



Alberti Center for Bullying Abuse Prevention

Annual Report

July 1, 2025 – June 30, 2026

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

Katie Brown, Graduate Assistant/Presidential Fellow

Rachel Citron, Research Assistant

Elaine George, Research Assistant

Riley Godwin, Graduate Assistant/Schomburg Fellow

Dylan Harrison, Graduate Assistant

Kay Huang, Graduate Assistant

Rahnuma E Jannat, Graduate Assistant/Presidential Fellow

Jay'ana King, Graduate Assistant/Schomburg Fellow

Jake Lis, Research Assistant

Katherine Margiotta, Graduate Assistant

Bea Mask, Graduate Assistant/Schomburg Fellow

Savannah Rourk, Graduate Assistant/Schomburg Fellow

Lucia Sun, Graduate Assistant

James Wicke, Research Assistant

Sarah Woyken, Research Assistant

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Alberti Center Mission & Goals

Mission Statement

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:

- 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

During the 2025–2026 academic year, the Alberti Center for Bullying Abuse Prevention continued to strengthen its impact through research, education, prevention programming, and community engagement efforts across Western New York and beyond. Through collaborative partnerships with schools, nonprofit organizations, mental health professionals, families, researchers, and community leaders, the Center worked to advance conversations surrounding bullying prevention, school safety, mental health, dignity, and inclusion. Our work appeared in peer-reviewed journals, edited volumes, and professional presentations at regional, national, and international conferences, contributing to important conversations surrounding bullying prevention, youth mental health, school safety, resilience, and digital well-being. Faculty and student researchers also continued to secure external funding to support innovative projects that bridge research and practice while addressing the evolving needs of schools and communities.

Beyond research dissemination, the Center expanded its outreach through a variety of educational and engagement opportunities designed to connect scholarship with real-world impact. The Alberti Center hosted its Annual Conference and continued its Virtual Colloquium Series, welcoming nationally recognized scholars, practitioners, and advocates to discuss emerging issues and provide evidence-based strategies to support youth across diverse settings.

Community engagement remained a central component of the Center’s mission. The 12th Annual BAND Against Bullying event brought together middle and high school students from across Western New York to use music, dance, visual art, and spoken word to promote dignity, kindness, inclusion, and respect through the theme, *One Love: One Stage. One Message. One Heart*. The event continued to serve as a meaningful platform for student voice and creative expression while strengthening partnerships among schools, community organizations, and local supporters dedicated to bullying prevention efforts.

The Center also strengthened its collaborative efforts with community and public safety partners through its ongoing work with the Erie County Law Enforcement Foundation in coordinating the Annual Safe Schools Initiative Seminar. This partnership convened educators, mental health professionals, law enforcement personnel, and community leaders to explore proactive approaches to school safety, crisis response, prevention, and student support services.

As a New York State Education Department-approved provider, the Center continued delivering Dignity for All Students Act (DASA) training to prepare current and future educators with the tools needed to address bullying, harassment, discrimination, and bias-based behaviors within school communities. Additional workshops, trainings, and presentations delivered throughout the year further reflected the Center’s commitment to fostering safe, inclusive, and compassionate learning environments.

The accomplishments of the 2025–2026 academic year reflect the Alberti Center’s continued dedication to advancing research, supporting communities, empowering youth, and creating meaningful opportunities for collaboration and positive change.

Peer Refereed Journal Articles

- Azu-Narcisse, M. A., **Ostrov, J. M.**, & Murray-Close, D. (2026). The role of parenting and cortisol in children's early peer relationships. *Child Psychiatry & Human Development*. Advance online publication. <https://doi.org/10.1007/s10578-026-01967-y>
- Casella, J. N.**, Feeley, T. H., **Nickerson, A. B.**, **Huang, Y.**, **Bellavia, G.**, **Manges, M. E.**, & **Livingston, J. A.** (2026). Identifying key predictors of change in a social norms campaign to reduce bullying and sexual harassment. *Contemporary School Psychology*, 30(1), 116–128. <https://doi.org/10.1007/s40688-025-00568-1>
- Casella, J. N.**, **Nickerson, A. B.**, & **Margiotta, K. V.** (2026). School psychologists' roles and experiences with crisis prevention. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2026.2654207>
- Harrison, D. S.**, **Margiotta, K.**, **Casella, J.**, & **Nickerson, A. B.** (2026). Pathways out of violent extremism: A qualitative analysis of push and pull factors. *Studies in Conflict & Terrorism*. Advance online publication. <https://doi.org/10.1080/1057610X.2026.2675901>
- Huang, Y.**, **Nickerson, A. B.**, **Jenkins, L. N.**, & **Casella, J.** (2026). Bullying, cyberbullying, sexual harassment, and school climate: Indirect effects of perceived peer norms. *Journal of Applied School Psychology*. Advance online publication. <https://doi.org/10.1080/15377903.2026.2665106>
- Jenkins, L.**, **Fredrick, S.**, & **Nickerson, A. B.** (2026). Social-emotional learning and adolescent mental health: Indirect effects and the moderating role of peer victimization. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000752>
- King, J. S.**, **Fredrick, S. S.**, & Wang, W. (2025). Associations of racial discrimination with depression/suicidality and substance use among Black youth: The moderating roles of sexual identity and school connectedness. *LGBT Health*, 12(6), 439–446. <https://doi.org/10.1089/lgbt.2024.0096>
- Lemke, M.**, Jekayinoluwa, J., Petko, D., Sharma, V., & LiPuma, K. (2025). Gender-based violence and the politics of sex education in the United States: Expanding medically accurate and comprehensive policy and programming. *Youth*, 5(4), 127–150. <https://doi.org/10.3390/youth5040127>
- Lemke, M.**, Young, M. D., Mackey, H., & Miles Nash, A. (2025). Feminisms in education: Struggles and solidarities in a time of regressive social change. *International Journal of Qualitative Studies in Education*, 38(8), 1095–1108. <https://doi.org/10.1080/09518398.2025.2540930>
- Nickerson, A. B.**, & **Fredrick, S. S.** (2026). Cyberbullying and mental health in children and adolescents. *Annual Review of Clinical Psychology*, 22(1), 559–586. <https://doi.org/10.1146/annurev-clinpsy-061324-073435>

- Ostrov, J. M., & Perry, K. J. (2026).** Family violence and aggression subtypes in childhood/adolescence. *Current Opinion in Psychology*, 62, Article 102276.
<https://doi.org/10.1016/j.copsy.2026.102276>
- Perhamus, G. R., **Ostrov, J. M.**, & Murray-Close, D. (2025). Parenting and peer victimization in the development of callous-unemotional behaviors: Moderation by irritability and basal cortisol. *Research on Child and Adolescent Psychopathology*, 53(9), 1311–1323. <https://doi.org/10.1007/s10802-025-01343-9>
- Perhamus, G. R., Perry, K. J., Murray-Close, D., & **Ostrov, J. M.** (2026). Multi-system stress activity profiles and socioemotional functioning across the transition to kindergarten. *Journal of Applied Developmental Psychology*, 95, Article 101931.
<https://doi.org/10.1016/j.appdev.2026.101931>
- Rapp, H., Fredrick, S., & Nickerson, A. B.** (2025). Cyber victimization reports between parents and children: An examination of agreement predictors. *Children and Youth Services Review*, 177, Article 108420.
<https://doi.org/10.1016/j.childyouth.2025.108420>
- Rapp, H., Harrison, D. S., & Enright, R.** (2025). Parental responses to bullying: Emotional and coping experiences of parents of adolescents with developmental disabilities. *Victims & Offenders*. Advance online publication.
<https://doi.org/10.1080/15564886.2025.2595943>
- Schildkraut, J., Greene-Colozzi, E. A., & **Nickerson, A. B.** (2026). Fear, risk, and the drill: Investigating the emotional and cognitive outcomes of participating in lockdown practices among school personnel. *Psychology in the Schools*, 63(3), 692–708.
<https://doi.org/10.1002/pits.70120>
- Schuetze, P., Perry, K. J., **Nickerson, A. B.**, & **Eiden, R. D.** (2026). Change in maternal harshness and home environment across early childhood as predictors of autonomic regulation in adolescence in the context of prenatal substance exposure. *Child Development*. Advance online publication.
<https://doi.org/10.1093/chidev/aacafo23>
- Stanford, S. E., Nickerson, A. B.**, Lopata, C., **Fredrick, S.**, Donnelly, J. P., Rodgers, J. D., & Thomeer, M. L. (2026). Informant discrepancies in the assessment of social skills and behaviors of children with Autism Spectrum Disorder. *Focus on Autism and Other Developmental Disabilities*, 41(2), 94–101.
<https://doi.org/10.1177/10883576251353482>
- Sun, L., Fredrick, S., Jenkins, L., & Kaminski, S.** (2026). Forms of trauma and youth social-emotional problems: Examining indirect effects of perceived social support. *Journal of Child & Adolescent Trauma*. Advance online publication.
<https://doi.org/10.1007/s40653-026-00864-9>

Additional Publications

Special Issues

Brown, K. J. (2026). What I learned by finding community through learning assessment. *Communiqué*, 54(8).

Fernandez, B. S., **Nickerson, A. B.**, & Reeves, M. A. (2026). National Academies address active shooter drills. *Communiqué*, 54(8).

Sun, L. C. (2026). Mixed methods research with minoritized students. *Communiqué*, 54(8).

Woyken, S., Rapp, H., Fredrick, S., & Nickerson, A. B. (2026). The state of K–12 phone restrictions. *Communiqué*, 54(8). [https://www.nasponline.org/resources-and-publications/periodicals/communiqué-volume-54-number-8-\(june-2026\)/the-state-of-k%E2%80%9312-cellphone-restrictions](https://www.nasponline.org/resources-and-publications/periodicals/communiqué-volume-54-number-8-(june-2026)/the-state-of-k%E2%80%9312-cellphone-restrictions)

Lemke, M., Miles Nash, A., Mackey, H., & Young, M. D. (Eds.). (2025). Special issue, Beyond now: Feminist politics, policy, and research futures in education. *International Journal of Qualitative Studies in Education*, 38(8), 1095–1291. <https://www.tandfonline.com/toc/tqse20/38/8>

Book Chapters

Lemke, M. (2025). Sexual and gender-based violence. In E. Blair & S. Deckman (Eds.), *The SAGE encyclopedia of education and gender*, (Volume 2) (pp. 653–658). SAGE.

Lemke, M. & Sharma, V. (2025). Students with (dis)abilities and gender-based violence. In E. Blair & S. Deckman (Eds.), *The SAGE encyclopedia of education and gender* (Volume 2) (pp. 721–724). SAGE.

Books

Nickerson, A., Jenkins, L., & Fredrick, S. (2026). *Bystander intervention in bullying and peer victimization*. Springer Nature.

Nickerson, A. B., Reeves, M. A. L., Conolly-Chester, C., & Jimerson, S. R. (2026). *The PREPaRE model: Developing school emergency operations plans* (Vol. 1, 3rd ed.). National Association of School Psychologists.

Funded Research

Nickerson, A. B. (Principal Investigator), & **Fredrick, S. S.** (Co-Investigator). (2023–2025). *Building youth resiliency and school capacity to identify and respond to violent behavior through bystander intervention training* [Funded grant]. U.S. Department of Homeland Security.

Fredrick, S. S. (Principal Investigator). (2026–2027). *Extending evaluation of the effects of a digital citizenship program with sixth-grade students* [Funded grant]. Society for the Study of School Psychology.

Professional Service

American Psychological Association Fellows Committee (Amanda Nickerson, member)

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

The Cybersmile Foundation (Stephanie Fredrick, advisory panel)

Disability Education and Advocacy Network of WNY (Brie Kishel, social media content)

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

Erie County Law Enforcement Foundation (Brie Kishel, planning committee and consultant)

National Association of School Psychologists (Stephanie Fredrick, research committee member)

National Institutes of Health, Special Emphasis Panel/Scientific Review Group, Psychosocial and Interpersonal Influences Impacting Youth (Amanda Nickerson, member)

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

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

Spread the Word - WNY chapter (Brie Kishel, event committee, social media content)

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

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

Supporting Mental Health and Advocating for Resources Together (SMART) (Stephanie Fredrick, community resources subcommittee member)

University at Buffalo, Center for Disability Studies (Brie Kishel, community advisory committee)

Community Service and Events

12th Annual BAND Against Bullying

Buffalo Pride Parade

“Can’t Look Away: The Case Against Social Media” film screening and discussion

Developmental Disability Awareness Day

Disability Pride Festival

“Flag of Hope” Ceremony for Suicide Prevention Month

Growing LGBTQ Youth Services (GLYS) Western New York, Inc. 42nd Anniversary GAYLA

Goat Yoga fundraiser for American Foundation for Suicide Prevention

Kenmore Jr./Sr. High School Health and Wellness Fair

Lancaster High School’s Health and Wellness Fair

Niagara Arts and Cultural Center Arts & Health Fair

Open House at Buffalo Public Schools, Early Childhood Center

Prevention Council of Erie County “Asking for a Friend” summer program

Rock for Hope Event

Safe Schools Initiative Seminar (22nd Annual)

Spread the Word WNY All Inclusive Event

Suicide Prevention Coalition of Erie County Annual Breakfast

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

UB Homecoming Game - LGBTQ Faculty & Staff Association tailgating tent



Select Honors and Awards

Stephanie S. Fredrick, PhD (Associate Director)

- Recipient of the Shapiro Mid-Career Scholar Research Award from the Society for the Study of School Psychology
- Recipient of the 2026 PhD Mentorship Award, Graduate School of Education, University at Buffalo

Rahnuma E. Jannat (Graduate Assistant & Presidential Fellow)

- Recipient of the APA Division 16 – School Psychology Blue Ribbon Award for Top Student at the American Psychological Association Conference in Denver, CO

Brie Kishel (Program & Operations Manager)

- Recipient of the Counseling, School and Educational Psychology Department's Community Soup funding for "Creating Space to be Seen" project

Jamie Ostrov, PhD (Faculty Affiliate)

- Received the 2026 SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities

Hannah Rapp, PhD and Sarah Woyken (research assistant)

- Received the first place ribbon for their poster at the SMART (Supporting Mental Health by Advocating for Resources Together) Youth Mental Health Summit

Alberti Center Early Career Award (2025)



Recipient – Laura Lambe, PhD

Assistant Professor, Department of Psychology
St. Francis Xavier University

This award recognizes Dr. Laura Lambe 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

Hines, C., Spadafora, N., **Lambe, L.** and Craig, W. (2025). Bidirectional relationships between peer defending and social status in elementary and high school students. *Aggressive Behavior*, 51. <https://doi.org/10.1002/ab.70024>

Hohn, L. A., **Lambe, L. J.**, Conrod, P. J., Hadwin, A., Keough, M. T., Krank, M., Thompson, K., & Stewart, S. H. (2025). Do risky drinking and cannabis use motives mediate the links between bullying involvement and substance use harms among emerging adults? *Journal of School Violence*, 24(4), 616-629. <https://doi.org/10.1080/15388220.2025.2509893>

Lambe, L. J., Farrell, A. H., & Craig, W. (2025). Identity-based bullying victimization among Canadian adolescents: Experiences of transgender and gender diverse youth. *Journal of Interpersonal Violence*, 0(0). <https://doi.org/10.1177/08862605251363627>

Lambe, L., King, N., & Craig, W. (2026). Is there a healthy context paradox for identity-based bullying? An exploration using data from the Canadian health behavior in school-aged children study. *International Journal of Bullying Prevention*, 1-12.
<https://doi.org/10.1177/08862605251363627>

Engaging: Interprofessional Collaborations/Events

Advisory Council

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

Ann Farrell, PhD, Associate Professor | Brock University

Daniel Fox, School Counselor | Clarence Middle School

Lyndsay Jenkins, PhD, Professor | Florida State University

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

Matthew Pegg, Supervisor, Department of Social, Emotional, and Wellness Supports | Buffalo Public Schools

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

Joanna Thompson, EdD, WNY Regional Director | Peaceful Schools

Faculty Affiliates

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

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

Catherine P. Cook-Cottone, PhD, Director, Advanced Certificate in Mindful Counseling, Professor, Counseling, School and 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, Michael and Jean Shahnasarian Endowed Professor, Educational Psychology and Learning Systems | Florida State University

Sunha Kim, PhD, Associate Professor, Counseling, School and Educational Psychology and 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

Katheryne T. Leigh-Osroosh, Assistant Professor, Counseling, School and Educational Psychology | University at Buffalo

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

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

2025-2026 Virtual Colloquium Series



September 2025

Lydia Laninga-Wijnen, PhD, Senior Research Fellow | University of Turku, Finland
Recipient of 2024 Alberti Center Early Career Award

The Risks and Rewards of Peer Defending in Bullying Situations

43 attendees



November 2025

Kathleen P. Allen, PhD, (retired) Training and Evaluation Specialist | University at Buffalo,
Alberti Center for Bullying Abuse Prevention | Author, *Stuck in Our Screens*

Stuck in Our Screens: Bad Behavior, Social Drama, and Our Loss of Connection

34 attendees



April 2026

Toni J. Torchia, PhD, Community Programming Consultant | University at Buffalo, Alberti Center for Bullying Abuse Prevention

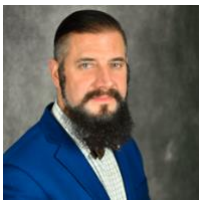
The School-Home Connection: Communicating with Parents about Bullying
48 attendees

ALBERTI CENTER ANNUAL CONFERENCE – October 22, 2025

***Building Allyship and Support for LGBTQ+ Students* - 127 attendees** (in-person)

[Alberti Center Conference photo album](#)

Morning Keynote Presentations



Now More than Ever: Understanding and Supporting Gender Diverse Students

Todd A. Savage, PhD, NCSP
Professor of School Psychology
University of Wisconsin-River Falls
Former President, National Association of School Psychologists (NASP)



How Inclusive School Policies and GSAs Shape Schools and Empower LGBTQ+ Students

V. Paul Poteat, PhD
Professor of Applied Developmental and Educational Psychology
Boston College

Afternoon Breakout Sessions

[Free2Luv](#) – offered an overview of FREE2LUV’s commitment to empowering LGBTQ+ youth through the arts. They shared their art empowerment mental health program, EXPRESS IT!, providing attendees with a creative expression journal and lead an interactive workshop.

[GLYS WNY, Inc.](#) - explored best practices for supporting LGBTQ+ youth in the current climate, including specific strategies and ideas for practice.

[Human Rights Campaign Foundation, Welcoming Schools Program](#) - explored what it means to be an effective ally and advocate, and how the Welcoming Schools program training and resources help build the competency and confidence needed to support LGBTQ+ youth and families. Participants reflected on their own experiences and then engaged in practical exercises to build skills in responding to resistance and bias.

[Niagara Pride](#) – provided an overview of how LGBTQ+ youth in rural communities and underserved areas manage and cope with issues of bullying/harassment, lack of support systems and overcoming adversity. Shared best practices, for schools and other community groups, on how to create safe spaces.

2025 Conference Exhibitors

BAND Against Bullying

BryLin Hospital

Free2Luv

Horizon Health Services

Peaceful Schools

Spectrum Health and Human Services

UB Graduate School of Education

2025 Conference Sponsors

Presenting Sponsor

Spectrum Health and Human Services

University Sponsor

University at Buffalo, Graduate School of Education

Green Level Sponsors

Horizon Health Services

University at Buffalo, Gender Institute

Blue Level Sponsors

BryLin Hospital

Lawley Insurance

UB Office of Equity, Diversity and Inclusion

Purple Level Sponsors

National Federation for Just Communities of WNY, Inc.

Collaborative Events

Spread the Word Inclusion



Spread the Word to End the Word Day

Wednesday, March 4, 2026 – Buffalo & Erie County Downtown Library, Buffalo, NY

Since 2014, the Alberti Center has actively participated in this initiative through the Spread the Word Western New York (WNY) committee. The campaign initially began as Spread the Word to End the R-Word, a national effort aimed at eliminating the use of hurtful language directed at individuals with disabilities.

In 2026, the Spread the Word Day initiative returned to its roots with a community event held at the Buffalo & Erie County Public Library - Central Library in downtown Buffalo. In response to the increasing use of the “R-word” across the country and within media and popular culture, the event focused on raising awareness about the harmful impact of derogatory language directed toward individuals with intellectual and developmental disabilities.

The program featured a discussion exploring the history and evolution of the “R-word,” a panel conversation about the impact on members of the disability community, and the importance of promoting dignity, respect, and inclusion through language. The event concluded with a performance by a local comedienne, whose humor and storytelling encouraged reflection while reinforcing messages of acceptance and belonging.

Suicide Prevention Coalition of Erie County Training & Events



Formed in 2012, the Suicide Prevention Coalition of Erie County brings together a wide range of community partners dedicated to preventing youth suicide and strengthening resilience across New York State.

The Alberti Center joined the coalition in 2017 and has since played an active role in supporting its efforts. Each September—recognized nationally as Suicide Prevention Month—the Center co-hosts events during Suicide Prevention Week at the University at Buffalo and regularly participates in local awareness initiatives such as the *Out of the Darkness Walk* and *Rock for Hope*, as well as frequent trainings provided by Dr. Nickerson on “Helping Students at Risk,” through the coalition’s schools subcommittee, to help promote mental health and suicide prevention in schools and in the community.

BAND Against Bullying



12th Annual BAND Against Bullying

One Love: One Stage. One Message. One Heart.

Tuesday, April 21, 2026 – University at Buffalo, Center for the Arts

This middle and high school performing arts competition, centered around the theme of dignity, was designed to spotlight bullying-related issues and inspire students to become agents of positive change within their schools, families, and communities. The annual event aims to elevate awareness while giving youth a platform to express powerful messages through the arts. Proceeds from the event benefit bullying prevention and intervention programs at participating schools and organizations as well as provide incentives for participation of schools and students.

22nd Annual Safe Schools Initiative Seminar



From Threat Assessment to Digital Tech: Protecting Students in a Changing World

March 18, 2026 – Center for the Arts, University at Buffalo

Since 2004, the annual Safe Schools Initiative Seminar has provided a critical platform for collaboration among educators, law enforcement, first responders, and other community stakeholders committed to enhancing school safety. The event fosters the exchange of knowledge, strategies, and experiences to address pressing concerns related to violence prevention and the protection of children and communities. The Alberti Center continues to serve as a key planning partner and sponsor, helping to ensure the ongoing impact and relevance of this important initiative.

News Publications and Social Media

[All media publications are linked to the Alberti Center “News” section on our website.](#)



Social Media Efforts/Center Reach



1071 Followers



3664 Contacts



21 Followers



170 Followers

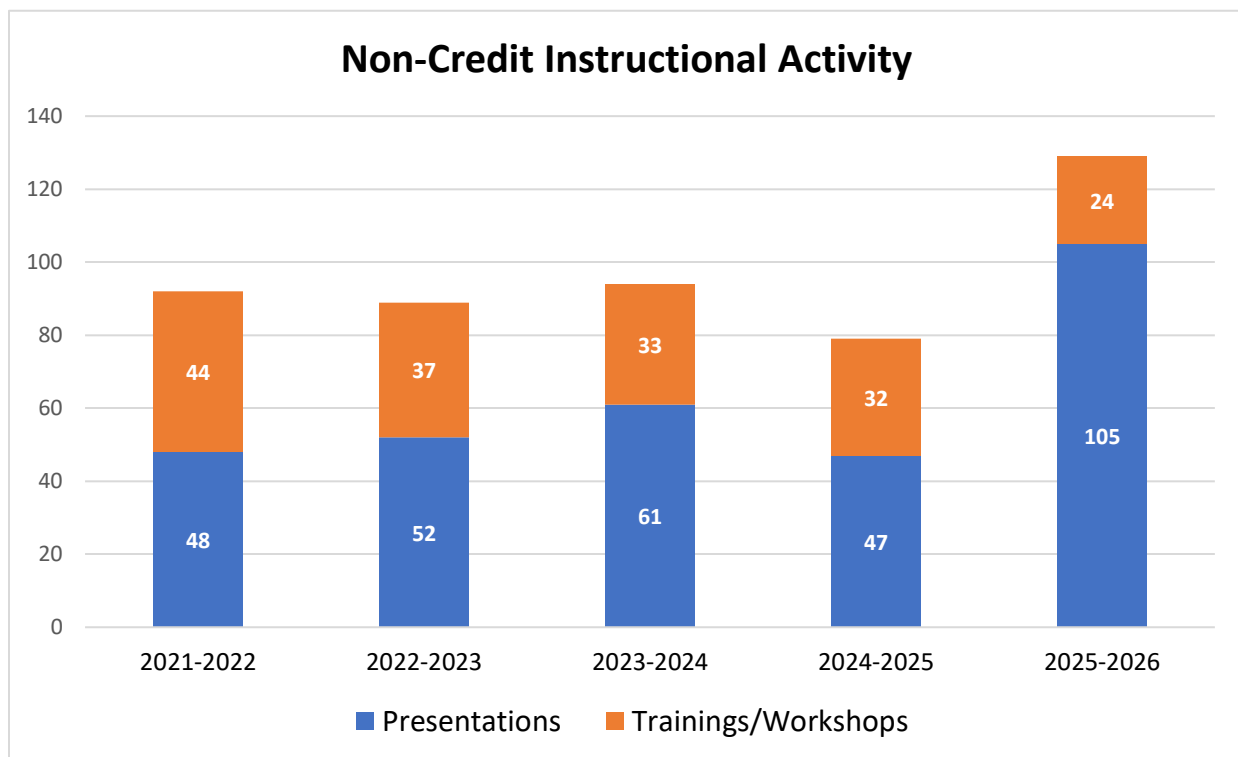


381 Followers



69 Subscribers

Pedagogy of Inquiry, Engagement, and Impact –



During the **2025-26** academic year, the Alberti Center provided **a total of 129** trainings, presentations and workshops to **6166 participants and attendees**.