



University at Buffalo

Alberti Center for
Bullying Abuse Prevention

Graduate School of Education



Alberti Center for Bullying Abuse Prevention

Annual Report

July 1, 2019 – June 30, 2020

ALBERTI CENTER TEAM

Jean M. Alberti, PhD, Benefactor

Amanda B. Nickerson, PhD, Director

Stephanie S. Fredrick, PhD Associate Director

Brie Kishel, Program and Operations Manager

Kathleen Allen, PhD, Training and Evaluation Specialist

Toni Torchia, PhD, Community Programming Consultant

Gina Bellavia, PhD, Project Director

Timothy Parks, Graduate Assistant

Margaret Manges, Graduate Assistant

Abbey McClemont, Graduate Assistant

Hannah Grossman, Graduate Assistant

Amanda Breese, Graduate Assistant

Jenine Tullede, Research Assistant

Melissa Dudley, Research Assistant

Samantha Stanford, Research Assistant



ALBERTI CENTER MISSION

The mission of the Alberti Center is to reduce bullying abuse in schools and in the community by contributing knowledge and providing evidence-based tools to effectively change the language, attitudes, and behaviors of educators, parents, students, and society. The center will be a national resource on the prevention of bullying and other antisocial behaviors among school children, as well as provide research and information that address these behaviors.

HISTORY OF THE CENTER

A generous gift from Graduate School of Education alumna Jean M. Alberti (Ph.D. '70, Educational Psychology) established the Dr. Jean M. Alberti Center for the Prevention of Bullying Abuse and School Violence (Alberti Center for Bullying Abuse Prevention) at the University at Buffalo. The center was introduced to the public on April 27, 2010, through its symposium, "Prevention of Bullying Abuse and School Violence," and was officially launched in July of 2011, when Amanda Nickerson, Ph.D., became the inaugural director.

STATEMENT OF CONTRIBUTIONS AND IMPACT

It has been a busy, exciting, and yet challenging year as we fulfill our important mission amidst the COVID-19 pandemic. It takes the collaboration of an entire team to achieve the level of productivity and influence the Alberti Center has maintained this year. We are extremely pleased to have welcomed Dr. Stephanie Fredrick as the inaugural Associate Director of the Alberti Center. This annual report highlights these achievements as they relate to the mission and vision of the Alberti Center for Bullying Abuse Prevention, the Graduate School of Education (GSE), and the University at Buffalo. We showcase our partners, including faculty affiliates, advisory council members, researchers, students, funders, sponsors, award winners, and community members throughout this report. These partnerships remain instrumental in fulfilling the mission of the Center and maximizing our impact on bullying and school violence prevention.

In continuing our mission of contributing knowledge, faculty members affiliated with the Alberti Center have published their work in high impact peer refereed journals, including the *Journal of School Psychology, Development and Psychopathology*, and *Child Abuse & Neglect*. Faculty members have also presented at a number of professional conferences—including virtual conferences—relevant to the Alberti Center’s research. Many have continued to actively pursue and secure external funding for research and evaluation projects and have received honors and appointments in recognition of their academic contributions. The Center supports the efforts of exceptional early career scholars in the field of bullying abuse prevention through an annual Alberti Center Early Career Award.

A primary focus of the Alberti Center, GSE, and UB is providing evidence-based tools to our schools and communities as we strive to improve the quality of life through engagement. In this report, we recognize our advisory council, consisting of internationally renowned scholars, and pillars of the Western New York Community representing the fields of law, education, and human services. We also highlight the numerous presentations we have conducted in schools and communities in and outside of New York State, both face-to-face and virtually. We participated in a number of sponsored events throughout the year, including our annual conference, colloquium series, Bullying Awareness night event in collaboration with UB Athletics and the UB Women's Volleyball team, Lights On Afterschool event: *Spotlight on Bullying Prevention*, *Wonder* film screening and panel discussion at Buffalo downtown library, Youth Leadership in Buffalo @ Daemen College (high school & middle), and others.

The Alberti Center actively supports the GSE’s pedagogy of inquiry, engagement, and impact. Our contributions in this area have benefitted both UB students as well as practitioners. As a New York State Education Department approved provider we continue to offer the Dignity for All Students Act training to hundreds of students each year. Despite some of the challenges of this past year, we have come together with our community partners and collaborators and have had a very successful year. We are excited to celebrate our successes and achievements in this annual report and recognize the talents and generosity of our partners as we all work towards reducing bullying abuse in our schools and communities.



Peer Refereed Journal Articles

Allen, K., Livingston, J., & Nickerson, A. (2019). Child sexual abuse prevention education: A qualitative study of teachers' experiences implementing the Second Step Child Protection Unit. *American Journal of Sexuality Education*. Online first publication.

<https://doi.org/10.1080/15546128.2019.1687382>

Dorio, N., **Fredrick, S. S.**, & Demaray, M. K. (2019). School engagement and the role of peer victimization, depression, and rumination. *Journal of Early Adolescence*, 39, 962-992.

<https://doi.org/10.1177/0272431618797007>

Ettekal, I., **Eiden, R., Nickerson, A. B.**, Molnar, D. S., & Schuetze, P. (2020). Developmental cascades to children's conduct problems: The role of socioeconomic adversity, maternal sensitivity, depression and substance use, and children's conscience. *Development and Psychopathology*, 32, 85-103. <https://doi.org/10.1017/S095457941800144X>

Fredrick, S. S., Drevon, D. D., & Jervinsky, M. (2019). Measurement invariance of the Student Risk Screening Scale across time and gender. *School Psychology Quarterly*, 34, 159-167.

<https://doi.org/10.1037/spq0000278>

Fredrick, S. S., Jenkins, L., & Ray, K. (2020). Dimensions of empathy and bystander intervention in bullying in elementary school. *Journal of School Psychology*, 79, 31-42.

<https://doi.org/10.1016/j.jsp.2020.03.001>

Godleski, S. A., **Ostrov, J. M.** (2020). Parental influences on child-report of relational attribution biases during early childhood. *Journal of Experimental Child Psychology*.

<https://doi.org/10.1016/j.jecp.2019.104775>

Hart, E. J., & **Ostrov J. M.** (2020). Relations between forms and functions of aggression and moral judgments of aggressive transgressions. *Aggressive Behavior*, 46, 220-

231. <https://doi:10.1002/ab.21883>

Kim, S., **Nickerson, A. B., Livingston, J., Dudley, M., Manges, M., Tulledge, J., & Allen, K.** (2019). Teacher outcomes from Second Step Child Protection Unit: Moderating roles of preparedness and treatment acceptability. *Journal of Child Sexual Abuse*, 28, 726-744.

<https://doi.org/10.1080/10538712.2019.1620397>

Kwon, M., Seo, Y., **Nickerson, A. B.**, Dickerson, S., Park, E., & **Livingston, J. A.** (2020). Sleep quality as a mediator of the relationship between cyber victimization and depression. *Journal of Nursing Scholarship*. Online first publication. <https://doi.org/10.1111/jnu.12569>

Lemke, M., & **Nickerson, A. B.** (2020). Educating refugee and hurricane displaced youth in troubled times: Countering a politics of fear through identity- and trauma-informed schooling. *Children's Geographies*. Online first publication. <https://doi.org/10.1080/14733285.2020.1740650>

Liu, J., **Bowker, J.C.**, Coplan, R.J., Yang, P., Li, D., & Chen, X. (2019). Shyness, peer relations, and internalizing problems in Chinese young adolescents. *Journal of Research on Adolescence*, 29, 696-709. <https://doi.org/10.1111/jora.12406>

Livingston, J., Derrick, J., Testa, M., Wang, W., **Nickerson, A.**, Espelage, D., & Miller, K. (2019). Proximal associations among bullying, mood, and substance use: A daily report study. *Journal of Child and Family Studies*, 28, 2558-2571. <https://doi.org/10.1007/s10826-018-1109-1>

Nickerson, A.B., Cook, E., Cruz, M., & **Parks, T.** (2019). Transfer of school crisis prevention and intervention training knowledge and skills: Training, trainee, and work environment predictors. *School Psychology Review*, 48, 237-250. [10.17105/SPR-2017-0140.V48-3](https://doi.org/10.17105/SPR-2017-0140.V48-3)

Nickerson, A. B., Shisler, S. M., Eiden, R. D., **Ostrov, J. M.**, Schuetze, P., Godleski, S. A., & Delmerico, A. M. (2020). A longitudinal study of gun violence attitudes: Role of childhood aggression and exposure to violence, and early adolescent bullying perpetration and victimization. *Journal of School Violence*, 19, 62-76. <https://doi.org/10.1080/15388220.2019.1703716>

Nickerson, A., **Tulledge, T.**, **Manges, M.**, **Kesselring, S.**, **Parks, T.**, **Livingston, J. A.**, & **Dudley, M.** (2019). Randomized controlled trial of the Child Protection Unit: Grade and gender as moderators of CSA prevention concepts in elementary students. *Child Abuse and Neglect*, 96. <https://doi.org/10.1016/j.chiabu.2019.104101>

Perry, K. J., **Ostrov, J. M.**, Shisler, S., **Eiden, R. D.**, **Nickerson, A. B.**, Godleski, S. A., & Schuetze, P. (2020). Pathways from early family violence to adolescent reactive aggression and violence victimization. *Journal of Family Violence*. Online first publication. <https://doi.org/10.1007/s10896-019-00109-4>

Schildkraut, J., & **Nickerson, A. B.** (2020). Ready to respond: Effects of lockdown drills and training on school emergency preparedness. *Victims and Offenders*. Online first publication. <https://doi.org/10.1080/15564886.2020.1749199>

- Schildkraut, J., **Nickerson, A. B.**, & Ristoff, T. (2020). Locks, lights, out of sight: Assessing students' perceptions of emergency preparedness across multiple lockdown drills. *Journal of School Violence*, 19, 93-106. <https://doi.org/10.1080/15388220.2019.1703720>

Wagner, N.J., **Bowker, J.C.**, & Rubin, K.H. (2020). Associations between callous-unemotional traits and peer-related social-behavioral outcomes in elementary and middle school. *Journal of Abnormal Child Psychology*, 48, 757-769. [10.1007/s10802-020-00636-5](https://doi.org/10.1007/s10802-020-00636-5)

Book Chapter

Nickerson, A. B., & Cornell, D. (2019). Threat assessment and school crisis preparedness. In M. Mayer & D. Osher (Eds). *Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook for Education, Safety, and Justice Professionals, Families, and Communities*. New York: Praeger.

Funded Research

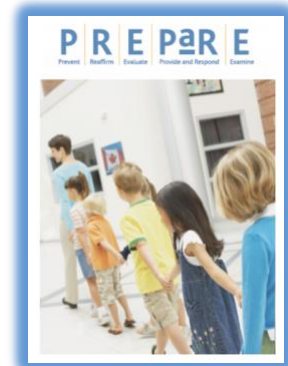
Nickerson, A. B. (PI); “Multi-media peer-to-peer abuse prevention.” New York State Developmental Disabilities Planning Council. (\$175,000). 4/1/17-9/30/19.

Eiden, R. and Nickerson, A. B. (Multiple PI); “Developmental pathways of violence and substance use in a high risk sample.” National Institute of Health (\$3,395,047). 7/1/2015-3/31/2020. 1RO1DA041231-01 (NIDA).

Nickerson, A. B. (PI); “Randomized controlled trial of Second Step Child Protection Unit.” Committee for Children (\$500,000). 5/1/2017-7/31/2019.

Nickerson, A. B., (PI); “PREPaRE Crisis Prevention and Intervention Training Curriculum program evaluation.” National Association of School Psychologists (\$101,904). 8/15/2011-8/14/2019.

Ostrov, J. M. (PI); "Peer and Family Adversity, Neuroendocrine Regulation, and School Readiness across the Transition to Kindergarten." NICHD (\$2,161,922). 04/10/19-03/31/24



Professional Service

BAND Against Bullying (Amanda Nickerson, Board Member and Judge; Brie Kishel, Marketing Committee Member)

UB Graduate School of Education Center for Community-Invested Research, Collaboration, & Learning (CIRCL; Stephanie Fredrick, Member)

Center for Disability Studies at UB (Brie Kishel, Community Advisory Committee Member)

Disability Education and Advocacy Network (Brie Kishel, Executive Board Member)

Editorial Board Appointments: *Contemporary School Psychology* (Amanda Nickerson), *International Journal of Bullying Prevention* (Amanda Nickerson), *Journal of School Psychology* (Amanda Nickerson and Stephanie Fredrick), *School Psychology* (Stephanie Fredrick and Amanda Nickerson), *School Psychology Review* (Amanda Nickerson)

Mental Health Association of New York State Bullying Prevention Workgroup (Amanda Nickerson and Stephanie Fredrick, Members)

National Association of School Psychologists (Amanda Nickerson, School Safety and Crisis Response Committee Member and Coordinator for Research)

Regional Gun Violence Research Consortium (Amanda Nickerson, Governor-appointed Member)

Reviewing: American Psychological Association (Stephanie Fredrick, Convention Proposal Reviewer), National Institutes of Health, Risk, Prevention, and Health Behavior Small Business Grant (Amanda Nickerson, Special Emphasis Panel/Scientific Review Group)

Safe and Sound Schools (Amanda Nickerson, Speakers Bureau)

Spread the Word Inclusion (Brie Kishel, Planning Committee Member)

Suicide Prevention Coalition of Erie County (Alberti Center, Member; Amanda Nickerson, Schools Subcommittee Member)

Select Honors and Awards

Dr. Stephanie Fredrick was appointed as Associate Editor to *Journal of School Psychology* (March 2020). Dr. Amanda Nickerson was awarded the APA Division 16 (School Psychology) Tom Oakland Mid-Career Scholarship Award (July 2020). This award is given to mid-career scholars for scholarship that merits special recognition. Dr. Jean Alberti received the 2019 Albert Nelson Marquis Lifetime Achievement Award.

Alberti Center Early Career Award (2019)



RECIPIENT – Chunyan Yang, PhD, Assistant Professor in the Graduate School of Education | University of California at Berkeley.

This award recognizes Dr. Yang as an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy.

RELEVANT PUBLICATIONS

Yang, C., Sharkey, J. D., Chen, C., & Jimerson, S. (2019). Teacher-home communication and bullying victimization: Does parents' perception of fairness of rules matter? *School Psychology Review*, 48(3), 251-266. <https://doi.org/10.17105/SPR-2018-0060.V48-3>

Pan, Y., **Yang, C.**, Liu, C, Chan, M., Liu, G., & Zhang, D. (2019). A moderated mediation model of peer victimization and problem behaviors: The roles of self-esteem and parental attachment among Chinese early adolescents. *Child Development*, 91(4), e968–e983. <https://doi.org/10.1111/cdev.13319>

Teng, Z., Bear, G.G., **Yang, C.**, Nie, Q., & Guo, C. (2019). Moral disengagement and bullying perpetration: A longitudinal study of the moderating effect of school climate. *School Psychology*, 35(1), 99–109. <https://doi.org/10.1037/spq0000348>

Yang, C., Sharkey, J. D., Reed, L., & Dowdy, E. (2020). Cyberbullying victimization and student engagement among adolescents: Does school climate matter? *School Psychology*, 35(2), 158–169. <https://doi.org/10.1037/spq0000353>

Nie, Q., **Yang, C.**, Teng, Z., Pan, Y., Guo, C., & Zhang, D. (2020). Longitudinal association between school climate and depressive symptoms: Mediating role of psychological suzhi. *School Psychology*, 35(4), 267–276. <https://doi.org/10.1037/spq0000374>

ENGAGING: INTERPROFESSIONAL COLLABORATIONS/EVENTS

Advisory Council

Kathleen Allen, PhD, Training and Evaluation Specialist, Alberti Center of Bullying Abuse Prevention | University at Buffalo

Annahita Ball, PhD, Assistant Professor, School of Social Work | University at Buffalo

Wendy Craig, PhD, Professor and Head of Psychology, Queen's University and Scientific Co-Director of PREVNet

Lyndsay Jenkins, PhD, NCSP, Associate Professor, Educational Psychology and Learning Systems | Florida State University

Jennifer Livingston, PhD, Associate Professor, School of Nursing | University at Buffalo

Bruce Mitchell, Adjunct Assistant Professor, Counseling, School, & Educational Psychology | University at Buffalo

Kevin Penberthy, LCSW, Deputy Director, Regional Office | New York State OPWDD

Jamie Pernick, Assistant Principal | Lancaster High School

Paul Poteat, PhD, Associate Professor, Counseling, Developmental, & Educational Psychology | Boston College

Bradford Watts, Community Relations Coordinator | People Inc

Daniela Wolfe, LMSW, School Social Worker | Amherst Central School District

Faculty Affiliates

Ariel Aloe, PhD, Assistant Professor, Psychological and Quantitative Foundations | University of Iowa

Laura Anderson, PhD, Assistant Professor, School of Nursing | University at Buffalo

Julie Bowker, PhD, Associate Professor, Department of Psychology | University at Buffalo

Catherine P. Cook-Cottone, PhD, Professor, Counseling, School, & Educational Psychology | University at Buffalo

Janice L. DeLucia, PhD, Associate Professor, Counseling, School, & Educational Psychology and Program Director, School Counseling | University at Buffalo

Rina D. Eiden, PhD, Professor, Department of Psychology, Consortium for Combating Substance Abuse, | Pennsylvania State University

Jennifer Livingston, PhD, Associate Professor, School of Nursing | University at Buffalo

Jamie M. Ostrov, PhD, Professor, Psychology | University at Buffalo

Amy L. Reynolds, PhD, Professor, Counseling, School, & Educational Psychology | University at Buffalo

Darren Treadway, PhD, Visiting Assistant Professor of Business Administration | Daemen College

2019-2020 Colloquium Series



September 2019 –

Kathleen P. Allen, PhD, Training and Evaluation Specialist, Alberti Center for Bullying Abuse Prevention | University at Buffalo

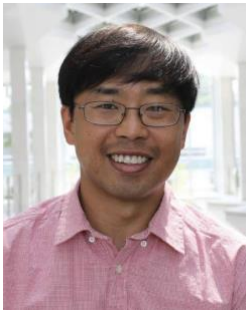
#endAbuse: A Multi-Media Resource to Help Prevent Abuse of People with Disabilities – 24 attendees



November 2019 –

Catherine Cook-Cottone, PhD, Professor of Counseling, School and Educational Psychology | University at Buffalo
(presented with **Jessica Bauer Walker** and **Sherman Webb** from Community Health Worker Network of Buffalo)

Trauma Informed Yoga in Schools – 60 attendees



March 2020 –

Jun Sung Hong, PhD, Associate Professor | Wayne State University
Recipient of the 2017 Alberti Center Early Career Award

Relationship Between Coping Strategies and Peer Victimization Among Low-Income African American Youth Living in Chicago – 40 attendees

Alberti Center Annual Conference – October 22, 2019

180 attendees

Morning Keynote Presentation:



Dorothy L. Espelage, PhD

William C. Friday Distinguished Professor of Education | *University of North Carolina*

Research-Informed Bullying Preventions: Social-Emotional Learning and School Climate Improvement Approaches

Afternoon Sessions:

- **Creating the MTSS Umbrella for Student Success**
 - Ross Esslinger, Principal | Iroquois Middle School
 - Catherine Stojanovich, Math teacher
 - Keith Marshall, ELA teacher
 - Kristin Witkowski, Literacy specialist
 - Sara VanNortwick, Math specialist
 - Introduction by Mary Jo Dudek, EdD, Assistant Superintendent for Iroquois Central School District

- **The Integration of Social-Emotional Learning and Bullying Prevention: Where to Begin?**
 - Stephanie S. Fredrick, PhD, NCSP, Assistant Professor and Associate Director of the Alberti Center for Bullying Abuse Prevention | University at Buffalo

- **Restorative Practice: A Whole School Response to Bullying**
 - Dina Thompson, Executive Director | Erie County Restorative Justice Coalition

- **Legal Update on Anti-Bullying Laws and New York State Case Studies**
 - Andrew J. Freedman, Esq., Partner | Hodgson Russ



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Gold Sponsor

Buffalo Teachers Federation



Silver Sponsors

Child & Family Services

New York Association of School Psychologists

Collaborative Events

BAND Against Bullying VIII – *was postponed this year due to COVID-19 and will take place virtually in the fall of 2020.*

“Be Seen in 2019” (Disability History Month Event) –
October 23, 2019 at the Buffalo & Erie Co. Downtown Library

Spread the Word Inclusion event – March 4, 2020 in various locations around WNY

17th annual Safe Schools Seminar – *cancelled this year due to COVID-19*



Media Coverage & Press Releases

Links to all media publications can be found on our website at
<http://ed.buffalo.edu/alberti/news/archive.html>



Social Media Efforts/Center Reach



840 Followers



1,098 Followers



1880 Subscribers



92 Members



143 Followers



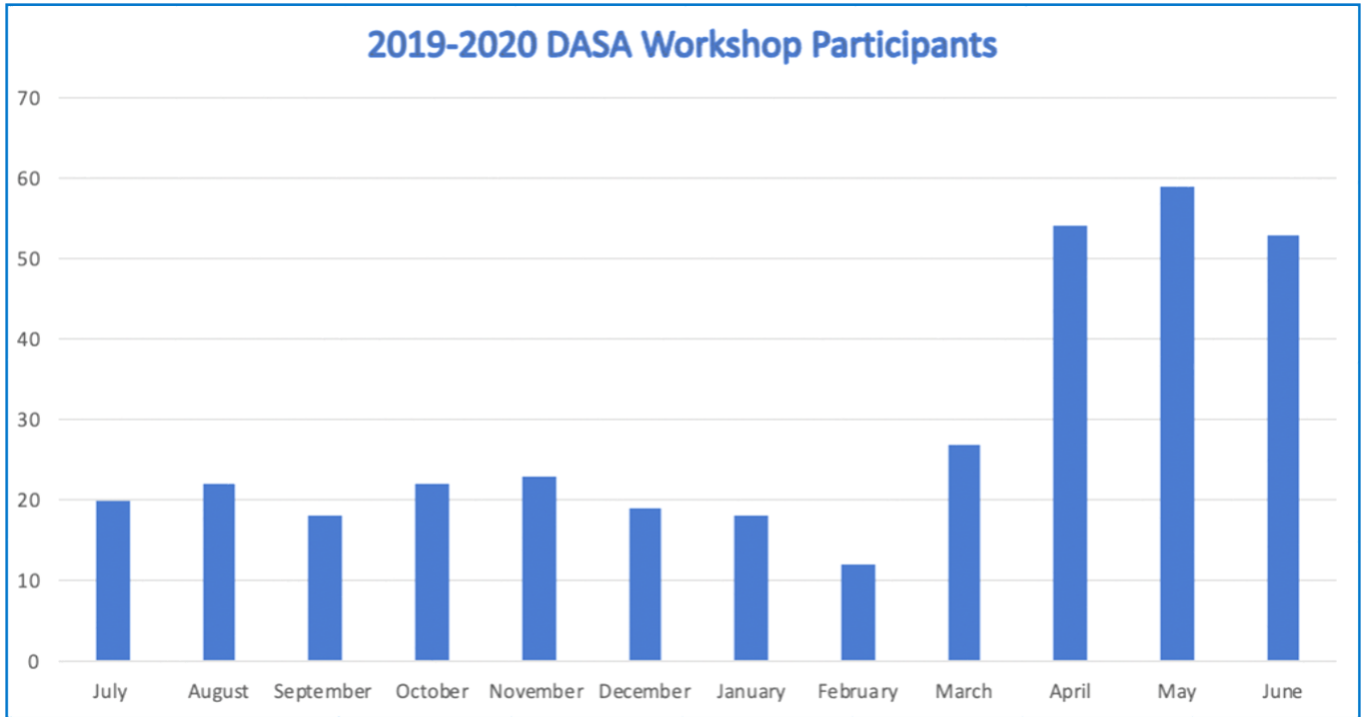
#PictureKindness!

Take a photo of a friend or colleague who is demonstrating **KINDNESS** and share your photo on Twitter or Instagram tagged with **#PictureKindness #UBuffalo**. Select photos will be shared **@alberticenter**.

If you see your photo displayed, come and get a popsocket phone grip or lanyard at the Alberti Center for Bullying Abuse Prevention (428 Baldy Hall)

Pedagogy of Inquiry, Engagement, and Impact

NYSED Dignity for All Students Act (DASA) Training for Certification



DASA Participants from July 1, 2019 – June 30, 2020

Total number of participants: **347**

Part Two of the DASA Training Workshop, which usually occurs in person on campus, was transitioned to an online format for April, May, and June, due to COVID-19.

We will continue offering the entire workshop fully online until further notice.