

Evidence-Based Measures of Bystander  
Action to Prevent Sexual Abuse and Intimate Partner Violence:  
Resources for Practitioners  
(Short Measures)

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## Purpose

The purpose of this report is to provide administrators of prevention programs with shortened, practice-friendly versions of common outcome measures related to sexual abuse and intimate partner violence. These measures have been analyzed to develop a pool of scales that are concise, valid, and reliable.

Being able to assess the effectiveness of prevention programs is a key component of program implementation, since you want to examine whether or not the prevention efforts are producing the intended results. Rather than have every prevention program create their own measures of effectiveness, this report serves as a resource for prevention programs to choose measures that match the learning goals of their particular program.

The measures included in this report focus on bystander attitudes and behaviors. Additional resources for common measures related to sexual and relationship abuse prevention are included at the end of this report.

## Methodology

The measures that are compiled in this report were derived from measures either developed or adapted by the Prevention Innovations Research Center team. They focus on changes to self-reported bystander attitudes, including awareness, responsibility, efficacy, peer norms about helping, and bystander helping behaviors. **The data on which analyses were based come from studies of college students. This is the population for whom these measures were developed. Further adaptations and measurement testing will be needed to use these measures with secondary school or community participants.**

Factor analysis was used as a data reduction method to identify items that loaded highly for each category. Scales were created using items that were highly loaded with Promax rotation and that focused on a range of attitudes or behaviors. The internal consistency (Cronbach's alpha) of scales was then examined. Bivariate correlations between the means of the shortened measures and the original longer measures were run. Finally, analyses were conducted to replicate program evaluation findings that used the original longer measures, with the shorter measures to ensure that the shorter measures performed similarly in measuring change among participants who received a prevention program.

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## How This Report Is Organized

The scales in this report are organized so that they can be selected based on learning outcomes that prevention programs are interested in assessing. In many instances, the measures are separated into two different groups: sexual abuse and intimate partner violence/abuse. In some instances, separating the two groups was not feasible for the purposes of our statistical analyses and those instances are noted in the description. Additional resources for common sexual and relationship abuse scales are included at the end of this report.

## Sexual Abuse

### Efficacy – Bystander Efficacy Short Form

The below measures of efficacy come from the Bystander Efficacy Scale (Banyard, 2008), which assesses a person’s confidence in performing bystander behaviors. Participant responses can range from 0 (*can’t do*) to 100 (*very certain*). Cronbach’s alpha on this scale for the sample was .817.

The following instructions and scales were used to measure efficacy:

Please read each of the following behaviors. Indicate in the column *Confidence* how confident you are that you could do them. Rate your degree of confidence by recording a whole number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
can’t do	quite uncertain		moderately certain				very certain			

---

Get help and resources for a friend who tells me they have been raped.	___%
Doing something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party.	___%
Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable.	___%

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Speak up to someone who is making excuses for forcing someone to have sex with them. \_\_\_\_\_%

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L. (2008). Measurement and correlates of pro-social bystander behavior: The case of interpersonal violence. *Violence and Victims, 23*, 83-97.

The following three subscales concern participants' readiness to help as bystanders, derived from the Readiness to Help assessment developed by Banyard and colleagues (2014). These scales are based on four stages of change, as modeled by Prochaska and DiClemente (1984), including precontemplation, contemplation, preparation, and action. Participant responses range from 1 (*not at all true*) to 5 (*very much true*).

### **Readiness to Help: Action Subscale SV Short Form (SV Action SF)**

The first of these subscales is Action. It combines Prochaska and DiClemente's preparation and action stages, where a bystander is preparing for or engaged in abuse prevention behavior (Banyard et al., 2014). Cronbach's alpha on this subscale was .854.

The following instructions and scales were used to measure readiness to help, action:

NOTE: *We often first given definitions of terms which are shown below. But for some evaluations you may not choose to do this.*

For the next set of questions, please keep in mind the following definitions:

Sexual abuse refers to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, or vaginal penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

Intimate partner abuse refers to a range of behaviors experienced in the context of any type of intimate relationship or friendship. These behaviors include use of physical force or threats of force

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against a partner including slapping, punching, throwing objects, threatening with weapons or threatening any kind of physical harm. It can also include extreme emotional abuse such as intimidation, blaming, putting down, making fun of, and name calling.

Stalking refers to a range of behaviors that are unwanted by the recipient and that cause fear including repeatedly (two or more times) maintaining unwanted visual or physical proximity to a person, repeatedly conveying oral or written threats, or other activities that are intended to make someone afraid. Examples of stalking include unwelcome communication, including face-to-face, telephone, voice message, electronic mail, written letter, and/or contact; unwelcome gifts or flowers, etc.; threatening or obscene gestures and/or pursuing or following; surveillance; trespassing; or vandalism.

Please read each of the following statements and indicate how true each is of you using the following scale.

1	2	3	4	5
Not at all true				Very much true

---

I am actively involved in projects to deal with sexual abuse on campus. 1 2 3 4 5

I have recently taken part in activities or volunteered my time on projects focused on ending sexual abuse on campus. 1 2 3 4 5

I have been or am currently involved in ongoing efforts to end sexual abuse on campus. 1 2 3 4 5

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence* 4, 101-115.

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## Readiness to Help: Responsibility Subscale SV – Short Form (SV Responsibility SF)

The second Readiness to Help subscale is Responsibility, which mirrors Prochaska and DiClemente's (1984) contemplation stage of change, where bystanders report a sense of responsibility for the problem. Participant responses range from 1 (*not at all true*) to 5 (*very much true*). Cronbach's alpha on this subscale was .689.

The following instructions and scales were used to measure readiness to help, responsibility:

NOTE: *We often first given definitions of terms which are shown below. But for some evaluations you may not choose to do this.*

For the next set of questions, please keep in mind the following definitions:

Sexual abuse refers to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, or vaginal penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

Intimate partner abuse refers to a range of behaviors experienced in the context of any type of intimate relationship or friendship. These behaviors include use of physical force or threats of force against a partner including slapping, punching, throwing objects, threatening with weapons or threatening any kind of physical harm. It can also include extreme emotional abuse such as intimidation, blaming, putting down, making fun of, and name calling.

Stalking refers to a range of behaviors that are unwanted by the recipient and that cause fear including repeatedly (two or more times) maintaining unwanted visual or physical proximity to a person, repeatedly conveying oral or written threats, or other activities that are intended to make someone afraid. Examples of stalking include unwelcome communication, including face-to-face, telephone, voice message, electronic mail, written letter, and/or contact; unwelcome gifts or flowers, etc.; threatening or obscene gestures and/or pursuing or following; surveillance; trespassing; or vandalism.

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Please read each of the following statements and indicate how true each is of you using the following scale.

1	2	3	4	5
Not at all true				Very much true

---

Sometimes I think I should learn more about sexual abuse. 1 2 3 4 5

I think I can do something about sexual abuse. 1 2 3 4 5

I am planning to learn more about the problem of sexual abuse on campus. 1 2 3 4 5

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence* 4, 101-115.

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### **Readiness to Help: No Awareness Subscale SV – Short Form (SV No Awareness SF)**

The final subscale of the Readiness to Help assessment is No Awareness, which relates to Prochaska and DiClemente's (1984) precontemplation stage for change. These items suggest a lack of awareness of sexual abuse as a problem on campus. Participant responses range from 1 (*strongly disagree*) to 5 (*strongly agree*).

This subscale combines both sexual abuse and intimate partner abuse, as separating the two groups produced undesirable statistical results. Cronbach's alpha on this subscale was .804.

The following instructions and scales were used to measure readiness to help, no awareness:

*NOTE: We often first given definitions of terms which are shown below. But for some evaluations you may not choose to do this.*

For the next set of questions, please keep in mind the following definitions:

Sexual abuse refers to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, or vaginal penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

Intimate partner abuse refers to a range of behaviors experienced in the context of any type of intimate relationship or friendship. These behaviors include use of physical force or threats of force against a partner including slapping, punching, throwing objects, threatening with weapons or threatening any kind of physical harm. It can also include extreme emotional abuse such as intimidation, blaming, putting down, making fun of, and name calling.

Stalking refers to a range of behaviors that are unwanted by the recipient and that cause fear including repeatedly (two or more times) maintaining unwanted visual or physical proximity to a person, repeatedly conveying oral or written threats, or other activities that are intended to make someone afraid. Examples of stalking include unwelcome communication, including face-to-face, telephone, voice message, electronic mail, written letter, and/or contact; unwelcome gifts or flowers, etc.; threatening or obscene gestures and/or pursuing or following; surveillance; trespassing; or vandalism.

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Please read each of the following statements and indicate how true each is of you using the following scale.

1	2	3	4	5
Strongly Disagree				Strongly Agree

---

I don't think sexual abuse is a problem on campus.	1	2	3	4	5
I don't think intimate partner abuse is a problem on this campus.	1	2	3	4	5
I don't think there is much I can do about sexual abuse on campus.	1	2	3	4	5
I don't think there is much I can do about intimate partner abuse on campus.	1	2	3	4	5
There is not much need for me to think about sexual abuse on campus.	1	2	3	4	5
There is not much need for me to think about intimate partner abuse on campus.	1	2	3	4	5

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence 4*, 101-115.

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## Intimate Partner Violence Measures

### Efficacy Scale – IPV Short Form (IPV Efficacy SF)

As with the sexual abuse efficacy scale, the below measures of efficacy for intimate partner violence come from the Bystander Efficacy Scale (Banyard, 2008). Participant responses can range from 0 (*can't do*) to 100 (*very certain*). Cronbach's alpha on this scale for the sample was .789.

The following instructions and scales were used to measure efficacy:

Please read each of the following behaviors. Indicate in the column *Confidence* how confident you are that you could do each of them. Rate your degree of confidence by recording a whole number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
can't do	quite uncertain				moderately certain					very certain

---

Talk to a friend who I suspect is in an abusive relationship. \_\_\_\_\_%

Get help if I hear of an abusive relationship in my dorm or other residence. \_\_\_\_\_%

Speak up to someone who is making excuses for using physical force in a relationship. \_\_\_\_\_%

Speak up to someone who is calling their partner names or swearing at them. \_\_\_\_\_%

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L. (2008). Measurement and correlates of pro-social bystander behavior: The case of interpersonal violence. *Violence and Victims*, 23, 83-97.

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## Readiness to Help: Action Subscale – IPV Short Form (IPV Action SF)

As with the Readiness to Help Action subscale for sexual abuse, the following subscale concerns Prochaska and DiClemente's preparation and action stages, where a bystander is preparing for or engaged in abuse prevention behavior (Banyard et al., 2014). Participant responses range from 1 (*not at all true*) to 5 (*very much true*). The subscale had a Cronbach's alpha of .879.

The following instructions and scales were used to measure readiness to help, action:

*NOTE: We often first given definitions of terms which are shown below. But for some evaluations you may not choose to do this.*

For the next set of questions, please keep in mind the following definitions:

Sexual abuse refers to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, or vaginal penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

Intimate partner abuse refers to a range of behaviors experienced in the context of any type of intimate relationship or friendship. These behaviors include use of physical force or threats of force against a partner including slapping, punching, throwing objects, threatening with weapons or threatening any kind of physical harm. It can also include extreme emotional abuse such as intimidation, blaming, putting down, making fun of, and name calling.

Stalking refers to a range of behaviors that are unwanted by the recipient and that cause fear including repeatedly (two or more times) maintaining unwanted visual or physical proximity to a person, repeatedly conveying oral or written threats, or other activities that are intended to make someone afraid. Examples of stalking include unwelcome communication, including face-to-face, telephone, voice message, electronic mail, written letter, and/or contact; unwelcome gifts or flowers, etc.; threatening or obscene gestures and/or pursuing or following; surveillance; trespassing; or vandalism.

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Please read each of the following statements and indicate how true each is of you using the following scale.

1	2	3	4	5
Not at all true				Very much true

---

I am actively involved in projects to deal with intimate partner violence on campus.	1	2	3	4	5
--	---	---	---	---	---

I have recently taken part in or volunteered my time on projects focused on ending intimate partner violence on campus.	1	2	3	4	5
---	---	---	---	---	---

I have been or am currently involved in ongoing efforts to end intimate partner violence on campus.	1	2	3	4	5
---	---	---	---	---	---

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence* 4, 101-115.

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## Readiness to Help: IPV Responsibility Subscale – Short Form (IPV Responsibility SF)

The second Readiness to Help subscale is Responsibility, which mirrors Prochaska and DiClemente's (1984) contemplation stage of change, where bystanders report a sense of responsibility for the problem. Participant responses range from 1 (*not at all true*) to 5 (*very much true*). Cronbach's alpha on this subscale was .679.

The following instructions and scales were used to measure readiness to help, responsibility:

NOTE: *We often first given definitions of terms which are shown below. But for some evaluations you may not choose to do this.*

For the next set of questions, please keep in mind the following definitions:

Sexual abuse refers to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, or vaginal penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

Intimate partner violence and intimate partner abuse refers to a range of behaviors experienced in the context of any type of intimate relationship or friendship. These behaviors include use of physical force or threats of force against a partner including slapping, punching, throwing objects, threatening with weapons or threatening any kind of physical harm. It can also include extreme emotional abuse such as intimidation, blaming, putting down, making fun of, and name calling.

Stalking refers to a range of behaviors that are unwanted by the recipient and that cause fear including repeatedly (two or more times) maintaining unwanted visual or physical proximity to a person, repeatedly conveying oral or written threats, or other activities that are intended to make someone afraid. Examples of stalking include unwelcome communication, including face-to-face, telephone, voice message, electronic mail, written letter, and/or contact; unwelcome gifts or flowers, etc.; threatening or obscene gestures and/or pursuing or following; surveillance; trespassing; or vandalism.

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Please read each of the following statements and indicate how true each is of you using the following scale.

1	2	3	4	5
Not at all true				Very much true

---

Sometimes I think I should learn more about intimate partner violence. 1 2 3 4 5

I think I can do something about intimate partner violence. 1 2 3 4 5

I am planning to learn more about the problem of intimate partner violence on campus. 1 2 3 4 5

To score this measure, calculate the average of the answers across the items.

The full measure is located in the following source:

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence* 4, 101-115.

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## Bystander Behavior

Participants were asked whether or not they had engaged in different types of bystander behaviors. Response choices were 0 (*no*) to 1 (*yes*). Although participants were asked about bystander behaviors in relation to helping friends, acquaintances, and strangers, the following scale consists of responding for friends only. Cronbach's alpha on this scale for the sample was .971. Please note: this measure assesses only different **types** of actions, not how many times they did each. It is also possible to ask participants how many times they have done each of the behaviors. It is also useful to provide an answer choice of "no opportunity" or "not in that situation."

The following instructions and scales were used to measure bystander behavior:

Now please read the list below and circle Y (for yes) or N (for no) for all the items indicating behaviors you have actually engaged in IN THE LAST 2 MONTHS. If you have not been in a situation like that in the past two months, circle "no opportunity." Please note that an alternate answer choice is to ask participants how many times they have done each in the past two months.

---

I encouraged others to learn more and get involved in preventing sexual or intimate partner violence/abuse.	No opportunity Y N
I talked with a friend about sexual and/or intimate partner violence as an issue for our community.	No opportunity Y N
I talked with a friend about what makes a relationship abusive and what warning signs might be.	No opportunity Y N
If a friend said they had an unwanted sexual experience but they don't call it 'rape' I expressed concern and/or offered to help.	No opportunity Y N
I approached a friend if I thought they were in an abusive relationship and let them know that I was there to help.	No opportunity Y N
I let a friend I suspect had been sexually assaulted know that I was available for help and support.	No opportunity Y N

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I supported a friend who wanted to report sexual assault or intimate partner violence/abuse that happened to them even if others could get in trouble.	No opportunity Y N
If I saw a friend taking a very intoxicated person up to their room, I said something and asked what the friend was doing.	No opportunity Y N
I confronted a friend who made excuses for abusive behavior by others.	No opportunity Y N
I expressed disagreement with a friend who said having sex with someone who is passed out or very intoxicated is okay.	No opportunity Y N
If I saw a friend grabbing or pushing their partner, I said something to them.	No opportunity Y N
If I heard a friend insulting their partner, I said something to them.	No opportunity Y N
I heard a friend talking about forcing someone to have sex with them, spoke up against it and expressed concern for the person who was forced.	No opportunity Y N
I heard a friend talking about using physical force with their partner, spoke up against it and expressed concern for their partner.	No opportunity Y N
I walked a friend home from a party when they had too much to drink.	No opportunity Y N
I went with a friend to talk with someone (community resource, police, crisis center, etc.) about an unwanted sexual experience or intimate partner violence/abuse.	No opportunity Y N
I called 911 or authorities when a friend needed help because of being hurt sexually or physically.	No opportunity Y N
I made sure a friend didn't leave an intoxicated friend behind at a party.	No opportunity Y N

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I called a crisis center or community resource for help when a friend told me they experience sexual or intimate partner violence/abuse.

No opportunity  
Y  
N

When I heard that a friend was accused of sexual abuse or intimate partner violence/abuse, I came forward with what I knew rather than keeping silent.

No opportunity  
Y  
N

There are several ways to score this measure:

1) Assign each “yes” a “1” and each “no” a “0.” Calculate the sum of the answers across the items for a score of number of types of behavior.

2) Leave the “no opportunity” answers blank so that they are not scored. Calculate an average of the answers to the other items. Do not include in scoring items where the individual said they did not have an opportunity or were not in that situation. This provides an estimate of the percentage of time participants took action when they had the opportunity.

The full measure is located in the following source:

Banyard, V. L. (2008). Measurement and correlates of pro-social bystander behavior: The case of interpersonal violence. *Violence and Victims, 23*, 83-97.

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence 4*, 101-115.

Also recommended: McMahon, S., Palmer, J., Banyard, V., Murphy, M. & Gidycz, C. (in press). Measuring Bystander Behavior in the Context of Sexual Violence Prevention: Lessons Learned and New Directions. *Journal of Interpersonal Violence*.

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## Intent to Help

### Intent to Help Friend Scale

Intent to help is an attitude that has been shown to be related to bystander action. Participants were asked how likely they were to take different bystander actions. Their responses ranged from 1 (*not at all likely*) to 5 (*extremely likely*). Cronbach's alpha on this scale for the sample was .93.

Please read the following list of behaviors and check how likely YOU ARE to engage in these behaviors using the following scale:

1	2	3	4	5
Not at all likely				Extremely likely

---

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help.    | 1 | 2 | 3 | 4 | 5 |
| 2. I let someone who I suspect has been sexually assaulted know I'm available for help and support.                   | 1 | 2 | 3 | 4 | 5 |
| 3. I ask someone who seems upset if they are okay or need help.   | 1 | 2 | 3 | 4 | 5 |
| 4. If someone said they had an unwanted sexual experience but don't call it rape, I express concern or offer to help. | 1 | 2 | 3 | 4 | 5 |
| 5. I express concern to someone I know who has unexplained bruises that may be signs of abuse in relationship.        | 1 | 2 | 3 | 4 | 5 |
| 6. I stop and check in on someone who looks intoxicated when they are being taken upstairs at party.                  | 1 | 2 | 3 | 4 | 5 |

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7. I see a guy talking to a woman I know. He is sitting close to her and by look on her face I can see she is uncomfortable. I ask her if she is okay or try to start a conversation with her. 1 2 3 4 5
8. I see someone I know and their partner. They are in a heated argument. The partner has their fist clenched around the arm of the person I know and the person I know looks upset. I ask if everything is okay. 1 2 3 4 5
9. If the partner of someone I know is shoving or yelling at them I ask the person being shoved or yelled at if they need help. 1 2 3 4 5
10. I tell someone I know if I think their drink was spiked with a drug. 1 2 3 4 5

To score this measure, calculate the average of the answers across the items.

Full details on this measure are located in the following source:

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence* 4, 101-115.

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### Intent to Help Strangers Scale:

The second Intent to Help subscale focuses on participants' intent to help strangers in both sexual abuse and intimate partner abuse situations. Cronbach's alpha on this scale for the sample was .936.

The following instructions and scales were used to measure intent to help:

Please read the following list of behaviors and check how likely YOU ARE to engage in these behaviors using the following scale:

1	2	3	4	5
Not at all likely				Extremely likely

---

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| I talk with people I don't know about sexual abuse and intimate partner abuse as issues for our community.                    | 1 | 2 | 3 | 4 | 5 |
| I talk with people I don't know about going to parties together and staying together and leaving together.                    | 1 | 2 | 3 | 4 | 5 |
| I talk with people I don't know about what makes a relationship abusive and what the warning signs might be.                  | 1 | 2 | 3 | 4 | 5 |
| I express concern to someone I don't know if I see their partner exhibiting very jealous behavior and trying to control them. | 1 | 2 | 3 | 4 | 5 |
| I share information or resources about sexual assault or intimate partner abuse with someone I don't know.                    | 1 | 2 | 3 | 4 | 5 |
| I approach someone I don't know if I thought they were in an abusive relationship and let them know that I'm here to help.    | 1 | 2 | 3 | 4 | 5 |
| I let someone I don't know who I suspect has been sexually assaulted know that I'm available for help and support.            | 1 | 2 | 3 | 4 | 5 |

To score this measure, calculate the average of the answers across the items.

**For more information, contact:**

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The full measure is located in the following source:

Banyard, V. L. (2008). Measurement and correlates of pro-social bystander behavior: The case of interpersonal violence. *Violence and Victims, 23*, 83-97.

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence 4*, 101-115.

#### Citations

Banyard, V.L. (2008). Measurement and correlates of prosocial bystander behavior: The case of interpersonal violence. *Violence and Victims, 23*, 83-97.

Banyard, V.L., Moynihan, M.M. Cares, A.C., and Warner, R. (2014). How do we know if it works? Measuring outcomes in bystander-focused abuse prevention on campuses. *American Psychological Association, 4(1)*, 101-115.

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Potter, S.J & Stapleton, J. G. (2013). Bystander social marketing campaign: Its impact four weeks later. *Sexual Assault Report, 16*, 65-77.

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