

Research on the causes of sexual violence and evaluation of prevention efforts indicates that bystanders (also referred to as witnesses, defenders, or upstanders) are a key piece of prevention work.

- **Education**. A key first step is to heighten awareness so individuals and groups are better able to identify instances of sexual violence.
- **Responsibility**. A sense of responsibility gives the bystander motivation to step in and take action. Bystanders are much more likely to help friends than strangers, and are more likely to help strangers if they see them as part of a group they identify with (like supporting the same sports team).¹
- **Perceptions**. Perceptions of peer norms about helping (whether you think your friends are likely to help), and perceptions of authorities' (like teachers') attitudes are related to bystander attitudes. People often mistakenly think others are less supportive of doing something to address sexual violence than they

The biggest and most consistent impacts of bystander training are on attitudes, including confidence as a bystander, intent to take action, and perceived benefits of action.¹⁷ Students have also shown decreases in belief in rape myths and increases in knowledge.¹⁸ Published results exist for MVP, Bringing in the Bystander™, One in Four, [Coaching Boys to Men](#)¹⁹ (for high school students), and Green Dot, though studies vary quite a bit in the methods used.²⁰ Berkowitz's Men's Project has some data to suggest that it may reduce perpetration of sexual assault among some participants in the program and change men's norms about coercion in relationships.²¹ The Coaching Boys to Men program and Bringing in the Bystander have both shown higher self-reported bystander behaviors among participants in these programs.²²

Several key studies of bystander programs used more rigorous experimental and quasi-experimental designs but more research is needed.²³ A recent meta-analysis found promising effects of bystander prevention curricula.²⁴

- These have been developed to raise awareness across many different groups of people. On campuses, [Know Your Power](#)™ is one of the best researched. It models positive bystander actions.²⁵ Green Dot is also a college-based anti-violence project that includes a social marketing awareness campaign. Evaluations of this work are underway.²⁶ The [Red Flag campaign](#)²⁷ in Virginia has not yet been evaluated. These are merely a few examples as new local campaigns are being developed at a rapid rate.

Research suggests that these campaigns increase awareness of the problem of relationship abuse and sexual violence, as well as positive attitudes about being an active bystander across various groups of people.²⁸ However, social marketing campaigns alone have not yet been linked to changes in behavior and are likely to be particularly useful when linked with other prevention tools.²⁹ Evaluation data are limited with the exception of the Know Your Power™

Michigan's [No Zebras](#),³⁹ California State's [InterACT](#)

¹Bennett, S., Banyard, V. L., Garnhart, L. (under review) To act or not to act, That is the question?: Barriers and facilitators of bystander intervention; Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and emergency intervention: How social group membership and inclusiveness of group boundaries shape helping behavior. *Personality and Social Psychology Bulletin*, *31*, 443-453.

²Sulkowski, M. L. (2011). An investigation of students' willingness to report violence in campus communities. *Psychology of Violence*, *1*, 53-65.

³Banyard, V. L., Eckstein, R., & Moynihan, M. M. (2010). Sexual violence prevention: The role of stages of change. *Journal of Interpersonal Violence*, *25*, 111-135.

⁴Banyard, V.L., Moynihan, M.M., & Plante, E.G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, *35*, 463-481.

⁵Knowledge Networks (2011). College Dating Violence and Abuse Poll. Accessed from <https://www.breakthecycle.org/college-dating-violence-and-abuse-poll>

⁶Sylaska, K. M. & Edwards, K. M. (2013). Disclosure of intimate partner violence to informal social support network members: A review of the literature. *Trauma, Violence, and Abuse*, published online first July 24, 2013.

<http://tva.sagepub.com/content/early/2013/07/24/1524838013496335.abstract>

⁷<https://www.facebook.com/mvpngational>

⁸Katz, J., Heisterkamp, A. & Flemming, A. M. (2011). The social justice roots of the Mentors in Violence Prevention model and its application to a high school setting. *Violence Against Women*, *17*, 684-702.

⁹http://www.alanberkowitz.com/articles/VAW_Bystander_Paper.pdf

¹⁰Gidycz, C. A., Orchowski, L. A., & Bor05BDC /Caabst,agefm.3(t3.34(04((1)1.3(3)1.3(.)J()3.1.44 &)P(ns)9(ve)-1(n)-0.7(t)2.7(i)364(n)-0.7(g)-1.3(.)J)

- ²² Miller, E., Tancredit, D. J., McCauley, H. L., Decker, M. R., Virata, M. C. D., Anderson, H. A., ... Silverman, J. G. (2012). "Coaching boys into men": A cluster-randomized controlled trial of a dating violence prevention program. *Journal of Adolescent Health, 51* 431–438.
- ²³ Miller, E., Tancredit, D. J., McCauley, H. L., Decker, M. R., Virata, M. C. D., Anderson, H. A., ... Silverman, J. G. (2012). "Coaching boys into men": A cluster-randomized controlled trial of a dating violence prevention program. *Journal of Adolescent Health, 51* 431–438.
- ²⁴ Katz, J. & Moore, J. (2013). Bystander education training for campus sexual assault prevention: An initial meta-analysis. *Violence and Victims, 28*, 1054-1067.
- ²⁵ Potter, S. J. (2012). Using a multi-media social marketing campaign to increase active bystanders on the college campus. *Journal of American College Health, 60*(4), 282-295.
- ²⁶ Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E R., Garcia, L. S., & Hegge, L. M. (2011). Evaluating Green Dot: An active bystander intervention to red