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Report to the Franklin County Sheriff's Office on Training Active Bystanders (TAB)

July 2024 – June 2025

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SUMMARY

Introduction

This is a report on the activities and accomplishments of Quabbin Mediation's Training Active Bystanders program (TAB) from 7/1/2024 – 6/30/2025 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.) Expand Training Active Bystanders (TAB) beyond schools by introducing the program to community members, civic groups, and local organizations throughout Franklin County.
3.) Build capacity for sustainability by training and supporting a new cohort of facilitators to deliver TAB independently, reducing long-term cost and ensuring the program's continuation.

Since 2007, approximately 2,200 youth TAB Trainers have taught the 6 or 3-lesson, evidence-based basic TAB curriculum to 22,000 of their peers. Because TAB Trainers are from the schools/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 by 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 group, moral courage and competencies to safely help those in need. TAB applied to everyone, because at some time all of us have been bystanders, have needed help, and we have all done harm (even if unintentionally).

During the 2024-2025 fiscal year, Quabbin Mediation experienced a period of significant growth, transition, and impact. Under new leadership, the organization expanded its reach and deepened its community partnerships throughout the North Quabbin region, Franklin County, and beyond.

Organizational Mission

Quabbin Mediation empowers individuals and communities to navigate conflict, interrupt harm, and build connection through dialogue, skill-building, and shared action.

Through our flagship program, Training Active Bystanders (TAB), we teach people of all ages how to recognize injustice, strengthen empathy, and take effective, safe action to make their communities more respectful, inclusive, and resilient.

Leadership Transition

On July 1, 2024, Lilly Fellows and Stephanie Hsu assumed leadership as Co-Executive Directors of Quabbin Mediation and its flagship program, Training Active Bystanders (TAB).

Lilly Fellows grew up in Orange, Massachusetts and became a TAB trainer and Peer Mediator as a student at Mahar Regional High School. In 2020 Lilly became an instructor, consultant, and director of youth programming for Training Active Bystanders. Now as Co-Executive Director, Lilly is passionate about keeping our work central to the area she grew up in, and increasing the accessibility and flexibility of our programming. Lilly holds a B.A. in Psychology from Smith College and is pursuing an M.Ed. of Clinical Mental Health Counseling at Springfield College.

Stephanie Hsu began her career at McKinsey & Company and later served as Fund Development Specialist for Big Brothers Big Sisters before stepping away to focus on raising her family. Stephanie attended her first TAB training in 2017, became a TAB instructor in 2020, and was appointed TAB Coordinator in 2022. All three of Stephanie's children are TAB trainers or instructors.

Together, Stephanie and Lilly have built upon Quabbin Mediation’s foundation of community empowerment and restorative practice, bringing renewed energy to program expansion and accessibility.

Regional Focus and Funding Impact

Franklin County and the North Quabbin region remain at the heart of Quabbin Mediation’s mission. These rural communities face unique challenges, including limited access to restorative

programming and prevention-based education. By offering TAB at no or low cost to local schools and organizations, Quabbin Mediation ensures that every young person, regardless of geography or resources, has access to skill-building in empathy, leadership, and conflict navigation.

Funding from the Franklin County Sheriff's Office allows Quabbin Mediation to reach youth and community members before harm escalates, prioritizing prevention over remediation. TAB's focus on leadership and positive community engagement directly aligns with the Sheriff's Office commitment to public safety, youth empowerment, and violence prevention.

PROGRAM GROWTH AND OUTCOMES

Program Growth

The 2024-2025 fiscal year marked a period of extraordinary growth and innovation for TAB. We saw an overall average growth of 288.3%.

Category	July 1, 2023 - June 30, 2024	July 1, 2024 - June 30, 2025	% Increase
TAB Trainings	12	29	141.7%
Community Members Trained in TAB	244	392	60.7%
Community T4Ts	3	5	66.7%
Community Members Trained as Trainers	22	68	209.1%
New Youth Programs	1	11	1,000%
Youth Trained as Trainers	24 (100 active)	100 (250 total active)	316.7% (150%)
Youth Trained by Peers	Approx. 1,000	Approx. 2,500	150%
Youth Trained (by Quabbin	0	143	New

Mediation)			
New Community Contacts	0	10	New
Conferences	0	3	New
Internships Provided	2	12	500%

Highlights and Awards

In addition to significant growth, the 2024-2025 fiscal year marked a period of professional recognition and strategic partnership for Quabbin Mediation and the Training Active Bystanders (TAB) program.

Professional Development and Recognition

Co-Executive Director Lilly Fellows was nominated and selected as a finalist for the Young Professional Nonprofit Excellence Award through the Massachusetts Nonprofit Network (MNN). This recognition reflects both Lilly's leadership in advancing bystander intervention training across the Commonwealth and the growing impact of TAB's model of prevention-based community engagement.

Strategic Collaboration and Capacity Building

Quabbin Mediation partnered with SOAR Nonprofit Consulting Group to strengthen organizational infrastructure, governance, and board development. Through this collaboration, SOAR supported the redesign of the organization's Board Book and provided guidance on long-term sustainability planning, key steps toward supporting TAB's goal of capacity building.

In partnership with Washington State University, a team from the Department of Homeland Security supported TAB in designing and implementing a new data collection and evaluation system. This collaboration helped establish a more robust, evidence-informed process for measuring the impact of TAB across schools and communities, advancing the program's commitment to accountability and continuous improvement.

Expanded Accessibility

With the generous support of the Franklin County Sheriff's office, Quabbin Mediation has been able to expand the accessibility of Training Active Bystanders (TAB) programming across Franklin County and the North Quabbin region. During the 2024-2025 fiscal year, we offered free or reduced-cost TAB trainings to schools and community groups that would otherwise be unable to participate.

We have strategically used programming revenue from outside Franklin County to offset costs locally, ensuring that accessibility does not come at the expense of sustainability. This approach allows us to meet our ongoing goal of providing flexible, affordable conflict engagement training to rural and under-resourced communities throughout the county.

Recognizing that learning does not end when a training concludes, Quabbin Mediation launched a new TAB newsletter to extend engagement beyond workshops. This monthly newsletter includes advanced discussion opportunities, prompts for reflection, and deeper dives into bystander concepts to help participants continue developing their skills and applying TAB principles in everyday life.

This commitment to accessibility and continued learning is especially critical in Franklin County and the North Quabbin region, where many schools and community organizations face limited funding, staff capacity, and access to prevention-based programming. At a time when communities are navigating the long-term impacts of social division, economic strain, and post-pandemic challenges, the availability of free and reduced-cost TAB programming ensures that all residents, regardless of background or resources, can gain the tools to strengthen connection, interrupt harm, and build safer, more respectful communities.

TAB INSTRUCTOR TRAINING

As demand for Training Active Bystanders (TAB) continues to grow rapidly across Massachusetts and beyond, Quabbin Mediation has prioritized capacity building through instructor development. This year, we launched a focused initiative to train TAB trainers to

become certified TAB Instructors who can lead our Training for Trainer (T4T) programs. Our instructors receive a $41.50 stipend when they lead a Training for Trainers program.

By expanding the network of qualified instructors, we are ensuring that TAB can be delivered more affordably, accessibly, and sustainably, even in communities with limited resources. This model strengthens local ownership of the program, allowing communities to respond to their own needs in real time while maintaining the fidelity and impact of TAB's core curriculum.

In the July 2024 – June 2025 year, Quabbin Mediation successfully onboarded four new instructors from Massachusetts, including two youth instructors, our youngest ever. Among them are Jack Jaillet of Winchendon and Sean Hsu of Lexington, both of whom demonstrated exceptional leadership and commitment to fostering safer, more connected communities among their peers.

The addition of these new instructors significantly expands our organizational capacity to meet increasing statewide and regional demand for TAB. It also deepens our long term sustainability, building a foundation for a network of locally empowered, self-sustaining TAB programs across Franklin County and beyond.

INTERNSHIP PROGRAM

In the July 1, 2024 – June 30, 2025 year, Quabbin Mediation launched and significantly expanded its internship program, creating new pathways for college and high school students to develop professional experience in community engagement, nonprofit management, and bystander intervention education.

This program provides students with hands-on learning opportunities that integrate community engagement, leadership, and conflict management, core values of both Quabbin Mediation and the Training Active Bystander (TAB) program. Interns gain direct experience facilitating workshops, supporting community partnerships, contributing to program evaluation, and assisting with outreach and communications.

The program has grown substantially over the year:

- Summer 2024: Two college interns, both from Smith College
- Academic year 2024-2025: Two college interns, one from UMass Amherst and one from Boston University
- Summer 2025: Six college interns, five from Smith College and one from Arizona State University, and one high school intern from Lexington.

This expansion reflects a deepening partnership with local and regional educational institutions, as well as Quabbin Mediation's commitment to preparing the next generation of community leaders. The inclusion of both college and high school students creates an intergenerational model of learning and mentorship, strengthening the pipeline of future TAB trainers, facilitators, and nonprofit professionals.

The TAB internship now serves as a vital component of Quabbin Mediation's capacity-building strategy, ensuring that as the demand for TAB grows, a strong, skilled, and inspired group of emerging leaders is ready to carry its mission forward.

SECONDARY SCHOOLS

During the July 1, 2024 – June 30, 2025 fiscal year, Quabbin Mediation expanded its Training Active Bystanders (TAB) programming across multiple secondary schools in Massachusetts and beyond. TAB continues to serve as a cornerstone of youth leadership development, helping students recognize moments of harm, strengthen empathy, and take effective, safe action to create positive change in their communities. TAB works in private, public, and charter high schools, middle schools, and elementary schools as well as after school programs and clubs.

Goals for 2025-2026 include continuation of established programs, and implementation of new TAB programs in sites now under development. This year, 240 TAB Trainers taught the basic 3 or 6 lesson curriculum to approximately 1,000 middle and high school students.

The program evaluations for 2024-2025 (See Appendix III.) showed a significant increase in active bystander and leadership skills in student trainers, and in middle schoolers who took the TAB training.

New Programming

This year marked a significant increase in secondary school engagement, with TAB delivered in both middle and high school settings through full curricula and Train-the-Trainer (T4T) models. To help the schools successfully implement their new programs, each school received in depth implementation guides, advanced discussion materials, and ongoing consultation from Quabbin Mediation staff to ensure program sustainability and integration into school culture.

Frontier Regional

In January 2025, five TAB trainings were delivered to 8th-grade classes using the three-lesson TAB curriculum. 110 students were trained over three days. Students gained foundational TAB skills, preparing for possible leadership roles in peer-led initiatives during high school. Frontier demonstrated strong engagement and class participation, with several students identifying opportunities to use TAB language in real-life peer situations.

Evaluation Outcomes

110 8th grade students were trained in the youth three-lesson curriculum. Out of the 110 students, 2 identified as Asian, 7 as Black/African, 93 as White, 11 as Hispanic/Latinx, 2 as other, and 6 preferred not to answer.

After the training, 97.8% of students reported an increase in active bystander knowledge. The average increase in knowledge was 68.18%.

91.7% of students reported having seen bullying at their school prior to the training and the majority of students reported having been bullied themselves. After the training, reports of having seen harm increased by 27.44%, this increase was likely because students learned more types of harm and this conclusion was supported by their qualitative journal responses.

All types of harm (harm based on race or ethnicity, gender, sexual orientation, disability, income or class) were reported by at least 25% of students. Harm based on disability, sexual orientation, gender, and race/ethnicity were the most common responses. Harm based on income or class saw the largest increase between pre and post tests. Students of color were more likely to report having seen harm based on race or ethnicity.

88.2% of students did not agree with the statement “Students at my school step in to stop bullying” before the training. 92.4% did not agree with that statement after the training. This increase could be explained by the students learning what active bystandership looks like, and that there are more options to intervene that are not currently being utilized by students.

96.6% of students reported an increase in confidence to step in when harm is happening after the training. The average increase in confidence was 27%. In the pre-test only 43.6% of students reported that they would step in when harm was happening. In the post-test, 79.9% of students reported that they would step in when harm was happening. Finding an adult to help with the situation increased by 22.8%, and analyzing harmdoing situations to decide what to do increased by 20%. Overall, stepping in to stop harm increased by 111%, showing that students learned active bystander skills.

Qualitative themes: 100% of students described a harmdoing situation they had seen or been a part of. Students reported that empathy and feeling good about themselves were main motivators to step in when harm is happening. Overall, students learned that there are many ways to be an active bystander and that it is more important than they thought.

Future goals: Students reported being most worried about stepping in when small acts of harm are happening, like exclusion and teasing. Students would benefit from further programming like advanced lessons or refresher sessions. Frontier would benefit from implementing a peer to peer training model.

Greenfield High School

In May of 2025, one Training for Trainers was conducted for 26 students in grades 8-11 over two days. Students received certifications that allow them to serve as TAB facilitators within their school community, supporting ongoing peer education efforts. Due to support from the Franklin County Sheriff's office, this training was done at no cost to the students or the school.

Evaluation Outcomes

26 students were trained as trainers. Four 8th, five 9th, four 10th, and two 11th graders were trained as trainers, 11 students did not respond. 1 student identifies as Asian, 3 as Black/African, 16 as White, 6 as Hispanic/Latinx, 1 as Pacific Islander, and 2 as other.

After the training, 100% of students reported an increase in active bystander knowledge. The average increase in knowledge was 78.7%.

94.1% of students reported having seen bullying at their school prior to the training. The majority of students reported having been bullied prior to the training. After the training, reports of harm increased by 16.5%. This increase was likely because students learned to recognize more types of harmdoing.

All types of harm (harm based on race or ethnicity, gender, sexual orientation, disability, income or class) were reported by at least 47% of students. Harm based on race or ethnicity, sexual orientation, and disability were most commonly reported. Reports of harm increased after the training, likely because students learned what harm looks like and learned to recognize the different types of harmdoing.

Before the training, 42.3% of students did not agree with the statement “Students at my school step in to stop bullying,” 46.2% were neutral. After the training, 58.9% did not agree with the statement, and 29.4% were neutral. Students were less likely to report that students at their school step in after the training. This could be because students learned what active bystandership looks like, and that there are more options not currently being utilized by students.

Compared to other schools, Greenfield students were more likely to report feeling neutral about this statement. This could show that they are not sure what stepping in looks like at their school.

Analyzing the situation to decide what to do and stepping in to stop harm increased between the pre- and post-tests. Finding an adult to help with the situation decreased between the pre- and post-tests. Students might benefit from further discussing who their adult allies are in school and how to ask for help. Students reported a high increase in their ability to recruit allies overall, so this result also might mean that students do not see adults in their school as allies.

100% of students reported an increase in confidence to step in when harm is happening after the training. The average increase in confidence was 28.6%. We would expect this number to rise even more after students train their peers.

57.7% of students reported feeling more confident than not in recruiting allies before the training, 88.9% after the training. 94% of students reported an increase in confidence in recruiting allies, the average increase was 30.6%.

100% of students reported gaining new active bystander skills, with an average increase of 86%. 100% of students reported gaining new leadership skills, with an average increase of 86%.

100% of students reported being interested in staying connected with TAB over the summer and after graduation. TAB related topics students are interested in learning more about include mental health, the inhibitors, breaking the danger and fear inhibitors, preventing harm, and CPR & First Aid.

Future goals: Repeat the post-survey to see if there are changes in rate of active bystandership in the school. Teach an advanced lesson on recruiting allies. Train teachers and staff in the basic 3-lesson TAB training so they can connect better with student trainers as allies.

Hampden-Wilbraham School District

In May 2025, one Training for Trainers was delivered to 25 middle and high school trainers at Wilbraham middle school over two days. Students received certifications that allow them to serve as TAB facilitators within their school community, supporting ongoing peer education efforts. Students will be training their peers in both the high school and middle school.

Evaluation Outcomes

25 students were trained as trainers. Nine were 6th graders, eight were 7th graders, six were 8th graders, one was a 10th grader, and one did not answer. 1 student identified as Asian, 2 as Black/African, 21 as White, and 2 as Hispanic/Latinx.

After the training, 92% of students reported an increase in active bystander knowledge. The average increase in knowledge was 59.6%.

70.9% of students reported having seen bullying at their school, 29.1% might have seen bullying at their school. No students reported never having seen bullying at their school. About half of the students reported having been bullied or might have been bullied before the training. Middle school age groups are less likely to report having been bullied.

100% of students reported harm. All types of harm (harm based on race or ethnicity, gender, sexual orientation, disability, income or class) were reported by at least 37% of students. Harm based on race or ethnicity, sexual orientation, and disability were most commonly reported. Reports of types of harm increased after the training, likely due to students learning to recognize different types of harm. Students most commonly added seeing harm based on appearance, body type, and personality.

Before the training, 8% of students agreed with the statement “Students in my school step in to stop bullying.” After the training, 20.8% of students agreed with the statement. 20.8% of students disagreed with the statement. Students were likely to report feeling neutral about the statement, which has been a common result with our middle and high school trainers. We recommend a post-survey to identify changes in active bystandership in schools.

100% of students reported that they would be an active bystander if they see harm happening after the training. 100% of students reported learning many new active bystander skills through the TAB training. After the training, students were more likely to recruit allies, analyze situations, and step in to stop harm.

96% of students reported an increase in confidence to step in when harm is happening after the training. The average increase in confidence was 25.4%. We expect this number to rise even more after students train their peers.

100% of students reported feeling more confident than not in recruiting allies after the training. 89% of students reported an increase in confidence recruiting allies.

100% of students reported learning some or many new leadership skills through the T4T program. Common themes of learning were de-escalation strategies, more options for active bystandership, recruiting allies and staying safe, the impact of active bystandership, the inhibitors and breaking them, recognizing types of harm, empathy, and posture. Overall, students reported feeling excited about teaching the curriculum to younger students.

Students were interested in having more practice recruiting allies and learning professional development and how to write about TAB on job and college applications.

Future goals: Repeat the post-survey to see if there are changes in rate of active bystandership in the school. Teach an advanced lesson on recruiting allies. Do a professional development seminar specific to the Wilbraham middle and high school student trainers.

Halton Catholic School District

Through our partnership with MCCO, two of our youth instructors traveled to Ontario, Canada to facilitate a training for trainers (T4T) as a part of a sport leadership course for 30 students in grade 12 at Halton Catholic School District. Students received a certification to train students at their middle schools. As a part of their course, they provided training to grades 6, 7, and 8 across

the 46 elementary schools in their school district. The curriculum was adapted to fit the language needs of their community. Surveys were conducted internally by the district.

Other Schools With Current TAB Programs

Many of our school programs offer TAB Training for Trainers (T4T) programs every other year, or every three years. We have numerous schools with active TAB trainers who are continuing to train their peers.

Turners Falls High School

Turners Falls conducted a T4T program in the spring of 2024. In the July 2024 – June 2025 year, they had a total of 25 student trainers training their peers; 11 were in 11th grade and 14 were in 12th grade. They had graduated a class of 22 student trainers in June 2024, one of whom was the 2022 Peacemaker Award winner. We hope to run another Training for Trainers in the 2025-2026 academic year.

Pioneer Valley Regional School

Pioneer Valley Regional School conducted a T4T program in the spring of 2022. In the July 2024 – June 2025 school year they had four students in the 12th grade training their peers in TAB. We hope to run another Training for Trainers in the 2025-2026 academic year.

Ware Junior Senior High School

Wear Junior Senior High School conducted a T4T program in the spring of 2022. In the July 2024 – June 2025 school year they had 18 12th graders training their peers in TAB. We hope to run another Training for Trainers in the 2025-2026 academic year.

Quabbin Regional Middle/High School

Quabbin Regional was a part of our summer 2023 youth summit training, where students from six schools were trained as trainers. In the July 2024 – June 2025 school year, they had one 11th grader and one 9th grader training their peers.

Ashburnham Westminster Regional School District

Ashburnham Westminster Regional School District was a part of our summer 2023 youth summit training, where students from six schools were trained as trainers. In the July 2024 – June 2025 school year, they had seven 11th graders and one 10th grader training their peers.

Murdock Middle High School

Murdock Middle High School was a part of our summer 2023 youth summit training, where students from six schools were trained as trainers. In the July 2024 – June 2025 school year, they had one 12th grader, two 11th graders, and one 10th grader training their peers.

Fitchburg High School

Fitchburg High School was a part of our summer 2023 youth summit training, where students from six schools were trained as trainers. In the July 2024 – June 2025 school year, they had one 11th grader trained as a trainer.

Montachusett Regional Vocational Technical School

Montachusett Regional Vocational Technical School was a part of our summer 2023 youth summit training, where students from six schools were trained as trainers. In the July 2024 – June 2025 school year, they had three 11th graders training their peers.

Sites in Development

In Development: Orange School District, Athol School District, Pioneer Valley Regional School, Four Rivers Charter School, Gloucester High School, Amherst School District, and the Athol YMCA.

In the July 2024 – June 2025 school year, Mahar High School and Athol High School were offered the Training for Trainers program or the 3 or 6 lesson basic TAB training for free. Neither school chose to facilitate the program; We are in the process of looking for alternative ways to include community members and students from Orange and Athol.

ELEMENTARY SCHOOLS

During the July 1, 2024 – June 30, 2025 fiscal year, Quabbin Mediation expanded its Training Active Bystanders (TAB) programming across multiple elementary schools in Massachusetts and beyond. TAB continues to serve as a cornerstone of youth leadership development, helping students recognize moments of harm, strengthen empathy, and take effective, safe action to create positive change in their communities. In the 2023 – 2024 school year, TAB created a brand new elementary TAB curriculum and piloted the program at Toy Town Elementary. In the 2024-2025 school year, TAB began offering elementary trainings to schools across Massachusetts.

Goals for 2025-2026 include continuation of established programs, and implementation of new TAB programs. This year, the elementary 3-lesson curriculum was taught to 33 elementary students and 20 elementary students were trained as trainers in the 3-lesson elementary curriculum.

New Programming

In addition to a brand new elementary curriculum, one of our goals for the 2024 – 2025 academic year was to provide new programs with in depth materials to help them set up and sustain their TAB programs. Our first ever elementary Training for Trainers (T4T) was conducted in June 2025. These schools received materials for each classroom teacher, an in depth guide for setting up their new programs, advanced discussion lessons for classroom teachers to add to their curriculums, and posters for their schools.

Wildwood Elementary

In June 2025, Wildwood Elementary trained two 5th grade classrooms in the 3-Lesson Elementary Curriculum. A total of 33 students and 6 staff participated in the trainings.

Evaluation

As a part of our elementary evaluation, each student was asked: “Write about a time when you have, or could have, used moral courage to be an Active Bystander,” and “What can you do to safely be an Active Bystander the next time you see harm happening?”

94% of students discussed a time when they could have been an active bystander. 82% of students reported that they will get help from a trusted adult the next time they see harm happening, and 100% of students reported that they would be an active bystander the next time they see harm happening.

Common learning themes from the training included: safety, trusted adults, standing up for others, helping others, types of harm (such as teasing), empathy, being nice to siblings, asking others if they are okay, making new friends, and moral courage (standing up for what you believe is right).

Hampden Wilbraham School District

In June 2025, Hampden Wilbraham School District conducted a Training for Trainers (T4T) with 10 students from Green Meadows Elementary and 9 from Soule Road Elementary. 9 students were in the 5th grade and 10 were in the 4th grade. One teacher from each school was present for the entirety of the training program.

Evaluations

Staff were surveyed prior to the T4T program. In response to how often in the past two weeks the staff had seen students harming one another, 33.3% said frequently and 66.7% said occasionally. In response to how often in the past two weeks the staff members had seen students promoting helpful behavior, 33.3% said frequently, 33.3% said occasionally, and 33.3% said rarely.

The pre-surveys showed that before the TAB training, all staff at the elementary schools see harm happen. Staff hoped students would learn how to advocate for themselves and others, set positive culture environments, and be kind and helpful to students.

After the T4T training, 100% of students reported an increase in active bystander knowledge. The average increase in knowledge was 79.6%.

68.4% of students reported having seen bullying at their school, and 31.6% might have seen bullying at their school. After the training, reports of having seen harm increased. The majority

of student trainers reported having been bullied or might have been bullied. Before the training, 26.3% of students reported never having been harmed. This decreased to 11.1% after the training. Harm based on personality, interest, family income, and race or body type were most commonly reported. Reports of types of harm increased after the training. These changes are likely due to students learning how to recognize types of harm.

Before the training, 10.5% of students agreed with the statement “Students in my school step in to stop bullying.” After the training, 27.8% of students agreed with the statement. 0% of students disagreed with the statement, students were most likely to feel neutral about the statement. We recommend a post-survey to identify changes in active bystandership culture, and an advanced discussion on what active bystandership and helpful behaviors look like in their school.

100% of students reported learning many new active bystander skills through the training. “Finding an adult to help with the situation and trying to step in to stop harm” increased after the training. “I don’t know what to do” and “Think about the situation and decide what to do,” decreased after the training. This shows that students learned to ask trusted adults for help when harm is happening or if they aren’t sure what to do.

90% of students reported an increase in confidence to step in when harm is happening after the training. The average increase in confidence was 31.75%. We would expect this number to rise even more after students train their peers.

95% of students reported an increase in confidence recruiting allies. 95% of students reported feeling more confident than not in recruiting allies. This shows that the school culture allows for kids to ask adults for help. We recommend a survey of all classrooms to see if the results are similar.

100% of students reported learning some or many new leadership skills through the Training for Trainers program.

Common learning themes were: analyzing situations, active bystander tools, emotions and empathy, allies, the inhibitors, the promoters, feeling empowered, and facilitation skills.

Future goals: Check in on program development, survey all classrooms, and teach refresher sessions to student trainers.

COMMUNITY TAB

TAB Trainings

In the July 1st 2024 – June 30th 2025 year, Quabbin Mediation conducted 29 community TAB trainings, training 392 community members in the basic TAB curriculum. Quabbin Mediation offers two types of TAB training for communities, private trainings hosted by towns, organizations, or businesses and community trainings hosted by Quabbin Mediation for anyone in Massachusetts to join either in person or virtually.

In the 2024 – 2025 year, we facilitated private community trainings for those who work or live in or nearby the community in Greenfield, Lexington, Holliston, Walpole, Wayland, Washington State, and Oregon State. We saw many more communities represented through our community TAB trainings held throughout the year. We offered Greenfields community trainings at an 85.7% discounted rate.

This year, we saw a lot of requests for training shorter than our basic 2.5-hour. To align with our goal to provide accessible programming to as many community members as possible, we created new 2-hour and 90-minute overviews of TAB. These participants take a shorter version of the basic TAB training, but do not receive a TAB certificate. In our shorter trainings, we found that most of our participants wish to take the full 2.5-hour in the future.

95% of our community participants found the training to be useful and relevant. 93.3% of participants reported that the training improved their understanding of active bystandership. 91.7% of participants reported that the training motivated them to take a more active role in intervening in their communities.

After the training, 96.6% of participants felt competent to be an Active Bystander in their communities. 60.9% were interested in becoming TAB trainers. 69.2% signed up for our monthly newsletter. 98.2% of participants would recommend this training to others. 67.8% of participants want more practice with Active Bystandership in addition to the 2.5-hour training.

Overall, participants wanted more time and more practice with active bystander techniques. In response to this finding, Quabbin Mediation will be creating and offering add-ons to the 2.5-hour training, and advanced workshops for those who have taken the 2.5-hour training and want more opportunity for practice.

July 2024: 10 community members trained through Lexington United Against Antisemitism (LUAA)

September 2024: 60 staff members at Lane Community College were trained in TAB and 22 community members were trained through LUAA.

October 2024: 21 staff members at Washington State University were trained in TAB.

November 2024: 12 community members were trained in a community TAB.

January 2025: 5 community members were trained in a community TAB.

February 2025: 25 community members were trained in the Walpole community, and 90 community members were trained in the Sommerville community

March 2025: 60 community members were trained in the Wayland community, and 16 community members were trained in a community TAB.

April 2025: 52 community members were trained in the Holliston Business District, 15 community members were trained in a community TAB, and 30 housing and resident services professionals were trained at the New England Resident Service Coordinator Conference.

May 2025: 24 community members were trained in community TAB, and 10 community members were trained in a TAB hosted by LUAA.

June 2025: 10 community members were trained in a community TAB.

Training for Trainers (T4T)

In the July 1st 2024 – June 30th 2025 year, Quabbin Mediation conducted 5 T4T programs, certifying a total of 68 community members as trainers. Trainers must take part in a 9-hour training over three days that includes taking the basic curriculum, learning the evidence-based background, and learning to teach it. The trainer certifications are good for three years, and can be renewed if trainers meet a number of requirements including conducting trainings and attending trainer meetings where they learn curriculum developments and facilitation skills. All trainers are invited to become volunteers for the organization, and can conduct community TAB trainings through Quabbin Mediation. Trainers are provided with a $30 an hour stipend for their trainings through Quabbin Mediation. Trainers are able to host their own community trainings in pairs free of charge to the community they are a part of, making our programming accessible and flexible for rural and low-income communities.

FUTURE GOALS

Expanding TAB's Reach and Impact

Under new leadership, Quabbin Mediation is committed to strengthening and expanding the Training Active Bystanders (TAB) program to reach more schools, communities, and institutions across Franklin County and beyond. Our focus for the coming year centers on accessibility, innovation, and sustainability, ensuring that every community member has the opportunity to develop the skills to prevent and respond to harm.

One of our primary goals is to increase accessibility to TAB in the Franklin County and North Quabbin regions by offering free or reduced-cost trainings to schools, community organizations, and youth-serving programs. We aim to remove financial barriers that prevent participation and

to ensure that every young person, educator, and community member has access to this essential training.
We also plan to expand our reach into key community systems, including local hospitals, YMCA's, and law enforcement agencies that serve the Franklin County and North Quabbin communities. By introducing TAB in these settings, we will equip professionals across sectors with practical tools to recognize, interrupt, and prevent harm, building a more connected and responsive network of bystanders.

In addition to expanding our audience, we are committed to deepening the impact of our programming. We are in the process of developing a new series of advanced TAB lessons, designed to help participants continue practicing their skills while focusing on both conflict prevention and resolution. These new lessons will provide ongoing education and opportunities for participants to strengthen their capacity for constructive dialogue and community problem-solving.

Recognizing the importance of continuous learning, Quabbin Mediation is also investing in professional development for our staff and instructors. By attending, hosting, and presenting at conferences, regional and national gatherings, and engaging in advanced training opportunities, we aim to stay at the forefront of best practices in bystander intervention, restorative practices, and community conflict engagement. Expanding our professional presence at conferences and in collaborative networks will allow us to share the success of the TAB model, learn from other leaders in the field, and strengthen partnerships that enhance the programs long-term impact.

Finally, in response to the rising levels of harm and conflict in high school athletic spaces, and the mental health crisis occurring in all levels of sport and performance, we are developing a new TAB curriculum specifically tailored for athletic programs. This curriculum will help athletes, coaches, and athletic staff build safer, more supportive team environments and address issues such as bullying, exclusion, and aggression through bystander action and leadership development.

Through these initiatives, Quabbin Mediation is taking meaningful steps toward a future where TAB is not only a program, but a sustained cultural practice across schools, teams, and community institutions, empowering individuals to create safer and more inclusive spaces wherever they live, learn, and work.

APPENDIX

APPENDIX I - TAB Curriculum - Youth 3-Lesson Syllabus

Unit 1

- Setting community guidelines
- Setting common language
- Understanding the harmdoer
- Harm in the community
- Recognizing types of harm
- Using posture to recognize harm
- Consequences of harm

Unit 2

- Recognizing and understanding the inhibitors of active bystandership
- Breaking the inhibitors
- Promoters of active bystandership

Unit 3

- Understanding what communities are
- Learning and analyzing community values
- Analyzing the evolution of helping and harming behaviors
- Understanding and gaining moral courage
- Practicing active bystander skills

APPENDIX II - TAB Curriculum - Youth 6-Lesson Syllabus

Unit 1

- Setting community guidelines
- Setting common language
- Recognizing harmdoing
- Understanding the consequences of harmdoing
- Learning how complicity can contribute to harm
- Understanding moral courage

Unit 2

- Using posture to recognize harm
- Recognizing and understanding the inhibitors of active bystandership
- Breaking the inhibitors

Unit 3

- Using tone of voice and body language to recognize harm
- Developing competency in using bystander skills
- Understanding de-escalation techniques
- Learning who allies are and how to recruit them
- Practicing bystander techniques

Unit 4

- Exploring the promoters of Active Bystandership
- Introducing and exploring the concept of empathy

Unit 5

- Exploring values
- Understanding the evolution of helpful and harmful actions
- Developing understanding of the individuals potential to affect change in the community

Unit 6

- Creating goals for interventions
- Understanding and gaining moral courage
- Practicing active bystander skills

APPENDIX III - TAB Curriculum - Elementary Syllabus

Unit 1

- Developing definitions of bystanders, targets, and harmdoers
- Exploring where bystanders are present
- Introducing the consequences of harmdoing
- Presenting the concept of moral courage

Unit 2

- Introducing the inhibitors
- Learning how to break the inhibitors
- Using posture to recognize harm
- Introducing empathy

Unit 3

- Introducing inclusive caring and responsibility of others
- Learning how to recruit trusted adults
- Exploring the concept of assessing safety
- Exploring empathy
- Exploring community values
- Practicing active bystander skills

APPENDIX IV - TAB Curriculum - Community Syllabus

Unit 1

- Setting common language
- Understanding the harmdoer
- Harm in the community
- Recognizing types of harm

Unit 2

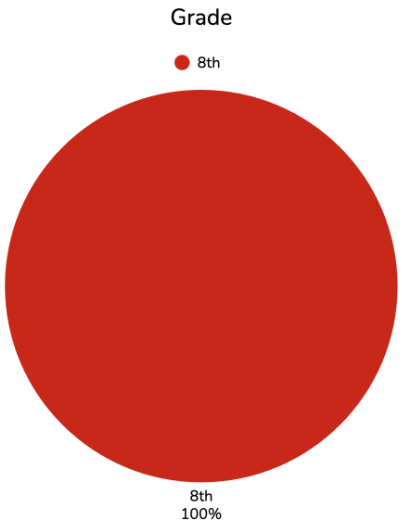
- Recognizing and understanding the inhibitors to active bystandership
- Learning to break the inhibitors

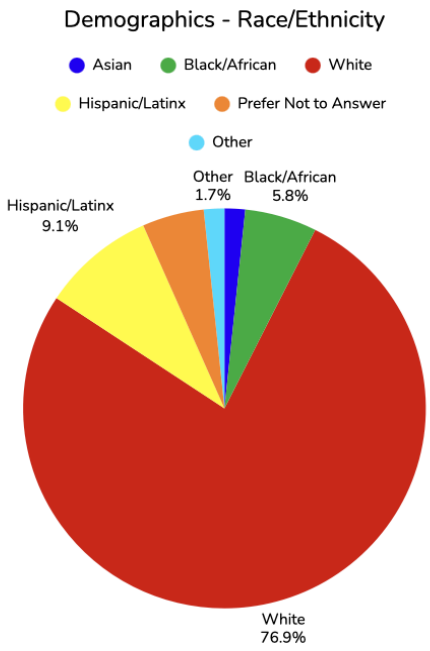
Unit 3

- Analyzing the promoters to active bystandership
- Analyzing the evolution of helpful and harmful behavior
- Understanding and building moral courage
- Active bystander practice opportunities

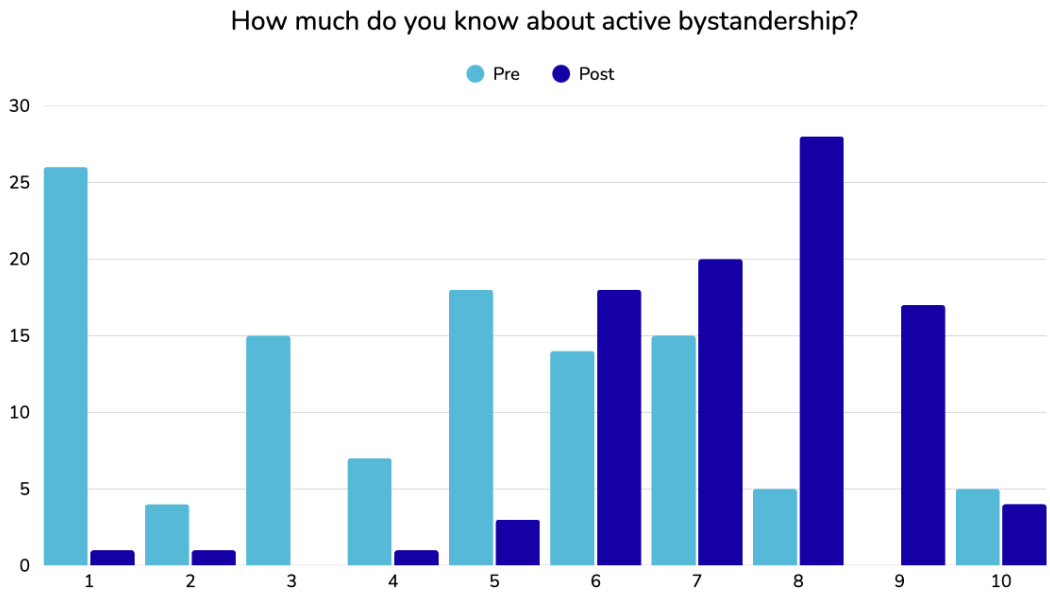
APPENDIX V - Evaluation of TAB Secondary School Basic Programs

Demographics:

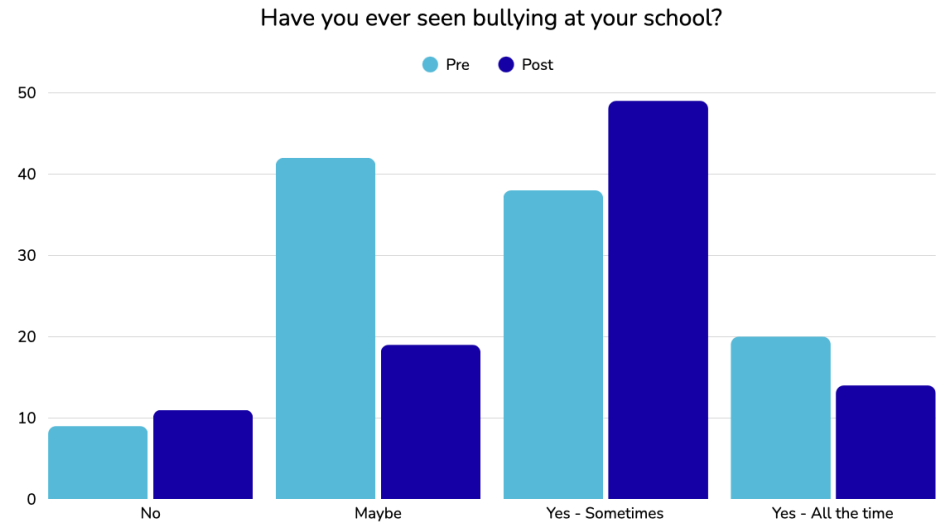


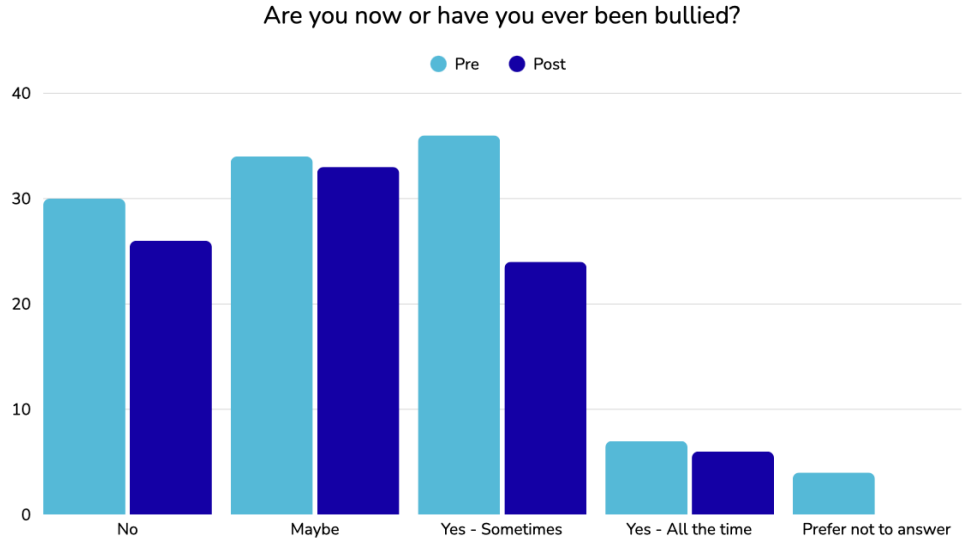


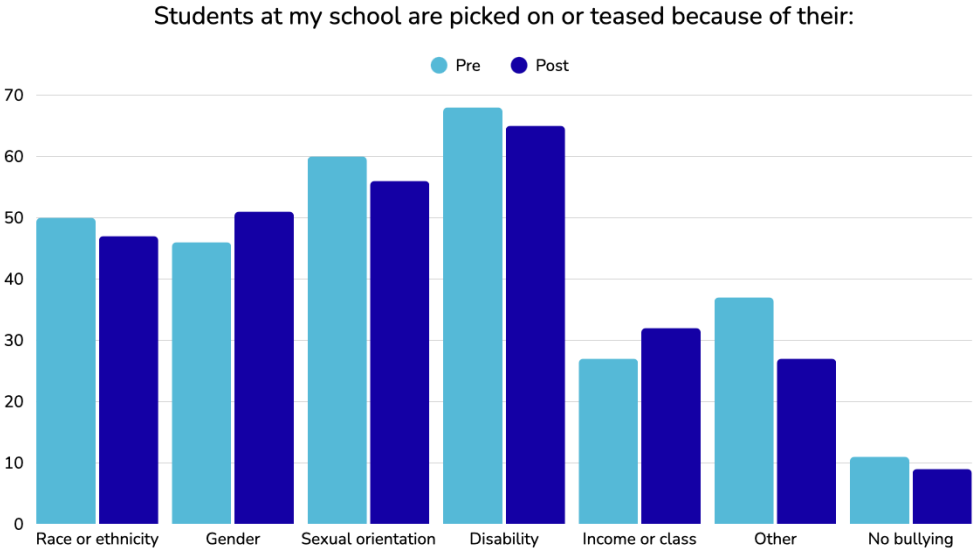
Active Bystander Knowledge:



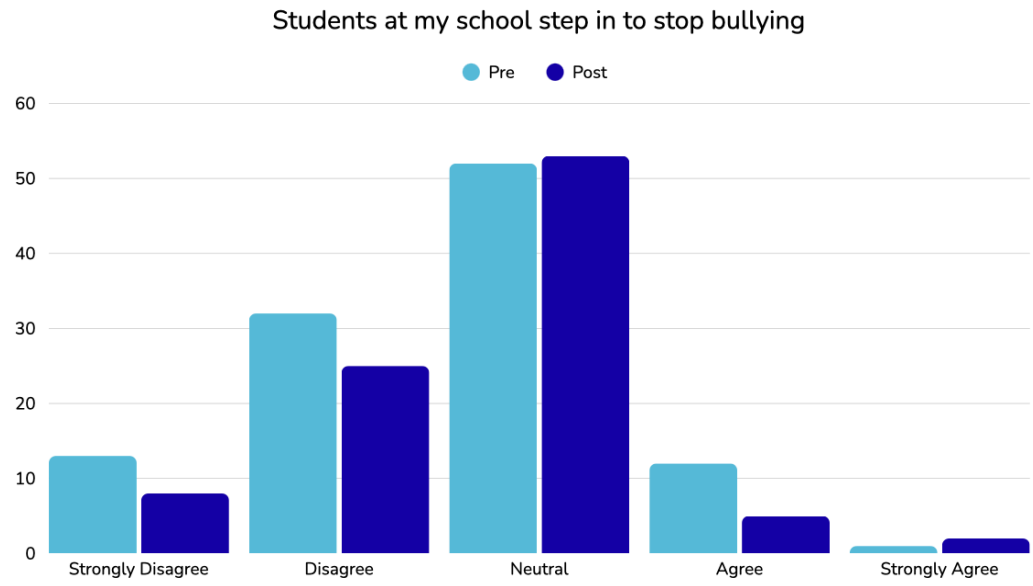
Rate of Bullying in School



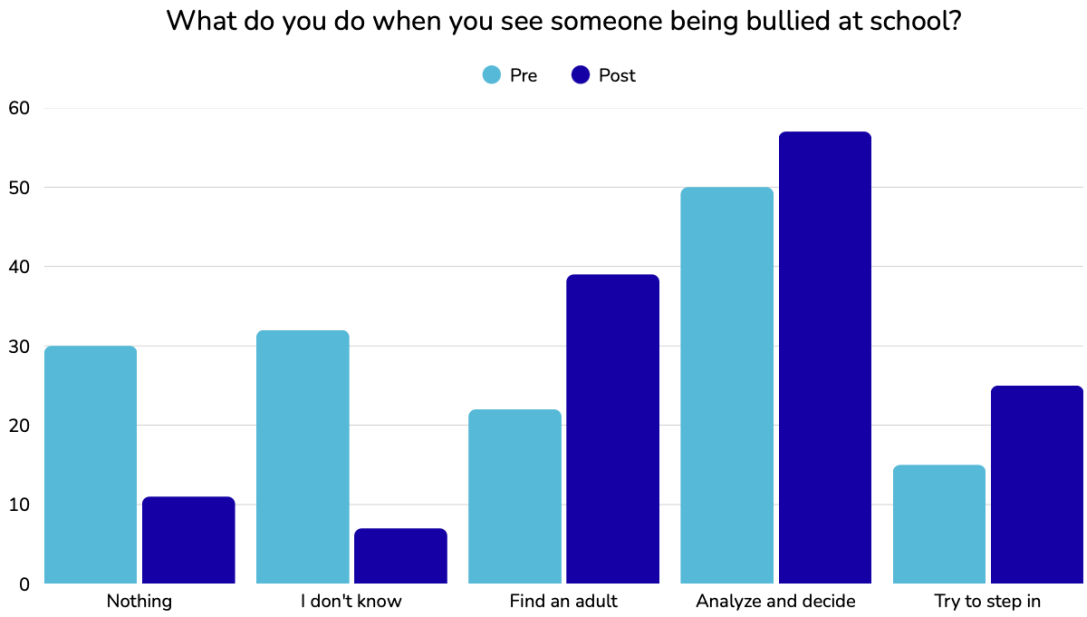




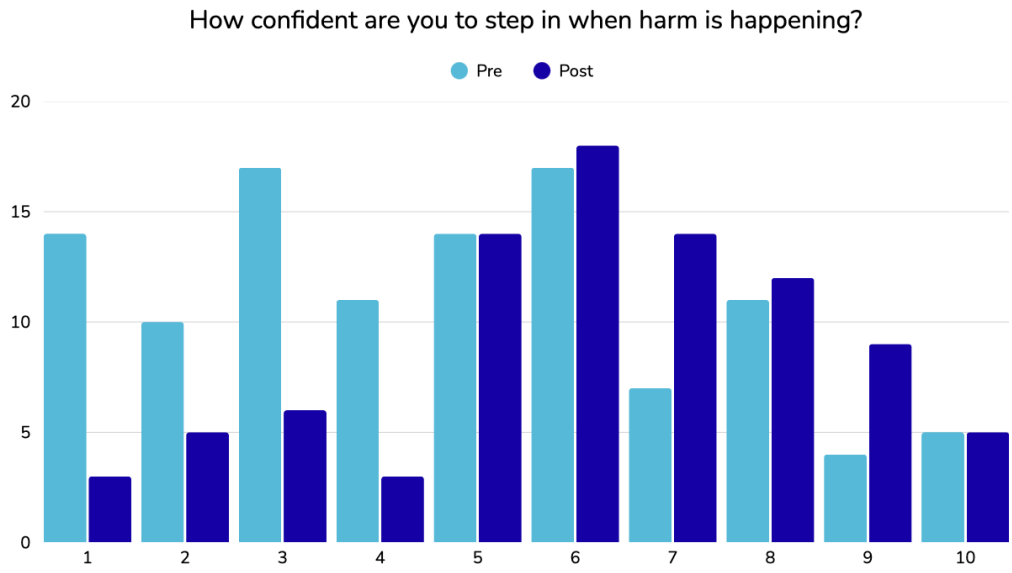
Rate of Active Bystandership in School



Active Bystander Skills



Active Bystander Confidence

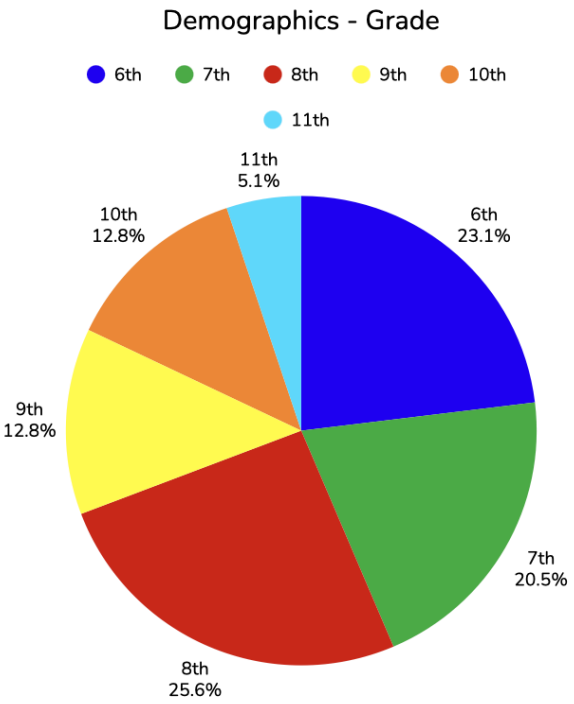


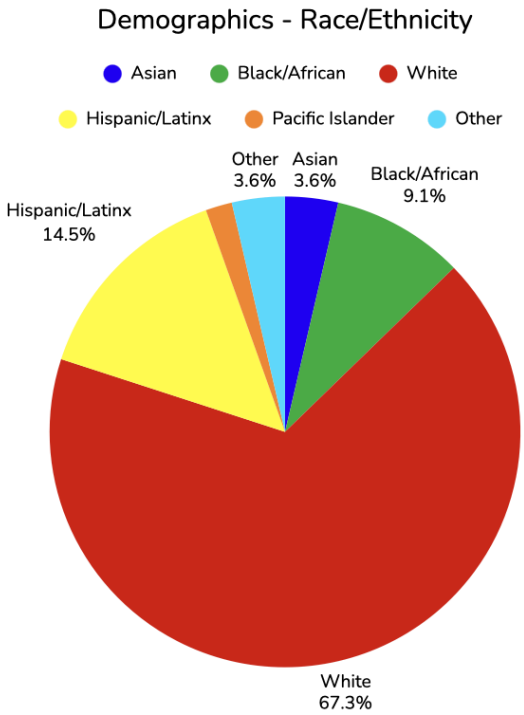
Recruiting Allies Confidence



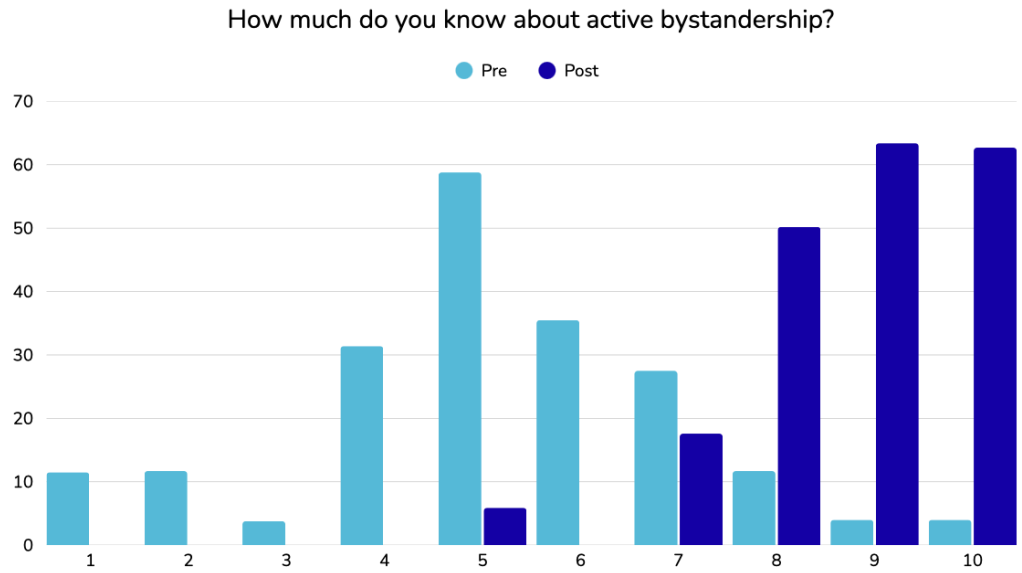
APPENDIX VI - Evaluation of TAB Secondary School T4T Programs

Demographics:

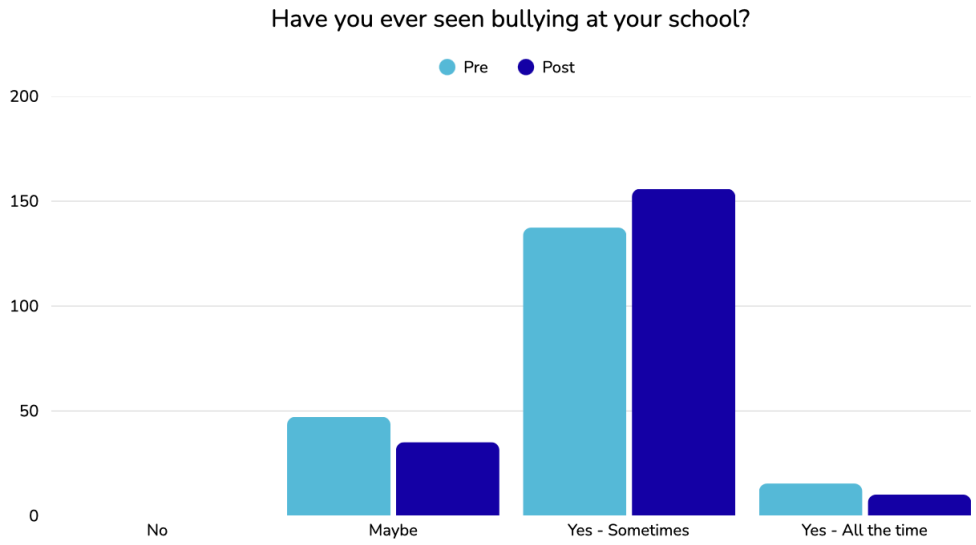


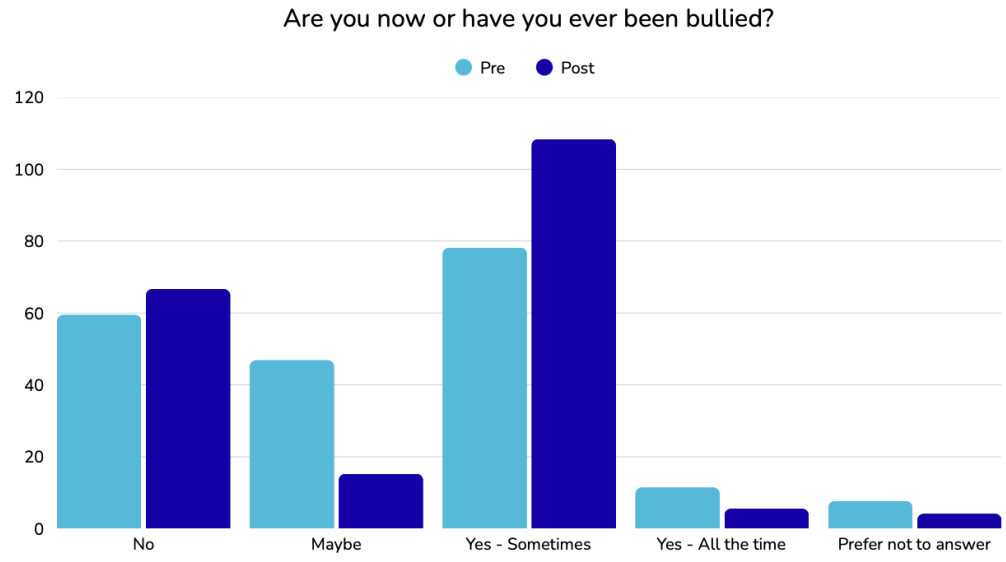


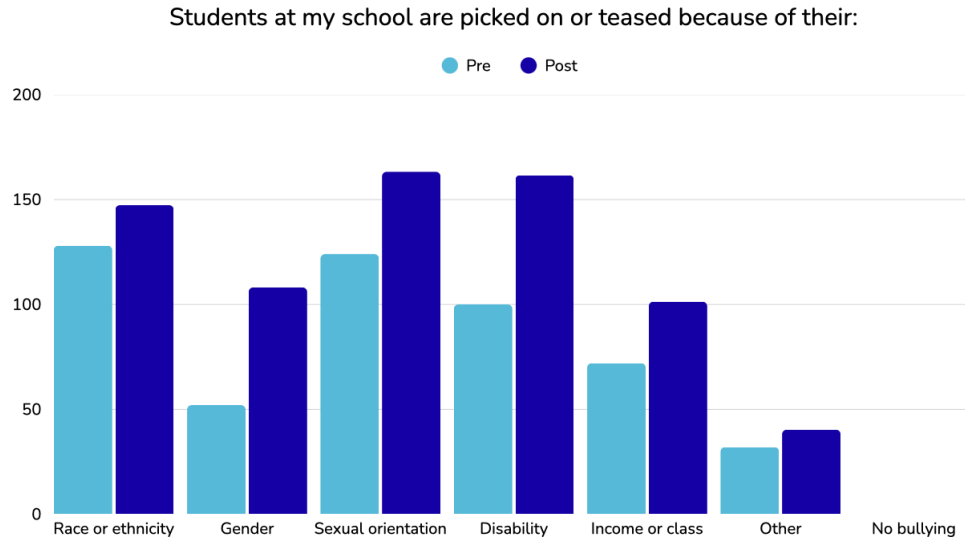
Active Bystander Knowledge:



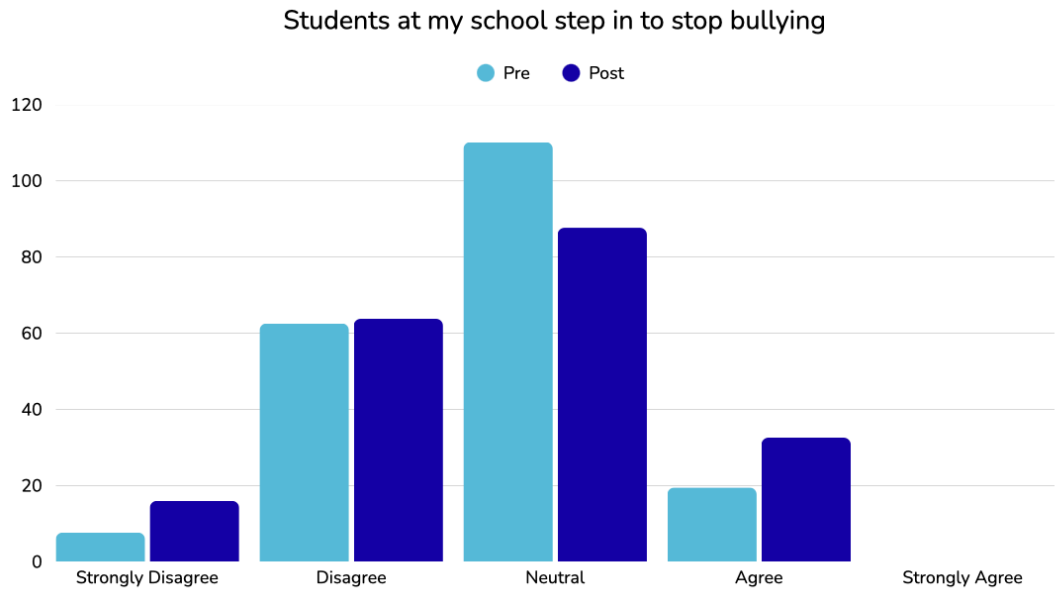
Rate of Bullying in School:



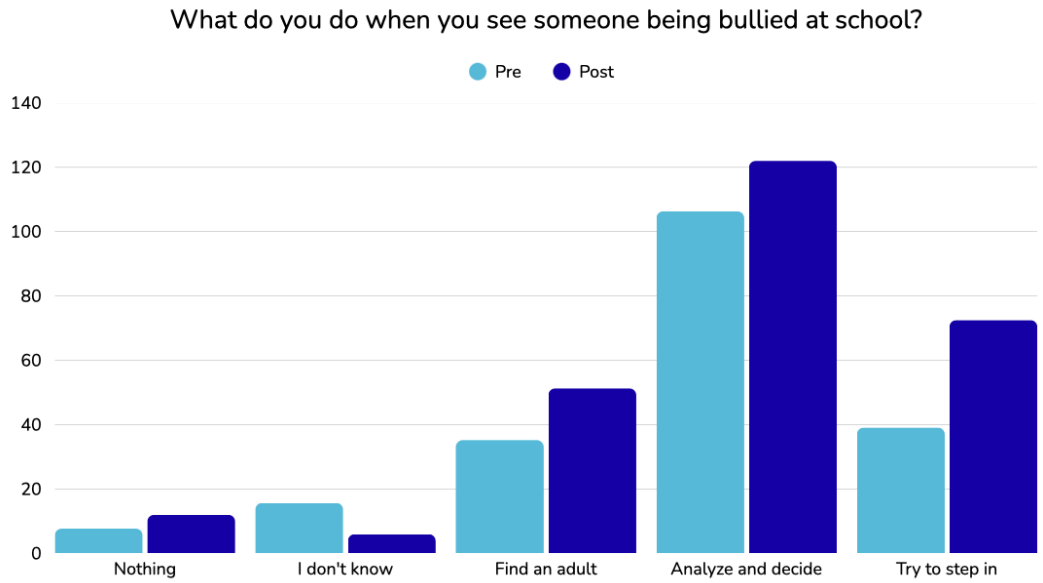


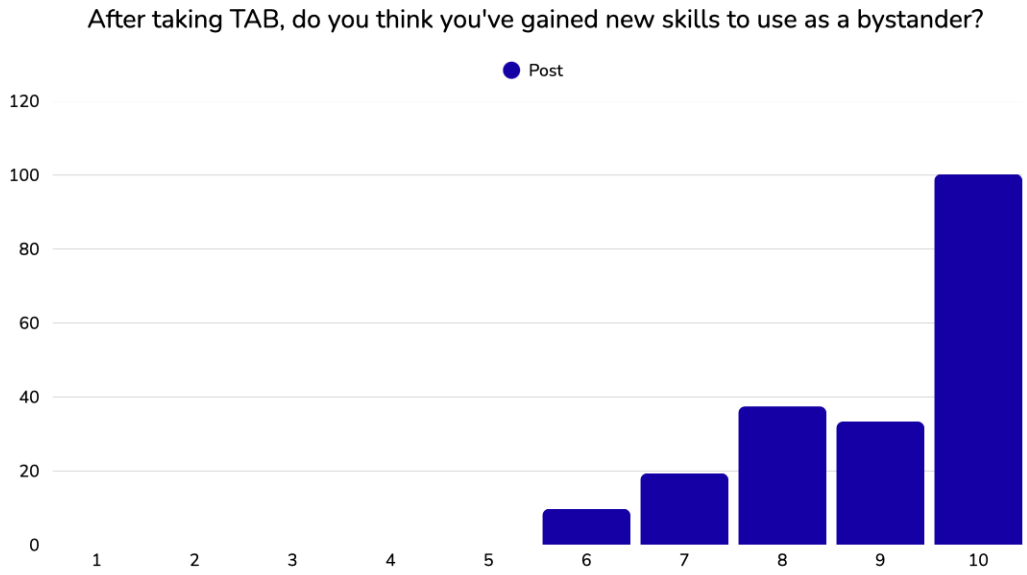


Rate of Active Bystandership in School:

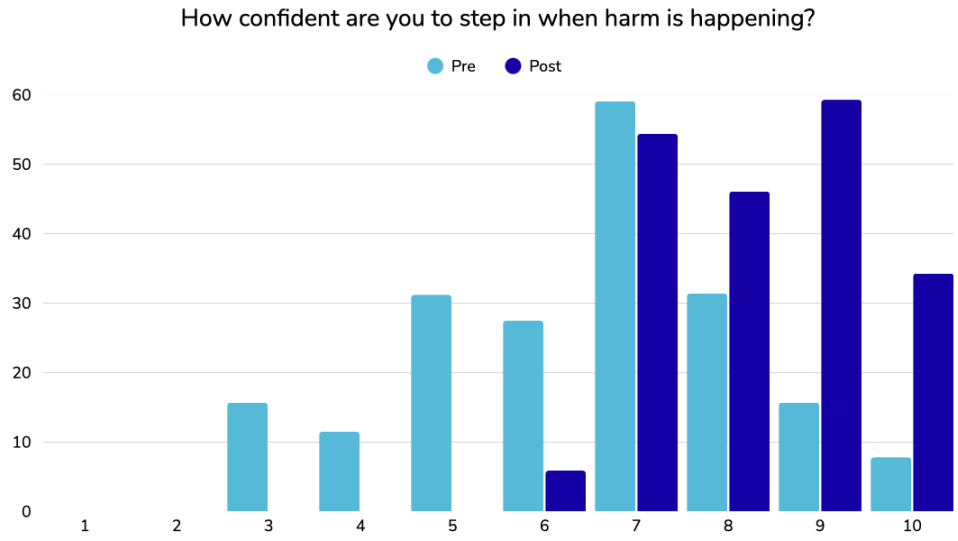


Active Bystander Skills:





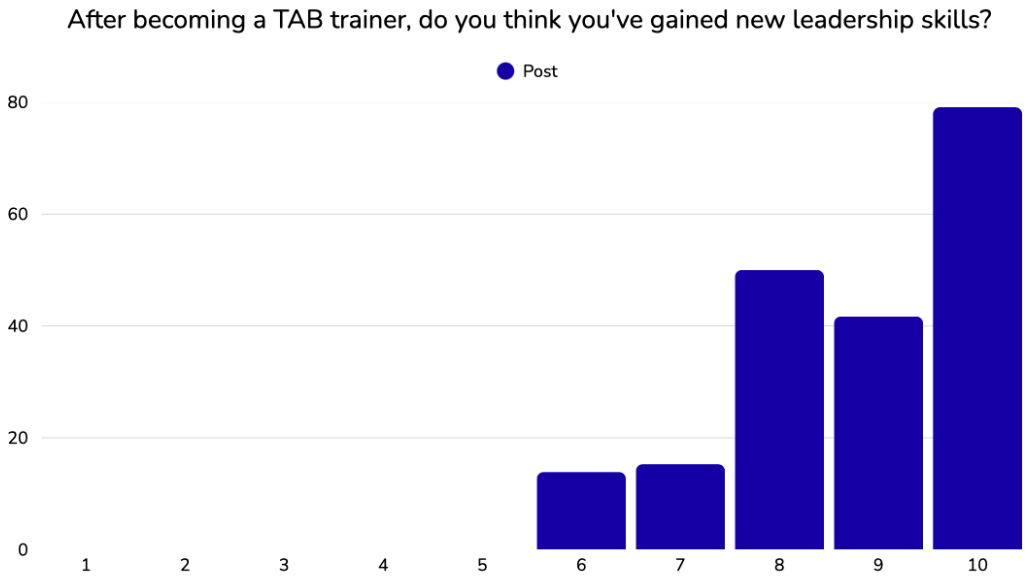
Active Bystander Confidence:



Recruiting Allies Confidence:

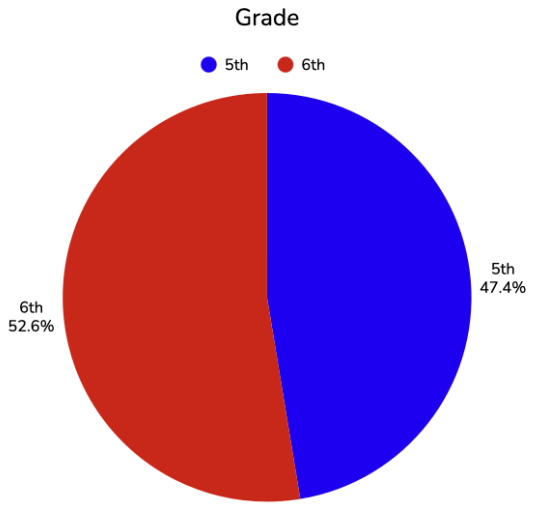


Leadership Skills:

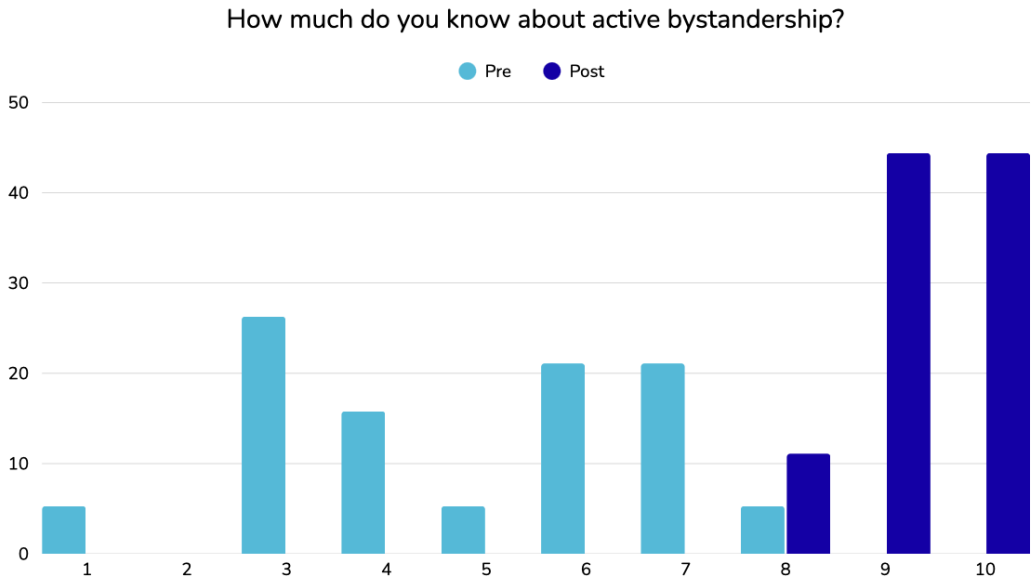


APPENDIX VII - Evaluation of TAB Elementary School Programs

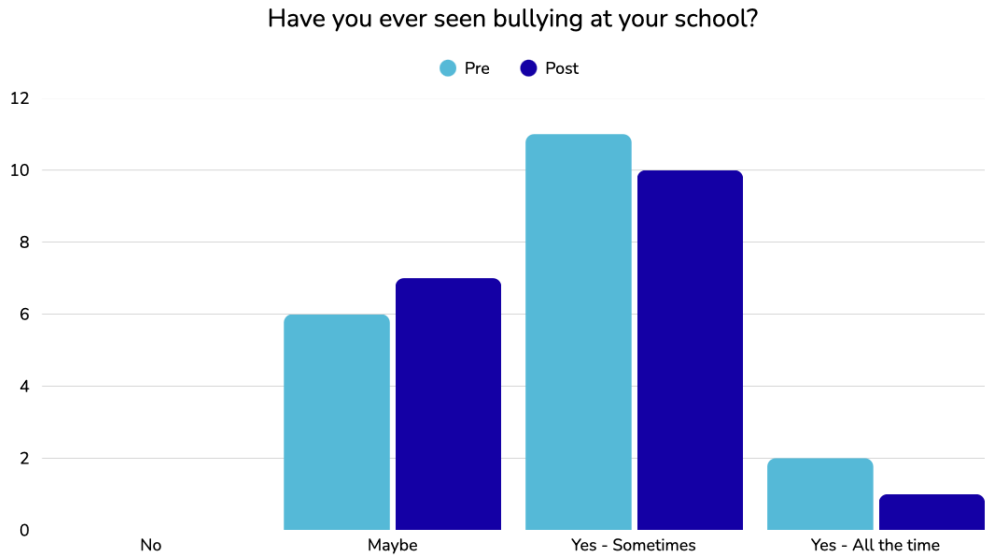
Demographics:

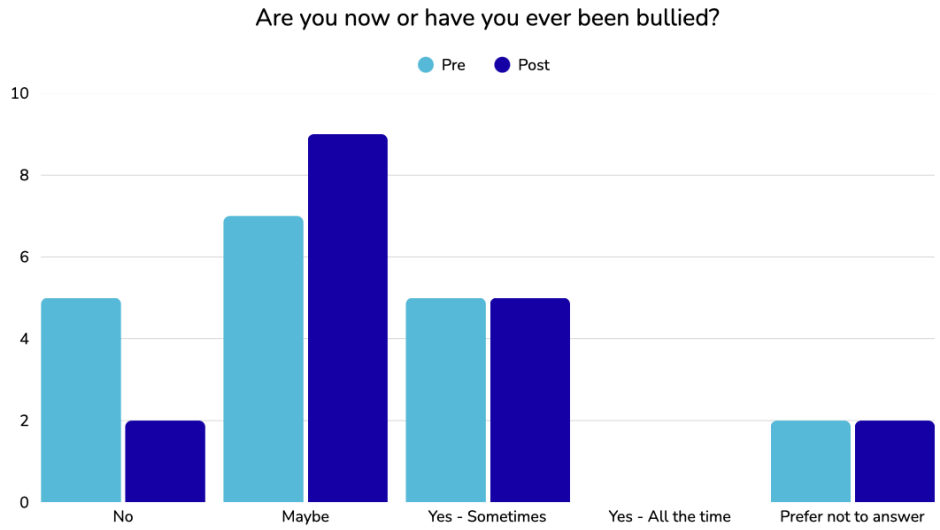


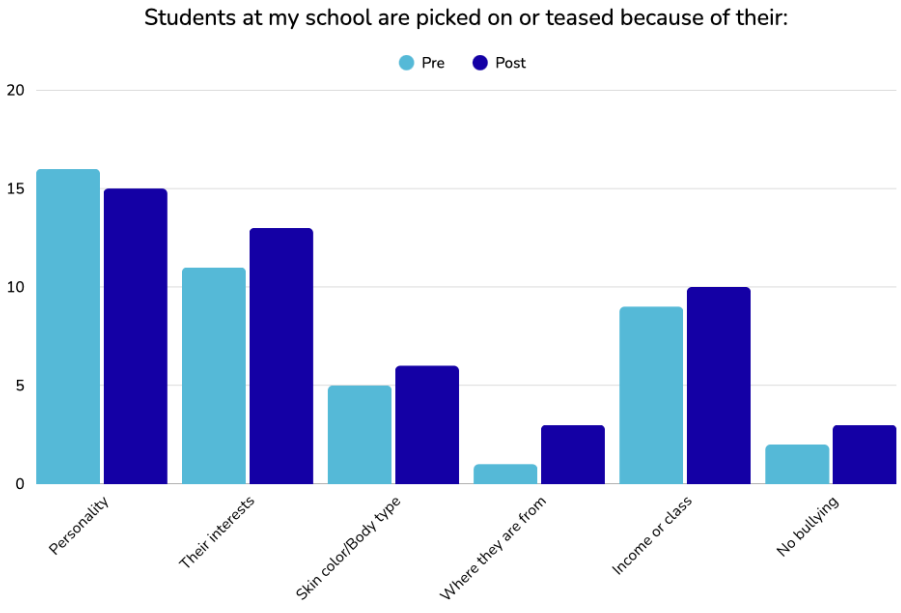
Active Bystander Knowledge:



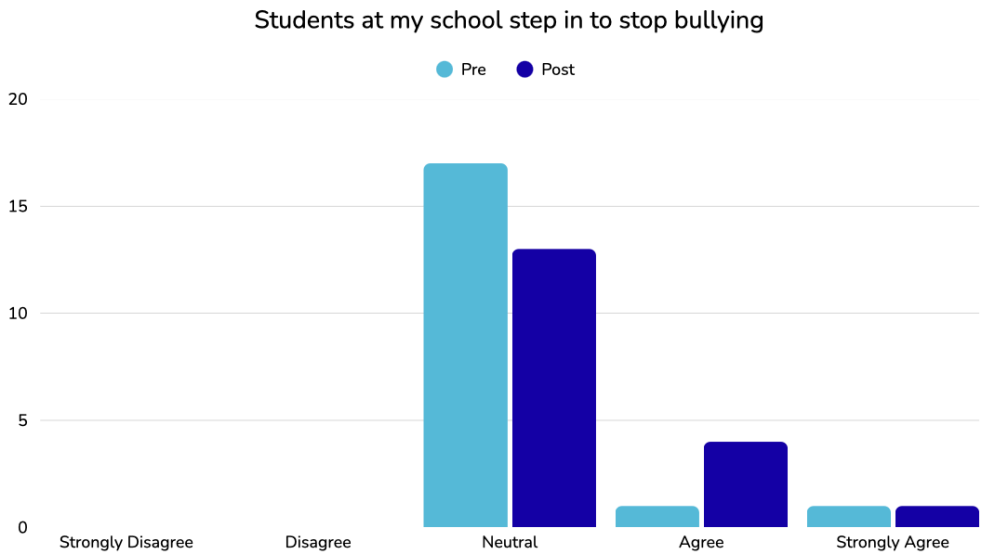
Rate of Bullying in School



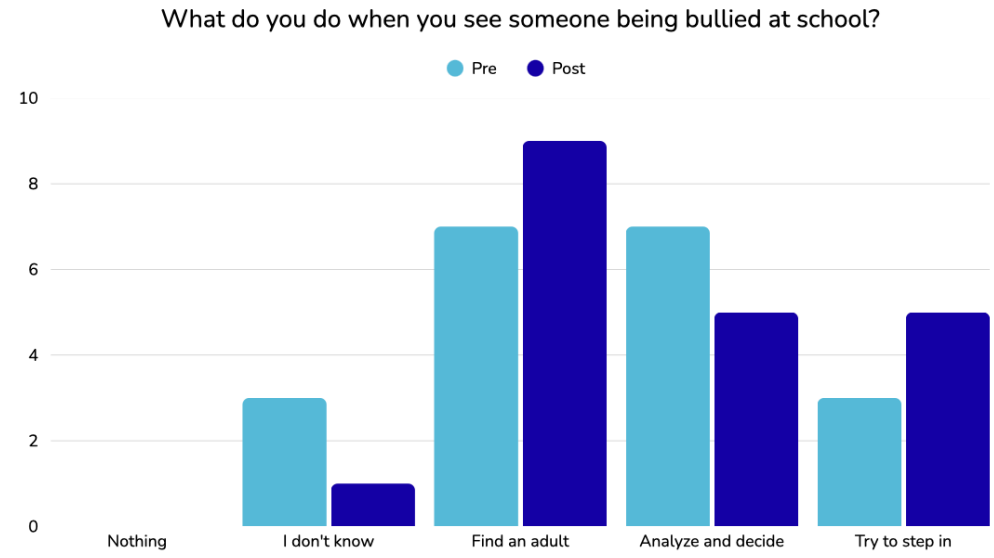


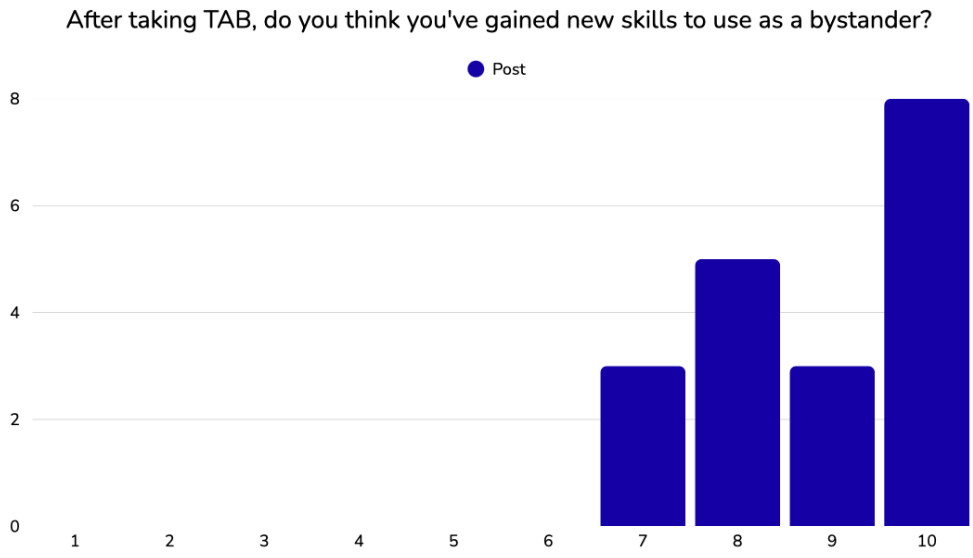


Rate of Active Bystandership in School

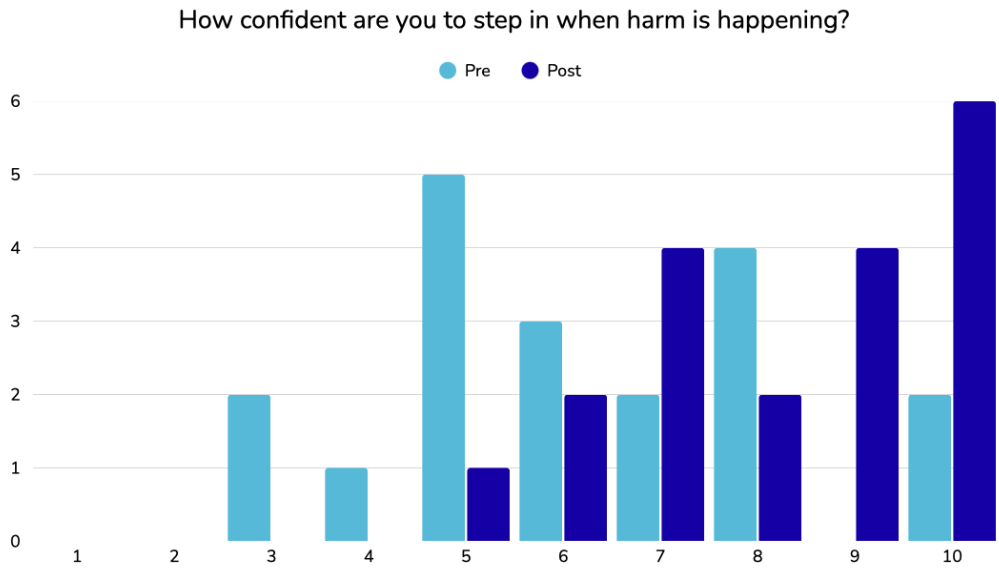


Active Bystander Skills





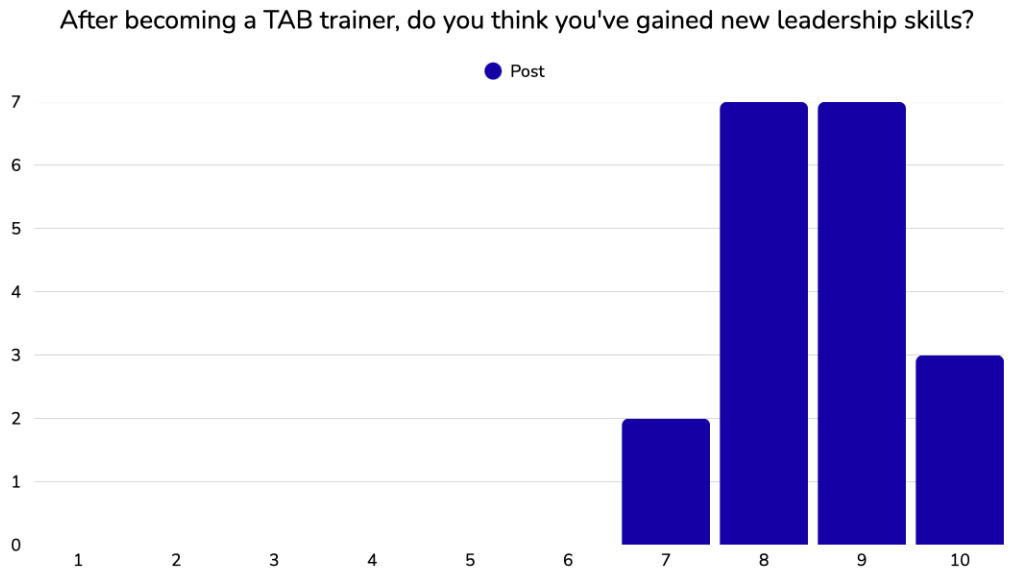
Active Bystander Confidence



Recruiting Allies Confidence

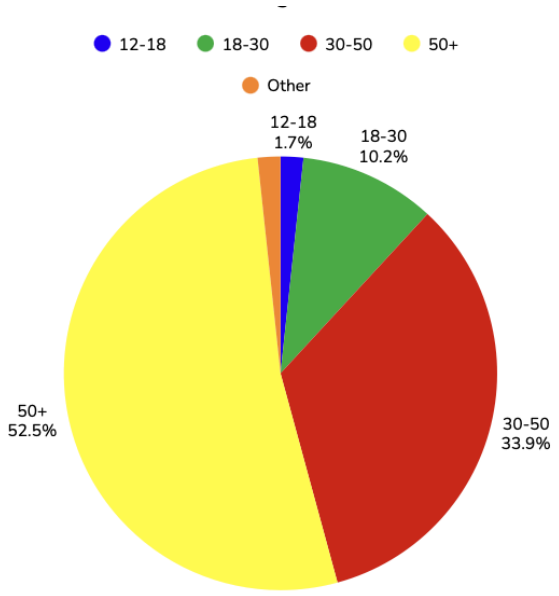


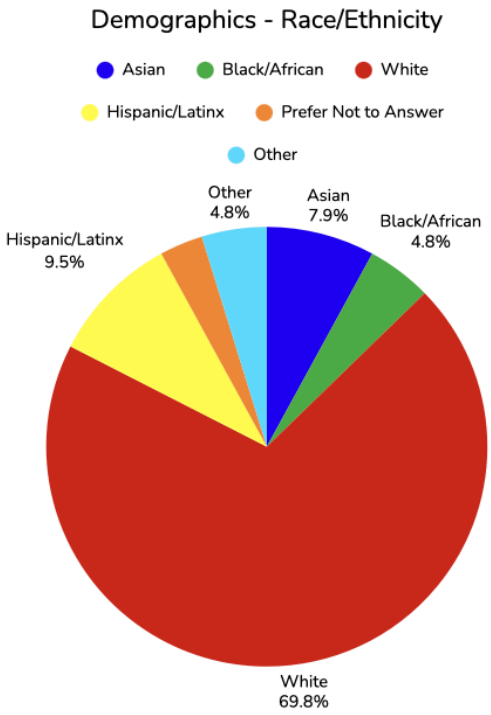
Leadership Skills



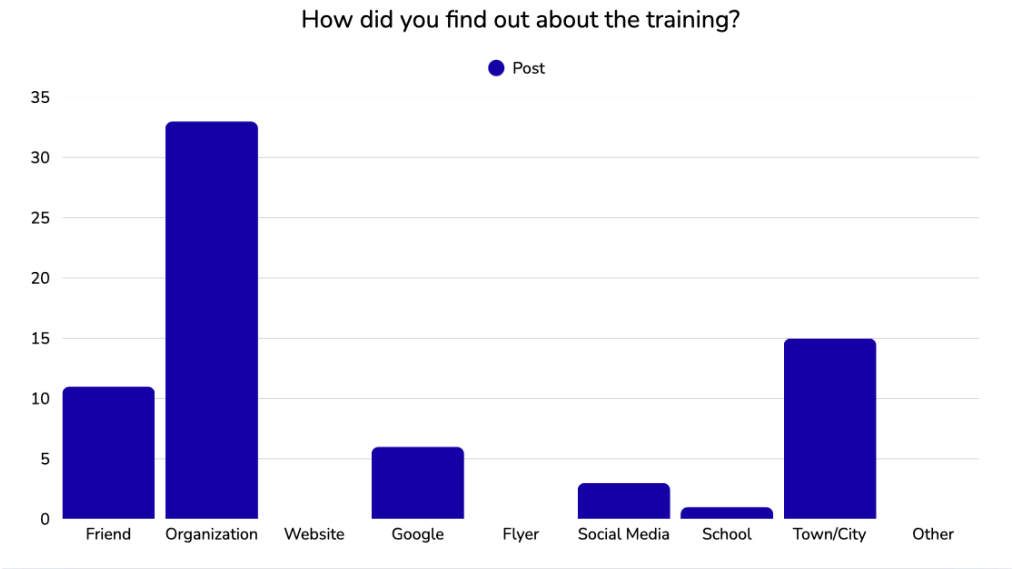
APPENDIX VIII - Evaluation of TAB 2.5-hour Community Programs

Demographics



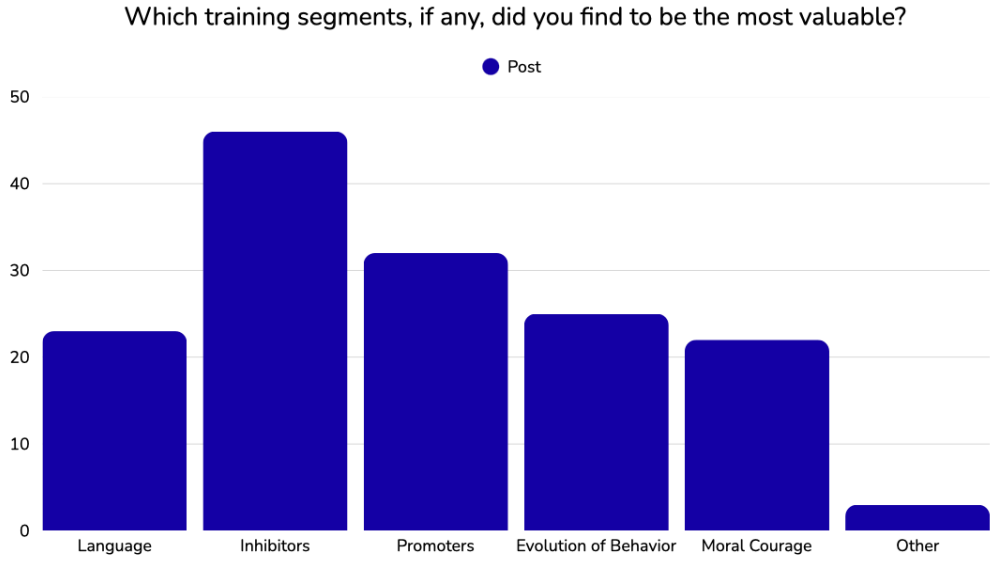


Marketing

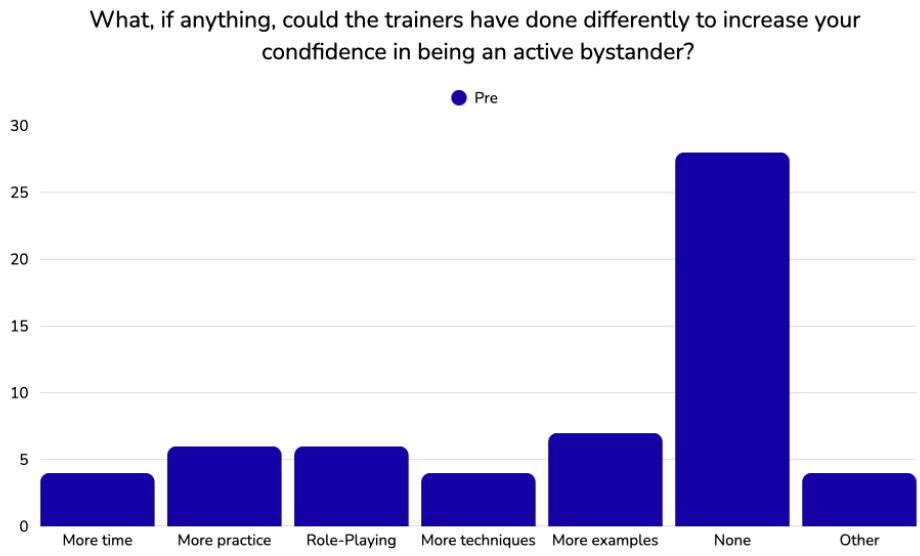


Training Curriculum

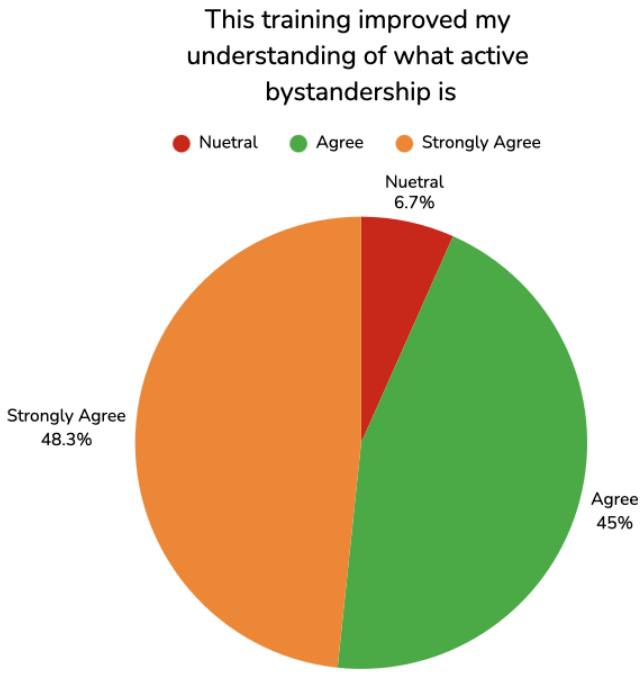




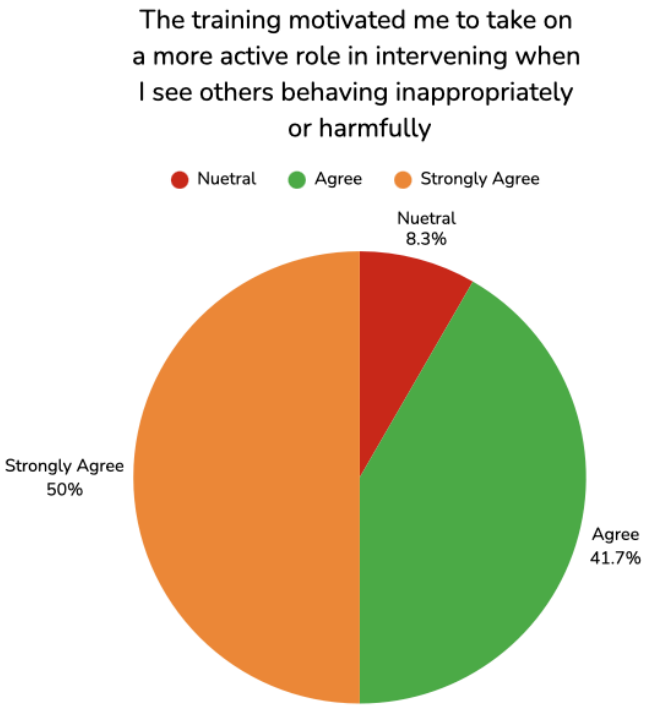

Which training segments, if any, do you wish we explained more?
Post
25
20
15
10
5
0
Language
Inhibitors
Promoters
Evolution of Behavior
Moral Courage
Other
None

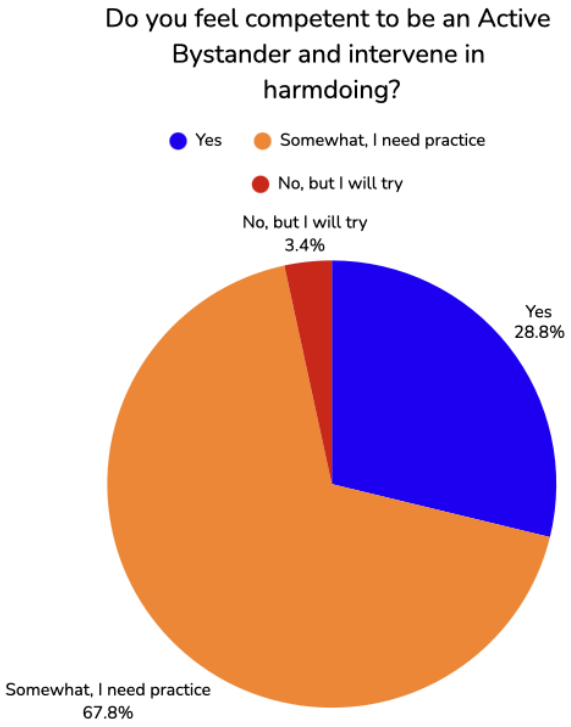

What, if anything, could the trainers have done differently to increase your condfidence in being an active bystander?
Pre
30
25
20
15
10
5
0
More time
More practice
Role-Playing
More techniques
More examples
None
Other

Active Bystander Knowledge

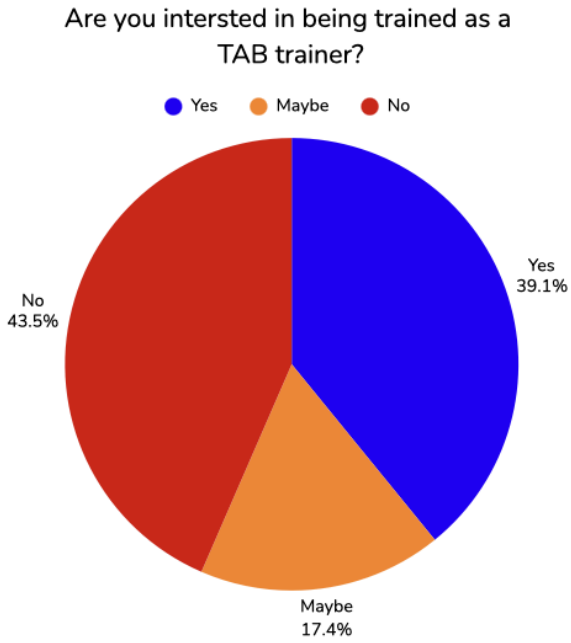


Active Bystander Confidence

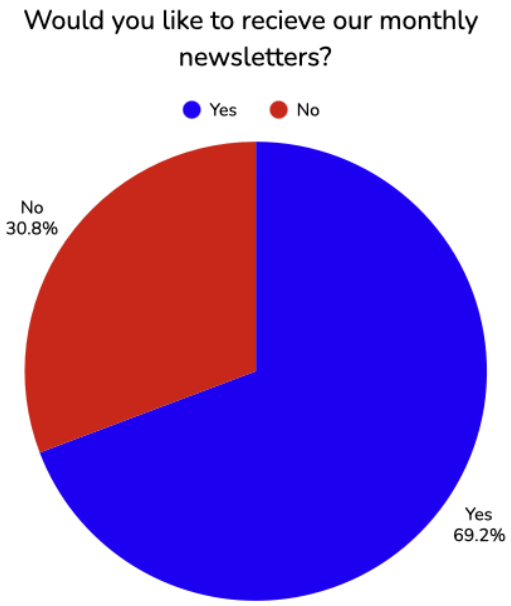




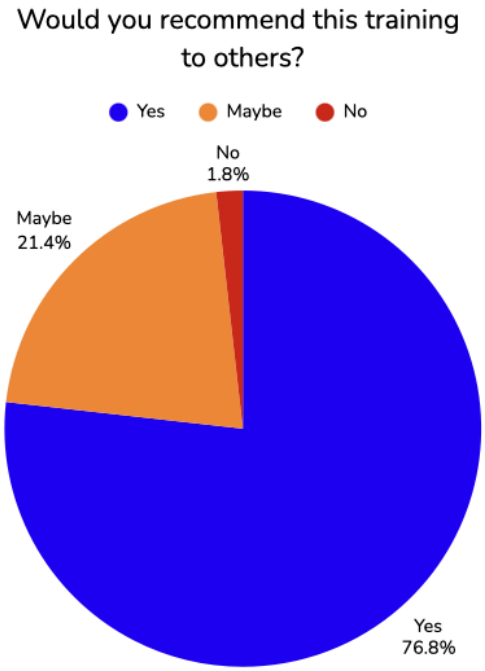
Interest in Becoming a TAB Trainer



Interest in Signing Up for Monthly Newsletters

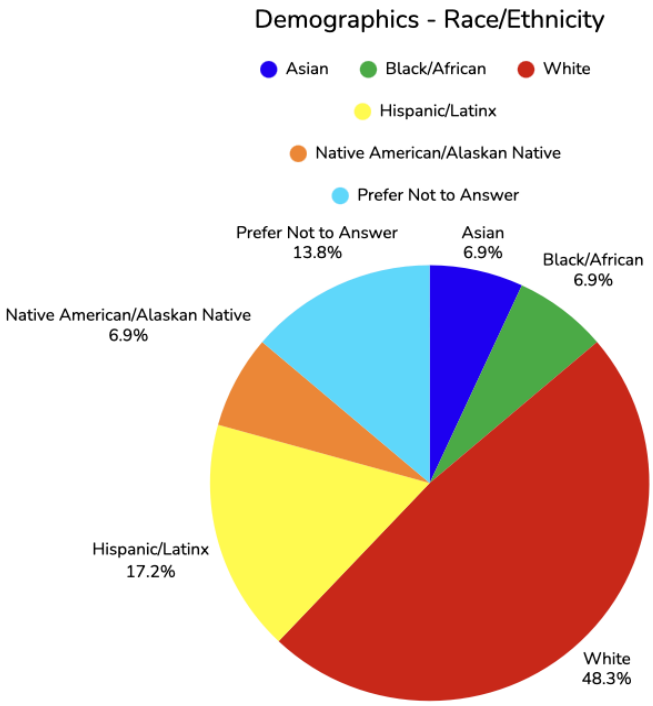


Interest in Recommending TAB to Others

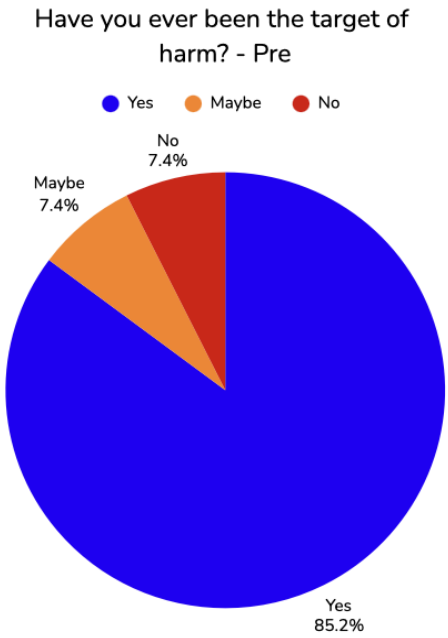


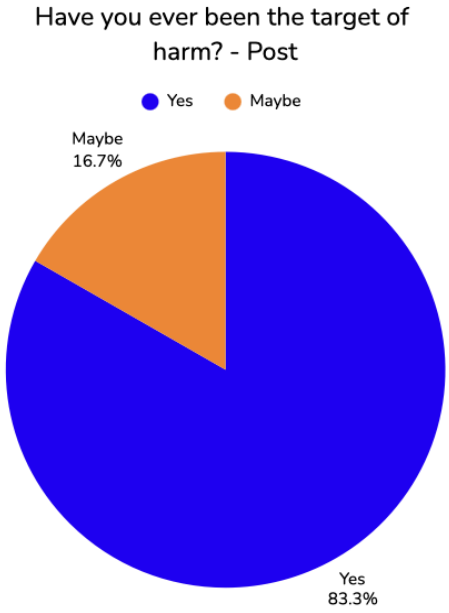
APPENDIX IX - Evaluation of TAB Training for Trainers (T4T) Programs

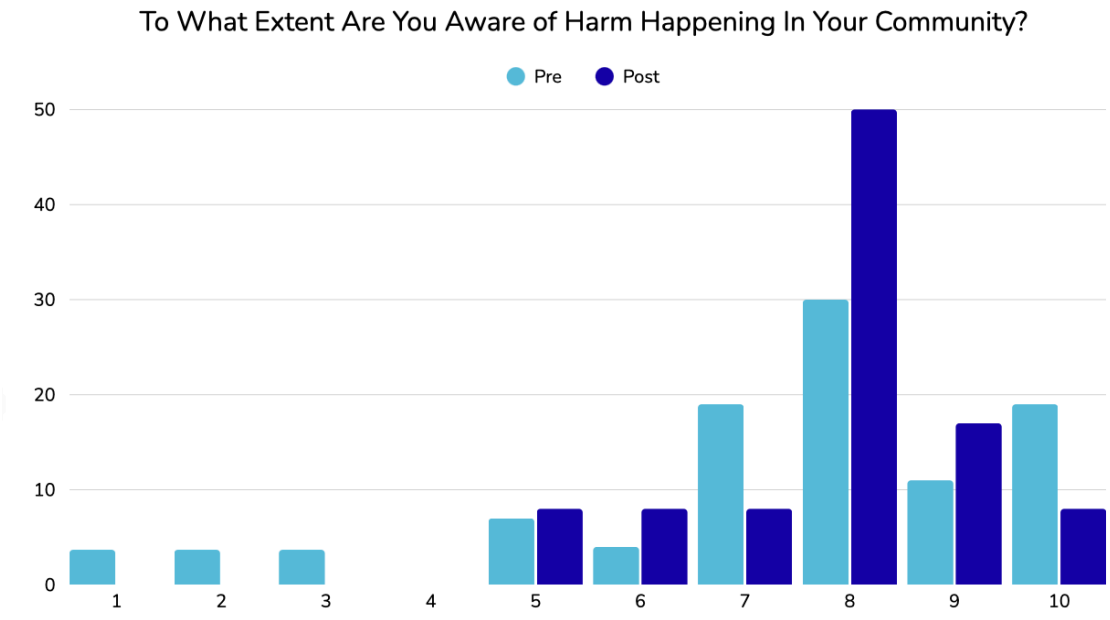
Demographics

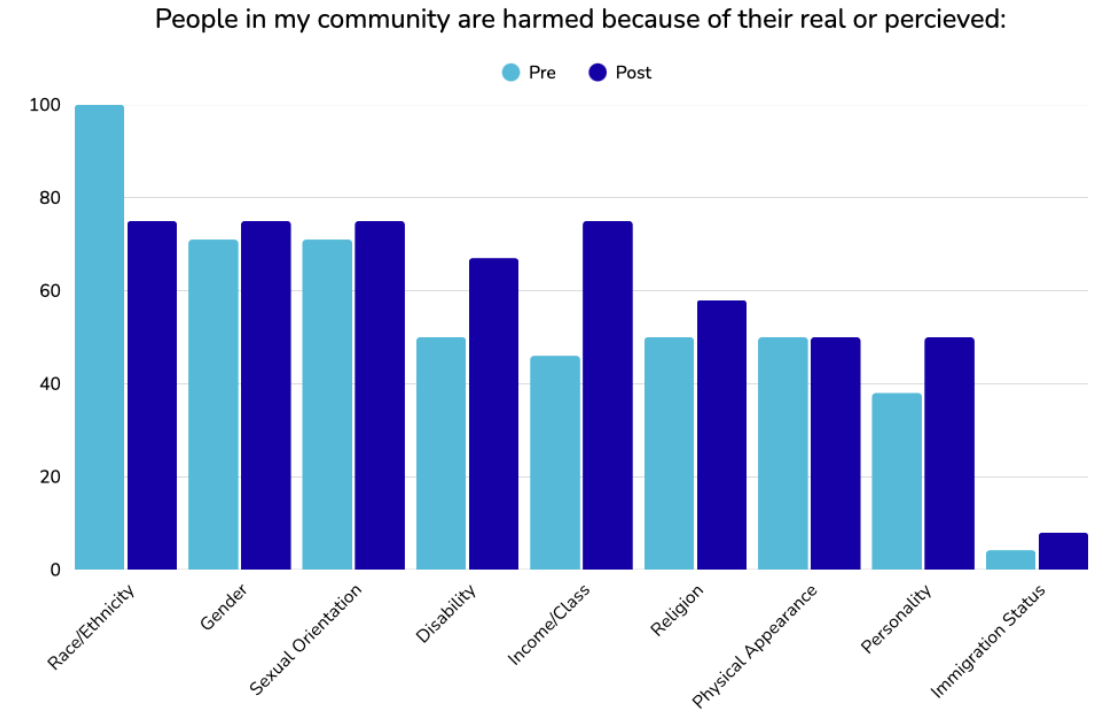


Harm in Communities

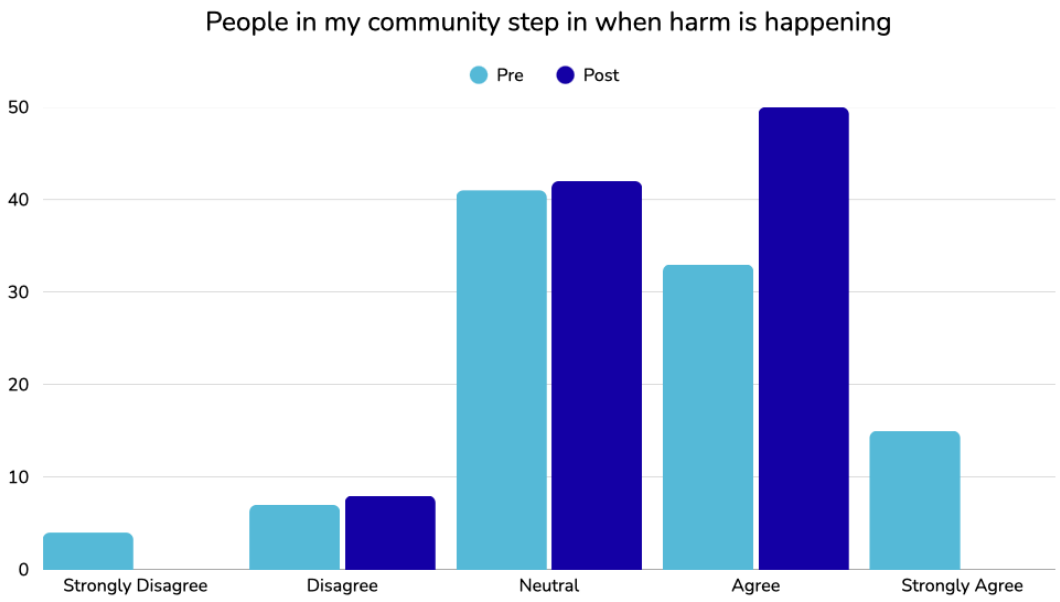




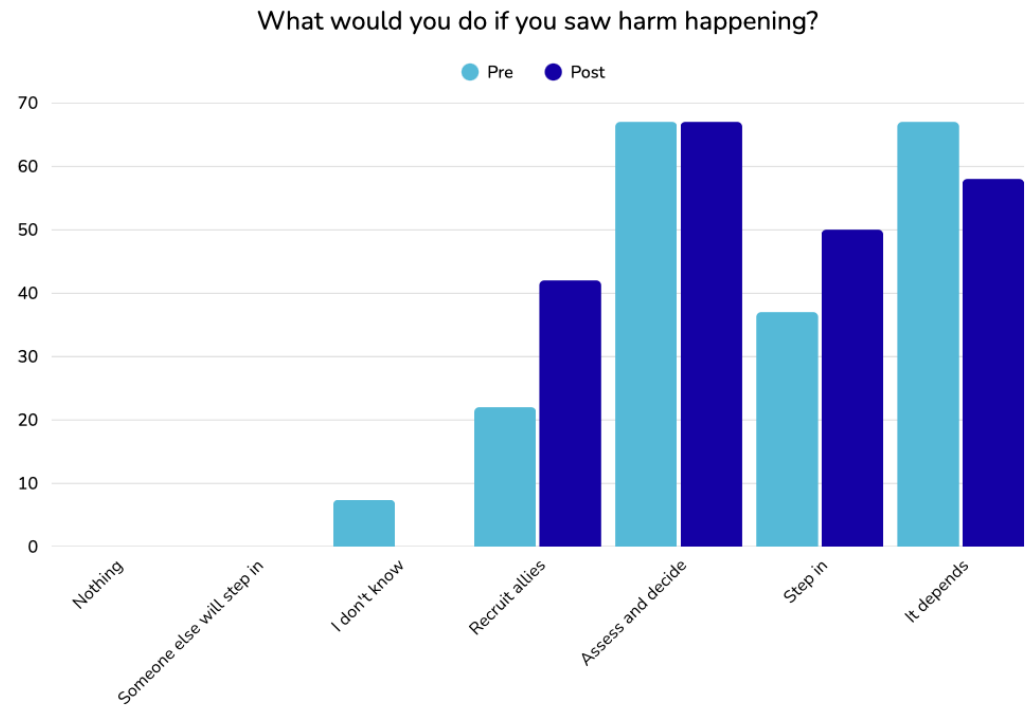

To What Extent Are You Aware of Harm Happening In Your Community?
Pre
Post
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10


People in my community are harmed because of their real or percieved:
Pre
Post
100
80
60
40
20
0
Race/Ethnicity
Gender
Sexual Orientation
Disability
Income/Class
Religion
Physical Appearance
Personality
Immigration Status

Active Bystandership in Communities



Active Bystander Competency



Training for Trainers Program

