



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives



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INSPIRE

Sefydliad Arfer Cynaliadwy,
Arloesi, Ymchwil a Menter
The Institute for Sustainable Practice,
Innovation, Research & Enterprise

Bystander Training

Why we are giving you this training

In order to foster a safe, positive campus, hate crimes and discriminatory incidents against others are not acceptable behaviour – whether the incidents happen offline, or online.

A hate crime is

Definition:

The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards another person's disability, race, religion, sexual orientation or transgender identity.

These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the victim for financial gain or some other criminal purpose.¹

1) [CPS \(2018\)](#)

A Discriminatory Incident is

Definition:

A discriminatory incident includes actions of hostility motivated by prejudice that are not currently criminal offences. These can include bullying and comments made due to the particularities of a person's appearance and/or perceived identity.²

2) [Adapted from Kelly \(2012\)](#)

Our Expectations

Students are expected to:

- show respect for persons and property within the university community;
- behave in a way that does not interfere with the proper functioning or activities of the university;
- act in a sensitive, considerate and responsible manner at all times.
- We recognise that it can be difficult for students to intervene when they see others not behaving well, so this course will help you with this through training based upon the Bystander Effect.³
- **Before you continue please make sure you have a pen and paper handy as you may wish to make notes at key points.**

3) [The Bystander Effect](#)

Bystander intervention

At the heart of this training is the concept of POSITIVE bystander action.

Therefore, this training will be exploring different examples where this kind of action can make a real difference to people's lives.

The fundamental aim of this course is to help all students to be free from any kind of violence or abuse.

Who is a bystander?

A bystander is a person who witnesses an event.

We are all bystanders, all the time.

A bystander can intervene to stop events before they happen or while they are happening.

A bystander can **FOIL** a potential outcome as well as deal with an outcome.

Such an event might be a situation that has made you uncomfortable or concerned, and put you in the position of thinking to yourself “Should I do something? “Should I say something?” Here, you may choose to intervene - or not.

The Golden Rule

There are some incidents where it would not be safe for you to intervene, so **THE GOLDEN RULE is to only intervene when it's safe to do so.**

Intervention comes in many forms and it is often possible to make safe, unthreatening interventions that don't involve putting yourself in physical danger.

However, sometimes the best way to intervene is to wait for a better opportunity, or get in touch with a professional, such as Student Support staff, campus security or the police, who can handle things safely.

Be aware

Please note: some of the examples given in this course may be upsetting.

There will be a list of sources of help available to download at the end of this course.

However, at any point you can stop this module (your progress will be saved) and contact your Student Support Department for support.

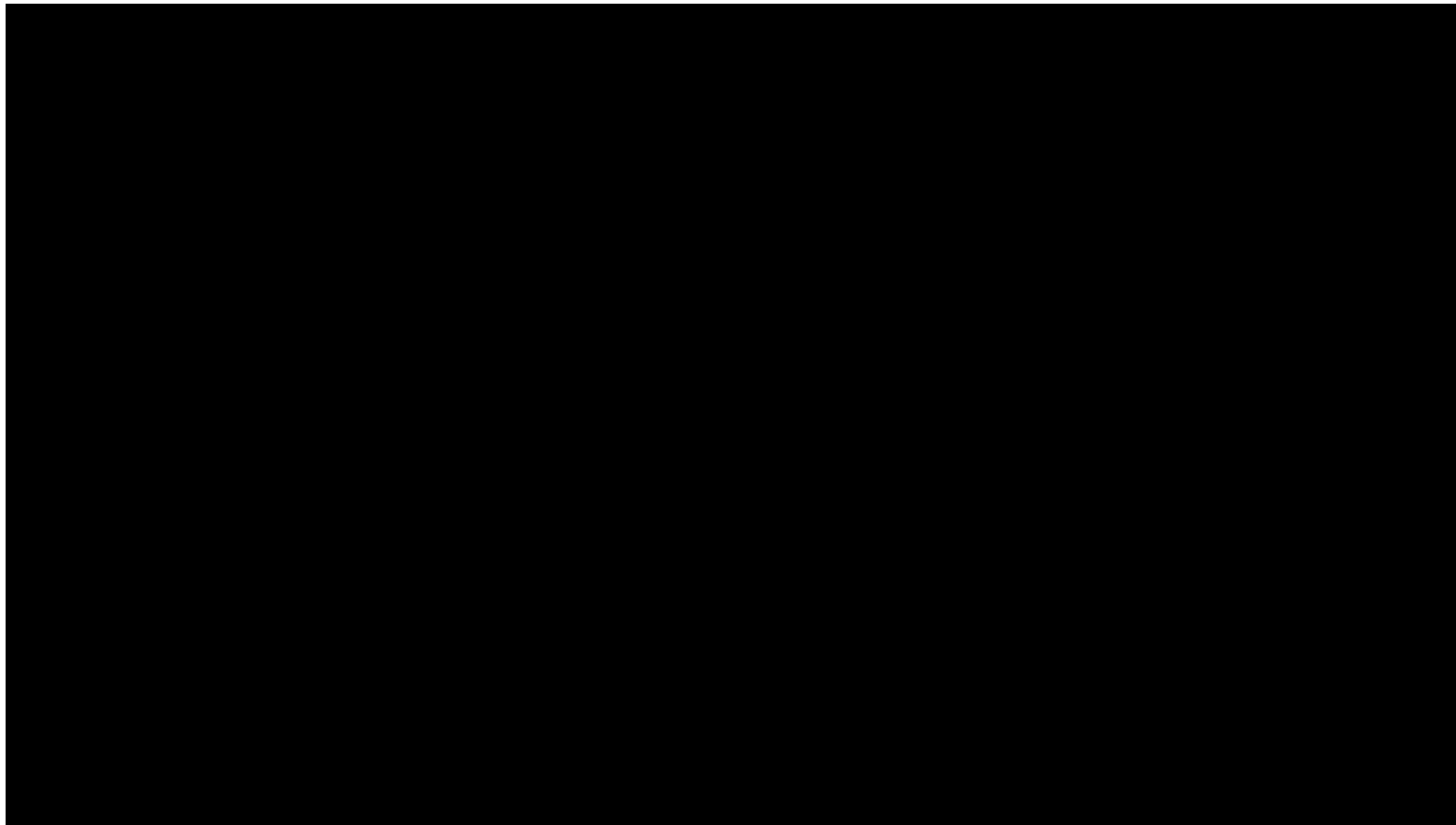
Examples of intervention

You will now be presented with three scenes where positive bystander action has made a real difference.

You'll be asked questions about each one, so please have a pen and some paper ready.

Scene 1

This scene shows a challenging situation developing.



Transcript

—
Sorry, do you know what time it is?

It's 10.53.

Oh, is it? That's very precise. What you looking at?

Err, text.

Who from?

No-one.

No one? A text from no one? How's that work? C'mon, just trying to be friendly.

Right.

What course are you taking?

Humanities.

Right, right, right.

Err, I need to get on with my work.

Do you wanna get a drink?

No thanks.

What – do you not want to come for a drink? Come on, you want go for a drink?

What Just Happened - Scene 1

Only people in my organization can respond, Record name, One response per person

1. Question

Mental Health

0%

Misogyny

0%

Racism

0%

Sexuality

0%

0 response

Show correct answer



1/1



Scan the QR code to
vote or go to
<https://forms.office.com/e/GfBAL5kABc>

Take a moment to reflect on the following questions, in the context of the scene you just watched:

- Would you have intervened?
- Was it safe to intervene?
- What could be a consequence of not intervening?

- How could you have best supported the female student?
- What could be a good way of communicating with the male student?
- What kinds of words and phrases, or other kinds of non-verbal communication, could you have used?

Scene 1 - Replay

Let's look at a different version of this scene, which now features an intervention.



Transcript

Sorry, do you know what time it is?

It's 10.53.

Oh, is it? That's very precise. What you looking at?

Err, text.

Who from?

No-one.

No one? A text from no one? How's that work? C'mon, just trying to be friendly.

Right.

What course are you taking?

Humanities.

Right, right, right.

Err, I need to get on with my work.

Do you wanna get a drink?

No thanks.

What – do you not want to come for a drink? Come on, you want go for a drink?

Are you OK?

Yeah, erm I'm fine thanks.

C'mon mate just leave her alone.

Just trying to be friendly.

I don't think she's interested

Chill out!

Thank you.

You just watched a replay of scene 1

The types of **intervention** you saw in this context were:

- **‘Ask the question’**: If you see someone who looks like they are in trouble, ask if they are OK.
- **‘Silent stare/body language’**: Remember, you don’t have to speak to communicate.
- **‘Group intervention’**: There is safety and power in numbers.

Do any of these interventions match what you might have done? If not, why not? Would anything have stopped you intervening?

Scene 2

This scene shows someone encountering upsetting online content.



Transcript

—
Chang: Adam!

Adam: Alright.

Chang: Adam. You alright mate?

Adam: Yeah, it's nothing

Chang: You sure?

Adam: Yeah.

Chang: Is it something on your laptop?

Adam: It's nothing.

Chang: Is that comment upsetting you?

Adam: Yeah, it is a little bit frustrating.

Chang: I'm sorry man.

Adam: I am so tired of these stereotypes.

Jaymore: What do you mean?

Adam: Everyone thinks I'm rich just because I'm Jewish.

Jaymore: Ah don't worry about what people are putting on there, they are just trolling. Shall I put the TV on.

Chang: Yeah go on I've got it

What Just Happened - Scene 2

Only people in my organization can respond, Record name, One response per person

1. What Just Happened?

Anti-semitism	0%
Racism	0%
Mental Health	0%
Social Exclusion	0%

0 response

Show correct answer



1/1



Scan the QR code to
vote or go to
<https://forms.office.com/e/DtRFFyDQ9M>

Take a moment to reflect on the following questions, in the context of the scene you just watched:

- Would you have intervened?
- What could be a consequence of not intervening?
- How could you have best supported the male student?
- What kinds of words and phrases, or other kinds of non-verbal communication, could you have used?

Scene 2 - Replay

Let's now look at a different version of the Anti-Semitism scene. This time, an intervention is featured.



Transcript

Chang: Adam!

Adam: Alright.

Chang: Adam. You alright mate?

Adam: Yeah, it's nothing

Chang: You sure?

Adam: Yeah.

Chang: Is it something on your laptop?

Adam: It's nothing.

Chang: Is that comment upsetting you?

Adam: Yeah, it is a little bit frustrating.

Chang: I'm sorry man.

Adam: I am so tired of these stereotypes.

Jaymore: What do you mean?

Adam: Everyone thinks I'm rich just because I'm Jewish.

Jaymore: Ah don't worry about what people are putting on there, they are just trolling. Shall I put the TV on.

Chang: Hang on a minute, I am really sorry about this mate is there anything I can do?

Adam: I dunno, maybe Jaymore is right.

Chang: What about if I write a positive comment on there?

Adam: Yeah?

Chang: How about that?

Adam: Yeah, cheers mate.

Chang: Jaymore?

Adam: Thanks guys

You just watched a replay of scene 2

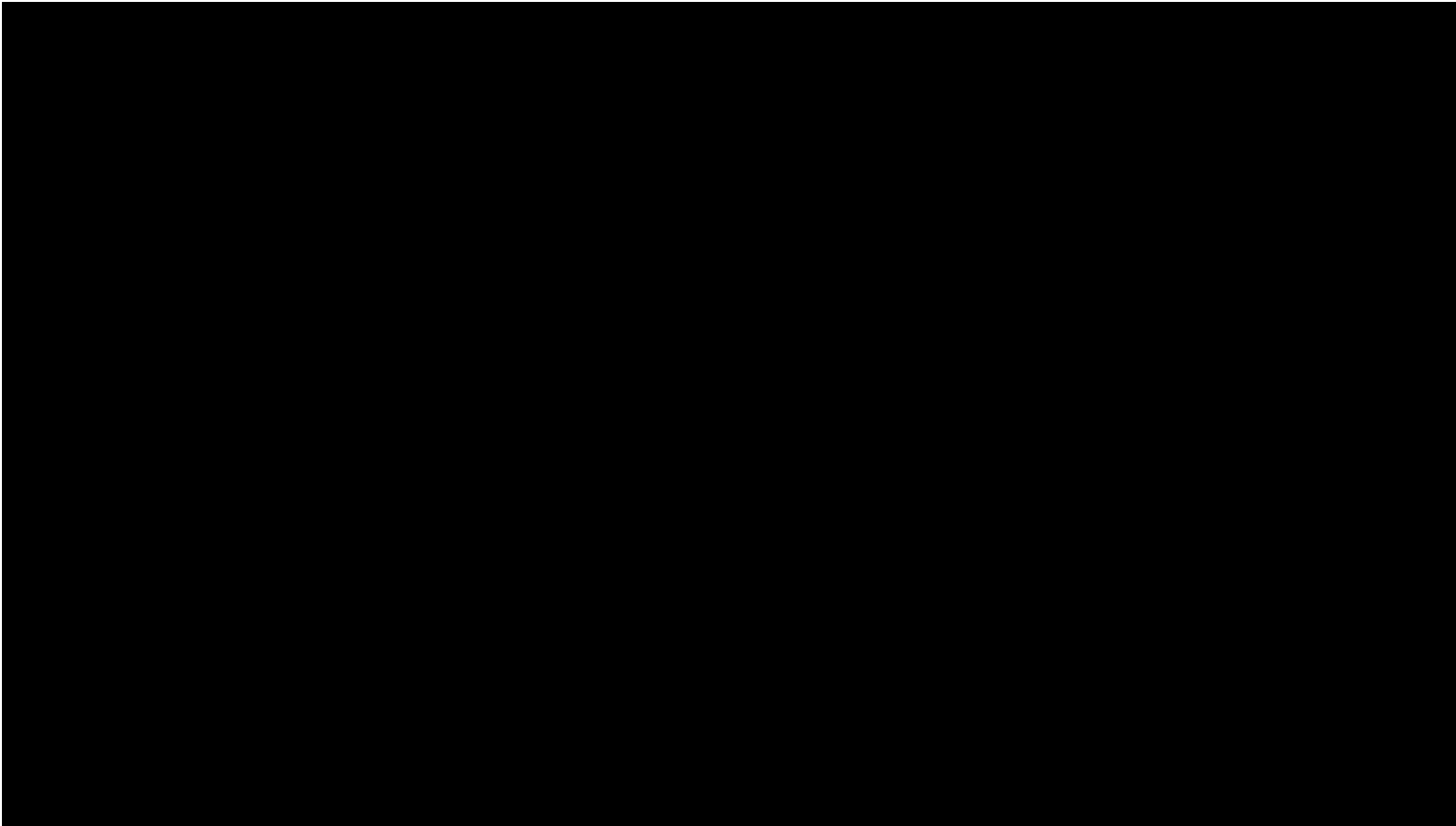
The types of **intervention** you saw in this context were:

- **‘Ask the question’**: If you see someone who looks like they are in trouble, ask if they are OK.

Do any of these interventions match what you might have done? If not, why not? Would anything have stopped you intervening?

Scene 3

This scene shows one student being unpleasant to two others.



Transcript

—

Rob: Oh, this isn't fair – there's two of you and one of me. So we know exactly how this is going to play out don't we? I'll end up doing all the work and you will hardly contribute anything. And I will have to re-write your English, but you will still get the same grade as me. Don't wanna work with you two.

Lan: But Rob, we have worked in lots of...

Rob: Err No! I think we should pick our own groups, you can go off and find some other international students and I can work with people who are going to work equally hard as me.

What Just Happened? - Scene 3

Only people in my organization can respond, Record name, One response per person

1. What Just Happened?

Gender and Racism

0%

Social Exclusion and Misogyny

0%

Misogyny and Racism

0%



Scan the QR code to
vote or go to
<https://forms.office.com/e/0L7cAmHZK3>

0 response

Show correct answer



1/1

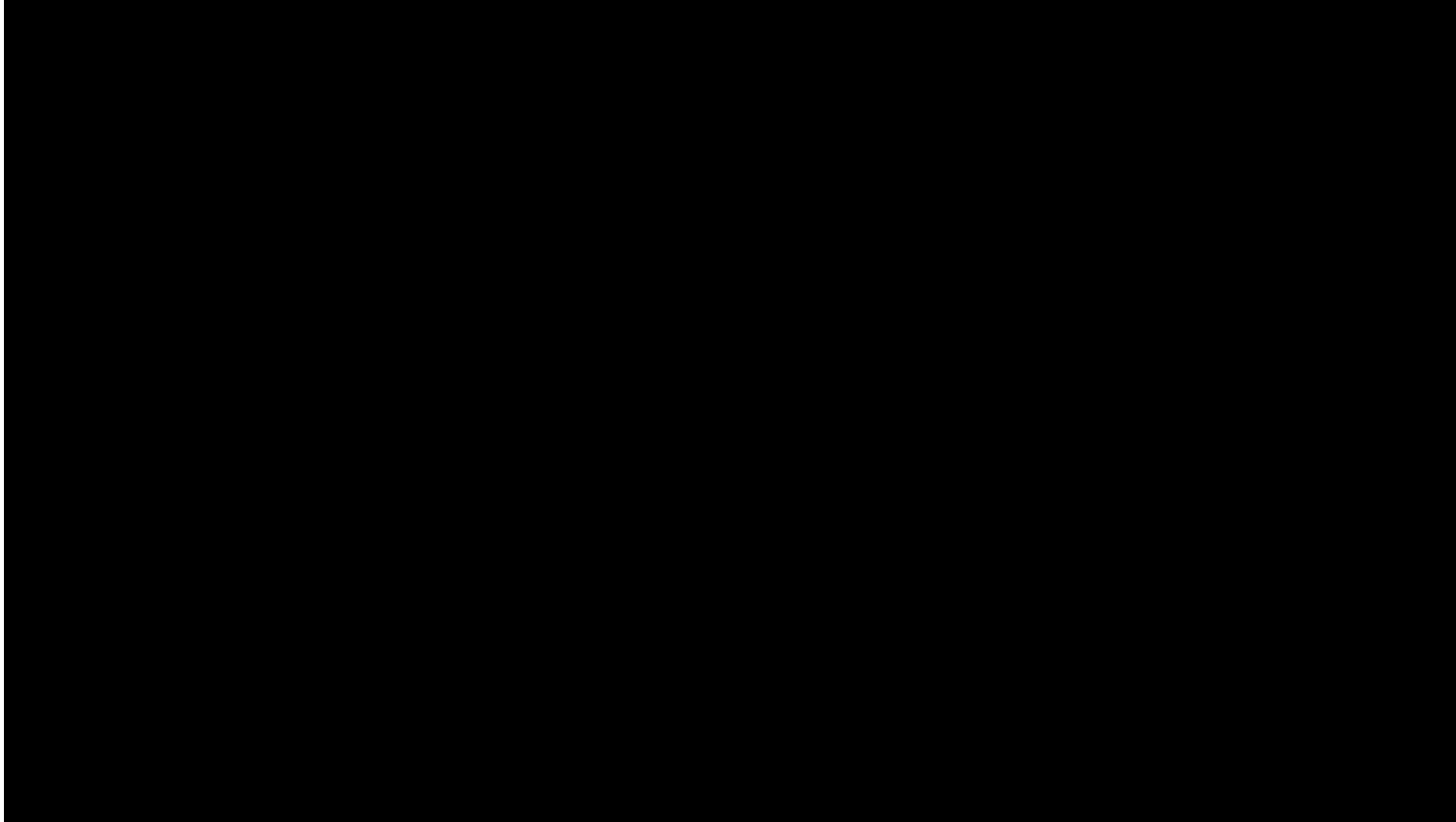


Take a moment to reflect on the following questions, in the context of the scene you just watched:

- Would you have intervened?
- Was it safe to intervene?
- What could be a consequence of not intervening?
- How could you have best supported the female students?
- What could be a good way of communicating with the male student?
- What kinds of words and phrases, or other kinds of non-verbal communication, could you have used?

Scene 3 - Replay

- Let's now look at a different version of the Anti-Semitism scene. This time, an intervention is featured.



Transcript

Rob: Oh, this isn't fair – there's two of you and one of me. So we know exactly how this is going to play out don't we? I'll end up doing all the work and you will hardly contribute anything. And I will have to re-write your English, but you will still get the same grade as me. Don't wanna work with you two.

Lan: But Rob, we have worked in lots of...

Rob: Err No! I think we should pick our own groups, you can go off and find some other international students and I can work with people who are going to work equally hard as me.

Caleb: Rob, I think you're being really unfair. First of all, it's not true that international students don't work very hard. And, you're upsetting them, so stop shouting.

Mason: Rob, look, I've worked with Taka and Lan loads of times and I have really enjoyed it.

Rob: Er no, don't want work with them. I'm off.

Caleb: Sorry, Rob was wrong to shout at you.

Lan: It's OK. I understand. It's difficult to work with people who aren't familiar with different languages. We don't mind – we will find another group.

Taka: Yeah, it is just easier Caleb.

Sarah Jane: It may be easier for some people, but it isn't fair that you have been shouted at and excluded like this. Also, I think Rob is going to find it difficult when he goes to work and finds he has to work with people from other areas of the world.

Caleb: Well. that's his look out. Let's go and see Dr Jackson the tutor and see if she can help.

Caleb: Dr Jackson - do you have a minute?

You just watched a replay of scene 3

- The types of intervention you saw in this context were:
- ‘Ask the question’: If you see someone who looks like they are in trouble, ask if they are OK.
- ‘‘I’ STATEMENTS’: Three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond. This focuses on your feelings rather than criticising the other person. Example: I feel _____ when you _____. Please don’t do that anymore.
- ‘Group intervention’: There is safety and power in numbers. Best used with someone who has a clear pattern of inappropriate behaviour where many examples can be presented as evidence of their problem.
- Do any of these interventions match what you might have done? If not, why not? Would anything have stopped you intervening?

Reasons why people don't intervene

There can be many reasons why some people don't intervene when they see poor behaviour.

1. Social influence and social identity:

"No-one else is doing anything so I shouldn't either"

"I don't feel a connection to the victim"

2. Audience inhibition:

People are inhibited from helping for fear that other bystanders will evaluate them negatively if they intervene.

3. Diffusion of responsibility:

This refers to situations where people assume that 'someone else' will intervene.

4. Fear of retaliation:

Bystanders may fail to act through fear of retaliation (e.g. physical harm, other people's reactions).

5. Pluralistic ignorance:

This is where bystanders underestimate others' internal beliefs, and incorrectly believe they're in a minority – when actually they're in a majority (ie "nobody else thinks this behaviour is wrong")

This is important in a bystander context, because it means they are less likely to act.

False consciousness and social norms

Often, non-intervention is ultimately driven by a combination of false consensus and social norms.

False Consciousness

False consensus' is an important influence on negative behaviour from the perspective of a person who is behaving badly.

This refers to the incorrect belief that other individuals are like oneself - when they are in fact not.

For example, a white supremacist may (incorrectly) believe that other white people share their beliefs.

This helps someone to deny to themselves that their behaviour is problematic and it encourages them to think their behaviour is the norm, or normal.

Social Norms

This refers to the strong attitudes and beliefs that are all around us in our cultures.

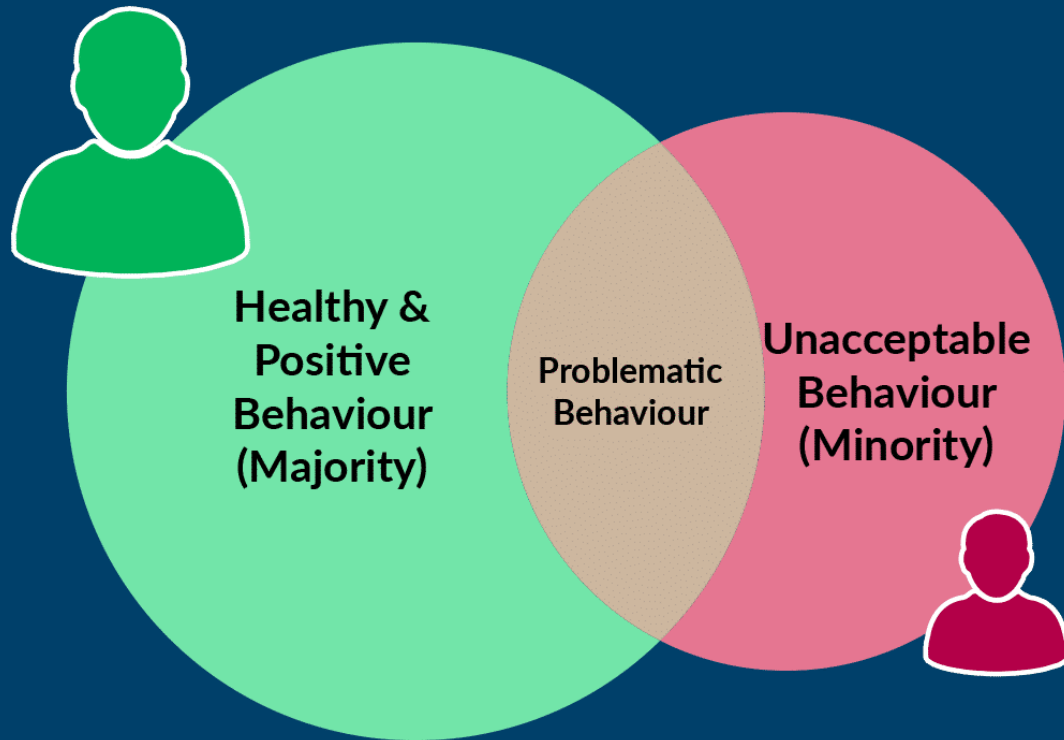
Traditional ideas are passed down through the generations and take effect from the minute we are born, resulting in pressure to identify with and behave in the same way as those around us.

These can contribute to why people don't typically intervene when they see incidents of poor behaviour.

A common social norm is 'mind your own business' and so if people witness poor behaviour, they may feel reluctant to make it their business to intervene. An example is when a couple are violently arguing in public, most people would not intervene because they would feel it isn't their business.

Unacceptable Behaviour

Where we are



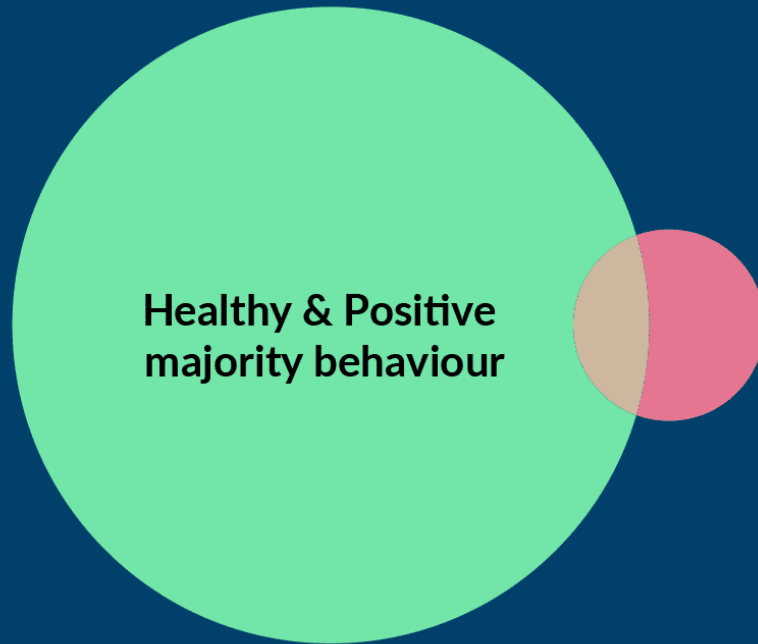
It is important to emphasise that the majority of us exhibit healthy and positive attitudes and behaviours most of the time. But a small number of peoples' behaviour is often unacceptable and has negative consequences. Most of these people have views and attitudes that are negative towards others.

Imagine the red person makes a sexist, racist or homophobic comment. If nobody says anything, the red person is likely to believe their behaviour is normal - and that others endorse it.

Other people in the group worry that they're unusual for not sharing the red person's beliefs. But if someone speaks up, this can change.

Unacceptable Behaviour

Where we need to get to



We need to arrive at a position where healthy, positive behaviour is recognised by everybody, including the red people, as the right behaviour. This is how successful public health campaigns work – think about drink driving, for example, and how socially unacceptable it is now.

Here, unacceptable behaviour becomes SO socially proscribed (clearly defined as unacceptable) that most people stop doing it.

Unacceptable Behaviour



Therefore, if we constantly reinforce messages about behaviour that is unacceptable, this puts considerable pressure on people to rethink their behaviour.

How to Intervene

Intervention stages

For a bystander to intervene, research shows there are four main stages.

Stage 1

Notice the event/behaviour. This is about being informed.

Stage 2

Interpret it as a problem (e.g. don't presume that the problem has been solved/underestimate its importance).

Stage 3

Feel responsible for dealing with it (e.g. realising that it's your responsibility / not presuming that because you are not causing it that you are not part of the solution / recognising that behaviours have knock-on effects and affect others too / empowering someone to be a social justice ally).

Stage 4

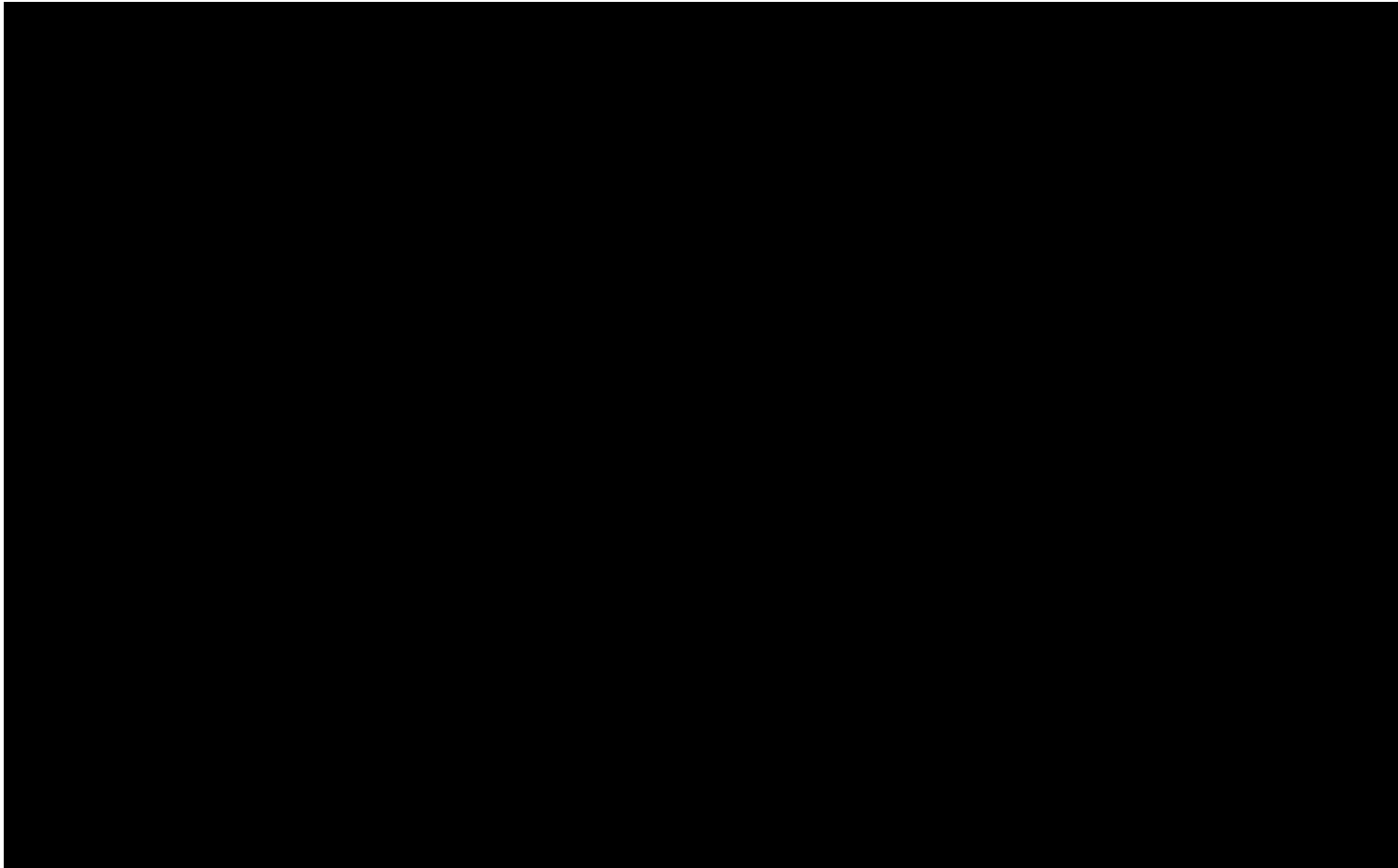
Possess the necessary skills to act. This can involve having had training on how to intervene / role playing / practising.

More interventions

Remember, THE GOLDEN RULE is to only intervene when it's safe to do so.

We're now going to review a series of scenes covering different types of incidents. For each one, you'll be asked to identify what type of incident is happening and also identify an appropriate intervention.

Scene 4



Transcript

Jaymore: Adam! Going to the pub. Coming with us?

Adam: Yeah, could do yeah.

Jaymore: Shall we ask Ewan?

Adam: I mean we can ask him, but he isn't going to come.

Jaymore: Really?

Adam: Yeah, he doesn't seem to want to go anywhere lately

Jaymore: Shall we ask him anyway?

Adam: Hey, Ewan, me and Jaymore are going down the pub. You fancy coming?

Jaymore: Hey, Ewan, I will buy you a pint.

Adam: See.

Jaymore: When was the last time he left the room?

Adam: Not sure, not this week. He missed Rugby training I think

Jaymore: What should we do?

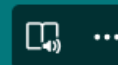
Adam: I dunno. Maybe we should speak to someone?

Jaymore: OK, who?

Adam: Could ask our personal tutor? She might be able to tell us who can help.

Jaymore: Yeah, OK. Or, Welfare? Students' Union Advice Centre? We could try them?

Adam: Yeah, yeah could do.



What do you think? - Scene 4

Ewan has closed himself off from his friends. What do you think the issue is here? What kind of intervention might work?

Select the issue and the intervention option you think is correct and then select Submit.

Hi, Laura Cait. When you submit this form, the owner will see your name and email address.

1. What do you think? 

- ☐ Mental Health Issue/ Group Intervention
- ☐ Racism Issue/ Don't leave them alone
- ☐ Social Exclusion Issues/ Humour
- ☐ Mental Health Issues/ 'I' Statements

Submit

Scene 5 - TW Rape

This scene shows a challenging incident in a lecture room.



Transcript

Dr Topper: Today we're going to discuss sexual consent. For instance, is drunken consent, still consent? Anyone?

Caleb: Did you see Anna run out of class?

Sarah: I think everyone did. You know why, though? I heard that she was raped in another student's room.

Caleb: No, no, no. I know the guy that she's accusing and he said she was really drunk.

Sarah: Apparently, she missed a lecture the other day because she had an appointment at the health centre.

Caleb: Sarah, he said he didn't even touch her. He's a nice guy. I don't know why she is she going around spreading rumours about him.

Sarah: Yeah, but apparently, she was just sat there crying in her last lecture.

Caleb: Because of what?

Sarah: I don't know. Maybe she just needs attention.

Caleb: Well she was the one who went into his room, uninvited.

Sarah: Did she?

Caleb: Yeah.

Kusminder: Guys, you do realise that this has nothing to do with us, right? You can't just assume she's lying.

Sarah: I know her very well so I am pretty sure we can talk about it.

Kusminder: Yeah, you can discuss it with her Sarah, not in front of the whole class - you are just going to spread more rumours.

Caleb: Sounds like someone has a bit of a crush on Anna!

Kusminder: I don't think you understand – she was drunk. So no one can say 100% percent that she wanted anything sexual to happen!

Caleb: Come on... it was Fresher's week - half of everyone probably had a one night stand they regret.

Kusminder: It doesn't matter when it was. The point was she was drunk, so her decision-making is impaired - so in the eyes of the law, she cannot give consent. So he is in the wrong...I am sure all she wanted to do was go out, have a drink and a good time, the worse she probably expected was an hangover. This stuff happens all the time and no one reports it, because of people like you. So you two can sit here and gossip all you like, but I'm going to see if she is ok.



What do you think? -Scene 5

Anna left the lecture room in a state of some distress. What do you think the issue is here? What kind of intervention might work?

Select the issue and the intervention option you think is correct and then select Submit.

Hi, . When you submit this form, the owner will see your name and email address.

1. What do you think?

- ☐ Misogyny / Don't leave them alone
- ☐ Sexual Assault/ "Bring it home" (empathy)
- ☐ Disability/ Silent Stare - Body Language
- ☐ Homophobia / "I" Statements

Submit

Issue

This scene is about rape/sexual assault. The scene shows a young female student who has reported being raped by another student running from the class, and afterwards other students discussing what has happened to her and questioning her story.

Another student intervenes and explains that drunken consent is not consent. Often people do not report their experiences because they fear being disbelieved.

Scene 6 -

This scene shows some students discussing Mia, a female student on their course.

Transcript

Claire: You know Mia?

Adam: Yeah.

Claire: Like, I can't communicate with her at all, she's really strange.

Adam: Yeah, she is, isn't she? She's like really weird.

Sam: Guys, maybe she's a bit different, it doesn't mean that she's weird. You can't just judge people like that.

Claire: What do you mean Sam?

Sam: She told us she is autistic so maybe that is why she misses audio cues?

Claire: I didn't know that.

Adam: What does autism mean exactly?

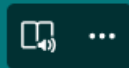
Sam: Why don't you just ask her?

Claire: I'll google it

Sam: Or that yeah, a good idea

Claire: I feel horrible now.

Adam: Same



What do you think? - Scene 6

What do you think the issue is here? What kind of intervention might work?

Select the issue and the intervention option you think is correct and then select Submit.

Hi, Laura Cait. When you submit this form, the owner will see your name and email address.

1. What do you think?



☐ Mental Health / "We're friends, right..."

☐ Disability / Bring it home (empathy)

☐ Racist language / Distraction, an Interruption

Issue

This scene is about two students talking about another, saying that Mia is 'weird'. Another student intervenes by telling them that the student they are talking about has autism (this is done with Mia's permission). Once the students realise this and do a bit of research, they feel uncomfortable with what they have said.

Scene 7

This scene shows an unpleasant ‘drive-by’ incident.

Transcript

—

VOICE: Get your tits out!

Stacey: Do you know if we were on campus, I could report him for that.

Mason: Ah, come on Stacey, he’s only having a laugh.

Stacey: It’s misogynist and racist. I’m going to see if she is OK.

Stacey: I’m sorry that happened to you – are you OK Taka?

Taka: Oh, it happens all the time.

Stacey: Did you know you can still report it to that to the university and get help if you feel upset? Even though we’re not on campus? I could come with you?

Taka: Oh, I don’t know.

Stacey: Well, here take my number and if you change your mind I can come with you.

Taka: Thank you.



What do you think? - Scene 7

What do you think the issue is here? What kind of intervention might work?

Select the issue and the intervention option you think is correct and then select Submit.

Hi, Laura Carr. When you submit this form, the owner will see your name and email address.

Types of intervention

There are a wide range of ‘intervention types’ that are available to you, and which you can fit to any challenging situation you may encounter.

Ask the question

If you see someone who looks like they are in trouble, ask if they are OK.

"I" statements

These have three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond. This focuses on your feelings, rather than criticising the other person. Example: I feel ____ when you _____. Please don't do that anymore.

Don't leave them alone

Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone. If a person is trying to get someone to leave so that they can take advantage of them, refuse to leave the area or call the police.

Silent stare / Body language

Remember, you don't have to speak to communicate. Sometimes a disapproving look can be far more powerful than words.

Humour

This reduces the tension of an intervention and makes it easier for the person to hear you. Remember - funny doesn't mean unimportant. However, strike a balance. Do not undermine what you say with too much humour.

Bring it home (empathy)

Doing this prevents someone from distancing themselves from the impact of their actions. Example: "I hope no one ever talks about you like that."

It prevents them from dehumanizing their targets as well. Example: "What if someone said your girlfriend deserved to be raped, or called your mother a slut?"

"We're friends, right..."

This reframes the intervention as caring and non-critical. Example: "Hey, Dave. As your friend, I've got to tell you that your tee-shirt isn't doing you any favours, it's killing your rep with the ladies. Do yourself a favour and don't wear it again – chuck it out."

Distraction / Interruption

This is most effective for street harassment, as it snaps someone out of their prejudiced 'comfort zone.'

Example: Ask a man harassing women on the street for directions or the time.

Providing individualised formative feedback

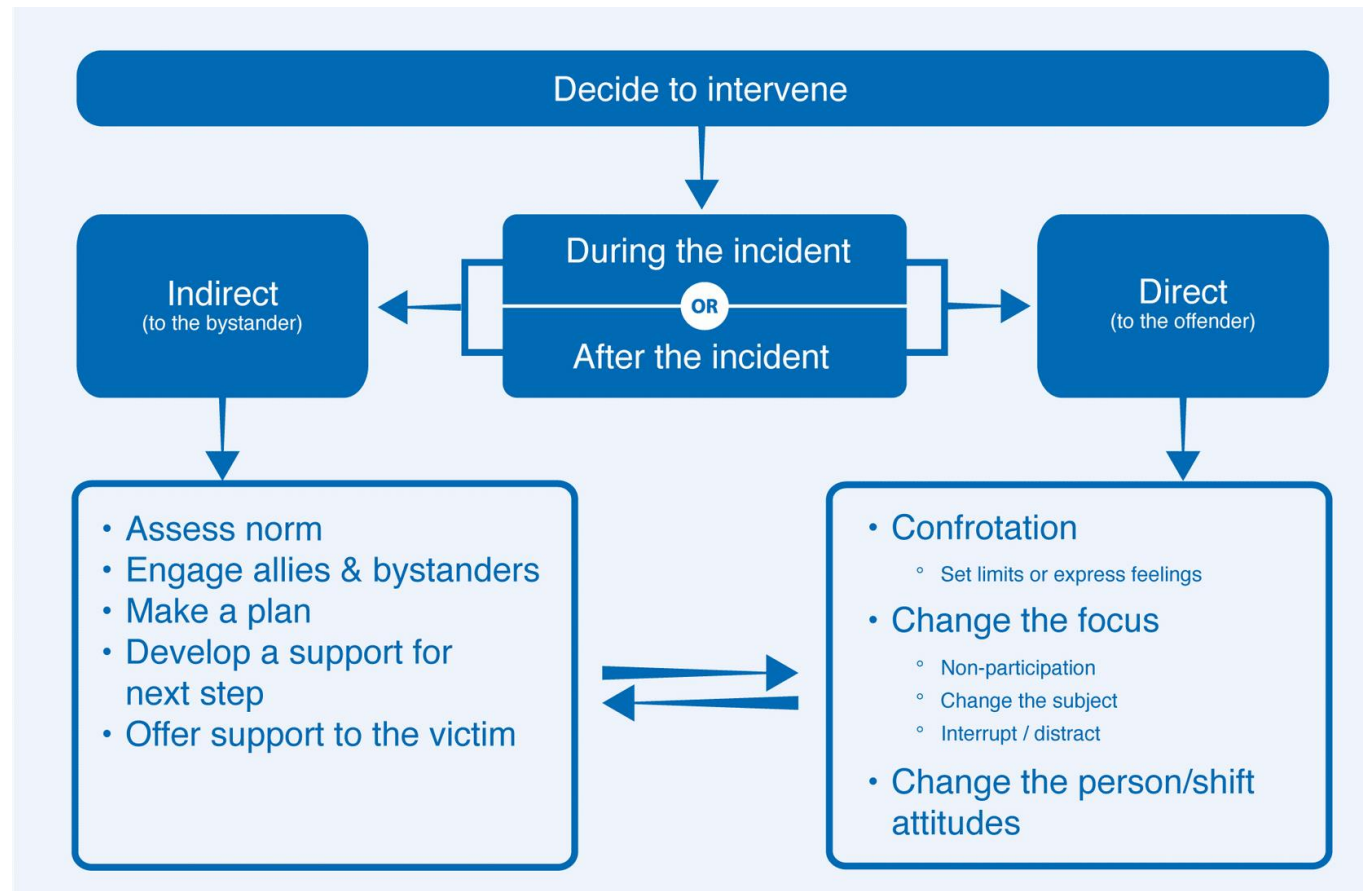
Providing individualised normative feedback (i.e. "most people our age don't think it's ok to...")

Group intervention

There is safety and power in numbers. This approach is best-used with someone who has a clear pattern of inappropriate behaviour, where many examples can be presented as evidence of their problem.

When to intervene

In terms of when to intervene, you have a choice. You can intervene during the incident and/or after the incident, in direct or indirect ways.



Intervention Phrases

There are a range of useful phrases you can potentially use when considering an intervention – take a look at these examples.

Loving her
doesn't mean
abusing her.

What you said earlier
really bothered me...

Sorry but this makes
me really uncomfortable.
It's not right.

I'm saying something
because I care about you...

I'm surprised to see you
act like that,
you're better than that.

I know you
well enough to know
that you would not want
to hurt someone...

What you've done is a crime.
You could be arrested for this.

I don't like
what you just did.

I'm embarrassed
for you.

I care about you, but I won't put up
with you treating her/him like that.

I wonder if you realise
how that feels / come across.

I'm losing
respect for you.

Key Points

This course has looked at how students can safely intervene when they see poor behaviour, to keep our campus safe and inclusive.

Please take a moment to review these key points:

- Consider frequency, duration and intensity/severity when evaluating a situation.
- Determine the barrier for the person if possible — motivation, ability or environment.
- Know your limits as a helper - engage others as necessary.
- Be sensitive, understanding and non-judgmental.
- Challenge misperceptions - express your true feelings/beliefs.
- Identify red flags; Anticipate problems.
- Determine the priority goal; Formulate a plan; Prepare/practice what you want to say.
- Interrupt/distract/delay in a situation you think might be problematic — before it becomes an emergency.
- Set boundaries — do not make excuses for the person or otherwise enable them. _____
- Conduct conversations in a safe environment.
- Maintain mutual respect and mutual purpose.
- Remember to think about how to deliver your message.
- **The Golden Rule is: only intervene when it's safe to do so.**

Who can help

Before or during;

- Staff or Officers
- Bar Manager or bar staff
- Security/door staff
- Porters
- Other students/peers

In an emergency, always call 999 for life threatening situations.

Afterwards

- SU Advice team unionadvice@uwtsd.ac.uk
- Harassment reporting form
- Student Services -studentservices@uwtsd.ac.uk
- Police

If in doubt you can always speak to the SU or student services for advice and help.

Bystander Quiz

Hi, . When you submit this form, the owner will see your name and email address.

* Required

1. What is the golden rule?

*

- ☐ Intervene whenever you can
- ☐ Intervene ONLY when it's safe to do so
- ☒ Don't intervene

2. Please select which type of intervention has NOT been included in this module *

- ☐ Silent Stare/Body Language
- ☐ Ask the question