



**INTERNATIONAL BULLYING
PREVENTION ASSOCIATION**

IBPA19

C O N F E R E N C E

NOVEMBER 7 - 9, 2019 • CHICAGO, IL

**KINDNESS &
COMPASSION
BUILDING HEALTHY
COMMUNITIES**

For details or to register • Call 800-929-0397 or visit ibpaworld.org

LETTER FROM PRESIDENT



On behalf of the International Bullying Prevention Association's (IBPA) Board of Directors, thank you for your time and participation in our 16th annual conference and for your commitment to finding solutions to the problem of bullying world-wide. This year's theme, Kindness & Compassion: building healthy communities, will bring together experts from around the globe to share their knowledge on the following topics: Cyberbullying, Social-emotional learning, Bias and bullying, Restorative practices and Tools for improving social climate. We have added a social media and gaming panel to the line up this year, along with our annual research panel and outstanding keynotes from Maya Smith of Lady Gaga's Born This Way Foundation and Dr. Jeanette Bentancourt of Sesame Workshop, the non-profit behind Sesame Street.

Our conference on bullying prevention is unique to others in that we stress the importance of research to inform our practice. Many of us who have been working in the field for a while recognize that while there are many programs designed to prevent bullying, far fewer are grounded in research and practices that have been shown to be effective or promising approaches. Look for numerous conference sessions, featuring the top researchers in our field.

While we stress the importance of research to inform our efforts, we understand that there is no "one size fits all" to bullying prevention. Our conference program reflects a diversity of approaches and voices. Once again we will have a number of student-led sessions that highlight the importance of student voice in bullying prevention and we welcome student attendees as well.

This year's conference is truly reflective of the Board's belief that we all must courageously work together to address bullying in all its forms and environments. This year's conference would not be possible without the support of our tremendous sponsors and exhibitors. We are extremely grateful for our conference sponsors, including Facebook, Oculus, Instagram, InspirED, Microsoft, Bulldog Solution, Hazelden, Second Step/Committee for Children, Sprigeo and Bullying Prevention 365.

The Board of Directors of IBPA has worked diligently to make this the best conference possible for you. It is truly a labor of love that they donate so many hours to improving the organization and advancing the field of bullying prevention and response through this annual conference, as well as the newsletter, webinars and partnerships with other like-minded organizations. We are very excited that you are joining us and look forward to adding your voice to our efforts.

With much gratitude,

Joe Bruzzese

President, International Bullying Prevention Association

2019 IBPA ANNUAL CONFERENCE TOPICS



Designed for advocates working to reduce incidents of bullying in their schools and communities.

CYBERBULLYING

THE SCIENCE OF COMPASSION

BULLYING PREVENTION ACTIVITIES

TRAUMA INFORMED STRATEGIES

IDENTITY BASED BULLYING

SOCIAL EMOTIONAL LEARNING STRATEGIES

MENTAL HEALTH & WELLBEING STRATEGIES

GET
INSIGHT
GET
INSPIRED

STUDENT-LED SESSIONS

MANY MORE!

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INTERNATIONAL BULLYING
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2019 IBPA KEYNOTE PRESENTERS



Leading experts begin and end our conference with featured presentations of relevant topics.



JASMINE BABERS

Jasmine Babers is a recent graduate from the University of Illinois in Chicago, where she double majored in Gender and Women's Studies and Political Science. On campus, Jasmine wore many hats; she was the treasurer and social chair of SISTERS, a member of Woman 2 Woman, and a founding member of the UIC philanthropy group. Jasmine's most prized accomplishment is being the founder and editor of Love Girls Magazine. She started Love Girls when she was 15 years old, in response to bullying, sexism and other injustices that she saw regarding women and girls.



JACQUELINE F. BEAUCHERE

Jacqueline F. Beauchere is the Global Digital Safety Advocate for Microsoft Corp. where she is responsible for all aspects of Microsoft's online safety strategy, including cross-company policy creation and implementation, influence over consumer safety features and functionality, and communications to and engagement with a variety of external audiences.



JEANETTE BETANCOURT, PHD

Dr. Betancourt is the Senior Vice President for U.S. Social Impact at Sesame Workshop, the nonprofit educational organization behind Sesame Street. She directs the development and implementation of community and family engagement initiatives making a difference in the lives of vulnerable children and their families. These research-based initiatives are designed to impact children's early learning, health and well-being, and provide strategies and resources to counteract the effects of trauma while fostering the critical connections that adults have on children's lives.



RYAN BROLL

Ryan Broll, Ph.D., is an Assistant Professor in the Department of Sociology and Anthropology of the University of Guelph. His areas of research interest include bullying and cyberbullying, policing, and victimization. Dr. Broll's research is particularly focused on using quantitative and qualitative methods to understand the multiple influences on, and outcomes of, youthful deviance and victimization, with an emerging emphasis on resilience.



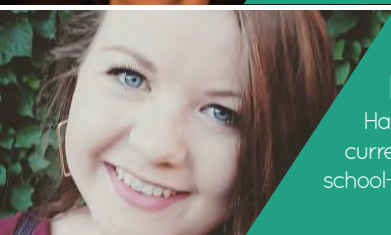
JESSICA COVARRUBIAS

Jessica Covarrubias leads Google's Be Internet Awesome program, a multifaceted digital citizenship and online safety program designed to teach students how to navigate the Internet safely and confidently. Jessica holds an MBA and MA in Education with a focus on K-12 from the University of Michigan. Prior to graduate school, she worked in a number of marketing and strategy roles for PepsiCo and Nike. Jessica is originally from Chicago and earned her bachelor's degree from Stanford University.



CARLOS FIGUEIREDO

Carlos Figueiredo, Director of Community Trust & Safety at Two Hat, Co-Founder of the Fair Play Alliance. Committed to cultivating industry collaboration and fostering strong communities around digital citizenship and online safety. Carlos spent the last 10+ years (including 6 years at Disney Interactive Studios) keeping online communities healthy. He currently works alongside partners across industries and government to tackle the big online behavior challenges of our times. Carlos has moderated and participated in panels as well as spoken in several conferences, including Game Developers Conference 2018 and 2019, LA Games Conference 2018, RovioCon 2018, Game UX Summit 2018, FOSI Conference and IAPP Content Moderation Workshop 2019.



HANNAH GAFFNEY

Hannah Gaffney is a PhD candidate in Criminology at the Institute of Criminology, University of Cambridge, currently in her final year of her doctoral programme. Hannah's doctoral research is concerned with 'what works' in school- and cyber-bullying intervention and prevention programs.



SAMEER HINDUJA, PHD

Dr. Sameer Hinduja is Co-Director of the Cyberbullying Research Center (cyberbullying.org) and Professor in the School of Criminology and Criminal Justice at Florida Atlantic University. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social media use, concerns that have paralleled the exponential growth in online communication by young people. He works with the U.S. Department of Education and many state departments of education to improve their policies and programming related to the prevention and response of teen technology misuse.



ALEX HOLMES

Alex is Deputy CEO at non-profit The Diana Award, which is a legacy to Princess Diana's belief that young people have the power to change the world. He is founder of peer to peer support programme Anti-Bullying Ambassadors, a network of trained young people dedicated to preventing peer on peer violence and bullying particularly in schools. The programme has trained over 33,000 young people across UK, Ireland, Greece, Miami (United States) empowering young people to keep themselves and their peers safe and happy in 3,800 schools. Alex sits on the global safety advisory boards of a number of the major social media and tech companies advising them on their approach to safety and online harms.



DECOTEAU IRBY, PHD

Decoteau Irby is an associate professor at the University of Illinois Chicago in the Department of Educational Policy Studies where he teaches and advises in the College's Urban Education Leadership program area. He researches equity-focused school leadership as a lever to improve Black children's academic and socio-emotional experiences and outcomes.



KARINA NEWTON

Karina Newton is the Head of Public Policy at Instagram. In her role, Karina works with a number of teams across Instagram to ensure Instagram's products uphold the safety, integrity, security and privacy of our community. Karina also leads the development of policies which govern Instagram, to ensure it is a safe and open space for people to express themselves. Lastly, Karina leads Instagram's global policy programs team, responsible for creating programs and initiatives which celebrate the diversity of opinion and culture across Instagram's community of one billion; from campaigns that celebrate body positivity on Instagram, to working with non-profit organizations to create tools and resources for those seeking support around a range of issues.



MAYA ENISTA SMITH

Maya Smith has over fifteen years of experience in youth empowerment, civic engagement, and community development. Maya proudly serves as the first executive director of Lady Gaga's Born This Way Foundation, which works to support the wellness of young people and empowers them to build a kinder, braver world. Previously, Maya served as the Chief Executive Officer and Chief Operating Officer of Mobilize.org, an innovative millennial organization whose mission is to empower and invest in millennials to create and implement solutions to social problems.



SUSAN SWEARER

Susan Swearer is the Willa Cather Professor of Educational Psychology at the University of Nebraska - Lincoln and a licensed psychologist. She co-founded and co-directs the Bullying Research Network (<http://cehs.unl.edu/brnet>), directs the Empowerment Initiative (<http://cehs.unl.edu/empowerment>), and is coauthor/coeditor of the books: Bullying Prevention and Intervention: Realistic Strategies for Schools, Handbook of Bullying in Schools and Bullying in North American Schools.



CATHERINE TEITELBAUM

Catherine Teitelbaum is the Head of Trust and Safety at Twitch, overseeing global policy creation, brand protection, and content moderation. Catherine comes to Twitch with over 20 years of experience in the field of online safety. Previously, Catherine was also the Head of Trust and Safety at Kik Interactive and the Chief Trust & Safety Officer at Ask.fm. At KidZania, Catherine was the Vice President of Global Trust and Safety where she developed the company's first international experiential marketing program and transnational loyalty program for children. Catherine holds a BA in Rhetoric from the University of California - Davis and K-12 teaching credentials from Santa Clara University.

QUESTIONS?

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INTERNATIONAL BULLYING
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BY THE NUMBERS



Check out the highlights of the conference, and see just how much there is to experience.

42

WORKSHOPS

4

STUDENT LED
SESSIONS

25

POSTER SESSIONS ON THURSDAY AFTERNOON

6

TED INSPIRED
SPEED LEARNING
SESSIONS

10

HOURS TO
EXPLORE EXHIBITS

1

OPPORTUNITY TO HEAR NATIONAL KEYNOTES

UP TO
20.75

CONTACT
HOURS
AVAILABLE

4

PRE-CONFERENCE
HALF-DAY SESSIONS
TO CHOOSE FROM
(TICKETED EVENTS)

1

STOP FOR BULLYING PREVENTION
PROFESSIONAL DEVELOPMENT

IBPA 2019 CHICAGO SCHEDULE

We are adding more ways to interact and opportunities to network all the time!

Thursday, November 7, 2019

Pre-conference Sessions (ticketed events)	8:00 am – 4:30 pm
Registration	12:00pm - 7:00 pm
Poster Sessions	4:00 pm – 5:30 pm
Exhibit Hall Reception and Silent Auction	3:30 pm – 5:30 pm
Keynote Gaming Panel	5:30 pm - 6:45 pm
Keynote Social Media Panel	6:45 pm - 8:00 pm

Friday, November 8, 2019

Morning Yoga	6:30 am – 7:15 am
Registration	7:00 am – 4:00 pm
Exhibit Hall	7:30 am - 4:00 pm
Continental Breakfast	7:30 am – 8:30 am
IBPA Membership Meeting and Reception	7:30 am – 8:30 am
Friday Keynote	8:30 am – 9:00 am
Refreshment Break in Exhibit Hall	9:00 am – 9:30 am
Poster Sessions	9:00 am – 9:30 am
Workshops	9:30 am – 10:45 am
Exhibit Hall and Poster Sessions	10:45 am – 11:15 am
Lunch on your Own	11:15 am – 12:15 pm
Workshops	12:15 pm – 1:30 pm
Refreshment Break in Exhibit Hall	1:30 pm – 2:00 pm
Workshops	2:00 pm – 3:15 pm
Keynote Research Panel	3:45 pm – 5:00 pm

Saturday, November 9, 2019

Morning Yoga	6:30 am – 7:15 am
Registration	7:00 am – 3:30 pm
Continental Breakfast	7:30 am – 8:30 am
Workshops	8:00 am – 9:00 am
Workshops	9:30 am – 10:45 am
Awards	10:45 am - 11:15 am
Saturday Keynotes	11:15 am – 12:15 pm
Lunch on your Own	12:15 pm – 1:15 pm
Workshops	1:15 pm – 2:15 pm



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SOLUTION INC.



WORKSHOP



THURSDAY, NOVEMBER 7

Getting started

Olweus Day • 8:00 am - 4:00 pm • \$95 fee

This session is a networking opportunity for Olweus Bullying Prevention Program (OBPP) Certified Trainer-Consultants and personnel working in schools implementing the OBPP. They will share experiences from their work, hear OBPP updates, and learn about new tools to support their bullying prevention work. New bullying prevention research will be reviewed and discussed along with works of other invited guests. (Lunch on your own, 12:00 pm – 1:15 pm)

Bullying Prevention Best Practices • 8:00 am - 12:00 pm • \$65 fee

Following definitions of bullying and cyberbullying, participants will learn specific techniques and strategies that will help them develop a better understanding of offline and online bullying behavior. They will review research-based best practices and learn practical guidelines for implementing a whole-school approach to preventing peer abuse. Participants will also discuss myths about bullying, ways to acknowledge positive behavior, and to empower bystanders to help targets of bullying.



Mary Yoder Holsopple, Consultant, Past IBPA Board Member

Mary Yoder Holsopple, M.S., recently retired as the Bullying Prevention Coordinator for Elkhart Community Schools in Elkhart, IN, a role she held for 11 years. As a certified Olweus Bullying Prevention Program trainer, Mary consults regularly with organizations and schools about bullying prevention and safe climate issues in student services. She has extensive experience in school social work and international development, having lived in Africa for 13 years. She is the lead author of the book *Building Peace: Overcoming Violence in Local Communities*. She also co-authored *More Class Meetings that Matter: Respecting Others with Disabilities for Grades K-5, 6-8, and 9-12*. Mary earned her Bachelor of Science degree in Family Studies and Masters in Family Life Education from Purdue University.

Mike Donlin, Program Supervisor, OSPI/IBPA

Mike Donlin is currently the Program Supervisor for the School Safety Center of the Office of the Superintendent of Public Instruction, Olympia, WA. In that capacity, Mike helps ensure development, implementation and compliance with high quality district and school emergency operations/safety plans. Over time, he has taught at all levels and in different locations around the country and the world. Mike was with Seattle Public Schools for many years as a classroom teacher and program administrator, overseeing a variety of programs from ELL to educational and community technology, and bullying and harassment prevention and intervention. He oversaw the development of the Seattle Public Schools Middle School Cyberbullying Curriculum and wrote a series of cyberbullying prevention modules for the Committee for Children's Steps to Respect program.



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INTERNATIONAL BULLYING
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THURSDAY, NOVEMBER 7

Getting started

Evidence Based Bullying Prevention Programs Showcase • 1:00 pm - 4:00 pm

FREE with registration of morning session. Join us for a fast paced afternoon where you can hear from many of the leaders in the field as they highlight the evidence based program they offer for bullying prevention programming. This is a one time opportunity to hear from leaders of so many fantastic programs in one place, ask questions and leave with a strong knowledge of what is available in the field in terms of curriculum.



Sanna Herkama, Senior Researcher, INVEST Flagship / KiVa antibullying program, University of Turku

Sanna Herkama, PhD, is a Senior Researcher at the Flagship Inequalities, Interventions, and New Welfare State (INVEST), University of Turku, Finland. Currently, her research focuses on school bullying, student well-being, and the implementation of school-based intervention programs. In addition, Herkama has been involved with the development, refinement, and implementation of national school-based student welfare programs, KiVa antibullying and Opintokamu program, in Finland and the pilot trials of KiVa in various countries. She is also a certified KiVa trainer and experienced in training and consulting the implementation of KiVa.

Jan Urbanski Director, Safe & Humane Schools, Clemson University

Jan Urbanski, Ed.D. is Director of Safe and Humane Schools within the Institute on Family and Neighborhood Life at Clemson University where she oversees the Olweus Bullying Prevention Program and related initiatives focused on building positive connections and reducing bullying and violence. Dr. Urbanski has 24 years of school district experience including director of Special Projects, supervisor of the Safe and Drug Free Schools' program, prevention specialist, teacher, and professional school counselor. Dr. Urbanski's research has focused on bullying prevention and school connectedness. She has presented nationally and internationally and has authored several publications and curriculum related to bullying prevention.



Frida Warg, Method Development Manager, Friends

Frida Warg has worked in education on the prevention of bullying for many years and participated in the development of the Friends program. She is also specialized in bullying prevention among young children and works with method development/ developing the content of the Friends courses and other methods.

Chad Parke, Education Account Manager, Second Step

With more than 18 years of experience dealing with the IT needs of school districts during his time in the telecommunications and IT industry, in 2017 Chad Parke brought us a unique perspective on the challenges many school districts face using technology. Concerned for the difficulties that today's youth face in both school and their daily lives, Chad finds satisfaction in introducing and talking about the Second Step curriculum with educators in the northeastern US. He's proud to have a positive impact on students' lives and fully believes that social-emotional learning is the key to their success.



Hannah Gaffney, PhD Candidate, Institute of Criminology, University of Cambridge

Hannah Gaffney is a PhD candidate in Criminology at the Institute of Criminology, University of Cambridge, currently in her final year of her doctoral programme. Hannah's doctoral research is concerned with 'what works' in school- and cyber-bullying intervention and prevention programs.

Conference Registration Open • 12:00 pm - 7:00 pm

Registration is open for all conference participants. Come early and avoid the lines!

Exhibit Hall Open • 3:00 pm - 7:00 pm

Visit vendors from the field that offer you solutions and tools you can use to begin or expand your bullying prevention program.

Exhibit Hall Reception and Silent Auction • 3:30 pm - 5:30 pm

Visit our exhibitors, connect with other attendees and many of our presenters while enjoying some amazing food.

POSTER SESSIONS • Thursday 4:00 pm - 5:30 pm • Friday 9:00 am - 9:30 am, 10:45 am - 11:15 am

- Children's Judgments of Moral and Conventional Violations Committed by Individuals with Disabilities, *Nicolette Granta*
- Try A Little Kindness: Evaluating Altruism and Bully Perpetration Among Youth and Young Adults, *Raul Palacios*
- Interpersonal and Situational Factors Impact Perceived Coping with Bullying Victimization, *Cody Solesbee, Raul Palacios*
- Cyberbullying Prevention Program for Adolescents in Action: An Ecologic-Dynamic Systems Collaboration Model, *Hsiang-Ju Shih*
- Examining Mitigating Factors in Cyberbullying: Western Canadian Stakeholder and Youth Prevention Recommendations, *Laurie-ann Hellsten*
- Striving to Survive: Faculty Experiences of Higher Education Workplace Bullying and Incivility, *Laurie-ann Hellsten*
- Preventing and Addressing Bullying: A Training Grant to Build Healthy School Communities, *Christine Malecki*
- Bullying Prevention and Intervention for Students with Disabilities within PBIS, *Agata Watson*
- Adolescents' and Parents' Perceptions of News Media and Youth Bullying: A Qualitative Study, *Reese Hyzer*
- 34 Reasons Why: Students' self-reported reasons for bullying others and being bullied, *Guadalupe Gutierrez*
- Proven Social-Emotional Interventions that Decrease Violent Tendencies, *Dr. Carol Collum, Darcel Washington*
- School Nurses and Other School Personnel's Perceptions with Bullying and Children with Chronic Health Conditions, *Lauren Grunin*
- Late-Adolescent Victims of Bullying: Personality Characteristics, Coping Strategies, Protective Factors, *Pam Kidder-Ashley, Alisha Shelton*
- Bullying Bystander Roles: Depression and School Engagement, *Michelle Demaray*
- The parallel culture of bullying in secondary schools., *Malgorzata Wojcik*
- The negative side of defending behaviour: Examining the association between defending and emotional symptoms, *Angela Mazzone*
- Racial disparities in referrals to an individualized bullying intervention program, *Cesar Torres Mulgado*
- School Nurses and Other School Personnel's Perceptions with Bullying and Children with Chronic Health Conditions, *Laura Grunin*
- Does the type of school matter in preventing bullying? Knowledge, experience, and readiness to face bullying by students enrolled in public and private schools in the Philippines, *Jose Rene Sansait*
- Bullying among Children with Food Allergies and the Association with Parental Relationship Strain, *Gregory C. Rocheleau*
- The Nature and Extent of Bullying Among Food Allergic Youth, *Brandy N. Rocheleau*
- Exploring the Role of the Sociocultural Factor in Cyberbullying: The Ethnocultural-religious Context in Israel, *Noam Lapidot Lefler, PhD*
- Evaluating the Effectiveness of an Integrated Bullying Prevention and Positive Behavior Support Intervention, *Susan Limber, Jeffrey Sprague*

CEs are not available for this session.

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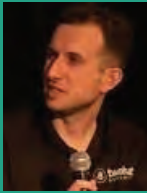
THURSDAY, NOVEMBER 7

Getting started

Gaming Panel featuring Roblox, Twitch, Fair Play Alliance and Two Hat • 5:30 pm - 6:45 pm

Join some of the world's biggest gaming platforms to hear how they innovate when it comes to bullying prevention and safety.

In partnership with



Carlos Figueiredo, Director of Community Trust & Safety/Co-founder, Two Hat Security/Fair Play Alliance

Carlos Figueiredo, Director of Community Trust & Safety at Two Hat, Co-Founder of the Fair Play Alliance. Committed to cultivating industry collaboration and fostering strong communities around digital citizenship and online safety, Carlos spent the last 10+ years (including 6 years at Disney Interactive Studios) keeping online communities healthy. He currently works alongside partners across industries and government to tackle the big online behavior challenges of our times. Carlos has moderated and participated in panels as well as spoken in several conferences, including Game Developers Conference 2018 and 2019, LA Games Conference 2018, RovioCon 2018, Game UX Summit 2018, FOSI Conference and IAPP Content Moderation Workshop 2019.

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Laura Higgins, Director of Community Safety & Digital Civility, Roblox

Laura Higgins is Director of Community Safety and Digital Civility for Roblox, an online entertainment platform for kids and teens. She has more than 20 years of experience creating safety and digital civility programs, most recently with the UK Safer Internet Centre. She founded several award-winning services including the Professionals Online Safety Helpline and the world's first helpline dedicated to supporting victims of image-based abuse.

Alex Holmes, Deputy CEO, The Diana Award will moderate this session

Alex is Deputy CEO at non-profit The Diana Award, which is a legacy to Princess Diana's belief that young people have the power to change the world. He is founder of peer to peer support programme Anti-Bullying Ambassadors, a network of trained young people dedicated to preventing peer on peer violence and bullying particularly in schools. The programme has trained over 33,000 young people across UK, Ireland, Greece, Miami (United States) empowering young people to keep themselves and their peers safe and happy, in 3,800 schools. Alex sits on the global safety advisory boards of a number of the major social media and tech companies advising them on their approach to safety and online harms.



Social Media Panel featuring Microsoft, Instagram and Google • 6:45 pm - 8:00 pm

Attend this panel discussion with leading safety experts from some of the world's biggest technology firms. You will hear how they are expanding their efforts and providing new tools around bullying prevention and wellbeing.

In partnership with



Jacqueline Beauchere, Global Digital Safety Advocate, Microsoft

Jacqueline F. Beauchere is the Global Digital Safety Advocate for Microsoft Corp. where she is responsible for all aspects of Microsoft's online safety strategy, including cross-company policy creation and implementation, influence over consumer safety features and functionality, and communications to and engagement with a variety of external audiences.

Jessica Covarrubias, Be Internet Awesome Lead, Google

Jessica Covarrubias leads Google's Be Internet Awesome program, a multifaceted digital citizenship and online safety program designed to teach students how to navigate the Internet safely and confidently. Jessica holds an MBA and MA in Education with a focus on K-12 from the University of Michigan. Prior to graduate school, she worked in a number of marketing and strategy roles for PepsiCo and Nike. Jessica is originally from Chicago and earned her bachelor's degree from Stanford University.



Karina Newton, Head of Public Policy, Instagram

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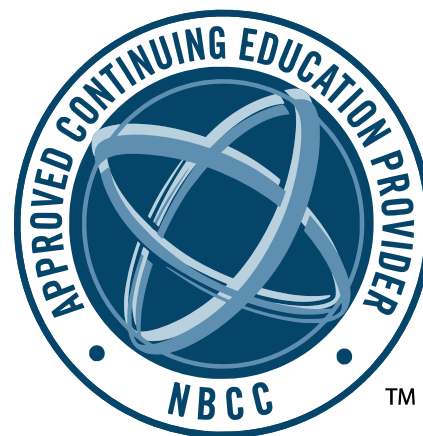
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IBPA HAS BEEN APPROVED BY THE NATIONAL BOARD OF CERTIFIED COUNSELORS (NBCC) AS AN APPROVED CONTINUING EDUCATION PROVIDER ACEP NO. 6687.

- 20.75 NBCC Contact Hours available if you attend both morning and afternoon pre-conference sessions and sessions on Thursday, Friday, and Saturday.
- 13.25 NBCC Contact Hours available without pre-conference sessions
- IBPA is solely responsible for all aspects of the programs

ISBE PROFESSIONAL DEVELOPMENT TO TEACHERS AND ADMINISTRATORS SEEKING TO RECEIVE CREDIT IN THE STATE OF ILLINOIS IS AVAILABLE.



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INTERNATIONAL BULLYING
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FRIDAY, NOVEMBER 8



Morning Yoga • 6:30 am - 7:15 am



Led by certified yoga instructor, **Dr. Patti Agatston.**

Start your day off right with yoga and inspiration.

Conference Registration Open • 7:00 am - 4:00 pm

Exhibit Hall Open • 7:30 am - 4:00 pm

Continental Breakfast in the Exhibit Hall • 7:30 am - 8:30 am

Membership Meeting and Breakfast • 7:30 am - 8:30 am

Tickets to this event will be included in the registration envelope for all current IBPA members.

Sesame Street in Communities: Bringing Help, Hope, and Healing to Our Most Vulnerable Children and Families • 8:30 am - 9:00 am

Join us for an inside look at how Sesame Street in Communities (SSIC) uses research-based strategies and materials to cultivate young children's development and well-being while engaging the important adults in their lives. Building on Sesame Street's 50-year commitment to addressing children's developmental, physical, and emotional needs, SSIC offers resources to engage children and adults in everyday moments and daily routines – from teaching early math and literacy concepts, to learning how to manage emotions, to building resilience in the face of traumatic experiences. We know that Adverse Childhood Experiences (ACEs) can have long-term negative effects on a child's brain development and future wellbeing, especially when confronted with repeated traumatic experiences, such as bullying. But we also know that children are remarkably resilient, and one of the best ways in which we can counteract the effects of traumatic experiences is by fostering nurturing connections between children and the grownups in their lives, including parents, caregivers, educators, and community service providers. With the help of our loveable Muppet friends, SSIC is connecting and empowering these important grownups to build a "circle of care" to help children – especially the most vulnerable – get off to a strong and healthy start.



Jeanette Betancourt, PhD, Senior Vice President for U.S. Social Impact, Sesame Workshop

Jacqueline F. Beauchere is the Global Digital Safety Advocate for Microsoft Corp. where she is responsible for numerous aspects of Microsoft's online safety strategy, including policy creation and implementation, and communications and engagement with a variety of external audiences

Refreshment Break in Exhibit Hall and Poster Sessions • 9:00 am - 9:30 am

Hot Coffee is being served in the exhibit hall!

Workshop: KiVa antibullying program • 9:30 am - 10:45 am

This workshop introduces the KiVa antibullying program, its core components, and the theoretical basis of it in a nutshell. Furthermore, the participants will learn about the evaluation studies conducted on KiVa so far. Special emphasis is given to the importance of sustainable implementation of the program at school.



Sanna Herkama, Senior Researcher, INVEST Flagship / KiVa antibullying program, University of Turku

Sanna Herkama, PhD, is a Senior Researcher at the Flagship Inequalities, Interventions, and New Welfare State (INVEST), University of Turku, Finland. Currently, her research focuses on school bullying, student well-being, and the implementation of school-based intervention programs. In addition, Herkama has been involved with the development, refinement, and implementation of national school-based student welfare programs, KiVa antibullying and Opintokamu program, in Finland and the pilot trials of KiVa in various countries. She is also a certified KiVa trainer and experienced in training and consulting the implementation of KiVa.

1A. Student Led: Mentoring in the Middle • 9:30 am - 10:45 am

Hear from an amazing team of students that are active members of their school's bullying prevention program at Hebron Schools in Indiana. Learn from students that are part of the solution, leave with new ideas and plenty of inspiration. Come and learn about a program to help students combat bullying, build empathy, and how you and your school can begin one as well. We will do a few activities to demonstrate what we do and hope to leave you with the confidence to return to your district and either strengthen your existing program and to begin one for your students.

2A. TED Inspired Sessions (20 minutes per topic plus 15 minutes Q&A) • 9:30 am - 10:45 am

A. Mobile Bully-victim behavior online in South Africa

In this presentation, we explore the nature of mobile bully-victims on Facebook, drawing specifically from experiences in South Africa. We examine Facebook features used by bully-victims and their impact. We then compare our findings to those reported in other cultural settings. Finally, we discuss the implications of these findings for policy development



Michael Kyobe, Professor, University of Cape Town

Michael Kyobe is a Professor of Information Systems at the University of Cape Town. He was the Deputy Dean for Research and Internationalization in the Commerce Faculty (2014-2017), and Acting Deputy Vice Chancellor for Research and Internationalisation, University of Cape Town in 2018. He is the principal investigator for a grant project on mobile bullying in schools in South Africa, funded by the South African National Research Foundation. He is also the coordinator of an initiative that will promote cooperation among African researchers engaged in bullying prevention and intervention in Africa

B. Fostering a Community of Compassionate Digital Citizens

Digital civility is a new concept, but based on existing principles – that everybody has a part to play to make the world a nicer place. For young people today, the 'playground,' a space for socializing, learning and playing, is often a digital one. Laura Higgins will share best practices to help children and youth build lifelong digital civility skills that will support positive growth in both their online and offline worlds.



Laura Higgins, Director of Community Safety & Digital Civility, Roblox

Laura Higgins is Director of Community Safety and Digital Civility for Roblox, an online entertainment platform for kids and teens. She has more than 20 years of experience creating safety and digital civility programs, most recently with the UK Safer Internet Centre. She founded several award-winning services including the Professionals Online Safety Helpline and the world's first helpline dedicated to supporting victims of image-based abuse.

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3A. Strategies that Work TED Inspired Session - 3 topics (20 minutes each) • 9:30 am - 10:45 am

A. Strategies, Structures, and Interventions Used to Build a Supportive, Inclusive Culture in Diverse, Urban Schools: Case Studies,

This session will highlight strong social and emotional learning teaching practices promoting kindness, equity, and respect in urban schools, grades K-12. Strategies include empathy and relationship building, structures built, and restorative practices. These will be shared as case studies that have elements which may be replicated. Backed by federal and state guidance, as well as rigorous research, schools can learn how to adjust practices to address these issues in their local context.



Christopher Graves, *Doctoral Candidate and Elementary School Principal, Illinois State University*

Mr. Graves is a doctoral candidate at Illinois State University, as well as an elementary principal in a Chicago school. His research is focused on social and emotional learning, as it relates to diverse and majority-minority communities, as well as how stress and anxiety manifest in youth and strategies that can be used to support their development.

B. School Resource Officer's Identification of Bullying

Despite existing research on the practice of law enforcement in school safety, little work has explored how school resource officers identify and intervene in instances of bullying. School resource officers may offer an approach to improve a schools' climate, anti-bullying efforts and overall safety.



Gabriel Paez, *Assistant Professor, University of Tampa*

Gabriel Paez served as a police officer for the New York City Police Department. During his more than 13 year career with the NYPD, Paez served as a research/crime analyst and held various field assignments. His research interests include victimization, criminal justice policy, and law enforcement policy and procedures.

C. Improving School Climate to Combat Bullying

In this session, participants will learn how to define psychological safety. The presenter will discuss how bullying affects school culture. She will share how a whole-school approach using evidence-based practices is the best way to combat bullying. Social emotional skills and strong relationships within the school is the foundation for a healthy school climate that decreases bullying behaviors. Participants will be given examples of kindness activities to do with students at their schools.



Mary Wade, *Prevention Intervention Coordinator, Paulding County School District*

Mary Wade is a Licensed Professional Counselor and the Prevention Intervention Coordinator for the Paulding County School District. She is an Olweus Bullying Prevention Program Trainer/Consultant, a Licensed Restorative Practices Trainer, and a Sources of Strength Trainer. She is Board Certified in School Crisis Response. Mary has been in the Prevention/Intervention field for over 10 years. She is a member of the American Counseling Association and the International Bullying Prevention Association.



4A. Preventing Bullying in Youth Sports • 9:30 am - 10:45 am

This workshop addresses bullying in youth sports and empowers schools, coaches, parents and athletes to prevent it. Discussion will include populations at particular risk for bullying as well as strategies for preventing and responding to bullying behavior, including cyberbullying. Strategies for promoting strong, healthy relationships between team members and coaches will be addressed. With children participating in sports from preschool through college, this session will help professionals promote safe and healthy participation in sport.



Dan Mills, Training & Technical Assistance Manager, U.S. Center for SafeSport

Dan Mills is the Training & Technical Assistance Manager for the U.S. Center for SafeSport where he is responsible for managing and facilitating the Center's abuse prevention training programs across the country for all ages, skill level and sport. Prior to this role, Mr. Mills spent nine years at the National Center for Missing & Exploited Children, starting as an analyst who successfully recovered several missing children and ending his time at NCMEC as the Training Program Manager where he developed and conducted training for law enforcement and child-serving professionals.

Leslie Bond, Independent Consultant

Leslie Mitchel Bond, M.Ed is a child abuse prevention and early childhood development consultant. From 2013-2017, she served as the Founding Director of Bullying/Peer Abuse Prevention Services for Prevent Child Abuse America (PCAA). Prior to that role, Ms. Bond launched and directed PCAA's Healthy Families America home visitor program. Ms. Bond has lectured extensively across the country on the subject of child abuse prevention, healthy parenting, and has authored numerous articles.



5A. A Fresh Look at Character - The Mediating Roles of Hope and Compassion--Small Shift; Big Dividends • 9:30 am - 10:45 am

We have known for years now that peer mistreatment carries with it negative outcomes, particularly in the area of mental health--a heavy price to pay for our youth. But what if, by intentionally building hope and compassion, we could reduce the negative effects of bullying? This workshop will provide an evidence-based intervention to grow and sustain hope and compassion in an effort to build healthy communities one child at a time.



Charisse Nixon, Professor, Penn State Behrend

Charisse Nixon received her Ph.D. from West Virginia University and is currently a Full Professor of Psychology at Penn State Behrend. Her primary research interest focuses on all forms of peer mistreatment, including both relational and physical mistreatment. Charisse is currently studying protective factors related to effective prevention and intervention efforts designed to reduce the harm associated with peer mistreatment. Building students' resilience through mentoring is a core tenet of her work.

Mary Baird, Mentor Coordinator, Penn State Behrend

Mary Baird serves as Penn State Behrend's Mentor Coordinator. She has over a decade of experience in the field of mentoring and relational aggression. Formerly, she served as the CEO of The Ophelia Project. During her tenure, she traveled throughout the nation working with students on all levels to reduce relational aggression and build a comprehensive mentoring program. She has co-authored anti-bullying and mentoring curriculum, as well as developed video materials for general use.



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6A. The Power of the Village • 9:30 am - 10:45 am

This workshop deals with the three essential ingredients for building a Healthy Village. There is an old adage that says, "It takes a village to raise a child." Today, I have modified that statement by saying, "It takes a HEALTHY VILLAGE to raise a HEALTHY CHILD." In this workshop, the word 'HEALTHY' is transliterated, 'WHOLE.' In other words, a healthy village is a community where all have access to resources, all are safe from danger, and all are represented at the table. This workshop will encourage and inspire school faculty, community leaders, community agencies, and others who serve children, to work together in a meaningful way for the sole purpose of improving the welfare of our future (children).



Alan Conley, Director of the Office of Faith Based Initiatives, Chicago Public Schools

Reverend Alan B. Conley is a 21st century communicator of the Gospel who happens to know that 90% of ministry is fulfilled outside of the pulpit. Being raised in the Baptist tradition in his youth and the Pentecostal tradition in his teenage years has enabled him to have a greater respect for all denominational distinctions. He believes that we are all a part of God's Kingdom regardless of color, denomination, or creed.

Reverend Alan B. Conley obtained his B.A. in Christian Ministries with a concentration in Pastoral Leadership from Trinity International University in Deerfield, IL and his Masters of Divinity degree from McCormick Theological Seminary in Chicago, IL, where he was the recipient of the Presidential Scholar Award.

Reverend Conley presently serves as the Director of the Office of Faith Based Initiatives with Chicago Public Schools. Ultimately, as the Director of Faith Based Initiatives, Reverend Conley endeavors to help sustain the relevancy of Faith and Community.

Exhibit Hall Break and Poster Sessions • 10:45 am - 11:15 am

Lunch on your own • 11:15 am - 12:15 pm

1B. Students Spearhead Bullying Prevention • 12:15 pm - 1:30 pm

Children who bully may not have full awareness of the negative repercussions of bullying on their peers, while children being bullied may not have strategies to handle and cope with difficult peer interactions. Our Bullying Prevention Campaign is a Weill Cornell Medicine-Qatar student-led initiative for elementary students from Years 3 - 6 that raises bullying awareness to promote social inclusion and improve social, psychological and physical well-being for a safer academic environment.



Karol Silla

Karol Silla | Her interests include global health, children health advocacy, and the inner reflections of a physician. | MD Candidate, Class of 2020. [+974] 50160632. kas2063@qatar-med.cornell.edu.

Wajiha Yousuf

Wajiha Yousuf | She is interested in pursuing a career in pediatrics and global and public health. | MD Candidate, Class of 2021.



Sara Mohamed

Sara Mohamed | Sara is very interested in pediatrics and global and public health. | MD Candidate, Class of 2020.

2B. Research Lightning Sessions (4 topics - 15 minutes each) • 12:15 pm - 1:30 pm

A. Reducing Bias-Motivated Bullying in Middle Schools: An Evaluation of Communities

Bias-motivated bullying (i.e., bullying based on an actual or perceived social identities) is a significant problem, yet, very few bullying prevention programs in use today include elements designed to address bias-motivated bullying, and those that do typically focus on only one type of bias (e.g., homophobia). In this lightning-round presentation we will describe the Communities Aligning for School Transformation (CAST) Project: a comprehensive, school-based prevention program designed to reduce bias-motivated bullying by improving school climate.



Stacey Horn, Professor and Chair, University of Illinois at Chicago

Stacey S. Horn, (Ph.D. 2000, University of Maryland) is a Professor of Educational and Developmental Psychology and Chair of the Department of Educational Psychology and an affiliate faculty member in Community Psychology and Prevention Research at University of Illinois at Chicago. Her research focuses on issues of sexual prejudice among adolescents and adolescents' reasoning about peer harassment. Stacey is a former high school English teacher and has worked with young people for over 30 years.

Sarah Schriber, Executive Director, Prevent School Violence Illinois

Sarah Schriber directs Prevent School Violence Illinois, an organization that partners with youth, families and educators to cultivate conditions in which people thrive. PSVI employs a comprehensive transformation framework to increase safety, support, inclusion and equity for students and adults. A pilot of PSVI's approach demonstrated a reduction in bullying at rates greater than several leading programs. Sarah was Policy Director at the Illinois Safe Schools Alliance and an attorney with the ACLU of Illinois.



B. The Importance of A Person-Centered Approach to Measuring School Climate: Raising Every Student's Voice

Variable-centered measures of school climate assume consistent school experiences across participants, but this is rarely the case. To ensure that all student perspectives are acknowledged, the Yale Center for Emotional Intelligence has developed a digital School Climate Walkthrough Tool which takes a person-centered approach. I will present research on the development of the tool which treats diverse student perspectives as crucial information for school climate assessment and student voice, in service of healthy school communities.



Jessica Hoffmann, Associate Research Scientist, Yale Center for Emotional Intelligence

Jessica Hoffmann, Ph.D., is an associate research scientist at the Yale Child Study Center, and project director for high school initiatives at the Yale Center for Emotional Intelligence. She is a licensed clinical psychologist, who received her M.A. and Ph.D. degrees from Case Western Reserve University. Jessica's research focuses on school climate, creativity, and adolescent emotion regulation, and the translation of her findings into novel interventions for school settings.

C. Large-Scale Evaluation of the Olweus Bullying Prevention Program: Implications for School-Based Prevention Efforts

In response to concerns about the negative effects of bullying, many school-based bullying prevention efforts have been launched. However, research is needed to examine the effectiveness of these programs. In this session, we will highlight findings from large-scale longitudinal studies evaluating the effectiveness of the Olweus Bullying Prevention Program in reducing different forms of bullying and improving aspects of the school climate. We will discuss implications for educational practice and future research needs.



Susan Limber, Professor, Clemson University

Susan Limber, PhD., MLS, is a professor in the Department of Psychology at Clemson University. She is a developmental psychologist who also holds a Masters of Legal Studies. Dr. Limber's research and writing have focused on psychological and legal issues related to bullying among children, as well as youth participation and children's rights. Dr. Limber has published numerous articles and chapters on the topic of bullying. She has co-authored key resource materials for the Olweus Bullying Prevention Program and co-authored the book, *Cyberbullying: Bullying in the Digital Age*. In 2011, she received the Distinguished Career Award for Outstanding Contributions to Public Service Psychology, awarded by the American Psychological Association's Division of Psychologists in Public Service, and in 2012, she received the Nicholas Hobbs Award, awarded by the Society for Child and Family Policy and Practice. She is past chair of APA's Committee on Children, Youth, and Families, and is a Fellow of APA.

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D. Developmental Trajectories of Bullying Perpetration in General Strain Theory: A Growth Mixture Model with Distal Outcomes, Sexual Harassment and Teen Dating Violence

Using the person-center approach (latent class growth analysis and growth mixture modeling), grouping individuals into multiple categories, each having the unique pattern of observed response items, this study examines within- and between-class effects of background factors and consequences of latent class membership of joint developmental trajectories of bullying perpetration and peer victimization.



Sujung Cho, Assistant Professor, Southern Illinois University

Sujung Cho is an Assistant Professor of Criminology & Criminal Justice at Southern Illinois University. Her primary research interest is how family- and peer-relationships influence developmental trajectories of bullying behavior during adolescence, including how being bullies and victims of bullying affects sexual and dating violence as well as aggression at a later time point.

3B. #Let'sStartTalking: Breaking the Silence Around Youth Dating Violence and Healing the Youth/Adult Culture Disconnect • 12:15 pm - 1:30 pm

#Let'sStartTalking highlights one community's efforts to create relevant youth outreach programming after the dating violence murder of local teen, Amanda Bach. Presented by dynamic and passionate Amanda Forum Youth Task Force members and their adult coordinators, this workshop will explore dating violence, youth leadership, and innovative strategies for creating awareness among teens and adults. All attendees will leave with four interactive bulletin board campaigns to utilize in their own school or community settings.

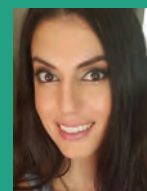


Denise Koebecke, Student Leadership Coordinator, Valparaiso Community Schools

Denise Koebecke is the Valparaiso Community School Corporation's K-12 Student Leadership Coordinator. She is an educational consultant and Noontime Kiwanian. As the Youth Outreach Coordinator and a cabinet member for The Caring Place, a nonprofit domestic violence shelter and advocacy center, Denise designed and coordinates The Amanda Forum, a youth dating violence prevention program led by her county-wide youth task force. A Purdue and Indiana State University grad, she has earned a Masters of Science in Education and has been inducted into the Northwest Indiana Society of Innovators twice.

Bessie Newkirk, Assistant Youth Outreach Coordinator, The Caring Place

Bessie resides in Valparaiso, IN with her husband and son and she is a sponsor for the Team Lead bullying intervention program at an elementary school in Valparaiso as well as the Youth Outreach Coordinator assistant for The Amanda Forum, which is a teen dating violence prevention and awareness program. She is working towards her Master's degree in urban secondary education and prior to working with the Amanda Forum, she taught English and was program manager for a dropout prevention and college readiness program in the East Chicago school district.



4B. Social Emotional Learning for Children with Special Needs Including Sensory Loss • 12:15 pm - 1:30 pm

Children with exceptionalities have an increased risk of social isolation and unsuccessful interactions with peers caused by difficulty identifying or responding to emotions within themselves and others. This session explores integrating best practices in the development of a positive, civil and caring school climate and practical strategies to increase social emotional competency development for all children.



Rodger Dinwiddie, CEO, STARS Nashville

Rodger Dinwiddie has been the CEO of STARS-Nashville, an evidenced-based Student Assistance Program, since 1986. Prior to joining STARS, Rodger served as the Executive Director of a nonprofit organization working with juvenile court referrals. He also was a classroom teacher in the Metropolitan Nashville Public Schools for 7 years. Rodger is a certified trainer and Olweus Technical Assistance Consultant for the Olweus Bullying Prevention Program and Safe Dates Program, and he serves as the Tennessee State Olweus Coordinator in partnership with the Tennessee Department of Education and Clemson University.

Suzanne Dinwiddie, M.Ed, Educational Consultant, Tennessee DeafBlind Project

Suzanne Dinwiddie, M.Ed., COMS, CTVI, CEIM is an Educational Consultant for the Tennessee DeafBlind Project, a federal grant associated with Vanderbilt's Children Hospital in Nashville, Tennessee. Previously, Suzanne worked with the Metropolitan Nashville Public School System for 38 years as an early childhood assessment specialist, vision teacher, and orientation and mobility instructor.



5B. Anti-Bullying Work in a Blended Learning Concept: Using Digitalization for a more School-specific Approach and Mobilizing the Resources of Students. • 12:15 pm - 1:30 pm

A key to success is combining school-specific measures with research-based knowledge on bullying prevention. Friends are developing a blended learning concept that combines theoretical parts online with face-to-face events based on the schools' situation. Blended learning can enable the level of analysis to start at a more adapted level. In this workshop Friends demonstrates the work with a digitalized concept, inviting you to discussions about advantages and challenges with blended learning in bullying prevention.



Frida Warg, Method Development Manager, Friends

Frida Warg has worked in education on the prevention of bullying for many years and participated in the development of the Friends program. She is also specialized in bullying prevention among young children and works with method development/ developing the content of the Friends courses and other methods.



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6B. It's Time to Stop the Hurt: Connecting Bullying and Children's Exposure to Intimate Partner Violence • 12:15 pm - 1:30 pm

Children from abusive homes are more likely to bully than other children and childhood bullying is correlated with later perpetration of intimate partner violence. This workshop will examine the interrelationship of these two issues by defining bullying and children's exposure to intimate partner violence, sharing statistics related to both, and reviewing research highlighting the connection. Similarities and differences between the issues, including associated risk factors will be discussed. Prevention strategies and resources will be shared.



Jan Urbanski, Director, Safe & Humane Schools, Clemson University

Jan Urbanski, Ed.D. is Director of Safe and Humane Schools within the Institute on Family and Neighborhood Life at Clemson University where she oversees the Olweus Bullying Prevention Program and related initiatives focused on building positive connections and reducing bullying and violence. Dr. Urbanski has 24 years of school district experience including director of Special Projects, supervisor of the Safe and Drug Free Schools' program, prevention specialist, teacher, and professional school counselor. Dr. Urbanski's research has focused on bullying prevention and school connectedness. She has presented nationally and internationally authored several publications and curriculum related to bullying prevention.

June Jenkins, Training Coordinator, Clemson University

June Jenkins, M.Ed., is Training Coordinator for the Olweus Program, Safe & Humane Schools at Clemson. With more than 25 years of experience in education as a teacher and administrator, she holds a Postgraduate Professional License from VA and SC Departments of Education in PK-12 administration and supervision. She completed a postgraduate certification in PBIS. She serves on the Leadership Board of the SC-APBS Network and Co-Leader for the SC-Olweus Network.



7B. Bullying Prevention Through Empathy Building: Getting Students to Care • 12:15 pm - 1:30 pm

The relationship between empathy and healthy peer relationships has been studied at length over the years, and research suggests that building empathy can help reduce bullying and cyberbullying while simultaneously promoting tolerance, kindness, and peer respect in student interactions. While many teachers and administrators affirm its importance, they often do not have a toolbox of plug-and-play activities they can use in their classrooms and schools. This session first explains the key research findings in this area before providing concrete ideas for project-based and experiential learning to decrease peer aggression offline and online, and promote intervening behaviors from bystanders.



Sameer Hinduja, PhD

Dr. Sameer Hinduja is Co-Director of the Cyberbullying Research Center (cyberbullying.org) and Professor in the School of Criminology and Criminal Justice at Florida Atlantic University. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social media use, concerns that have paralleled the exponential growth in online communication by young people. He works with the U.S. Department of Education and many state departments of education to improve their policies and programming related to the prevention and response of teen technology misuse.

Refreshment Break in Exhibit Hall • 1:30 pm - 2:00 pm



1C. Student Led: Social-Emotional Learning For Secondary Schools • 2:00 pm - 3:15 pm

In this workshop, participants will explore pathways to incorporating youth voice in their conversations and initiatives related to social and emotional health, school climate, and wellbeing at school. Student voice and leadership are important elements of schools' prevention and early intervention approaches to improve school climate and create safe, kind, supportive, and compassionate settings for students. We will support participants in developing strategies for engaging students as partners in developing a healthy emotional climate.



Julie McGarry, M.A., Program Manager, InspirED, Yale Center for Emotional Intelligence

Julie McGarry, M.A., is a Program Manager at the Yale Center for Emotional Intelligence. In this capacity, she manages inspirED, working with Facebook to elevate high school student voice and empower students to take an active role in improving the social and emotional climate of their schools. She earned her B.S. in English Education and her M.A. in Curriculum and Instruction from the University of Connecticut Neag School of Education.

Jessica Hoffmann, Associate Research Scientist, Yale Center for Emotional Intelligence

Jessica Hoffmann, Ph.D., is an associate research scientist at the Yale Child Study Center, and project director for high school initiatives at the Yale Center for Emotional Intelligence. She is a licensed clinical psychologist, who received her M.A. and Ph.D. degrees from Case Western Reserve University. Jessica's research focuses on school climate, creativity, and adolescent emotion regulation, and the translation of her findings into novel interventions for school settings.



2C. Lightning Research Sessions (15 minutes per topic plus a 15 minute Q&A session) • 2:00 pm - 3:15 pm

A. Culturally Responsive Anti-Bullying Policies

A content analysis of anti-bullying policies from 72 school districts across the state of Louisiana was conducted. A 63-item coding scheme guided the analysis. Many trends were found, but there was a noticeable gap in policies that enumerated vulnerable groups or were culturally responsive in nature. Considering these results, the proposed presentation outlines the need for bullying prevention and intervention approaches that are culturally responsive. Practical implications are discussed for educators, schools, and teachers.

Jessica Tinstman Jones, Doctoral Student; Graduate Research Assistant, University of Central Florida

Jessica L. Tinstman Jones, M.Ed, Ed.S. is a doctoral student in the Counselor Education and Supervision program and a graduate research assistant for the College of Community Innovation and Education at the University of Central Florida. Jessica's research focuses on crisis intervention, suicidality, mental health impacts of bullying and cyberbullying, adolescents, and military populations. She has clinical experience working in academic settings with populations experiencing bullying behaviors.



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B. The Qualitative Narrative of the Impact of Anti-Bullying Policies on Youth Violence

Little is known about how policies designed to respond to bullying are implemented in practice. Interviews of superintendents, principals, counselors and teachers (n=20) from K-12 Maine public schools were conducted. Staff reported their steps to implementing anti-bullying policies and practices, such as investigations, reporting, and providing safety measures for those involved in a bullying events. Barriers to implementing their anti-bullying policies included limited resources for investigations and reporting bullying incidents.



Yoon-Sung Nam, PhD Student, University of Minnesota School of Public Health

I am a second-year doctoral student in the Occupational Injury Prevention Research program at the University of Minnesota School of Public Health. My research work has focused on how anti-bullying laws and policies are implemented throughout the state of Maine through qualitative interviews of superintendents, administrators, counselors, and teachers. I also go by Teddy.

C. The Relationship between Bullying Incidents and Anti-Bullying Policies in Maine School Districts

A policy assessment rubric was developed to score anti-bullying policies created by school districts in Maine. The rubric aligns with both U.S. Department of Education guidelines and Maine's state anti-bullying law. Higher scored policies were associated with an increased rate of bullying investigations, suggesting that districts with stronger policies that align with state and federal guidelines are implementing procedures for investigations. This research provides a method for ascertaining the implementation of anti bullying policies.



Ashley Hernandez, Graduate Student, University of Minnesota

Ashley is currently a doctoral candidate at the University of Minnesota School of Public Health in Environmental Health Sciences. Her work has involved investigating experiences with and the effects of bullying and cyberbullying among children and their parents. Her current work in anti-bullying efforts focuses on investigating the impact of anti-bullying policies on bullying in schools within the state of Maine.

D. Implementing Anti-Bullying Policies to Respond to and Prevent Bullying

Maine's State Department of Education is partnering with researchers from the Universities of Minnesota and Iowa, Columbia and Temple to evaluate the effectiveness of anti-bullying laws. Findings from this federally funded study will be presented.



Marizen Ramirez, University of Minnesota

Dr. Ramirez is Associate Professor at the University of Minnesota School of Public Health, and Director of the Midwest Center for Occupational Health and Safety. She holds a degree in Epidemiology from the University of California at Los Angeles. She studies the most prevalent injury and violence problems of today to identify evidence-based solutions to prevent trauma and its adverse impacts. Her work has a special focus on society's most vulnerable population at risk for violence (especially bullying) and injuries: children, persons with disabilities, agricultural workers, minorities, and rural populations.

Sarah Adkins, Dean of Students, Farrington School, Augusta, ME

Sarah Adkins holds degrees in human ecology and educational leadership, and is pursuing the credentials to be a school counselor. Starting her career as teacher, her professional experiences have progressed into coordinating programming for marginalized youth, developing social emotional trainings for teachers, and addressing ways to support students academically and behaviorally. In her most recent role at the Maine DOE, she provided guidance to schools about Maine's anti-bullying law, collaborated discussions about student behavior, and tirelessly advocated for all Maine kids. She is now the Dean of Students at Farrington School in Augusta, Maine and continues to advocate for bullying prevention and implementing supports for all students.



3C. Early Childhood TED Inspired Session (20 minutes per topic plus 15 minutes for Q&A) • 2:00 pm - 3:15 pm

A. The Power of the Go-To Adult in Bullying Prevention: Superheroes Unite. We're in this Together

The issue of bullying is messy and complicated. It's a tangled ball. And like any tangled ball, there is hope in taking out one string at a time. My goal in this session is to empower parents and teachers with the perspective and research-backed tips of what it takes to help untangle the issue piece by piece. We have a great potential as a community: We are the Go-To Trusted adults.



Susan Raisch, Founder, TangledBall.com

Susan Raisch is the founder of Tangled Ball.com, a digital resource that shares high-quality bullying prevention, leadership and online safety information from nationally recognized experts for parents and teachers. She is the author of Superheroes Wear Mom Jeans: The Tangled Ball® Guide to Anti-Bullying for Parents of Young Children. Ms. Raisch was a public affairs consultant for more than 25 years for a variety of publishing and television companies, including ABC News, HBO, MTV, Nickelodeon, Sesame Street, Scholastic and HISTORY Channel among others, specializing in issues that impact the home, such as parenting, education and health. She believes in the power of the Go-To Trusted Adult and is a major fan of parents and teachers.

B. Ending online bullying before it begins

There are one billion children under the age of eight growing up in a world shaped by technology. In more developed regions young children spend an average of two hours a day online. Almost none of them is being taught the skills and values they need to use the power of the Internet well. How do ensure the next generation develops the voice, compassion and inclusivity to head off online bullying before it begins?

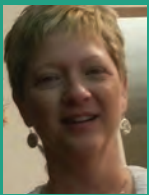


Nicholas Carlisle, Founder and President, No Bully

Nicholas Carlisle is the President and Founder of No Bully, a nonprofit organization that eradicates bullying and ignites compassion worldwide. Nicholas worked as a barrister in London and served as chairman of the non-profit section of Amnesty International UK. He practiced in California as a child and family psychotherapist and founded No Bully as a non-profit to make childhood bully free. He brought together the collaborative that drives Power of Zero as a global campaign to reshape early learning for a connected world.

C. Creating a Safe Place to Learn for All Students!

Transform the outdated thoughts behind what is Title IX into a District-wide common knowledge approach to making all campuses a safe place to learn. Acquire investigation and reporting procedures to implement at school sites to develop a district-wide consistent process. Obtain school-based and district-wide monitoring techniques that allow a system to identify trends and apply specific training and procedures to address the red flags of Title IX before incidents occur.



Diane Wyatt, Director, Department of Safe Schools, School District of Palm Beach County

Diane Wyatt has been with the School District of Palm Beach County for 19 years. She has been a teacher, Assistant Principal and held multiple positions at the District level, her current position is Director of The Department of Safe Schools. She has developed district-wide training for 28,000 employees to introduce them to Title IX along with specific training for School-based Administrators on how to Investigate and Report Title IX Incidents. In addition, she has used her skills as a certified Civil Rights Investigator and a Certified Title IX Coordinator to train more than 700 School-based Administrators on the process for Investigating and Reporting Title IX and Bullying Incidents.

4C. Bullied and Punished: Mapping Youth Narratives to Address the Bullying and Discipline of LGBTQ Youth • 2:00 pm - 3:15 pm

Groundbreaking research shows that LGBTQ students who experience bullying often receive punishment that is directly connected to their victimization. In this interactive workshop, Dr. Stacey Horn from the University of Illinois-Chicago and Sarah Schriber from Prevent School Violence Illinois will discuss how they used Youth Narrative Mapping, an innovative qualitative analysis technique, to reveal what links bullying and discipline for LGBTQ youth and what educators can do to interrupt students' trajectory along this path.



Sarah Schriber, Executive Director, Prevent School Violence Illinois

Sarah Schriber directs Prevent School Violence Illinois, an organization that partners with youth, families and educators to cultivate conditions in which people thrive. PSVI employs a comprehensive transformation framework to increase safety, support, inclusion and equity for students and adults. A pilot of PSVI's approach demonstrated a reduction in bullying at rates greater than several leading programs. Sarah was Policy Director at the Illinois Safe Schools Alliance and an attorney with the ACLU of Illinois.

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FRIDAY, NOVEMBER 8

5C. Bridging the Gap Between Research, Prevention/Intervention Programs, and Counseling Experiences • 2:00 pm - 3:15 pm

This workshop evolved from discussions at the 2018 International Bullying Prevention Conference regarding discrepancies between research findings, information conveyed through anti-bullying prevention/intervention programs, and situations counselors experience on a daily basis. In order to provide maximum support for children suffering from bullying/cyberbullying, it is imperative to bridge this gap. The workshop will provide information from all three perspectives followed by an open discussion to encourage a productive dialogue to illuminate effective resolutions.



Jenny Mischel, *Doctoral Candidate, George Mason University*

Jenny Mischel is a PhD candidate at George Mason University in the College of Education and Human Development. Her primary area of specialization is Educational Psychology with a secondary emphasis in Teaching and Teacher Education. Currently, her primary area of research is focused on perceptual definitions of bullying/cyberbullying behavior and how coping strategies, and self-efficacy beliefs, can help victims achieve resiliency. She currently teaches two undergraduate level courses at George Mason University.

Amy Jones Anichini, *Founder & President, Act Like You Matter*

Amy Jones Anichini is a bullying intervention/prevention specialist and youth empowerment mentor. She authors content that teaches children and teens how to build resilience and overcome/combat bullying and equips their parents and teachers to help them. As Founder & President of Act Like You Matter, Inc. and Executive Director & Author of Theatre of Peace, Amy creates and delivers anti-bullying workshops for K-12 in Southern California, packed with solutions and tools students can use immediately.



Jessica Elliot, *School Counselor, Prince William Public Schools*

Jessica Elliot earned her MEd. in School counseling PreK-12 from George Mason University. She is currently a middle school counselor for Prince William County Public Schools in Virginia. She has been a counselor for the past 15 years working in an elementary, middle and high school setting. In addition, she has training as a Restorative Justice and Peer Mediation facilitator. She is a Payton's Peers' Group leader and supervisor both within schools and private settings.

6C. Intervening with Adolescent Victims of Bullying : The Anxiety Connection • 2:00 pm - 3:15 pm

Research affirms that being the target of bullying can have a plethora of negative short and long term outcomes. We can play a strong role in mediating the factors that contribute to a negative trajectory for students who have been bullied, but not unless we know about it. This workshop will provide participants with strategies to identify and intervene with adolescents experiencing anxiety related to being bullied, which we know is a threat to adolescents' development.



Andrea Fallick, *Director, School Based Programs, Student Assistance Services Corporation*

Andrea Fallick, LCSW, CASAC, CPP is the Director, School Based Programs of Student Assistance Services Corp. She provides training to alcohol and other drug prevention and treatment professionals throughout the country, and frequently speaks to school personnel, mental health professionals, and parents about alcohol and other drugs and bullying prevention and intervention. Ms. Fallick has been a Certified Olweus Bullying Prevention Trainer since 2005 and an Olweus Technical Assistance Consultant since 2009. She provides bullying prevention training to professionals and parents in educational, substance abuse and mental health agencies. She is currently providing consultation to several Westchester County and surrounding county schools. Ms. Fallick has presented over 300 workshops for mental health and education professionals, community members and parents including presentations at county wide, statewide and national conferences on bullying and substance abuse and other youth related issues.

7C. Supporting Young People • 2:00 pm - 3:15pm

"Supporting Young People" is a presentation for individuals (particularly school professionals) who regularly interact with youth about the warning signs of mental health conditions and how early recognition is key to positive outcomes. It includes an overview of warning signs, important facts and statistics, and information about how to support a young person. A speaker with lived experience will share their story following the education piece of this presentation.



Courtney Johnson, Education Manager

Courtney Johnson leads NAMI Chicago's outreach to young people and schools, and manages the Ending the Silence program. Courtney holds a Bachelor's degree in Psychology from Miami University and a Master's from the University of Chicago School of Social Service Administration. Prior to working at NAMI Chicago, Courtney worked as a therapist with primarily youth and young adults, and conducted research on suicidality. Courtney is interested in the intersection of research and clinical practice and passionate about connecting youth to needed mental health information and resources.

Keynote Research Panel • 3:45 pm - 5:00 pm

New and important findings are being uncovered in bullying and cyberbullying prevention, and we'll be hearing from some of the scholars who are leading the way. With an emphasis on practical and actionable takeaways for attendees, we'll explore what schools, families, and communities must do to safeguard, support, and strengthen youth today.



Decoteau Irby, PhD, Associate Professor, University of Chicago

Decoteau Irby is an associate professor at the University of Illinois Chicago in the Department of Educational Policy Studies where he teaches and advises in the College's Urban Education Leadership program area. He researches equity-focused school leadership as a lever to improve Black children's academic and socio-emotional experiences and outcomes.

Ryan Broll, PhD, Assistant Professor in the Department of Sociology and Anthropology, University of Guelph

Ryan Broll, Ph.D., is an Assistant Professor in the Department of Sociology and Anthropology of the University of Guelph. His areas of research interest include bullying and cyberbullying, policing, and victimization. Dr. Broll's research is particularly focused on using quantitative and qualitative methods to understand the multiple influences on, and outcomes of, youthful deviance and victimization, with an emerging emphasis on resilience.



Hannah Gaffney, PhD Candidate, Institute of Criminology, University of Cambridge

Hannah Gaffney is a PhD candidate in Criminology at the Institute of Criminology, University of Cambridge, currently in her final year of her doctoral programme. Hannah's doctoral research is concerned with 'what works' in school- and cyber-bullying intervention and prevention programs.

Susan Swearer, Professor of school psychology at the University of Nebraska-Lincoln and co-director of the Bullying Research Network, University of Nebraska - Lincoln

Susan Swearer is the Willa Cather Professor of Educational Psychology at the University of Nebraska - Lincoln and a licensed psychologist. She co-founded and co-directs the Bullying Research Network (<http://cehs.unl.edu/brnet>), directs the Empowerment Initiative (<http://cehs.unl.edu/empowerment>), and is co-author/co-editor of the books: *Bullying Prevention and Intervention: Realistic Strategies for Schools*, *Handbook of Bullying in Schools* and *Bullying in North American Schools*.



Sameer Hinduja, PhD

Dr. Sameer Hinduja is Co-Director of the Cyberbullying Research Center (cyberbullying.org) and Professor in the School of Criminology and Criminal Justice at Florida Atlantic University. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social media use, concerns that have paralleled the exponential growth in online communication by young people. He works with the U.S. Department of Education and many state departments of education to improve their policies and programming related to the prevention and response of teen technology misuse.

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SATURDAY, NOVEMBER 9



Morning Yoga • 6:30 am - 7:15 am



Led by certified yoga instructor, **Dr. Patti Agatston.**

Start your day off right with yoga and inspiration.

Conference Registration Open • 7:00 am - 3:30 pm

1D. TED Inspired Sessions (20 minutes per topic plus 15 minutes Q&A session) • 8:00 am - 9:00 am

A. Building Resiliency and Healthy Relationships Among Youth – A Patient Oriented Response to Anxiety, Depression, and Violence Among Youth

The research program described in this session targets anxiety, depression, and violence among youth as all exist at high rates and are pre-cursors to substance abuse and/or mental disorders. The term community may include one's school community, rural community or communities centered around a sport or hobby (e.g., sport, summer camps). We are developing a model to implement a community-wide intervention to support youth resilience and relationship skills.



Kim Montague, MN, *Saskatchewan Polytechnic*

Saskatchewan Polytechnic faculty and researcher. Registered Nurse for 18 years. Her passion is the well being of individuals and communities. Kim's research centres around patient safety, and more recently, working building awareness around bullying and identifying resources to support youth in our communities.



B. Digital Abuse, or Just the Way It Is? Social Media's Influence on Teen Relationship Norms

While speaking with young people, it became quickly evident that our perspectives on abuse and cyberbullying behaviors differed drastically. Common abusive and cyberbullying behaviors are considered 'okay' and just plain normal. So how do we begin to disrupt unhealthy norms that young people deem as 'okay'? Deep dive into current cyberbullying trends and motives among young people, as we discuss data from Teen Dating Relationship surveys and focus groups.



Taryn Fuchs, Communication Specialist and Social Norming Program Coordinator, The Conflict Center

Taryn leans into tough conversations with humility. With refined insight, she pinpoints intricacies of individual and systemic communication patterns that hinder authentic connection across generations. She combines strategies from multiple fields to create a comprehensive, strengths-based approach to macro work with young people. Currently, she directs The Conflict Center's communication strategy and Social Norming Program engaging students in dialogue around healthy relationship norms.

2D. Lightning Research Sessions (15 minutes per topic plus 15 minutes Q&A) • 8:00 am - 9:00 am

A. Share this! Image based bullying. So not ok. Stephen Bendle

The presentation will summarise the innovative work undertaken in Australia to generate awareness amongst young people to influence a change in behaviour and thinking related to Image Based Bullying. It will describe the strategies to drive new and existing customers into a retail environment and online to engage with content focussed on the issue. The results will show that this setting is conducive to educating girls on the issue



Linda Barry, General Manager of Programs, Alannah and Madeline Foundation

Linda Barry is the General Manager of Programs at the Alannah & Madeline Foundation and has been with the Foundation since January 2015. Linda leads the delivery, development and strategic direction of all programs. Linda has extensive experience in leading large teams, operations management as well as HR and stakeholder relationships. Linda's experience in developing programs to educate and support young people in keeping safe on line ensures that she can deliver the Foundation's key objectives - to care for children who have experienced or witnessed serious violence, reduce the incidence of bullying, cyber bullying and other cyber risks, and, advocate for the safety and wellbeing of children.

B. Meaning Associated with Experiences of Cyberbullying: Cyber Victimization within the Netflix Series 13 Reasons Why

Through the series 13 Reasons Why, viewers are brought on a story of Hannah Baker's victimization. It is through this story that elements of cyberbullying, alongside other social issues youth face, come to life. Through Hannah, key elements of cyberbullying victimization are brought to light that start a conversation on the impacts of cyberbullying both for the victim and other youth involved.



Molly-Gloria Harper, PhD Candidate, Western University

Molly is a PhD Candidate at the University of Western Ontario. She graduated in 2017 with an MA in the field of criminology. Molly's research interests include cyberbullying, youth and youth culture, deviance, cultural criminology, digital media, and self-presentation online.



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3D. How to Scale Digital Citizenship to Your ENTIRE District • 8:00 am - 9:00 am



Kerry Gallagher, Assistant Principal, St. John's Prep

Kerry Gallagher is the Assistant Principal for Teaching and Learning at St. John's Prep in Danvers, Massachusetts. She's also the Director of K-12 Education for ConnectSafely.org, an EdSurge Columnist, and an active blogger. Her multi-award winning blog can be found at www.KerryHawk02.com and she is on social media @KerryHawk02. Prior to moving into administration, Kerry served as a middle school teacher, high school teacher, and then digital learning specialist for over 15 years. Kerry received the 2014 Yale-Lynn Hall Teacher Action Research Prize for her submission on the use of mobile devices for a paperless public school classroom. In 2015, she was a PBS LearningMedia Digital Innovator, the Family Online Safety Institute recognized her with the Outstanding Achievement Award, and she was a MassCUE Featured Educator. In 2016, she was an ASCD Emerging Leader and received the MassCUE Pathfinder Award. In 2017, Kerry was selected as a Future Ready Instructional Coaches Thought Leader. In 2018, she received Smart-Brief's Annual Educator Content Award for her EdSurge column. Kerry is a TEDx and keynote speaker and also shares her expertise by designing professional learning for school districts around the country.

4D. Youth and Technology Update • 8:00 am - 9:00 am

This informational workshop provides a review of technology (devices, apps, games) used by children of all ages. Participants will gain knowledge allowing them to empower youth to handle unwanted online behaviors while teaching them how to protect themselves. Relevant resources and content for digital safety lessons will be reviewed, including resources created by the IL Attorney General's Office.



Christine Feller, Cyber Crime Specialist, IL Office of the Attorney General

Christine Feller is a Cyber Crime Specialist with the Illinois Attorney General's Office – High Tech Crimes Bureau in the Internet Crimes Against Children Task Force (ICAC). Within the ICAC, Christine manages the CyberTips received from the National Center for Missing & Exploited Children (NCMEC). Additionally, she has developed and delivered online safety training to over 300,000 individuals throughout Illinois, primarily youth – but also educators and community members. Christine's career in online crimes against children began in 2001 at NCMEC where she spent ten years primarily in the Child Victim Identification Program. While at NCMEC, she also trained law enforcement throughout the US on victim identification and participated in INTERPOL's Specialist group on Crimes Against Children.

Mia A. Ray, M.S., M.A., NCC, School Intelligence Officer, IL State Police

Mia A. Ray, M.S., M.A., NCC, was hired to create and manage the School Safety Information program shortly after Sandy Hook in March 2013 by the State of Illinois' Fusion Center. This is the first program of its kind in the country that is able to share intelligence information with administrators and those who need to know in schools and campuses that was previously unavailable to anyone outside of first responders. The School Safety Information Sharing program's goal is to share information with those assisting in safety in educational facilities from local, state, and federal agencies about current threats and trends that could affect students, staff, faculty, and facilities. Mia is constantly working on bridging the communication gap and improving education to those in public safety and education to help all involved improve safety decisions. Mia's background includes over fifteen years of experience in research and large data management, over ten years teaching at the college level, and over six years of managing the School Safety and Information Sharing program.



1F. Student Led: Empowering Gen Z to Build Resiliency in Youth for Healthier Communities • 9:30 am - 10:45 am

In this student-led workshop, attendees will work collaboratively with student presenters to explore how organizations can use self-identified core values and youth leadership to build healthier communities. Learn how to foster meaningful youth/adult connections, and how to empower youth to cultivate compassion within their peers all from students' perspective. In a highly interactive session, high school and early college students will demonstrate what can happen when youth work to build resilience and end bullying.



Cari Zawodny, *Spirit of Youth, Anchorage Youth Vote, and Story Works Alaska*

Anchorage Youth Vote and Story Works Alaska Youth Team (SAYIT), work as a team to increase bullying prevention awareness in Anchorage. We have shared our message locally through Spirit of Youth and the Anchorage Youth Development Coalition, as well as nationally at the International Bullying Prevention Association Conference in San Diego, and internationally at the World Anti-Bullying Forum in Dublin, Ireland. We believe in the power of youth voice to build connections and foster resilience. and a B.A. in Economics from Saint Mary's College.

2F. Beyond ACEs: Why Trauma-Informed Practices Are a Call to Action • 9:30 am - 10:45 am

Increased knowledge of the life-long effects of Adverse Childhood Experiences (ACEs) has brought trauma-informed practices to schools. But ACEs represent only one type of trauma that children and their families experience. Join me for an exploration into other types of trauma, such as institutional and intergenerational trauma. Learn how to answer the call to action to restore safety, agency, and power in those affected and to become a change agent to break the trauma cycle.



Julie McDaniel-Muldoon, *Consultant, Student Safety and Well-Being, Oakland Schools*

Julie McDaniel-Muldoon, PhD is a Student Safety and Well-Being Consultant at Oakland Schools, an educational service agency for Oakland County, Michigan. Her work focuses on bullying prevention, restorative practices, and trauma-informed schools. She is a certified trainer for Bully-Free Schools and the International Institute for Restorative Practices. Additionally, Julie is an Advanced Certified Trauma Practitioner and Trainer for the National Institute for Trauma and Loss in Children.

3F. Superhero Therapy: How to Help Survivors of Bullying Learn Mental Health Skills through Connecting with their Fictional Pop Culture Heroes • 9:30 am - 10:45 am

This workshop will discuss how fictional heroes, such as Batman, Wonder Woman, and characters from Harry Potter, Star Wars, and Avengers, can help children to understand why bullying happens, as well as how to support themselves and others when they experience bullying. In addition, this workshop will focus on how to hold discussions about mental health using examples from popular culture in order to create a safe and caring environment for the child.



Janina Scarlet, *Licensed Clinical Psychologist, Founder of Superhero Therapy, Advisor to Pop Culture Hero Coalition, Pop Culture Hero Coalition*

Dr. Janina Scarlet is a Licensed Clinical Psychologist, a scientist, and a full-time geek. A Ukrainian-born refugee, she survived Chernobyl radiation and persecution. She immigrated to the United States at the age of 12 with her family and later, inspired by the X-Men, developed Superhero Therapy to help patients with anxiety, depression, and PTSD. She has written multiple publications on this topic and has given talks domestically and internationally. She is also a member of Pop Culture Hero Coalition. Her book, "Superhero Therapy" released on December 1, 2016 in the U.K. and released on August 1, 2017 in the U.S. Therapy Quest is due to release on May 7, 2019 and Dark Agents will be released October 1, 2019. On October 27th, 2018, Dr. Scarlet was awarded the Eleanor Roosevelt Human Rights award from the United Nations Association for her work with the refugee community and her unique approach to therapy.

Carrie Goldman, *Co-Founder, Pop Culture Hero Coalition*

Carrie Goldman is the award-winning author of *Bullied: What Every Parent, Teacher, and Kid Needs to Know About Ending the Cycle of Fear* (Harper Collins). Carrie Goldman is Co-Founder of the Pop Culture Hero Coalition and oversaw the development of the Heroic Journey, a comprehensive bullying prevention and SEL curriculum for middle school students.



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4F. Bringing Sexual Harassment into Bullying Prevention: Reframing Student Exposure in School and Online • 9:30 am - 10:45 am

To prevent bullying effectively it is imperative to address gendered harassment online and in schools. The goal of the workshop is to share knowledge on how to reframe student exposure by bringing in sexual harassment as a central component of bullying prevention. More specific, we will discuss bullying, gender and sexuality and test a recently developed mapping tool for sexual harassment, as an example of an innovative bullying prevention strategy.



Magnus Loftsson, Head of Research and Development, Friends

Magnus Loftsson, certified psychologist, Head of Research and Development at the foundation Friends and the chair of the World Anti-Bullying Forum. For three decades he has been working with gender equality, harassment, bullying and violence prevention. He is a doctoral student researching about parents and school violence, in the Department of Child and Youth studies at Stockholm University. He loves to bike and spend time in nature and is a proud father of two daughters.

5F. Building Kindness, Connection, and Trust with Experiential Learning Activities: A Toolbox for Success • 9:30 am - 10:45 am

This interactive session is designed to teach experiential learning activities that can fuel connections, foster kindness, and build trust. Using a series of short activities, Dr. Kortney Peagram will facilitate a training on how to use the activities to compliment and best support the programs, systems, and processes already in place at the schools.

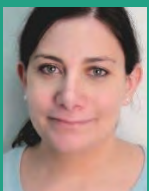


Kortney Peagram, Connection and Kindness: The Solution to Eradicating Bullying, Kortney Peagram

Dr. Kortney Peagram is the President and Owner of Bulldog Solution. Bulldog Solution provides schools with social emotional learning (SEL) curriculum, professional development trainings, and student programs to eliminate bullying, violence, and cyberbullying. Dr. Peagram works with organizations to provide programs on leadership, conflict management, team building, group management, diversity, compassion, bullying, and cyberbullying. Dr. Peagram's speaking engagements and workshops are engaging with applicable strategies for her audience. Dr. Peagram consults, writes, facilitates, and presents on topics that focus on the emotional and behavioral development. Dr. Peagram is in the process of gathering data on social emotional learning skills, bullying, and motivational interviewing. She will be presenting her research at APA in 2019. Dr. Peagram is also an Adjunct Professor at The Chicago School of Professional Psychology.

6F. Twenty Years of Anti-Bullying Laws: How Bullying Policy Fits Within the Broader Healthy Schools Landscape • 9:30 am - 10:45 am

This presentation will provide an overview of the current landscape of state-level anti-bullying laws including emerging trends (e.g., criminalization, fining parents, and mental health supports). It will additionally explore implementation challenges, leveraging Washington D.C. as an example of disconnects between policy intent and policy implementation. Finally, the presentation will ground bullying prevention policy within the broader state policy landscape on school health under the CDC's Whole School, Whole Community, Whole Child framework.



Deborah Temkin, Sr. Director, Education Research, Child Trends

Deborah Temkin, Ph.D., is a recognized leader in the fields of school climate and school-based prevention. Her work on bullying prevention led to a position in the U.S. Dept. of Education, where she led the Federal Initiative on Bullying Prevention. Dr. Temkin currently leads Child Trends' education program area, where her work focuses on the intersections between education and healthy social and emotional development.

7F. Future Directions in School-Based Efforts to Address Bullying • 9:30 am - 10:45 am

Summarizing five decades of research on school bullying, this presentation explores possible new directions in school-based efforts to address the problem, with anti-bullying initiatives considered as part of a larger mandate for schools – to create safe and caring school communities by fostering social and emotional learning (SEL) and well-being in all students. These efforts are facilitated by understanding the dynamic social processes that operate in children's peer groups, and supported by a new website for educators, the SEL Resource Finder (www.selresources.com).



Shelley Hymel, Ph.D., Lando Professor in Social and Emotional Learning, Head, Department of Educational and Counselling Psychology and Special Education, University of British Columbia

Shelley Hymel holds the Lando Professorship in Social-Emotional Learning (SEL) in the Faculty of Education at the University of British Columbia, where she has established both Teacher Education and Masters concentrations in SEL, and an online resource for educators, the SEL Resource Finder (www.selresources.ca). She is also co-founder of the international Bullying Research Network (www.brnet), linking over 250 researchers from 20+ countries.

Awards: InspirED Award: Highlighting Students Activation Plan • 10:45 am - 11:00 am



Awards: IBPA Paper and Poster Awards: Highlighting the Bright Future of the Field • 11:00 am - 11:15 am



Keynote: Cultivating Kindness To Support Mental Health • 11:15 am - 11:45 pm

As Executive Director of Lady Gaga's Born This Way Foundation, Maya Smith shares what she and the organization have learned about the transformational power of kindness to support the wellbeing of individuals and to help communities to thrive. Join Maya as she explores the factors that contribute to the creation of kind environments, how we can use kindness as a tool to foster our mental and emotional wellbeing, and how we can better equip young people with the resources they need to support themselves and one another.



Maya Enista Smith, Executive Director, Lady Gaga's Born This Way Foundation

Maya Smith has over fifteen years of experience in youth empowerment, civic engagement, and community development. Maya proudly serves as the first executive director of Lady Gaga's Born This Way Foundation, which works to support the wellness of young people and empowers them to build a kinder, braver world. Previously, Maya served as the Chief Executive Officer and Chief Operating Officer of Mobilize.org, an innovative millennial organization whose mission is to empower and invest in millennials to create and implement solutions to social problems.

Keynote: What Everyone Ought to Know About Self-Esteem and Young People • 11:45 am - 12:15 pm

As the founder and creative director of Love Girls Magazine and a Peace First Fellow, Jasmine Babers channels her experience as a teenager leading a for girls, by girls national organization to share what she's learned about bullying, self-doubt, and social justice. Since January of 2012, Jasmine has been collecting stories from across the country about self-esteem, body-image what it means to "stand up to bullies" and through her experience has learned a great deal about collaboration, empathy and being fearless in the pursuit of your dreams. Explore the possibilities of a world without bullies and why young people need to be at the forefront of the movement



Jasmine Babers, Founder and Creative Director, Love Girl Magazine

Jasmine Babers is a recent graduate from the University of Illinois in Chicago, where she double majored in Gender and Women's Studies and Political Science. On campus, Jasmine wore many hats; she was the treasurer and social chair of SISTERS, a member of Woman 2 Woman, and a founding member of the UIC philanthropy group. Jasmine's most prized accomplishment is being the founder and editor of Love Girls Magazine. She started Love Girls when she was 15 years old, in response to bullying, sexism and other injustices that she saw regarding women and girls.

Lunch on your own • 12:15 pm - 1:15 pm

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1G. TED Inspired Sessions (20 minutes per topic plus 15 minutes Q&A) • 1:15 pm - 2:15 pm

A. How to Engage Conversation and Create Dialog around the Importance of Inclusion and Kindness

Nancy will discuss the power of utilizing graphic literacy as a method that people can use to spark dialog around topics difficult to approach, including bullying. She will highlight the role of the bystander, particularly as it relates to neuro-diversity, people with disabilities, and understanding social inclusion for all. Nancy will also introduce Scarlet Saltee, a new teen character she created for the Archie Comics family. Scarlet's character includes the fact that she is autistic.



Nancy Silberkleit, Co-CEO, Archie Comics

As Co-CEO of Archie Comics, Nancy Silberkleit harnesses the power of graphic literacy to advance causes she is passionate about, including knowledge sharing, anti-bullying, and the environment. A former school teacher, she coined a personal and professional motto: "Children + Comic Books = Reading, Knowledge, and Confidence." In consultation with Jason Harris and others in the Autistic rights and Neurodiversity pride movements, Silberkleit has launched a new character, Scarlet Saltee, who has joined the Riverdale world as an Autistic high school student, Archie and company's peer. Scarlet's character, Silberkleit says, gives readers examples of "inclusion and friendship." Ultimately, however, for Silberkleit, and, she hopes, others, "highlighting Scarlet is a way for kids and adults alike to connect with a character like themselves." The goal, Silberkleit says, "is to create a character that not only children who are autistic and neurodiverse can connect with, but to bring greater awareness to people, in general."

B. Embracing Diversity With Poetry by Teaching Kindness and Compassion to Disengage Bullying Behaviors

Johnna Baker, an inspirational poet, author, retired public school administrator, and attorney will use excerpts from her researched- based book *Please Do Not Bully Me, I Am Just Like You Don't You See A Manual for Parents and Administrators* to teach research based methods for preventing and addressing bullying, how to communicate effectively, how to embrace diversity and how to develop an action plan when bullying occurs. Research suggests that teaching students to be empathetic –the ability to walk in another person's shoes, is the key to preventing bullying. What better way to teach empathy and kindness than through poetry. There are many "take aways" in this workshop for the school administrator, teacher, and parent counselor.



Johnna Baker, Attorney/Retired Educator and Administrator, Johnna Baker Law Firm LLC.

Johnna Baker is a licensed attorney, speaker, and educator in the state of Alabama. She has more than thirty year's in the public school system as an administrator and is now practicing law in the area of domestic relations. Ms. Baker is the author of *Please Do Not Bully Me, I Am Just Like You Don't You See (A Manual for Administrators and Parents)* Using a unique combination of poetry, prose and legal statutes she offers a unique combination of the emerging legal aspects of education while providing the laymen's perspective on solutions every parent needs. The author's diverse background and education offers the perfect combination of skills and education from which to address the sensitive and complicated topic of bullying. In addition to being a practicing attorney, Ms. Baker is equally skilled in the field of education obtaining a BS Degree in Secondary Education, an MA in Secondary Education, an MA in Administration, an EDs in Educational leadership.



2G. Creating School Communities of Courage: Lessons from the Field • 2:15 pm - 2:30 pm

What are the most innovative measures schools are taking to empower students as leaders of their school communities and elevate the potential of the whole child? With this question in mind, researchers from the National School Climate Center embarked on a study involving six diverse districts across the U.S. Findings, including how schools utilize character education and restorative practices to counter bullying and discrimination, illuminate a path to centering student experience in education.



Susan Zelinski, Manager, Research & Evaluation, National School Climate Center

Susan is the Manager of Research and Evaluation at the National School Climate Center. She earned a Master's in Clinical Psychology from Teacher's College, Columbia University. During her initial exposure to research at the behavioral neuroscience lab at Rutgers-Newark, Susan developed a passion for integrating her interests in medicine, neuroscience, and psychology. Susan has also worked in program development with children and adults with developmental disabilities, utilizing emerging research in mind-body health to create initiatives that enhance well-being.

Christian Villenas, Director of Research, National School Climate Center

Christian Villenas is the Director of Research at NSCC. Before joining NSCC, Christian was a Senior Research Associate at GLSEN where he designed and managed research and evaluation projects related to LGBTQ issues in education. He also collaborated with GLSEN staff and key organizational allies to promote GLSEN's efforts to achieve policy and programmatic improvements on LGBTQ issues in K-12 schools. Prior to GLSEN, Christian served as a senior policy analyst at Advocates for Children of New York (AFC) where he provided research and analysis of existing and emerging policy initiatives on the federal, state, and local levels related to education rights and education inequality. He also developed policy recommendations for the organization's reports and policy agenda, represented AFC on several education coalitions/working groups, and contributed to research projects through the production of policy briefs, memos, and full-length reports. Christian has also served as a Data Analyst at the New York City Charter School Center and as a Research Associate Fellow at the NAEP Education Statistics Services Institute and the American Institutes for Research in Washington, DC.



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INTERNATIONAL BULLYING
PREVENTION ASSOCIATION

SATURDAY, NOVEMBER 9

Saturday Afternoon Closing Sessions • 2:30 pm - 3:30 pm

1H. Research Lighting Session (15 minutes per topic plus 15 minutes Q&A) • 2:30 pm - 3:30 pm

A. Fostering Online Civility in Academic Environments

Online incidences of academic incivilities (a form of cyberbullying) negatively impact students learning, satisfaction, and motivation for learning. When these incivilities are left unaddressed, the academic environment can be marked with frustration, withdrawal, and leading to diminished or hostile interactions. The adverse consequences extends beyond students to instructional staff, and institutions. The proposed presentation includes research-based approaches to foster positive online learning.



Jessica Tinstman Jones, *Doctoral Student; Graduate Research Assistant, University of Central Florida*

Jessica L. Tinstman Jones, M.Ed, Ed.S. is a doctoral student in the Counselor Education and Supervision program and a graduate research assistant for the College of Community Innovation and Education at the University of Central Florida. Jessica's research focuses on crisis intervention, suicidality, mental health impacts of bullying and cyberbullying, adolescents, and military populations. She has clinical experience working in academic settings with populations experiencing bullying behaviors.

Laurie Campbell, *Assistant Professor, University of Central Florida*

Laurie O. Campbell, Ed.D., is an Asst. Professor at the University of Central Florida. She is co-director of the Behavioral Indicator Training Program <https://ccie.ucf.edu/behavioral-indicator-training/>. She pursues research related to STEM curriculum and identity among underserved and underrepresented populations through personalized and active learning. The foundation of her interdisciplinary research includes the desire to improve education for all through instructional design and technology.



B. The Chicken or the Egg: A Longitudinal Analysis of Bullying Trajectories Among Australian Adolescents

Extant literature has revealed that adolescents experiencing cyberbullying victimization are also likely experiencing offline bullying victimization. However, limited research has examined whether cyberbullying victimization begins online, offline, or arise concurrently with offline bullying victimization. Such information is important in informing both policymakers and practitioners devise strategies to best prevent bullying experiences. This lightning-round session presents research conducted on a longitudinal sample of Australian adolescents, examining the trajectories of bullying experiences over time.



Jin Lee, *Doctoral Student, Michigan State University*

Jin R. Lee (leejin26@msu.edu) is a doctoral student at the School of Criminal Justice at Michigan State University. His research interests are in cybercrime, cybersecurity, and online interpersonal violence. Jin is a member of the Center for Cybercrime Investigation & Cybersecurity (CIC) and the International Interdisciplinary Research Consortium on Cybercrime (IIRCC). His recent work has appeared in Journal of Interpersonal Violence, Computers in Human Behavior, International Journal of Cyber Criminology, and Information, Communication & Society.

C. An Examination of Routine Activities Theory to Assess On and Offline Bullying Victimization

Understanding what activities increase (or decrease) adolescents' risk of bullying victimization is an important step in informing prevention strategies. Applying criminological theory with regard to causal relationships that predict bullying victimization can help in establishing a stronger claim that those factors are causes (rather than merely correlates) of bullying victimization. This lightning-round session presents research examining the routine activities of a longitudinal sample of Australian adolescents, and how these activities predict bullying victimization.



Rebecca Malinski, *Doctoral Candidate, Michigan State University*

Rebecca Malinski (raffer32@msu.edu) is a doctoral candidate in the School of Criminal Justice at Michigan State University. Her research is in the areas of youth violence and victimization, bullying, and cyberbullying. She is the president of the School's Graduate Student Association, and a member of the American Society of Criminology. Her work has appeared in Deviant Behavior, Trauma, Violence, and Abuse, and the Journal of Contemporary Criminal Justice.

2H. TED Inspired Sessions (20 minutes per topic plus 15 minutes Q&A) • 2:30 pm - 3:30 pm

A. Be Positively Powerful: An Empowerment Plan for Bullied Students

The experience of being persistently bullied is the experience of trauma--toxic stress that can lead to hyper vigilance, inability to concentrate, and increased likelihood of triggering. Many students who experience persistent bullying have challenges that make them more likely to be treated badly or have emerged as a result. Seven powerful positive strategies, grounded in positive psychology and trauma informed practices, can be implemented to better empower these students.



Nancy Willard, Doctoral Student, Director, Embrace Civility in the Digital Age

Nancy Willard, M.S., J.D. Director of Embrace Civility in the Digital Age brings a social science and legal background to the issues of bullying. She is the author of two new books, *Engage Students to Embrace Civility* and *Be Positively Powerful: An Empowerment Plan for Teens Who Are Bullied or Harassed*. For schools, Nancy's approach focuses on student empowerment and effective interventions by staff and peers. Nancy also assists attorneys as a consultant or expert witness.

B. Accelerate Bullying Prevention: How to Translate Your Ideas into Action

This engaging and interactive workshop will provide participants methods and tools to help translate their ideas on bullying prevention into action. Using strategies from public health, social work, and community-based research, Dr. Jennifer Tang Cole will help you put your ideas into action using a four-step process. This workshop is for participants that are either planning to or currently delivering bullying prevention in their area including educators, principals, service providers, and youth.

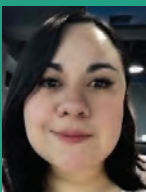


Jennifer Tang Cole

Jennifer Tang Cole, MSW, Ph.D., is a social worker, educator, and community-based researcher. She has over fifteen years of experience teaching community-program development, program evaluation, and non-profit management to service providers and graduate level students. She currently co-facilitates an anti-bullying prevention club at Martin Luther King Elementary in Ann Arbor, Michigan. She is also a volunteer for Sandy Hook Promise, a national U.S. non-profit that seeks to prevent school gun violence.

3H. Using Virtual Reality to Build Empathy • 2:30 pm - 3:30 pm

Misión Paz Escolar is the first program of its kind launched by Facebook globally, to prevent bullying using virtual reality to generate meaningful learning. The program aims to help students to develop socio-emotional skills such as empathy and assertiveness to prevent bullying situations and to be safe online.



Ximena Durán, Ph.D., Scientific Researcher and Development Manager

Ximena holds a Ph.D. in Psychology and Health from the National Autonomous University of Mexico (UNAM). During 2012 she participated in the research group of the Catholic University of Milan and at The Auxological Institute of Milan working in Human Computer Confluence and Virtual Reality. From 2007 to 2014 she was a staff member of the Virtual Training and Cyberpsychology Laboratory at UNAM. There she collaborated in the development and assessment of training protocols, research projects using technologies in psychological treatments, training of psychologists to deliver online psychological treatments and by providing treatment using virtual reality for anxiety disorder, social anxiety disorder, agoraphobia, fear of flying and post-traumatic stress disorder. She has collaborated with other research centers and universities such as the Autonomous University of Hidalgo in the development of virtual reality environments for social anxiety therapy and social skills development. Currently she is director of the research and development department at Yeltic "Virtual Trainings".



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SEPTEMBER 15 - NOVEMBER 4	STANDARD PRICES (IF YOU REGISTER AFTER OCT 1 ST)	EARLY BIRD PRICES (ONLY IF YOU REGISTER BY OCT 1 ST)
Current IBPA Member	\$420	\$320
Non-Member	\$460	\$360
Join/Renew IBPA Premier Membership + Conference Registration (BEST Value!!)	\$499	\$399
Student Registration (current full time student at a university, college or high school)	\$299	\$199
Group Registrations	\$395 per person (groups of 20 or more) \$425 per person (groups of 10 or more)	\$295 per person (groups of 20 or more) BEST PRICE OF ALL!! \$325 per person (groups of 10 or more)

PRE-CONFERENCE SESSIONS	STANDARD PRICES (IF YOU REGISTER AFTER OCT 1 ST)	EARLY BIRD PRICES (ONLY IF YOU REGISTER BY OCT 1 ST)
Olweus Day (You must be a certified OBPP trainer/ consultant to attend this session) 8:00 am – 4:00 pm	\$95	\$95
Olweus Day (You must be certified OBPP School Personnel to attend this session) 8:00 am – 4:00 pm	\$95	\$95
Bullying Prevention Best Practices 8:00 am – 12:00 pm	\$65	\$65
Evidence Based Bullying Prevention Programs Showcase 1:00 pm – 4:30 pm	\$65	\$65

ONE DAY REGISTRATION	STANDARD PRICES (IF YOU REGISTER AFTER OCT 1 ST)	EARLY BIRD PRICES (ONLY IF YOU REGISTER BY OCT 1 ST)
Friday Only	\$230	\$180
Saturday Only	\$260	\$200

Group registration is simple with our new registration system this year. Group registrations also receive FREE one year IBPA memberships, a room to meet in for a wrap up session at the end of the conference and more benefits! Bring your team this year and make an impact on your school climate.

When you register, you will receive a code for you to share with colleagues, for each person that registers, you will earn a \$50 refund/credit to your registration fee, if 7 colleagues register, you will attend for free!

PLEASE NOTE:

By attending you have consented to photography, audio recording, video recording and its/their release, publication, exhibition, or reproduction to be used for news, web casts, promotional purposes, advertising, inclusion on websites, social media, or any other purpose by IBPA, its sponsors/exhibitors and its affiliates and representatives. Images, photos and/or videos may be used to promote similar events in the future.

CANCELLATION POLICY

Requests for registration cancellations will be honored, less \$50 per person processing fee, if cancellation is received in writing before September 15, 2019. Written requests postmarked between September 16th and October 11th, 2019 will receive a 50% refund, less \$50 per person processing fee. No cancellations will be accepted over the phone, and no refunds will be given for "no shows". All substitutions must be made in writing. No refunds will be given for cancellations after October 11th, 2019. Substitutions are welcome and there is no fee for making a substitution.

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