Supporting LGBTQ Students For College Access Equity

Go Alliance Webinar

Ken Jackson, Ph.D., LPC, CPCS, NCC
In a 1998 address, Coretta Scott King asserted that, "Homophobia is like racism and anti-Semitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood."

How do we talk about this?

Personal Reflection

Conversation Norms (honest, respectful, professional)

The words that we use: LGBTQ/Queer
Today’s Topics

• Professional Frameworks
  • LGBTQ Student Needs
  • Language and Terms
  • Reflecting on My Attitude

• College Advising
  • Identity Development and “Coming Out”
  • Considerations for Career and College Planning

• School Level Support
  • High School Climate Changes
  • LGBTQ HS Experiences
  • Creating a Safe and Supporting Environment

• Resources
• Q&A
Part I: Professional Frameworks

• LGBTQ Student Needs
• Language and Terms
• Reflecting on My Attitude
Effects on Educational Equity

• 63.5% Felt unsafe because of their sexual orientation, and 43.9% because of their gender identity.

• 31.8% missed at least one entire day of school in the past month because they felt unsafe or uncomfortable.

• Students who were more frequently harassed because of their sexual orientation or gender expression had lower grade point averages than students who were less often harassed (2.9 vs 3.2).

(GLSEN, 2011)
Survey of students:

- 49% of the respondents believed that harassment of all types is a **serious issue** in their schools.
- Of those students who said that they had been harassed and assaulted in schools, **72% said they did not report the incidents** to anyone in their schools for fear of exacerbating the situation or that the school personnel would do nothing.
- 98% of Georgia students reported **hearing homophobic comments** and 30% of them **heard a faculty or staff member** make homophobic comments.

GLSEN. (2009)
Results of Victimization

- Developmental Opportunity loss
- Self-doubt/mental health concerns caused by cultural heterosexism/homophobia
- Institutional victimization
- Direct attacks

(D’Augelli, 1998)
Counselor Professional Responsibilities: ASCA Position Statement (The Professional School Counselor’s Role)

The professional school counselor works with all students through the stages of identity development and understands this development may be more difficult for LGBTQ youth. It is **not the role of the professional school counselor to attempt to change a student’s sexual orientation/gender identity** but instead to provide support to LGBTQ students to promote student achievement and personal well-being.
Professional Responsibilities Concerning LGBTQ students: \textbf{ASCA Position Statement}

\textbf{The Professional School Counselor’s Role}

Professional school counselors:

- are \textit{aware of their own beliefs} about sexual orientation and gender identity

- are \textit{knowledgeable of the negative effects} that result from stereotyping individuals into rigid gender roles

- are \textit{committed to the affirmation} of youth of all sexual orientations and identities
What does the school’s **mission statement** say about supporting students or having all students achieve?

“To facilitate **optimal learning for all students**, to enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

“…to ensure **high student achievement**, facilitate character development and provide opportunities for leadership development…”

“to provide an **environment where all students** will become educational achievers, critical thinkers, strong leaders, and effective decision-makers in the 21st century…”
Creating a Safe and Supportive Environment for LGBTQ Students/Families

A Publication Endorsed by:
American Academy of Pediatrics
American Association of School Administrators
American Counseling Association
American Federation of Teachers
American Psychological Association
American School Counselor Association
American School Health Association
Interfaith Alliance Foundation
National Association of School Psychologists
National Association of Secondary School Principals
National Association of Social Workers
National Education Association
School Social Work Association of America
Basic Terms

- Sex
- Gender Identity
- Gender Expression
- Affectional (Sexual) Orientation
Sex

Sex (Anatomy, chromosomes, hormones)

Sex: A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances.

Intersex: A general term used for a variety of conditions in which a person is born with a chromosomal, hormonal, and/or anatomical attributes that do not fit the “typical” definitions of female or male.

For more information:
Intersex Society of North America
www.isna.org

FTM International
www.ftmi.org
Gender Testing of Female Athletes

You have been assigned the job of deciding whether Jane Doe should be permitted to compete in the United Earth Games. Thus far, the results of the three tests have revealed contradictory evidence.

<table>
<thead>
<tr>
<th>Test Results for Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
</tr>
<tr>
<td>Physical exam:</td>
</tr>
<tr>
<td>☐ Presence of male genitalia and secondary sex characteristics.</td>
</tr>
<tr>
<td>Karyotype test:</td>
</tr>
<tr>
<td>☑ Y chromosome is present.</td>
</tr>
<tr>
<td>PCR test:</td>
</tr>
</tbody>
</table>

How can you judge the sex of an individual who has a Y chromosome and a functional SRY gene yet has normal female external genitalia? Does one test override all others?

You weigh the results carefully. You decide to:

- [ ] Back
- [ ] Qualify
- [x] Disqualify

Introduction  Background  History  The Athlete  Physical  Karyotype  SRY Gene  PCR  Decision
Gender Identity

Gender Identity (Psychological sense of self)

Gender Identity: A person’s sense of being a man, a woman, or other gendered. Gender identity may be affected by a variety of social structures, including the person’s ethnic group, employment status, religion, and family.

Transgender: A person who identifies psychologically as a member of a gender other than that expected based on their biological sex.

Cisgender: A person whose gender identity aligns with their sex assigned at birth.

For more information:
The World Professional Association for Transgender Health, Inc.
www.wpath.org
Gender Public Advocacy Coalition
www.gpac.org
Transitioning

**Transition:** The process of aligning one’s perceived gender with one’s own gender identity. This can encompass physical, psychological, social, and emotional changes.

**Transsexual:** A person who is transitioning toward the gender with which they identify, generally through body modifications to actually change one’s physical sex.

**Sexual Reassignment Surgery (SRS):** Surgical procedure(s) to modify one’s physical sex.

**Trans woman (MTF):** Assigned male at birth, transitioning into a woman, uses female pronouns.

**Trans man (FTM):** Assigned female at birth, transitioning into a man, uses male pronouns.

**Assumed Identity (Passing):** Being perceived as the gender with which one identifies.

**Privacy (Stealth):** Consistently being perceived as the gender with which one identifies and not sharing one’s transgender/transsexual identity with others.
Gender Expression

Gender Expression: This term is used to describe the things we do that communicates our sex and/or our gender identity to others.

This may include: clothing, hair styles, mannerisms, way of speaking, roles we take in interactions, etc.
Affectional Orientation

Sexual Orientation/Identity (Physical/romantic attraction to others)

Gay: Men who are physically and/or romantically attracted to other men.

Lesbian: Women who are physically and/or romantically attracted to other women.

Bisexual: A person physically and/or romantically attracted to both other and same gender individuals.

Straight: A person physically and/or romantically attracted to individuals of the “opposite” gender.

Omnisexual/pansexual: A person who is physically and/or romantically attracted to all or many gender expressions. Omnisexual attraction is more focused on individuals not conforming to a certain gender identity.

Asexual: A person who does not desire physical relationships with other people.

For more information:
American Psychological Association
www.apa.org/pi/lgbc/publications/justthefacts.html
Affectional Orientation

Sexual Orientation/Identity (Physical/romantic attraction to others)

Related but different

- **Sexual (Affectional) Attraction**
  - Who you like

- **Sexual Behavior**
  - What you do

- **Sexual Identity**
  - How you label yourself
Intersection of Identities

Sex

Gender

Gender Identity

Affectional (Sexual) Orientation

What I do

Who I like

How I self-label
Queer

Queer: An umbrella term which embraces a matrix of sexual orientations and behaviors of the not-exclusively-heterosexual majority.

- Lesbian women
- Gay men & women
- Bisexual people
- Trans people
- Intersex people

Queer is a reclaimed word that was formerly used solely as a slur but that has been semantically overturned by members of the maligned group, who use it as a term of defiant pride. It is important to note that today, even those for whom the term might apply, some still see the word as a hateful insult.
Personal Attitudes and Empathy

That’s So Gay!
Select Sample quotes

[There was] nothing for LGBT people... I would really wish there’d been like ... LGBT club or alliance or group or something. Because I really didn’t have any support in high school.

I felt in high school [my school counselor’s] only job was to deal with like school paper work and what not... I would wish ...I had known that they were there for me to talk to.

I never really talked to my counselors in high school. Um... at my high school the only people who really talked to the counselors, were people who were in trouble. I’m not completely sure what a counselor does, because of that.

It’s [not only] whether or not the students choose to go, but also if they are aware that like a counselor is available.

I never remember a counselor coming in and just kind of announcing their presence... until it was time to like search for classes or something... I didn’t even know who my counselor was. They just didn’t really inform us as well. It’s like one of the one of those things that you assume or like you just inherently know but they just don’t advertise it.
My Baggage:
What do I need to think about?
Empathy and Knowledge: Where can I get some?

Knowledge

• Georgia Safe Schools Coalition
  http://www.georgiasafeschoolscoalition.org/
  A Comprehensive Manual is now available! Updated version coming out in October

• ASCA School Counselor (May/June 2011)- ASCA membership may be needed

Awareness

• Meeting LGBTQ people
• Vicarious learning (media)
• Attending LGBTQ events
Part II: College Advising

- Coming Out and Identity Development
- College Advising Considerations and Resources
- When a Student Comes Out
Identity Development and “Coming Out” Issues
Sexual Identity Development

Coming Out Model (Cass, 1984)
1. Identity Confusion
2. Identity Comparison
3. Identity Tolerance
4. Identity Acceptance
5. Identity Pride
6. Identity Synthesis

Older Model: too linear, also failed to include social factors and forces such as racial/ethnicity, religious membership, family structures and supports, and geographic area

(Ryan & Futterman, 1998; Stevens, 2004)
Sexual Identity Development

Newer Models

Sexuality may be fluid or fixed at different times in one’s life. Bilodeau & Renn, 2005

1. Exiting heterosexuality
2. Development of personal LGB identity
3. Development of social LGB identity
4. Becoming an LGB offspring
5. Developing an LGB intimacy status
6. Entering an LGB community

D’Augelli, 1994
Sexual Identity Development and College and Career Choice

• What should we consider for college and beyond?
• The “Bottleneck Theory”
When a student comes out to a teacher or counselor

Tips from *Understanding Homosexuality* by Arthur Lipkin

- Express gratitude for the confidence.
- Assure confidentiality. (This is possible where reporting of suicide or imminent harm.)
- Remember “Sexual Identity Development 101”
  - Don’t label, don’t assume and don’t “fix them”.
- Assess whether the student needs immediate extended, supportive counseling or if disclosure is enough for the time being.
When a student comes out to a teacher or counselor

- Make sure to see the student again.
  - Do not assume that sexuality or gender must be the focus of every subsequent interaction.

- Refer to the positive aspect of being gay/lesbian/bisexual/transgender (solidarity, loving relationships, perseverance, diversity of the community, rich history and culture).

- Connect with supports if the student agrees
  - Ideally the school counselor
  - Community Resources
  - Supportive Students
College Counseling for LGBTQ Students
College:
Things to consider

• College Choice that includes environment and acceptance
  • Example of a student who needed help
• GPA and course selection are social justice issues
College “Fit” and LGBTQ student

- Success in college related to
  - developing strategies based on persistence and self-confidence in one’s ability
  - comfort on the university campus, pride in identity, self-education, and activism
- Institutional LGBTQ supports increased a sense of community,
- Victimization at school because of one’s sexual orientation could decrease connectiveness

(Burleson, 2010; Daigneault & Wirtz, 2008; Diaz, Kosciw, & Greytak, 2010; Stevens, 2004).
Resources (General)

Good sites:

http://www.collegeview.com/index.jsp
http://www.collegeconfidential.com/

Using the college website
College:
Things to consider
1. LGBT Policy Inclusion
2. LGBT Support & Institutional Commitment
3. LGBT Academic Life
4. LGBT Student Life
5. LGBT Housing
   (gender neutral dorms, roommate selection)
6. LGBT Campus Safety
7. LGBT Counseling & Health
8. LGBT Recruitment and Retention Efforts
(taken from Campus Pride)
Resources (Specific)

http://www.campusprideindex.org/

Including: Trans Policy Clearinghouse:
https://www.campuspride.org/tpc/

Prospective Student Resources:
https://www.campuspride.org/prospective-student-resources/

Online college fair:
https://app.brazenconnect.com/events/campus-pride-2#!eventLanding;eventCode=campus-pride-2

Tips and Tools:
http://www.campusprideindex.org/menu/tipsandtools
Is this campus “good for me”?

1. Active LGBTQ Student Organization
2. Out LGBTQ Students
3. Out LGBTQ Faculty and Staff
4. LGBTQ-Inclusive Policies
5. Visible Signs of Pride
6. Out LGBTQ Allies from the Top Down
7. LGBTQ-inclusive Housing and Gender-Inclusive Bathrooms
8. Established LGBTQ Center & Support Services
9. LGBTQ/Queer Studies Academic Major or Minor
10. Progressive Culture and Vibrant LGBTQ Social Scene

https://www.campuspride.org/resources/top-10-criteria-lgbtq-students-look-for/
Reflecting-My reactions

“What is going on with me?”
Part III: School Level Support

• LGBTQ HS Experiences
• Creating a Safe and Supporting Environment
High School Climate Changes

Being bullied?
Just act less gay, advise teachers

Suicide was an option... many times
Georgia LGBTQQIA+ Youth and School Experiences (GLSEN, 2011)

Figure 1. Hearing Biased Remarks from Students in Georgia Schools
(percentage hearing remarks *sometimes,* *often,* or *frequently*)

- *Gay* Used in a Negative Way (e.g., "that's so gay")
  - 98%

- Homophobic Remarks (e.g., "fag" or "dyke")
  - 92%

- Negative Remarks about Gender Expression
  - 94%

- Racist Remarks
  - 71%

- Sexist Remarks
  - 90%
Georgia LGBTQIA+ Youth and School Experiences (GLSEN, 2011)

Figure 3. Availability of LGBT-Related Resources and Supports in Georgia Schools

- Comprehensive Policy: 4%
- At Least One Supportive Educator: 92%
- Many Supportive Educators: 40%
- Gay-Straight Alliance: 19%
- Inclusive Curriculum: 9%
- Library Resources: 34%
- Internet Access: 28%
Creating a Safe and Supportive Environment for LGBTQQ Students
(THREE MOST EFFECTIVE!)

- GSA's
- SAFE SPACE STICKERS
- Harassment Policies (Enumerated for Students and Staff)
Creating a Safe and Supportive Environment for LGBTQ Students/ Families

- Respond to hate incidents/events (microaggressions) as they occur
- Stop the incident that you see in your area.
- Make the place safe---even if it is just one’s class room; enforce the rules, not overlooking the “fag” comments because of personal risk
Creating a Safe and Supportive Environment for LGBTQ Students/Families

- Do not assume a student’s or parent’s orientation
  - References to dating
  - References to parents
  - Conversations/anecdotes in examples
- Be prepared for student’s coming out and related issues (See “When a Student Comes Out”)

Creating a Safe and Supportive Environment for LGBTQ Students/Families

Get, know and share national publications (ACA, ASCA, NEA, AFT, NAIS, GLSEN, ACLU, APA, HRC, PFLAG)

A Publication Endorsed by:
- American Academy of Pediatrics
- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- American Psychological Association
- American School Counselor Association
- American School Health Association
- Interfaith Alliance Foundation
- National Association of School Psychologists
- National Association of Secondary School Principals
- National Association of Social Workers
- National Education Association
- School Social Work Association of America
Reflecting—My reactions

“What is going on with me?”
Part IV: Resources

Harvard Wrestling Team
“I don’t know what I don’t know!”
Cross Cultural: LGBTQ Readings

Awareness

like the Rainbow Boys trilogy by Alex Sanchez. Easy, light reading. The first in the series is Rainbow Boys, followed by Rainbow High, and Rainbow Road.

Check out the list at http://www.alexsanchez.com/gay_teen_books.htm

Competencies

LGBQQIA competencies

Competencies in working with Transgender clients

See: http://www.algbtic.org/competencies.html
“I don’t know what I don’t know!”
Cross Cultural: LGBTQ Readings

Ethical Issues and Reparative Therapy

Ethical Issues related to reparative therapy

*Just the Facts About Sexual Orientation*

A primer sent out to public schools; endorsed by numerous professional counseling and educational organizations

**Religion**

Sample; [http://www.gaychurch.org/Find_a_Church/united_states/us_georgia.htm](http://www.gaychurch.org/Find_a_Church/united_states/us_georgia.htm)

The Bible and being gay; [http://www.gaychurch.org/Gay_and_Christian.YES/gay_and_christian_yes.htm](http://www.gaychurch.org/Gay_and_Christian.YES/gay_and_christian_yes.htm)

For parents; [http://familyacceptance.org/](http://familyacceptance.org/)


Gay and Jewish?
“I don’t know what I don’t know!”

Cross Cultural: LGBTQ Readings

For Parents or Friends/family

PFLAG- The resources page is especially helpful; [www.pflag.org](http://www.pflag.org)

*Straight Parents, Gay Children* (Bernstein).

*My Child is Gay* (McDougall). Stories of how parents react

LGBTQ supportive Athletic Programs

[http://sports.glsen.org/about-the-project/](http://sports.glsen.org/about-the-project/)

[http://youcanplayproject.org/](http://youcanplayproject.org/)

“I don’t know what I don’t know!”
Cross Cultural: LGBTQ Readings

Comprehensive Manual

LGBTQQ Youth 101: Counselor Manual

(www.georgiasafeschoolscoalition.org)

A comprehensive manual designed for Georgia school counselors covering terminology, important issues, scenarios, intersections of identity, etc.
Your Questions?
Contact Info

Ken Jackson, Ph.D., LPC, CPCS
Part-Time Faculty, The University of Georgia
k.jackson@uga.edu
Professional School Counselor, Decatur High School

Georgia Safe Schools Coalition:
info@georgiasafeschoolscoalition.org