

Training Active Bystanders
Pioneer Regional School
Quantitative and Qualitative Assessment Data
Training for Trainers
October 17, 2017

On August 24 and 25, 20 students participated in the Training Active Bystanders Training for Trainers curriculum. These TAB trainers will teach the TAB basic 6 lesson curriculum to all 7th grade Middle School students at Pioneer. Before the training started and at the conclusion of the training, an assessment was administered to each of the student trainers. These assessments form the basis of the quantitative evaluation. Additionally, every student is given a journal on the first day of the training. At the conclusion of each lesson, students are asked to respond to questions about that lesson in their journals. These journals are intended to elicit information from students in an open ended manner, and give students an opportunity to interact with the curriculum in a manner that allows for different learners. All assessments and journals are completed anonymously. These two methods of assessment – the pre and post assessment forms and the student journals form the basis of this report.

The Quantitative Information

The following information reflects the comparison of the pre and post evaluation questions administered to the students participating in the T4T. It is significant, that these Pioneer student trainers had a very positive grasp of the TAB language and concept areas prior to starting the T4T. All of these students had been exposed to TAB while they were in 7th grade. In 5 of the 9 categories below, there is no change in their understanding of the concept at question.

Question 1 - there was no change in understanding who the target is in a harmdoing situation (100% pre and 100% post).

Question 2 – there was no change in understanding negative rumors as harmdoing (100% pre and 100% post).

Question 3 – there was no change in understanding what a passive bystander is (100% pre and 100% post).

Question 4 – There was no change in the understanding of complicity in passive bystanders (95% pre and 95% post).

Question 5 – There was a 1% decrease in the understanding of using moral courage as an active bystander (90% pre and 89% post).

Question 6 – There was a 5% decrease in understanding empathy (100% pre and 95% post).

Question 7 – There was no change in understanding how to clarify confusion in a harmdoing situation (95% pre and 95% post).

Question 8 – There was a 14% increase in understanding inclusive caring (70% pre and 84% post).

Question 9 – There was a 5% increase in understanding the evolution of helpful and harmful behavior (95% pre and 100% post).

On both the pre and post assessments, the top four kinds of harm identified were:

- being called mean names,
 - being excluded or left out
 - mean names or comments about sexual orientation
 - negative rumors being spread
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- 95% of the students self-reported that they had gained skills to use as an Active Bystander (32% stated they had gained a few skills, 63% stated they had gained many skills)
 - 95% of the students self-reported that they had gained leadership skills through the TAB training (26% stated they had gained a few skills, 69% stated they had gained many skills)

The Qualitative Information

As stated in the introduction, students are given a journal in which to record their responses to questions asked at the end of each unit. What follows are selected quotes from students' journals. Spelling, grammar and punctuation have not been changed; the quotes are transcribed exactly as they appear in the student journals.

Unit 1 Journal Question: "Tell about a time when you were a bystander, either passive or active. What were the consequences of that situation for the target? For the harmdoer? What were other consequences?" Not only are students reflecting on the language of TAB here, but also acknowledging their role, describing the harmdoing and analyzing consequences and potential outcomes.

"There were many times when I was a passive bystander when some of my 'friends' were making fun of someone else we were friends with. The harmdoers kept on making fun of this person even though they knew it was wrong. The target often got very upset and angry when the harm was happening. I did tell an adult about things but I don't

think much was done about the situation. I knew what was happening was wrong but I didn't stop because I was afraid."

Unit 2 Journal Question: "Write about a time when bystanders did not take action because of one of the inhibitors. Which inhibitor was it? What could have been done to interrupt or break down that inhibitor?" This journal question encourages students to recall a personal situation, examine and recognize a situational inhibitor that affected the situation, and suggest possible actions that would have positively affected the harmdoing.

"There have been many times when fear has become a problem. When you want to step in but you are afraid of being judged or becoming the target. One thing I could have done is to gather more people to help me overcome that fear and step in to make a difference. I could also have put myself in the targets shoes."

Unit 3 Journal Question: "List who your allies could be in a bystander situation. Describe a time when having allies made a difference for you." Allies are a key protective factor for active bystanders and encouraging students to create a list of allies increases their access and acknowledged value.

"Allies could be administration, friends, family, coach, police or older students. Having a friend back me up as my allie has made me feel less alone and more confident in a situation."

Unit 4 Journal Question: "Write about how empathy and inclusive caring could change a bystander situation. List what you could say or do to show empathy or inclusive caring." These two promoters of active bystandership, once recognized and enabled, encourage active bystandership. This question also encourages students to concretely describe how they would enact these promoters.

"Ask are you ok?, give someone a hug, invite someone to join in with you, don't exclude. Empathy helps people to understand each other, and be better able to help in certain situations. If they feel more of a connection with you, they are more likely to let you in, put down their masks and tell you how they are really feeling in a certain situation."

Unit 5 Journal Question: "What groups or communities are you part of? Make a list. Write about an action that changed you. Did it change any of the groups or communities you are part of? How?" With this reflection, students are encouraged to think of themselves in the broader context of community and to recognize their potential

within the communities they are a part of and their potential to change those communities.

“School, Church, NHS, TAB, etc. Having so many friends commit or attempt to commit suicide has made me more self aware of the things I say and do.”

Unit 6 Journal Question: “How has TAB changed your thinking about being a bystander? Write about a time when you had to use your moral courage to do what you knew was right.” With this final journal question, students are being asked to consider the changes that TAB has made in their thinking, commit themselves to active bystandership and reflect on their use of a major tenant of TAB, moral courage.

“TAB has made me realize how many different ways there are to stand up for someone. It has also made me realize how important it is to speak up and be an active bystander. One time that I had to use my moral courage was when a group of girls was talking badly about my best friend. I confronted them even though I was scared to say anything.”

Conclusions

Following are several significant findings from both the qualitative and quantitative assessments.

- The student trainers self-reported a significant increase in their Active Bystander skills and in their leadership skills, a 95% increase in both categories.
- There were several areas where there was no increase in TAB language and concepts, with understanding reflected at 100% or 95% indicating a deep understanding prior to the Training for Trainers.
- There was a increase (14%) in the understanding of inclusive caring. Inclusive caring is defined as: caring about people other than those you closely identify with, extending beyond family, friends, members of your own religion, and people who are like you to people who are sometimes very different.
- The student trainers were able to make significant connections between their personal experiences and utilizing the skills they learned in the TAB curriculum to support them as active bystanders. The trainers exhibited a tremendous willingness to be open and honest about their experiences and their understanding of themselves as active bystanders.