Adapted with permission from:

Step UP!
A Pro-Social Behavior/Bystander Intervention program

created by Becky Bell, University of Arizona, in partnership with the NCAA, University of California - Riverside and U.Va.
Step-Up! increases your ability to intervene in situations that threaten a person’s safety and well-being

- **Recognize**
  - What is the Bystander Effect?

- **React**
  - How can I be an active bystander?

- **Respect**
  - How can we create a culture of shared responsibility?
I have witnessed a situation, at least once, where someone’s health and safety were in danger.

• Drinking too much
• Hazing
• Being taken advantage of sexually
• Discrimination (racial, sexual orientation, etc.)
• Physical endangerment

• None of the above?
Could a problem have been avoided if someone intervened?
Whose responsibility is it to Step Up?
Students Believe Intervention Can Help
BYSTANDER EFFECT:
People are **less likely** to offer help when they are **in a group** than when they are alone.

Recognize

What are Barriers to Action?
What is the Bystander Effect?
Did anything in the video surprise you?

What do you think you would have done?
Why do only 20% of people intervene when they are in a group?
Pluralistic Ignorance

Bystanders assume nothing is wrong because no one else looks concerned.

I’m the only sheep who has no clue where we’re going

#1 reason students don’t act in hazing situations
Diffusion of Responsibility

Bystanders assume that someone else is better equipped to handle the situation.
Ambiguity

Difficulty identifying problems and emergencies.

#1 reason students don’t act in alcohol situations
What do you see?

Difference in Perspective
Obedience to Authority

Deferring to positions of power.
Passive to Active:
5 Stages to Intervention

How can I be an active bystander?
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice the Event</td>
<td>Interpret Event as a Problem or Emergency</td>
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<td>Assume Personal Responsibility</td>
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<td>Know How to Help</td>
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<tr>
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<td>Implement the Help</td>
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</tbody>
</table>

Bystander Theory
1. Notice the Event
2. Interpret Event as a Problem or Emergency
3. Assume Personal Responsibility
4. Know How to Help

#1 reason students don’t act when someone was being taken advantage of sexually
5. Implement the Help
Considerations for Intervention

<table>
<thead>
<tr>
<th>INCENTIVES</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>All community members play a role in keeping people safe.</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>I like thinking of myself as a helper.</td>
<td>77%</td>
<td>89%</td>
</tr>
<tr>
<td>Teammates will look up to me if I intervene.</td>
<td>59%</td>
<td>57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRAWBACKS</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could get physically hurt by intervening.</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>Intervening might make my teammates angry with me.</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>People might think I’m overreacting to the situation.</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Sometimes it’s just too much trouble to intervene.</td>
<td>37%</td>
<td>29%</td>
</tr>
<tr>
<td>I could get in trouble if I intervene.</td>
<td>37%</td>
<td>32%</td>
</tr>
</tbody>
</table>
## Willingness to Intervene

<table>
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<tr>
<th>% Likely/Extremely Likely to do the following...</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accompany a teammate home if he/she has had a lot to drink.</td>
<td>87%</td>
<td>93%</td>
</tr>
<tr>
<td>Stop a teammate from driving if drinking.</td>
<td>81%</td>
<td>93%</td>
</tr>
<tr>
<td>Step in to stop a fight if someone threatens a teammate.</td>
<td>82%</td>
<td>74%</td>
</tr>
<tr>
<td>Walk away from a confrontation.</td>
<td>58%</td>
<td>74%</td>
</tr>
<tr>
<td>Get in a fight if the situation calls for it.</td>
<td>50%</td>
<td>19%</td>
</tr>
<tr>
<td>Confront a teammate if he/she is treating partner inappropriately.</td>
<td>59%</td>
<td>47%</td>
</tr>
<tr>
<td>Intervene in a situation if it could lead to inappropriate sexual behavior.</td>
<td>63%</td>
<td>71%</td>
</tr>
</tbody>
</table>

2013 NCAA National Study of Substance Use Habits of College Student-Athletes
Reasons Students Did Intervene

- Right thing to do
- We should look out for each other
- I would want help
- Someone needed help
- Prevent escalation
- Helping makes me feel good
- Preserve my group’s reputation
- Keep a friend out of trouble

INDIVIDUAL LEADERSHIP

SHARED RESPONSIBILITY
Simply understanding bystander intervention makes you more likely to intervene.
S.E.E. the path to helping

- **Safe**
- **Early**
- **Effective**

#1 reason students didn’t act when they witnessed harassment
You are at a party. During the past hour you notice that your friend Chris has been talking to one of your friends, Sam. They seem to be having a good time but it is clear that Chris has had too much to drink. At one point you overhear Sam say, “I’m just going to get Chris ‘one more.’” A few minutes later you see Sam put an arm around Chris and start to lead Chris upstairs.

• **What issues are ambiguous in this scenario?**
• **What is the goal of a bystander intervention in this situation?**
• **What are some direct and indirect ways to help?**
Respect

How can we create a culture of shared responsibility?
Each one of us CAN make a difference
INTERESTED IN IMPLEMENTING STEP UP! AS YOUR APPLE ACTION PLAN?
The materials are free!

www.stepupprogram.org
Step UP! Train the Trainer National Conference

May 16-17, 2016

University of California, Irvine
Facilitator Trainings Led by Gordie Center Staff
Any APPLE schools already implementing Step UP? Share your experience!
HAVE YOU EVER BEEN CONCERNED ABOUT A SITUATION...