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**REPORT TO THE FRANKLIN COUNTY SHERIFF ON**  
**TRAINING ACTIVE BYSTANDERS**  
**July 2015-June 2016**

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## Summary

This is a report on the activities and accomplishments of Quabbin Mediation's Training Active Bystanders program (TAB) from 7/1/15-6/30/16 through a grant administered by the Franklin County (MA) Sheriff. The purpose was to:

- 1) Substantially increase youth leadership, and pro-social active bystandership skills and behaviors in order to reduce and prevent harm doing such as hostility, aggression, bullying, substance abuse, self-harm and violence in schools and communities;
- 2) Build capacity to provide TAB statewide by training TAB Instructors who carry out trainings for youth trainers in schools and community settings; those youth TAB Trainers then teach the basic and advanced copyrighted TAB curriculum to their peers.

Since 2007, 1,650 youth TAB Trainers have taught the 6-lesson, evidence-based basic TAB curriculum to 16,500 of their peers. Because TAB Trainers are from the school/communities in which they teach, TAB is culturally appropriate in virtually every setting. TAB is proven to promote leadership and active bystandership. It significantly reduces violence and other harm doing 20% compared to control schools. TAB heightens awareness of bystanders' power, teaches how to analyze harm doing situations, how to interrupt them and generate positive actions by others. It promotes support for the target, empathy for (not aggression against) the harm doer, responsibility for others, caring for those beyond one's own group, moral courage and competencies to safely help those in need. TAB applies to everyone, because at some time all of us have been bystanders, have needed help, and we all have done harm (even if unintentionally).

Training Active Bystanders-Substance Abuse Prevention (TAB-SAP) is an exciting new development for the use of the Training Active Bystanders program. Valuable insights gained through TAB Trainer Focus Groups at three high schools have led to a heightened emphasis in the curriculum on substance abuse as harm to individuals and the community, and on how bystander skills can prevent or interrupt that harm. The TAB-SAP approach will be taken in further TAB implementation, including new sites such as the Greenfield School District (working with the Greenfield Police Department) and the Franklin County House of Correction.

TAB Instructor Training for 27 new Instructors has expanded capacity to carry out Trainings for TAB Trainers at many new and existing sites.

Secondary School TAB was implemented at 17 sites; 198 high school TAB Trainers taught the basic curriculum to 940 middle schoolers and the advanced curriculum to 320 10th graders. New Instructors were mentored at those trainings. Evaluation results showed an 87.5% increase in leadership skills and a 92.5% increase in active bystandership skills among both the TAB Trainers and those they taught.

Elementary School TAB at Petersham Elementary School is in its third year. During the 2015-2016 school year, age appropriate, curricula were developed, and TAB trainings carried out for grades 4 and 5. School staff and parents were oriented to the TAB program. Quabbin Mediation is seeking new elementary school sites for TAB implementation in the coming school year.

TAB at the Franklin County House of Correction is in the planning stage, as is TAB at Winslow House, to be offered to all residents there. Both TAB and mediation services (in implementation) fit into the cutting edge treatment model at the FCHOC for transition back to the community.

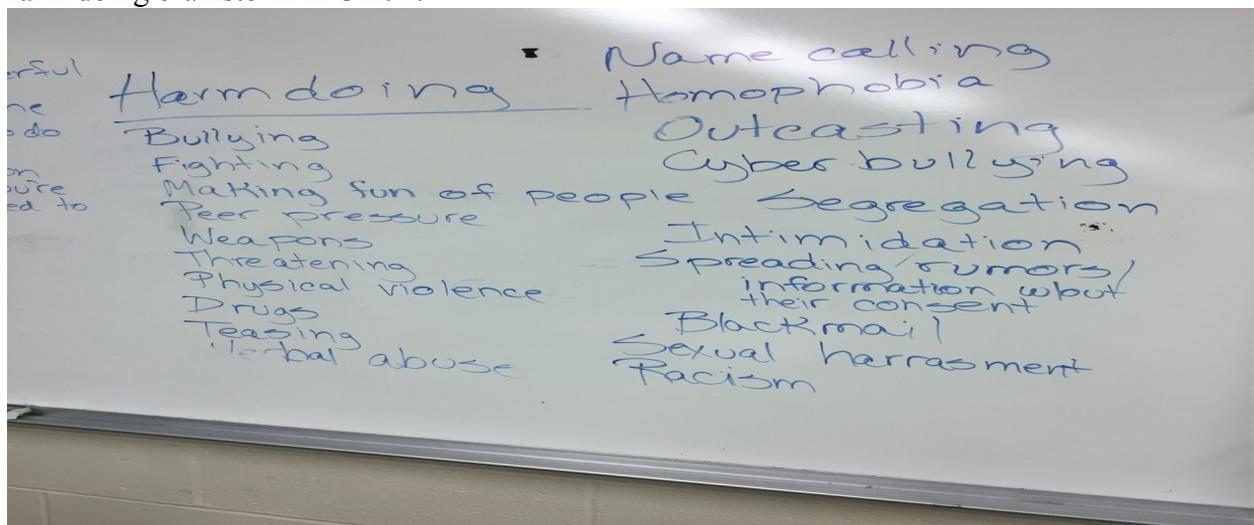
## Training Active Bystanders-Substance Abuse Prevention (TAB-SAP)

### **Background on TAB as a substance abuse prevention program**

TAB-SAP is an exciting and unexpected new development in the usefulness of the TAB curriculum. Similar to the original creation of the TAB curriculum in the North Quabbin 2006-2007, many community members are part of the effort to further TAB as a substance abuse prevention program. TAB has had proven success in preventing and reducing violence and other harm by 20% compared to control schools. Substance abuse has always been included in harm doing as TAB participants define it. Thus TAB is a promising program for addressing substance abuse prevention. The previous director of the Franklin County Opioid Task Force participated in the TAB training for Instructors in February 2016 with the intent to facilitate focus groups with high school TAB Trainers on the issue. As she then moved on to a new job, those three focus groups (at Mahar Regional, Athol Regional and Pioneer Regional) were led by drug expert Athol Police Officer Peter Buck (who was a TAB Trainer in the first cohort of youth and police officers trained in 2007); Heywood Hospital Vice-President Rebecca Bialecki, Ph.D.; and Deborah Habib, Ed.D., executive director of Seeds of Solidarity Education Center and a recently trained TAB Instructor. Insights from the focus groups are reflected below, and the full notes from each focus group session, conclusions, and focus group questions are in Appendix 1.

Greenfield Police Chief Robert Haigh is working with the School Committee and the school administration of the Greenfield School District on implementation of TAB-SAP in the fall of 2016. Chief Haigh is a member of the Franklin County Opioid Task Force, and also was in the first cohort of TAB Trainers in 2007 when he was with the Orange Police Department. He co-taught TAB at Mahar Regional School with youth TAB Trainers. Chief Haigh's plan is to replicate TAB's original trainer model and to train four police officers as TAB trainers together with Greenfield high school youth in the fall of 2016. The officers will then co-teach the TAB curriculum in the school system, paired with a youth TAB trainer.

Valuable insights on the opioid crisis from 40 experienced high school TAB Trainers were gained through three focus groups discussing TAB as a substance abuse prevention program (TAB-SAP). The TAB Trainers observed that TAB has always addressed substance abuse as a form of harm doing, and that all 6 units offer opportunities to analyze the problem. The substance abuse prevention element will be further integrated into the TAB training for trainers curriculum; the basic TAB curriculum needs no modification. The subject is nearly always raised by the student trainees. Note "drugs" in the left column of the list below generated during the harm doing brainstorm in Unit 1.



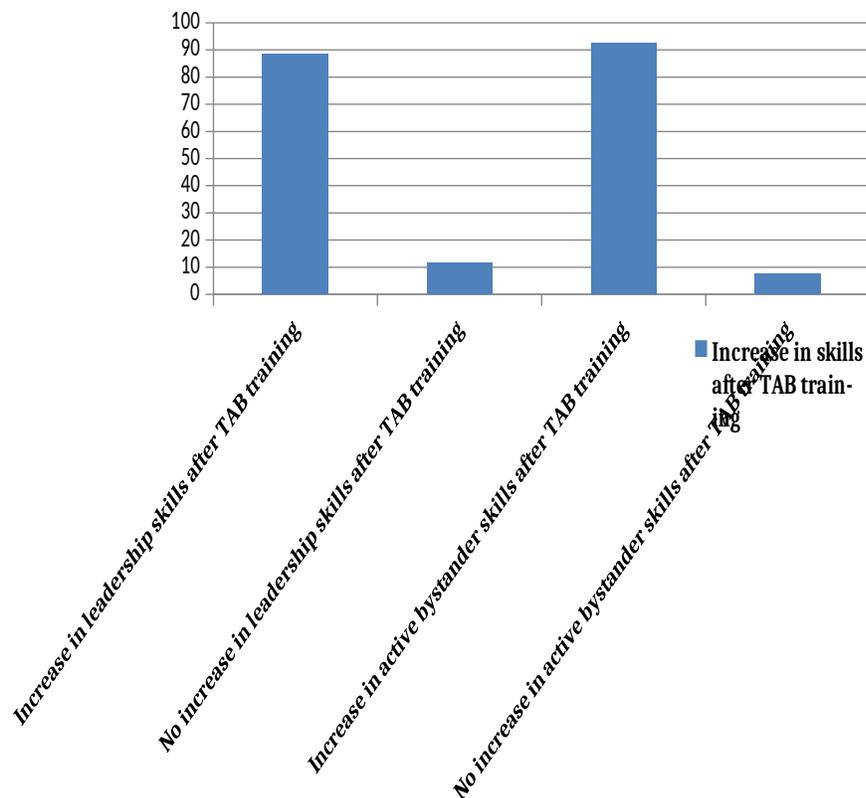
## **TAB Instructor Training**

To increase capacity to expand TAB, Quabbin Mediation identified 77 potential new Instructors, and trained 27 of them in a 2-day seminar. These Instructors can now lead TAB trainings for trainers, and have been mentored in subsequent trainings for trainers. Among those participating in the Instructor training were Deborah Habib, Ed.D., Executive Director of Seeds of Solidarity Education Center in Orange; Marisa Hebble, then-Director of the Franklin County Opioid Task Force; and a cohort of three students and an advisor from Holyoke High School's Restorative Justice Club. A TAB Instructor license was created and each of the Instructors signed it. The purpose is to ensure program fidelity as the numbers of implementation sites increase.

## **Secondary School TAB**

This section includes a diverse range of sites in urban and rural settings, public and private schools, public and private after school programs, serving middle and high school aged youth. Plans for 2016-2017 include continuation of established programs, and implementation of new TAB programs in sites now under development. This year, 198 TAB Trainers taught the basic curriculum to 940 middle schoolers and the advanced curriculum to 320 10<sup>th</sup> graders. The program evaluations for 2015-2016 (see Appendix II) showed a significant change in both TAB Trainers and the students they trained. There was a 92.5% increase in active bystandership skills to safely prevent or interrupt harm, and an increase of 88.5% in leadership skills.

## **INCREASE IN LEADERSHIP AND ACTIVE BYSTANDER SKILLS AFTER TAB TRAINING**



### **Ralph C. Mahar Regional Middle and High Schools**

The 28 experienced and new high school TAB trainers taught 120 7<sup>th</sup> graders the basic TAB and 100 10<sup>th</sup> graders the advanced TAB curriculum.

### **Athol-Royalston Regional Middle and High Schools**

The 18 experienced and new high school TAB trainers taught 200 7<sup>th</sup> and 8<sup>th</sup> graders the basic TAB and 80 10<sup>th</sup> graders the advanced TAB curriculum.



**Ralph C. Mahar Regional High School, Athol-Royalston Regional High School, and Pioneer Regional High School TAB Trainers gather at Mahar to discuss the future of TAB.**

### **Pioneer Regional Middle and High Schools**

The 26 experienced and new high school TAB trainers taught the basic TAB to 80 7<sup>th</sup> graders.

### **Holyoke High School and Dean Technical High School (Holyoke)**

Two new TAB Instructors were mentored as they trained 28 high school students in the TAB basic during their after school program, 16 youth from Holyoke High and 12 youth from Dean Tech. Three high school students and their advisor from the Holyoke High School Restorative Justice Club took part in the training for Instructors because one of the youth was ordered by a judge to participate in a bystander training. Holyoke High is a potential site for full TAB implementation.

## **Cathedral High School and Holyoke Catholic High School (merged to become Pope Francis High School in the fall of 2016)**

At Cathedral High School, 2 new Instructors were mentored as they carried out the training for 17 new TAB Trainers. At Holyoke Catholic High School 2 new Instructors were mentored as they carried out the training for 7 new TAB Trainers.

In the fall of 2016, Pope Francis High School will have 24 TAB Trainers who will teach the basic TAB to 60 students. The school has committed to having the full 6-lesson basic TAB taught as Professional Development to their entire staff of 70. The goal of training the entire staff is one we have long sought to carry out in the public schools where TAB is implemented. To date, it has been difficult to secure more than two hours of professional development around TAB in any of the public schools where the program is implemented. Although the student body has been trained in TAB knowledge and skills, training time for the adults in schools has been limited. Full training for the staff would create a more supportive environment for students and the schools' TAB implementation.



**Cathedral High School TAB Trainers**

## **Worcester Safe Homes after school program for LGBTQ youth**

In a continuation of TAB program at Safe Homes, 10 new high school age TAB trainers were trained by 2 new Instructors. Participants in the Safe Homes After School Program, 140 high school youth from the city of Worcester, were trained in the basic TAB.

## **Hopkins Academy (Hadley middle and high schools)**

The 22 new and experienced TAB Trainers taught 80 7<sup>th</sup> graders and 80 8<sup>th</sup> graders the basic TAB curriculum.

## **West Springfield High and Middle Schools**

This TAB program has been independent after two years, but with continued Quabbin Mediation support. The 30 new and experienced high school TAB Trainers taught 300 middle school students the basic TAB curriculum.

## **Gateway Regional School District**

Gateway has carried on the TAB program independently for four years with Quabbin Mediation support. Two staff from Gateway attended the training for Instructors to further the implementation of TAB at that regional school, training 12 TAB Trainers to teach the basic TAB to 80 middle schoolers.

## **Greenfield School District**

Greenfield Police Chief Robert Haigh is working with the Greenfield School Committee and the school administration on implementation of TAB-SAP in the fall of 2016. Chief Haigh was in the first cohort of TAB Trainers in 2007 when he was with the Orange Police Department. He and several other Athol and Orange police officers were trained as TAB Trainers alongside students from Athol-Royalston Regional School and Ralph C. Mahar Regional School. Police officers then co-taught TAB, each officer paired with a youth TAB Trainer. Chief Haigh's plan is to replicate TAB's original trainer model and to train four police officers as TAB trainers together with Greenfield high school youth in the fall of 2016. The officers will then co-teach the TAB curriculum in the school system, paired with a youth TAB trainer.

## **In Development: Littleton School District, Malden School District, Dial/Self in Greenfield and Orange, Granby School District, Homeschoolers Association**

### **Elementary School TAB**

#### **Petersham Elementary School**

Elementary TAB has been fully developed for Petersham, with curricula for grades 4, 5 and 6. In the fall of 2016, Petersham Elementary will integrate a modified train-the-trainers model in which 6<sup>th</sup> graders help teach TAB to the 4<sup>th</sup> graders. Students will also develop and present a brief presentation for the 2<sup>nd</sup> grade class on active bystandership. Partnering with the Parent-Teacher organization for a November 2016 presentation on TAB concepts and curriculum is planned, as parents' inclusion in TAB implementation has been targeted as a priority by the Petersham administrative staff.

The 4<sup>th</sup> grade curriculum was implemented with 17 students and 3 faculty participants and the 5<sup>th</sup> grade curriculum was implemented with 17 students and 2 faculty participants. A faculty presentation was made to 12 staff members prior to the start of the classroom lessons and an additional 5 staff participated in TAB classroom lessons. The school gave 120 families information about TAB and tools for follow up so families could reinforce TAB at home.

Key concepts of the Elementary TAB curriculum include: Understanding harm doing and its consequences; inhibitors of harm doing; promoters of active bystandership: empathy, inclusive caring and responsibility for others; utilizing active bystander skills (specifically recruiting allies); de-escalating a harm doing situation; and moral courage.

## **Elementary TAB at other sites**

Elementary School TAB has been implemented at New Hingham Elementary School in Chesterfield, and is ready for broader implementation in other receptive elementary schools. We will seek new elementary school venues in 2016 and 2017.

## **TAB and Mediation at Franklin County House Of Correction (FCHOC): Jail to Community Transition programming**

### **TAB-SAP at FCHOC**

Quabbin Mediation and FCHOC staff (Ed Hayes, Levin Schwartz, Laurie Kamansky) are actively scheduling a TAB Training for Trainers for inmates, as well as a TAB training for all Winslow House residents. Five Quabbin Mediation TAB Instructors attended an informative orientation by Officers Hicks and Kamansky in preparation for carrying out the training for trainers on site by the fall of 2016. Quabbin Mediation has invited both officers to participate in the training and become TAB Trainers.

FCHOC staff attend monthly meetings of the North Quabbin Community Coalition's North Quabbin Jail to Community Task Force, chaired by Quabbin Mediation's Executive Director. The networking and discussions have furthered partnerships between the jail and community organizations, including the continued development of TAB, as well as mediation services.

### **Mediation**

FCHOC staff and Quabbin Mediation staff are working on integrating mediation services for inmates with the innovative, nationally recognized treatment model. Mediations have been carried out inside the facility, particularly targeting family situations since relationships with family are key to successful re-entry. Two stories below illustrate how the process is working.

The mother of an inmate's children lost the children to DCF due to her relationship with him. She reclaimed the children when he became incarcerated. Mediation was a place for them to talk about how she could feel safe having him around on his release without her losing the children to DCF again. They came to an understanding with each other, and suggested continued mediation after his release.

An inmate and his mother, the guardian of his child, had been having court battles about the guardianship. In mediation, they were able to build a shared understanding of the issues, and to recognize that although they will be co-parenting his son, they have radically different parenting styles. They had never before considered themselves co-parents. Effective and functional communication skills were taught to the participants (and practiced by them) during the course of the mediation.

## **APPENDIX 1**

### **TAB AND SUBSTANCE ABUSE PREVENTION: Focus Groups With 40 High School TAB Trainers**

- A) Notes of Athol-Royalston Regional High School Focus Group, page 9**
- B) Notes of Ralph C. Mahar Regional High School Focus Group, page 10**
- C) Notes of Pioneer Regional High School Focus Group, page 11**
- D) Conclusions: page 12**
- E) Focus Group questions, page 14**

### **FOCUS GROUPS INTRODUCTION**

In Quabbin Mediation's ongoing commitment to utilize TAB as a student leadership tool and to engage those communities in which we work in the most replete way possible, focus groups were convened at three of the TAB flagship schools. These high school trainers, having taught TAB in their schools, have a deep understanding of the school cultures and most importantly are the peers who attend those schools every day. Quabbin Mediation engaged three community experts to facilitate these focus groups: Deborah Habib, Ed.D., Rebecca Bialecki, Ph.D. and, Peter Buck, the expert in substance abuse with the Athol Police Department.

A series of specific questions to prompt discussion were developed in consultation with this expert group, so that a consistent methodology for data collection could be followed at each of the sites. Students were encouraged to be candid; those facilitating the discussion were candid as well. What follows are the notes of those focus group discussions. They reflect an open discussion of the concerns of students about the opioid crises and their insights into the situation their communities face and how the TAB curriculum can address some of those concerns.

#### **A) Athol-Royalston Regional High School: 15 students, grades 10-12**

##### **TAB Student Trainer Focus Group Meeting May 3, 2016 – TAB/SAP AHS**

- Adults won't talk with students about the realities of drug use: what actually happens. just-say-no or "abstinence only" messaging isn't working, isn't real.
- Students want more information about drugs and drug use.
- Everyone knows somebody or knows of somebody affected by opiates.
- Students need space to talk about addiction, how it affects their families.
- Students feel frustrated by the bad reputation Athol has, when in fact you can't escape a problem (drugs, addiction) by going somewhere else. It's everywhere.
- Students would want a whole section added to the basic TAB curriculum about drugs, effects, and ways to intervene at different stages (overdose, long-term addiction, friends drinking too much, etc.). *This goal would be shared with other programming as well.*
- *This last point comes from an in-class discussion held with 8<sup>th</sup> grade students at ARMS while the basic TAB curriculum was being taught:*  
Don't force drugs into the conversation, but bring them up in the list of harm doing, opening conversation re: who is harmed by drugs, how do they affect individuals/relationships/communities, if the class is open to that discussion.

**B) Ralph C. Mahar Regional High School: 17 students, grades 10, 11 and 12**  
**TAB High School TAB Trainer Focus Group Meeting, April 26, 2016**

- Students are hearing too much pat information about "substance abuse." They're primed to tune it out. It feels drilled into their heads, boring, like health class.
- How can we talk about it differently, honestly, without hypocrisy? No preaching! "Just Say No" is annoying and the students feel it doesn't work. Don't be condescending – it is de-humanizing. Being honest is important.
- Adults often want to talk about the "hard" drugs, meth and heroin, but most students encounter pot and alcohol far more often.
- What *is* a "gateway drug"? All drugs affect people differently. We rarely talk about "gateway drugs."
- We can't pretend it isn't happening, or that students aren't using narcotics. What about a harm-reduction ("damage control") approach?
- What is the difference between recreational use and substance abuse? Possibly the line between wanting and needing a substance. There is a vast spectrum of use, harm, addiction, recreational use, different effects on different people, etc.
- Is this appropriate for TAB discussion? Should TAB take this on? Students felt the answer was yes. How do we bring it in? How could it be formatted? One student said that "You will have to confront it" as a way to interject in to the conversation. What do you do if you see someone abusing substances? This could be another way to interject it in to the conversation. Also it could be formatted as a way to helpful to your friends and people may be more open to it.
- Will this dilute TAB? Misdirect it? Can we add this without the students feeling it's been imposed on them, rather than coming from them? Can we really make a difference talking about this?
- Is TAB equipped to deal with self-harm?
- Can you be your own bystander in self-harming moments? How can someone else intervene?
- Is substance abuse a case of self-harm? Can TAB encompass helping people learn how to help friends and family members struggling with substances and addiction? (Going back to the idea of being an active bystander, acquiring skills to help others.)
- If you've never dealt with this, how can you help someone else?
- People often relate better to personal stories, they are more attentive. Do the people teaching about this need to have personal experience? Is this too much pressure to put on teenagers teaching their peers? Trainers absolutely should not lie. How to stay "professional?"
- Maybe this could be dealt with through a brainstorm during TAB. But not a role play. It feels better to do a brainstorm and write things on the board. Could be talked about if it comes up. Maybe trainers just want to add it to the list of harm doing?
- Underlying: students are very frustrated with teachers who preach abstinence but clearly don't practice it. Students don't think "just say no" has ever worked.

### **C) Pioneer Regional School: 8 students, grades 9-12.**

#### **TAB Student Trainer Focus Group Meeting April 29, 2016 – TAB/SAP**

- Does substance abuse go in the harming discussion? This is one example of harm and could lead to a discussion of how to intervene including why people do this kind of harm and why help them. People with addictions need help, not to be marginalized.
- This harm is self-inflicted, isolating, repeated. People who use drugs aren't bad people. The lines between target, harm doer and bystander get blurred.
- There is a need to approach the topic with no judgment. No one is exempt. TAB language helps with this since it is non judgmental. Also, students teaching it furthers the message. Honesty is critically important. People should not be attacked or put down. Don't say "you shouldn't" but rather ask how can you help someone.
- Peer pressure can be part of the harm. We can encourage knowing what consequences and outcomes could be. By talking about how to help someone else, the messages can come back and maybe help you. Thinking about ourselves is harder than about how to help someone else.
- Personal experiences are powerful and peer learning very influential. But experiences vary tremendously among TAB Trainers and among different grades too. Maybe a separate curriculum for 9th grade? Maybe not right for 7th grade?
- Dr. Ruth Potees message is a powerful one. How can it be used?
- The discussion of "drugs" included these issues: regardless of mixed societal messages, pot is illegal for people under a certain age. There is a wide range of drugs and having a better understanding of this range is important. Pot and heroin are not the same. It's such a huge topic with so much info already out there, pot, heroin, prescription drugs, alcohol. So much to cover.

Where it could be included in TAB lessons:

- 1) In the harm doing brainstorm section,
- 2) In unit 6: change the parking lot story exercise to include drugs and fighting at a party.
- 3) In inclusive caring circles: ask how to care about someone who is using.
- 4) In the Community Values card game.
- 5) In the section on evolution in a community and how it affects everyone in your community,
- 4) In the section on empathy.
- 5) In recruiting allies: There is a need for really good info on where to go for help. This could go in any section but maybe it needs its own resource section.
- 6) We should be talking about this. What's more important is prevention rather than intervention and encouraging people's positive choices.

## **D) Conclusions Drawn for a Substance Abuse Prevention Emphasis in the TAB Curriculum: Focus Group Insights, June 2016**

There are two key elements as Quabbin Mediation moves forward with TAB as a substance abuse prevention program:

- The Basic TAB curriculum will not be amended. Rather, discussion points will be raised in the most appropriate places by TAB Trainers. These discussion points will be part of the Training for Trainers.
- The current model of student trainers teaching the TAB curriculum in the 7<sup>th</sup> grade raises the question of age-appropriate material. Student readiness to discuss substance abuse may vary from location to location. In the three focus groups, the TAB Trainers questioned whether 7<sup>th</sup> grade students might be ready for such discussions, but 8<sup>th</sup> grade seems very ready for the discussion.

When TAB trainers, who are monitoring the temperature of their training groups all the time, determine that a group is ready for the discussion of substance abuse, then following are some locations throughout the basic TAB curriculum, questions and prompts that can be utilized to encourage the discussion.

- In Unit 1:
  - ❖ The harm doing discussion, suggested questions:
    - “Is substance abuse a form of harm?” “Of self-harm?”
    - “Does substance abuse (not use) harm others?”
  - ❖ The consequences discussion, if substance abuse is brought up in the harm doing section, then insert the question:
    - “Are there consequences for the person involved and for the community?”
- In Unit 2: The 5 inhibitors to active bystandership can be discussed in light of substance abuse. Small group discussions can address the inhibitors and overcoming them.
  - “Do people wear masks when they see someone abusing alcohol?”
  - “Is there confusion as to whether a person has control of the situation or not?”
  - “Is there diffusion of responsibility because people think that someone with ‘more expertise’ should get involved with someone using drugs?”
  - “Is there a fear of looking foolish in trying to stop a friend from drinking at a party?”
  - “Is there potential danger involved if you are getting a ride home from a friend who has been drinking at a party?”

- In Unit 3:
  - ❖ During the discussion of recruiting allies, Trainers can interject the discussion of substance abuse, being non-judgmental, and the importance of peer support. A realistic discussion of who would be best to be an ally in a substance abuse situation would be important, for example:
    - “If you thought that your friend might need help with a substance abuse problem, would you go to the vice-principal or the guidance counselor?”
    - “Who in your school would be best to help? The school nurse? Others?”
    - “Who in your community? Do you know of any programs in your community that could be an ally?”
  - ❖ The role play SHOULD NOT include an element of substance abuse. This was a clear message from the student focus groups and presents so many problematic pieces that it is important that this be understood.
  - ❖ The exercise “What Are You Doing?” SHOULD NOT include any element of substance abuse.
- In Unit 4:
  - ❖ The promoters of active bystandership discussion is an excellent place to encourage the non-judgmental aspect of being an ally and invoking the promoters. Questions that could be asked during the discussion of each of the promoters:
    - “How would empathy make a difference in how you talked to someone about substance abuse?”
    - “In thinking about responsibility for others, does this mean feeling responsible for harm or does it mean feeling responsible to be an active bystander? Why does this make a difference in a substance abuse situation?”
    - “How could inclusive caring change your feelings about being an active bystander?”
  - ❖ The inclusive caring circles may also include people in the community who might be dealing with substance abuse issues.
- In Unit 5:
  - ❖ In the discussion of community values and the evolution of helpful and harmful actions within a community, this could even be the first place that the discussion of substance abuse arises. For example:

- “Have community values changed around marijuana?”
  - “Are there unspoken community expectations around drinking?”
  - “Has opioid abuse always been talked about in the same way it is being talked about now?”
  - “How has our view of people who have addiction issues evolved?” “Why do you think this has changed?”
- ❖ The definitions of target and harm doer could be discussed in the context of substance abuse:
- “In a substance abuse situation, who is the target?”
  - “Who is being harmed?”
  - “Who is the harm doer?”
- In Unit 6, the final lesson in the basic curriculum, if substance abuse has not been brought up previously, now is not the time to do it. One focus group suggested that an alternative Parking Lot Story could be written with elements of substance abuse issues for discussion. Having several alternate “Parking Lot Stories” would allow the TAB student trainers to choose which of the stories was most appropriate for the group.

**One last note:** Personal stories are very powerful in the teaching of the curriculum. But when discussing substance abuse, personal stories shared by student trainers present questions of vulnerability. Personal stories shared by TAB trainers should not be confessional in nature nor should they jeopardize students in any way. Nor should students feel pressured to have a personal story to share.

### **E) Questions for TAB High School Trainer Focus Groups on TAB-SAP Mahar, April 26, 2016; Pioneer, April 29; Athol High School, May 3**

1. What are students not getting or hearing anywhere else about substance abuse and addiction that they really need to?
2. What specific lesson/concept in TAB do you think is most important for the substance abuse adaptation?
3. What do we not talk about in TAB that we really need to in regards to the substance abuse topics?
4. How can TAB / SAP support personal inner strength and wellness so young people resist substances?
5. How can TAB / SAP support young people who friends or family members are struggling with addiction?
6. What would be useless to do as part of the TAB / SAP curriculum, or turn students off?

## **APPENDIX II: TAB SCHOOL EVALUATIONS**

**A) Ralph C. Mahar Regional School, page 15**

**B) Athol-Royalston Regional School, page 18**

**C) Pioneer Regional School, page 22**

**D) Cathedral High School, page 26**

### **A) RALPH C. MAHAR TAB EVALUATION**

#### **Training Active Bystanders**

#### **R.C Mahar Regional School**

### **Quantitative and Qualitative Assessment Data Analysis and Report**

In September, Mahar High School students along with Athol High School students participated in a two day TAB Training for Trainers. Then, in October these newly trained student trainers, along with previously trained students, went in to every 7<sup>th</sup> grade classroom at the Mahar Middle School and taught the TAB basic 6 lesson curriculum. At the conclusion of the training, an assessment was administered to every 7<sup>th</sup> grade student. 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 post assessment forms and the student journals, form the basis of the quantitative and qualitative report.

#### *The Quantitative Information for the 7<sup>th</sup> grade TAB basic training*

The following information relates to the post assessment forms given to each student at the conclusion of the training.

Question 1 - **95%** of the students understand who the target is in a harmdoing situation.

Question 2 – **95%** of the students could identify negative rumors as harmdoing.

Question 3 – **86%** of the students understand what a passive bystander is.

Question 4 – **75%** of the students recognize how complicity is connected to passive bystandership.

Question 5 – **83%** of the students recognize the importance of moral courage as an active bystander.

Question 6 – **83%** of the students understand the concept of empathy in a harmdoing situation.

Question 7 – **94%** of the students recognize how to clarify confusion in a harmdoing situation.

Question 8 – **60%** of the students understand the concept of inclusive caring.

Question 9 – **95%** of the students recognize the concept of the evolution of helpful and harmful behavior.

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

- being called mean names
- being left out
- having negative rumors spread
- being kicked, pushed or shoved around
- mean names or comments about race or sexual orientation

**91%** of the students stated that they had gained skills to use as an active bystander. These include:

- Telling the harm doer to stop
- Using moral courage
- Asking questions
- Comforting the person being harmed

**88%** of the students stated that they had gained leadership skills through the TAB training. These include:

- Increased awareness
- Courage to act

#### *The Qualitative Information for the 7<sup>th</sup> grade basic TAB training*

Students are given a journal in which to record their responses to questions asked at the end of each unit. The journal responses give students an opportunity to give concrete examples of their understanding of the TAB concepts and to reflect on their experiences in the TAB training. For those students who may not respond verbally, the journals give them an opportunity to respond to the curriculum in a different manner. The journal entries also give students the opportunity to examine their own motives and their intentions as active bystanders. What follows are selected quotes from the student journals. Grammar and spelling have not been corrected.

- I was a bystander last year when I saw this girl getting bullied. The target was getting bullied for what looked like and wore and did and for the harm doers were pushing her around but after a few times I went and told my teacher about it to see if they could help and they did help her and she is non-bullied. *Unit 1 journal entry*
- A time when bystanders did not take action was last year, when my friend was being bullied. The inhibitor was fear and masks. (One way to intervene would be to try to change topics when people are talking about the situation. *Unit 2 journal entry*
- A time when having allies made a difference for me is when I was playing a game of football with 20 friends and one of them was upset with one of my friends and he was running to him and started punching him and all of us went and helped. *Unit 3 journal entry*
- Empathy could help because it might spark something in your mind that says think how they feel would you want to be in that situation? It would make you care for them so you would help. *Unit 4 journal entry*
- (Communities that I am a part of are) sports, family, neighborhood, school. An action that changed me was every Sunday I help my church out. This changed the community cause every Sunday we see new faces. *Unit 5 journal entry*
- TAB has changed my thinking of being a bystander because now I actually know what a bystander is. When I was younger, my best friend was being bullied by my other best friend and I stood up for the target and helped her push through the problem. *Unit 6 journal entry*

The powerful effect of the student teaching model cannot be understated. The TAB student trainers bring an energy and enthusiasm to the curriculum and validate the message. Observation of their ability to teach this curriculum confirms the model as do the results of the assessments. Students teaching their peers and encouraging their peers to take positive action, empowers the student trainers, the students they are teaching and the message. The material embedded in the curriculum resonates with the students. Students can connect to the reasons that people don't act in the face of harm doing in a very tangible way, even though some of these concepts seem dense at first glance. And then they can take that new understanding and apply very concrete steps to create plans for positive action that can stop the harm. Both levels of learning, understanding concepts and applying concepts, are evident in the assessment results.

## **B) Athol-Royalston Regional School District TAB Evaluation**

### **Training Active Bystanders Athol Regional Middle and High Schools Quantitative and Qualitative Assessment Data Analysis and Report June 14, 2016**

On September 24 and 25, 2015, 8 Athol High School students, along with 12 students from Mahar Regional School, participated in the Training Active Bystanders Training for Trainers curriculum. These 8 TAB new student trainers joined 10 experienced Athol TAB Trainers. They went into every 7<sup>th</sup> grade health class at ARMS and taught the 6 lesson TAB curriculum to 100 students. Additionally, 100 students in the 8<sup>th</sup> grade were taught the TAB curriculum by the health teacher, Lauren Simkewicz, who worked with a Quabbin Mediation Trainer. Since the model changed this year for TAB implementation, the work load on the student trainers necessitated this revised model for one year. At the beginning of each sequence, students are given a pre training assessment and are given a post training assessment at the conclusion of the training. These assessments form the basis of the quantitative evaluation.

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 way 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 the quantitative and qualitative report.

#### ***The Quantitative Information***

The following information reflects the comparison of the pre- and post-evaluation questions administered to the student TAB trainers.

Question 1: There was a 15% increase in understanding who the target is in a harm doing situation (85% pre and 100% post).

Question 2: There was no change in understanding negative rumors as harm doing (93% pre and 93% post).

Question 3: There was a 22% increase in understanding what a passive bystander is (63% pre and 85% post).

Question 4: There was a 2% decrease in the understanding of complicity in passive bystanders (78% pre and 76% post).

Question 5: There was a 17% increase in the understanding of using moral courage as an active bystander (66% pre and 83% post).

Question 6: There was a 5% increase in understanding empathy (78% pre and 83% post).

Question 7: There was a 2% decrease in understanding how to clarify confusion in a harmdoing situation (85% pre and 83% post).

Question 8: There was a 12% increase in understanding inclusive caring (51% pre and 63% post).

Question 9: There was a 10% increase in understanding the evolution of helpful and harmful behavior (80% pre and 90% post).

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

- being called mean names,
- being left out or excluded or completely ignored
- mean names or comments made about race (tied for 3<sup>rd</sup>)
- being kicked, pushed or shoved around (tied for 3<sup>rd</sup>)

At the conclusion of the post-assessment forms:

- 87% of the students self-reported that they had gained some (67%) to many (20%) active bystander skills
- 78% of the students self-reported that they had gained some (55%) to many (23%) leadership skills

### ***The Qualitative Information***

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 page*

"I was a passive bystander at this one time last year. The target got excluded from the group, so then I left the group and became best friends with the target. The harm doer lost a friend (me). The Other consequences that happened were when the harm doer and the target were sent to the office to work things out but that didn't work. Nothing has happened since then and I'm still best friends with the target!"

"One time, my friends and I were in the hallway and there was a new kid that was in the grade below us. He was lost. Some of my friends started judgeing and making fun of the kid. He heard them and starting walking faster. I yelled at them and told them to stop. I ran up to the kid and said sorry. then I showed him where the art room was cause he couldn't find it."

### *Unit 2 journal page*

"One time my friends didn't want to step in and help this situation with me. I told my friend the consequences to the target if we didn't help. But my friend told me the danger and the fear she had of helping. So we decided not to step in. I regret not helping but I didn't want to go alone.

"If a bystander did not take action it was probably fear. The didn't want them to lose friends."

### *Unit 3 journal page*

"Someone was trying to call me names but then my allies stepped in and told him to stop. They made a huge difference for me and that's how we became friends."

"My friends are my allies. One time at school I was arguing with someone because they were calling me names. But my best friend Emily stepped in and helped me. Emily was my allie."

### *Unit 4 journal page*

"They could change a bystanders situation by showing them you care and you feel bad, and that you are here to help / get them back on there feet. You could possibly ask them what's wrong, can I help, do you need help, etc. You can also invite them over, introduce yourself, etc."

"If some one is being picked on but you don't know them and still care for them or try to help them thats inclusive caring."

### *Unit 5 journal page*

"I stood up for my little cousin against the other family members. Later that day someone did the same for another family member."

### *Unit 6 journal page*

"TAB has changed my thinking because it has given me more tools or ideas about what to do. I knew a kid well enough to know people didn't think he was cool. People were picking how fat he was and how slow he was I decided to say stop! It's not right to harm people or say cruel word."

“TAB changed my thinking of being a bystander because it shows more ways to help the situation for the better. When I was on the bus everyone kept staying someone did something they didn’t and I was one of the few people who stood up to them.”

### ***Conclusions***

Some of the most significant changes in the quantitative assessment portion of the evaluation are in the area of increased understanding of TAB language—a 15% increase in understanding targets, and a 22% increase in understanding who the passive bystander is. Also significant was the 17% increase in understanding of the concept of moral courage, a foundational piece of the curriculum. Additionally, 85% of the students self-reported that they had gained some to many new active bystander skills, citing concrete examples of how they would implement their increased skills.

Each of the above quotes comes from a different student’s journal. There is a wide range of engagement and understanding by the students of the TAB concepts, and the journals exhibited their ability to connect those concepts to their personal experiences and envision how their behaviors may change to become active bystanders.

## **C) Pioneer Regional School District TAB Evaluation**

### **Training Active Bystanders Pioneer Regional School Quantitative and Qualitative Assessment Data Analysis and Report May 17, 2016**

On October 15 and 16, 2015, 26 students participated in the Training Active Bystanders Training for Trainers. These TAB trainers then went in to every 7<sup>th</sup> grade classroom and taught the 6 unit curriculum to the 80 7<sup>th</sup> graders at Pioneer Regional School. Before the training started and at the conclusion of the training, an assessment was administered to every 7<sup>th</sup> grade student. 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 the quantitative and qualitative report.

Additionally, 22 of the student TAB trainers gathered on December 17, 2015 to reflect on their experiences teaching the curriculum to the 7<sup>th</sup> grade students and to comment on their roles as teachers, mentors and active bystanders. These TAB trainers answered several assessment questions and a brief summary of those results are included here.

#### ***The Quantitative Information***

The following information reflects the comparison of the pre and post evaluation questions administered to the 7<sup>th</sup> grade students receiving the basic 6 lesson TAB curriculum, taught by the TAB student trainers.

Question 1 - there was an 8% increase in understanding who the target is in a harmdoing situation (92% pre and 100% post).

Question 2 – there was a 5% increase in understanding negative rumors as harmdoing (95% pre and 100% post).

Question 3 – there was a 30% increase in understanding what a passive bystander is (70% pre and 100% post).

Question 4 – There was a 10% increase in the understanding of complicity in passive bystanders (75% pre and 85% post).

Question 5 – There was a 26% increase in the understanding of using moral courage as an active bystander (72% pre and 98% post).

Question 6 – There was a 3% increase in understanding empathy (92% pre and 95% post).

Question 7 – There was a 17% increase in understanding how to clarify confusion in a harmdoing situation (73% pre and 90% post).

Question 8 – There was a 15% increase in understanding inclusive caring (55% pre and 70% post).

Question 9 – There was a 15% increase in understanding the evolution of helpful and harmful behavior (85% pre and 100% post).

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

- being called mean names,
- having negative rumors spread,
- being excluded or left out, and
- physical harm including kicking, pushing and shoving.

An additional comment made at the end of one of the completed assessment forms was: **“This is a great program having fellow students teach makes me listen a lot more.”**

### ***The Qualitative Information***

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.

“At school, a new kid came to school who was known as ‘weird.’ My class started a ‘plague’ that whatever she touched you couldn’t touch. I joined in and ended up realizing how bad it was, and how much it really impacted the target. She was very upset, and felt very excluded.” *Unit 1 journal page*

“Once there was a kid getting picked on. The bystanders did not take action because the harmdoer was a lot bigger than they were. It was a dangerous person that was harmdoing. All of the bystanders could have stopped the fight together.” *Unit 2 journal page*

“Your allies in a bullying situation would be your friends or peers that are active bystanders. They stick up for you and do what’s right. One time these girls were teasing me and calling me names but luckily I was with my friends. They stood up for me and helped me avoid the situation from getting worse.” *Unit 3 journal page*

“Empathy and inclusive caring can maybe make a bystander stick up for people who are being bullied and stop the bully from bullying any more and keep sticking up as many times as it takes until bullying stops.” *Unit 4 journal page*

“Family, friends, cross country, Tae Kwon Do (are my communities). Being part of a family makes me feel like I am loved so I spread that love to other people. Same goes for friends. In cross country and Tae Kwon Do it makes me feel strong. Without it I would feel small and weak. It changed the groups and communities from small to strong and from hate to love.” *Unit 5 journal page*

“I know what to do when someone is a target. I paused and thought about what to do and then stood up for the target. I felt better about myself and the target felt better too.” *Unit 6 journal page*

“It’s changed my view of a bystander because you can be a lot more things than a bystander. I’ve used moral courage when my friend was being a bully to another kid I had to step up to him. It was really hard to.” *Unit 6 journal page*

“TAB training has made me more willing to be an active bystander. When I saw some harmdoing, I pointed that out to the harmdoer. I would say, ‘Stop! Don’t be a harmdoer.’ They stopped after I say that.” *Unit 6 journal page*

### ***Student Trainer Meeting December 17, 2015***

Pioneer Regional high school TAB trainers met in December, at the conclusion of the 7<sup>th</sup> grade training, to reflect on their experiences as teachers. Following is a brief summary of the results of the assessment form they completed.

- When asked which topic(s) the trainers felt most personally connected with, the top two responses were empathy and moral courage.
- When asked to describe how TAB has changed Pioneer, the top two responses were that it has made Pioneer safer, more comfortable, friendlier and more open, and secondly that it has increased students’ awareness.
- When asked to describe one way that TAB has changed you (the student trainer) the vast majority of students responded that they are more aware of what to do in a harmdoing situation.

## ***Conclusions***

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

- The student trainer model increases the impact of the TAB training on those receiving the training.
- There was a 30% increase in the understanding of the role of the passive bystander in a harmdoing situation.
- There was a 26% increase in the understanding of the importance of moral courage as an active bystander.
- The student trainers felt a significant connection to moral courage and empathy.
- The student trainers feel that TAB has made their school safer and that they have a greater awareness of what to do in a harmdoing situation.
- The 7<sup>th</sup> grade students 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.

## **D) CATHEDRAL HIGH SCHOOL TAB EVALUATION**

### **Training Active Bystanders Cathedral High School Quantitative and Qualitative Assessment Data Analysis and Report June 8, 2016**

On February 10 and 11, 17 students participated in the TAB Training for Trainers. These new TAB Trainers will join with the 7 previously trained TAB trainers from Holyoke Catholic High School. When the two schools merge in the fall of 2016 and become the Pope Francis Catholic High School, there will be 24 TAB Trainers.

Before the training started and at the conclusion of the training, an assessment was administered to every student participating in the Training for 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 the quantitative and qualitative report. A copy of a pre and post assessment form are attached to this report as is a blank set of journal questions.

#### ***The Quantitative Information***

The following information reflects the comparison of the pre and post evaluation questions administered to the student TAB trainers.

Question 1 - there was an 29% increase in understanding who the target is in a harmdoing situation (71% pre and 100% post).

Question 2 – there was a 6% increase in understanding negative rumors as harmdoing (94% pre and 100% post).

Question 3 – there was a 6% increase in understanding what a passive bystander is (94% pre and 100% post).

Question 4 – There was a 23% increase in the understanding of complicity in passive bystanders (71% pre and 94% post).

Question 5 – There was a 29% increase in the understanding of using moral courage as an active bystander (71% pre and 100% post).

Question 6 – There was a 6% increase in understanding empathy (94% pre and 100% post).

Question 7 – There was no change in understanding how to clarify confusion in a harmful situation (100% pre and 100% post).

Question 8 – There was a 59% increase in understanding inclusive caring (41% pre and 100% post).

Question 9 – There was no change in understanding the evolution of helpful and harmful behavior (100% pre and 100% post).

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

- being called mean names,
- having negative rumors spread,
- mean names or comments made about race

At the conclusion of the post assessment forms:

- 100% of the students self-reported that they had gained some (25%) to many (75%) active bystander skills
- 100% of the students self-reported that they had gained some (37%) to many (63%) leadership skills

Some additional comments made at the end of the completed assessment forms were:

*“Thank you for coming, I really appreciated you guys taking the time to come out and teach a group of high schoolers. I have learned a lot throughout this lesson.”*

*“This program was inspiring.”*

### ***The Qualitative Information***

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.

“I once saw my friend being bullied by a group of older boys. I stood by and just watched it happen, because I was afraid I was also gonna get bullied, so I just watched. Deep down inside me, I felt the urge to go help, but my mind is telling me not to. The target (my friend) was eventually beaten up and was left in tears. The consequence to

the harmdoers were that they received detentions for beating up my friend. In the end, I regret not helping my friend.” *Unit 1 journal page*

“One time in class, a student made fun of a transfer student with an Asian accent. The transfer didn’t realize he was being mocked and continued to treat the harmdoer with kindness. Although I knew that what the student was doing was wrong, I didn’t intervene because of the inhibitor fear. I was afraid that I was also be made fun of if I said something to this student, who was very witty and quick w/ comebacks. To help break down fear, I could’ve told myself that I would be doing the right thing, regardless of the consequences that may follow.” *Unit 2 journal page*

“Neighbors, friends, family, starangers, authority/public figures. I remember playing a PC game and people would yell at me for my skill level and my friends would back me up because they know that people have bad days too.” *Unit 3 journal page*

“Empathy and inclusive caring could change a bystander situation because it can make the target feel better and not as weak or broken down. It could make them feel like someone is on their side. You could ask someone if they are alright to show inclusive caring. You could also just try to show them that you understand what they are going through.” *Unit 4 journal page*

“Groups or communities I’m part of: town, school, class, neighborhood, world, ethnic communities and religion group. The group and communities action that change me is about the LGBT laws that make me feel all the LGBT people is a people, person too. It change the group or communities am part in, people no more hate gay or lesbian people. People understand them, care about them more. That’s a positive change.” *Unit 5 journal page*

“TAB has encouraged me to take action while being a bystander, using different effective ways to stop/correct the situation while being safe. One time when I had to use moral courage was when one of my friends was being bullied at school. I didn’t want to get involved out of fear that I would get bullied to; however, I walked up to them and supported my friend. In the end everything worked out and she wasn’t being bullied anymore.” *Unit 6 journal page*

“TAB has changed my thinking about being a bystander by helping me understand that what you choose to do in a situation can affect the victim and the harmdoer in the future. The effects on the victim are more often negative, so being an upstander, or an active bystander and choosing to stand up for someone or help them would be the best choice. I learned that you hold a lot of power being in that position to choose and it is better to get involved. I have used my moral courage to do what I know is right by not just agreeing when someone insults another person or makes fun of them.” *Unit 6 journal page*

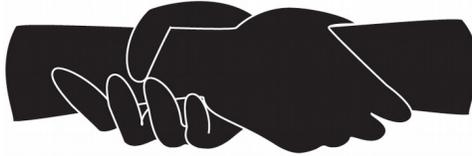
### **Conclusions**

Some of the most significant changes in the quantitative assessment portion of the evaluation are in the area of increased understanding of TAB language (a 29% increase in understanding of “target”) and a 59% increase in the understanding of “inclusive caring.” Also significant was the 29% increase in the understanding of the concept of moral courage a foundational piece of the curriculum.

Each of the student quotes from the journals came from a different student’s journal. There is a wide range of engagement and understanding by the students of the TAB concepts, and the journals exhibited the students’ ability to connect those concepts to their personal experiences and envision how their behaviors may change to become active bystanders.

During the second day of the training, when the students taught the curriculum to each other, the TAB trainers showed a willingness to take the necessary risks to become teachers and showed a tremendous amount of support for each other in this undertaking. They said that they were inspired. *They* were also inspiring in their potential to be excellent trainers and models of active bystandership.

## APPENDIX III



# **Training Active Bystanders**

## Basic TAB Curriculum Syllabus

### **UNIT 1**

- I. Develop a definition of bystander, target and harm doer
- II. Analyze harm doing and its consequences
- III. Discuss passive bystandership and its connection to complicity
- IV. Understand the concept of moral courage

### **UNIT 2**

- I. Develop an understanding of situational inhibitors of active bystandership
- II. Develop strategies to counteract inhibitors

### **UNIT 3**

- I. Develop competencies in using bystander skills: tone of voice, body language, etc.
- II. Understand de-escalation techniques
- III. Understand the value of allies in a bystander situation
- IV. Practice using de-escalation techniques and bystander skills

### **UNIT 4**

- I. Introduce and explore the concepts of empathy, inclusive caring, responsibility for others, reciprocity and self-interest
- II. Practice promoters of active bystandership

### **UNIT 5**

- I. Create a definition for community values
- II. Understand the evolution of harmful and helpful actions
- III. Develop an understanding of the individual's power to influence the community

### **UNIT 6**

- I. Review and refine the understanding of moral courage
- II. Review concepts and language of active bystandership
- III. Establish the goals for intervention
- IV. Applicability and transferability of active bystander skills