**BeVocal: The Bystander Intervention Initiative of The University of Texas at Austin**

BeVocal is a university-wide bystander intervention initiative to promote the idea that individual Longhorns have the power to reduce and prevent harm. BeVocal is designed to address multiple types of harm and enhance an individual's confidence to intervene. The BeVocal initiative seeks to promote intervention as a norm of our community, and in turn change the campus culture.

Bystander intervention is recognizing a potentially harmful situation or interaction and choosing to respond in a way that could positively influence the outcome.

**BeVocal Steps to Intervention**

**1. Recognize the Potential Harm 2. Choose to Respond 3. Take Action**

*Scenario #1*

A student with an accessible parking permit park in an accessible space and appears to walk without difficulty into the nearest building. As the student passes you, you hear someone comment (loudly enough for the student to hear)“I can’t believe that some people are lazy and rude enough to use a handicapped parking space when they obviously don’t need it.”

1. Recognize the Harm:
   * Harm can be anything that constitutes a negative physical, mental, social, or emotional response, affecting a community, a group of individuals, or a single person. What harm is taking place?
2. Choose to Respond:
   * What are some barriers that might keep you from choosing to respond?
   * What would motivate you to respond?
3. Take Action:

Direct Action is an active approach to intervening that requires direct articulation or expression of concern with the situation. Examples of this could include: asking questions/getting clarity, creating a distraction or addressing the person directly. Indirect Action, also known as a ‘detour’ approach, involves less visible forms of intervening. Examples of this could include getting other people involved, calling for help, or making a report.

* + What are some direct ways to take action?
  + What are some indirect ways to take action?
  + What resources would be helpful in addressing this type of harm?

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*Scenario #2*

Taylor and Jordan are responsible for bringing snacks to a group meeting. As they are setting up, Taylor sees Jordan pull out a bag of peanuts and mentions that Riley, someone who will be attending the meeting, has a peanut allergy and has asked to make the meeting a peanut free space. Jordan sighs and says “I don’t understand why Riley makes such a big deal about the peanut thing. Just don’t eat peanuts if you don’t like them.”

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Choose to Respond:

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*Scenario #3*

You are working on a project with Sarah, Joe, Evan and Ashley. Sarah expresses her opinion of how they should organize the work and Joe disagrees with her. After their meeting Ashley emails the group (except for Sarah) saying “We should go along with what Sarah wants. She’s a veteran and so she probably has PTSD and could get violent if we make her angry.”

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*Scenario #4*

A student in your class has missed four classes in a row. When she returns to class she sits in the back row and doesn’t participate in any of the discussion. At the end of the class she asks you for a copy of notes and then says “I don’t know why I need them, it’s not like it even matters anymore.”

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*Scenario #5*

Jeremy asks a classmate for a copy of notes for a class he missed last week. She hesitates before allowing him to take pictures of her notebook. As he flips through the pages you overhear him saying “Wow, you really can’t spell. How did you even get into UT without knowing better English?”

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*Scenario #6*

A student tells you they were recently diagnosed with a condition that has been making it hard for them to focus on their academics and other obligations. They share that they are overwhelmed and aren’t sure what to do next.

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