevention program the authors evaluated uses a community of responsibility model to teach women and men how to intervene safely and effectively in cases of sexual violence before, during, and after incidents with strangers, acquaintances, or friends. The program varies from other prevention programs in that it does not address men as potential perpetrators or women as potential victims. Rather, it approaches both women and men as potential bystanders or witnesses to behaviors related to sexual violence. The program draws upon findings from research on community change and prevention as well as more individually-focused studies of rape prevention programs and bystander behavior in emergency and crime situations.

Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology, 35*, 463-481. doi:10.1002/jcop.20159

The study used an experimental design to evaluate a sexual violence prevention program based on a community of responsibility model that teaches women and men how to intervene in cases of sexual violence before, during, and after incidents with strangers, acquaintances, or friends. It approaches both men and women as potential bystanders or witnesses to behaviors related to sexual violence.

Berkowitz, A. D. (2009). *Response ability: A complete guide to bystander intervention*. Chicago, IL: Beck & Co.

Increasingly, it is being recognized that the solution to health and social justice problems requires that we engage bystanders – individuals who observe the problem and want to do something but don't. Despite the importance of this issue and the fact that most people want to 'do the right thing' there are almost no books which explain bystander behavior: why it occurs, and what can be done about it. This book meets the need, reviewing research and theory on bystander behavior, explaining why people don't act even when not acting goes against their conscience and values, and offering practical solutions and skills for intervening in a safe, effective and respectful way.

Christy, C. A., & Voight, H. (1994). Bystander responses to public episodes of child abuse. *Journal of Applied Social Psychology, 24*, 824-847.

Bystander responses to public episodes of child abuse were surveyed among 269 self-reported witnesses. Respondents completed an 80-item self-report questionnaire which inquired into a broad range of events, experiences, and behaviors surrounding naturally occurring incidents of perceived child abuse witnesses in public places. Almost one-half of the sample reported having witnessed at least one event of child abuse in public, but only one of four witnesses acted to intervene. Data analyzes identified 40 statistically significant variables across four categories: characteristics of the bystander, situation, victim, and perpetrator. Results were generally consistent with predictions and findings from previous research on bystander intervention, but a number of new and significant variables were identified that characterized intervention events. Direct and indirect forms of intervention were also distinguished. Implications of the findings are discussed, and educating people to intervene on behalf of abused children is proposed.

Fischer, P., Greitemeyer, T., Pollozek, F., & Frey, D. (2006). The unresponsive bystander: Are bystanders more responsive in dangerous emergencies? *European Journal of Social Psychology, 36*, 267-278. doi:10.1002/ejsp.297

An examination that the classic bystander effect (not intervening when other bystanders are present in the context of non-violent emergencies) does not come into play during more dangerous situations because these situations are more easily recognized as true violent emergencies. An analysis is presented.

Flood, M. (2006, September). *Changing Men: Best Practice in Violence Prevention Work With Men*. Paper presented at Home Truths Conference: Stop sexual assault and domestic violence: A national challenge, Melbourne, Australia. Retrieved from [http://www.aifs.gov.au/acssa/docs/Flood\\_Vioprev\\_HT.pdf](http://www.aifs.gov.au/acssa/docs/Flood_Vioprev_HT.pdf)

The author argues that men must take responsibility for preventing sexual violence, since vast majority of assaults are perpetrated by men. To stop sexual assault, the cultural and collective supports for physical and sexual assault found among many men must be undermined. Norms of consent, sexual respect, and gender equality must be fostered and changes must occur at the levels of social structures, institutions and cultural processes. Various strategies on the best ways to engage boys and men are presented.

Moonan, R. K., & Charles, D. (2009). Developing Teen Dating Violence Prevention Strategies: Formative Research With Middle School Youth. *Violence Against Women, 15*, 1087-1105. doi:10.1177/1077801209340761

Intimate partner violence (IPV) peaks in youth and young adulthood and is associated with multiple adolescent risk behaviors and negative health outcomes. Targeting youth with prevention messages before they start dating may avert teen dating violence and subsequent adult IPV. This article discusses findings from focus groups with middle school youth to determine behaviors and beliefs regarding dating violence. To develop effective prevention messages, participants were asked questions about characteristics of middle school dating relationships, healthy relationships, relationship norms, unhealthy relationships, emotional abuse, physical abuse, sexual abuse, intervening in violent situations, and trusted sources for information about dating violence. The recommendations for prevention efforts include an emphasis on skill building, tailoring efforts for particular subgroups, and identifying innovative ways of reaching youth.

Moynihan, M. M., & Banyard V. L. (2008). Community responsibility for preventing sexual violence: A pilot study with campus Greeks and intercollegiate athletes. *Journal of Prevention and Intervention in the Community*, 36, 23-38. doi:10.1080/10852350802022274

Previous research has noted higher incidences of sexual violence on campus among members of campus Greeks and athletes and the need to do prevention programs with them. This paper presents results of an exploratory pilot study of a sexual violence prevention program with members of one fraternity, sorority, men's and women's intercollegiate athletic teams. The program, experimentally evaluated and found to be effective with a general sample of undergraduates, was used to determine its efficacy specifically with Greeks and athletes. The model upon which the program is based calls for prevention efforts that take a wider community approach rather than simply targeting individuals as potential perpetrators or victims. Results from repeated-measures analysis of variance indicate that the program worked overall. Future directions are discussed.

Moynihan, M. M., & Banyard, V. L. (2009). Educating bystanders helps prevent sexual violence and reduce backlash. *Sexual Assault Report*, 12, 49-50, 52, 57, 60-62, 64.

Many experts have suggested that sexual and relationship violence will only be eliminated when broad social norms are challenged and a wide range of audiences are reached. The bystander approach offers one means of accomplishing this goal. When community members realize that they have a role to play in ending sexual and relationship violence, it is hoped that the community norms that silence victims and bystanders will change – so undetected rapists are no longer hidden behind jokes, rape myths, and the flawed stereotype that rapists are strangers in bushes (rather than friendly people you meet at a party or at work).

Plante, E. G., Banyard, V. L., Moynihan, M. M., & Eckstein, R. P. (2008). *Facilitator's guide: Bringing in the bystander: A prevention workshop for establishing a community of responsibility* (rev. ed.). Durham, NH: University of New Hampshire.

A facilitator's guide to the program. The primary objects of the program are as follows: participants will understand the concept of bystander intervention; participants will be able to identify a continuum of inappropriate sexual behavior; participants will develop empathy for those who have experienced sexual violence; participants will understand their role in bystander intervention and make a commitment to intervene in the case of sexual violence before, during and after an incident; participants will understand their own barriers to bystander intervention and techniques to overcome them, participants will develop skills to intervene as a bystander. Intended to be used with *Bringing in the Bystander: A Prevention Workshop for Establishing a Community of Responsibility* (PowerPoint).

Plante, E. G., Banyard, V. L., Moynihan, M. M., & Eckstein, R. P. (2008). *Bringing in the bystander: a prevention workshop for establishing a community of responsibility* (PowerPoint). Durham, NH: University of New Hampshire.

Potter, S. J., Moynihan, M. M., Stapleton, J. G., & Banyard, V. L. (2009). Empowering bystanders to prevent campus violence against women: A preliminary evaluation of a poster campaign. *Violence Against Women*, 15, 106-121. doi:10.1177/1077801208327482

Researchers at a midsized public northeastern university evaluated the efficacy of a poster campaign to determine if students increase their knowledge of prosocial bystander behaviors and willingness to intervene in instances of sexual violence after viewing a series of campaign posters where student actors model appropriate bystander behaviors. During the last week of the campaign, undergraduates were invited to participate in an online survey. The results of this preliminary evaluation indicate promising variation in the awareness of students who reported seeing the campaign compared to those who did not.

Potter, S. J., Stapleton, J. G., & Moynihan, M. M. (2008). Designing, implementing, and evaluating a media campaign illustrating the bystander role. *Journal of Prevention & Intervention in the Community*, 36, 39-55. doi:10.1080/10852350802022308

The article discusses the role of media campaigns in addressing public health issues and describes the initial development, implementation, and evaluation of a media campaign focused on the bystander role in reducing the incidence of violence against women. Conclusions and future directions of this exploratory project are discussed.

Tabachnick, J. (2008). *Engaging bystanders in Sexual Violence Prevention*. Enola, PA: National Sexual Violence Resource Center. Retrieved from <http://www.nsvrc.org/publications/booklets>

This book presents an orientation to the importance of engaging bystanders in sexual violence prevention. The narrative provides background on the development of an approach that empowers individuals to be involved in prevention. It discusses various reasons why individuals who witness a range of inappropriate behaviors may or may not take action, and presents ways to encourage and develop greater bystander involvement. Finally, this book serves as training resource; it provides activities and trainer instructions throughout that make it a useful educational guide on bystander engagement in sexual violence prevention.

Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals of the New York Academy of Sciences*, 1036, 215-232. doi:10.1196/annals.1330.014

In this study the dyadic (bully-victim) perspective is transformed to examine the triadic relationship (bully-victim-bystander) to understand the different roles in these in violent events. Case studies are presented to illustrate this idea and this paper concludes with an outline for research into how communities and schools adopt bystander roles when faced with complex problems like youth violence and violence in schools.

