LGBTQ+ Students, School Violence, and School Safety

Dana Peterson
University at Albany, School of Criminal Justice

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Overview

• Terminology
• SOGI student prevalence and backgrounds
• Victimization
• Victimization Consequences
• Federal and State laws and policies
• Inclusive, safe, supportive, and productive learning environments
Sexual Orientation and Gender Identity (SOGI) Terminology

• Terminology
  = Tolerance, Respect, Safety

• Two identity aspects, not necessarily connected:
  1. Sexual Orientation (SO)
  2. Gender Identity (GI)
  3. Gender Expression

• “SOGIE”
Sexual Orientation

- Gay
- Lesbian
- Bisexual / bi
- Pansexual
- Queer
- Questioning
- Two-spirit
- Asexual
- Heterosexual / Straight
Gender-related Terms

• Sex
  • Assigned female/ male at birth (Binary)
  • Intersex

• Gender identity
  • Transgender / Trans
    • Transgender woman/Transwoman; Transgender man/Transman (Binary)
  • Genderqueer / Non-binary
  • Gender-fluid
  • Agender
  • Cisgender

• Gender expression
  • Gender Non-conforming
  • Androgynous
GENDER TERMINOLOGY

GENDER ATTRIBUTION
How your gender is perceived by others

GENDER IDENTITY
How you identify (see yourself)

SEX ASSIGNED AT BIRTH
What the medical community labels you

GENDER EXPRESSION
How you want to display your gender
SOGIE-related “-isms” and “phobias”

- Heterosexism
- Heteronormativity
- Homophobia
- Biphobia
- Cisgenderism
- Transphobia
<table>
<thead>
<tr>
<th>Current Terminology</th>
<th>Outdated / Offensive Terms</th>
</tr>
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<tbody>
<tr>
<td>Sexual orientation</td>
<td>Sexual preference; Lifestyle</td>
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<tr>
<td>Gay person (adjective);</td>
<td>Homosexual</td>
</tr>
<tr>
<td>Lesbian (noun or adjective)</td>
<td>“Couple”; “Relationship”, etc.</td>
</tr>
<tr>
<td>Homosexual couple/ relationship/sex, etc.</td>
<td>Intolerance; bias; prejudice</td>
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<tr>
<td>Assigned male/female at birth; Designated male/female at birth</td>
<td>Sex assigned at birth or Assigned sex at birth</td>
</tr>
<tr>
<td>Transition (incl gender expression; hormones; surgery); Sex Reassignment Surgery or</td>
<td>Assigned male/female at birth; Designated male/female at birth</td>
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<tr>
<td>Gender Confirmation Surgery</td>
<td>Assigned male/female at birth; Designated male/female at birth</td>
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<tr>
<td>Cross-dresser</td>
<td>Transvestite</td>
</tr>
<tr>
<td>Gender Dysphoria (DSM-V, 2013)</td>
<td>Gender Identity Disorder</td>
</tr>
<tr>
<td>Transgender person / people (adjective, not noun)</td>
<td>Transgenders; A transgender; Tranny; She-male; He-she; It; Shim</td>
</tr>
<tr>
<td>Transgender</td>
<td>Transgendered</td>
</tr>
</tbody>
</table>
# Myth-busting

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
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<tbody>
<tr>
<td>Kids are too young to know they are LGBT</td>
<td>Awareness of SOGI at very young ages</td>
</tr>
<tr>
<td>SO and GI are matters of personal choice</td>
<td>SO and GI are deep-seated, inherent aspects of personal identity</td>
</tr>
<tr>
<td>Transgender youth are just acting out</td>
<td>Medical research shows importance of core gender identity expression</td>
</tr>
<tr>
<td>LGBT youth are mentally ill and sexually predatory</td>
<td>LGBT identity is normal and does not reflect underlying pathology.</td>
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</table>
LGBTQ+ Students

- SOGI Prevalence Statistics
- LGBTQ Students’ Backgrounds
Sexual Orientation Prevalence:
Nationally Representative Sample 9-12th Grade
2015 Youth Risk Behavior Survey (CDC)
2015 National School Climate Survey (GLSEN)

Sexual Orientation

- Gay/lesbian: 49
- Bisexual: 23
- Pansexual: 16
- Queer: 5.5
- Other: 3
- Unsure: 2

Gender Identity

- Cisgender: 62
- Transgender: 15
- Genderqueer: 11
- Other: 12

(Bar chart showing the distribution of sexual orientations and gender identities.)
LGBTQ+ Students

- Prevalence
- Background: Higher likelihood of

1. Familial Problems
2. Homelessness / Insecure housing
3. Child welfare/Justice systems contact
LGBTQ+ Students’ Experiences with School-based Victimization

- Physical harassment / assault
- Verbal / psychological harassment / bullying
  - That’s so gay; No homo
  - Misgendering
  - Being outed
- Systemic: Heteronormative and Cisgendered assumptions, Policies, Practices
- Not just those who are SOGI-minority-identified, but those perceived to be
  = Hostile climate, distract from education, lay groundwork for violence
- Students in South and Midwest more likely to experience (GLSEN)
- Low level of teacher/ adult intervention (GLSEN)
Victimization by Sexual Identity
Nationally Representative Sample, 9-12 Grade
2015 Youth Risk Behavior Survey (CDC)

- Bullied at school
- Cyberbullied
- Threatened/injured by weapon at school
- Injured in physical fight
- Injured in fight at school
- Avoid school/unsafe (30d)

LGB, Unsure, Heterosexual
Intersectional Identity Examples
Nationally Representative Sample, 9-12th Grade
2015 Youth Risk Behavior Survey

- Weapon-carry at School
- Threaten/injured w/weapon at School
- Injured in Fight at School
Avoid school because felt unsafe

- LGB
- Unsure
- Heterosexual
Intersectional Identity Examples
Nationally Representative Sample, 9-12th Grade
2015 Youth Risk Behavior Survey

Cyberbullied
- Female
- Male

Bullied at School
- Female
- Male

Legend:
- LGB
- Unsure
- Heterosexual
Victimization – Intersectional Identities

• Sexual orientation X Gender identity X Race / Ethnicity X Class X Culture/religion etc.

• Example: SOGIE minority youth of color
  • Most likely to be harassed, on basis of both SOGIE and race or ethnicity
  • Least likely to seek/ receive assistance
    • Lack of resources, or focused on White youth
Percent of LGBT Students Hearing Negative Remarks about SOGIE at School Often or Frequently
2015 National School Climate Survey (GLSEN)

- "That's so gay": 67%
- Gender expression: 63%
- "Fag or dyke": 59%
- "Tranny" or other: 41%
- "No homo": 39%
Percent of LGBT Students Reporting Harassment and Assault in School
2015 National School Climate Survey (GLSEN)

- Verbal Harassment-Ever:
  - Sexual orientation: 71%
  - Gender Expression: 55%

- Verbal Harassment-O/F:
  - Sexual orientation: 23%
  - Gender Expression: 20%

- Physical Harassment-Ever:
  - Sexual orientation: 27%
  - Gender Expression: 20%

- Physical Harassment-O/F:
  - Sexual orientation: 8%
  - Gender Expression: 6%

- Physical Assault-Ever:
  - Sexual orientation: 13%
  - Gender Expression: 9%

- Physical Assault-O/F:
  - Sexual orientation: 4%
  - Gender Expression: 3%
Health Consequences of Victimization and Lack of Support

• Physical
  • Injury

• Personal
  • Loss of friendships / other important relationships

• Mental health
  • Self-esteem
  • Anxiety
  • Depression
  • Self-harm, Suicidality

• Substance Use
Alcohol and Drug Use by Sexual Identity
Nationally Representative Sample, 9-12th Grade
2015 Youth Risk Behavior Survey (CDC)
Educational Consequences of Victimization and Lack of Support

LGBTQ students who experienced high levels of in-school victimization or discrimination:

- Lower GPAs than other students
- Less likely post-secondary education
- More likely poor school climate perception and fear
- 3 X as likely to miss school in past month due to safety concerns
- Less likely to feel belonging and commitment to school

Drop-outs most commonly reported mental health concerns and hostile school climate
Percent of LGBT Students Feeling Unsafe and Avoiding Places in School
2015 National School Climate Survey (GLSEN)
Behavioral Consequences of Victimization and Lack of Support (Resistance Strategies)

• Behavioral
  • Acting-out
  • Weapon-carrying at school, fighting at school and in general

• Resistance (e.g., Johnson, 2008; Panfil, 2014)
  • Lack of support from formal authority
  • Verbally confront harasser
  • Fights / Fight back
  • Gang formation or gang joining

• Child Welfare and Juvenile Justice systems involvement
  • E.g., Zero tolerance policies
Weapon-carrying by Sexual Identity
Nationally Representative Sample, 9-12th Grade
2015 Youth Risk Behavior Survey (CDC)

<table>
<thead>
<tr>
<th></th>
<th>LGB</th>
<th>Unsure</th>
<th>Heterosexual</th>
</tr>
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<tbody>
<tr>
<td>Weapon</td>
<td>19</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Weapon at school</td>
<td>6</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Gun</td>
<td>4</td>
<td>5</td>
<td>5</td>
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</tbody>
</table>
Fighting by Sexual Identity
Nationally Representative Sample, 9-12 Grade
2015 Youth Risk Behavior Survey (CDC)
What Can Be Done?

• State and Municipal Laws and Policies
  • School District and School Policies
• Policies and Practices for Supportive School Environments
Laws addressing SOGI-based discrimination against public school students (HRC.org); 12/1/17

Dark: Prohibit discrimination against students based on SO & GI (14 states and DC)
Light: Prohibit discrimination against students based on SO only (2 states)
Dark: Address harassment and/or bullying of students based on SO & GI (20 states and DC)
Light: Prevent school districts from specifically enumerating SOGI (2 states, including MO)
Yellowish: Restrict the inclusion of LGBT topics in schools; “No Promo Homo” (7 states)
Missouri Laws regarding SOGI (HRC.org)

• No laws addressing or prohibiting:
  1) Harassment and/or bullying of students based on SOGI
  2) Discrimination against students based on SOGI
  3) Discrimination in public accommodations based on SOGI
  4) “Conversion or Reparative Therapy"

• Prohibits specifically protecting LGBT students (“enumeration”)

• Does have law addressing hate or bias crimes based on SOGI
• 2018 Bills introduced: Prohibit conversion therapy + Nondiscrimination Act
Policies for Safety, Support, Inclusion

• Enumerated anti-bullying and non-discrimination policies
• Clear reporting processes by both students and staff
• Systematic staff training
  • Awareness
  • Response strategies (e.g., to SOGI-based harassment)
  • Protocols / procedures
• Dress codes
• PDA policies
• Bathroom use policy
• Issues of Confidentiality
Practices for Safety, Support, Inclusion

• Do not assume heterosexuality and cisgenderedness
• Model respectful language and behavior
• Effective allies
  • Listen and report, or know where to refer students
  • If witness: stop and diffuse; educate; support
• Resources, services, supports, facilities
  • Available list: Within school and in community
• Safe Space(s)
Practices for Safety, Support, Inclusion

• Health/Counseling services
  • LGBT-knowledgeable health clinic, school counselors/social worker

• LGBT-inclusive / Integrated Curricula
  • While meeting Common Core standards!
  • Library materials

• Student activities
  • School dances / Proms
  • Homecoming court
  • GSAs (Gay-Straight Alliance) / Other student clubs
Trans-supportive Polices and Practices

• First names, pronouns, gender markers
  • Including on certain records / ID cards
  • Ask gender identity on forms

• Health
  • Trans-knowledgeable health clinic, school counselors/social worker

• Facilities (bathrooms, locker rooms)

• Other sex-segregated activities

• Dress codes
Benefits of supportive environments

• Greater likelihood of intervention by students and adults
• Greater likelihood of disclosure
• Greater student connectedness and belonging
• Less bullying, harassment, victimization
• Increased feelings of safety
• Less likely skip class; higher GPA
• Lower suicide risk; higher self-esteem
Thanks for listening!
Resources

• HRC (Human Rights Campaign):  http://www.hrc.org/
  • Welcoming Schools: training and resources:  http://www.welcomingschools.org/


• PFLAG: Resources for Parents, Families, Friends and Allies of LGBTQ individuals https://www.pflag.org/

• GLSEN “Championing LGBTQ issues in K-12 education”: https://www.glsen.org/
  • Educator resources, LGBT-inclusive Curriculum, Lesson plans

• GLSEN Model laws & policies (including School district policies, School policies, Trans policies): https://www.glsen.org/article/model-laws-policies

• Missouri Equality Profile:  http://www.lgbtmap.org/equality-maps/profile_state/MO
Selected References


Victimization Perpetration: Implicit/Explicit Reasons

• Dominance, social status
• Masculinity protection: Patrol behavior of other young men
• Internalized heterosexism, cisgenderism
• Divert attention from one’s own SOGI
• Religion-based claims
Reasons for Nonreporting by LGBT Students
2015 National School Climate Survey (GLSEN)

Doubted effective intervention would occur 76%
Feared making situation worse: 67%
  No snitch 56
  Not want to be outed 41
  Safety concern 36
Concern about staff reaction 65%
  Embarrassed/ashamed 42
  Staff are homo/transphobic 29
  Staff part of harassment 10
Didn’t think it was serious enough 44%
Handled it themselves 32%
LGBT Student Reports of Staff Response
2015 National School Climate Survey (GLSEN)

Staff did nothing/told student to ignore 64%
Talked to perpetrator/told to stop 43%
Told student to change behavior 27%
Parent of student or perp contacted 21%
Perp disciplined 18%
Student and perp separated 18%
Staff attempted to educate students about bullying 14%
Report of incident filed 13%
Reporting student disciplined 10%
Peer mediation or conflict resolution approach 8%
Gender Marker Change on ID Documents (HRC); 12/1/17

Darker: Facilitate gender marker change on driver's licenses (16 states)
Gray: Facilitate gender marker change on birth certificates (0 States)
Lighter: Facilitate gender marker change on both birth certificates and driver's licenses (14 states and DC)
Dark Green: Address hate or bias crimes based on sexual orientation and gender identity (18 states and DC)
Lighter: Address hate or bias crimes based on sexual orientation only (12 states)
Public Accommodations (HRC.org); 4/25/17

Dark: Prohibit discrimination based on sexual orientation and gender identity (19 states and DC)
Light: Prohibit discrimination based on sexual orientation only (2 states)