D7 – Supporting Students & Families Who Are LGBTQ

Lead Presenter: Jennifer Freeman
Key Words: Equity, Alignment, Bully Prevention
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

**Self-Assessment:** Accomplishments & Priorities

Leadership Team Action Planning Worksheet

**Session Assignments & Notes:** High Priorities

Team Member Note-Taking Worksheet

**Action Planning:** Enhancements & Improvements

Leadership Team Action Planning Worksheet
Please Provide Feedback

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- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at [www.pbis.org/presentations/chicago_forum_18](http://www.pbis.org/presentations/chicago_forum_18)
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My Family/Perspective/Bias
Students who are underrepresented in a school setting or who are part of a group that is subject to negative stereotypes may respond differently to failure or criticism from a teacher.
Belonging ≠ Fitting In
Students who feel like they belong

- Misbehave less
- Achieve higher academic standards
- Graduate at higher rates
- Persist through difficulty

Teachers who feel like they belong

- Report higher job satisfaction
- Teach for longer
- Persist through difficulty
Do our LGBTQ student feel like they belong?

• LGBTQ students are more likely to experience
  – more bullying
  – higher suicide and self-harm rates

Source: "Mental Health and Suicidality Among Racially/Ethnically Diverse Sexual Minority Youths"

Source: CDC Morbidity and Mortality Weekly Report “Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12, 2015”
Do our LGBTQ student feel like they belong?

“According to data from the 2015 national Youth Risk Behavior Survey (YRBS):

- LGB students were **140%** (12% v. 5%) more likely to **not go to school** at least one day during the 30 days prior to the survey **because of safety concerns**, compared with heterosexual students.
- Nearly one-third (**29%**) of LGB youth had **attempted suicide** at least once in the prior year compared to 6% of heterosexual youth.
- 10% were **threatened or injured** with a weapon on school property
- 34% were **bullied** on school property
- 28% were bullied electronically
- 23% of LGB students who had dated or went out with someone during the 12 months before the survey had experienced **sexual dating violence** in the prior year
- 18% of LGB students had been forced to have sexual intercourse at some point in their lives.”
- **CDC Website include more information and links to all references**

The national center for transgender equality reports:

- **75% of transgender youth feel unsafe at school**, and those who are able to persevere had significantly lower GPAs, were more likely to miss school out of concern for their safety, and were less likely to plan on continuing their education.
- 59% of trans students have been denied access to restrooms consistent with their gender identity.
Who are we talking about?

- LGBTQ students
- Students of LGBTQ parents
- LGBTQ Faculty
- Family members of LGBTQ students
- Friends of LGBTQ students
Glossary of Terms

The vocabulary in this area is extensive, evolving and often confusing. While there is not universal agreement on the definition of many terms, we do know that respectful language here can shape perceptions and experiences of LGBTQ people. Here is an abbreviated list of terms we will be using today. Visit the PFLAG National & GLSEN websites for more extensive glossaries.

- **Lesbian:** A person who is female-identified and who is emotionally and/or physically attracted to some other females.
- **Gay:** Often refers to a male-identified person who is emotionally and/or physically attracted to some other males.
- **Bisexual:** A person who is emotionally and/or physically attracted to two genders.
- **Transgender:** A person whose gender identity and/or expression are not aligned with the gender they were assigned at birth.
- **Queer:** An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to dominant societal norms. Can also mean Questioning.
Our job is complex

- Each person

- Gender
- Race/Ethnicity
- Culture
- Religion
- Political Party Affiliation
- Citizenship
- Family Structure
- Socio-economic Status
- Age
- Disability
- Sexual Orientation

- Students
- Teachers
- Other School Staff
- Family Members
- Community Members
- Volunteers
All in a couple of years
Definitions

• Overt Bias
  – Conscious belief in superiority of a group
• Explicit Bias
  – Conscious belief that some groups aspire to desirable traits more than others
• Implicit Bias
  – Unconscious associations regarding some groups
What is implicit bias?

- Unconscious, automatic
- Based on stereotypes
  - We all have it (even those affected by it)
  - Generally not an indication of what we believe or would endorse
- More likely to influence:
  - Snap decisions
  - Decisions that are ambiguous
Different Biases, Different Solutions

- **Explicit Bias**
  - **Ineffective**: Cultural sensitivity training, explaining value of diversity, telling people to be less biased
  - **Effective**: Top-down policies with accountability

- **Implicit Bias**
  - **Ineffective**: Top-down policies with accountability
  - **Effective**: Clear discipline systems, specific guidance in decision-making

(Girvan, 2014; Girvan et al., 2014; Lai et al., 2013; Pettigrew & Tropp, 2006)
How do you know you belong?

- Someone knows your name?
- Contributions are acknowledged?
- Shared rules/routines?
- Shared vocabulary/language/accent?
- Familiar physical environment?
- They look like you?
- Shared learning histories?
- Shared goals?

School-Wide Positive Behavior Support

Primary Prevention: School-Classroom-Wide Systems for All students, Staff & Settings.
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior.
Tertiary Prevention: Specialized Individualized Systems for students with High-Risk Behavior.
PBIS is a Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students.
Culturally Equitable Academic & Social Behavior Expectations

Culturally Knowledgeable Staff and Staff Supports

Culturally Relevant & Effective Instruction

Culturally Valid Information for Decisions
Continuum Logic

TERTIARY PREVENTION (Tier 3)
- Most individualized
- Most differentiated
- Most specialized

SECONDARY PREVENTION (Tier 2)
- Group implemented
- More differentiated
- More specialized

PRIMARY PREVENTION (Tier 1)
- All students
- All staff
- All settings
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**Culturally Equitable** Academic & Social Behavior Expectations

**Culturally Valid** Information for Decisions

**Culturally Knowledgeable** Staff and Staff Supports

**Culturally Relevant** & Effective Instruction

OUTCOMES

SYSTEMS

DATA

PRACTICES
Outcomes to promote belonging and learning for *ALL*

- Establish high, challenging, achievable expectations for all students that are considerate of contextual and cultural learning histories.
- Identify expectations and behaviors that have similar meaning, understanding, and acceptability across all individuals

Belonging for *ALL* should be an explicitly stated priority at the classroom, school, and district level

(Sugai, O’Keeffe, & Fallon, 2012)
Equality Matters: Every student in our school is someone’s *entire* world. By ensuring equity in opportunity and equity in outcomes, we live by our words when we say that all students are capable of achieving excellence.
Using Data to Promote Belonging and Equity

- Ensure screening takes place for all students enrolled in a school
- Examine **fidelity** data to ensure equal access to effective practices and programs
- Examine disaggregated **outcome** data to ensure adequate progress for all individuals and groups
- If data show an overrepresentation of subpopulations, examine **practices** and **systems** in relation to those subpopulations.
PBIS Apps School Climate Survey

• Elementary Survey (grades 3-5)
  – 11 items
  – school connectedness, school safety, school orderliness, and peer and adult relations

• Middle/High School Survey (grades 6-12)
  – 9 items
  – teaching and learning, relationships, and safety
PBIS Apps School Climate Survey

School Climate Survey: Elementary

Please answer all of the questions or your answers won’t be recorded, but you can mark “I prefer not to answer” if you don’t want to answer a question about you.

Demographics

What is your gender or gender identity?
☐ Female  ☐ Male  ☐ Other  ☐ I prefer not to answer

What is your ethnicity?
☐ Hispanic or Latino/a  ☐ Not Hispanic or Latino/a  ☐ I prefer not to answer

What is your race? (mark all that apply)
☐ American Indian or Alaskan Native  ☐ Asian  ☐ Black or African American  ☐ Native Hawaiian or Pacific Islander  ☐ White  ☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
☐ Ethnic Group: ____________________________  ☐ I prefer not to answer.

What grade are you in?
☐ 3  ☐ 4  ☐ 5  ☐ 6

If all survey questions are not answered (either with an answer or “I prefer not to answer”), the survey will not be saved, and answers from that survey will not be included in reports.
PBIS Apps School Climate Survey

School Climate Survey: Middle/High

Please answer all of the questions or your answers won’t be recorded, but you can mark “I prefer not to answer” if you don’t want to answer a question about you.

Demographics

What is your gender or gender identity?
- □ Female
- □ Male
- □ Transgender
- □ I prefer not to answer

Which of the following best describes you?
- □ Heterosexual (straight)
- □ Gay or Lesbian
- □ Bisexual
- □ I prefer not to answer

What is your race? (mark all that apply)
- □ American Indian or Alaskan Native
- □ Asian
- □ Black or African American
- □ Native Hawaiian or Pacific Islander
- □ White
- □ I prefer not to answer

What is your ethnicity?
- □ Hispanic or Latino/a
- □ Not Hispanic or Latino/a
- □ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
- □ Ethnic Group: __________________________
- □ I prefer not to answer.

What grade are you in?
- □ 6
- □ 7
- □ 8
- □ 9
- □ 10
- □ 11
- □ 12
- □ I prefer not to answer.

If all survey questions are not answered (either with an answer or ‘I prefer not to answer’), the survey will not be saved, and answers from that survey will not be included in reports.
Does the survey measure school climate reliably for LGB youth?

What do LGB youth report about their school climates?

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Sexual Orientation</th>
<th>Lesbian/Gay/Bisexual (LGB)</th>
<th>Full Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heterosexual/Straight</td>
<td>N=20,765 (90.5%)</td>
<td>N=2,184 (9.5%)</td>
</tr>
<tr>
<td>Gender</td>
<td>Males</td>
<td>10,384 (50.5%)</td>
<td>406 (19.6%)</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>10,122 (49.2%)</td>
<td>1,391 (67.2%)</td>
</tr>
<tr>
<td></td>
<td>Transgender</td>
<td>406 (19.6%)</td>
<td>1,391 (67.2%)</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>White or Chinese</td>
<td>8,324 (40.5%)</td>
<td>369 (17.0%)</td>
</tr>
<tr>
<td></td>
<td>Black/African</td>
<td>628 (3.0%)</td>
<td>30 (1.4%)</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
<td>628 (3.0%)</td>
<td>30 (1.4%)</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>715 (3.4%)</td>
<td>36 (1.7%)</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>311 (1.5%)</td>
<td>17 (0.8%)</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian</td>
<td>32 (1.6%)</td>
<td>1 (0.0%)</td>
</tr>
<tr>
<td></td>
<td>Multiracial</td>
<td>86 (0.4%)</td>
<td>5 (0.2%)</td>
</tr>
<tr>
<td>Grade</td>
<td>6th Grade</td>
<td>4,626 (22.3%)</td>
<td>463 (21.2%)</td>
</tr>
<tr>
<td></td>
<td>7th Grade</td>
<td>2,557 (12.3%)</td>
<td>292 (13.4%)</td>
</tr>
<tr>
<td></td>
<td>8th Grade</td>
<td>1,889 (9.1%)</td>
<td>255 (11.7%)</td>
</tr>
<tr>
<td></td>
<td>9th Grade</td>
<td>2,033 (9.8%)</td>
<td>283 (13.0%)</td>
</tr>
<tr>
<td></td>
<td>10th Grade</td>
<td>1,597 (7.7%)</td>
<td>259 (11.9%)</td>
</tr>
</tbody>
</table>
Results

Does the survey measure school climate reliably for LGB youth?

Yes!

What do LGB youth report about their school climates?

LGB youth report lower perceptions of school climate than their peers.
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Culturally Equitable Academic & Social Behavior Expectations

Culturally Valid Information for Decisions

Culturally Knowledgeable Staff and Staff Supports

Culturally Relevant & Effective Instruction
7 practices to promote belonging and learning for ALL

"Individual actions may seem insignificant but TOGETHER the small steps of MANY people can have an ASTONISHING IMPACT"
1. Know and Use Names

- Names carry cultural and family significance
- Hearing our names:
  - Promotes a feeling of belonging
  - Increases on-task behavior
  - Promotes empathy
- Mis-pronouncing or not using names signals a lack of respect and caring
  - This is true for all kids but kids of color are more likely to experience this as a pattern
- Trans-kids who could use their chosen name at work, school, home and with friends experienced
  - 71 percent less symptoms of severe depression,
  - 34 percent less reported thoughts of suicide, and a
  - 65-percent reduction in suicidal attempts
  - There was a 29-percent decrease in suicidal thoughts for kids who could use their chosen name even in one of those places

Allay & Pakurar, 2007; Kohili & Solorano, 2012; Russell, Pollitt, Li, & Grossman, 2018
2. Create a Familiar and Safe Physical Environment

- Organized and reflective of student cultures and interests
- Student work and photos posted
- **Safe space** symbols
  - Establishing an Allies-Safe Zone program
- Use inclusive language on school forms and in school communications
3. Shared Rules, Routines, Vocabulary to promote and celebrate diversity

- Define and teach shared rules, routines, vocabulary to promote and celebrate diversity
  - Effective classroom management
  - Schoolwide check-list (HRC)
4. Teach an Inclusive Curriculum

- Teach an inclusive curriculum
- Diversity promotes learning, creativity, and counters stereotypes
- Be purposeful about counteracting and talking about stereotypes
  - Teaching tolerance
  - Inclusive Curricular (GLSEN)
    - Lesson plans (HRC)

Phillips, Northcraft, Neale, 2006
5. Teach Students and Staff how to Respond to Bullying

TEACHER INTERVENTION REPORTED BY STUDENTS

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexist Remarks</td>
<td>56.7%</td>
</tr>
<tr>
<td>Racist Remarks</td>
<td>60.6%</td>
</tr>
<tr>
<td>Homophobic Remarks</td>
<td>50.3%</td>
</tr>
</tbody>
</table>

Source: The Gay, Lesbian & Straight Education Network (GLSEN)
Aligning Initiatives

**PBIS**
3-5 School-wide expectations
- Formal reward systems
- Formal consequences for problem behavior
- Data system for assessing fidelity
- Data system for assessing impact.

**Bully Prevention**
School-wide Expectations
- Teach Response to Bullying Behavior
- Exaggerate reward for appropriate behavior
- Immediate consequences for bullying
- Recruit help
6. Engage Families

- Parent engagement (GSA)
- Listening conference
- Home school connections

Hyperlinked resource
7. Create Support Systems for LGBTQ Students or Staff

- Gay-straight alliance (GSA),
PBIS

**Culturally Equitable** Academic & Social Behavior Expectations

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OUTCOMES

SYSTEMS

DATA

PRACTICES

UCONN
Teachers and administrators are well intentioned but that doesn’t mean they all have the skills or data they need

– Professional development + supportive coaching
  - Professional Development Tool Kits (GLSEN)
  - Webinars (GLSEN)
  - Workshops (GLSEN)
  - Answering challenging questions (HRC)
  - School guidance and resources (HRC)

• Teach a school or class-wide neutralizing routine
• Align initiatives at the district or school level
LGBTQ Challenges for Discussion

• Families of choice
• Signature Blocks and Invitations
• Family trees
• “That’s so Gay”
• “They don’t match”, “they aren’t a family”
• “Which mom/dad is the real one”
• Prejudice and stereotypes – explicit and implicit bias
• Having to “come out” over and over
• Assumption about family gatherings-families of choice
• “Need for male (or female) role models”

• Restroom Rights
• Name changes
• Preferred pronouns
• School records
• Dress Codes
• Gay/Straight Alliances
• Confidentiality
Discussion Questions

• Do your school policies address LGBTQ issues directly?
• Do you have data to guide your work?
• What current practices are in place to support LGBTQ students?
  – What new practices might need to be considered?
• How are your faculty and staff trained and supported to prevent and address issues?
• How are your families engaged to support LGBTQ youth?
Thank You
Jennifer.freeman@uconn.edu
Additional Resources
GLSEN
Gay Lesbian Straight Education Network-www.glnsn.org

- Teacher Resources
  - LGBT
  - Transgender and non-conforming youth
- Statehouse to Schoolhouse
- National School Climate Survey
- Safe Space kits
- Think B4 You Speak
The Trevor Project

- Provides an online community and 24/7 support lines for students
- Suicide prevention resources- including modules for middle and high school classrooms
- Links to local resources
HRC
Human Rights Campaign- www.hrc.org

- Family Resources
- Time to Thrive Conference
- Welcoming Schools
  - Student questions – teachable moments
  - Lesson plans embracing family diversity
  - Grade level content
Resources

- https://www.pflag.org/cultivating-respect-safe-schools-all
- http://www.glsen.org/educate/resources
- http://www.illinoissafeschools.org
- http://www.safeschoolscoalition.org
- http://www.welcomingschools.org/resources/
- http://www.lambdalegal.org
- https://www.theguardian.com/world/interactive/2012/may/08/gay-rights-united-states
- http://www.equalityillinois.us/issue/transgender/
Please Complete the Session Evaluation to Tell Us What You Thought of This Session.