## Piliavin et al’s Bystander-Calculus Model

<table>
<thead>
<tr>
<th>Cost of not helping</th>
<th>Cost of helping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>High</td>
<td>Directly help</td>
</tr>
<tr>
<td></td>
<td>Indirect intervene/Lower cost for not helping</td>
</tr>
<tr>
<td>Low</td>
<td>Depends on personal norms</td>
</tr>
<tr>
<td></td>
<td>Ignore, deny problem, leave scene</td>
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</tbody>
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### The Urban Overload Hypothesis

Does the location of an emergency situation increase/decrease the likelihood of help? People living in cities are constantly being bombarded with stimulation and they keep to themselves to avoid being overloaded. *Milgram (1970) – the effect of other cities.*  
- *Amato (1983)* – rural vs urban areas – limping collapsing man experiment. 50% help in small towns / 15% help in cities.  
- *Levine et al (1994)* – Population density is more related to helping behaviour than population size, but results can also be explained by diffusion of responsibility.

### Giving instructions

Simply telling children to be helpful to others does increase their helpfulness (*Grusec, Kuczynski, Rushton & Simutis, 1978*) – Telling a child what is appropriate behaviour establishes an expectation about what is appropriate behaviour, establishes an expectation about the desired behaviour and may later guide a child’s behaviour. Simply preaching about being good to others is of doubtful value (*Rushton, 1980*), unless a fairly strong form is used (*Rice & Grusec, 1975*). Furthermore if preacher behaves inconsistently, children will not behave.

### Using reinforcement

When behaviour is rewarded is more likely to be repeated. When young children are in natural settings and are rewarded by others for offering to help, they are more likely to offer help again later. Similarly if they are not rewarded, they are less likely to help again (*Grusec, 1991*). When children in an experiment are praised or reinforced with bubblegum for their sharing, they learn to share what they have with other children (*Fischer, 1963*).

### Exposure to models

*Rushton (1976)* concluded that reinforcement can be effective in shaping up behaviour, while learning by observing models is even more effective. A powerful form of learning is watching someone else helping another. Learning to be helpful through observation is a particular case of modeling, a process that we have noted can help it account for the learning of attitudes and aggressive behaviour. In studies of the effects of viewing prosocial behaviour on television, the general finding has been that children’s attitudes towards prosocial behaviour are improved (*Coates, Pusser & Goodman, 1976*). However there was a reduced effect on actual prosocial behaviour and even less effect over longer time periods.