OBJECTIVES

Define LGBTQ terminology
Analyze bullying in the context of the school environment
Discuss findings from research of 1071 LGBTQ South Carolinians
Recommend strategies for students, educators, and school personnel to prevent bullying

TERMINOLOGY 101 (Hein & Levitt, 2014)

- Gender
  - refers to a socially constructed system that assigns roles, qualities, and attributes of masculinity and femininity
- Sex assigned at birth (biological sex)
  - an interpretation of genitalia: male, differences of sex development (DSD, also known as intersex), and female
TERMINOLOGY 101

- **Gender identity**
  - the gender one feels on the inside, determined by the individual. Ask how your student identifies; it isn’t always apparent on the outside

- **Gender expression**
  - a spectrum of how one conveys gender, which can be expressed across a continuum

TERMINOLOGY 101

- **Transgender** (gender identity)
  - A person who feels his or her body is not the sex it should be, regardless of transformational hormone or surgical status

- **Transsexual** (contained w/ transgender)
  - a historical clinical term referring to those pursuing medical treatment, such as hormones or surgery. Offensive to some currently

TERMINOLOGY 101

- **Queer** – a paradigm and label preferred by youth-millenials. In a recent study of transgender adults in Massachusetts, 42% self-identified their sexual orientation as queer.

- **Genderqueer and gender nonconforming**
  - Sometimes grouped with Trans - Transgender/queer (TransGQ)
  - refer to individuals who may not identify with a binary (male/female) gender.
### TERMINOLOGY 101

**Transwoman (MtF)** She
- assigned male at birth and lives and/or identifies as a woman.

**Transman (FtM)** He
- assigned female at birth and lives and/or identifies as a man.

**Cisgender**
- people whose gender identity and expression align with the sex they were assigned at birth.

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**Gender transition (transitioning)**
- the process of changing one's gender expression and/or physical appearance to align with gender identity
- can involve changing one's name and/or gender designation on legal documents and/or medical intervention
- Transition means different things to every patient, so it's best to ask your patients what transition means to them.

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**Sexual orientation**
- to whom one is sexually and emotionally attracted. Transgender people may identify as heterosexual, lesbian, gay, bisexual, or queer

**Coming out**
- varies for each person and can refer to 1) the process of no longer repressing this realization (self-disclosure) and/or 2) being open with others (disclosing to others).
- The process is individual, intimate, and can be painful.
BULLYING IN THE SCHOOL ENVIRONMENT

What is Bullying?

- Core elements include:
  - unwanted aggressive behavior;
  - observed or perceived power imbalance;
  - and repetition of behaviors or high likelihood of repetition.

- Two modes:
  - Direct: bullying that occurs in the presence of a targeted youth
  - Indirect: bullying not directly communicated to a targeted youth such as spreading rumors

- Four types: physical, verbal, relational, and damage to property
Bullying Statistics

- Approx. 1 in 5 (20.8%) students report being bullied (National Center for Educational Statistics, 2016).
- Data collection for bullying by the federal government has been ongoing since 2005, when prevalence was ~28% (U.S. Department of Education, 2015).
- Rates of bullying vary by study, ranging from 9 – 98%.
- A meta-analysis of 80 studies analyzing bullying for 12-18 year old students reported prevalence of 35% for traditional bullying involvement and 15% for cyberbullying involvement (Modecki, Minchin, Harbaugh, Guerro, & Juniors, 2014).

- 64% of kids who were bullied did not report it to officials (Petrosina, Guckenburg, DeVoe, & Hanson, 2010).
- Peer intervention stops more than half of bullying situations (Hawkins, Pepler, & Craig, 2001).
- School-based bullying prevention programs decrease bullying by up to 25% (McCallion & Feder, 2013).
- The reasons for being bullied reported most often by students were looks (55%), body shape (37%), and race (16%) (Davis & Nixon, 2010).

Bullying isn’t Limited to Middle and High Schoolers

- 33% of U.S. elementary students reported being bullied often while at school.
- 20% of kindergarten students reported being bullied often.
LGBTQ Bullying Statistics
From various studies reported by the Gay, Lesbian, & Straight Education Network (GLSEN)

- 86% of LGBTQ youth report being bullied, compared to 27% of all students being bullied
- 64% of LGBTQ youth report feeling unsafe at school due to sexual orientation
- 44% of LGBTQ youth report feeling unsafe at school due to gender identification
- 32% reported missing at least one day of school due to feeling unsafe

More data from the CDC’s Youth Risk Behavior Survey

- 24% of LGB teens reported having been bullied in school
- 18% reported they had been forced to have sex
- 23% reported being victims of sexual violence
- 18% were victims of physical violence from someone they were dating
- **More than 30% reported having attempted suicide in the past year**
In SC schools, LGBTQ students were prevented from:

- 45% expressing PDA in school in a way that was permissible for hetero students
- 29% wearing clothes “inappropriate for their gender”
- 26% discussing LGBTQ issues in assignments
- 25% (all LGBT) using the bathroom/locker room aligned with their gender; 40% of trans
- 25% having a same-gender date at a school dance
- 25% (all) 60% trans from using their preferred name/ pronoun
- 24% forming or promoting a GSA

Data from 2013 Survey of LGBTQ South Carolinians

- 1071 LGBTQ South Carolinians, including 76 self-identified transgender or genderqueer people (TransGQ).
- Differences were examined between TransGQ and gay males and females on bullying.
Demographics

- Mean Age: 37
- Age ranged from 13 to 84
- 40% of the sample was age 30 and under

Sexual Orientation and Gender Identity (so/gi)

Bullying Scale

- Hearing anti-LGBTQ remarks
  - Hearing “gay” used in a negative way
  - Hearing other anti-LGBTQ remarks (e.g. fag, dyke, tranny)
  - Hearing sexist remarks
  - Hearing racist remarks
  - Hearing comments about not acting masculine/feminine enough
  - Hearing biased comments from teachers or other school staff
Bullying Scale

- Experiencing anti-LGBTQ harassment
- Experiencing fear of being physically harassed (e.g., verbal threats)
- Experiencing actual physical harassment (e.g., being pushed or shoved)
- Experiencing actual physical violence (e.g., being punched, kicked, or injured with a weapon)
- Experiencing some form of electronic harassment (e.g., cyberbullying)

What did we learn?

- TransGQs reported higher levels of bullying than gay males and females (total scale and both subscales)
- ALL LGBT groups reported bullying
- 19% reported having attempted suicide
- We need to intervene to protect students!!!

Teachers and Staff sometimes perpetuate bullying

- 27% of LGBTQ students heard faculty/staff make homophobic comments
- 42% LGBTQ students heard faculty/staff make comments about a student’s gender expression
LGBTQ Students and Title IX

- Equal Access Amendment (20 U.S.C. § 4071 Title 20)
- If a public school permits non-curricular clubs then it must allow GSAs
- Right to Privacy: You cannot "out" children to their parents/families (Sterling v. Borough of Minersville, 232 F. 3rd 190 - Court of Appeals, 3rd Circuit 2000)
- Grimes v. Gloucester remanded to 4th Circuit. Oral arguments have not been scheduled yet.
- SC does not have a bathroom bill (defeated in 2016)

Gay Straight Alliances (GSAs)

- A student-run club...which provides a safe place for students to meet, support each other, talk about issues related to sexual orientation and gender identity and expression (GSAnetwork.org)
- In SC: 14 HS GSAs (SCEquality.org)
- Some SC school list protected classes of people
  - Sogi: Charleston; Richland one
  - Orientation only: Anderson Five; Allendale

Now the recommendations

- Be a safe person
- Do not tolerate harassment or bullying of anyone
- Sponsor a GSA – give these kids a safe place to be themselves. GSAs are protective (Walls, Kane & Wisneski, 2010).
  - GSAs keep LGBTQ kids from dropping out of school
  - GSAs keep LGBTQ kids from truancy
  - LGBTQ kids with GSAs earned better grades in school (increased motivation to succeed)
How can LGBTQ kids know you’re safe to talk to?
- Be the faculty/staff person who will NOT tolerate any bullying or harassment
- Identify yourself as an ally for everyone (gender/race/faith/sogi/income etc.)
- There is no such thing as “cultural competence” – but there is cultural sensitivity and listening

If the child is clearly trans
- You need to understand it’s hell on earth for these kids
- Build on their strengths: their sense of self.
- WHATEVER the child draws strength from should be supported (the source will change over time)

What do you tell LGBTQ youth?
- The MOST IMPORTANT message -

  You’re okay & you matter