



Utilizing the Bystander Approach - Communities in Motion

Iowa Child Abuse Prevention Conference 2021:
"Cultivating Community"

May 3, 2021

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Center for Violence Prevention

Please Introduce Yourself

(respond in the chat box)

- **Name**
- **Organization Affiliation**
- **Why are you interested in this session?**
- **Complete this statement: *Leadership* to me means _____.**

Today's Focus

1. Preventing Child Abuse
2. Provide overview of frameworks and approaches to achieving safe and respectful home and community environments.
2. Identify essential and effective strategies for reducing the likelihood of bullying and violence.
3. Demonstrate a bullying/harassment prevention scenario.

#GrowingBetterTogether

Prevent Child Abuse America

Get control of yourself when disciplining.

Keep your child healthy.

Get help with alcohol or drug problems.

Understand your child

Watch your words.

What we can do...



Give yourself a time-out.

Make your home a "violence-free" zone.

Join a support group for new parents.

Take regular breaks from your children.

Healing IOWA



▶ How Iowans are reshaping systems and communities for children to thrive in response to **Adverse Childhood Experiences (ACEs)**

RELEASED SEPTEMBER 2020, WITH IOWA ACEs DATA FROM 2017-2018



ACES AND Health

According to leading researchers, there are two primary ways that childhood adversity can transform into long-term health issues:

- Disease that occurs as the result of coping strategies such as overeating, smoking, or drug use
- Disease caused by chronic, toxic stress

(Felitti, 2009)

ACES IMPACT ON HEALTH-RISK BEHAVIORS

ACES research shows that we must consider the underlying issues that might cause behaviors we see in individuals that can lead to health problems. For some, adopting health-risk behaviors, such as smoking, substance use, or risky sexual activity, has less to do with

poor decision-making than with fulfilling a psychological need to de-stress, protect oneself, or feel loved. A smoker, for example, may find that smoking assists in relaxing their overactive stress-response system.

The ACEs data shows the correlation between experiencing childhood trauma and adopting health-risk behaviors. In one national study, for example, adults who reported experiencing four or more ACEs were six times more likely to report initiation of alcohol use by age 14 than those with zero ACEs (Dube, 2006).

Childhood trauma can
reduce life expectancy by
up to 20 years.

Source: CDC ACE Study research

Understanding the correlation between ACEs and risky behaviors might help address some of the unique challenges we are experiencing in Iowa and improve Iowans' health.



25%
of Iowans reported **binge drinking** in the past 30 days, higher than the national average.



8,500
Iowans were admitted for **meth use** treatment in 2018, up 50% from 2014.

Source: Iowa Dept. of Public Health

“

*Education consists mainly of what
we unlearn.*

Mark Twain

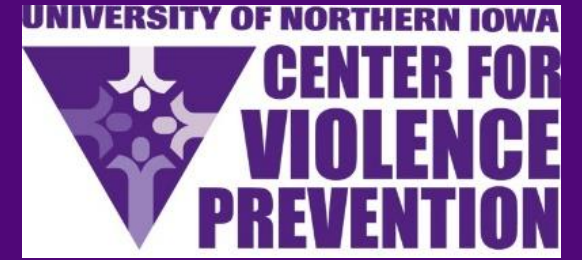




What might Mark Twain be inviting us to *unlearn* as it relates to **preventing child abuse**?

Please add your thoughts in the chat box.

Leading to Prevent



Building Capacity

UNI / University of Northern Iowa.



**Multi-Tier
System
of Prevention**

Spectrum of Prevention-School Focus

Adopting and Influencing School Policy

Changing and Modifying School Based Practices

Schools Fostering Coalitions and Networks with Parents & Broader Community

School Faculty and Staff Education & Professional Practice

Strengthening Student Knowledge, Awareness and Skills

National Survey of School Principals

- 68% never received training on Teen Dating Violence (TDV)
- 76% of schools did not have protocol on how to respond
- Training to assist TDV victim not provided to staff (62%)
- 57% had responded to a TDV victim in past 2 years, but did not sanction perpetrator (73%)
- 93% assisted victims by referral to school counselor

School Personnel Training

National Survey of School Nurses

- 86% report no protocol in school on how to respond to TDV
- 88% schools no training on how to assist in previous 2yr
- 81% no committee to address health and safety
- 55% assisted TDV in past 2 years
 - Most common assistance refer to school counselor



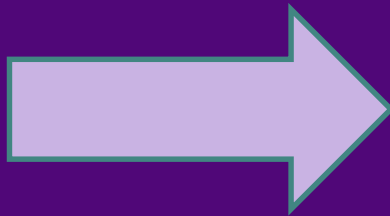
National Survey of School Counselors

- 81% no protocol in school on how to respond
- 90% reported no training of school personnel on how to respond
- 76% had no committee to address safety

2020 MVP Mentors' Study
(N=304), 15 different high schools.

SEL Learning Targets

- **Respect Diversity**
- **Team Work / Communication**
- **Social Engagement**
- **Ethical Responsibility**
- **Stress Management**
- **Self-Discipline**
- **Goal Setting**
- **Self Confidence**
- **Accurate Self-Perception**
- **Identify / Solving Problems**



Narrative Responses:

- **Personal Qualities**
- **Emotions / Feelings**
- **Personal Priorities**
- **Social Roles & Values**
- **Principles**
- **Action Against Violence**
- **Being Empathic**
- **Increased Leadership Skills**
- **Defend / Advocate for Others**
- **Improve School Safety**
- **Friendships / Relationships**

2020 MVP Mentors' Study

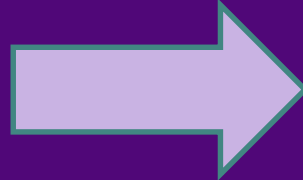
(N=304), 15 different high schools.

Themes Emerged:



Narrative Responses:

- Personal Qualities
- Emotions / Feelings
- Personal Priorities
- Social Roles & Values
- Principles
- Action Against Violence
- Being Empathic
- Increased Leadership Skills
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- Awareness
- Critical Thinking
- Empowerment
- Self-Determination
- Relational Skills

Leadership

empathetic
approachable
confidence
determined
relatable
amiable etc

listener
advocate
approachable
sense of command
communicator
more
trustworthy
dependable
inspirational
charismatic
visionary
etc



**Who can
do this?**

**Who is
called to
lead?**

Bystanders are.....

Friends

Classmates

Co - workers

Family Members

Community Members

Why focus on the bystander?

The Toolbox

MENTORS IN VIOLENCE PREVENTION



CENTER FOR VIOLENCE PREVENTION

UNIVERSITY OF NORTHERN IOWA

- **Raise Awareness**
- **Challenge Thinking**
- **Open Dialogue**
- **Inspire Leadership**

BUILDING CAPACITY AND SUSTAINABILITY

Train the Trainers

Collaboratively
Training School
and Community
Leaders

MVP Mentors

Training to
Student Leaders
via Summits and
Onsite Training

Students

MVP Mentors
working with
younger peers—
future MVP
Mentors



Bystander Approach

- **Notice the behavior**
- **Interpret** (*Problematic? Not a Problem*)
- **Feel *Responsible***
- **Use Skills to Act**

SEL Competency: Self-Awareness



MVP Scenario

Be an Active Bystander

- **Direct** – Respond directly with words or deed to the aggressor or victim --- or both.
- **Protocol** – Report, inform or advise to person in charge, authority figure, supervisor, etc.
- **Indirect/Distraction** – “Shift the focus,” use humor, tell a story, current events, weekend plans, etc.
- **After the Fact/Next Day** – Return later when things calm down. Check in. Let the person know you care about them.
- **With an Ally or Friend** – Recognize another peer’s disapproval of the situation, act together.

Bystander Interventions

- Clarification
- Providing information
- Bring-it-home
- “I” statements
- Humor
- Non-verbal communication
- Group intervention
- Distraction
- “We’re friends right?”
- Strike when the iron is cold
- Support the survivor
- Get help

BARRIERS TO BYSTANDER INTERVENTION

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



Azjean, Katz, Berkowitz

What if things go wrong?

Who am I to intervene?

Should I do something?

What could I say?

How might they react?

Am I making a big deal out of this?

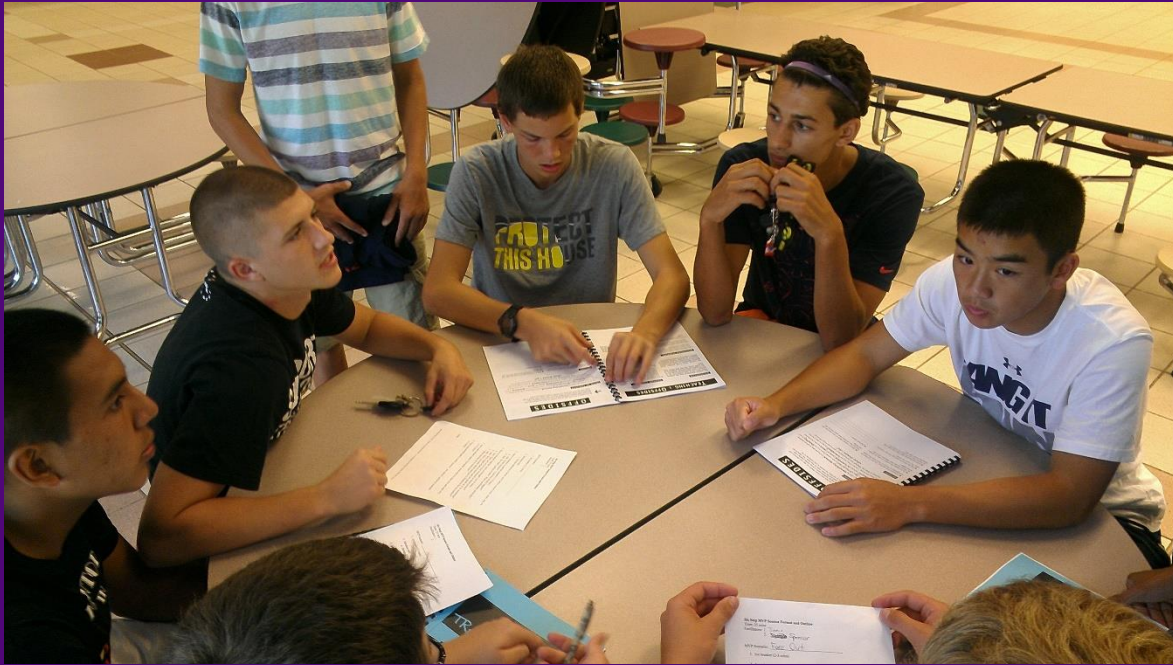
What if I misunderstood?

What could I do?

SILENCE



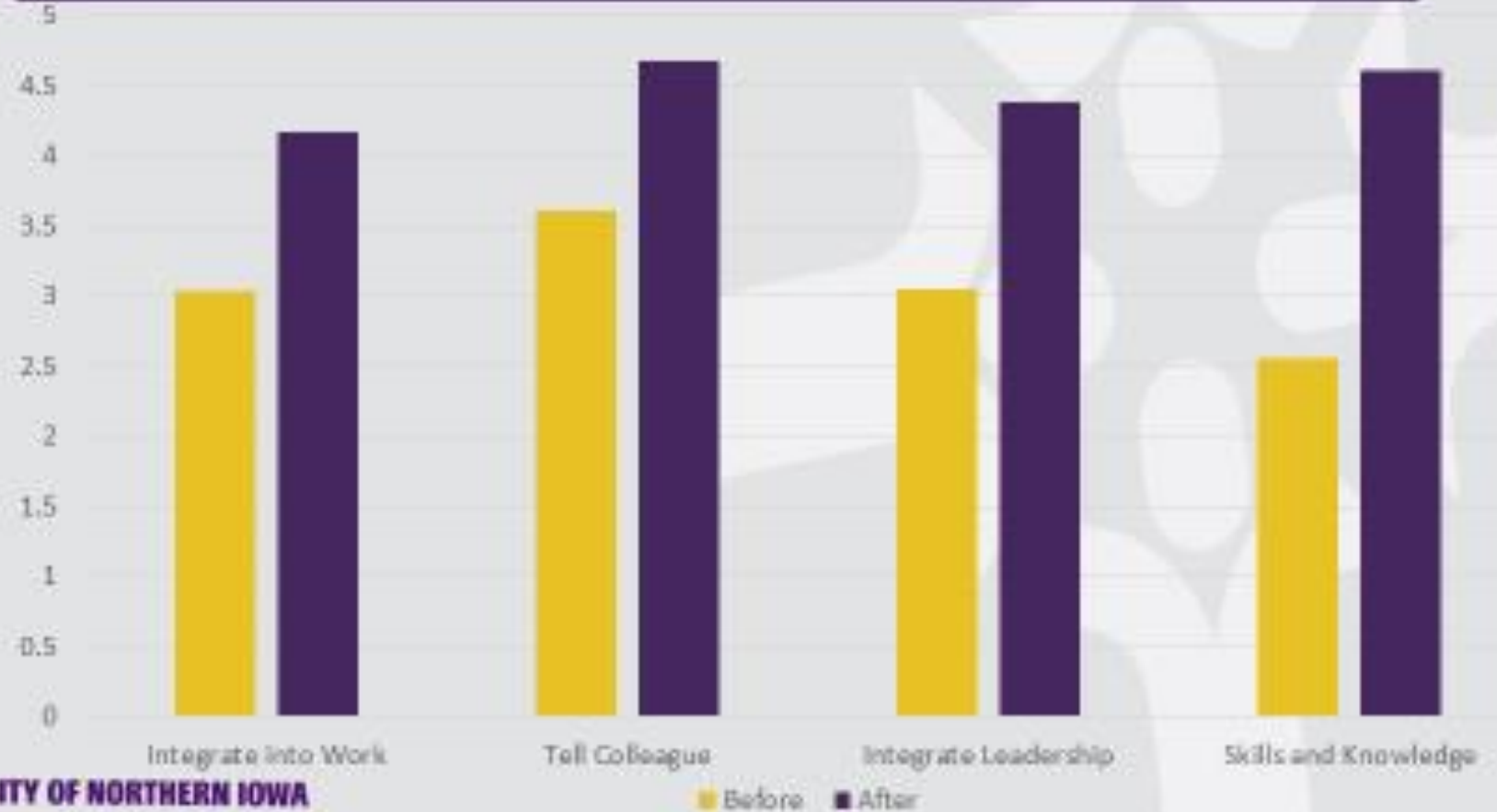
- **15-20 sessions / year**
- **30 minutes in length**
- **Gender Inclusive**
- **Student Led**



Cross Section:

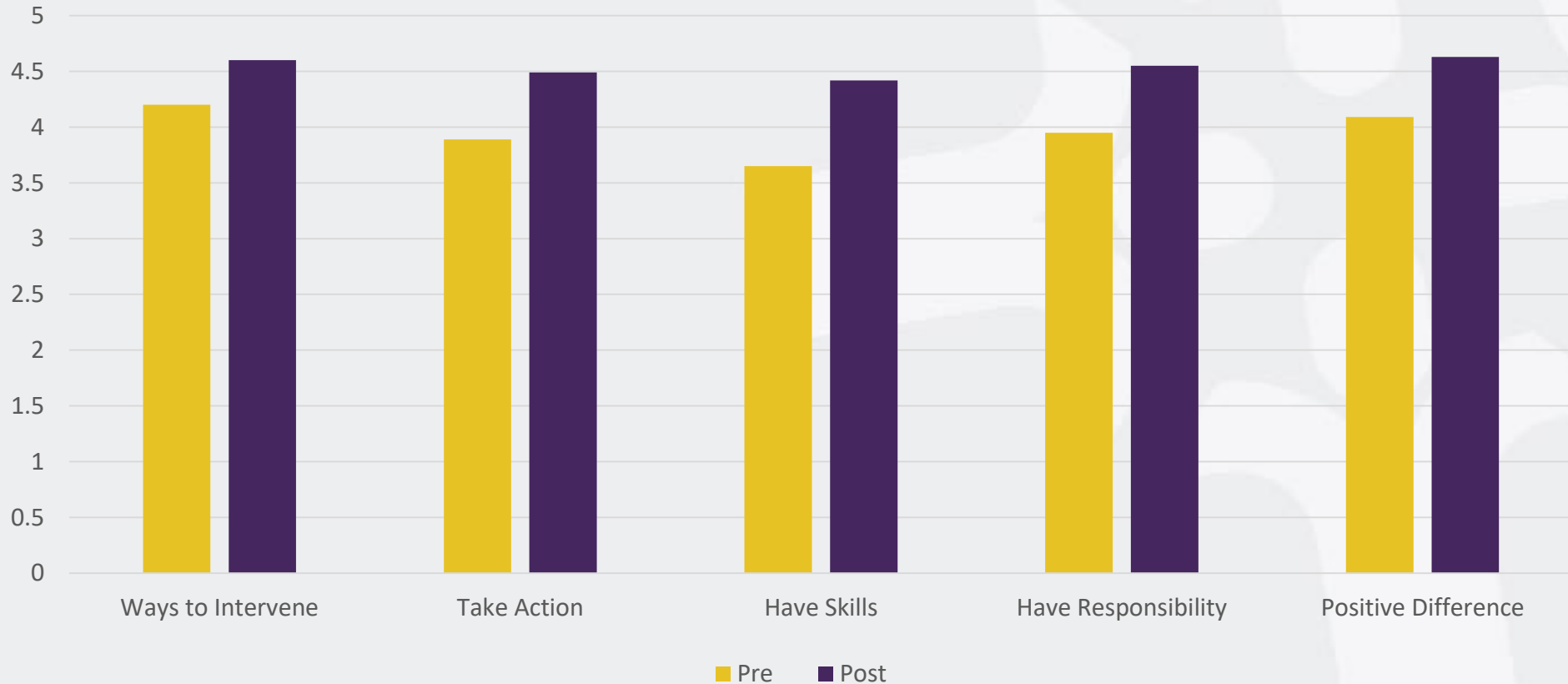
- Teachers
- School Counselors
- School Administrators
- Para-Professionals
- SRO
- Mental Health
- Victim Services

MVP Train-the-Trainer



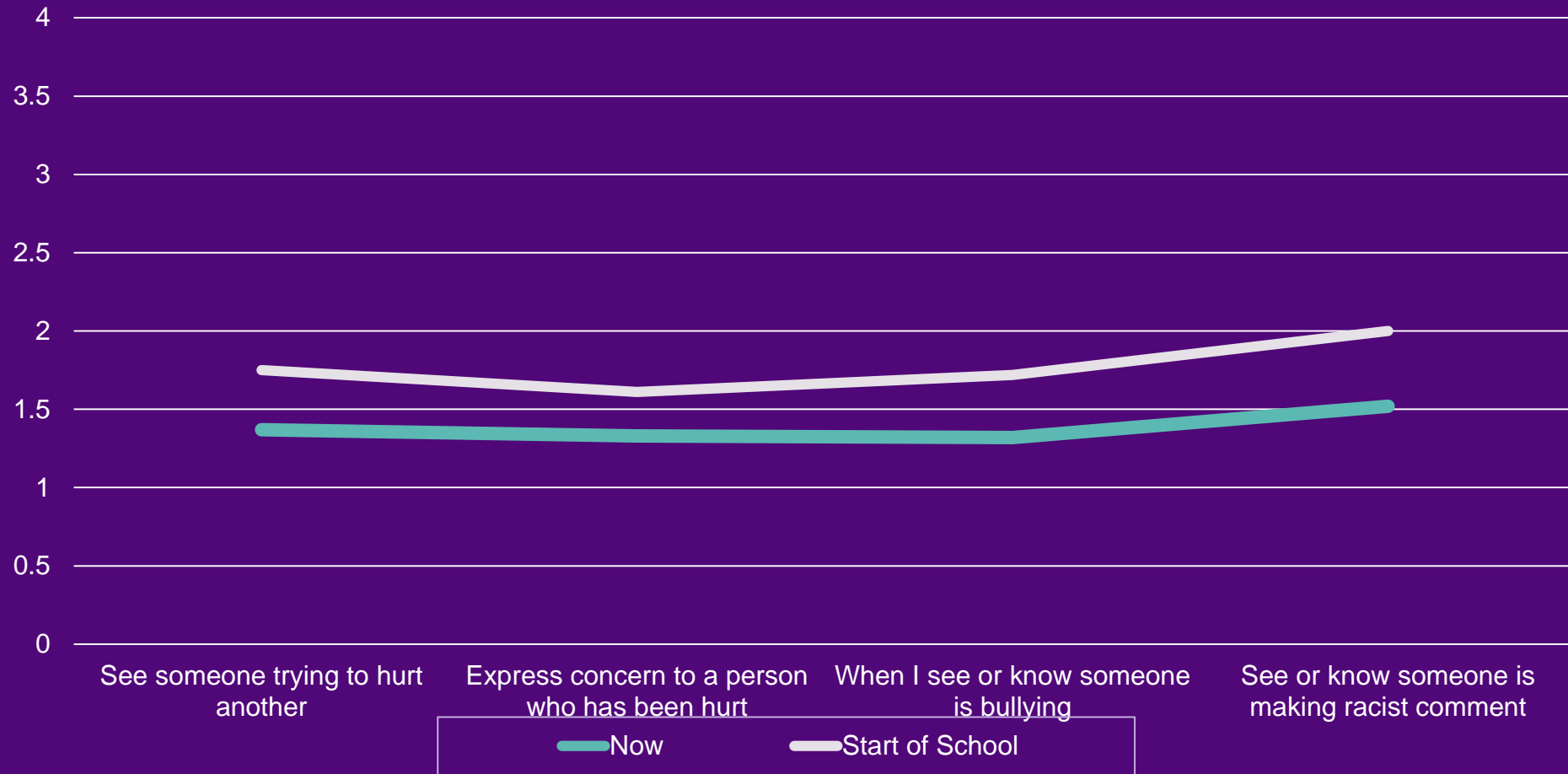
Student Mentors Reports-Retrospective Pre/Post

Mentors in Violence Prevention Leadership Summits



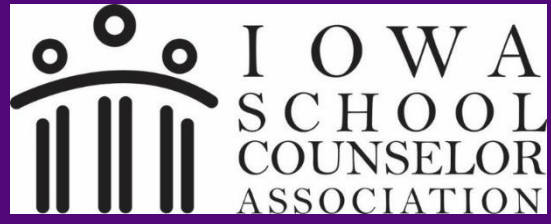
SEL: Responsible Decision Making; Relationship Skills

I have a responsibility to express my discomfort or do something...



1 = Strongly Agree....5 = Strongly Disagree

Coaching Boys
INTO MEN
CoachesCorner.org



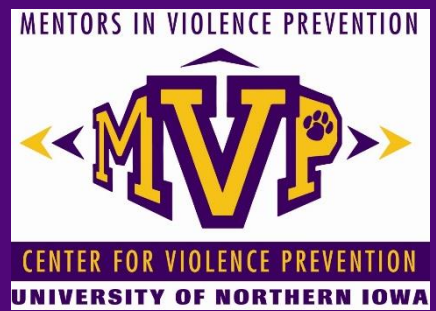
**COMMUNITY
IN MOTION**



**HAIL MARY
PROJECT**



verizon



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