

Combating Bullying Victimization of Lesbian, Gay, and Bisexual Students

A Three-Tiered Approach to Prevention and Intervention

Objectives

School psychologists will...

- Deepen their knowledge of bullying behavior.
- Recognize the unique needs of lesbian, gay, and bisexual (LGB) students exposed to bullying.
- Understand the current state of homophobic bullying in schools.
- Enhance their approach to homophobic bullying by way of research-backed prevention and intervention strategies.

NASP Practice Domains

Domain 4:

Interventions and Mental Health Services to Develop Social and Life Skills

Domain 6:

Preventative and Responsive Services

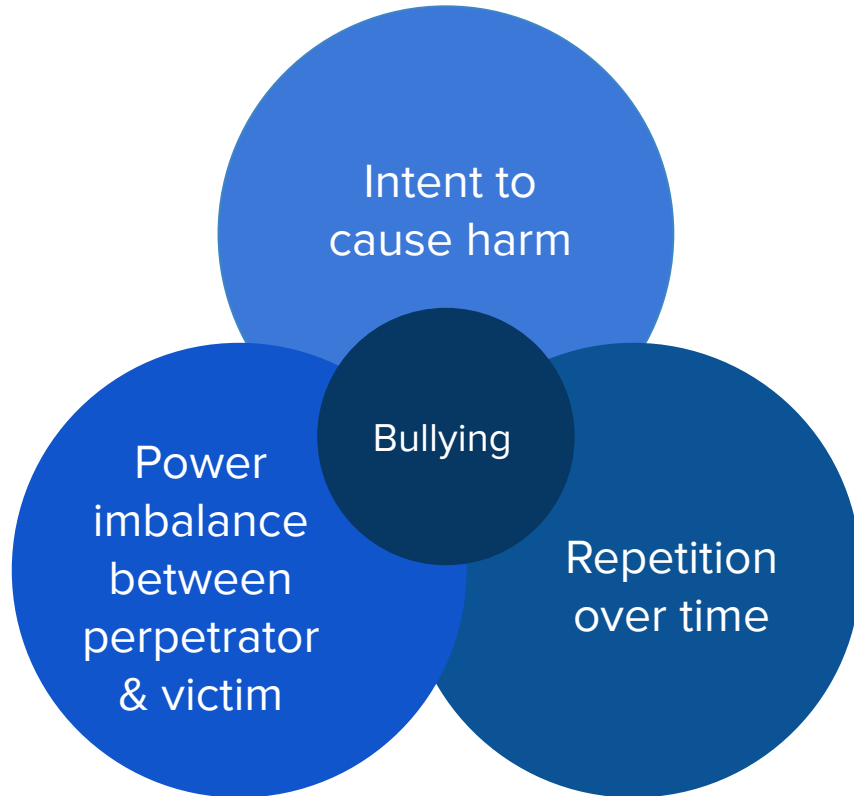
Domain 8:

Diversity in Development and Learning



NATIONAL ASSOCIATION OF
School Psychologists

What is Bullying?



Forms of Bullying:

- Physical
- Verbal
- Relational
- Property-based
- Cyber

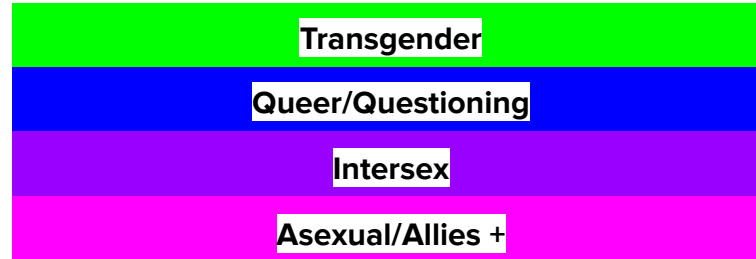
40%

Approximate percentage of students who have been bullied on school grounds

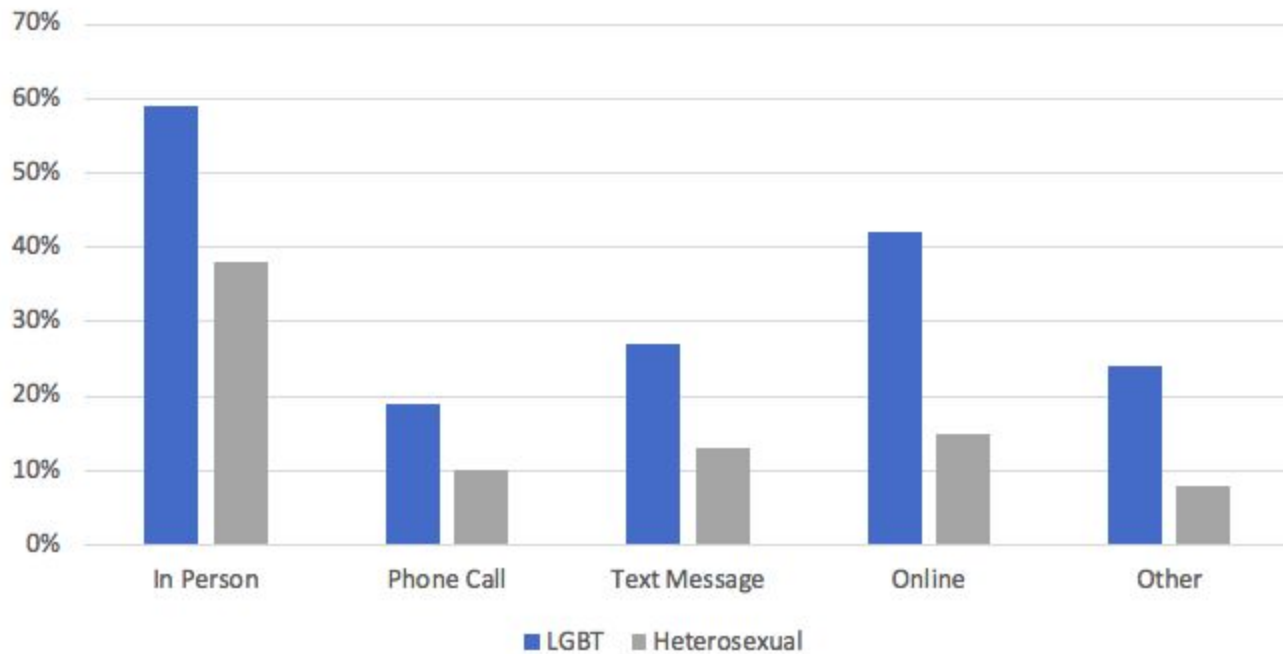
3-4x

Rate at which LGB students are bullied compared to heterosexual students

LGB & TQIA+



Students Bullied in Previous Year



Outcomes of Homophobic Bullying

Mental

Physical

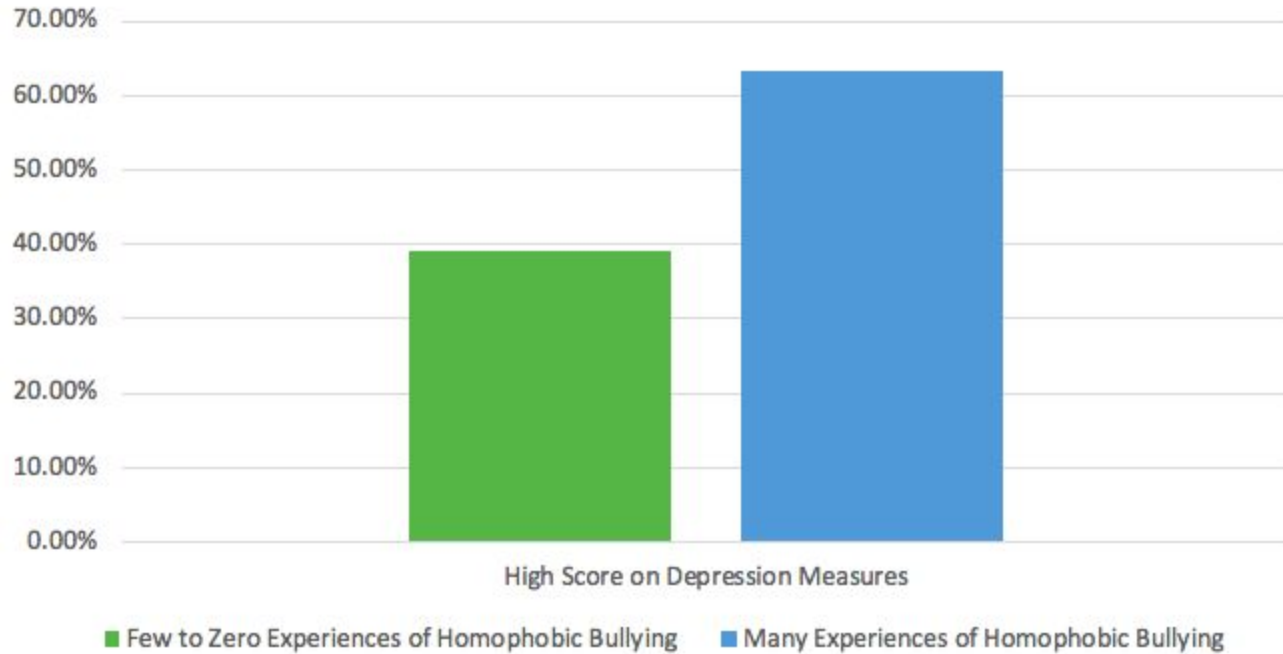
Interpersonal

Professional/Educational

Mental Health Outcomes

- Heightened risk for...
 - Anxiety
 - Depression
 - Hostility
 - Guilt
 - Feelings of hopelessness or worthlessness
- Suicidal ideation and behavior

Depression by Amount of Bullying Experienced



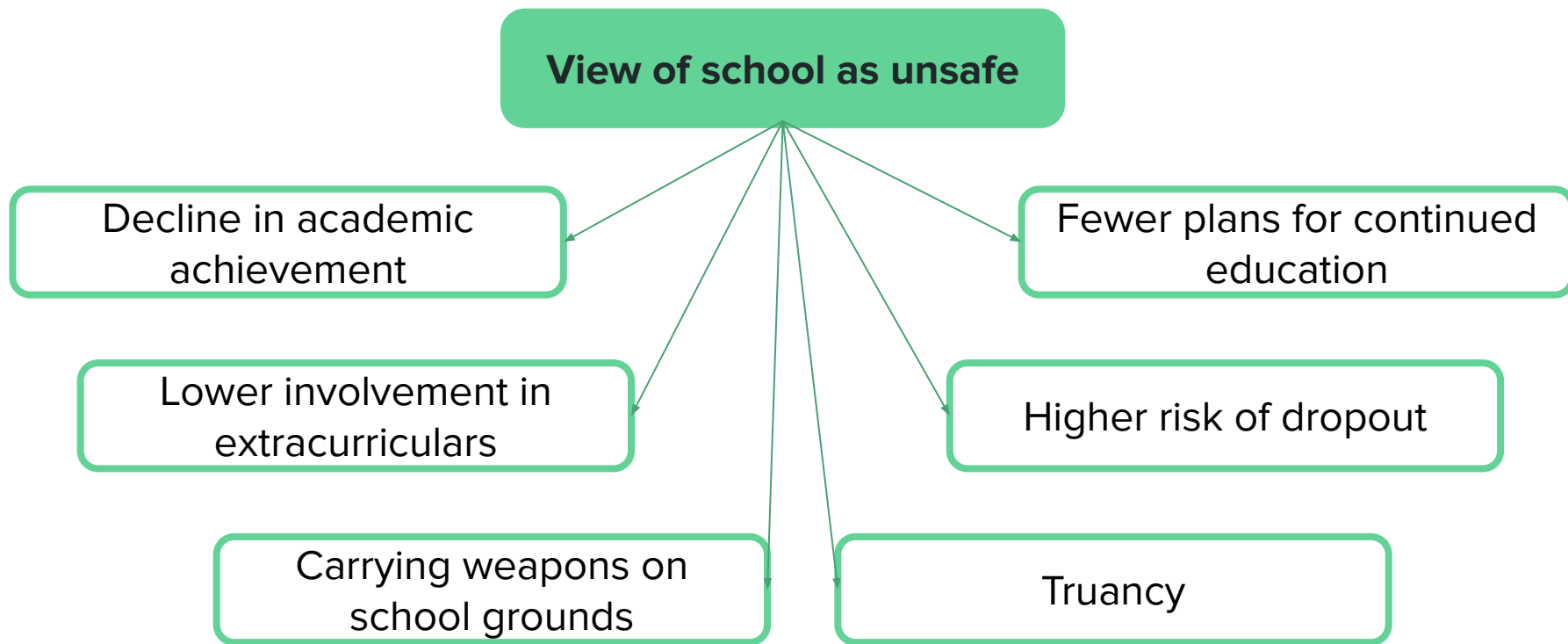
3x

LGB youth are three times more likely than heterosexual youth to **seriously contemplate suicide**

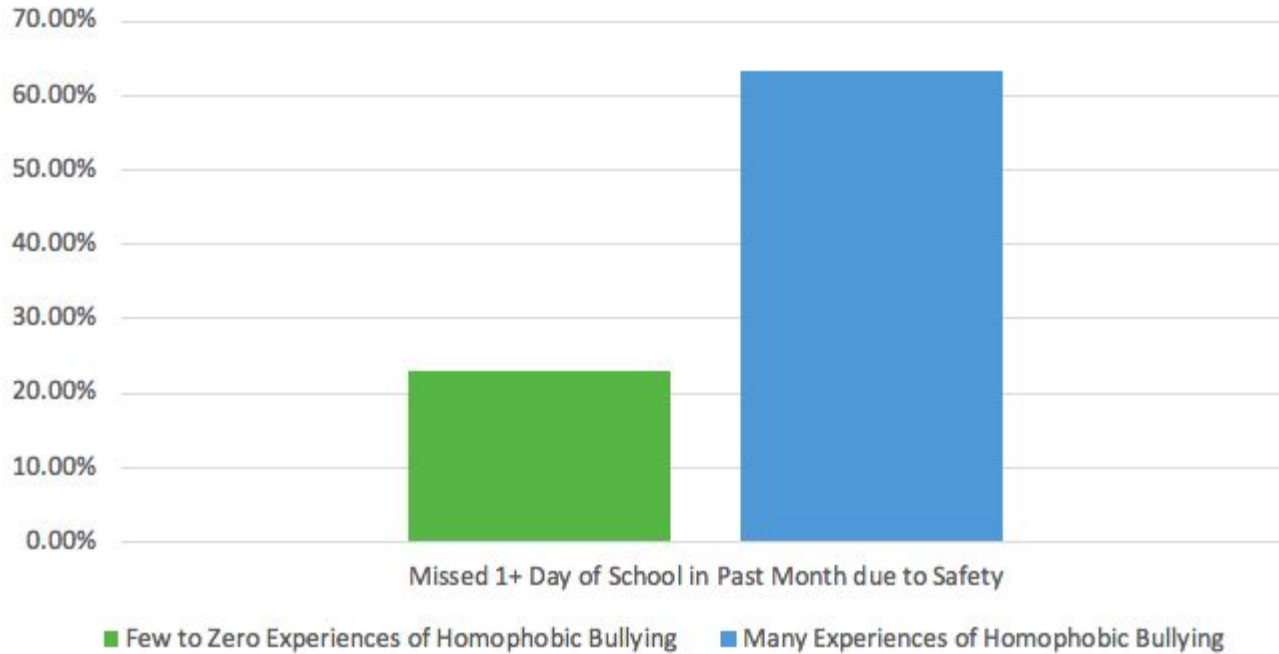
5x

LGB youth are five times more likely than heterosexual youth to **attempt suicide**

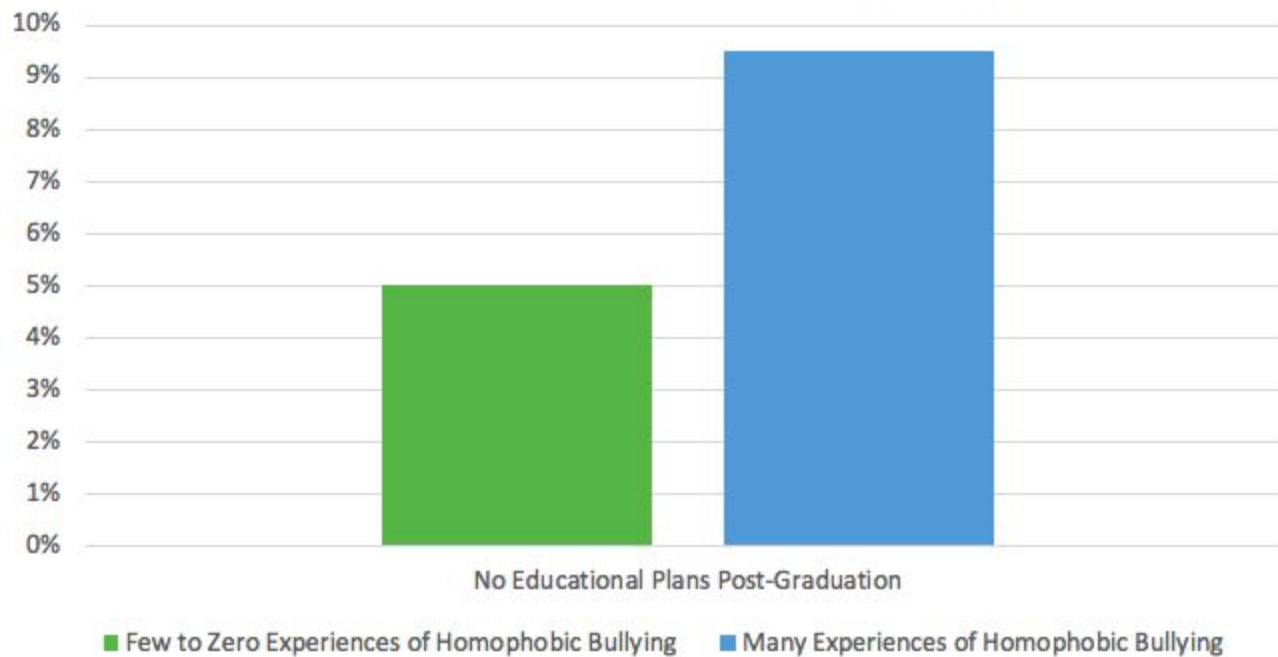
School Engagement Outcomes



School Missed by Amount of Bullying Experienced



Post-Graduation Plans by Amount of Bullying Experienced



Substance Abuse Outcomes

- Generally speaking, LGB youth are more likely than heterosexual youth to...
 - Engage in substance use
 - Use a wide variety of substances
 - Begin using substances at a younger age
 - Report more negative consequences of their substance use

Substance Abuse Outcomes

Espelage et al. (2008):

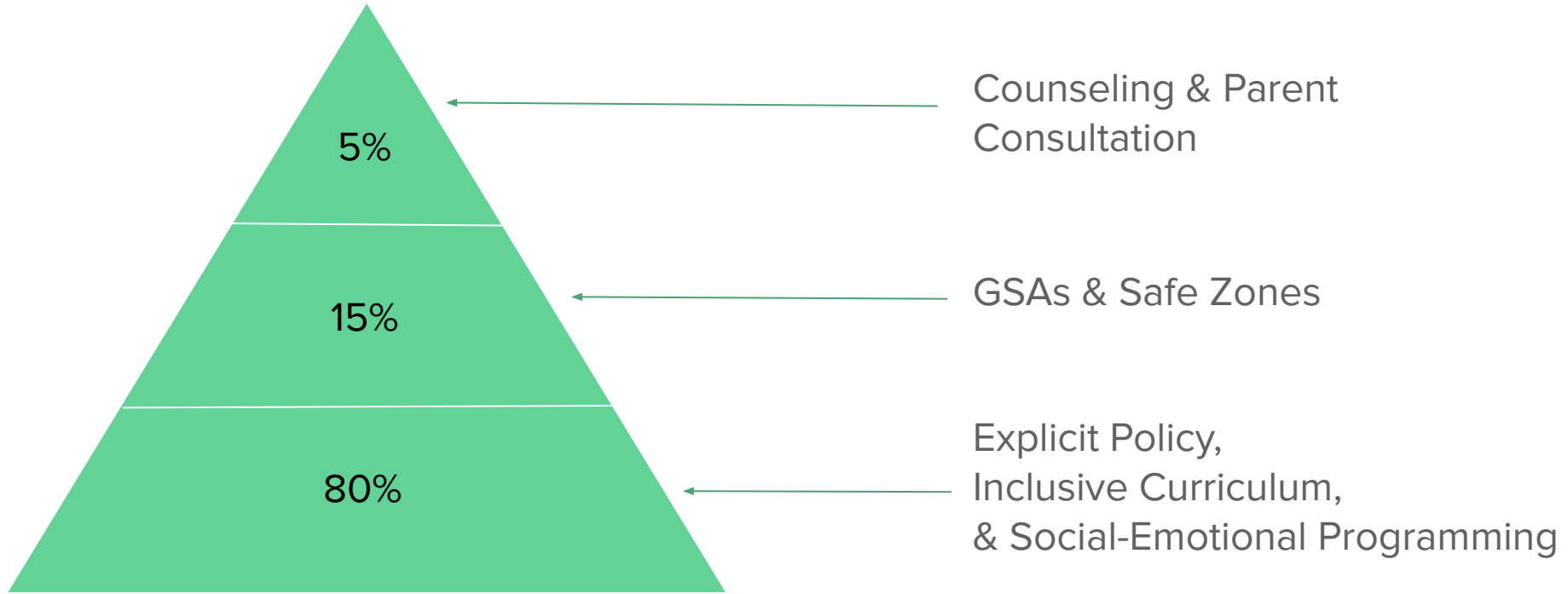
- 14,000+ students, all sexual orientations
- Correlation between bullying and substance abuse for LGB students
 - No correlation for heterosexual students

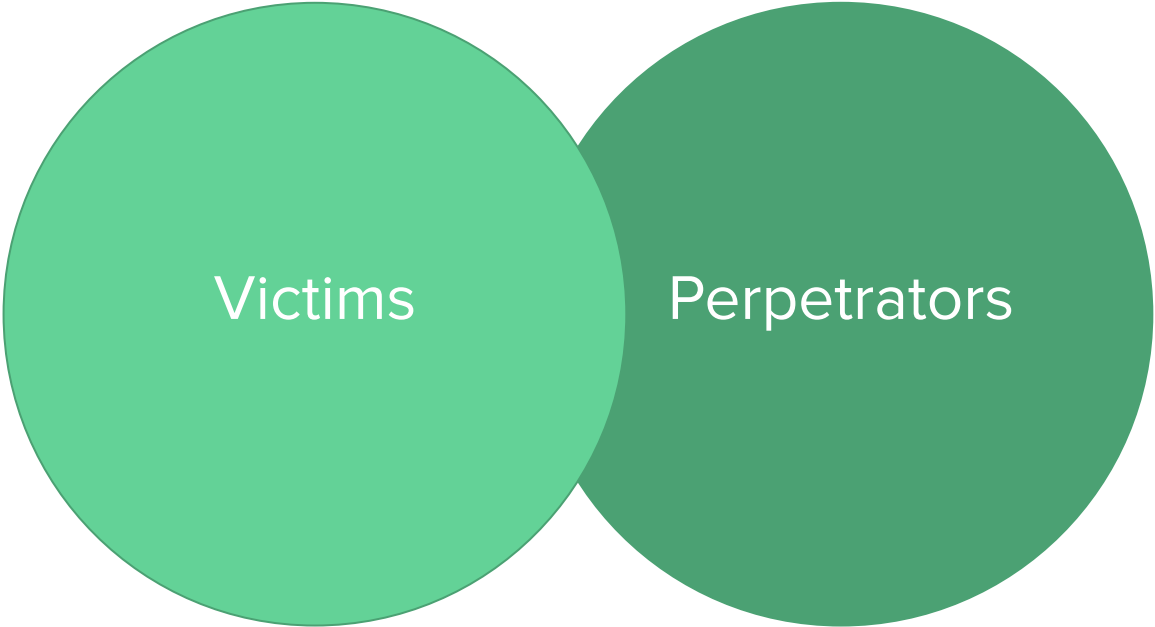
Huebner et al. (2015):

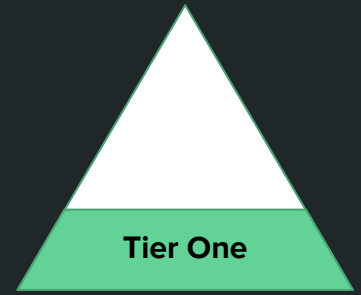
- 504 LGBTQ students
- More bullying correlated with greater...
 - Frequency of alcohol use
 - Frequency of binge drinking
 - Frequency of tobacco use
 - Illicit drug experimentation
 - Negative consequences of substance use

Schools should be a safe haven for LGB youth.

A Three-Tiered Approach

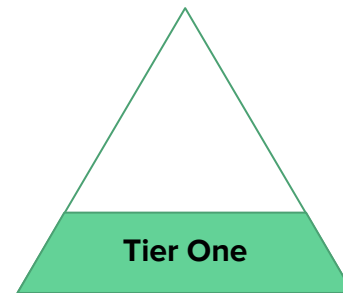






Tier One

Anti-Bullying Policies



Three approaches to anti-bullying policy:

No Policy

No anti-bullying policy.

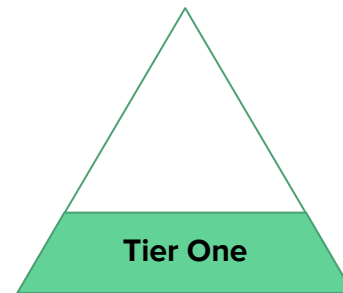
Blanket Policy

Broad anti-bullying policy that doesn't list LGB students as a protected group.

Enumerated Policy

Anti-bullying policy that does list LGB students as a protected group.

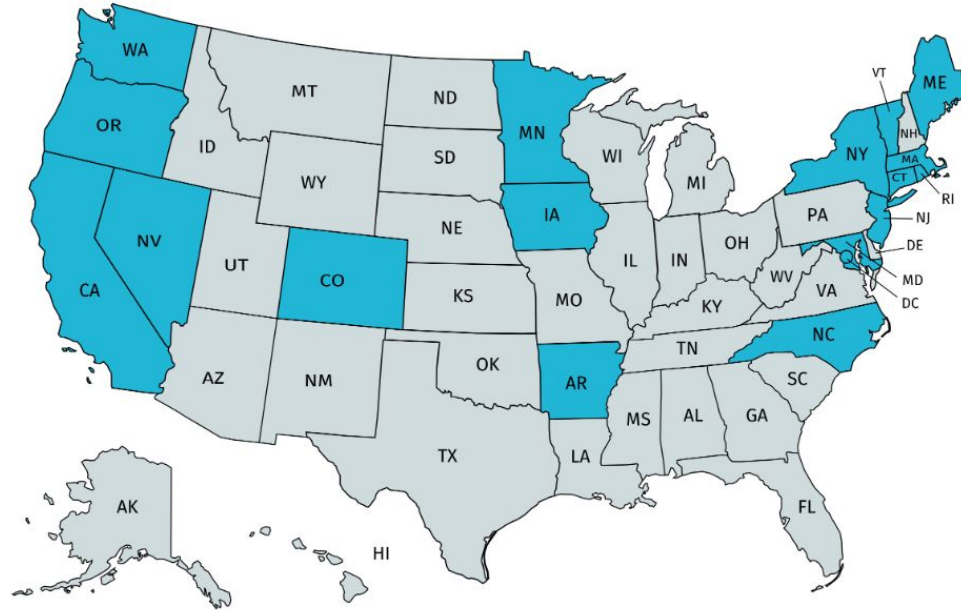
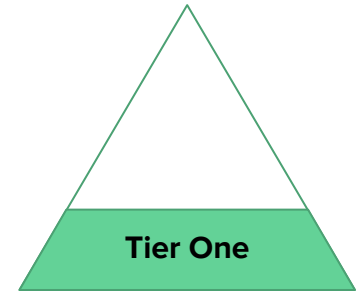
Anti-Bullying Policies



- LGB students who attend schools with enumerated policies:
 - Experience less bullying
 - Feel safer at school
- LGB students who attend schools with blanket policies experience just as much bullying as students who attend schools with no policies.
- Adoption of policy isn't enough--continued implementation and enforcement are key.

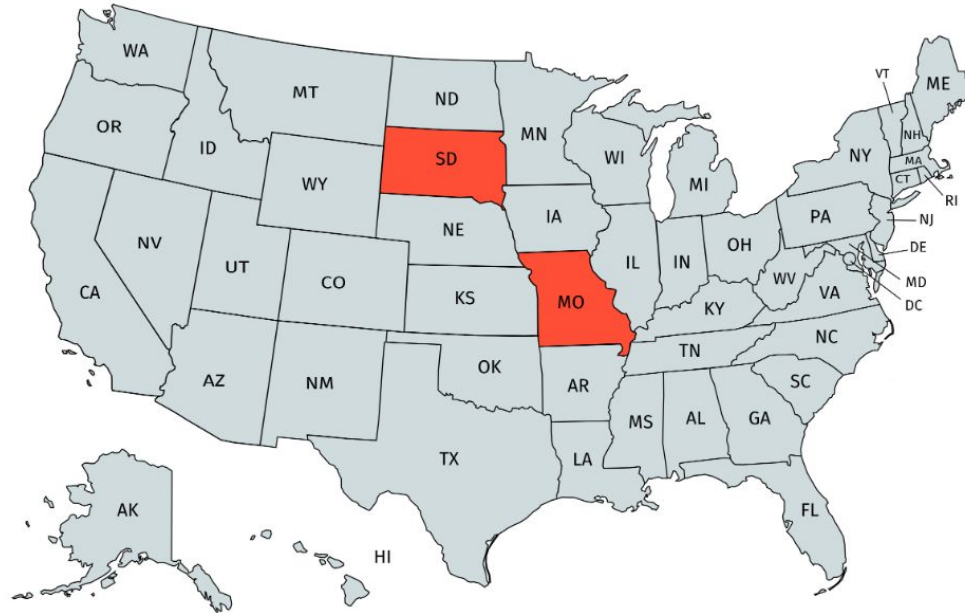
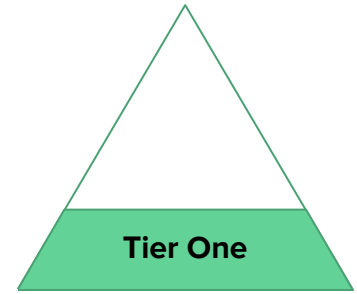
Anti-Bullying Policies

States with Enumerated Anti-Bullying Laws



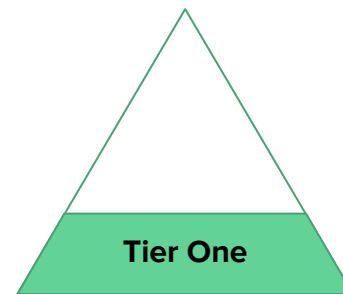
Anti-Bullying Policies

States with Laws that Prohibit Enumeration



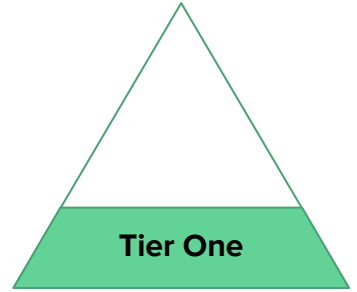
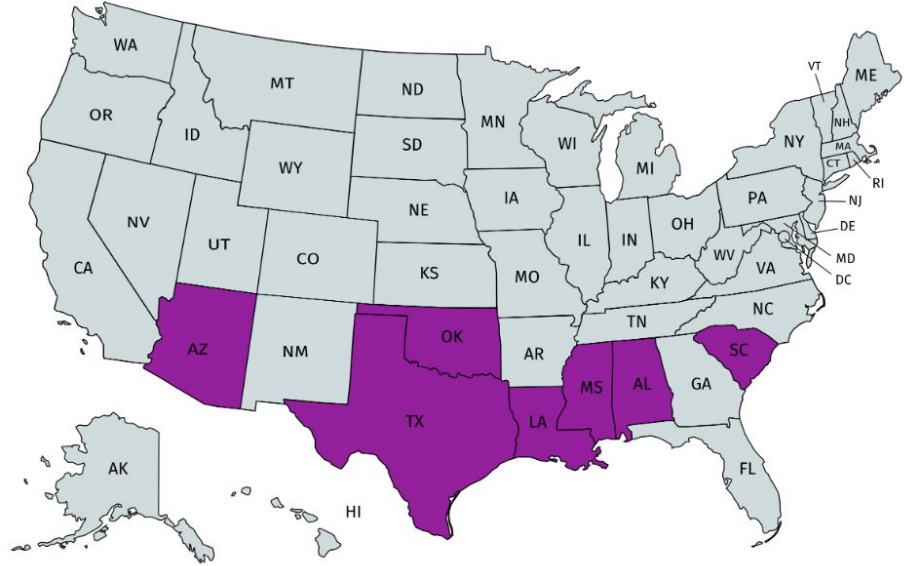
Inclusive Curriculum

- Across all grade levels
- Address various aspects of history and experience related to diverse sexuality
- Expected outcomes
 - Students will obtain more accurate information about sexual minority issues.
 - LGB students will develop more effective coping skills.
 - LGB youth will feel a heightened sense of school connectedness.
 - All students will enhance their perspectives related to the sexual minority experience.



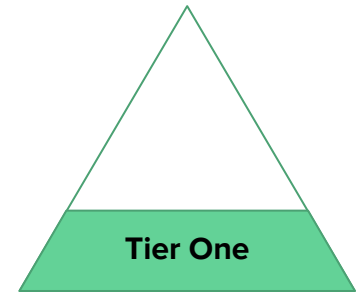
Inclusive Curriculum

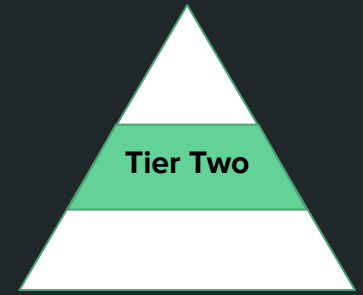
States with “No-Promo-Homo” Laws



Social-Emotional Programming

- Should have components specific to bullying
 - Define bullying
 - Teach students how to be allies
 - Target aspects of behavior related to bullying
- Regular and ongoing
- All grade levels
- May include storybooks, videos, role plays, open discussions, and more
- Unknowns regarding addressing bullying in general versus homophobic bullying in particular

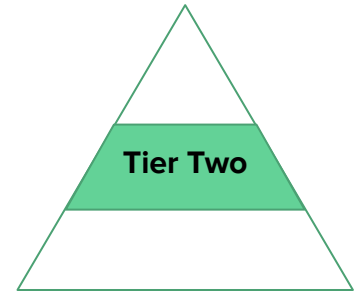




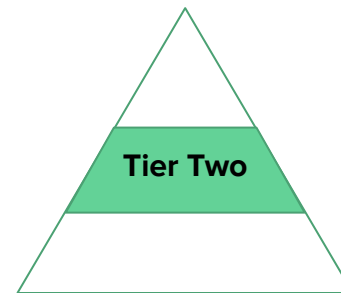
Tier Two

Gender-Sexuality Alliances (GSAs)

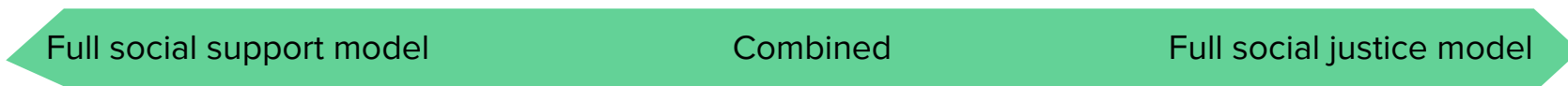
- Resources may include:
 - Social support
 - Information about sexual minority issues
 - Medium for activism
- LGB students involved in GSAs feel:
 - More protected at school
 - More supported in the coming out process
 - More pride in their sexual orientations
 - Heightened sense of individual agency



Gender-Sexuality Alliances (GSAs)

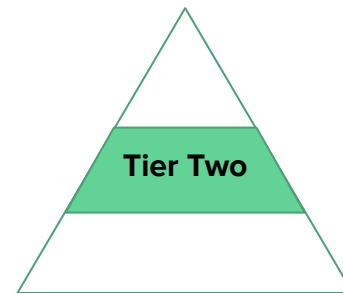
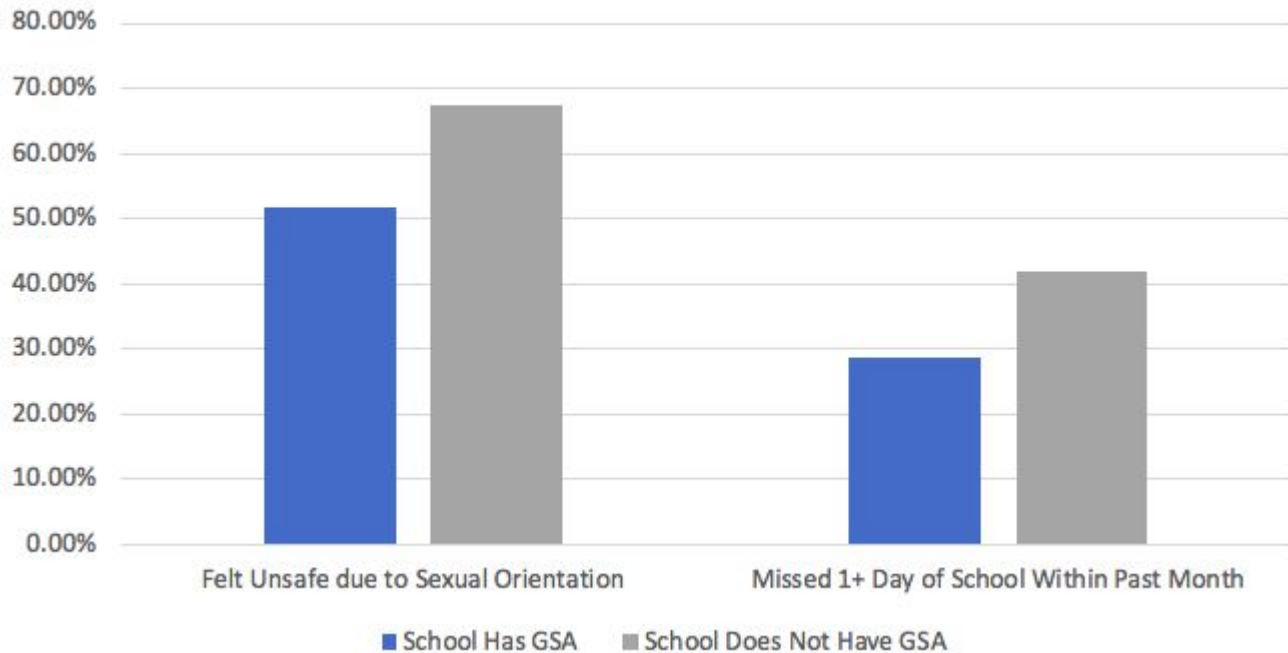


- Spectrum of GSA models:

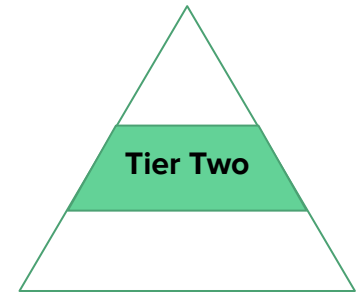
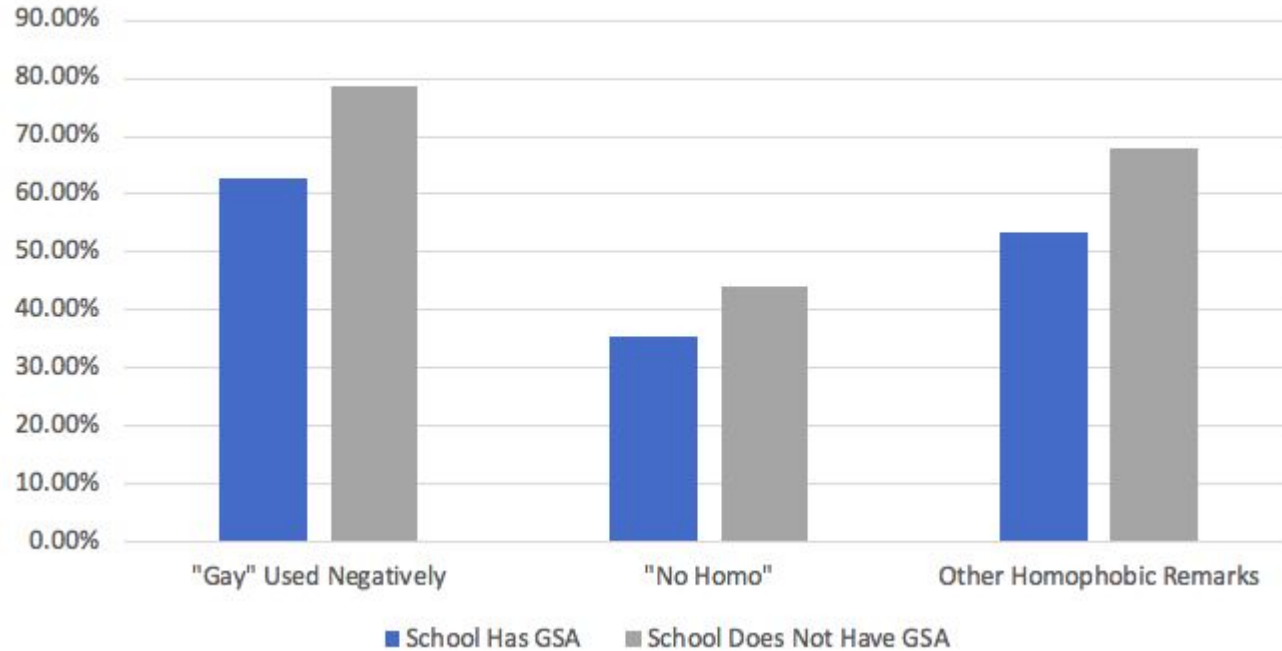


- GSAs combat homophobic bullying through:
 - Intervention
 - Providing support for LGB students affected by bullying
 - Prevention
 - Raising awareness about LGB rights and issues
 - Enhancing sexual minority representation on campus

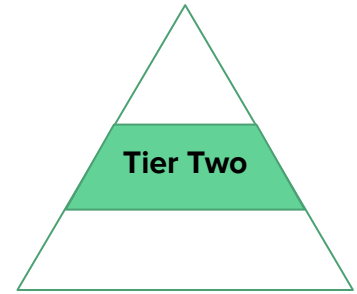
GSA, Feeling Unsafe, and Missing School



GSA's and Hearing Homophobic Remarks



Safe Zones



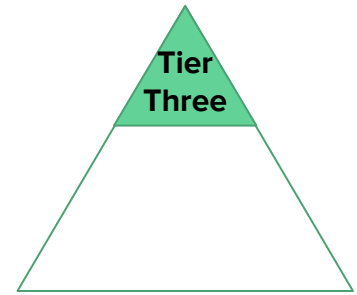
- Students and staff designate themselves as allies to LGB students
- Though more research is needed, LGB students attending schools with safe zone programs may report:
 - Safer school community
 - More accepting school environment
 - Stronger sense of social support
- Risk of negative exchanges



Tier Three

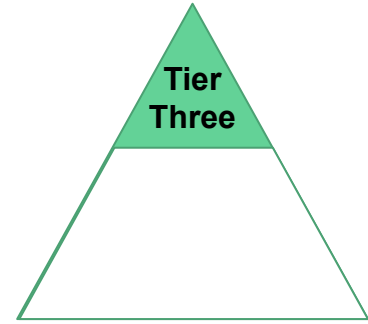
Counseling for Victims

- Strengths-based approach
 - Solution-Focused Brief Therapy (SFBT)
- Recognize resilience and willingness to seek help
- Identify coping strategies and the effectiveness of each
- Identify social or community resources



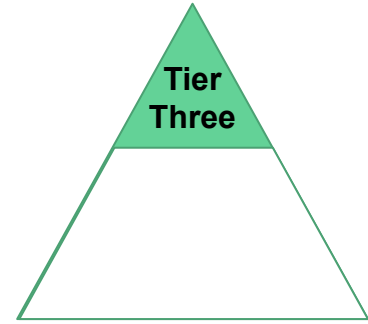
Counseling for Perpetrators

- Identify motivations behind bullying behavior
- Correct cognitive errors
- Educate about relationship between thoughts, emotions, and behavior
 - Cognitive-Behavioral Therapy (CBT)
- Identify replacement behaviors



Parent Consultation

- Parents are a major resource for support
 - Significant effects of positive parental relationships
- Consultation is key
 - Strategies, resources, and education
- Home-school collaboration
 - Fosters resilience and helps to create interventions

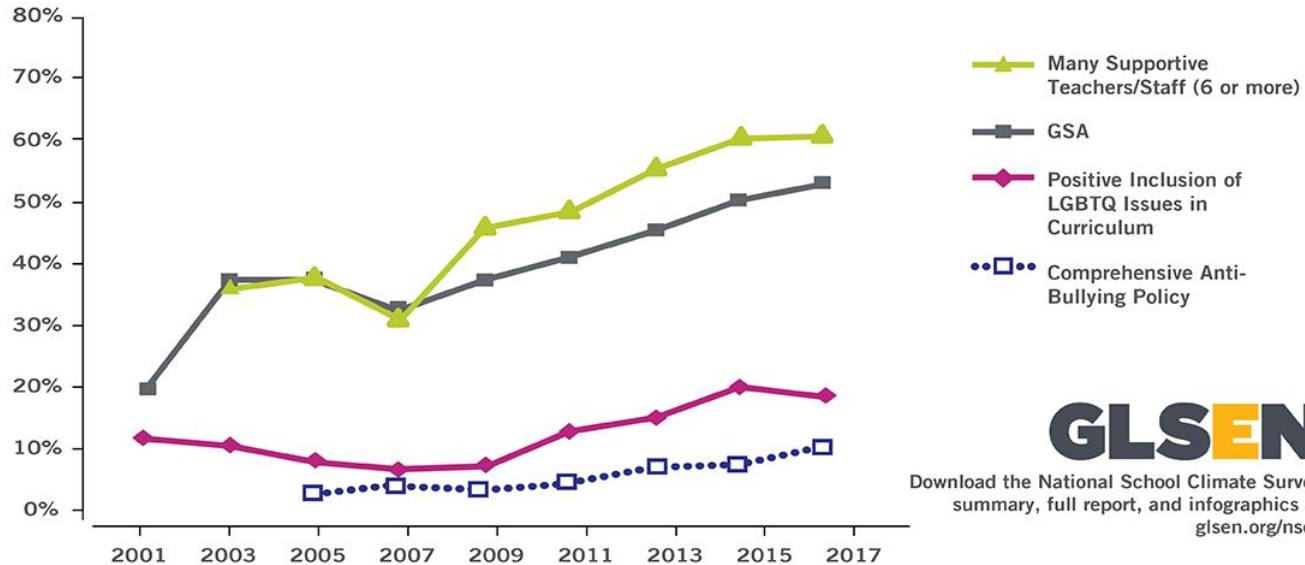


Concluding Comments

Current State of Prevention and Intervention

Availability of LGBTQ-Related School Resources Over Time

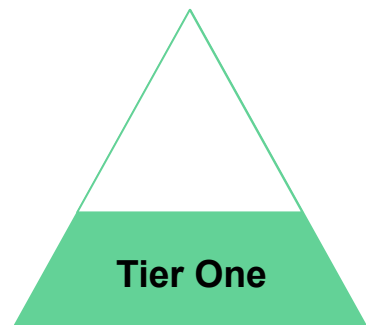
(Percentage of LGBTQ Students Reporting Resource in School, Accounting for Covariates)



GLSEN[®]

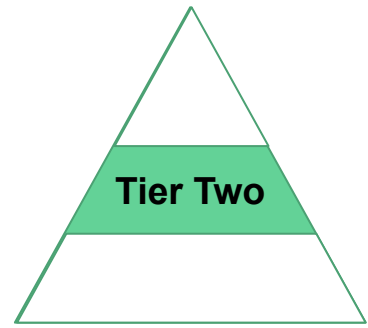
Download the National School Climate Survey summary, full report, and infographics at [glsen.org/nscc](https://www.glsen.org/nscc)

A Checklist for School Psychologists



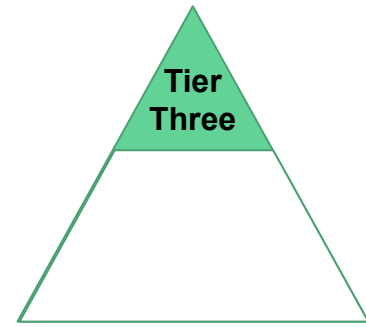
- Work with administrators to develop explicit, enumerated anti-bullying policies.
- Ensure that your school's SEL curriculum specifically addresses bullying.
- Advocate for inclusive curriculum at your school.
 - Terminology and symbols pertaining to sexual orientation
 - History of LGB issues and contributions of the community
 - Current societal and political issues related to sexuality

A Checklist for School Psychologists



- ❑ Become involved in creating GSAs on campus and maintaining them over time.
- ❑ Keep up on research regarding safe zones, and determine whether it supports their use at your school.

A Checklist for School Psychologists



- ❑ Counsel students who have perpetrated or been victimized by bullying, or link them up to counseling services.
- ❑ When bullying does occur, keep parents in the loop and help them determine how best to support their child.

Resources for School Psychologists

GLSEN 2017 National School Climate Survey

<https://www.glsen.org/sites/default/files/GLSEN%202017%20National%20School%20Climate%20Survey%20%28NSCS%29%20-%20Full%20Report.pdf>

GLSEN Bullying Prevention Resources

<https://www.glsen.org/article/bullying-prevention-resources>

GLSEN State Maps (for updates on state-level anti-bullying policies)

<https://www.glsen.org/article/state-maps>

StopBullying.gov: LGBTQ Youth

<https://www.stopbullying.gov/at-risk/groups/lgbt/index.html>

Questions?

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