



**EMPOWER  
EDUCATORS  
POWER**



**BYSTANDER INTERVENTION**

# 5 STEPS TO INTERVENTION

## 1 - Notice The Event

Notice and observe behaviors that seem out of the ordinary. This can include body language, speaking volume, tone of voice, etc.

## 2 - Interpret it as a problem

Decide if what's happening is a problem or not. If it's unclear try to gather more information. Ask yourself "If this were happening to me, would I want someone to help?"

## 3 - Take Responsibility

You've decided it's a problem and someone needs to help. Take ownership to be that person to assist.

## 4 - Know How to Help

Think about what action needs to be taken and create a plan. What will be the most effective response to this situation?

## 5 - Act!

Follow through and intervene!



# INTERVENTION STYLES



## DIRECT

Deescalating the problem by addressing what is happening.

### EXAMPLES:

"You're being kinda rude, can you please leave?"

"Hey, is this person bothering you?"



## DISTRACT

Deescalating the situation by drawing attention away from the problem.

### EXAMPLES:

"Could you tell me what time it is, please?"

Drop something near the situation.



## DELEGATE

Asking another person to intervene or to help you intervene.

### EXAMPLE:

Ask the host to check in on the people.

"Hey, that person looks uncomfortable, would you go with me to ask if they're ok?"

# ADDITIONAL INTERVENTION TIPS

## EMERGENCY HELPING ● ● ●

In emergencies you will likely go through the steps to intervention very quickly. In these situations it's best to verbalize what needs to be done and assign tasks to specific people. If there is a medical or safety concern, consider calling 9-1-1.

## DON'T ESCALATE ● ● ●

Our goal is to deescalate the situation. The most helpful skill you can use is staying calm. Raising your voice will likely cause panic or make the people involved feel attacked.

## FOCUS ON THE BEHAVIOR ● ● ●

If you label someone based on their actions, they may react negatively and be less likely to respond positively to intervention. Focus on the behaviors that you are witnessing. Using "I" statements can also be helpful.



**PREVENTION  
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EDUCATION**



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