Southeast (HHS Region 4)

MHTTC Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Supporting LGBTQ+ Youth in Schools

March 11, 2021| 12:00-1:30 p.m. EST

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SAMHSA
Substance Abuse and Mental Health Services Administration

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).

Southeast (HHS Region 4)

MHTTC Mental Health Technology Transfer Center Network

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 for upcoming trainings as well as archived recordings of past trainings.

GLSEN®

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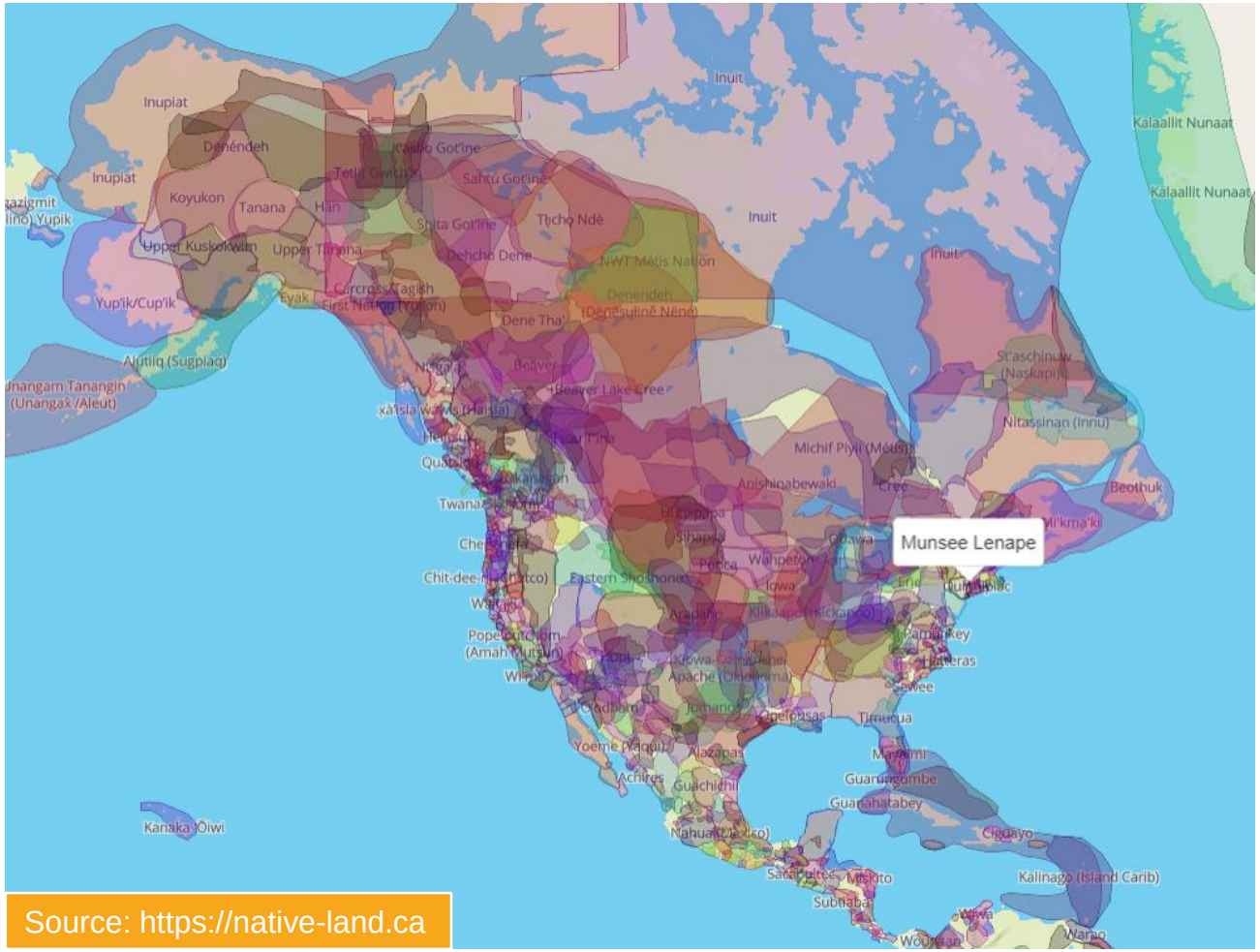
GLSEN Sr. Research Associate

a.t. Furuya
GLSEN Sr.Youth Programs Manager

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.

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



GLSEN

GLSEN® 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
- 35+ State & Local Chapters

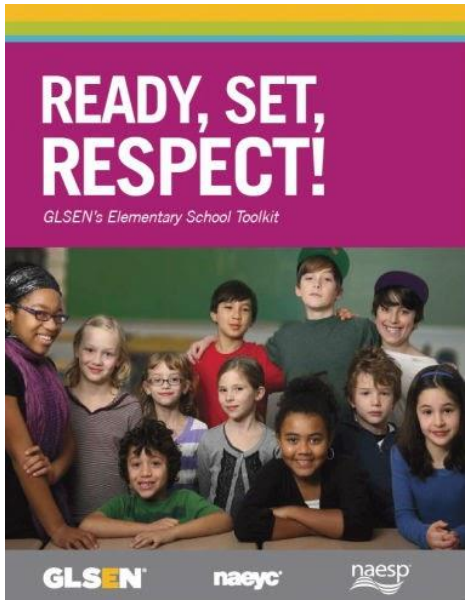
GLSEN

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 Department 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



Overview

- **Terminology on LGBTQ+ Youth**
- **GLSEN Research on School Experiences Among LGBTQ Youth**
- **Voices from LGBTQ+ Youth**
- **Q&A**

Terminology on LGBTQ+ Youth

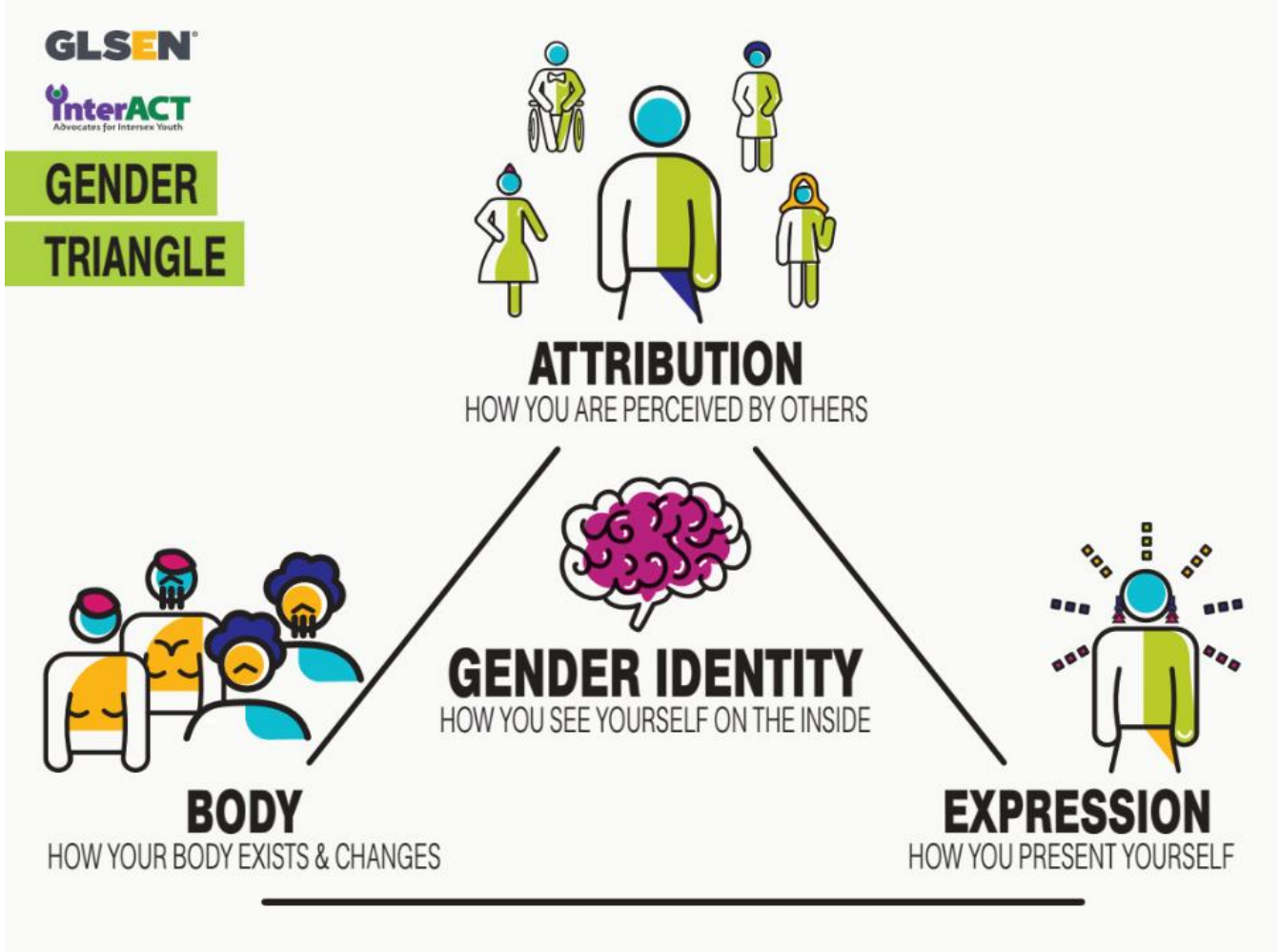
TERMINOLOGY

- **Lesbian**
- ***Gay***
- ***Bisexual***
- ***Transgender***
- ***Queer***

TERMINOLOGY

- **SEXUAL ORIENTATION:** Refers to if and to whom one is sexually attracted. Sexual orientation can be flexible or rigid and may change over time.
- **GENDER IDENTITY:** A person's deeply held knowledge of their own gender, which can include being a man, woman, another gender, or no gender. Gender identity is an innate part of a person's identity. One's gender identity may or may not align with society's expectations with the sex they were assigned at birth (male, female, or intersex).

TERMINOLOGY



TERMINOLOGY

- **GENDER EXPRESSION:** Expression of gender, whether through hair styles, makeup, or personal fashion, changes over the course of a person's lifetime.

- **TRANSGENDER/TRANS:** An adjective describing a person whose gender identity differs from the sex they were assigned at birth. A trans woman is a woman whose sex was assigned male when she was born. A trans man is a man whose sex was assigned female when he was born. Some transgender people are not male or female, and may use terms like nonbinary to describe their gender.

- **NONBINARY:** A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination or genders, or no gender. Nonbinary may be considered a subset of transgender or a distinct identity. Other similar or more specific terms may include genderqueer, gender fluid, agender, or Two-Spirit (for Native American students).

- **CISGENDER:** An adjective describing a person whose gender identity corresponds with the gender society typically associates with the sex they were assigned at birth. The majority of people are cisgender, while a minority are transgender. For example, a cisgender woman was assigned female at birth and identifies as female her gender as a woman.

- **INTERSEX:** refers to people who have any range of bodily characteristics that may not fit the typical expectations of "male" or "female" development. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life. *There are over 30 specific intersex variations and each intersex person is different. Experts estimate that as many as 1.7% of people are born intersex*

HOW TO SUPPORT TRANSGENDER STUDENTS

https://youtu.be/kq19QdOfH1Y?t=1

GENDER BINARISM

- Gender binarism, is the system of oppression that perpetuates the cultural belief that gender is a binary, or that there are, or should be, only two genders — man and woman — and that the aspects of one's gender are inherently linked to the sex in which they were assigned at birth.

- Woman----------Man

- Feminine----------Masculine

- Female----------Masculine

THE GENDER BINARY

THE GENDER BINARY cont.

THE GENDER BINARY cont.

PRONOUNS are IMPORTANT!

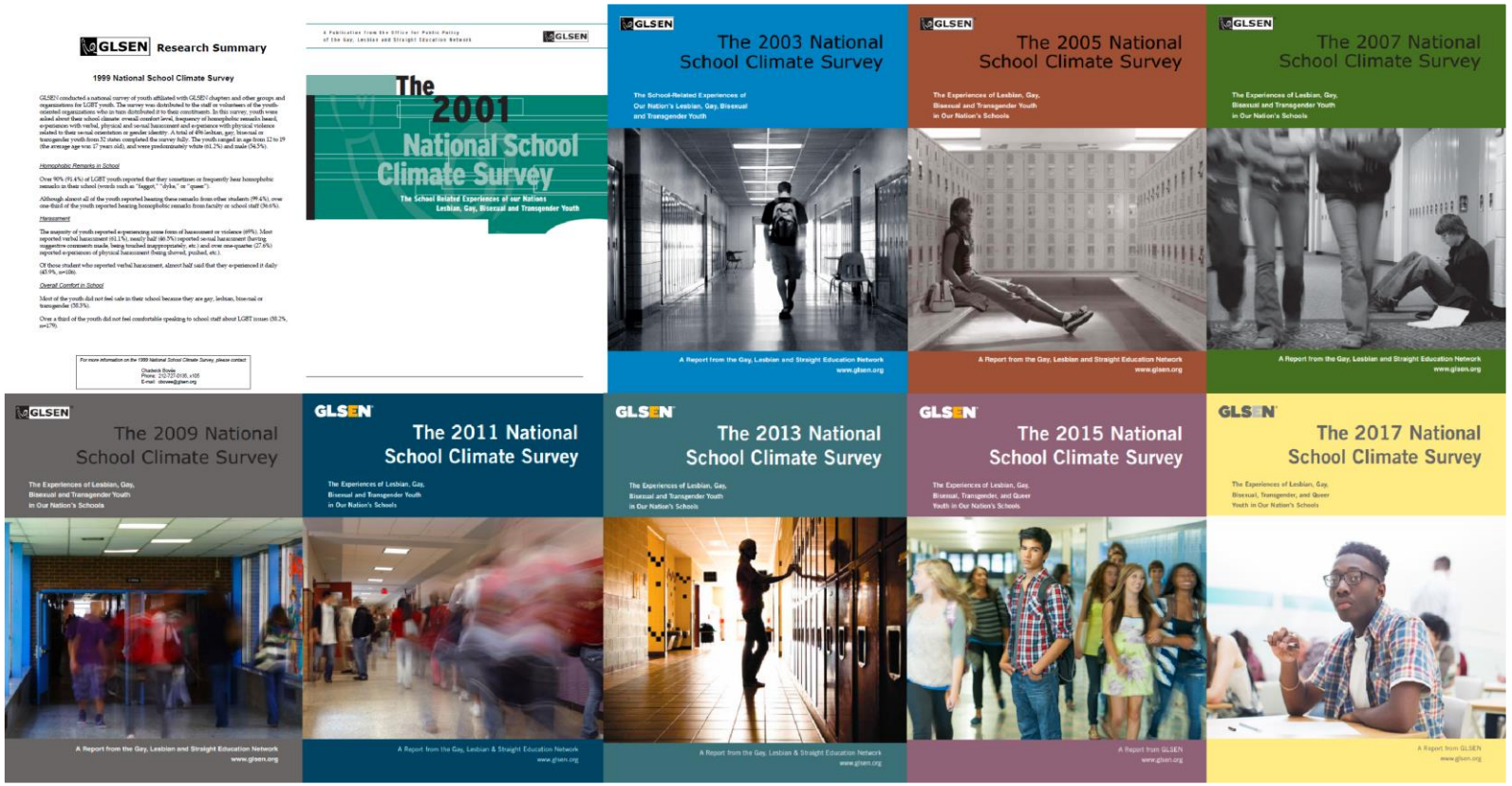
The pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used.

Some examples include “she/her/hers” or “he/him/his” or gender-neutral pronouns, such as “ze/hir/hirs,” or “they/them/theirs”.

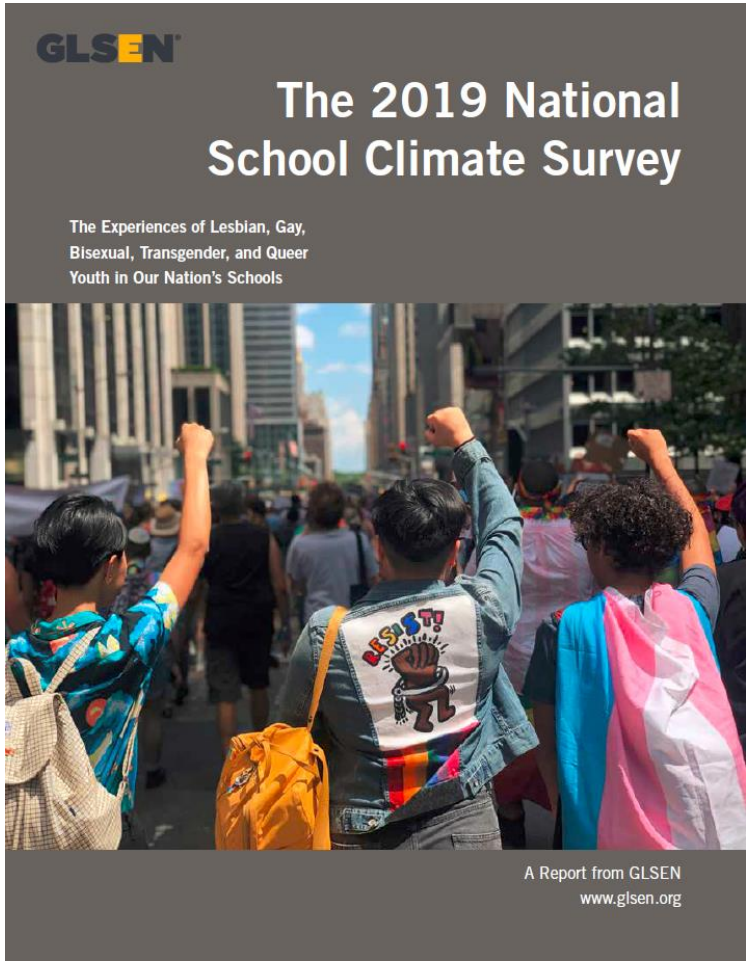
Some people use no pronouns at all.

GLSEN Research on School Experiences Among LGBTQ Youth

National School Climate Survey



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**

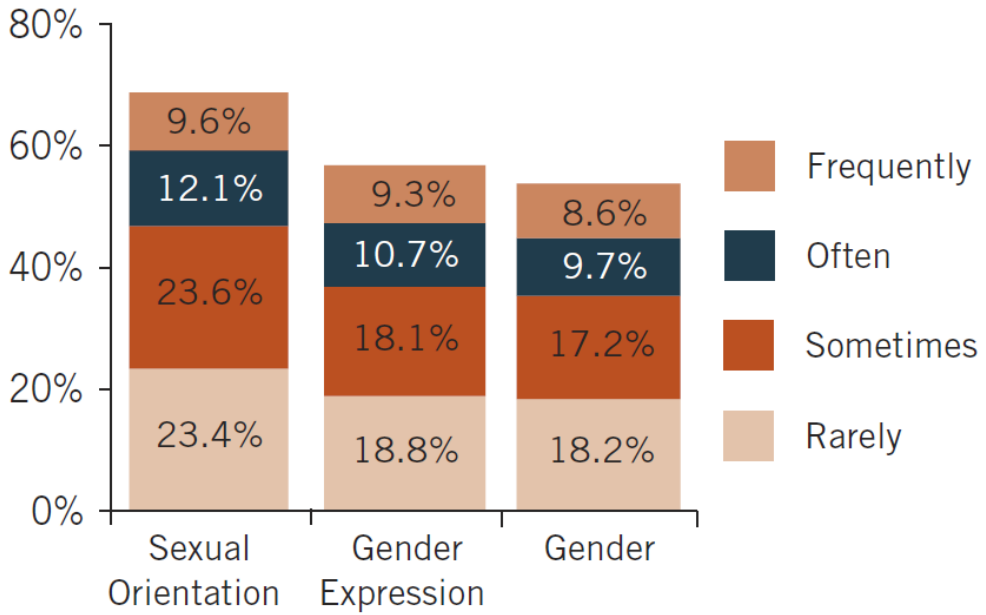
Sample Characteristics

- **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



Experiences of Harassment and Assault

Based on sexual orientation:

- **More than two-thirds were verbally harassed (68.7%)**
- **A quarter were physically harassed (25.7%)**
- **More than 1 in 10 were physically assaulted (11.0%)**

Experiences of Harassment and Assault

Based on gender expression:

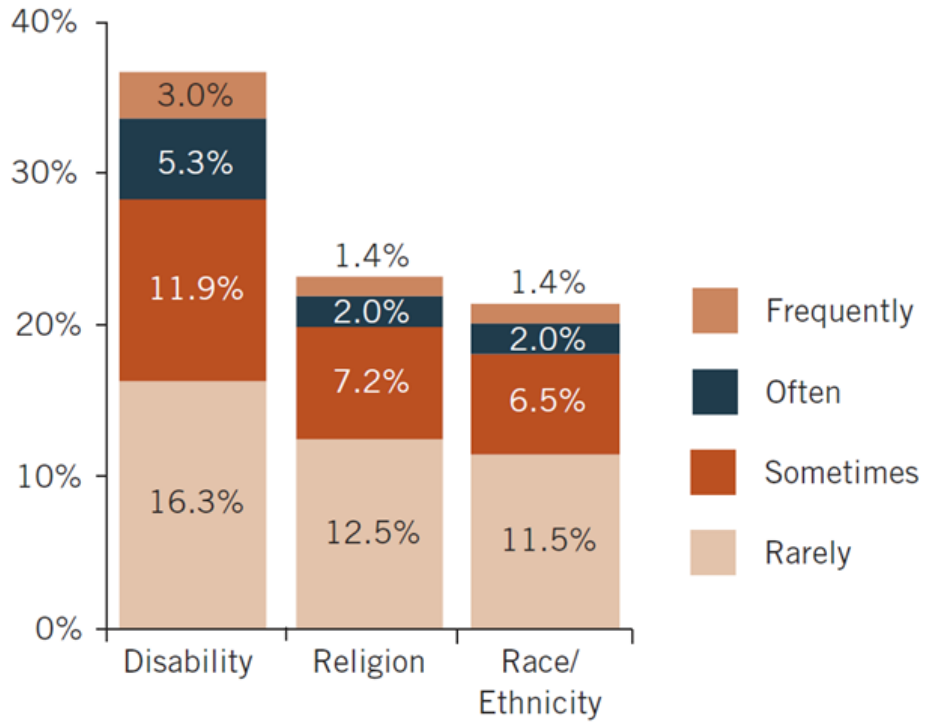
- **Over half were verbally harassed (56.9%)**
- **More than 1 in 5 were physically harassed (21.8%)**
- **About 1 in 10 were physically assaulted (9.5%)**

Harassment and Assault

LGBTQ students were also bullied and harassed based on other personal characteristics, including:

- Disability
- Religion
- Race/Ethnicity

Figure 1.18 Frequency of Other Identity-Based Harassment and Assault Experienced by LGBTQ Students in the Past School Year

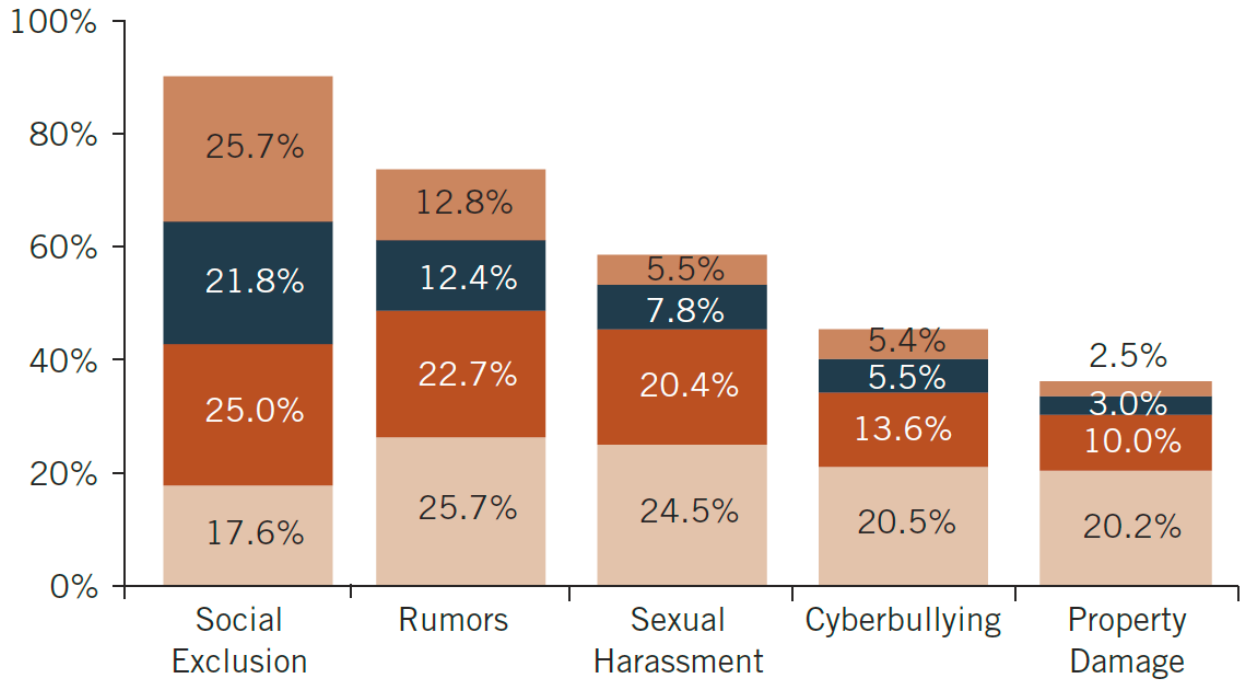


Harassment and Assault

LGBTQ students also experienced other types of harassment, including:

- Social Exclusion
- Rumors
- Sexual Harassment
- Cyberbullying
- Property Damage

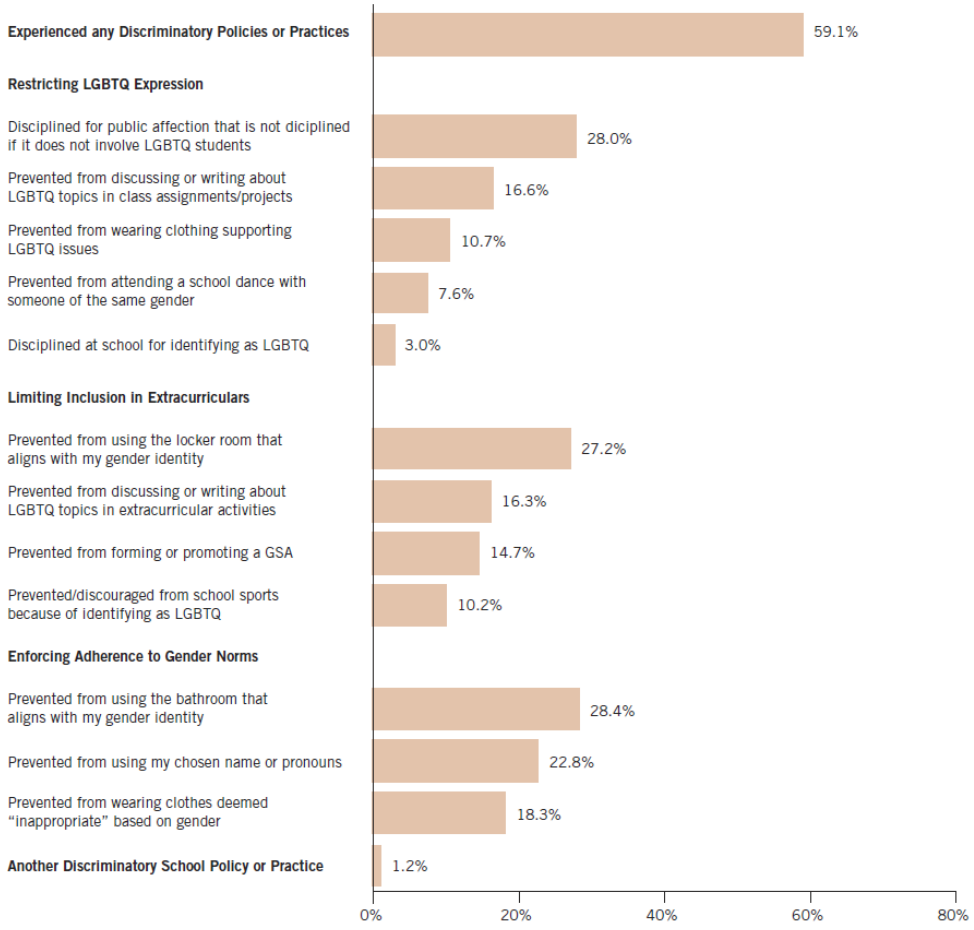
Figure 1.19 Frequency of Other Types of Harassment Experienced by LGBTQ Students in the Past Year



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



Discriminatory Policies/Practices

Restricting LGBTQ Expression:

- Disciplined for public affection not similarly disciplined among non-LGBTQ students: 28.0%
- Prevented from discussing/writing about LGBTQ topics in assignments: 16.6%
- Prevented from wearing clothing or items supporting LGBTQ issues: 10.7%
- Prevented from attending a school dance with someone of the same gender: 7.6%
- Disciplined at school for identifying as LGBTQ: 3.0%

Discriminatory Policies/Practices

Limiting Inclusion in Extracurricular Activities:

- Prevented from using locker room aligned with gender identity: 27.2%
- Prevented/discouraged from school sports because of identifying as LGBTQ: 10.2%
- Prevented from including LGBTQ topics in extracurricular activities (e.g., school yearbook): 16.3%
- Prevented from forming/promoting a GSA: 14.7%

Discriminatory Policies/Practices

Enforcing Adherence to Gender Norms:

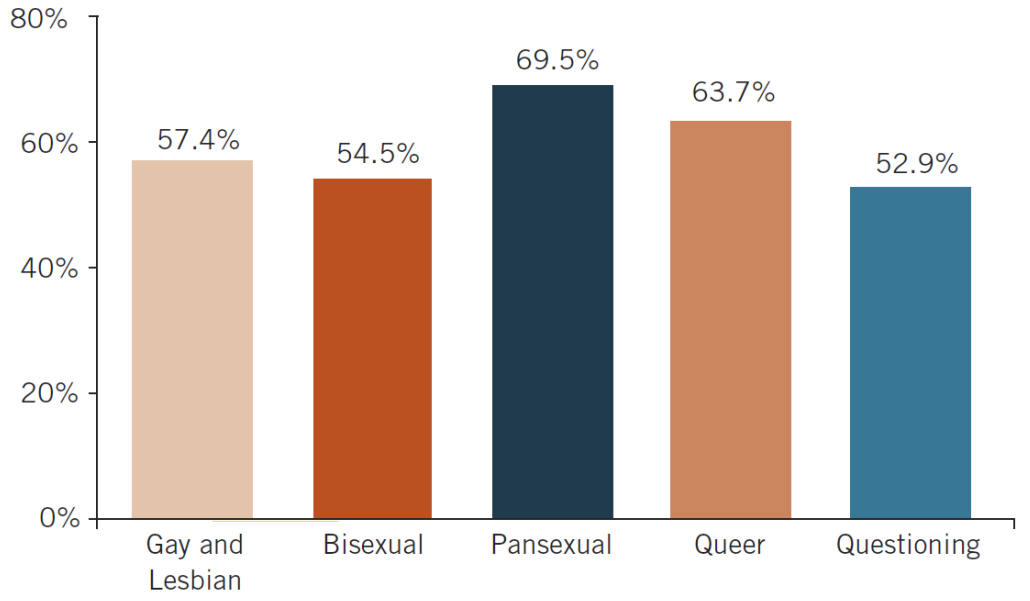
- Prevented from using bathroom aligned with gender identity: 28.4%
- Prevented from using my chosen name or pronouns: 22.8%
- Prevented from wearing clothes deemed “inappropriate” based on gender: 18.3%

School Climate by Personal Demographics

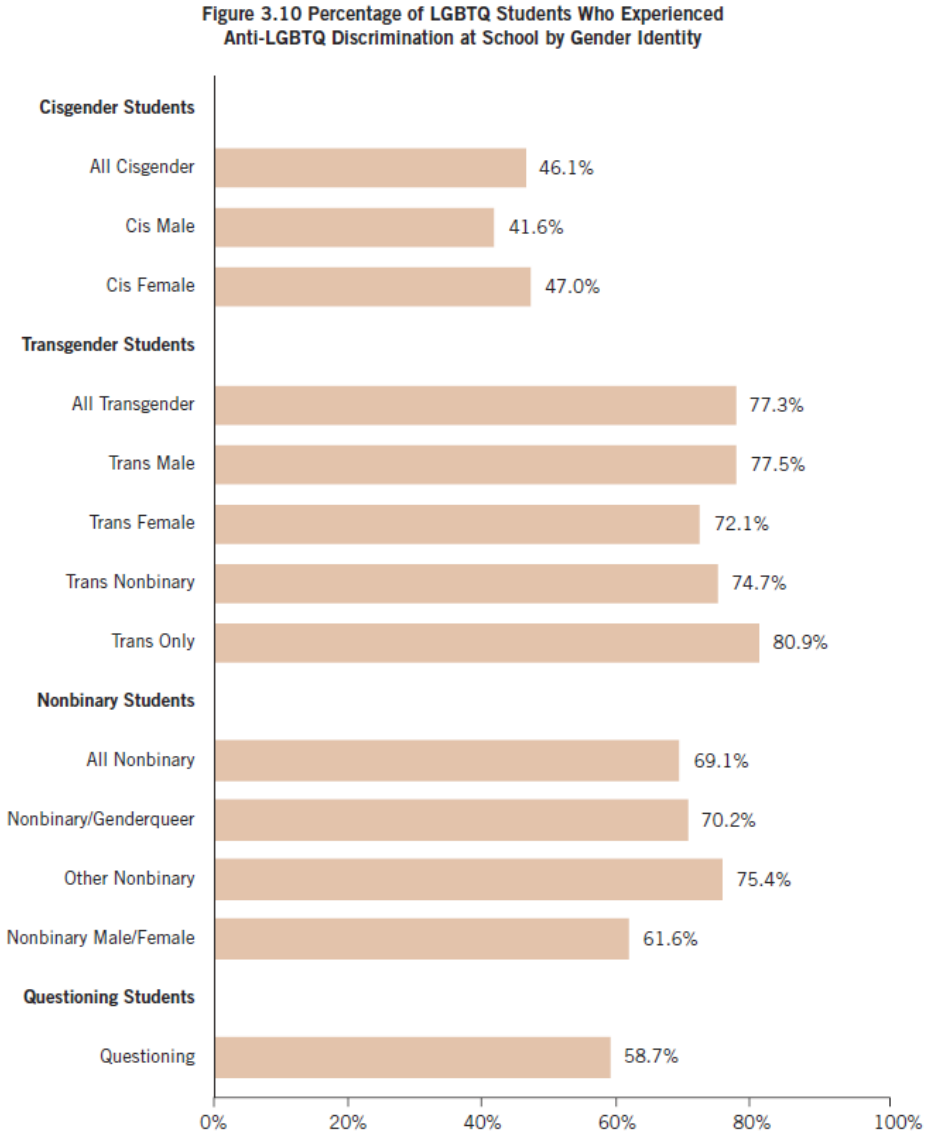
Differences by Sexual Orientation:

- Pansexual students reported most hostile school experiences, overall

Figure 3.3 Experiences of Discrimination by Sexual Orientation
(Percentage of LGBTQ Students Who Experienced Anti-LGBTQ Discriminatory Policies and Practices)



School Climate by Personal Demographics

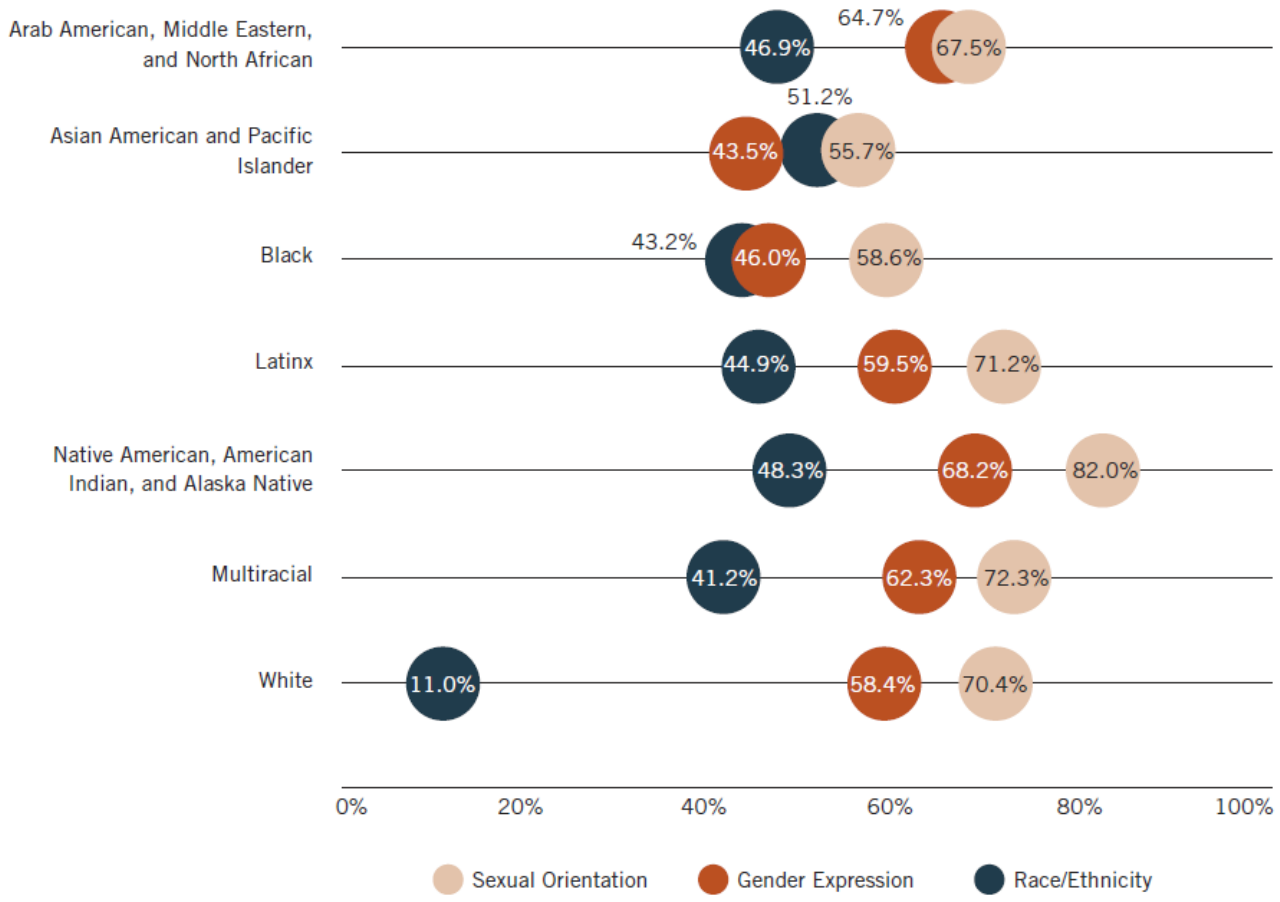


Differences by Gender Identity:

- Transgender & nonbinary students reported more hostile school experiences than cisgender students
- Transgender students reported more hostile school experiences than nonbinary students

School Climate by Personal Demographics

Figurte 3.13 Experiences of In-School Victimization Based on Personal Characteristics by Race/Ethnicity
(Percentage of LGBTQ Students Who Experienced any Bullying, Harassment, or Assault Based on . . .)



Differences by Race/Ethnicity:

- Many LGBTQ students of color experienced **both** anti-LGBTQ and racist victimization at school
- Native & Indigenous LGBTQ students reported more anti-LGBTQ victimization and discrimination than others

School Climate by Personal Demographics

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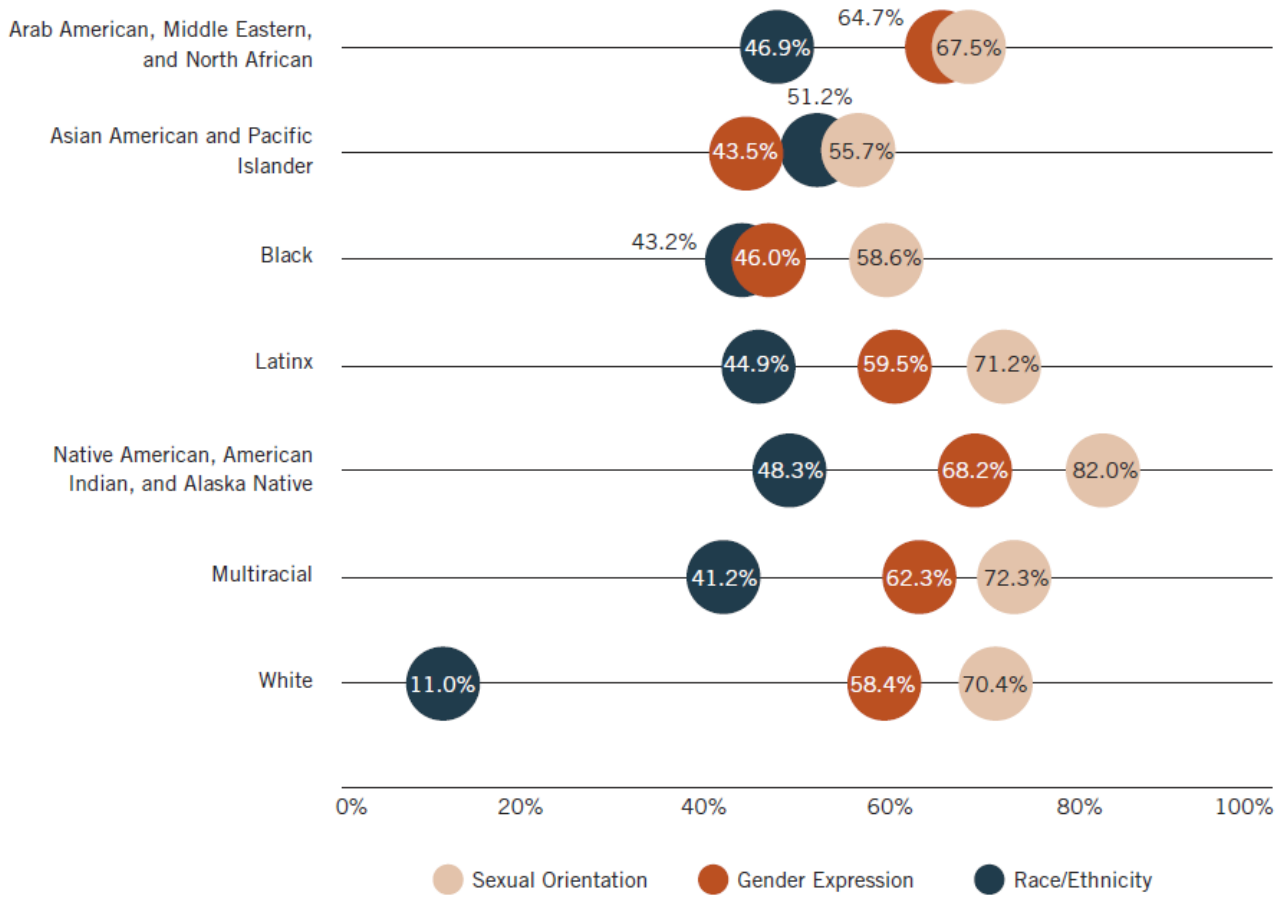

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School Climate by School Characteristics

Differences by School Level and Locale:

- LGBTQ students in **middle schools** reported more hostile experiences & less access to resources than those in high schools
- LGBTQ students in **rural schools** reported more hostile experiences & less access to resources than those in urban & suburban schools

School Climate by School Characteristics

Differences by Region:

- LGBTQ students in the **South** reported most hostile experiences, followed by those in the **Midwest**
- Those in the **South** least likely to have access to resources

School Climate by School Characteristics

Private Non-Religious Schools

- Least hostile school climates
- Greatest access to most resources

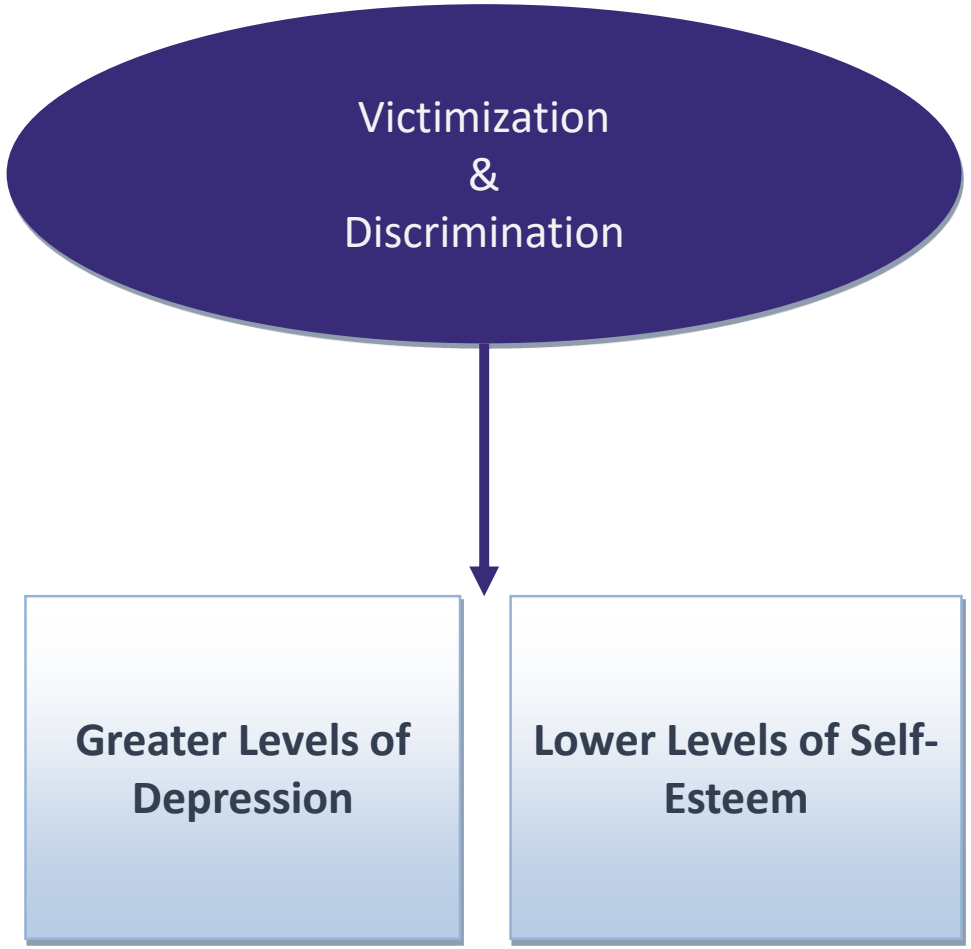
Religious Schools

- Greatest levels of discrimination
- Lowest access to resources

Public Schools

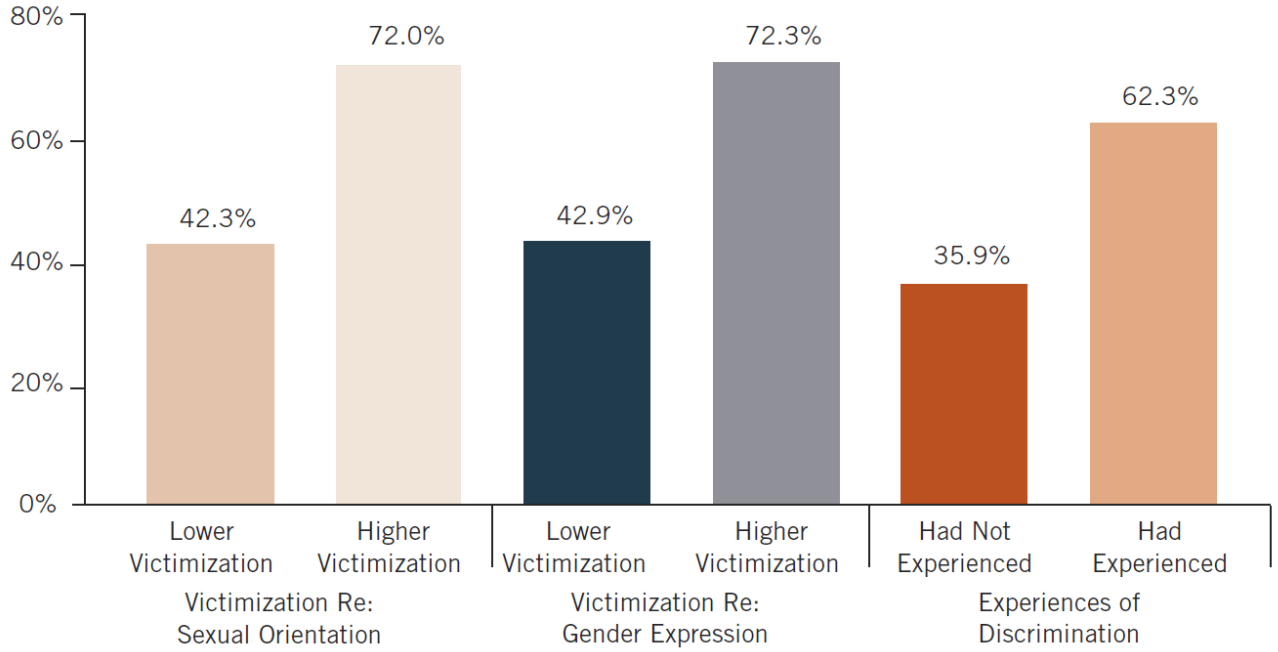
- Most likely to have GSAs, compared to private (religious & non-religious)
- Hostile school experiences similar between charter & regular public schools
- Charter schools more likely to have inclusive curricular resources, trans/nb policies, supportive admin.
- Regular public schools more likely to have inclusive library resources

Mental Health Effects of a Hostile School Climate



Mental Health Effects of a Hostile School Climate

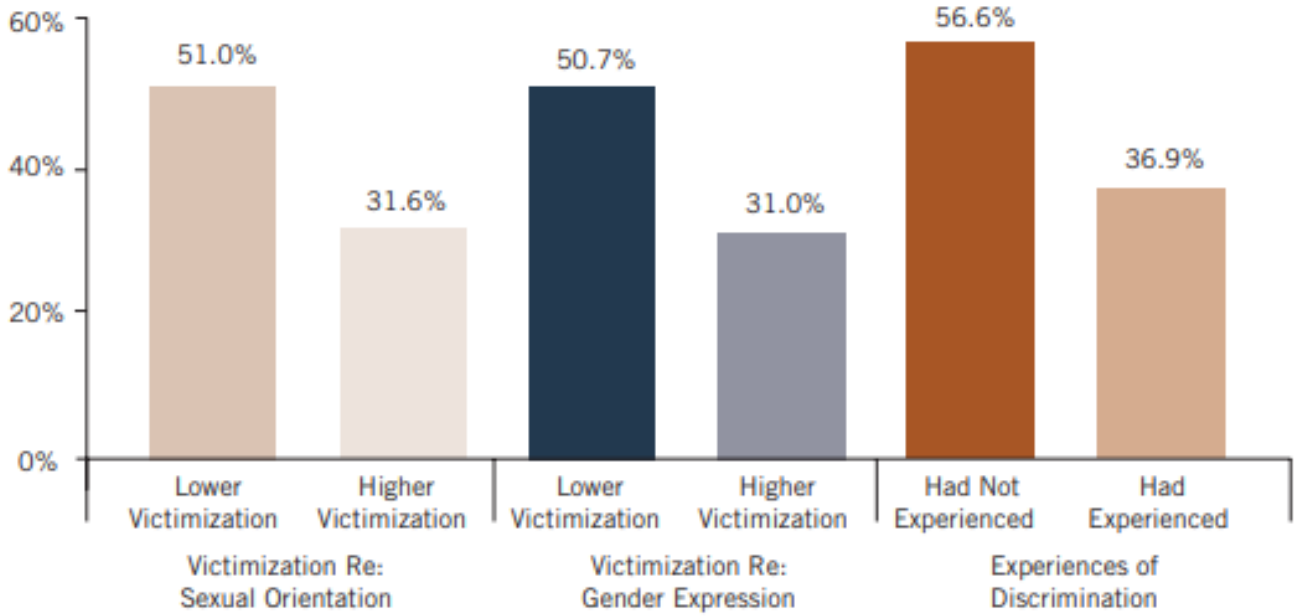
Figure 1.32 Depression by Experiences of Victimization and Discrimination
(Percentage of LGBTQ Students Demonstrating Higher Levels of Depression)



- For example, greater levels of victimization were associated with greater levels of depression.

Mental Health Effects of a Hostile School Climate

Figure 1.31 Self-Esteem by Experiences of Victimization and Discrimination
(Percentage of LGBTQ Students Demonstrating Higher Levels of Self-Esteem)



- For example, greater levels of victimization were associated with lower levels of self-esteem.

School Resources and Supports

- Supportive Educators
- Student Clubs (GSAs)
- Inclusive Curricular Resources
- Inclusive Policies

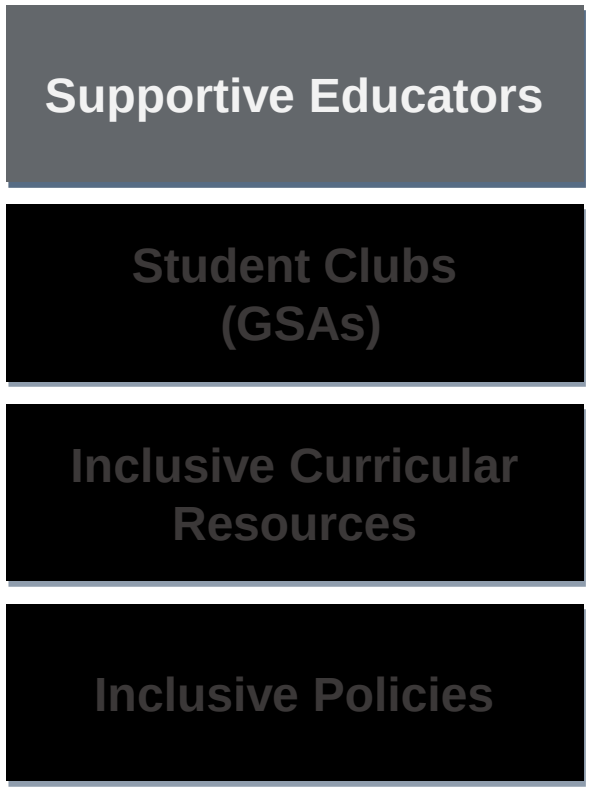
- Decreased negative school experiences (homophobic remarks, feeling unsafe, victimization)
- Improved mental health (self-esteem, depression)

School Resources and Supports

- Supportive Educators
- Student Clubs (GSAs)
- Inclusive Curricular Resources
- Inclusive Policies

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

School Resources and Supports



- 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

School Resources and Supports

Supportive Educators

Student Clubs (GSAs)

Inclusive Curricular Resources

Inclusive Policies

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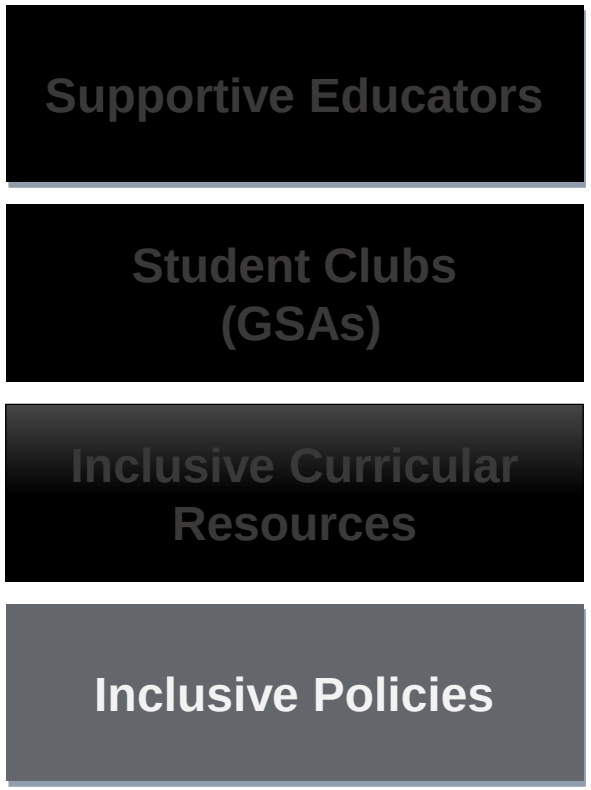
School Resources and Supports



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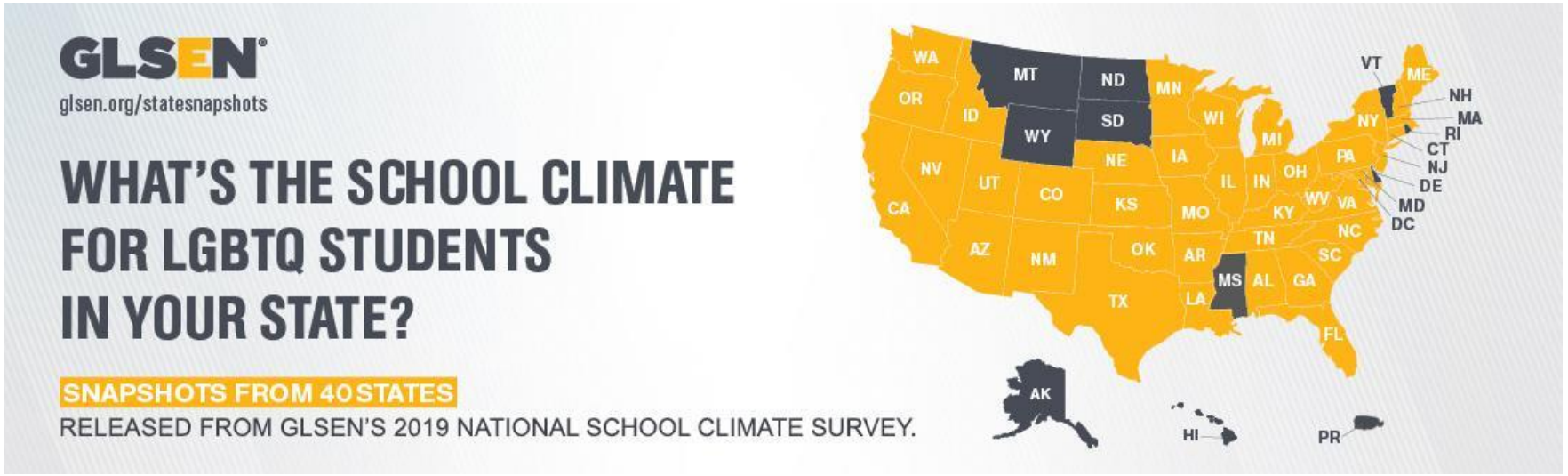
Conclusions

- School remains a hostile place for many LGBTQ students and more work must be done to ensure safe & affirming schools for all.

- LGBTQ youth are a diverse population. Transgender & nonbinary students, LGBTQ students of color, and others with multiple marginalized identities face most hostile school climates.

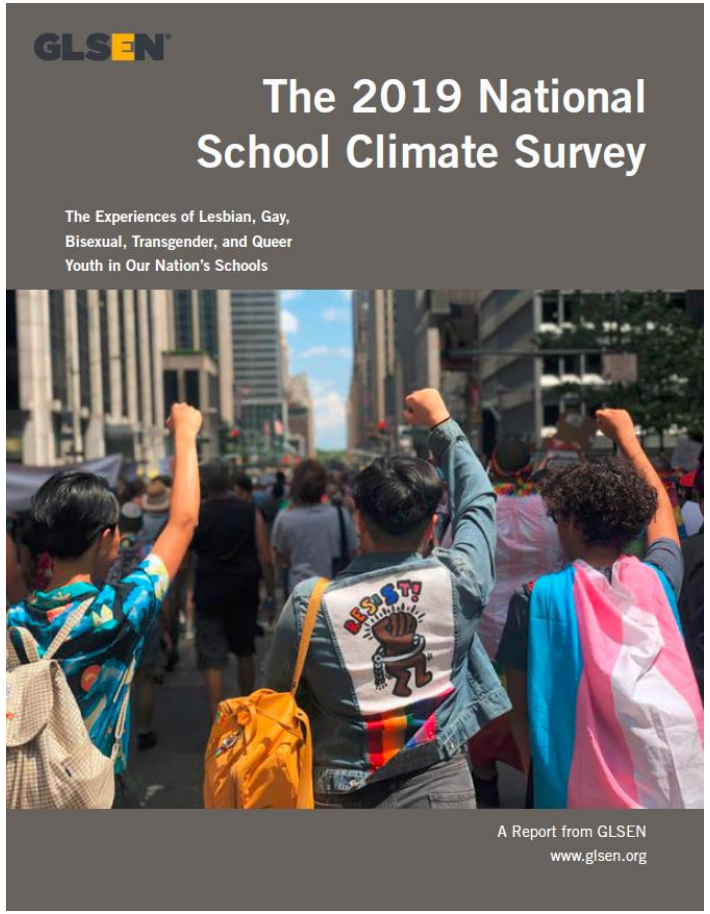
- LGBTQ-affirming school supports & resources can make an impact.

State Snapshots



glsen.org/statesnapshots

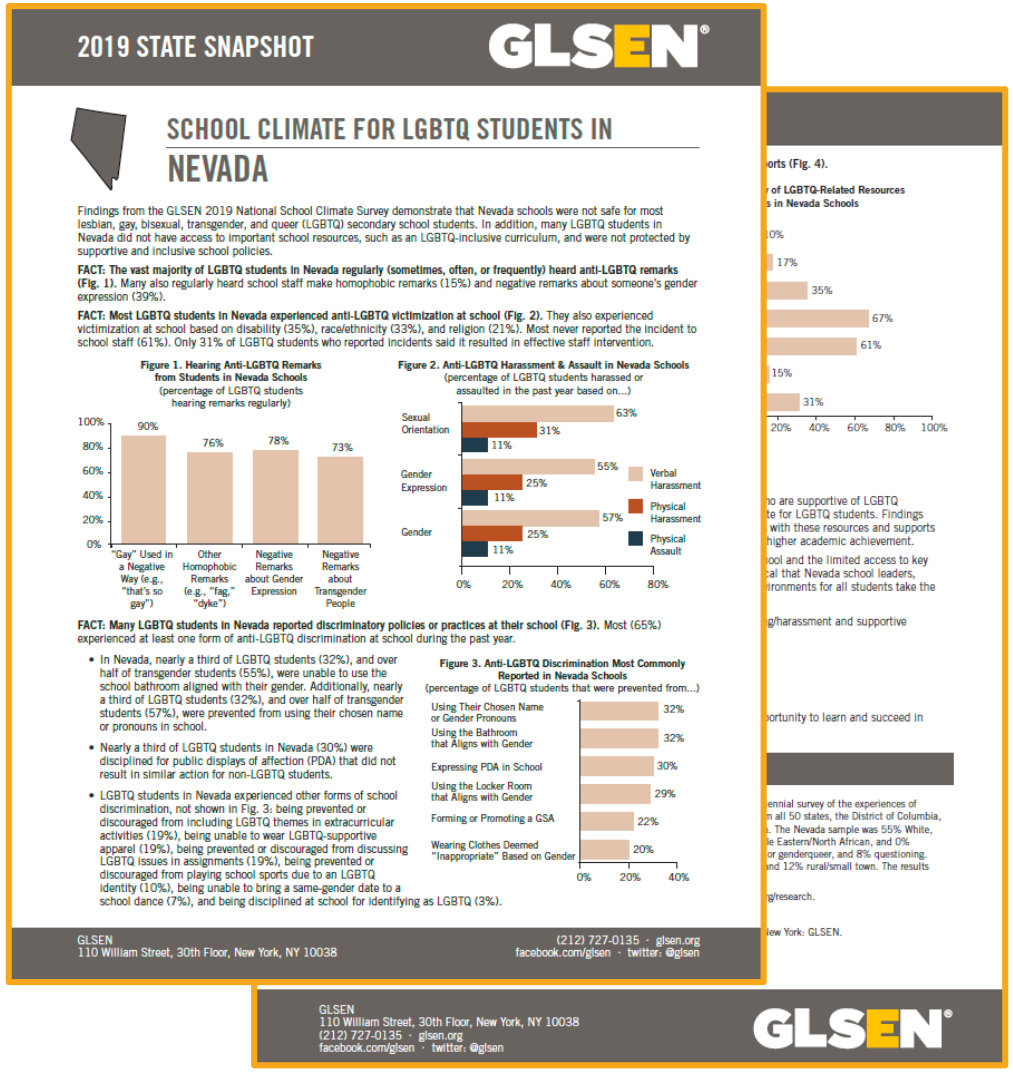
State Snapshots



Data Source:

- Outreach to constituents and national, regional, and local organizations and groups
- Social media outreach and targeted advertising on Facebook, Instagram, Snapchat
- Sample
  - Full LGBTQ student sample: N=16,713
  - From all 50 states, DC, & US territories
- 40 states with enough survey responses for a State Snapshot

State Snapshots



What are State Snapshots?

- Two-page fact sheets
- State-specific data regarding school experiences of LGBTQ middle and high school students, including:
  - hostile school climate
  - LGBTQ-related school resources and supports

Alabama State Snapshot

Figure 2. Anti-LGBTQ Harassment & Assault in Alabama Schools
(percentage of LGBTQ students harassed or assaulted in the past year based on...)

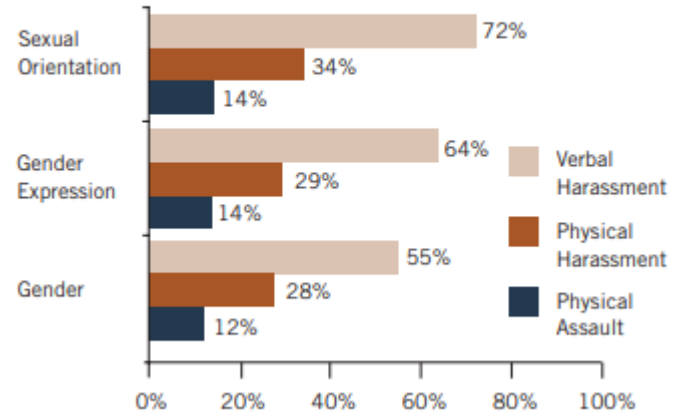
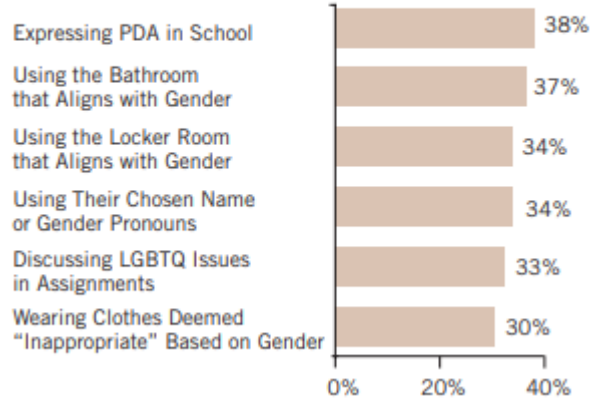
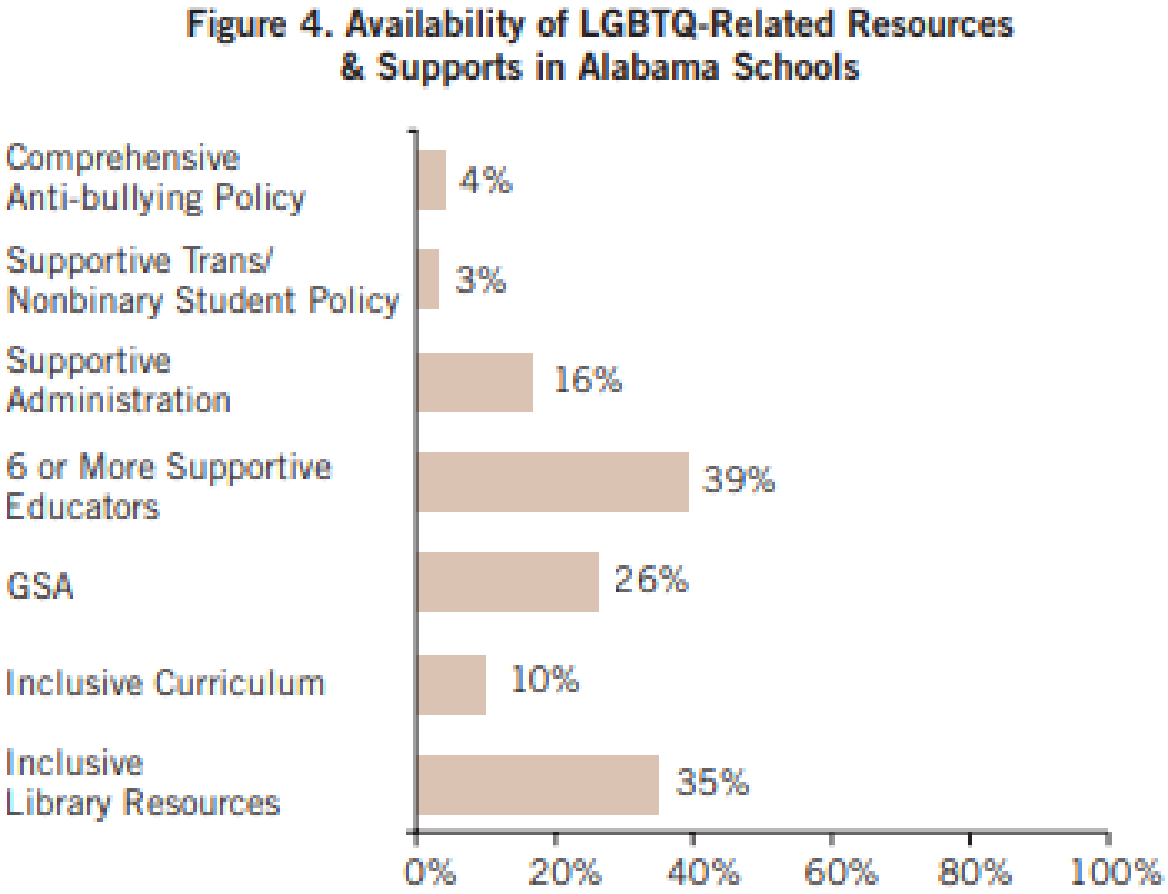


Figure 3. Anti-LGBTQ Discrimination Most Commonly Reported in Alabama Schools
(percentage of LGBTQ students that were prevented from...)



- Most LGBTQ students in Alabama experienced anti-LGBTQ victimization at school
- Many LGBTQ students in Alabama reported discriminatory policies or practices at their school:
  - More than 3 in 4 (78%) experienced at least one form of anti-LGBTQ discrimination at school during the past year.

Alabama State Snapshot



Many LGBTQ students in Alabama did not have access to in-school resources and supports

Florida State Snapshot

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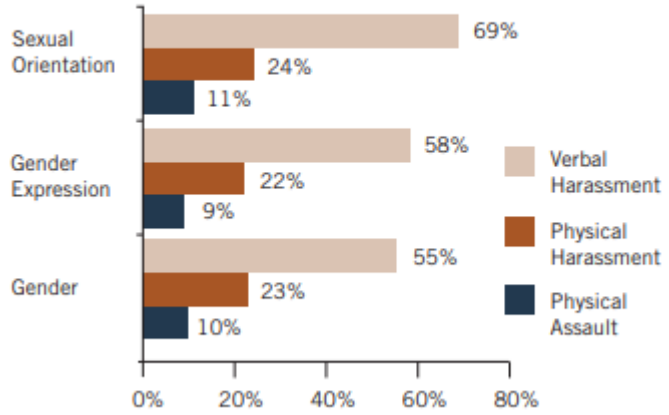
(percentage of LGBTQ students harassed or assaulted in the past year based on...)



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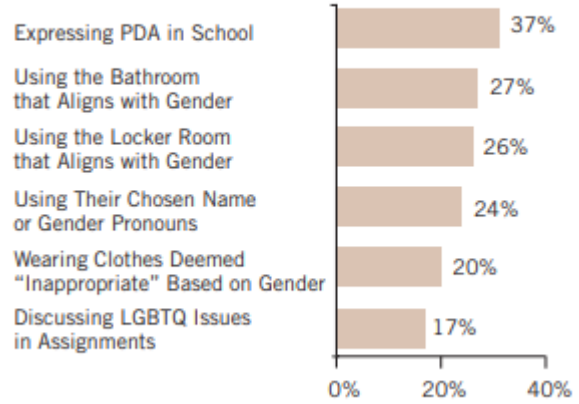
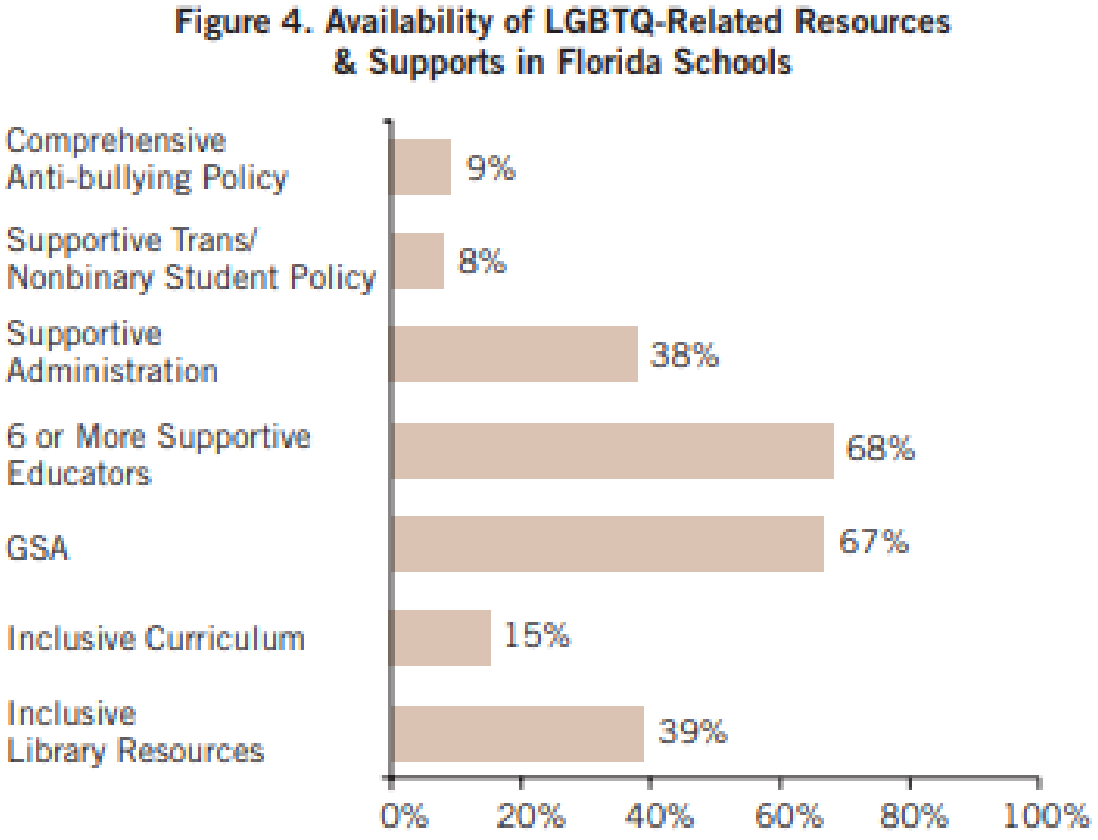


- Most LGBTQ students in Florida experienced anti-LGBTQ victimization at school
- Many LGBTQ students in Florida reported discriminatory policies or practices at their school:
  - Most (61%) experienced at least one form of anti-LGBTQ discrimination at school during the past year.

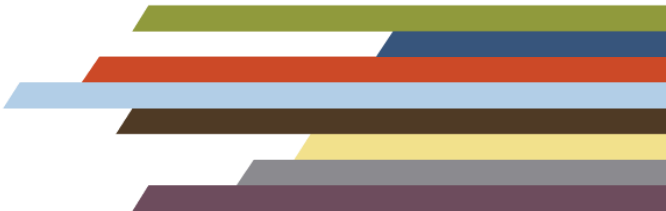
Florida State Snapshot



- Many LGBTQ students in Florida did not have access to in-school resources and supports

Voices From LGBTQ+ Youth

Q & A



Upcoming Webinar

Promoting Positive School Transformation

March 18, 2021| 12-1:30PM ET

Register at

https://mhttcnetwork.org/centers/southeast-mhttc/event/supporting-lgbtq-youth-schools-improving-school-experiences-lgbtq

Contact Us

Research

- @GLSENResearch on Twitter
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Education and Youth Programs

- @GLSEN_Education on Twitter
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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=535874

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