



Alberti Center for Bullying Abuse Prevention

Annual Report

July 1, 2021 – June 30, 2022

ALBERTI CENTER LEADERSHIP

Jean M. Alberti, PhD, Benefactor
Amanda B. Nickerson, PhD, Director
Stephanie S. Fredrick, PhD Associate Director
Brie Kishel, Program and Operations Manager
Kathleen P. Allen, PhD, Training and Evaluation Specialist
Toni Torchia, PhD, Community Programming Consultant
Gina Bellavia, PhD, Project Director (NAB IT!)



STUDENT TEAM

Swapna Balkundi, GA/Schomburg Fellow
Amanda Breese, Schomburg Fellow
Julianna Casella, Presidential Fellow
Hannah Grossman, Graduate Assistant
Kay Huang, Research Assistant
Margaret Manges, Graduate Assistant
Sae Fukuda, Research Assistant
Kali Schuler, Research Assistant
Abbey McClemon, Graduate Assistant
Rebecca Mohr, Research Assistant

Lucia Sun, Research Assistant
Erica Wong, Research Assistant
Dylan Harrison, Research Assistant
Jay'ana King, GA/Schomburg Fellow
Shelby Ostolski, Research Assistant

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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

This annual report highlights the exciting and productive year the Alberti Center team has had during the 2021-2022 year! We highlight throughout the report how we've worked with our important partners (faculty affiliates, advisory council members, researchers, students, funders, sponsors, award winners, and community members) to fulfill the mission and vision of the Alberti Center for Bullying Abuse Prevention, the Graduate School of Education (GSE), and the University at Buffalo. These partnerships remain instrumental in fulfilling the mission of the Center and maximizing our impact on bullying and school violence prevention.

Faculty members affiliated with the Alberti Center have had an incredibly accomplished year, publishing their work in high impact peer refereed journals, presenting at regional and national conferences (both virtually and in person), and actively pursuing and securing funding for research and evaluation projects all related to the Alberti Center's research revolving around bullying and school violence prevention. Further, this report highlights the numerous presentations, trainings, and workshops we have conducted in in and outside of New York State disseminating our research to schools, practitioners, and communities. 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. Our advisory council members, consisting of internationally renowned scholars and pillars of the Western New York Community, are also highlighted in this report.

The Alberti Center actively supports the GSE's pedagogy of inquiry, engagement, and impact, which benefits both UB students and practitioners. As a New York State Education Department approved provider we continue to offer the Dignity for All Students Act (DASA) training to hundreds of people who are preparing for certification to work in schools each year.

We are excited to celebrate our team's productivity and achievements in this annual report. Further, we recognize and appreciate the talents and generosity of our partners as we all work together in reducing bullying abuse and school violence.

JOURNAL SPECIAL ISSUES

School Psychology (2021), Volume 36, Issue 5. Perspectives on COVID-19: Impacts on Children, Youth, Families, and Educators and the Roles of Human Services Professionals Addressing Diverse Needs (Editors **A. B. Nickerson** & M. L. Sulkowski).

School Psychology Review (2021), Volume 50, Issues 2-3, pp. 131-483. School Violence and School Safety (Editors: M. J. Mayer, **A. B. Nickerson**, and S. R. Jimerson).

PEER REFEREED JOURNAL ARTICLES

Dudley, M., **Nickerson, A. B., Kim, S., & Livingston, J. A.** (2022). School-based child abuse prevention: The role of school climate in intervention outcomes for teachers. *Psychology in the Schools*, 59(6), 1158-1174. <https://doi.org/10.1002/pits.22674>.

Fredrick, S. S., McClemon, A., Traudt, S., & Kern, M. (2022). Boarding students' perceptions of school climate and well-being across gender and sexual orientation. *Psychology in the Schools*. Advance online publication. <https://doi.org/10.1002/pits.22698>

Fredrick, S. S., Nickerson, A., Sun, L., Rodgers, J. D., Thomeer, M. L., Lopata, C., & Todd, F. (2022). Autism symptoms, social skills, and co-morbidity: Predictors of bullying perpetration. *Journal of Autism and Developmental Disorders*. Advance online publication.

Fredrick, S. S., Nickerson, A. B., & Livingston, J. (2022). Adolescent social media use: Pitfalls and promises in relation to cybervictimization, friend support, and depression. *Journal of Youth and Adolescence*, 51, 361-376. <https://doi.org/10.1007/s10964-021-01561-6>.

Fredrick, S. S., & Jenkins, L. N. (2021). SEL instruction and peer victimization among secondary school students. *International Journal of Bullying Prevention*. Advance online publication. <https://doi.org/10.1007/s42380-021-00113-7>.

Fredrick, S. S., Jenkins, L., & Dexter, C. (2021). Resiliency in young adulthood and associations among retrospective peer victimization and internalizing problems. *Journal of Child & Adolescent Trauma*, 14, 367-379. <https://doi.org/10.1007/s40653-021-00342-4>.

Heidelberg, K., Phelps, C., & Collins, T. (2022). Reconceptualizing school safety for Black students. *School Psychology International*. <https://doi.org/10.1177%2F01430343221074708>

Holland, M. & **Lemke, M.** (2022). The glass escalator and school counselling: Gender and leadership aspirations. *Gender and Education*, 1-17. <https://doi.org/10.1080/09540253.2022.2078484>

Lemke, M. (2022). Education (And influence on women's health). In J. M. Duquaine-Watson (Ed.), *Women's health: Understanding issues and influences* (pp. 223-226). Santa Barbara, CA: ABC-CLIO, Inc.

Lemke, M. (2022). Post-traumatic stress disorder. In J. M. Duquaine-Watson (Ed.), *Women's health: Understanding issues and influences* (pp. 523). Santa Barbara, CA: ABC-CLIO, Inc.

Lemke, M. (2022). Social isolation and social marginalization of women. In J. M. Duquaine-Watson (Ed.), *Women's health: Understanding issues and influences* (pp. 627-628). Santa Barbara, CA: ABC-CLIO, Inc.

- Lemke, M.,** Bascug, E., & Howard, A. (2021). Seen yet unseen: A case of human trafficking at Harris High School. *Journal of Cases in Educational Leadership*, 25(2), 153-168. <https://doi.org/10.1177/15554589211055105>
- Lemke, M.** & Rogers, K. (2021). Confronting teen dating violence in schools: De-constructing policy paradoxes. In F. English (Ed.), *The Palgrave handbook of educational leadership and management discourse* (pp. 1-20). Cham, Switzerland: Palgrave Macmillan. https://doi.org/10.1007/978-3-030-39666-4_82-1
- Lemke, M.** & Rogers, K. (2021). When sexting crosses the line: Educator responsibilities in the support of prosocial adolescent behavior and prevention of violence. In A. Jones (Ed.), *Leaving a violent relationship* (pp. 55-68). Basel, Switzerland: MDPI
- Livingston, J. A.,** Derrick, J. L., Wang, W., Testa, M., **Nickerson, A. B.,** Miller, K. E., Haas, J. L., & Espelage, D. L. (2022). Peer sexual harassment, affect, and substance use: Daily level associations among adolescents. *Journal of Adolescence*. [Advance online publication]. <https://doi.org/10.1002/jad.12076>
- Mayer, M. J., **Nickerson, A. B.,** & Jimerson, S. R. (2021). Preventing school violence and promoting school safety: Contemporary scholarship advancing science, practice, and policy. *School Psychology Review*, 50, 131-142. <https://doi.org/10.1080/2372966X.2021.1949933>
- Memba, G. V., **Ostrov, J. M.** (2021). Role of peer victimization in predicting aggression and internalizing problems in early childhood: The moderating effect of emotion regulation and gender. *Early Education & Development*. <https://doi.org/10.1080/10409289.2021.1997497>.
- Nickerson, A. B.,** Breux, P., Schaffer, G. E., & Samet, M. J. (2021). An initial evaluation of the Helping Students At-Risk for Suicide professional development workshop. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2021.1919494>
- Nickerson, A. B.,** Fernandez, B., Cruz, M., & **Stanford, S.** (2021). Implementation of an evaluation mindset in school crisis response. *Journal of Applied School Psychology*. <https://doi.org/10.1080/15377903.2021.1998279>
- Nickerson, A. B., Jenkins, L. N., Bellavia, G. M., Manges, M. E., Livingston, J. A., & Feeley, T. H.** (2022). The role of personal and perceived peer norms in bullying and sexual harassment perpetration. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000498>.
- Nickerson, A. B. & Ostrov, J. M.** (2021). Protective factors and working with students involved bullying: Commentary on the special issue and dedication to Dan Olweus. *School Mental Health*, 13, 443-451. <https://doi.org/10.1007/s12310-021-09471-5>.
- Nickerson, A. B.** & Sulkowski, M. L. (2021). COVID-19 as a long-term school crisis: Impact, response, and meeting diverse needs. *School Psychology*, 36, 271-276. <https://doi.org/10.1037/spq0000470>.
- Ostrov, J. M.,** Murray-Close, D., Perry, K. J., Blakely-McClure, S. J., Perhamus, G., Mutignani, L., Kesselring, S., Memba, G., & Probst, S. (2022). The development of forms and functions of aggression during early childhood: A temperament-based approach. *Development and Psychopathology*. DOI: [10.1017/S0954579422000177](https://doi.org/10.1017/S0954579422000177)
- Ostrov, J. M.,** Perry, K. J., **Eiden, R., Nickerson, A.,** Schuetze, P., Godleski, S. A., & Shisler, S. (2022). Development of bullying and victimization: An examination of risk and protective factors in a high-risk sample. *Journal of Interpersonal Violence*, 37, 9-10, 5958-5984. (Special issue on Bullying, School Violence, and Associations with other Forms of Violence). <https://doi.org/10.1177/08862605211067026>

Perhamus, G. R. & **Ostrov, J. M.** (2021). Inhibitory control in early childhood aggression subtypes: Mediation by irritability. *Child Psychiatry & Human Development*. <https://doi.org/10.1007/s10578-021-01254-y>.

Perhamus, G. R., Perry, K. J., Murray-Close, D., and **Ostrov, J. M.** (2021). Stress reactivity and social cognition in pure and co-occurring early childhood relational bullying and victimization. *Development and Psychopathology*. <https://doi.org/10.1017/S0954579421000298>

Perry, K. J., **Ostrov, J. M.**, Murray-Close, D., Blakely-McClure, S. J., Kiefer, J., DeJesus-Rodriguez, A., & Wesolowski, A. (2021). Measurement of aggressive behavior in early childhood: A critical analysis using five informants. *Journal of Experimental Child Psychology*, 209, 1-18. <https://doi.org/10.1016/j.jecp.2021.105180>

Schildkraut, J. & **Nickerson, A. B.** (2022). Effects of lockdown drills on students' fear, perceived risk, and use of avoidance behaviors: A quasi-experimental study. *Criminal Justice Policy Review*. Advance online publication. <https://doi.org/10.1002/ab.22030>.

Taipalus, A., Hixson, M., Decker, D., & **Fredrick, S.** (2021). The effects of an online DBR training module on rater accuracy. *School Psychology*, 36, 224-234. <https://doi.org/10.1037/spq0000439>

Brushaber-Drockton, J., **Fredrick, S. S.**, Domoff, S., & Kanouse, S. (2022). Rural school administrators' perceptions on zero tolerance policies. *Translational Issues in Psychological Science*, 8, 164-176. <https://doi.org/10.1037/tps0000314>

Warner, C. M., Reyes-Portillo, J., Kline, E. A., Bixter, M. T., Chu, B., Reigada, R., Miranda, R., Nadeem, E., **Nickerson, A.**, Peralta, A. O., Rizvi, S., Roy, A., Shatkin, J., Kalver, E., & Rette, D. (2022). The psychological, academic, and economic impact of COVID-19 on college students in the epicenter of the pandemic. *Emerging Adulthood*. <https://doi.org/10.1177/21676968211066657>.

Yang, C., Chan, M., **Nickerson, A.**, **Jenkins, L.**, Xie, J. S., & **Fredrick, S.** (2022). Teacher victimization and teacher subjective well-being: Does school climate matter? *Aggressive Behavior*. Advance online publication. <https://doi.org/10.1002/ab.22030>.

Zhao, J., Ettekal, I., **Nickerson, A. B.**, Schuetze, P., Shisler, S., Godleski, S., **Ostrov, J.**, & **Eiden, R. D.** (2022). Child community violence exposure in an at-risk sample: Developmental trajectories, caregiving risks, and the role of child temperament. *Psychology of Violence*. Advance online publication. <https://doi.org/10.1037/vio0000416>.

BOOK CHAPTER

Kim, S., **Nickerson, A. B.**, & Kim, T. (2022). The Impact of Second Step Child Protection Unit Teacher Training: Latent Moderated SEM Approach. *Child Abuse and Neglect*. DOI: 10.5772/intechopen.102877

BOOK PUBLICATION

Schildkraut, J. & **Nickerson, A. B.** (co-authors). *Lockdown Drills: Connecting research and best practices for school administrators, teachers, and parents*. The MIT Press. 2022.

FUNDED RESEARCH

Nickerson, A. B. (PI). “Creating Upstanders: The Development of Norms And Bystander Intervention Training (NAB IT!) to Reduce Bullying and Sexual Harassment.” Institute of Education Sciences (\$1,381,579). 7/1/2019-12/31/2022. R305A190139.

Nickerson, A. B. (PI). “PREPaRE Crisis Prevention and Intervention Training Curriculum program evaluation.” National Association of School Psychologists (\$176, 904). 8/15/2011-5/31/2023.

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, Board Member)

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

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

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

Erie County Law Enforcement Foundation (Brie Kishel, Marketing & Website consultant)

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

National Association of School Psychologists (Amanda Nickerson, Co-Chair, Position Statement on School Violence Revision Workgroup & Coordinator for Research, School Safety and Crisis Response Committee)

Regional Gun Violence Research Consortium, Rockefeller Institute of Government (Amanda Nickerson, member)

Spread the Word Inclusion (Brie Kishel, Planning Committee/Marketing & Communications)

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



COMMUNITY SERVICE

Journey's End Refugee Services – Home Again Initiative

Alberti Center team members as well as faculty/staff/students in the Graduate School of Education (and some family members) participated in this project, led by Dr. Amanda Nickerson, to collect items and fully furnish a home for a refugee family in the City of Buffalo. The team worked together to gather and deliver all of the items, and then spent a day cleaning the apartment, and decorating with the furniture and items collected!



SELECT HONORS AND AWARDS



The University at Buffalo Alumni Foundation selected **Jean M. Alberti, PhD '70, EdM '62** to receive the Samuel P. Capen Award for her distinguished career in education and clinical psychology, and development of groundbreaking theories on bullying.

ALBERTI CENTER EARLY CAREER AWARD (2021)



RECIPIENT – Ann Farrell, PhD, Assistant Professor, Child and Youth Studies
Brock University, Canada.

This award recognizes Dr. Farrell 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

Farrell, A. H., & Vaillancourt, T. (2021). Childhood predictors of adolescent joint trajectories: A multi-informant study on bullying perpetration and hypercompetitiveness. *Journal of Clinical Child & Adolescent Psychology*, 1-13. Online first: <https://doi.org/10.1080/15374416.2021.1923019>

Vaillancourt T., Brittan, H., Krygsman, A., **Farrell, A. H.**, Landon, S., & Pepler, D. J. (2021). School bullying before and during COVID-19: Results from a population-based randomized design. *Aggressive Behavior*, 47(5), 557-569. <https://doi.org/10.1002/ab.2198>

Farrell, A. H., & Vaillancourt, T. (2020). Bullying perpetration and narcissistic personality traits across adolescence: Joint trajectories and childhood risk factors. *Frontiers in Psychiatry*, 11, 1-13. <http://doi.org/10.3389/fpsy.2020.483229>

Farrell, A. H., Volk, A. A., & Vaillancourt, T. (2020). Empathy, exploitation, and adolescent bullying perpetration: A longitudinal social-ecological investigation. *Journal of Psychopathology and Behavioral Assessment*, 42(3), 436-449. <http://doi.org/10.1007/s10862-019-09767-6>

Farrell, A. H., & Vaillancourt, T. (2019). Developmental pathways of perfectionism: Associations with bullying perpetration, peer victimization, and narcissism. *Journal of Applied Developmental Psychology*, 65, 1-10. <https://doi.org/10.1016/j.appdev.2019.101065>

Farrell, A. H., & Vaillancourt, T. (2019). Temperament, bullying, and dating aggression: Longitudinal associations for adolescents in a romantic relationship. *Evolutionary Psychology*, 17(2), 1-13. <http://doi.org/10.1177/1474704919847450>

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

Jamie Pernick, Assistant Principal | Lancaster High School

Rene Petties-Jones, President | National Federation for Just Communities of WNY Inc.

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, Professor, Psychological and Quantitative Foundations | University of Iowa

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

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

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

Sunha Kim, PhD, Associate Professor, Counseling, School, and Educational Psychology & Learning and Instruction | University at Buffalo

Melinda Lemke, PhD, Associate Professor, Educational Leadership and Policy | University at Buffalo

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

2021-2022 VIRTUAL COLLOQUIUM SERIES



September 2021 –

Gijs Huitsing, PhD, Assistant Professor, Faculty of Behavioural and Social Sciences, University of Groningen, the Netherlands

Targeting Persistent Cases of Bullying with Network Diagnostics - **30 attendees**



November 2021 –

**17th Annual Safe Schools Initiative Seminar
(co-sponsored with Erie County Law Enforcement Foundation)**

Addressing the Misuse, Overuse, and Abuse of Social Media and Technology in Schools and Online Spaces – **approximately 450 attendees**



February 2022 –

Moderator: Amanda Nickerson, PhD, Professor & Director, Alberti Center for Bullying Abuse Prevention | University at Buffalo

Responding to Bullying of Students with Disabilities: What Schools Can Do – **111 attendees**

Panelists:



Michael Gilberg, Esq.
Attorney at Law



Tara L. Moffett, Esq.
Girvin & Ferlazzo, P.C.



Steve Oill
Credentialed Family Peer Advocate
Northern Rivers Family of Services

ALBERTI CENTER VIRTUAL ANNUAL CONFERENCE – OCTOBER 4, 2021

Bystander Intervention: Preventing Violence and Interrupting Social Injustices

160 attendees

Keynote Presentation:

Victoria Banyard, PhD
 Professor and Associate Dean for Faculty Development
 Associate Director of Center on Violence Against Women and Children
 School of Social Work, Rutgers State University of New Jersey



Breakout Sessions:

NAB IT! (Norms and Bystander Intervention Training) to Reduce Bullying and Sexual Harassment in High School

Amanda Nickerson, PhD
 Director, Alberti Center for Bullying Abuse Prevention; Professor, School Psychology | University at Buffalo, SUNY
 (and NAB IT! Research Team Members)

Applying Bystander Intervention Theory to Racial Microaggressions

Lyndsay Jenkins, PhD
 Associate Professor
 Florida State University

Laura Reid Marks, PhD
 Assistant Professor
 Florida State University

Using Motivational Interviewing and Bystander Intervention to Prevent Sexual Assault in High-Risk Drinking Situations in Colleges and Universities

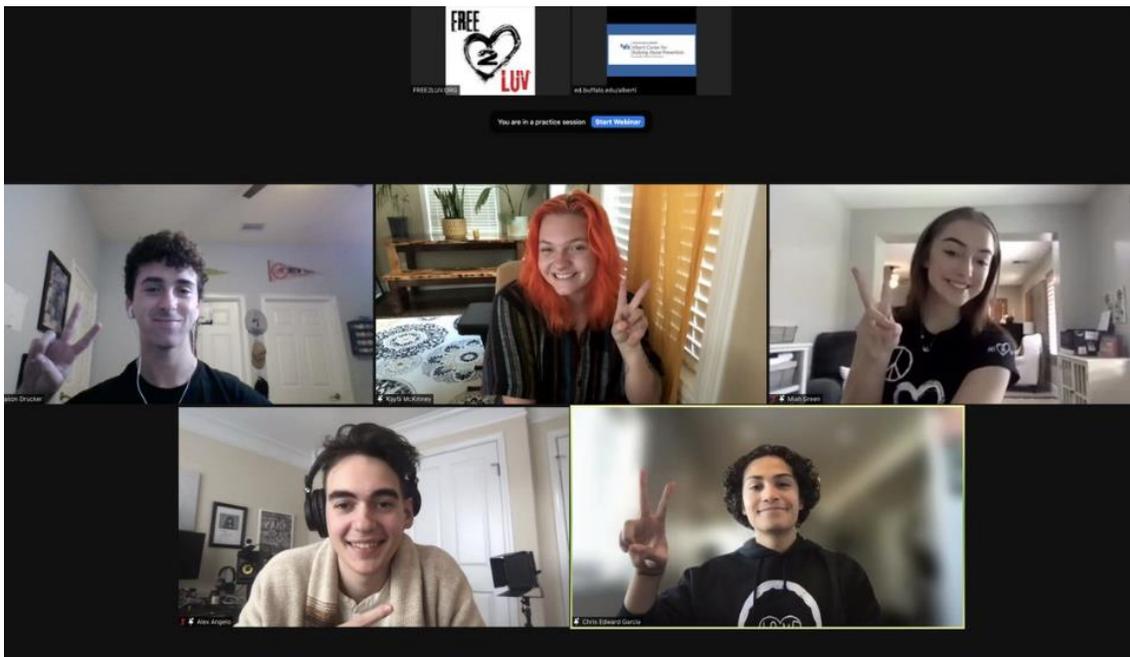
Jennifer Livingston, PhD
 Associate Professor, School of Nursing | University at Buffalo, SUNY

Jennifer Read, PhD
 Professor and Chair, Department of Psychology | University at Buffalo, SUNY

The STAC Intervention: Teaching Elementary and Middle School Students Strategies for Acting as “Defenders” in Bullying Situations

Aida Midgett, PhD
 Professor and Chair, Department of Counselor Education | Boise State University

Special Event: Free2Luv Youth Empowerment Panel



2021 Conference Sponsors:

Free2Luv

UB Graduate School of Education

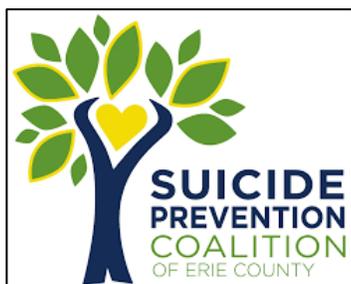
COLLABORATIVE EVENTS



BAND Against Bullying 2021 (Virtual event) – This dignity-themed high school performing arts competition was created to raise community awareness of bullying-related issues and empower youth to be advocates for change in their homes, schools, and communities. BAND took place virtually in 2020 & 2021 on Facebook Live and YouTube. Videos of the performances from participating Western New York High Schools have been posted on the BAND Against Bullying YouTube Channel and website at nybandagainstbullying.org.



Spread the Word Inclusion 2022 (Virtual event) – The Alberti Center joined the Spread the Word Inclusion, Western New York (WNY) committee in 2014. What started as Spread the Word to End the Word, a US campaign to encourage people to pledge to stop using language that is offensive to people with disabilities, has broadened both its goals and its scope. Spread the Word Inclusion Day is annually recognized the first week of March, but was held virtually in 2021 by sharing videos submitted by local businesses and organizations that celebrate diversity and inclusion and by having individuals share why they support spreading inclusion. Interview with Engelic Everett & Frank Cammarata: https://www.youtube.com/watch?v=sOx_OvFkknc



Suicide Prevention Coalition of Erie County Training & Events
[The Suicide Prevention Coalition of Erie County](#), established in 2012, is a group of community stakeholders including but not limited to mental health, substance abuse, prevention education, various school districts and county leaders like the Dept. of Mental Health, Dept of Health and the Erie County Medical Examiner's office. The primary goal is to work to build competent communities for Youth Suicide Prevention in New York State. The Alberti Center joined the coalition in 2017, and is an annual co-sponsor of Suicide Prevention Week activities at UB during the month of September, which is Suicide Prevention Month.

MEDIA COVERAGE & PRESS RELEASES

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



SOCIAL MEDIA EFFORTS/CENTER REACH



948 Followers



1,182 Followers



1942 Subscribers



93 Members



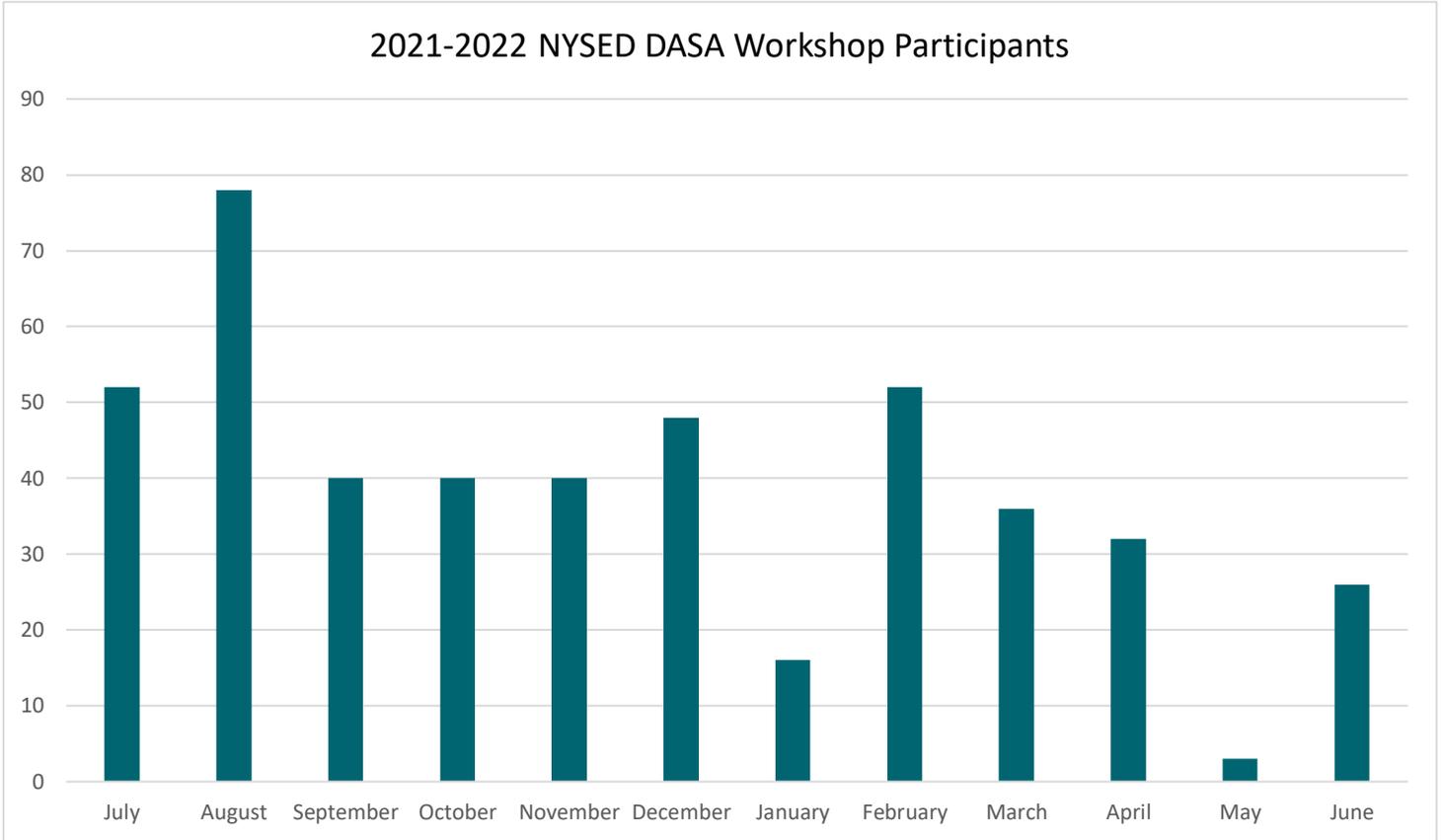
207 Followers



55 Subscribers

PEDAGOGY OF INQUIRY, ENGAGEMENT, AND IMPACT

New York State Education Department - Dignity for All Students Act (DASA) Training for Certification



DASA Participants from July 1, 2021 – June 30, 2022

Total number of participants: **463**

Part Two of the DASA Training Workshop, which usually occurs in person on campus, was transitioned to an online format in April 2020 with approval from the New York State Education Department, due to COVID-19. We began providing live instruction for Part Two via Zoom in January of 2022.

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