



Alberti Center for Bullying Abuse Prevention

Annual Report

July 1, 2023 – June 30, 2024

Alberti Center Leadership

Jean M. Alberti, PhD, Benefactor

Amanda B. Nickerson, PhD, Director

Stephanie S. Fredrick, PhD, Associate Director

Brie Kishel, Program & Operations Manager

Hannah Rapp, PhD, Postdoctoral Associate

Toni J. Torchia, PhD, Community Programming Consultant

Student Team

Swapna Balkundi, Graduate Assistant, Schomburg Fellow

Amanda Breese, Schomburg Fellow

Julianna Casella, Presidential Fellow

Hannah Grossman, Graduate Assistant

Dylan Harrison, Graduate Assistant

Kay Huang, Graduate Assistant

Jay'ana King, Graduate Assistant, Schomburg Fellow

Katherine Margiotta, Graduate Assistant, NASP PREPaRE

Abbey McClemont, Graduate Assistant

Lucia Sun, Graduate Assistant

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Alberti Center Mission & Goals

Mission (updated May 2024):

The Alberti Center promotes the well-being of youth by reducing bullying abuse and other forms of school violence through research, evidence-based tools and outreach to students, educators, and communities.

Goals (added May 2024):

Conduct and disseminate research on individual and contextual contributors to bullying abuse and school violence. Develop and evaluate prevention and intervention approaches to promote healthy social-emotional skill development and reduce bullying abuse and other types of violence that impact children, schools and communities. Provide education for faculty, students and the community through training and events to promote a positive and inclusive school climate and prevent bullying abuse and school violence. Collaborate with schools and community partners to maximize our efforts in promoting safety, mental health and inclusivity. Share knowledge and be recognized as a national international resource on bullying abuse and other forms of school violence.

History of the Center

A generous gift from Graduate School of Education alumna, Jean M. Alberti (PhD '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, PhD, became the inaugural director.

Statement of Contributions and Impact

This annual report celebrates the achievements of our team and partners over the past year, focusing on their contributions to advancing the mission of the Alberti Center for Bullying Abuse Prevention within the Graduate School of Education (GSE) at the University at Buffalo. We deeply value the dedication of our team members and the collaborative efforts of our community partners, which are crucial to fulfilling our mission.

Faculty members affiliated with the Alberti Center have been actively engaged in disseminating research. They have published in reputable peer-reviewed journals, presented at various conferences locally and globally, and secured funding for research initiatives. Additionally, our team has been busy delivering presentations, trainings, and workshops across New York State and beyond, sharing research insights with schools, practitioners, and communities.

The report highlights the recipient of the 2023 Alberti Center Early Career Award, recognizing their exceptional contributions as a rising scholar in the field of bullying and youth violence prevention. Our advisory council, composed of esteemed scholars and community leaders from Western New York, is also featured for their invaluable guidance and support.

As an approved provider by the New York State Education Department, we continue to offer essential Dignity for All Students Act (DASA) training. Each year, we prepare hundreds of individuals who are becoming certified to work in schools on best practices in preventing bullying, harassment, and discrimination, reinforcing our commitment to fostering inclusive and respectful educational environments.

The Alberti Center actively promotes the GSE's commitment to inquiry, engagement, and impact, benefiting both University at Buffalo students and professionals in the field. We extend heartfelt appreciation to our team members and generous partners for their dedication and collaboration in our shared mission to prevent and mitigate bullying and youth violence.

In summary, this report highlights our accomplishments and underscores our ongoing commitment to research, education, and community engagement. Together with our stakeholders, we strive to make meaningful contributions in the field of bullying prevention and beyond.

Peer Refereed Journal Articles

Fredrick, S. S., Domoff, S. E., & Avery, K. L. (2023). Peer cyber-victimization and addictive phone use: Indirect effects of depression and anxiety among college students. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 17(3), Article 6. <https://doi.org/10.5817/CP2023-3-6>

Harrison, D. S., Jenkins, L. N., Nickerson, A. B., Casella, J., & Bellavia, G. M. (2024). Why do some bullying victims perpetrate or defend? The potential moderating effects of cognitive and affective empathy. *Psychology of Violence*. Advance online publication. <https://doi.org/10.1037/vio0000522>

Hong, J. S., Gomez, A., **Fredrick, S. S.**, Espelage, D. L., Lawrence, T. I., Washington, T., & Voisin, D. R. (2024). Does sharing activities with parents protect African American adolescents from low self-esteem when bullied? *Journal of the Society for Social Work and Research*. Advance online publication. <https://doi.org/10.1086/732145>

Lemke, M., Nickerson, A., & Saboda, J. (2024). Global displacement and local contexts: A case study of US urban educational policy and practice. *International Journal of Leadership in Education*, 27(3), 471-494.
<https://doi.org/10.1080/13603124.2021.1884747>

Livingston, J. A., Bellavia, G. M., Manges, M., Ostolski, S., & Nickerson, A. B. (2024). Shifting perspectives: High school students' evaluation of a social norms campaign to reduce bullying and sexual harassment and to promote helping behavior. *Psychology in the Schools*, 61, 3390-3409.
<https://doi.org/10.1002/pits.23221>

McClemont, A. J., Fredrick, S., Heidelberg, K., & Moore, C. (2023). Racial disparities in teacher ratings of ADHD symptoms and behavior: A systematic review. *School Psychology Review*. Advance online publication.
<https://doi.org/10.1080/2372966X.2023.2236539>

Memba, G., & Ostrov, J. M. (2023). Prospective relations of temperament and peer victimization with changes in social competence in early childhood: The moderating role of executive functioning. *Child & Youth Care Forum*, 52(6), 1349-1370.
<https://doi.org/10.1007/s10566-023-09737-w>

Nickerson, A. B., Manges, M. E., Bellavia, G. M., Livingston, J. A., Jenkins, L. N., & Feeley, T. H. (2023). Bystander intervention in bullying and sexual harassment: Role of personal and perceived peer norms. *International Journal of Bullying Prevention*, 5, 135-150. <https://doi.org/10.1007/s42380-022-00125-x>

Nickerson, A. B., Jenkins, L. N., Yanyun, Y., Harrison, D. S. (2024). Individual and contextual-level predictors of progression in the bystander intervention model. *Aggressive Behavior*, 50(4). <https://doi.org/10.1002/ab.22159>

Nickerson, A. B., Manges, M. E., Casella, J., Huang, Y., Livingston, J. A., Jenkins, L. N., Bellavia, G. M., & Feeley, Th. H. (2024). Bystander intervention in bullying and sexual harassment training: Mixed-method evaluation of NAB IT! *Journal of Prevention and Health Promotion*, 5(1), 6-34.
<https://doi.org/10.1177/26320770231200230>

Perry, K. J., & **Ostrov, J. M.** (2023). Trajectories of physical and relational aggression across early childhood: Relations with peer risk factors. *Aggressive Behavior*, 49,4, 331-332. <https://doi.org/10.1002/ab.22075>

Perry, K. J., **Ostrov, J. M.**, & Murray-Close, D. (2023). The role of autonomic system coordination in relations between peer factors and aggressive behavior in early childhood. *Research on Child and Adolescent Psychopathology*, 51, 693-708.
<https://doi.org/10.1007/s10802-022-01013-0>

Perhamus, G., **Ostrov, J. M.**, & Murray-Close, D. (2024). Aggression and irritability in middle childhood: Between and within-person associations. *Journal of Clinical Child and Adolescent Psychology*, 53(2), 184-198.
<https://doi.org/10.1080/15374416.2023.2272941>

Perry, K. J., Perhamus, G. R., Lent, M. C., Murray-Close, D., & **Ostrov, J. M.** (2023). The COVID-19 pandemic and assessments of preschoolers' executive functions. *Psychological Assessment*, 35 (11), 986-999. <https://doi.org/10.1037/pas0001250>

Perry, K. J., Perhamus, G., Memba, G., **Ostrov, J. M.**, & Murray-Close, D. (2024). A social-ecological model of preschoolers' aggressive behavior: An exploratory analysis. *School Psychology*, 39, 1, 95-105. <https://doi.org/10.1037/spq0000565>

Schildkraut, J., Greene-Colozzi, E.A. & **Nickerson, A.B.** (2024). Emergency preparedness drills for active and mass shootings in schools. *Current Psychiatry Reports* 26, 304-311. <https://doi.org/10.1007/s11920-024-01502-7>

Schildkraut J., **Nickerson A.B.** (2023). Armed-assailant drills in U.S. schools. *New England journal of medicine*, 389(12), 1153-1154.
<https://doi.org/10.1056/NEJMc2307723>

Schildkraut, J., **Nickerson, A. B.**, Vogel, M., & Finnerty, A. (2024). Assessing the relationship between exposure to violence and perceptions of school safety and emergency preparedness in the context of lockdown drills. *Journal of School Violence*, 23(3), 319-332. <https://doi.org/10.1080/15388220.2023.2291655>

Sun, L., & Fredrick, S. (2024). Youth emotional experiences during COVID-19: Relations with internalizing problems and social support. *Child Indicators Research*, 17, 1355-1377. <https://doi.org/10.1007/s12187-024-10123-8>

Wang, W., **Livingston, J. A., Nickerson, A. B.,** & Testa, M. (2024). Joint trajectories of bullying victimization and sexual harassment victimization as predictors of adolescent alcohol use. *Psychology of Addictive Behaviors*, 38(3), 383–396. <https://doi.org/10.1037/adb0001005>

Waseem, M., **Nickerson, A. B.** (2024). Bullying: issues and challenges in prevention and intervention. *Current Psychology*, 43(10), 9270-9279. <https://doi.org/10.1007/s12144-023-05083-1>

Book Chapters

Allen, K. P., Livingston, J. A., Nickerson, A. B. (2023). Protecting children from sexual Abuse: Mixed messages and cultural challenges. *Sex education research* (pp. 50-60). Routledge.

Fredrick, S. S., Dam, S., **Jenkins, L.,** & Dougherty, E. (2024). Bystander intervention in cyberbullying. In M. Wright (Eds.) *Psychology of cyberbullying*. Nova Science Publishers.

Jimerson, S. R., Ruderman, M., **Nickerson, A. B.**, Miller, D. N., Weber, M. (2023). School-based interventions and subjective well-being. *Encyclopedia of quality of life and well-being research*. Springer, Cham. https://doi.org/10.1007/978-3-031-17299-1_2605

Nickerson, A. B. (2024). School violence and crisis prevention and intervention. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (2nd ed.; pp. 221-232). Springer.

Nickerson, A.B., Breese, A., Alberti, J.M. (2023). Bullying as a form of abuse: conceptualization and prevention. In: Miller, T.W. (eds) *School violence and primary prevention*. Springer, Cham. https://doi.org/10.1007/978-3-031-13134-9_21

Nickerson, A. B., Brock, S. E., & **Margiotta, K.** (2023). The PREPaRE model. In T. J. Landrum, B. Cook, and L. W Collins (Eds.), *Advances in learning and behavioral disabilities*, vol. 33, *Issues around violence in schools* (pp. 135-152). Emerald.

Funded Research

Nickerson, A. B., (PI). Creating Upstanders: The Development of Norms and Bystander Intervention Training (NAB IT!) to Reduce Bullying and Sexual Harassment; Federal; Institute for Educational Sciences; (07/01/2019-12/31/2024).

Nickerson, A. B., (PI). **Fredrick, S. S., (Co-I).** Building Youth Resiliency and School Capacity to Identify and Respond to Violent Behavior Through Bystander Intervention Training; Federal; US Department of Homeland Security; (10/1/23-9/30/25).

Professional Service

BAND Against Bullying (Amanda Nickerson, board member; Brie Kishel, vice president)

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, social media content manager)

Editorial Board Appointments: *Contemporary School Psychology* (Amanda Nickerson), *International Journal of Bullying Prevention* (Amanda Nickerson), *Journal of School Psychology* (Amanda Nickerson & Stephanie Fredrick, senior associate editor), *School Psychology* (Stephanie Fredrick & Amanda Nickerson), *School Psychology Review* (Amanda Nickerson), NASP Communiqué (Amanda Nickerson, contributing editor)

Erie County Law Enforcement Foundation (Brie Kishel, website & program consultant)

National Association of School Psychologists (Amanda Nickerson, coordinator for research, school safety and crisis response committee, and Stephanie Fredrick, member of research committee – August 2022 to present)

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

Society for the Study of School Psychology (Amanda Nickerson, membership committee)

Spread the Word Inclusion WNY (Brie Kishel, planning committee, social media content manager)

Suicide Prevention Coalition of Erie County (Alberti Center, member; Amanda Nickerson; schools subcommittee member)

Universidad CES Bullying Prevention Center (Amanda Nickerson, advisory board member)

Community Service and Events

Buffalo Public Schools Community Resource Fair

“CARE”ing Community Projects production of “Every Brilliant Thing”

Developmental Disability Awareness Day

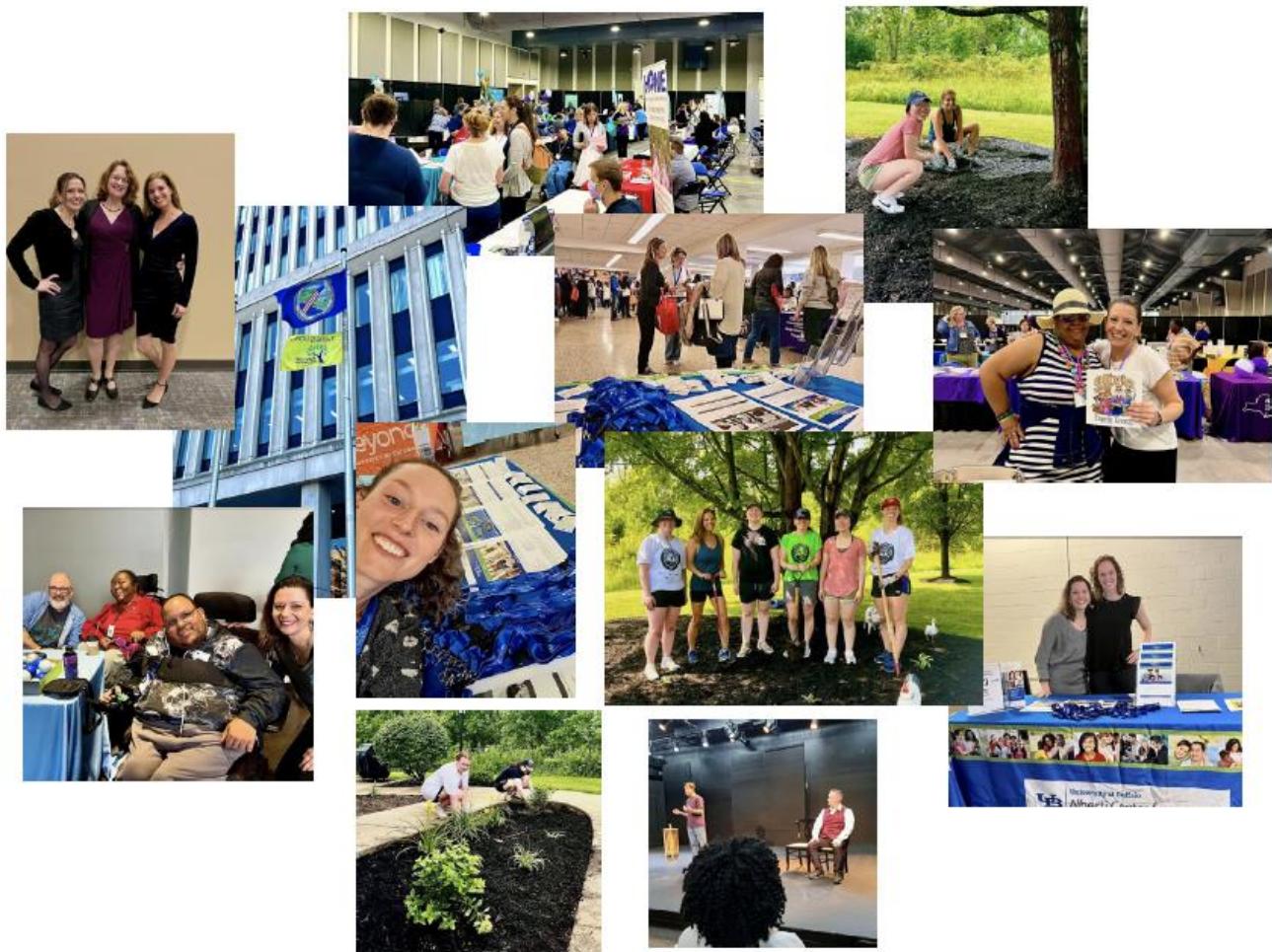
“Flag of Hope” Ceremony for Suicide Prevention Month

GLYS Western New York, Inc. 40th Anniversary GAYLA

Western/Finger Lakes Regional Self Advocacy Conference

Supporting Mental Health and Advocating for Resources Together (SMART) Conference

United Way Day of Caring



Select Honors and Awards

Amanda B. Nickerson, PhD (Director)

- Awarded Certificate of Appreciation from the United States Secret Service (June 2023)
- Awarded membership to The Society for the Study of School Psychology (August 2023)
- Recipient of Graduate School's 23-24 Excellence in Graduate Student Mentoring Award
- Achieved the highest rank in the State University of New York (SUNY) System, SUNY Distinguished Professor

Stephanie S. Fredrick, PhD (Associate Director)

- Received tenure and promotion to Associate Professor at the University at Buffalo
- Recipient of the Dean's Apple Award for Outstanding Service to the Graduate School of Education for 2023-24

Alberti Center Early Career Award (2023)



Recipient – Hannah Schacter, PhD

Assistant Professor

Wayne State University

This award recognizes Dr. Schacter 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

Schacter, H.L., Marusak, H.A., Borg, B.A., & Jovanovic, T. (2024). Facing ambiguity: Social threat sensitivity mediates the association between peer victimization and adolescent anxiety. *Development and Psychopathology*, 36(1), 112-120. <https://doi.org/10.1017/S0954579422001018>

Schacter, H.L., Hoffman, A.J., Ehrhardt, A., & Bakth, F.N. (2023). Peer victimization, schooling format, and adolescent internalizing symptoms during the COVID-19 pandemic: Between- and within-person associations across ninth grade. *Development and Psychopathology*, 35(2), 1206-1218. <https://doi.org/10.1017/S0954579422000074>

Schacter, H.L., Slatcher, R.B., Rodriguez-Stanley, J., Houpt, R., & Zilioli, S. (2022). Effects of daily peer problems on sleep and the severity of pediatric asthma symptoms. *Health Psychology*, 41(6), 409-416. <https://doi.org/10.1037/hea0001177>

Schacter, H.L. (2021). Effects of peer victimization on child and adolescent physical health. *Pediatrics*, 147(1), e2020003434. <https://doi.org/10.1542/peds.2020-003434>

Schacter, H.L., & Juvonen, J. (2019). Dynamic changes in peer victimization and adjustment across middle school: Does friends' victimization alleviate distress? *Child Development*, 90(5), 1738-1753. <https://doi.org/10.1111/cdev.13038>

Schacter, H.L. & Juvonen, J. (2015). The effects of school-level victimization on self-blame: Evidence for contextualized social cognitions. *Developmental Psychology*, 51(6), 841-847. <http://dx.doi.org/10.1037/dev0000016>

Engaging: Interprofessional Collaborations/Events

Advisory council

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

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.

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

Melissa Dudley, PhD, Assistant Professor, School Psychology | Alfred University

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

Thomas Feeley, PhD, Professor, Department of Communication | University at Buffalo

Kamontá Heidelberg, PhD, NCSP, Assistant Professor, School Psychology | The Ohio State University

Lyndsay Jenkins, PhD, Associate Professor, Combined Counseling Psychology & School Psychology | Florida 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

2023-2024 Colloquium Series



September 2023

Rachel Garthe, PhD, Associate Professor, School of Social Work | University of Illinois Urbana-Champaign

Victimization Experiences Among Transgender and Gender-Expansive Adolescents: An Examination of Prevalence, Impact and Protective Factors

46 attendees



November 2023

Ana Bravo Castillo, doctoral student | University of Cordoba (Spain)

The Moral Dimension as a Key to Understanding and Preventing School Bullying and Cyberbullying

50 attendees



February 2024

Hannah Rapp, PhD, Postdoctoral Associate, Alberti Center for Bullying Abuse Prevention | University at Buffalo

An Exploratory Mixed Methods Study Considering Parents of Adolescents with Developmental Disabilities as Secondary Victims of Bullying Abuse

32 attendees



April 2024

Christopher T. H. Liang, PhD, Professor, Counseling Psych. | Lehigh University

Race-Centered Trauma-Responsive Schools Approach: Pathway to Racial Healing

87 attendees

ALBERTI CENTER ANNUAL CONFERENCE (Hybrid)

Thursday, October 5, 2023



Strengthening Support for the Whole School Community

144 attendees (111 in-person, 33 virtual)

Keynote Presentations



Moving From What's Wrong to What's Strong: Harnessing Strength-Based Practices for a Positive School Climate

Byron McClure, EdD, NCSP

Author, Speaker, School Psychologist, and Director of Innovation
7 Mindsets



Self-care and Advocacy: Meal Preps for the Soul

Stacy A. S. Williams, PhD, LP

The Child Research and Study Center
University at Albany



Strengthening Support for the Student Community

Rebecca Vujnovic, PhD, NCSP

Clinical Associate Professor
University at Buffalo

2023 Conference Exhibitors

Boys on the Right Track

Horizon Health Services

BryLin Hospital

Peaceful Schools

Compeer

Spectrum Health and Human Services

Embrace the Difference

UB Graduate School of Education

2023 Conference Sponsors

Presenting Sponsor

Spectrum Health and Human Services

University Sponsor

University at Buffalo, Graduate School of Education

Gold Sponsor

embraceWNY

Silver Sponsors

University at Buffalo, Office of Equity, Diversity and Inclusion

National Federation for Just Communities of Western New York

Collaborative Events

Spread the Word Inclusion 2024



Since 2014, the Alberti Center has been a part of the Spread the Word Inclusion, Western New York (WNY) committee. Originally focused on the Spread the Word to End the R-Word campaign in the US, urging people to refrain from using offensive language towards individuals with disabilities, the initiative has since expanded its goals and reach to more broadly focus on promoting inclusive communities.

This year, Spread the Word Day took place at the Tri-Main Building on Wednesday, March 6th. The event featured community vendors, guest speakers, networking among advocates and service providers, and opportunities to sign a pledge committing to promote inclusion throughout the year.

Suicide Prevention Coalition of Erie County Training & Events



Established in 2012, the Suicide Prevention Coalition of Erie County comprises diverse community stakeholders. The coalition's primary objective is to foster resilient communities focused on youth suicide prevention in New York State.

The Alberti Center became a member of the coalition in 2017 and annually co-sponsors activities for Suicide Prevention Week at UB throughout September (recognized as Suicide Prevention Month), as well as participation in the "Out of the Darkness Walk" and "Rock for Hope" local events.

Inaugural Safe Places Seminar



Preventing Targeted Violence and Other Threats in Public Spaces – Nov. 15, 2023 at Buffalo Niagara Marriott Hotel

The Erie County Law Enforcement Foundation presented the inaugural Safe Places Seminar to provide more instruction and guidance for law enforcement, businesses/workplaces, houses of worship, military bases, schools, nonprofit service providers, residential complexes, public transportation and open space operations to prevent targeted violence and other threats to enhance safety for the public and those who are working for/serving the public. With the active support of the US Secret Service Buffalo Field Office, the National Threat Assessment Center (NTAC) and the Department of Homeland Security's Cybersecurity and Infrastructure Security Agency (CISA) both presented to an audience of 600 persons who gathered in-person and virtually.

BAND Against Bullying



Tuesday, November 7, 2023 at University at Buffalo, Center for the Arts

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. Proceeds from the event will support bullying prevention and intervention efforts in the participating schools, as well as the National Center for Missing & Exploited Children, who works to protect children from victimization.

20th Annual Safe Schools Initiative Seminar



Working Together to Keep Our Schools Safe with New Tools and Important Lessons Learned from Uvalde - March 20, 2024 at Center for the Arts, University at Buffalo

Since its inception in 2004, the annual Safe Schools Initiative Seminar has served as a vital forum for educators, law enforcement, first responders, and other stakeholders invested in school safety bringing together diverse perspectives to address critical issues impacting safety of children and communities. The Alberti Center is one of many key planning partners and sponsors contributing to the success of this initiative.

News Publications and Social Media

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



Social Media Efforts/Center Reach



1K Followers



1248 Followers



3438 Contacts



94 Members



282 Followers



64 Subscribers

Pedagogy of Inquiry, Engagement, and Impact

Non-Credit Instructional Activity Trainings/Workshops & Presentations



During the 2023-24 academic year, the Alberti Center provided **a total of 99** trainings, presentations and workshops to **over 4300 participants and attendees**.