



CYFAR Webinar- LGBT Youth

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TOPICS COVERED WILL INCLUDE:

- Attending to issues of diversity in sexual orientation and gender identity
- Working with staff to create inclusive spaces
- Working with staff to ensure inclusive attitudes and practices
- Including sexual orientation and gender identity in evaluation and measurements

LEARNING OBJECTIVES

- To understand why diversity in sexual orientation and gender identity matter in youth development.
- To explore some concrete ways to promote inclusivity.
- To understand how measurement can help to support a more inclusive environment.

A FEW TERMS...

- Gender identity- the gender label a person self-ascribes, eg. boy, girl, genderqueer, transboy...
- Assigned sex- what the birth certificate says (male, female)
- Gender expression- displays of masculinity or femininity
- Sexual orientation- to whom one is sexually or romantically attracted
- Sexual orientation identity- the sexual orientation label a person self-ascribes

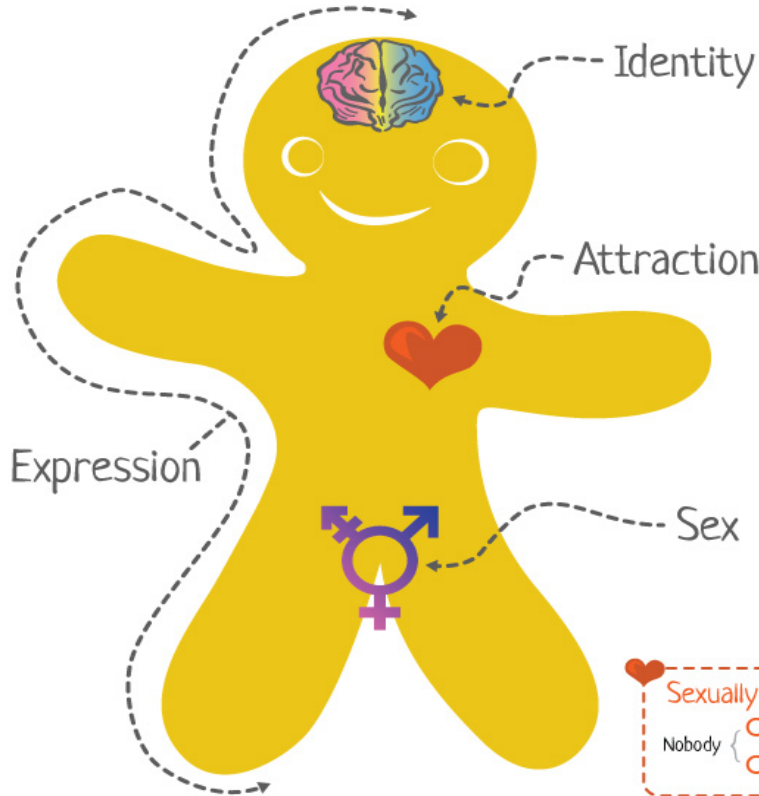
The Genderbread Person v3.3

by its pronounced **METRO**sexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread

4 (of infinite) possible plot and label combos



Gender Identity

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

Woman-ness

Man-ness

two-spirit

genderqueer

Indicates a lack of what's on the right.

Gender Expression

The ways you present gender; through your actions, dress, and demeanor; and how those presentations are interpreted based on gender norms.

Feminine

Masculine

androgynous

gender neutral

Biological Sex

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair; hormones, chromosomes, etc.

Female-ness

Male-ness

intersex

MTF Female

Sexually Attracted to

Nobody

(Women/Females/Femininity)

(Men/Males/Masculinity)

Romantically Attracted to

Nobody

(Women/Females/Femininity)

(Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at <http://bit.ly/genderbread>

<http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/>

WHY DOES THIS MATTER FOR MY PROGRAM??

- Why does an inclusive environment matter for you?

WHY INCLUSIVITY MATTERS

- **EVERYONE** feels safer in more inclusive environments.
- Considerable research on schooling repeatedly finds that all youth are safer when environments are more inclusive.
- Following are examples from my research with colleagues.

FOR THIS PRESENTATION....

- I have pulled some of the findings specifically linked to LGBTQ inclusive curricula from my work and the work of close colleagues.
- Most of these published findings stem from an ongoing project in collaboration with the California Safe Schools Coalition.
- The samples vary from year to year, but generally include several thousand youth in high schools with a broad range of sexual orientations and gender identities.



DISCRIMINATION IN SCHOOLS: TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

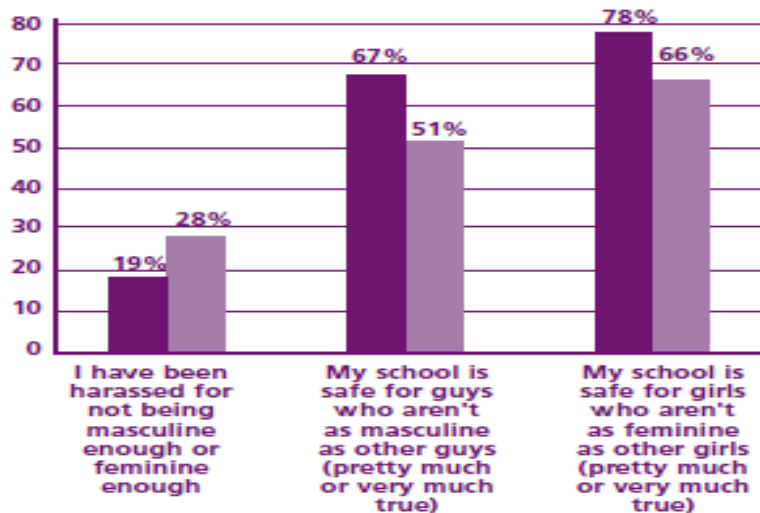
- Transgender and gender non-conforming youth experience vast disparities in bullying and harassment inside school-based settings.
- **While in K-12, a national survey of transgender and gender non-conforming students reported:**
 - rates of harassment (78%),
 - physical assault (35%)
 - sexual violence (12%)
- **The harassment reported was so severe that it led nearly one-sixth (15%) to leave school in grades K-12 or in higher education settings (Grant 2011).**
- Gender variant youth experience significant health disparities such as a risk of victimization, resulting in decreased educational outcomes (GLSEN 2012) and elevated levels of mental health problems, such as increased depression, (Toomey 2009) suicidality (Friedman 2006), and post-traumatic stress disorder (Roberts 2012).

INCLUSIVITY ASSOCIATED WITH SAFETY FOR ALL

Figure 7

LGBT CURRICULUM: HARASSMENT & FEELINGS OF SAFETY

- Students who have learned about LGBT issues in school
- Students who have not learned about LGBT issues in school



Students who learned about LGBTQ issues in school report less harassment and more safety for gender non-conforming peers.

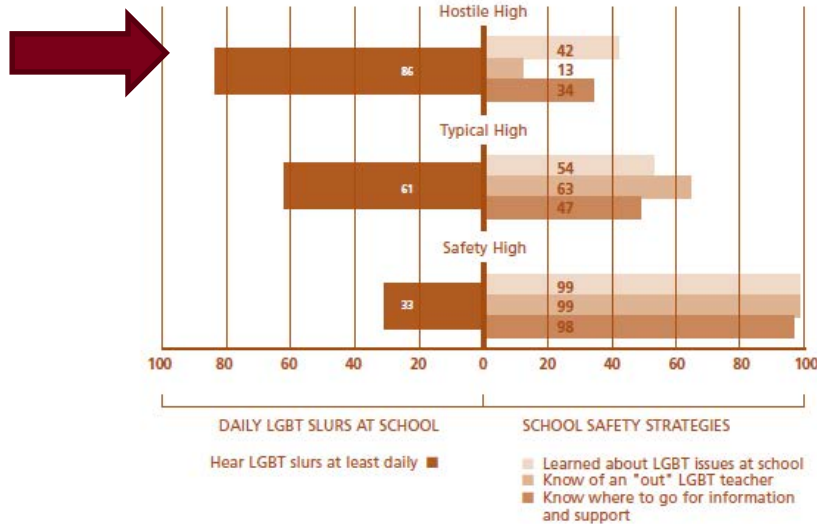
Russell, S. T., McGuire, J. K., Toomey, R., & Anderson, C. R. (2010). Gender Non-conformity and School Safety: Documenting the problem and steps schools can take. (California Safe Schools Coalition Research Brief No. 12). San Francisco, CA: California Safe Schools Coalition.



INCLUSIVITY ASSOCIATED WITH LESS BIAS SPEECH

Figure 1

AN ILLUSTRATION OF THE LINK BETWEEN DAILY LGBT SLURS AT SCHOOL AND SCHOOL SAFETY STRATEGIES



Learning about LGBTQ issues at school was associated with fewer students reporting hearing anti LGBTQ slurs on a daily basis.

Russell, S. T., McGuire, J. K., & Laub, C. (2009). Understanding Differences Between Schools in Overall LGBT School Safety. (California Safe Schools Coalition Research Brief No. 9). San Francisco, CA: California Safe Schools Coalition.



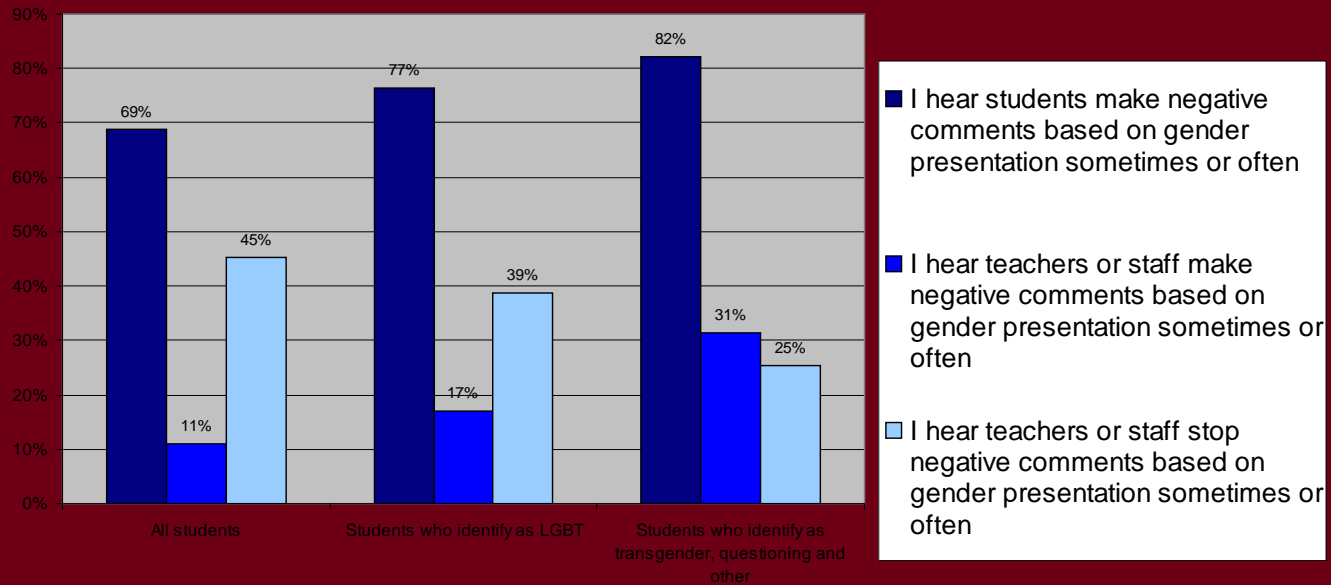
INDIVIDUAL AND SCHOOL LEVEL EFFECTS

- Most variability is among individuals (expression, harassment experiences, SES, appearance, intellect)
- An important chunk of variability is among schools
- Nationally, 8.1% of variability in **feelings of safety** exists at the school level
- In another study, percent within a school who reported inclusive LGBT curricula predicted overall feelings of safety within the entire school, one unit increase in curricula yielded .75 unit increase in safety.

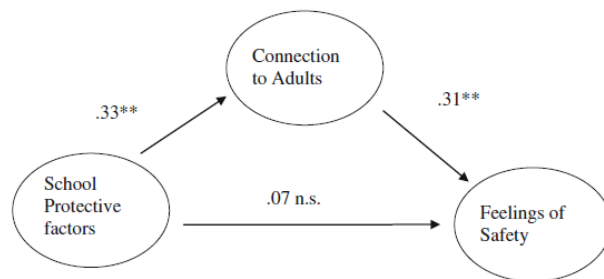
- Russell, S. T., McGuire, J. K., & Laub, C. (2008). School climate for Lesbian, Gay, Bisexual, and Transgender (LGBT) students: Within- and between-school variability. In M. Shohm and H. Yoshikawa, (Eds.) *Toward positive youth development: Transforming schools and community programs*. New York: Oxford University Press, pp. 133-149



Negative comments based on gender presentation are common and teacher or staff intervention is uncommon



INCLUSIVE CURRICULA CONTRIBUTES TO CONNECTION AND SAFETY FOR TRANS* STUDENTS



Indirect Effects: $\beta = .10^*$
CFI = 1.00
RMSEA = .00 90% C.I. [0.00-0.00]
Note. $^+p < .10$. $*p < .05$. $**p < .01$. $***p < .001$.
N=67

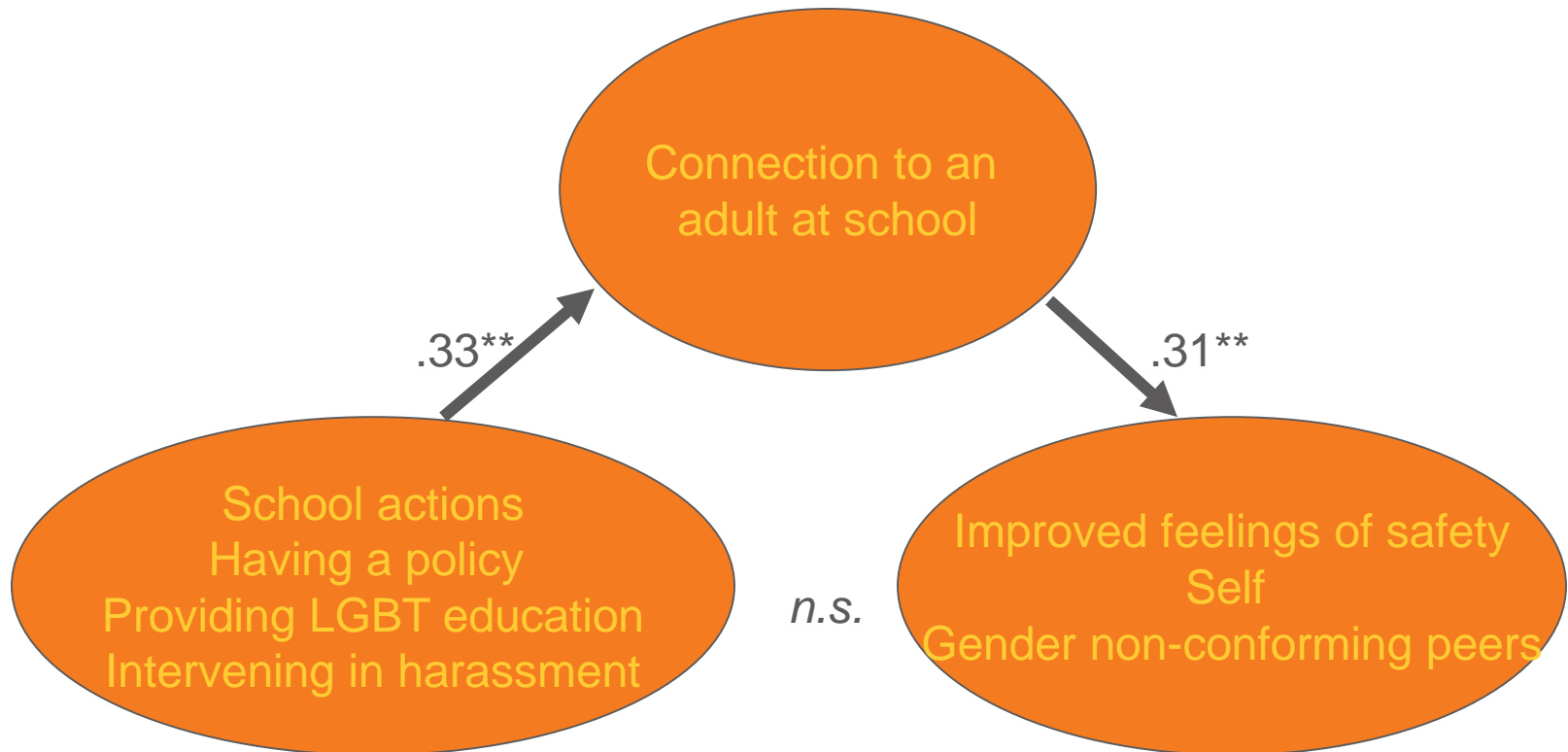
Fig. 1 Feelings of safety and attachment to adults as a function of school safety strategies (standardized coefficients)

School protective factors include curricula, stopping bias speech, having a policy, a GSA and providing resources. Taken together they improve connection and safety for trans* identified youth.

McGuire, J. K., Anderson, C. R. ¹, Toomey, R. B. ¹, & Russell, S. T., (2010). School climate for transgender youth: A mixed method investigation of student experiences and school responses. *Journal of Youth and Adolescence*, 39, 1175-1188.



A PATHWAY TO IMPROVED SAFETY



McGuire, J. K., Anderson, C. R. ¹, Toomey, R. B. ¹, & Russell, S. T., (2010). School climate for transgender youth: A mixed method investigation of student experiences and school responses. *Journal of Youth and Adolescence*, 39, 1175-1188.

CONCLUSIONS

- Inclusive curricula benefits all students, with extra benefit for LGBTQ
- Fewer than half receive inclusive curricula.
- Inclusive curricula contributes to an overall package of school climate.
- Inclusive curricula in sex education is particularly impactful for all students, with associated school benefits in safety.
- Inclusive is not enough. Curricula that is supportive is associated with enhanced benefits for all students, and overall school climates in both perceived safety, and reduced victimization.



YOUTH DEVELOPMENT STUDY

- The affective environment of a program is crucial for program retention.
- Youth join and leave for different reasons
 - Stayed- personal development
 - Left – relationship problems
- Sexual minority youth were more likely to endorse social problems

HOW TO PROMOTE INCLUSIVITY



IN THE SPACE...

- Symbols and signs
- Posted policy
- Inclusive bathrooms



STEPS PROGRAMS CAN TAKE

- Have a policy
- Intervene in harassment
- Cover LGBT issues
- Provide resources
- Have a GSA



<http://hereandnow.wbur.org/2015/06/02/osa-transgender-guidelines>

INCLUSIVE ATTITUDES AMONG STAFF

- Resources and trainings
- Trans Ally
- Safezone
- GLSEN safe space kit

INTERVENTION BY STAFF....

- “[Personnel] *should actually speak up, because I’ve been in a lot of classrooms where stuff is said, and the teachers don’t do [anything]. And if they did, it would stop right there if the teacher actually did something.*”

POLICIES AND ACTIVITIES

- *“I think that GLBT issues should be mandatory training that they have to go to.”*
- *“There’s a lot of different groups and things that you can do with being queer and be able to identify the safe places. Like there are teachers that are more gender identified and available for people in that...that group.”*

IMPORTANCE OF ONE PERSON

- *“And if you call ..., she will help you find a more match fitting school.... she works with the public schools.”*
- *“I guess I was fortunate I had very understanding P.E. teachers....”*

“I go to the nurse’s bathroom in the new school.”

MEASUREMENT AND EVALUATION

LEGAL PROTECTION FROM DISCRIMINATION: GENDER IDENTITY AND/OR EXPRESSION

Minnesota Law

- Minnesota Human Rights Act
 - Protection from discrimination in Employment, Housing and Education
 - Gender identity protected from discrimination
- Safe and Supportive Schools Act 2014
 - Bullying prohibition statute for school-based application
 - Gender expression enumerated for protection

Federal Law

- Title IX, Civil Rights Act 1973 Sex Discrimination prohibition
- Gender identity and expression applied to sex discrimination by U.S. Department of Education

ASKING THE QUESTIONS

■ Gender Identity

- **Two part question(s) to measure gender identity.**
- What sex were you assigned at birth (what the doctor put on your birth certificate)?
 - Male, Female
- What is your gender (same or different, than birth sex) *Please check all those terms that apply to you*
 - Male
 - Female
 - Transgender Male-to-Female
 - Transgender Female-to-Male
 - Genderqueer, gender fluid, non-binary
 - Not sure

GENDER IDENTITY...

- This year's MSS survey:
- **Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender?**
- . Yes
- . No

GENDER EXPRESSION

- A person's appearance, style, dress, or the way they walk or talk may affect how people describe them. How do you think other people at school would describe you?
 - Very feminine
 - Mostly feminine
 - Somewhat feminine
 - Equally feminine and masculine
 - Somewhat masculine
 - Mostly masculine
 - Very masculine

SEXUAL ORIENTATION

- Which of the following best describes you?
 - Heterosexual/ straight (93%)
 - Bisexual (3%)
 - Gay or Lesbian (1%)
 - Not sure (questioning) (3%)

- 2013, 9th and 11 graders on MSS

QUESTIONS ABOUT MEASUREMENT?



Thank You!

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