

Checklist for Process Evaluation of Bystander Intervention Strategies

Goal: Bystander Intervention

To increase bystander intervention along the continuum of sexual violence behaviors among middle school, high school, and college age communities.

Recommended Strategies:

- Green Dot
- Mentors in Violence Prevention
- SCREAM Theater: Screaming to Prevent Violence

Core Principles & Components: These include strategy requirements and NJ specific adaptations.

1. Strategies need to educate, train, and utilize peer educators or popular opinion leaders (POLS) from the targeted community/school. These peer educators/POLS must receive the CDC – recommended dosage of 7-9 sessions of education. Social norms marketing or other follow-up activities should be used in order for the larger community to get sufficient dosage.
2. Strategies must have administrative, top-down support. Included in this support is education for all key stakeholders/administrators on sexual violence prevention and bystander intervention.
3. Strategies must incorporate a specific component on bystander skill development- how to intervene effectively and safely.
4. Strategies must include a component on sexual violence education, including information on the continuum of sexual violence and what actions constitute prevention.
5. Strategies need to be implemented deeply and in accordance with the socio-ecological model for prevention by addressing individual, relationship, community, and environmental levels.

Process Checklist

The purpose of the Process Checklist is to accomplish the following:

1. Maintain fidelity of implemented strategies
2. Track adaptations of strategies
3. Continuous Quality Improvement (CQI)
4. Enhance tracking for potential funding opportunities
5. This checklist is being designed for use by an “impartial” observer - either a member of the County Coalition or other trained volunteer.

To Be Completed By Facilitator Before Session:

Name of Facilitator/Presenter: _____

Name of Observer: _____

Type of Observer: Coalition Member ____ Volunteer ____ AmeriCorps Member ____
 Staff Advocate ____ Other (Specify): _____

Name of Implementation Site: _____

Start and End Date of Session: _____ Duration of Session: _____

Sexual Violence Program Name: _____

To Be Completed By Evaluator Before Session:

Have you, the evaluator, been trained in any type of bystander intervention program?	Yes	No
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If yes, what strategy have you been trained in?

_____ Green Dot

_____ SCREAM Theater

_____ Mentors in Violence Prevention

_____ Other (please specify): _____

Macro-level Components (To be used with both the first exposure and skills training):

Going Deep

Do(es) the facilitator(s) make reference to additional exposures of violence prevention messaging in this community (i.e. other presentations, events, promotional materials, etc.)?	Yes	No
Have you, the evaluator, observed or heard about the violence prevention messaging referenced by the facilitator(s) prior to attending this presentation?	Yes	No

Gender Inclusivity

Is the gender of the facilitator(s) representative of the audience?	Yes	No
Do(es) the facilitator(s) include references that anyone (regarding gender) can be a possible:		

• Perpetrator	Yes	No
• Victim	Yes	No
• Bystander	Yes	No

Cultural Sensitivity

Is the race/ethnicity of the facilitator(s) representative of the audience?	Yes	No
Do(es) the facilitator(s):		
• Use examples of culturally relevant high-risk situations (i.e. dance party, gang activity, work environment, etc.)	Yes	No
• Use language that is culturally relevant to the audience?	Yes	No
• Use language and examples that are relevant no matter one's sexual orientation?	Yes	No

Audience Adaptation

Do(es) the facilitator(s) :		
• Use language that is developmentally (age) appropriate for the audience?	Yes	No
• Use examples from developmentally (age) appropriate high risk situations (i.e. bullying behavior, parties, work environment, etc.)?	Yes	No

First Exposure to Bystander Intervention:

Introduction to Services

Do(es) the facilitator(s) mention the services provided by their program/agency/organization?	Yes	No
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Connection to the Issue/Facilitator

Do(es) the facilitator(s) :		
• Mention their motivation for discussing sexual violence prevention?	Yes	No
• Specifically mention why this particular audience should care and/or act to prevent sexual violence?	Yes	No
Was the audience generally attentive and engaged during the presentation?	Yes	No

Empathy to Victims

Do(es) the facilitator(s) provide an opportunity for audience members to connect with the experience of victims?	Yes	No
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Introduction to Bystanders

Do(es) the facilitator(s) explain:	Yes	No
<ul style="list-style-type: none"> Who bystanders are? The role of the bystander to prevent violence? 	Yes	No

Examples of Bystander Intervention

Do(es) the facilitator(s):	Yes	No
<ul style="list-style-type: none"> Identify different methods of intervening to prevent violence? Mention obstacles to intervening as a bystander? 	Yes	No

Culture Change

Do(es) the facilitator(s):	Yes	No
<ul style="list-style-type: none"> Address the need for culture change in order to increase bystander intervention and prevent violence? Speak to the feasibility of bringing about a culture change to increase bystander intervention? 	Yes	No

Connection to the Big Picture

Do(es) the facilitator(s) speak to the audience's role in bystander intervention?	Yes	No
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Now What

Do(es) the facilitator(s):	Yes	No
<ul style="list-style-type: none"> Offer opportunities to get more involved with their program/agency/organization (i.e. volunteer work, advocacy, additional training, peer education, etc.)? Provide information about services and resources (i.e. brochures, web addresses, etc.)? Distribute promotional items (i.e. announcements for future trainings, giveaways, etc.)? 	Yes	No

Second and Subsequent Exposures to Bystander Intervention:

Do(es) the facilitator(s) provide skills training?	Yes	No
Do Peer Educators assist with the training?	Yes	No
Are popular opinion leaders attending the training – i.e.: individuals selected by others based on their role as formal or informal leaders in the community?	Yes	No

Skills Training

Do(es) the facilitator(s):		
• Offer opportunities for participants to practice bystander intervention through role plays?	Yes	No
• Offer opportunities for participants to process information through small group discussion?	Yes	No
• Define the type(s) of violence to be prevented?	Yes	No
• Provide examples of behaviors and situations that could potentially escalate into violence?	Yes	No
• Offer opportunities for participants to identify ways to intervene safely and effectively?	Yes	No
• Offer opportunities for participants to identify personal obstacles to intervention:		
○ PRIOR to an act of violence?	Yes	No
○ DURING an act of violence?	Yes	No
○ FOLLOWING an act of violence?	Yes	No
• Provide solutions to obstacles that typically inhibit intervention?	Yes	No
• Provide information about services and resources (i.e. brochures, web addresses, etc.)?	Yes	No
• Provide information about who could be a victim of violence?	Yes	No
• Provide information about who could be a perpetrator of violence?	Yes	No
• Offer opportunities to get more involved with their program/agency/organization (i.e. volunteer work, advocacy, additional training, peer education, etc.)?	Yes	No
Do(es) the participants:		
• Complete a pre-test on bystander intervention?	Yes	No
• Complete a post-test on bystander intervention?	Yes	No

The following section is to be filled in by the strategy implementor and/or facilitator

How was the skills training administered?

- All in one day/session_____
- Multiple Sessions_____ #of sessions:_____

Additional Exposure Options Mentioned/Observed for This Site:

Which of the following methods have been used to reinforce the violence prevention message:		
• Posters	Yes	No
• Brochures	Yes	No
• Events/Contests/Programs	Yes	No

• Bystander Pledge	Yes	No
• Gear: buttons, t-shirts, water bottles, bracelets, etc.	Yes	No
• Clothline project	Yes	No
• Denim Day	Yes	No
• Electronic communication: email, listserv, websites, etc.	Yes	No
• Social Networking: Facebook, Myspace, Twitter, etc.	Yes	No
• Club Membership	Yes	No
• Conversations with Peers	Yes	No
• Volunteer Opportunities	Yes	No
• Social Norm Campaign (<i>as it pertains to bystander intervention</i>)	Yes	No
• Other:		
○ Mentors in Violence Prevention	Yes	No
○ SCREAM Theater	Yes	No
○ Green Dot Persuasive Speech	Yes	No
○ Green Dot Skills Training	Yes	No
○ Media Literacy (<i>as it pertains to bystander intervention</i>)	Yes	No
○ MOST Clubs	Yes	No
○ List others not mentioned above: _____		

For each additional exposure checked, how do/will you, the facilitator(s), tie this additional exposure to the primary strategy?

We are interested in refining this tool better. Please give us your feedback with regards to the following questions:

- Please describe how easy was it to understand the questions and use this tool overall?

- Please give us specific examples of questions that you found especially unclear or difficult to answer.

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- Are there any changes you would like to see with this tool?
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of attendees in audience: _____ # of facilitators/presenters: _____

Observable Demographics of participants:

Broadly categorize the observable racial breakup for this group (%)?

_____ White

_____ People of Color

Broadly categorize the observable gender breakup for this group (%)?

_____ Male

_____ Female

Broadly categorize the observable age breakup for this group (%)?

High School: Ages 14 - 18

_____ 9th Grade

_____ 10th Grade

_____ 11th Grade

_____ 12th Grade

College: Ages 18 - 25

_____ Freshman

_____ Sophomore

_____ Junior

_____ Senior

Other age groups: _____

Number of doses received by implementation site so far in this school year: _____

Any additional comments on why a specific core principle or specific curriculum requirement was not met.
