

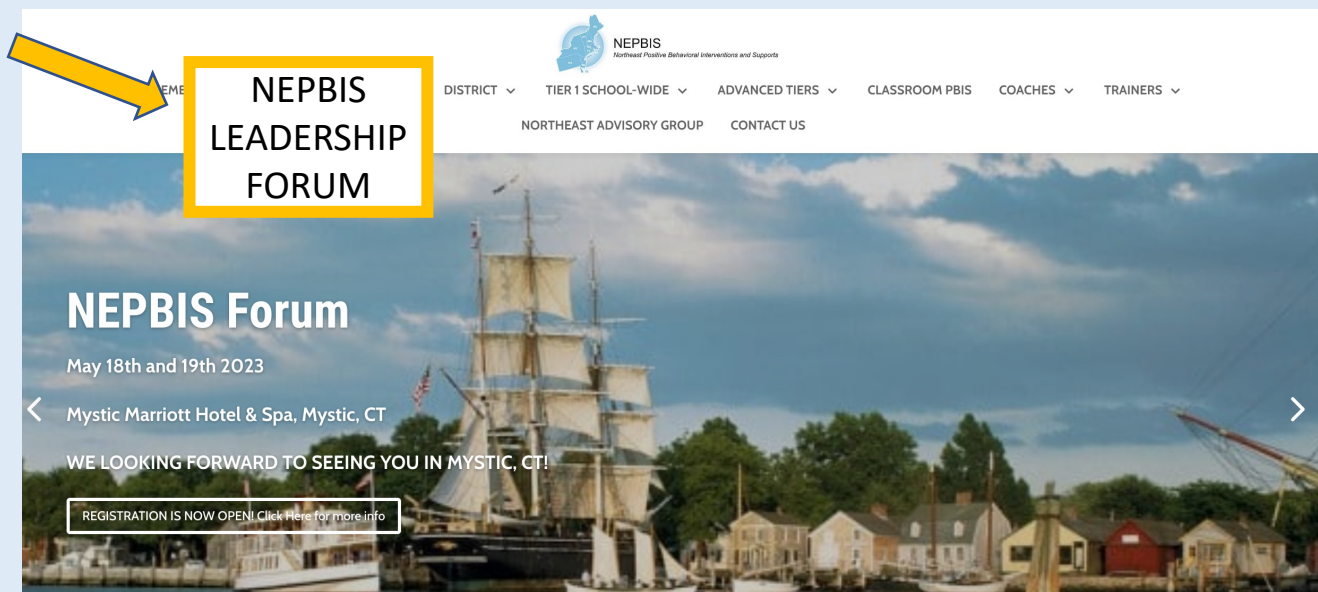
SUPPORTING LGBTQ STUDENTS AND EDUCATORS

Jennifer Freeman, PhD
University of Connecticut

**NORTHEAST
PBIS NETWORK
LEADERSHIP FORUM
MAY 17-18, 2023**



ACCESS CONFERENCE PROGRAM AND SESSION MATERIALS AT NEPBIS.ORG



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NEPBIS LEADERSHIP FORUM

NEPBIS
Northeast Positive Behavioral Interventions and Supports

DISTRICT ▼ TIER 1 SCHOOL-WIDE ▼ ADVANCED TIERS ▼ CLASSROOM PBIS COACHES ▼ TRAINERS ▼

NORTHEAST ADVISORY GROUP CONTACT US

NEPBIS Forum

May 18th and 19th 2023

< Mystic Marriott Hotel & Spa, Mystic, CT >

WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!

REGISTRATION IS NOW OPEN! [Click Here for more info](#)



Agenda:

- Raise awareness of LGBTQ+ issues
- Provide some resources and tips for creating inclusive spaces
- Safe space discussion

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2022-2023 Headlines



Anti-LGBTQ attacks forced my family to leave our beloved Texas

Austin American-Statesman
Published 6:55 a.m. CT Sept. 11, 2022



Transgender pride flags flutter in the wind on International Transgender Day of Visibility on March 31, 2017, in Los Angeles, Calif. Photographer: Robyn Beck/AFP/Getty Images

Transgender Health Care Becomes Target for Wide GOP-Led Rollback

Texas Supreme Court OKs state child abuse inquiries into the families of trans kids

May 13, 2022 • The ruling overturns an injunction barring state officials from following Abbott's directive to view treatments such as hormones and puberty-blocking drugs as incidents of child abuse.



Eric Gay/AP

South Carolina becomes the latest state to enact a transgender sports ban

May 17, 2022 • South Carolina's governor signed into law a bill that would ban transgender students from playing girls' or women's sports in public schools and colleges.



Miami-Dade school board votes against recognizing LGBTQ history month

The school board member who initially sponsored the measure, which had already overwhelmingly passed once before, said she was "extremely saddened" by the vote.

Virginia Gov. Glenn Youngkin Declares War on Transgender Kids



In a shocking reversal of the previous administration's school inclusive policies, the GOP governor issued guidance stripping trans kids of rights that critics say will increase youth suicide.

Trevor Project Responds to Transphobic 4Chan Attack

As the culture wars heat up, LGBTQ organizations are bearing the brunt
BY KAT BOUZA

AUGUST 31, 2



LGBTQ+ parents fear their children will have to hide their families at school under Florida's 'Don't Say Gay' bill

REPRODUCTIVE RIGHTS IN AMERICA

Alabama is using the case that ended Roe to argue it can ban gender-affirming care

July 3, 2022 • The case marks one of the first known instances in which a conservative state has tried to apply the abortion ruling to other realms, just as LGBTQ advocates and others were afraid would happen.



Jake Crandall/The Montgomery Advertiser via

Trevor Project National Survey

34,000 youth between 13-24

45% of LGBTQ youth seriously considered attempting suicide in the past year.



Nearly 1 in 5 transgender and nonbinary youth attempted suicide and LGBTQ youth of color reported higher rates than their white peers.

LGBTQ youth who felt high social support from their family reported attempting suicide at **less than half the rate** of those who felt low or moderate social support.

Fewer than 1 in 3 transgender and nonbinary youth found their home to be gender-affirming.

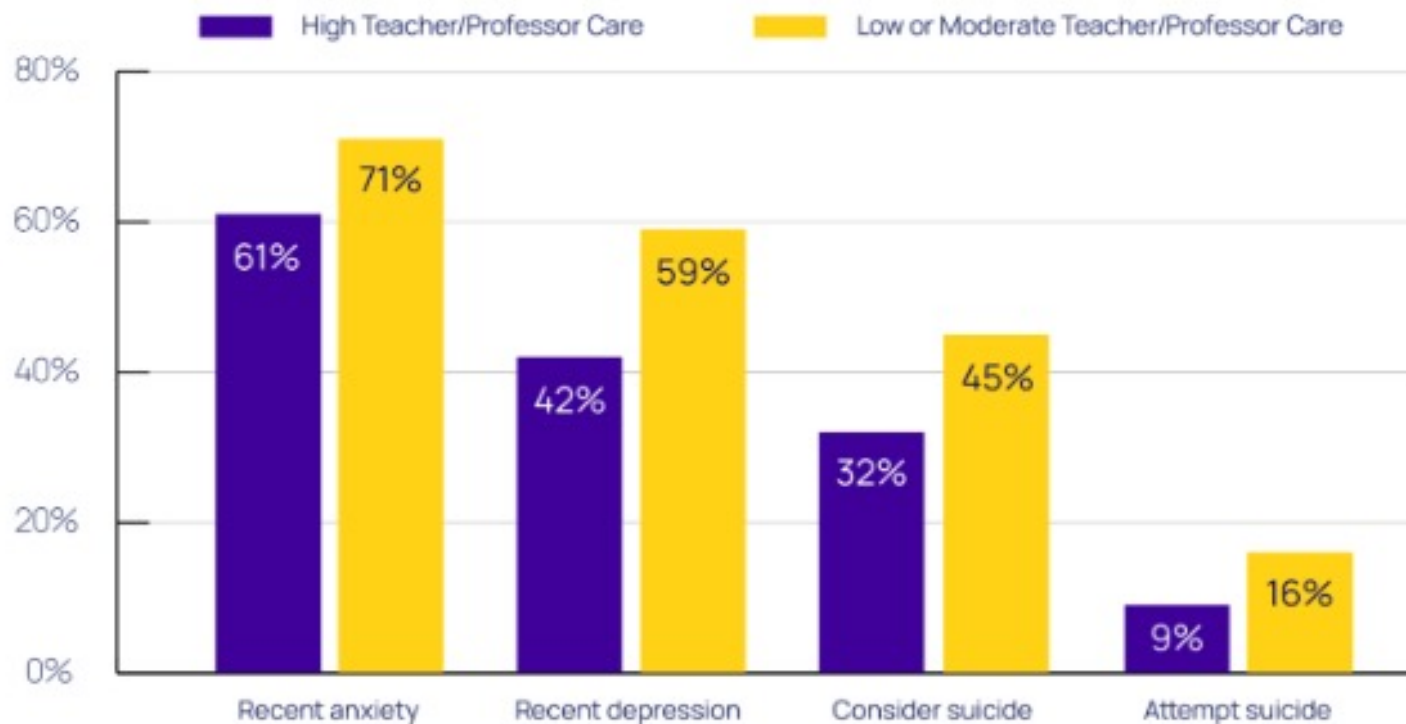
LGBTQ youth who found their school to be LGBTQ-affirming reported **lower rates of attempting suicide**.

60% of LGBTQ youth who wanted mental health care in the past year were not able to get it.

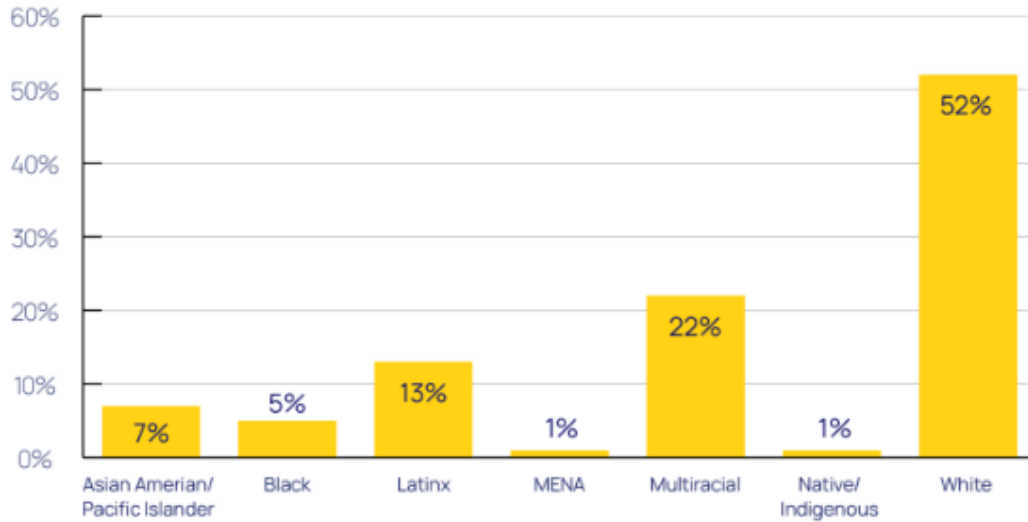


LGBTQ youth who live in a community that is accepting of LGBTQ people reported **significantly lower rates of attempting suicide** than those who do not.

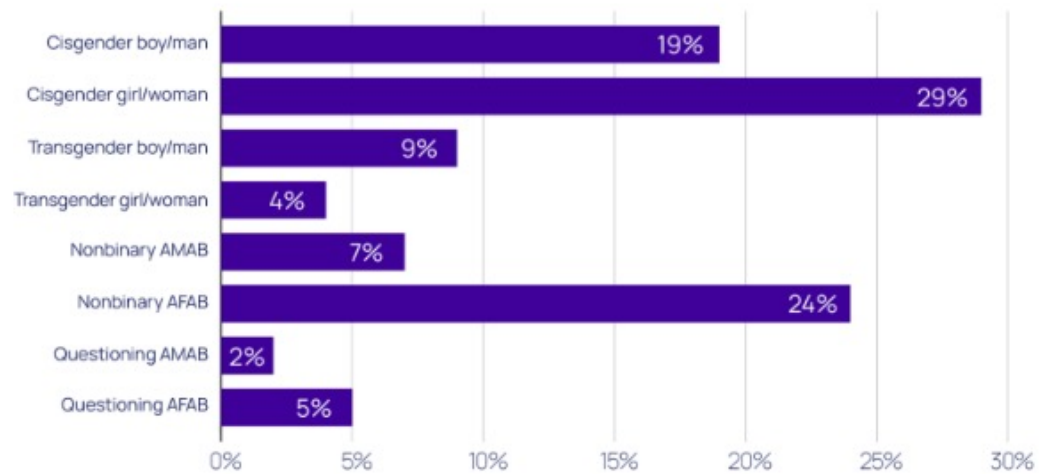
Mental Health Symptoms and Suicide Risk, by Levels of Feeling Care from Teachers/Professors



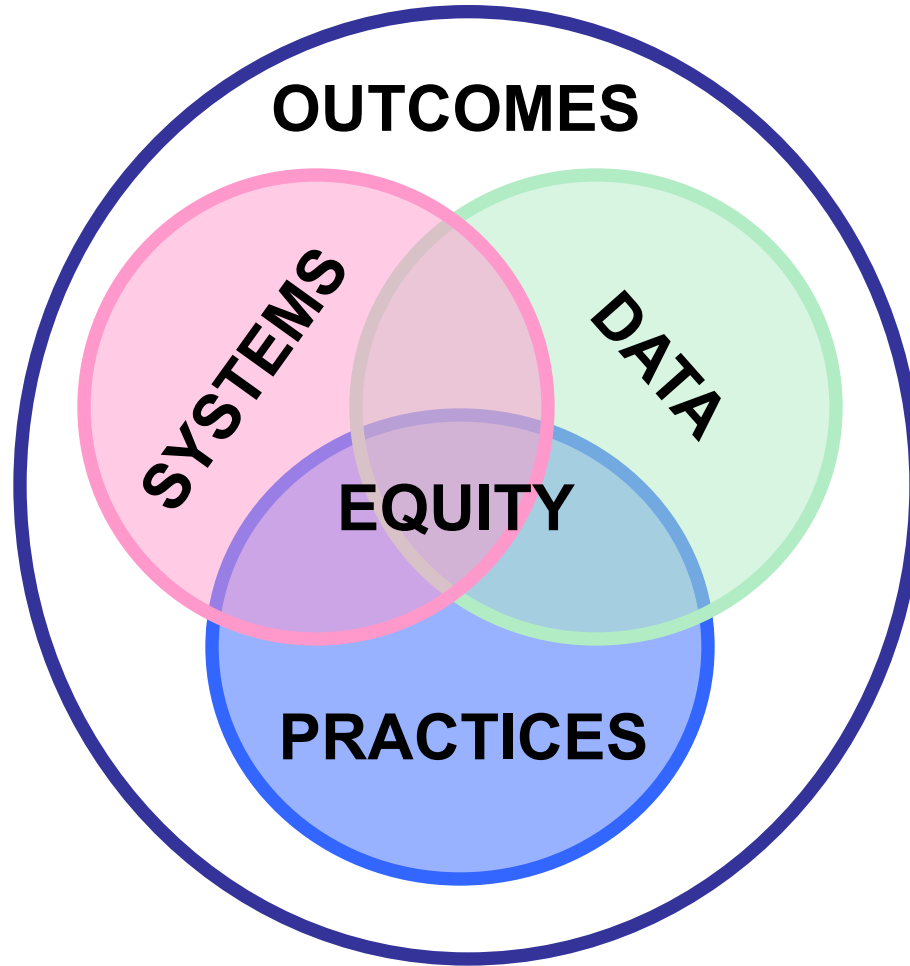
Rates of Feeling Care from Teachers/Professors, by Race/Ethnicity



Rates of Feeling Care from Teachers/Professors, by Gender Identity



PBIS Framework



CONNECTION OF THE PRESENTATION TOPIC TO TFI 3.0 ITEM(S): SUPPORTING LGBTQ STUDENTS AND EDUCATORS

This is a new TFI 3.0 item:

1.18 Using School and Community Data to inform Tier 1: Tier 1 leadership team has regular access to and uses a variety of additional schoolwide (e.g., school climate surveys, attendance, nurse or counselor visit logs, universal screening) and community data sources (e.g., community resource profiles, basic needs [e.g., food and housing], health care access, community events), to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.4-1.10).

This is a new TFI 3.0 item:

1.15 Student Engagement: Tier 1 leadership teams purposefully and regularly engage students that are representative of (a) the schools' demographics and (b) any marginalized groups in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.



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 ethnicity?

- Hispanic or Latino/a Not Hispanic or Latino/a
- I prefer not to answer

Survey Questions

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?

- 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.

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

Range of Actions to Support LGBTQ Students



Know and Use Chosen Names/Pronouns

- 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 those places

Smallest Easiest Action

- Use student's last name publicly and chosen name privately
- Share your pronouns

Larger Scale Change to Consider

- Use inclusive language on school forms and in school communications
- Consider routine options for all students to share
- Incorporate not using deadnames into anti-bullying lessons and supports

Create a Representative 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



GLSEN research shows that 64.9% of students who have seen a Safe Space sticker or poster at school feel comfortable talking with teachers about LGBT issues. Of students who have not seen a poster or sticker, only 47.6% feel comfortable having these conversations.

Smallest Easiest Action

- Put up a safe space sticker or other small visual signal for students
- Verbally indicate your willingness to support LGBTQ students
- Provide information for students to find safe/inclusive online communities (e.g., trevorspace)

Larger Scale Change to Consider

- Intentionally include LGBTQ representation and history in the physical space
- Review school library offerings and ensure they are representative

Teach an Inclusive Curriculum and Provide Access to Resources

- 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)

Smallest Easiest Action

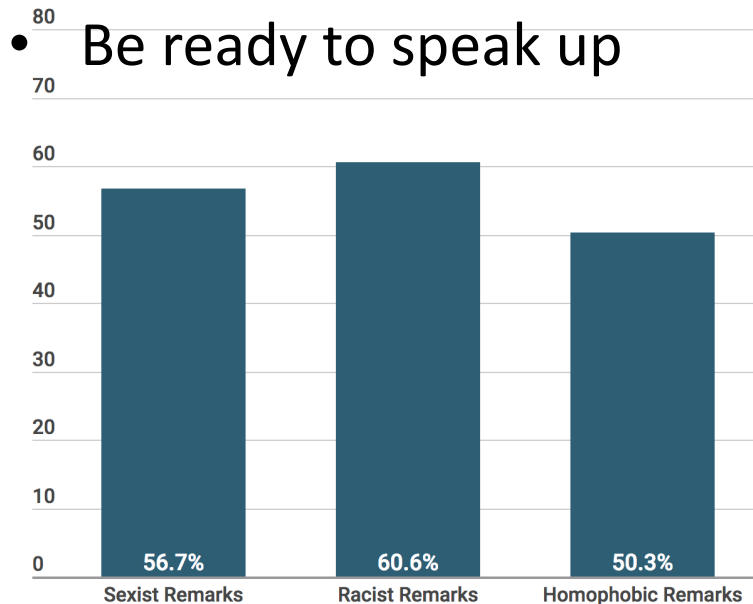
- Point out positive examples of LGBTQ people in history or literature
- Celebrate diversity in general and counter stereotypes when you see/hear them
- Provide access to reputable online resources where students can learn more (e.g., trevor project, HRC, GLESN, PFLAG)

Larger Scale Change to Consider

- Join curriculum committees and push for inclusive and comprehensive mental and physical health and academic curriculum

Teach Students and Staff How to Respond to Bullying

TEACHER INTERVENTION REPORTED BY STUDENTS



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

Students report teachers only intervene about half the time!

Smallest Easiest Action

- Intervene if you hear or see bullying or hear derogatory comments about any aspect of a student's identity
- Provide access to national resources (e.g., Trevor Project) for students who are bullied and can't get local support

Larger Scale Change to Consider

- Explicitly include the use of homophobic language in bullying policies
- Teach and practice ways for students and staff to intervene when they see/hear bullying

Create Support Systems for LGBTQ Students or Staff

- [Gay-straight alliance \(GSA\)](#)



Smallest Easiest Action

- Provide an informal safe space for LGBTQ students in your room
- Provide connections to online communities or resources

Larger Scale Change to Consider

- Be visible as a member of the LGBTQ community or ally
- Sponsor or support LGBTQ affinity groups for students and staff

Engage Community and Families

- [Parent engagement](#) (GSA)
- Listening conference
- Home school connections

Smallest Easiest Action

- Provide access to family resources (e.g., PFLAG)

Larger Scale Change to Consider

- Provide connections for families to support each other
- Work with local advocacy centers to raise awareness of issues in your community

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

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Additional Resources

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Gay Lesbian Straight Education Network (GLSEN)

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

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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

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Human Rights Campaign (HRC)

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

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Resources

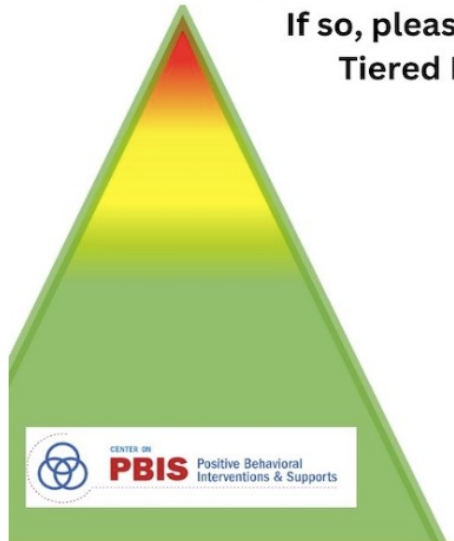
- [PFLAG: Cultivating Respect: Safe Schools for All](#)
- [GLSEN: Educator Resources](#)
- [The Illinois Safe Schools Alliance](#)
- [HRC: Resources for Gender and LGBTQ+ Inclusive Schools](#)
- [Lambda Legal: Making the Case for Equality](#)
- [Lambda Legal: Equal Access to Public Restrooms](#)
- [The Guardian: Gay rights in the US, state by state](#)
- [EQIL Transgender Community Social](#)
- [Lambda Legal: Dear Colleague Letter on Transgender Students](#)

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Does your school implement PBIS?

If so, please consider supporting the validation of the newly revised Tiered Fidelity Inventory 3.0 by participating in a research study.



You and your team will be asked to:

1. Complete the current TFI 2.1 as usual
2. Within 2 weeks, complete the new TFI 3.0
3. Complete a usability survey

This study should take 3-4 hours of time to complete



**Read on for study details
including FAQs and how to participate!**

This research is being conducted by Dr. Jennifer Freeman (jennifer.freeman@uconn.edu), Associate Professor at UConn's Neag School, Department of Educational Psychology in coordination with the Center on PBIS

Interested in Participating? [CLICK HERE FOR MORE INFORMATION](https://nepbis.org/tfi-3-0-validation-study/)

<https://nepbis.org/tfi-3-0-validation-study/>

SESSION EVALUATION

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2023>

