



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Improving the School Experiences of LGBTQ+ Students



March 18, 2021 | 12:00-1:30 p.m. EST



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**SAMHSA**  
Substance Abuse and Mental Health  
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# DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).



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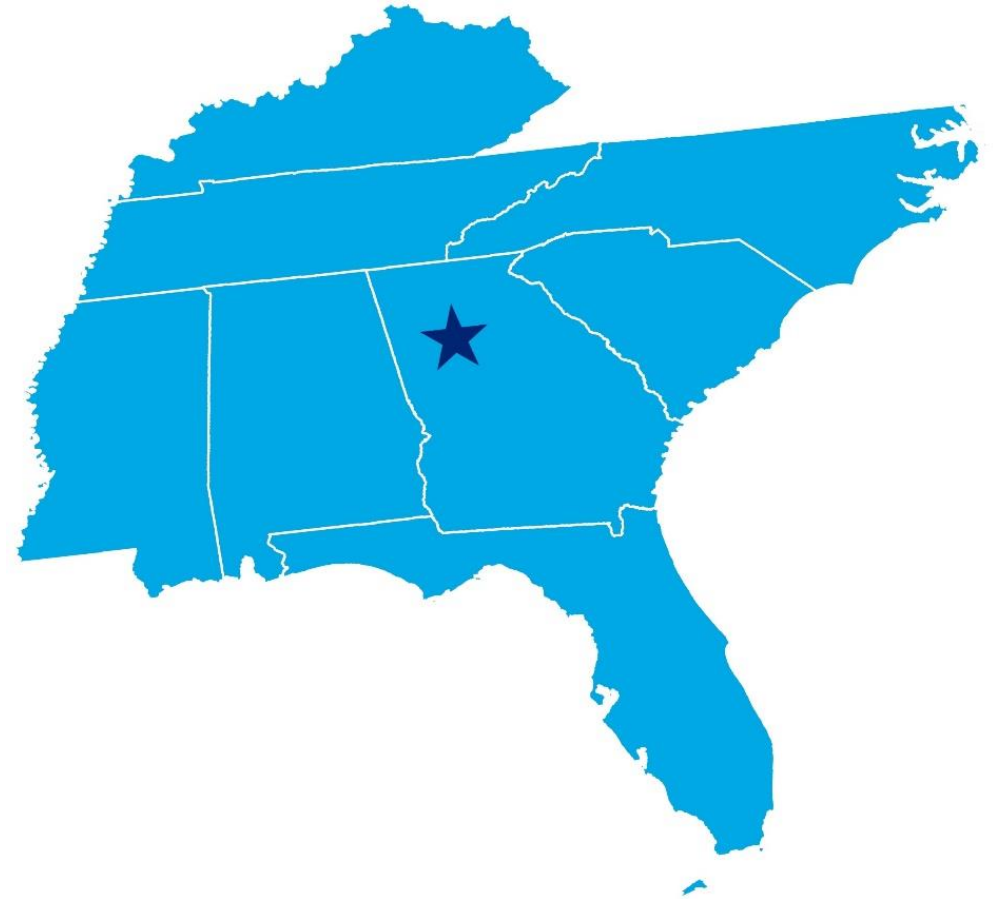
Funded by Substance Abuse and Mental Health Services Administration

**The Southeast MHTTC** is located at Emory University in the Rollins School of Public Health.

**Our Mission:** To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

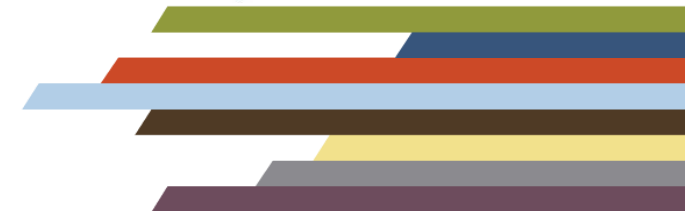
**Our Vision:** Widespread access to evidence-based mental health services for those in need.

**Our Services:** We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.



**SAMHSA**

Substance Abuse and Mental Health  
Services Administration



# Region IV Southeast Mental Health Technology Transfer Center

Please visit our website at [www.southeastmhttc.org](http://www.southeastmhttc.org) for upcoming trainings as well as archived recordings of past trainings.

The screenshot shows the website's header with the logo for Southeast (HHS Region 4) MHTTC, which is the Mental Health Technology Transfer Center Network, funded by the Substance Abuse and Mental Health Services Administration. A navigation menu includes links for YOUR MHTTC, TRAINING AND EVENTS, RESOURCES, PROJECTS, COMMUNICATION, and ABOUT. Below the menu is a 'SOUTHEAST MHTTC NAVIGATION' bar with a 'Go to Center' button. The main content area features a large image of people sitting together with their hands clasped, overlaid with the text 'Our Vision: Widespread access to evidence-based mental health services for those in need.' and a 'Learn More' button. Below this is a section titled 'Southeast MHTTC' with a photo of the Atlanta skyline and text stating the center is located in Atlanta, GA, at the Rollins School of Public Health at Emory University, serving eight states in HHS Region IV. Contact information includes the phone number 404-387-8515 and the email southeast@mhttcnetwork.org.

## NEWS



## UPCOMING EVENTS

- AUG 05** **Suicide Risk Assessment Training - Raleigh, NC**  
Suicide Risk Assessment is an interactive training targeted to Master's level and licensed mental...
- AUG 07** **Financing School-Based Mental Health Services in Medicaid Managed Care**  
This webinar will provide an enhanced understanding of how school-based mental health (SBMH)...

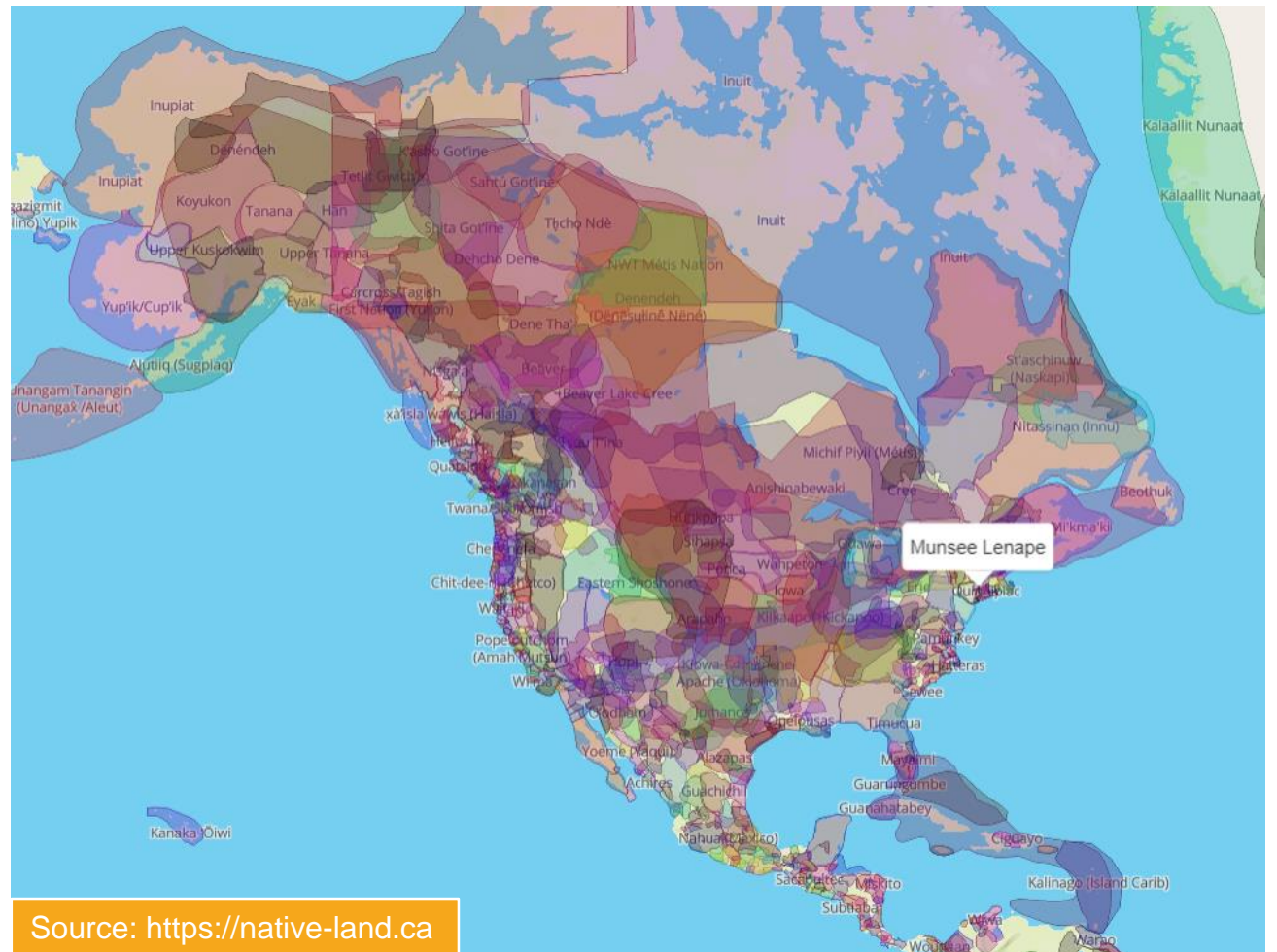


# Land Acknowledgement

The GLSEN Research Institute, GLSEN Education and Youth Programs, and its staff completed this work while on the ancestral home of the Munsee Lenape.

The GLSEN Public Policy offices are located on the ancestral homes of the Piscataway and Nacotchtank.

We encourage you to learn more about the indigenous territories on which you reside.



**GLSEN**<sup>®</sup> is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community.

- Leading Research
- Educational Resources & Training
- Student Leadership
- Policy Advocacy
- Public Awareness
- 40+ State & Local Chapters



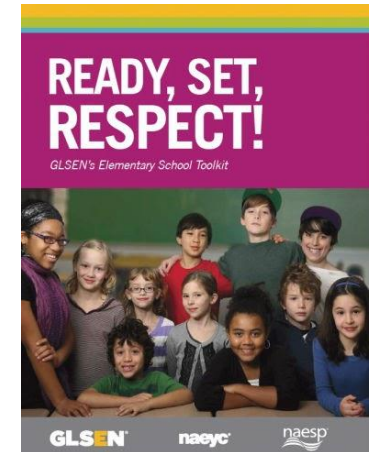
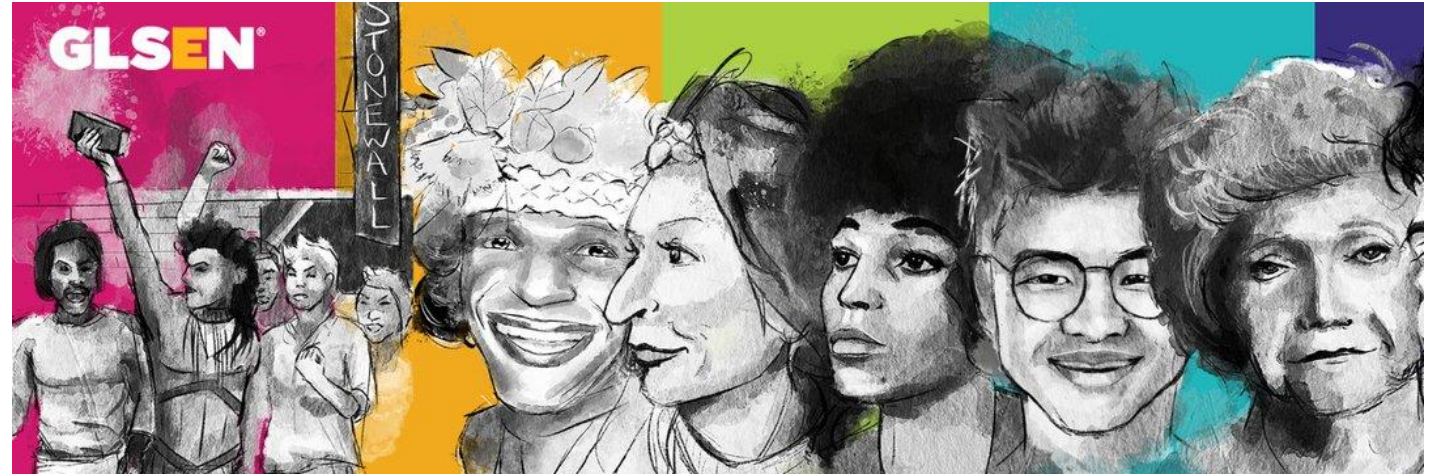
**GLSEN** | RESEARCH INSTITUTE supports the organization's mission by conducting original research on issues of sexual orientation and gender identity/expression in K-12 education and evaluating GLSEN programs and initiatives.

The Research Institute also assists chapter and student leaders and other safe school advocates in conducting local research and evaluation to document, promote and improve local efforts.



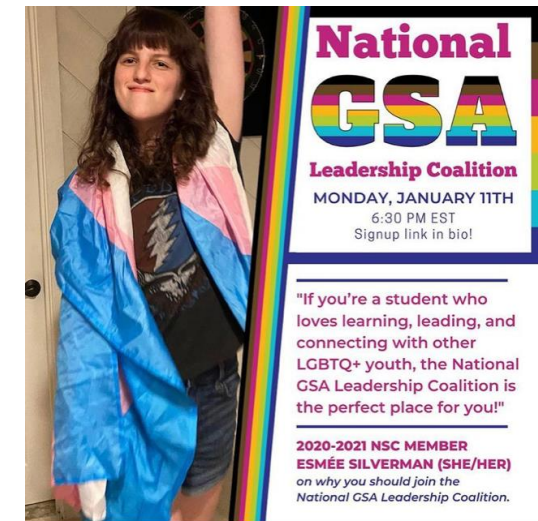
# GLSEN: Education & Youth Programs

- Educator Resources
- Professional Development
- Educator & Student Engagement Opportunities
- Student Resources
- Student Leadership
  - National Student Council
  - GSAs (Gender & Sexuality Alliances)
  - SHINE Teams





# GLSEN NATIONAL STUDENT COUNCIL



**GLSEN's** Public Policy Office works with policymakers at all levels to ensure that the best and most inclusive policies and laws are considered, passed, and implemented.

Public Policy's team works with advocates to push for such laws at the federal, state, and local level.

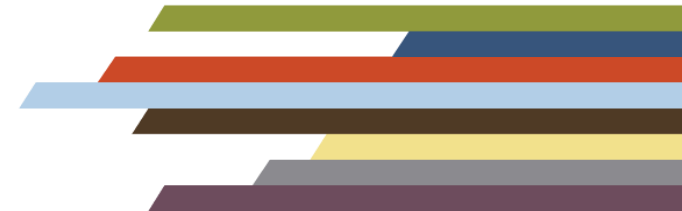


# Overview

- **GLSEN Research on LGBTQ-Related School Supports and Resources**
- **Best Practices**
- **Voices from LGBTQ+ Youth**
- **Policies that Support LGBTQ+ Youth**
- **Q&A**



# **GLSEN Research on LGBTQ- Related School Supports and Resources**



# National School Climate Survey

## GLSEN Research Summary

### 1999 National School Climate Survey

GLSEN conducted a national survey of youth affiliated with GLSEN chapters and other groups and organizations for LGBT youth. The survey was distributed to the staff and members of the youth-related organizations who in turn distributed it to their constituents. In this survey, youth were asked about their school climate, overall school level, frequency of homophobic remarks heard, experience with verbal, physical, and sexual harassment and experience with physical violence related to their sexual orientation or gender identity. A total of 48,000 students, gay, bisexual or transgender youth from 32 states completed the survey fully. The youth ranged in age from 12 to 29 (the average age was 17 years old), and were predominantly white (61.2%) and male (64.5%).

#### Homophobic Remarks in School

Over 90% (91.4%) of LGBT youth reported that they sometimes or frequently hear homophobic remarks in their school (verbal such as "faggot," "dyke," or "queer").

Although almost all of the youth reported hearing these remarks from other students (98.4%), some one-third of the youth reported hearing homophobic remarks from faculty in school (34.6%).

#### Harassment

The majority of youth reported experiencing some form of harassment or violence (89%). Most reported verbal harassment (81.7%), nearly half (46.7%) reported sexual harassment during, suggestive comments made, being touched (inappropriately), etc.) and over one-quarter (27.3%) reported experience of physical harassment (being shoved, pushed, etc.).

Of those students who reported verbal harassment, almost half said that they experienced it daily (45.7%), or often.

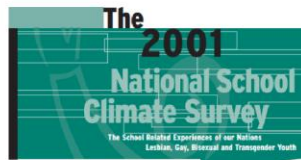
#### Queer Content in School

Most of the youth did not feel safe in their school because they are gay, lesbian, bisexual or transgender (58.3%).

Over a third of the youth did not feel comfortable speaking to school staff about LGBT issues (38.2%), and 16%.

For more information on the 1999 National School Climate Survey, please contact:  
Diane B. Good  
Phone: 202-223-4100  
Email: dgood@glsen.org

A PUBLICATION FROM THE EDUCATION PARTNER PROGRAM OF THE GAY, LESBIAN, AND STRAIGHT EDUCATION NETWORK



## The 2003 National School Climate Survey

The School-Related Experiences of Our Nation's Lesbian, Gay, Bisexual and Transgender Youth



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2005 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2007 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2009 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2011 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian & Straight Education Network  
www.glsen.org

## The 2013 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian & Straight Education Network  
www.glsen.org

## The 2015 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools



A Report from GLSEN  
www.glsen.org

## The 2017 National School Climate Survey

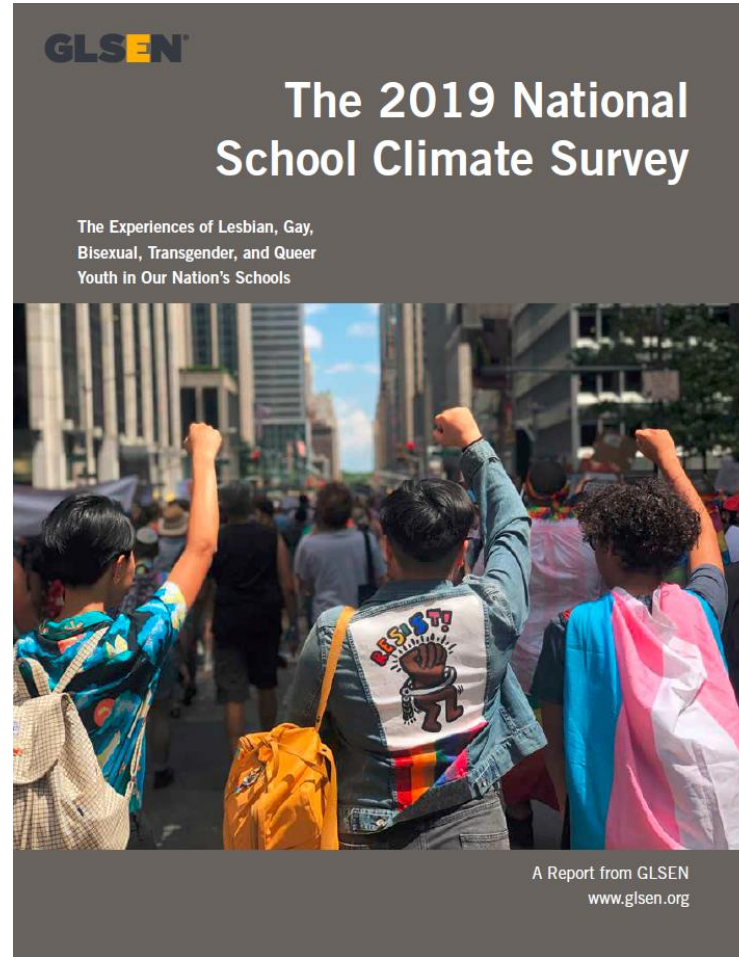
The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools



A Report from GLSEN  
www.glsen.org



# 2019 National School Climate Survey



# Methods

- **Online survey**
- **Outreach to constituents and national, regional, and local organizations & groups**
- **Social media outreach**
- **Targeted advertising on Instagram, Facebook, Snapchat**



# Sample Characteristics

- **16,713 LGBTQ student responses**
- **From all 50 states, D.C., and U.S. territories**
- **69.2% White, 30.8% students of color**
- **51.4% cisgender, 28.2% transgender, 15.1% nonbinary**
- **Average age: 15.5 years**

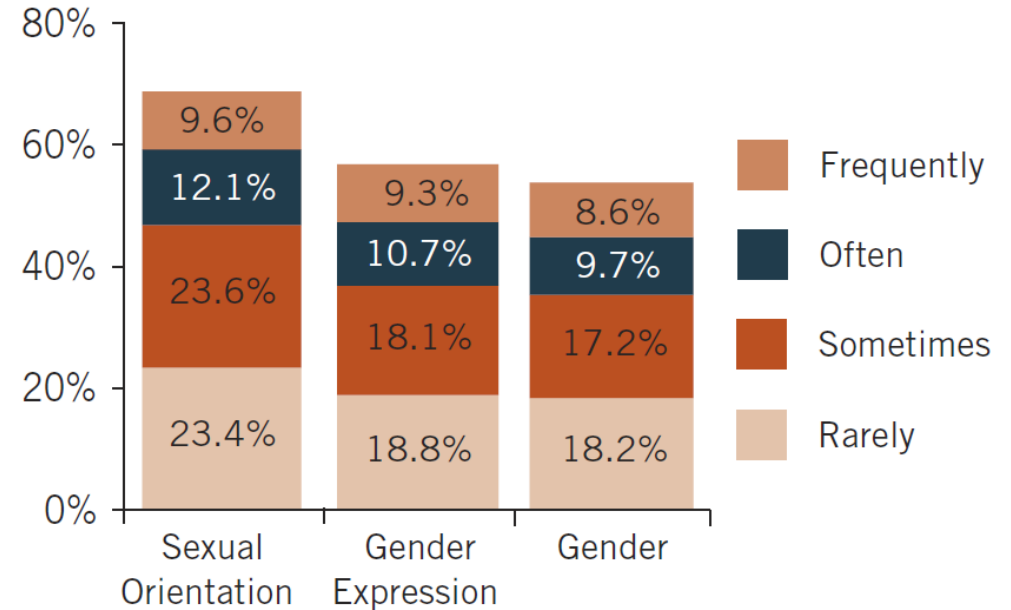




# Experiences of Harassment and Assault

- **Over 4 in 5 LGBTQ students (86.3%) experienced identity-based harassment & assault**
- **Sexual orientation & gender expression were the most commonly targeted characteristics**

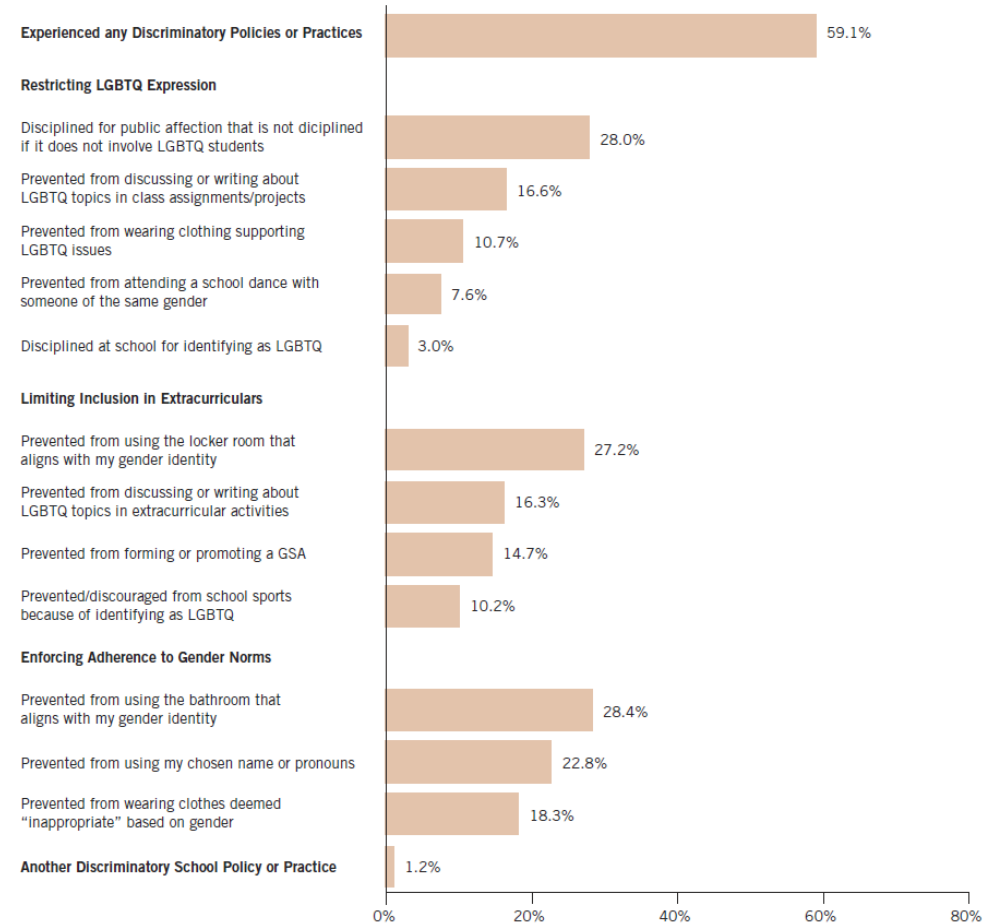
Figure 1.15 Frequency of Verbal Harassment Based on Sexual Orientation, Gender, and Gender Expression Experienced by LGBTQ Students in the Past School Year



# Discriminatory Policies/Practices

- We asked students about whether they experienced any of several discriminatory school policies or practices related to their LGBTQ identity.
- The majority of LGBTQ students (59.1%) reported experiencing anti-LGBTQ discriminatory policies or practices at school.

Figure 1.23 Percentage of LGBTQ Students who Have Experienced Discriminatory Policies and Practices at School



# School Resources and Supports

**Supportive Educators**

**Student Clubs  
(GSAs)**

**Inclusive Curricular  
Resources**

**Inclusive Policies**

- Decreased negative school experiences (homophobic remarks, feeling unsafe, victimization)
- Improved mental health (self-esteem, depression)



# School Resources and Supports

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Most LGBTQ students do not have access to the resources and supports that create safer, more LGBTQ-affirming school environments.



# School Resources and Supports

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- 97.7% had at least 1 supportive school staff member
- 66.3% had 6+ supportive staff
- 61.6% had a GSA
- 19.4% were taught positive representations
- 13.5% had an anti-bullying policy including sexual orientation & gender identity/expression
- 10.9% had official policies or guidelines supporting transgender & nonbinary students



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# Recommendations

- **Support student clubs, such as GSAs.**
- **Provide staff trainings to increase number of supportive educators & staff available to students**
- **Increase student access to accurate & appropriate information regarding LGBTQ people, history, and events**

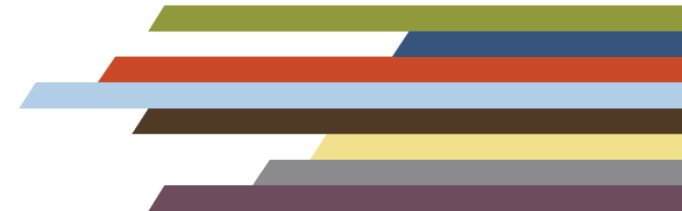


# Recommendations

- **Ensure that school policies & practices do not discriminate against LGBTQ students**
- **Enact & implement affirming policies & practices for transgender & nonbinary students**
- **Adopt & implement anti-bullying/ harassment policies that enumerate sexual orientation, gender identity, and gender expression as protected categories**



# Best Practices



# GLSEN's 4 SUPPORTS TO CREATE INCLUSIVE SCHOOLS:



- **Comprehensive Policies**

Implement comprehensive anti-bullying and anti-discrimination policies that specifically includes protections based on sexual orientation or gender identity/expression among a list of enumerated categories.



- **Supportive Educators**

Educators who show their support for LGBTQ+ students. Educators who have had staff trainings on how to address anti-LGBTQ+ bullying and bias behavior.



- **Student-led Clubs**

Support for student interventions such as Gender-Sexuality Alliance (GSA) clubs and participation in events such as GLSEN's Day of Silence.



- **Inclusive Curriculum**

Positive representations of LGBTQ+ people, history, and events in school curriculum.



# GLSEN Education Webinar Series

## Back to School in a Pandemic: LGBTQ+ Student Safety

**Mimi Shelton**  
they/them  
she/her  
ELA Teacher, Manhattan Country School and Advisor, EAC member  
New York

**Laura Ross**  
she/her  
School Counselor; GSA Advisor at Five Forks Middle School, ASCA Counselor of the Year  
Georgia

**Justin Dolci**  
he/him  
Teacher resource specialist; GSA advisor at Grover Middle School, member of the GLSEN Central NJ board

**Amanda Egan**  
she/her  
High school Math Teacher; GSA Advisor; GLSEN's 2020 educator of the year honor roll, EAC member  
Massachusetts

**Emily Schorr Lesnick**  
she/her  
Director of Social Emotional Learning at University Prep (6-12), EAC member  
Washington

Education Webinar Series  
**No-Name Calling Week Planning**  
December 16th, 5:00PM EST  
Register Now

**LGBTQ+ Advocacy in Special Education**  
November 18<sup>th</sup> 5-6PM EST

**TRAY ROBINSON**  
(he/him)  
High School Special Educator

**DYLAN KAPIT**  
(they/tham)  
Elementary Special Educator & PhD Student

**DR. JESSICA TOSTE**  
(she/her)  
Associate Professor in Special Education

New Webinar!  
**Mental Health Advocacy for LGBTQ Youth**  
May 28, 2020 • 5:00 PM

## LGBTQ+ Inclusive Sexual Health Education

**Savion Morgan Cooper**  
GLSEN San Diego

**Sarah Emily Baum**  
Sex, Etc. Staff Writer

**Elle Smith**  
GLSEN 2019 Student Advocate

**Eka Tawe**  
Sex, Etc. Staff Writer

**EI Martinez**  
GLSEN National Student Council

# GLSEN Days of Action



October



January



April



# GLSEN STUDENT & EDUCATOR ENGAGEMENT

from Alice Wu, director of *Saving Face*

a different kind of love story

**the half of it**

MAY 1 | NETFLIX

**RSVP!**

Join GLSEN for a **LIVE Q&A**

Featuring Director & Writer Alice Wu and cast members Leah Lewis and Daniel Diemer!

**GLSEN**

FROM THE WRITERS OF LOVE, SIMON

A **hulu** ORIGINAL

**LOVE, VICTOR**

LOVE ISN'T ALWAYS A STRAIGHT LINE

SERIES PREMIERE **JUNE 17** **hulu**

CAST: MERYL STREEP, JULIA CORDEN, ANNE HATHAWAY, KEVIN SPACEY, JENNIFER LOPEZ, ANTHONY RANNELLS, JESSICA WENDEN, JESSICA DEBOSE, JAMIE FOXX, JAMES WASHINGTON, ANDREW POLLAK, ANDREW POLLAK, ANDREW POLLAK

EVERYONE DESERVES A CHANCE TO CELEBRATE.

**THE PROM**

WRITTEN BY BOB MARTIN & CHAD BEGUELIN, DIRECTED BY RYAN MURPHY

IN SELECT THEATERS DECEMBER AND ON NETFLIX | DECEMBER 11



# SUPPORTS FOR LGBTQ+ INCLUSION

- Encourage professional development for educators that specifically focuses on:
  1. LGBTQ+ students, educators, and families
  2. interrupting anti-LGBTQ+ comments and harmful gender stereotype reinforcement
  3. LGBTQ+ -inclusive curriculum.
- Communicate a commitment to LGBTQ+ diversity, equity, inclusion that is visible to students, educators and families.
- Read and Share [GLSEN's Policy Recommendations](#) for district and school leaders.
- Promote GLSEN's Days of Action, LGBTQ+ History Month (October), and Pride Month (June).
- Read GLSEN's [National School Climate Survey](#) to consider what foundations of understanding and support you can offer proactively in schools across the country.





# SUPPORT FOR COMING OUT

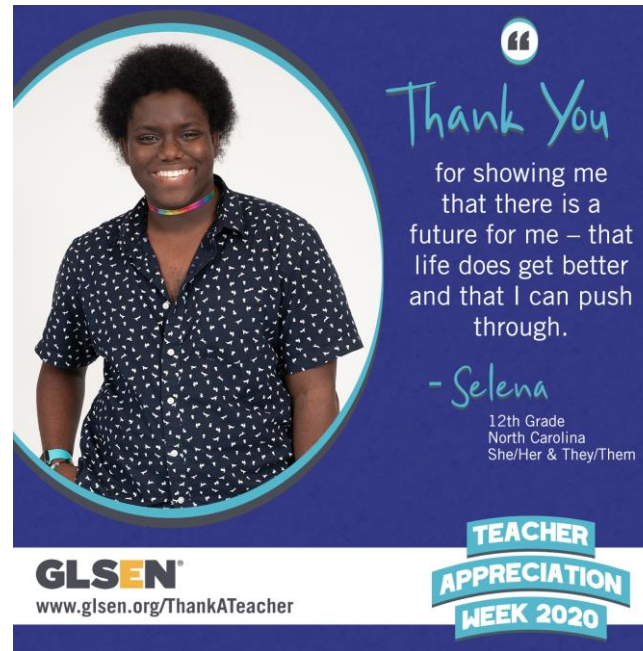


- Follow the student's lead
- When a student discloses their LGBTQ identity to you, respond in an affirming, supportive way.
- Respect your student's privacy. Allow them to decide when to come out and to whom.
- Students are their own experts...
- Use the name and pronoun (he/she/they) your students prefers (If unclear, ask).
- Don't assume what worked for one student will work for another with the same or similar identities
- Hold an open, honest space where each individual student can guide their own journey with your support.



# BEST PRACTICES FOR SUPPORTING LGBTQ+ STUDENTS

- Create a safe and affirming environment where students can freely express their gender.
- Display LGBTQ+-affirming signs or stickers
- Interrupt anti-LGBTQ+ language and mispronouncing/misgendering
- Support the GSA
- Keep learning about LGBTQ+ identities
- Avoid double standards regarding rules for LGBTQ+ and heterosexual students

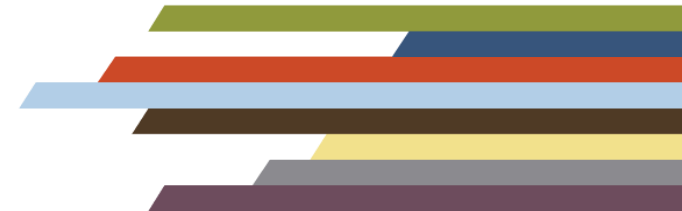


- Connect students with LGBTQ+ presenters, organizations, resources, and events.
- Consider seeking an LGBTQ+ adult role models for students.
- Reach out for education, resources, and support to deepen your understanding of LGBTQ+ student experiences.
- Align policies with your practice
- ONGOING Trainings

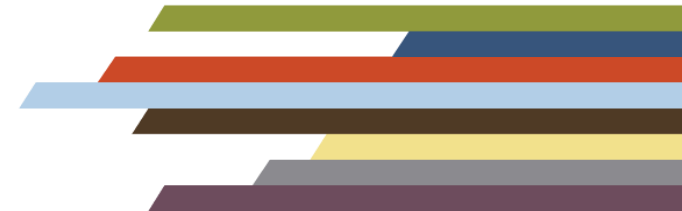




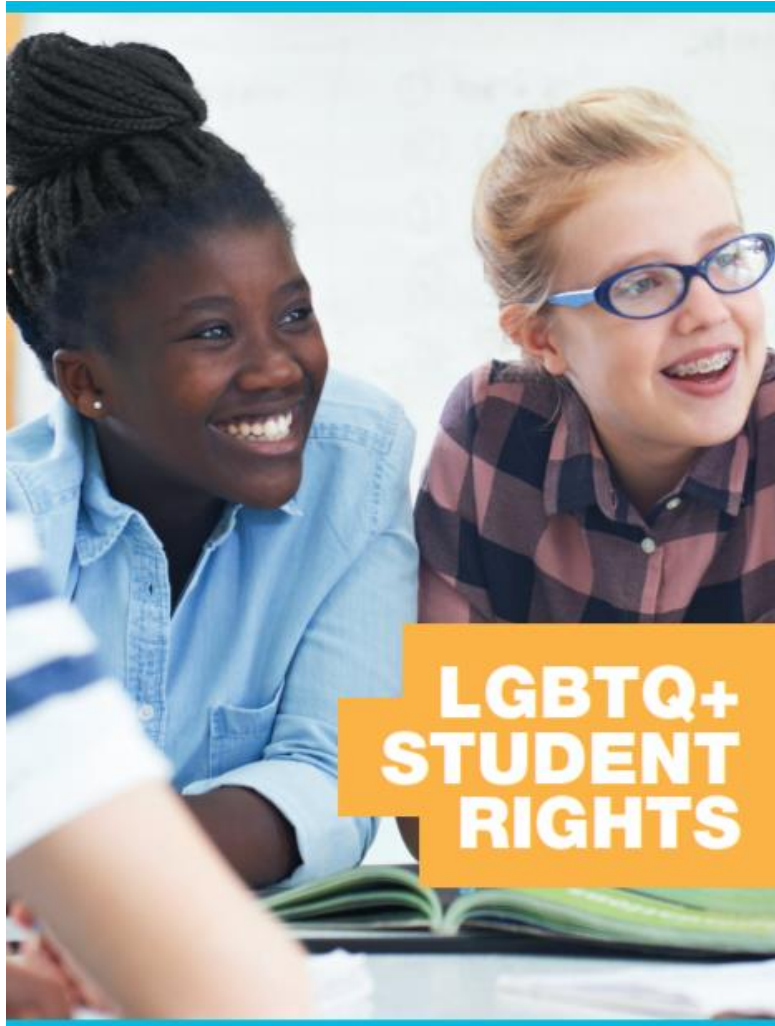
# **Voices From LGBTQ+ Youth**



# **Policies that Support LGBTQ+ Youth**



# Federal Protections for LGBTQ+ Students and Educators



[Administration](#) [Priorities](#) [COVID-19](#)

BRIEFING ROOM

## Executive Order on Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation

JANUARY 20, 2021 • PRESIDENTIAL ACTIONS

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

**Section 1. Policy.** Every person should be treated with respect and dignity and should be able to live without fear, no matter who they are or whom they love. Children should be able to learn without worrying about whether they will be denied access to the restroom, the locker room, or school sports. Adults should be able to earn a living and pursue a vocation knowing that they



# Funding for LGBTQ+ inclusive services during the pandemic

- Ensure focused outreach and follow-up to address the unique needs of LGBTQ+ students who are also low-income, students with disabilities, English language learners, experience homelessness, or who have been placed in foster care.
- Conduct adequate follow-up to ensure marginalized students have and can use technology for distance learning and afterschool programs.
- Retain, hire, and contract as needed with additional school counselors and psychologists to address the heightened level of mental and behavioral health needs of students.
- Provide high-quality, culturally affirming, and accessible professional development for educators and mental health providers to address heightened traumas that students, including LGBTQ+ and other marginalized students, may be facing because of the pandemic, and barriers they may face in distance learning and returning to school buildings.
- Support and encourage the virtual continuation of afterschool programs, including GSAs (Gay Straight Alliances or Gender and Sexuality Alliances), during distance learning.



# Community Collaborations



[Our Work](#)

[News & Stories](#)

[Take Action](#)

[About Us](#)

## Find Your Chapter Results

Albuquerque

[Visit Chapter Page →](#)

Arkansas

[Visit Chapter Page →](#)

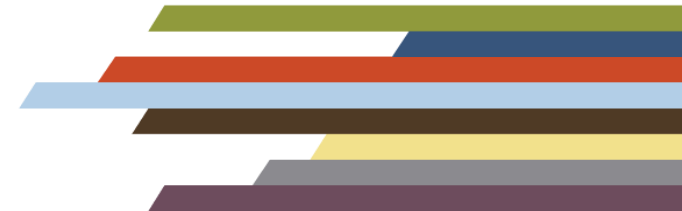
## Examples of Additional Partners:

-LGBTQ+ service providers and community centers

-Other national organizations such as the Trevor Project, PFLAG, and True colors United



# Q & A





# Contact Us

## Research

- @GLSENResearch on Twitter
- Email [glsenresearch@glsen.org](mailto:glsenresearch@glsen.org)

## Education and Youth Programs

- @GLSEN\_Education on Twitter
- Email [eyp@glsen.org](mailto:eyp@glsen.org)

## Public Policy

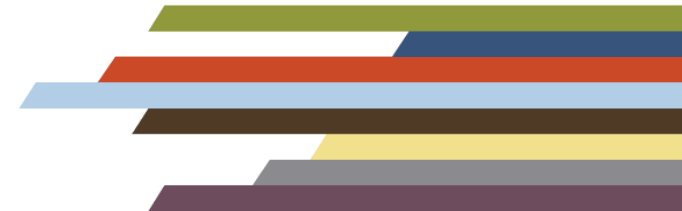
- @GLSENPolicy on Twitter
- Email [Policy@glsen.org](mailto:Policy@glsen.org)



# THANK YOU!

- Our funding comes from SAMHSA, which requires us to evaluate our services. We appreciate your feedback about this event, which will provide information to SAMHSA and assist us in planning future meetings and programs. Your feedback counts!
- Please click on the link to complete the SAMHSA required survey:

<https://ttc-gpra.org/P?s=835498>



SAMHSA's mission is to reduce  
the impact of substance abuse and  
mental illness on America's communities.

[www.samhsa.gov](http://www.samhsa.gov)

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