GatheringCurrents℠
Where collective action powers lasting change.

tab
Training
Active
Bystanders

Springfield College - RA TAB

August 28th, 2026
Survey Analysis

What is Training Active Bystanders (TAB)?

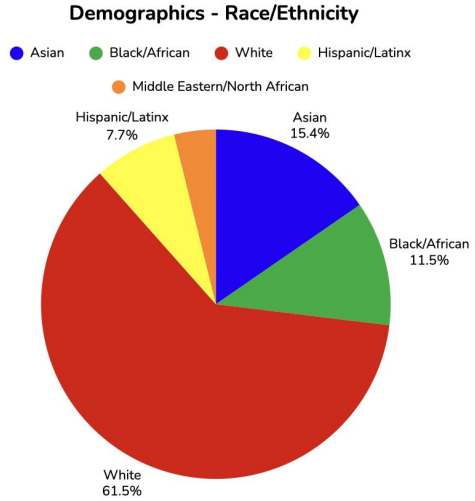
- Training Active Bystanders (TAB) is a program of Gathering Currents, a creative conflict resolution non-profit organization founded in the North Quabbin Region of Massachusetts, that currently works all over the U.S. and abroad.
- TAB was created in 2007, combining our conflict resolution practices with Dr. Ervin Staub's research in Peace Psychology. TAB is an evidenced-based program for schools, communities, businesses, organizations, and more.
- Our RA curriculum is a 2-hour workshop specific to residential advisors and their role in their community, written by psychologists and experienced RAs.
- Learn more at www.gatheringcurrents.org www.trainingactivebystanders.org
- Contact: director@gatheringcurrents.org

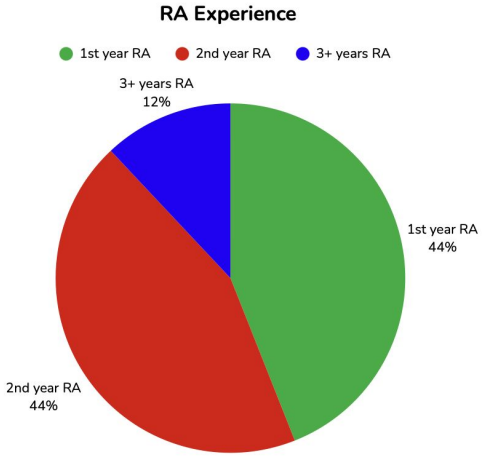
Training Objectives

- Recognize harm and concerning situations in residential communities
- Analyze situations and identify barriers to intervention
- Develop a toolbox of intervention strategies
- Build confidence in intervening as an RA
- Develop moral courage to safely step into harm situations

Demographics

- 25 participants
- Geographic representation: 7 states/countries/regions, including Massachusetts, Connecticut, New York, Rhode Island, Nepal, Ghana, and Bulgaria



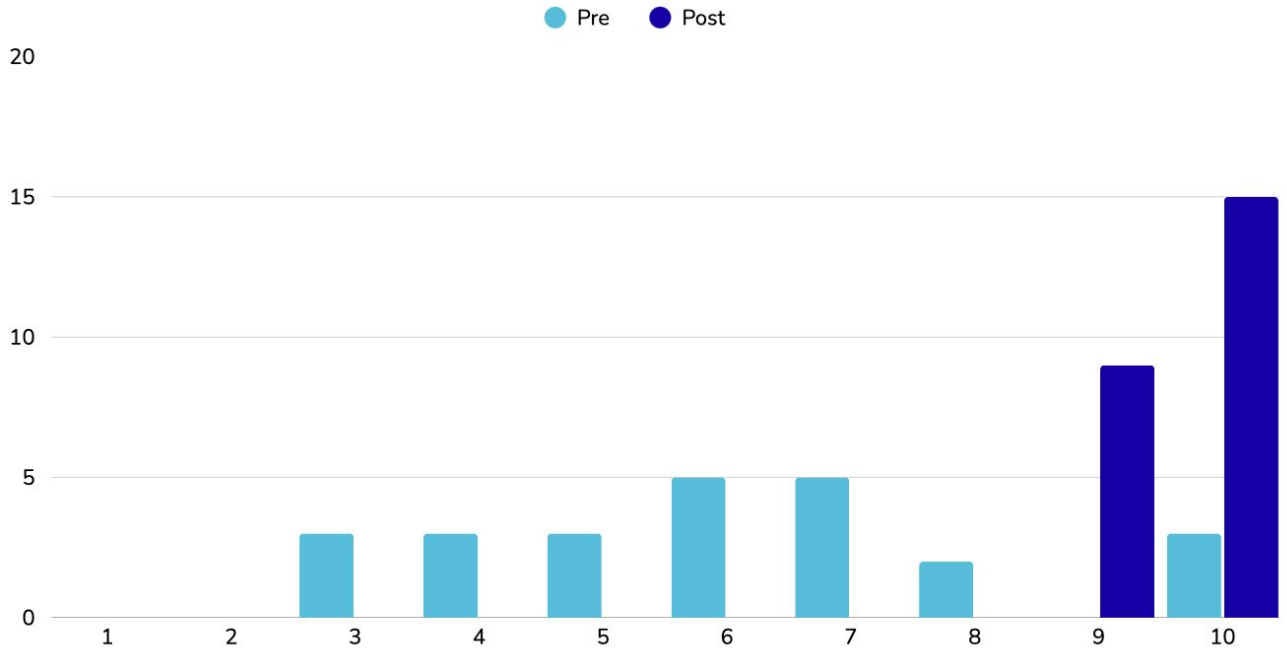


What Participants Hoped to Learn

- Practical tools for responding to challenging situations
- Confidence to step in safely and effectively
- Strategies for navigating conflict and tense situations
- Skills for addressing bias and harmful behavior
- Communication and empathy skills for difficult conversations
- A clearer understanding of when to intervene and when to seek additional support
- Skills they could apply directly to their role as RAs

Active Bystander Knowledge

Before/After this training, how much did you know about active bystandership?



Active Bystander Knowledge

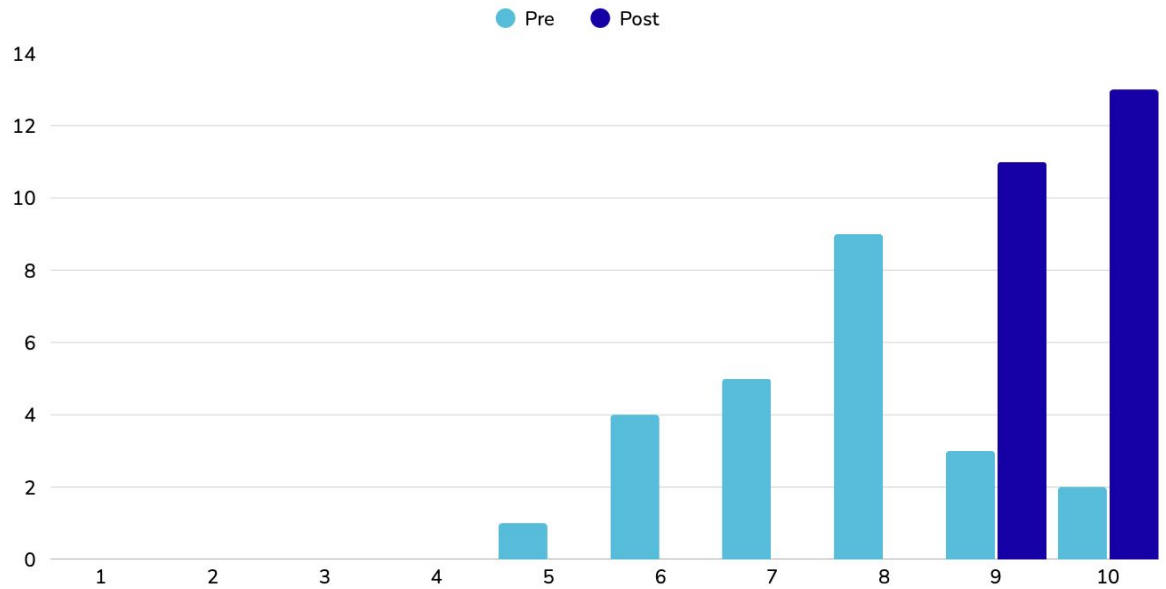
Before/After this training, how much did you know about active bystandership?

- Scale: 1-10, n=24
- Average knowledge increased from an average of 6.1/10 to 9.6/10 after the training, about a 57% increase
- 21% → 100% rated their knowledge 8/10 or higher
- 63% rated their post-training knowledge 10/10

Key takeaway: Participants reported a substantial increase in their understanding of active bystandership following the training

Active Bystander Knowledge

Before/After this training, how confident were you that you could recognize when harm may be occurring?



Recognizing Harm

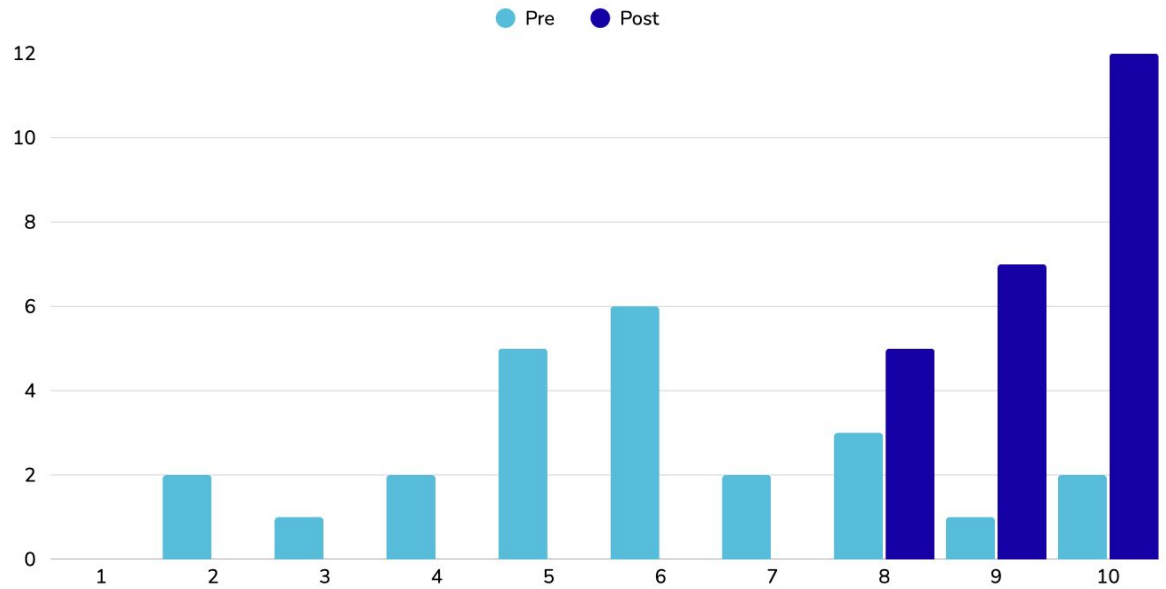
Before/After this training, how confident were you that you could recognize when harm may be occuring?

- Scale: 1-10, n=24
- Average knowledge increased from an average of 7.7/10 to 9.6/10 after the training, about a 25% increase
- 67% → 100% rated their knowledge 8/10 or higher
- 63% rated their post-training knowledge 10/10

Key takeaway: Participants entered the training with relatively strong confidence in recognizing harm, and the training increased that confidence substantially, with all participants reporting high confidence post-training.

Understanding the Inhibitors

Before/After this training, how well did you understand the different barriers that prevent people from stepping in when they see harm?



Understanding the Inhibitors

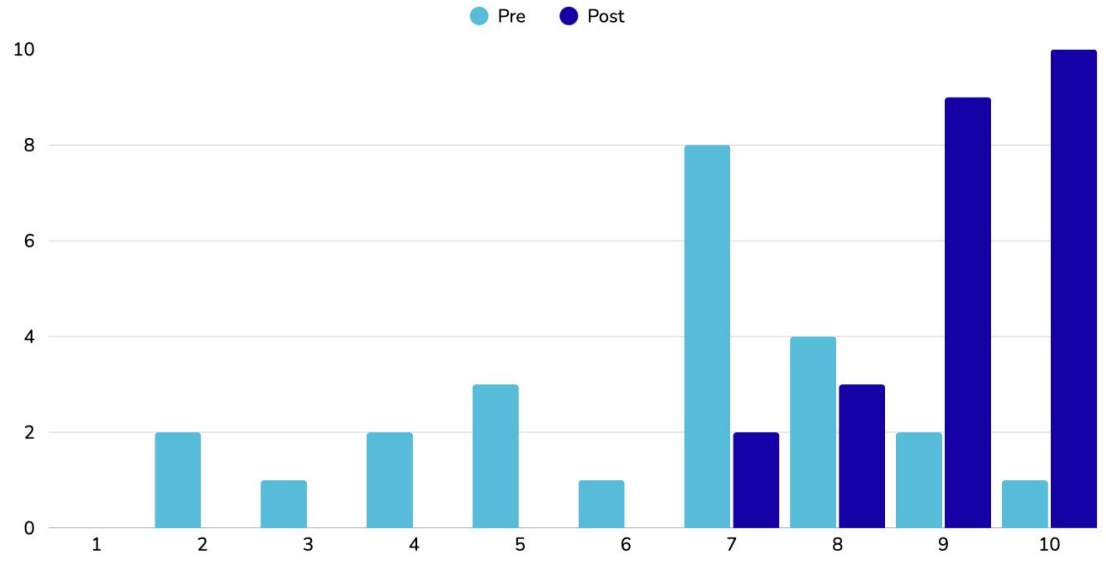
Before/After this training, how well did you understand the different barriers that prevent people from stepping in when they see harm?

- Scale: 1-10, n=24
- Average knowledge increased from an average of 6.0/10 to 9.3/10 after the training, about a 56% increase
- 25% → 100% rated their knowledge 8/10 or higher
- 50% rated their post-training knowledge 10/10

Key takeaway: Participants showed one of the strongest gains in this area, suggesting the training helped them develop a much clearer understanding of the factors that can prevent people from intervening when harm occurs.

Confidence to Step In

Before/After this training, how confident were you that you could appropriately respond when you noticed someone in your community experiencing harm or distress?



Confidence to Step In

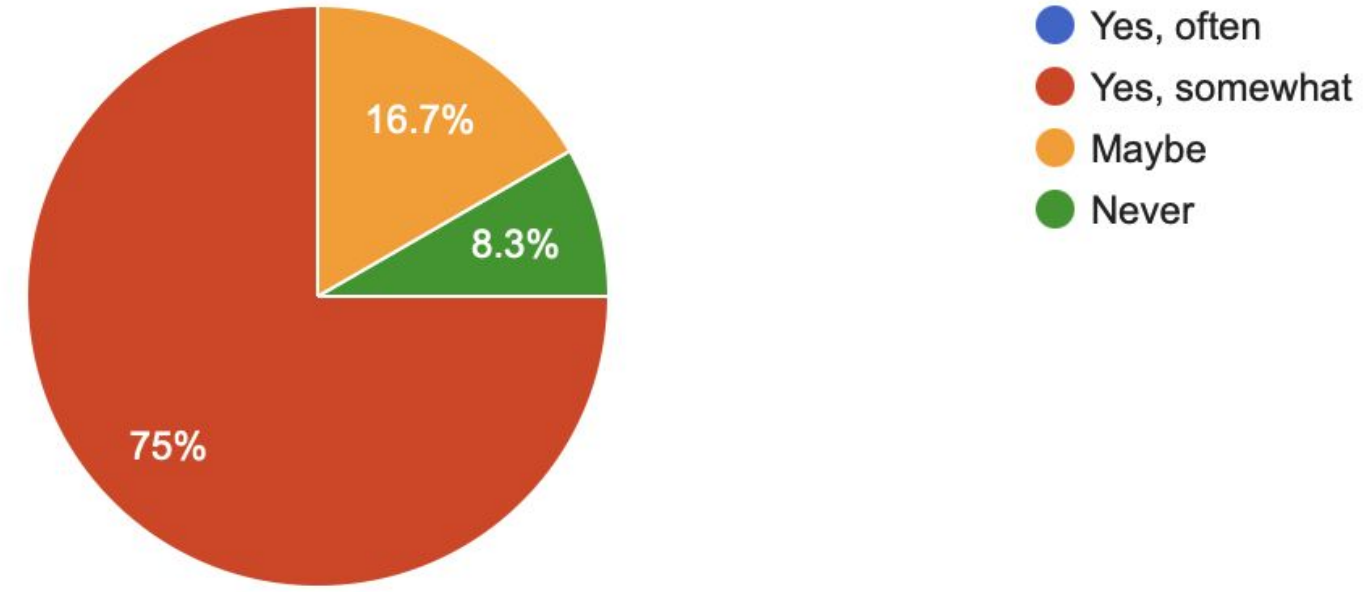
Before/After this training, how confident were you that you could appropriately respond when you noticed someone in your community experiencing harm or distress?

- Scale: 1-10, n=24
- Average knowledge increased from an average of 6.3/10 to 9.1/10 after the training, about a 44% increase
- 25% → 92% rated their knowledge 8/10 or higher
- 42% rated their post-training knowledge 10/10

Key takeaway: Participants reported a substantial increase in their confidence to respond appropriately when they encounter harm or distress.

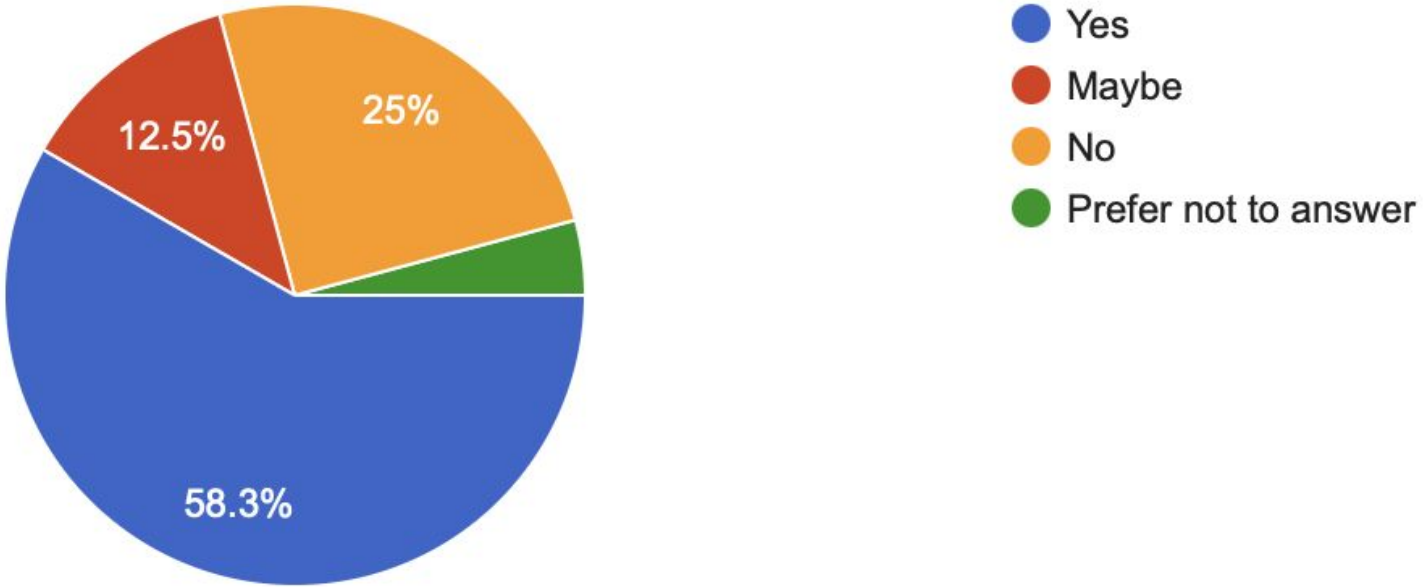
Harm in the Community

I have seen harm happen in my community



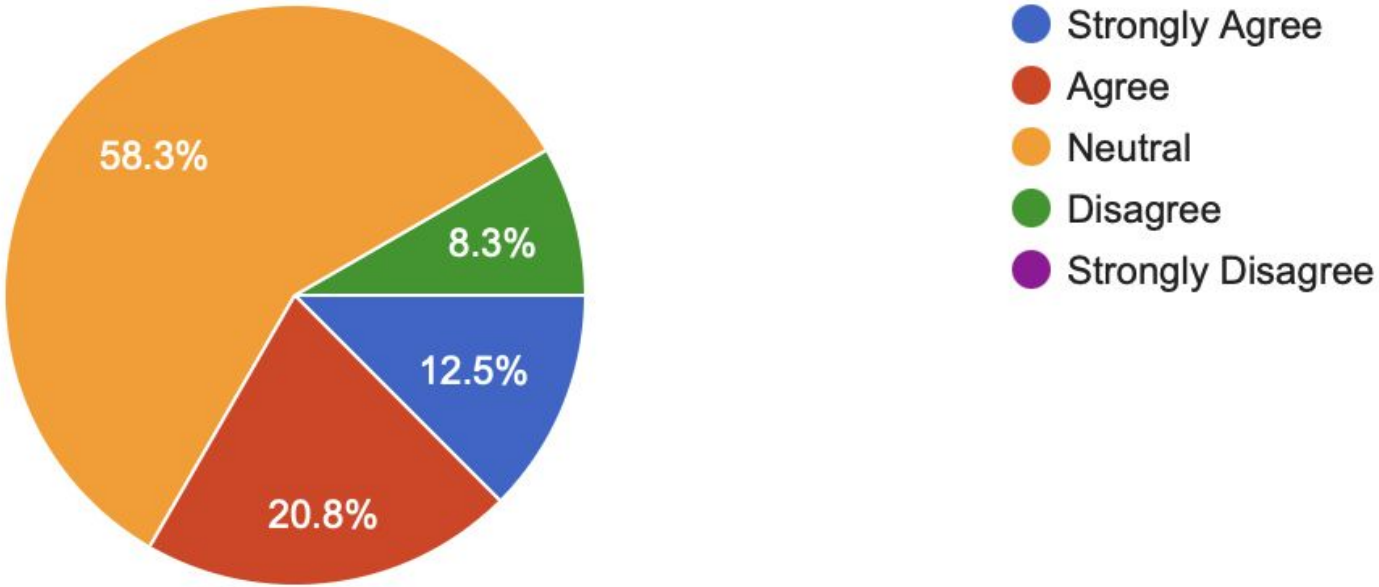
Harm in the Community

I have been the target of harm



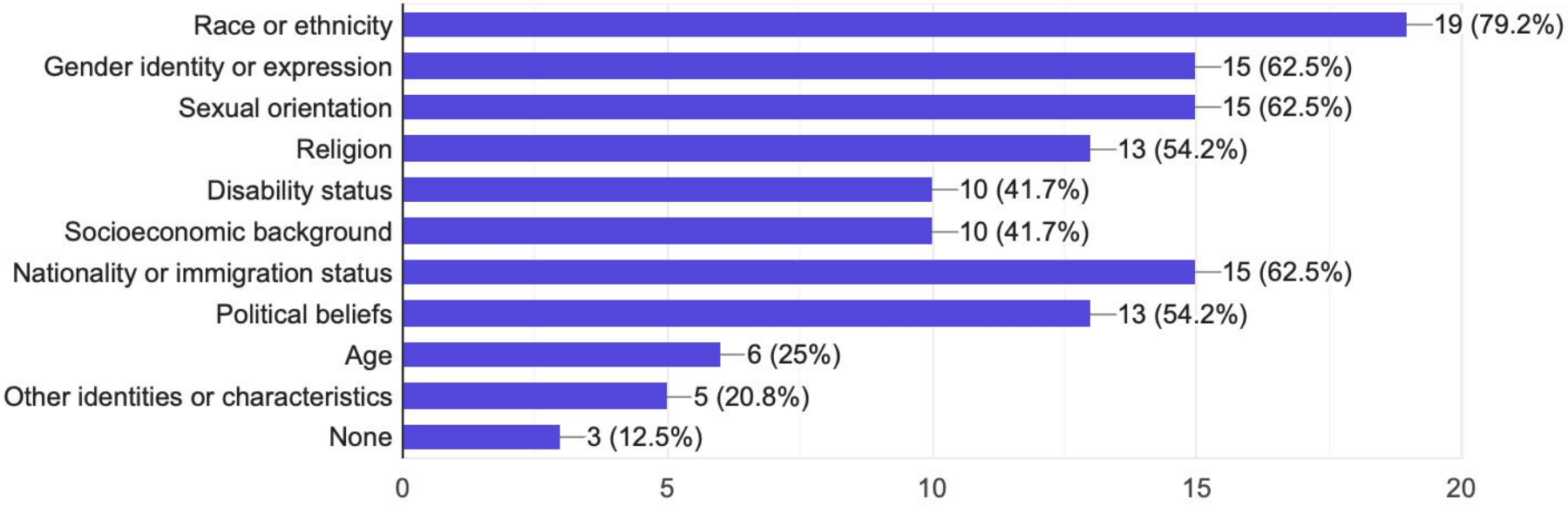
Harm in the Community

People in my community step in when harm is happening



Harm in the Community

People in my community are harmed because of their real or perceived:



Harm in the Community

I have seen harm happen in my community

- 79% of participants have seen harm in their community
- 8% (2 participants) responded that they have never observed harm

I have been the target of harm

- 42% reported being a target of harm, 21% reported never having been harmed

People in my community step in when harm is happening

- Only 25% agreed

People in my community are harmed because of their real or perceived:

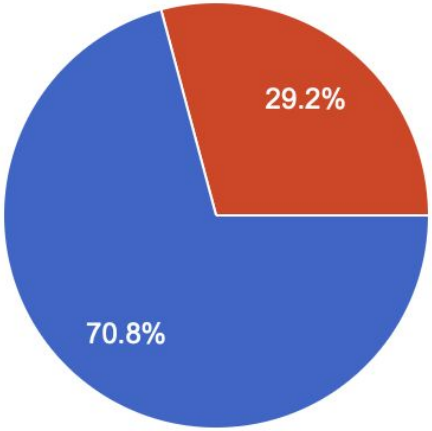
- Race/ethnicity, gender identity/expression, sexual orientation, and nationality/immigration status were most commonly reported

Key takeaway: Participants are navigating communities where harm is visible, experiences of harm are personal, and stepping in is not yet consistently perceived as the norm.

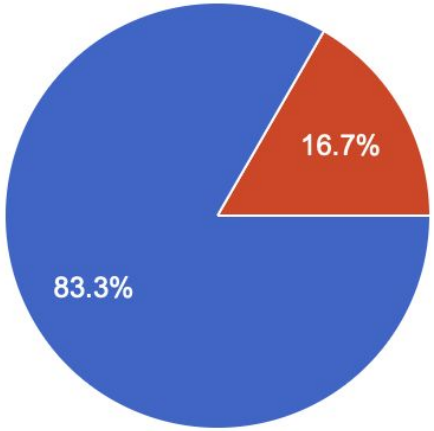
Training Effectiveness



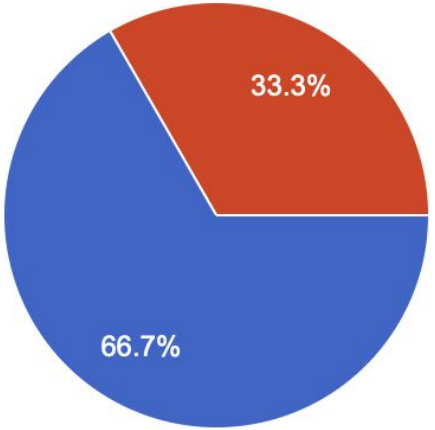
The training was useful and relevant



The trainers were effective in their delivery



I would recommend this training to other RAs or students



Training Effectiveness

Key takeaway: Participants believe the training was useful and relevant to their positions as RAs, the trainers were effective in their delivery, and they would recommend this training to other RAs and students in general.

Training Effectiveness

What was the most important takeaway from the training

Students:

- Left with a stronger ability to recognize harm and identify when someone may need support or intervention
- Learned that active bystandership doesn’t require a perfect or dramatic intervention; small actions such as checking in, asking questions, or saying something can interrupt harm
- Recognized that discomfort, uncertainty, and hesitation can inhibit intervention, but that they are capable of acting even when intervention feels uncomfortable
- Learned to approach situations with curiosity, ask questions, and seek to understand what is happening before deciding how to respond
- Learned how active bystandership applied specifically to their role as RAs and how they can use their position and available resources to support their communities