

School-based Interventions to Improve the Wellbeing of Students, with a focus on Lesbian, Gay, Bisexual, Transgender, Queer Youth

Presentation to the New York State Board of Regents November 5, 2018



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Panel Introductions

- Eliza Byard, Executive Director, GLSEN
- Peter A. Wyman, PhD., Professor, Department of Psychiatry, University of Rochester School of Medicine
- Sally King, Sophie Vieni, and Raven Lacey, Peer Leaders, Guilderland Central School District's Sources of Strength Program

Agenda

- Introduction of Panel Members
- Championing LGBTQ Issues in K-12 education
- Sources of Strength Evidence-Based Health Promotion & Youth Suicide Prevention Project
- Student Peer Leaders as Change Agents
- New York State Involvement & Resources
- Questions

National Action for LGBTQ Issues in K-12 Education

“WE URGE ALL EDUCATION STAKEHOLDERS, INCLUDING DISTRICT LEADERS, HEADS OF SCHOOLS, PRINCIPALS, TEACHERS, PARENTS AND GUARDIANS, AND OTHER EDUCATORS TO **TAKE ACTION IMMEDIATELY WITHIN THEIR SCHOOL COMMUNITIES** TO SUPPORT ALL STUDENTS, ESPECIALLY THOSE WHO FACE BIAS INCIDENTS IN THEIR SCHOOLS.”

glsen.org/schoolvalues



GLSEN is a trusted partner in the education world, providing programs, research, resources, and PD for LGBTQ-inclusive schools.

GLSEN connects with decision-makers in education at all levels. Our experience motivates and supports changemakers improving school climate in K-12 schools nationwide.

Students from schools with clear policies on LGBT-related bullying:

- 1 Are less likely to report a serious harassment problem
- 2 Report higher rates of feeling safe at school
- 3 Are one-third less likely to skip class

Harris Interactive & GLSEN, 2005

stopbullying.gov

Local Impact via Student, Educator, Chapter Networks



GLSEN reaches all 50 states through our educator & student networks, and via 40 local chapters.

LGBTQ Youth Experience

Presence Nationally

- Federal YRBS 2017: 15% of U.S. students identified as LGB or “not sure”
- Transgender students: est. 130,000-200,000

8,300,000+ students across the U.S.

Presence at the School Level

82.1% of students have an LGBTQ person in their lives

- 72.6% know an LGBTQ student ***at their school***
- 22.5% have an LGBTQ ***family member***
- 2.2% have an LGBTQ ***parent***

LGBTQ Student Experience: Risk Profile

LGB students' risk factors significantly higher than non-LGB peers:

Mental health/suicidality: 5 of 5 indicators

Violence-related: 12 of 13

Tobacco use-related: 13 of 18

Alcohol/other drug use-related: 19 of 20

Sexual behavior-related: 7 of 8

LGBTQ Student Experience: K-5

Compared to other students, **gender nonconforming students** in elementary school were more likely to:

- ↑ Be called names, made fun of or bullied
- ↑ Have mean rumors or lies spread about them
- ↓ Feel very safe at school
- ↑ Miss school for safety reasons



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The 2017 National School Climate Survey

The Experiences of Lesbian, Gay,
Bisexual, Transgender, and Queer
Youth in Our Nation's Schools



A Report from GLSEN
www.glsen.org

Data From:

GLSEN's 2017 National School Climate Survey

Full report and executive summary at glsen.org/nscs

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New York State: LGBTQ Youth Victimization

Figure 1. Hearing Anti-LGBT Remarks from Students in New York Schools
(percentage of LGBTQ students hearing remarks sometimes, often, or frequently)

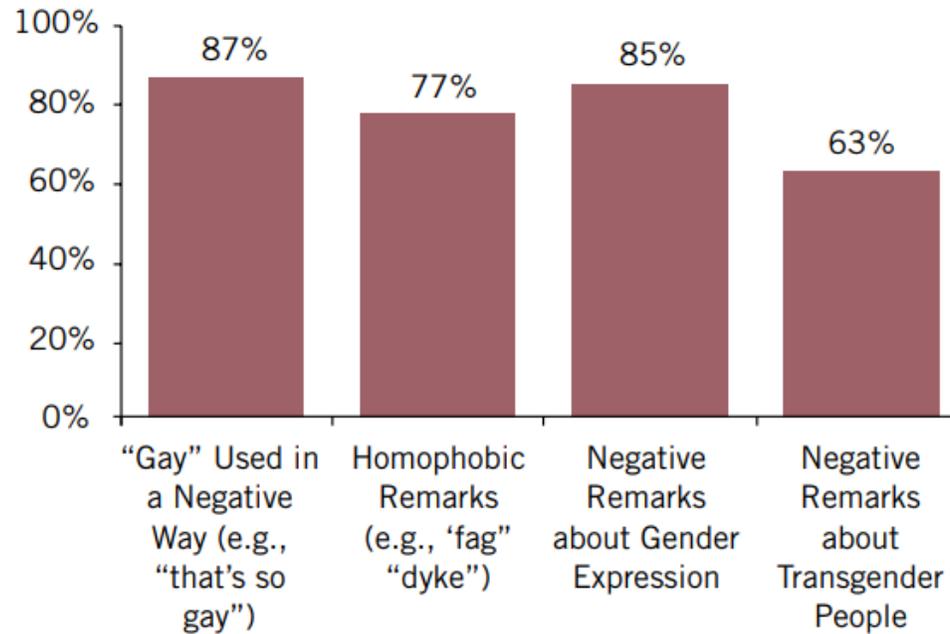
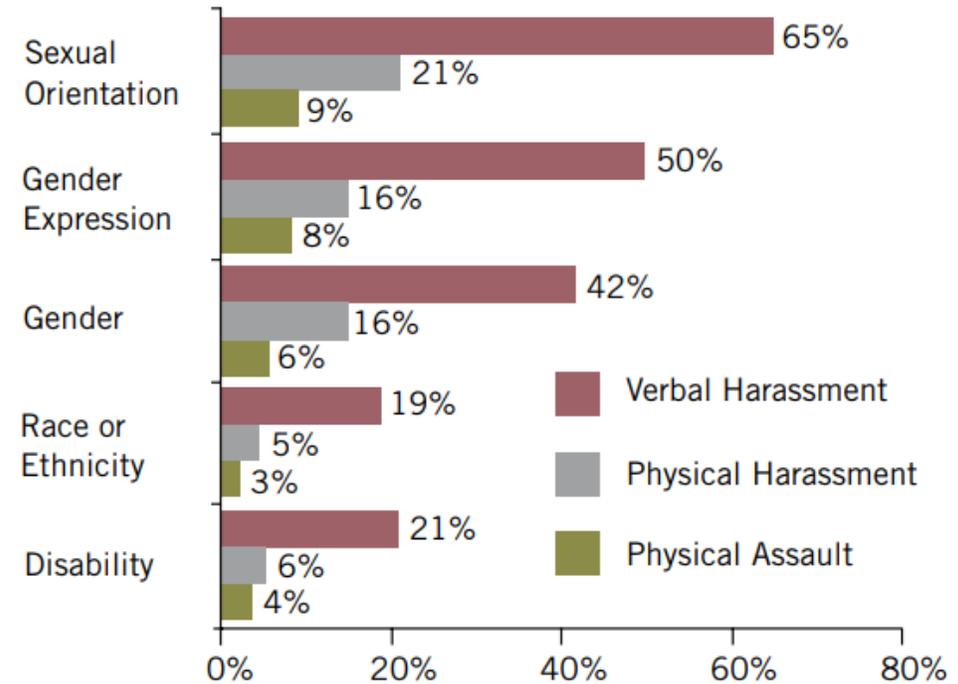


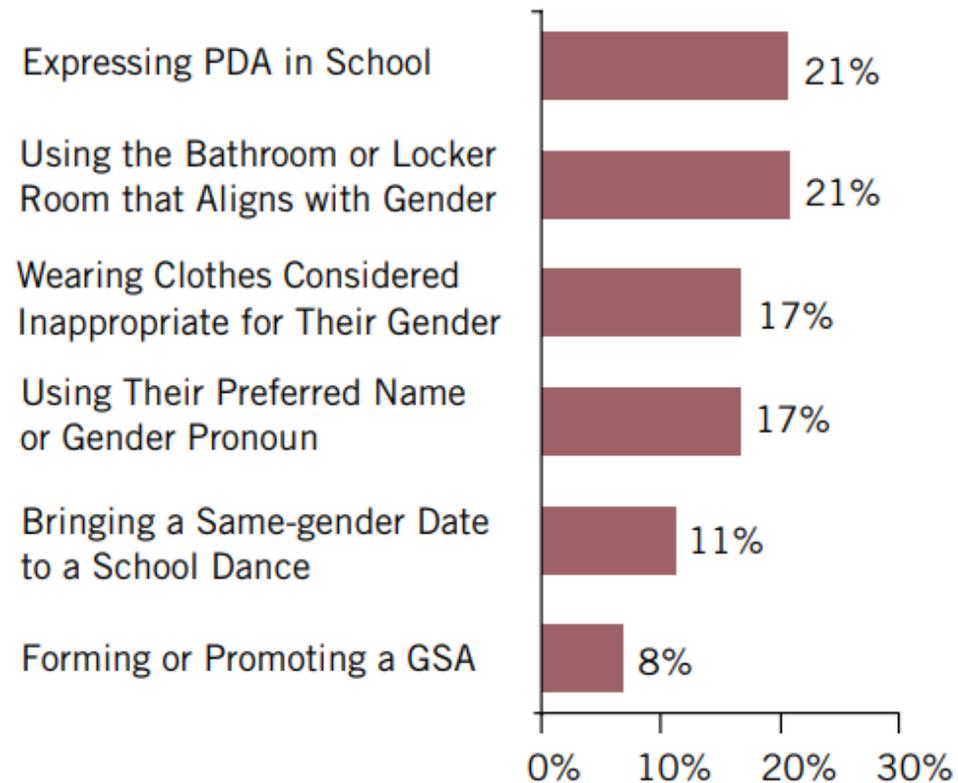
Figure 2. Identity-based Harassment & Assault in New York Schools
(percentage of LGBTQ students harassed or assaulted)



New York State: Anti-LGBTQ Discrimination

Figure 3. Discrimination Against LGBTQ Students in New York Schools

(percentage that were prevented from...)



Differential Impact of Bias on LGBTQ Youth

Race/Ethnicity: LGBTQ students of color had higher rates of victimization based on race/ethnicity than White students. Asian/South Asian/Pacific Islander students experienced the lowest victimization based on sexual orientation and gender expression.

Gender Identity: Transgender, genderqueer, and other non-cisgender students faced more hostile school climates.

Gender Expression: Gender nonconforming cisgender students experienced more hostile school climates.

Sexual Orientation: Bisexual students experienced less peer victimization, poorer mental health outcomes, and were less likely to be “out.”

Victimization & Wellbeing

The Impact of Hostile School Climate



School Belonging, Self-Esteem & Depression

Figure 1.29 School Belonging by Experiences of Victimization and Discrimination
(Percentage of LGBTQ Students Demonstrating Positive School Belonging)

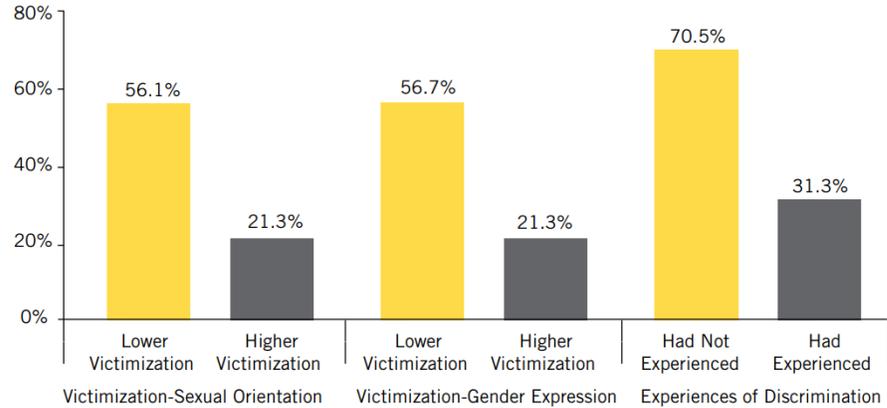


Figure 1.30 Self-Esteem by Experiences of Victimization and Discrimination
(Percentage of LGBTQ Students Demonstrating Higher Levels of Self-Esteem)

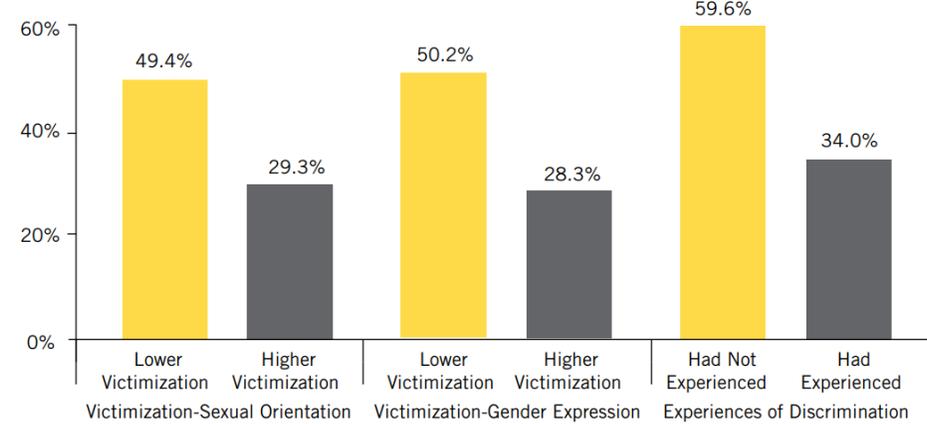
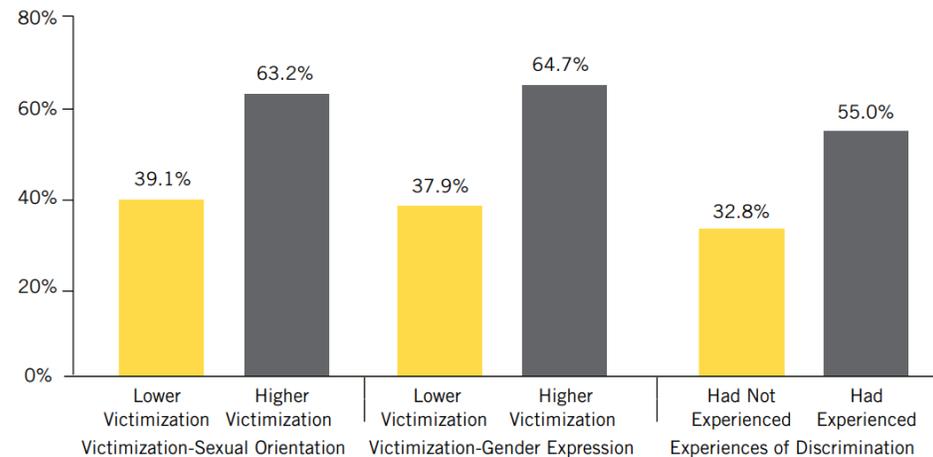


Figure 1.31 Depression by Experiences of Victimization and Discrimination
(Percentage of LGBTQ Students Demonstrating Higher Levels of Depression)



School-Based Interventions

In-School Interventions: Four Supports



**Supportive
Educators**



**Comprehensive
Policies**



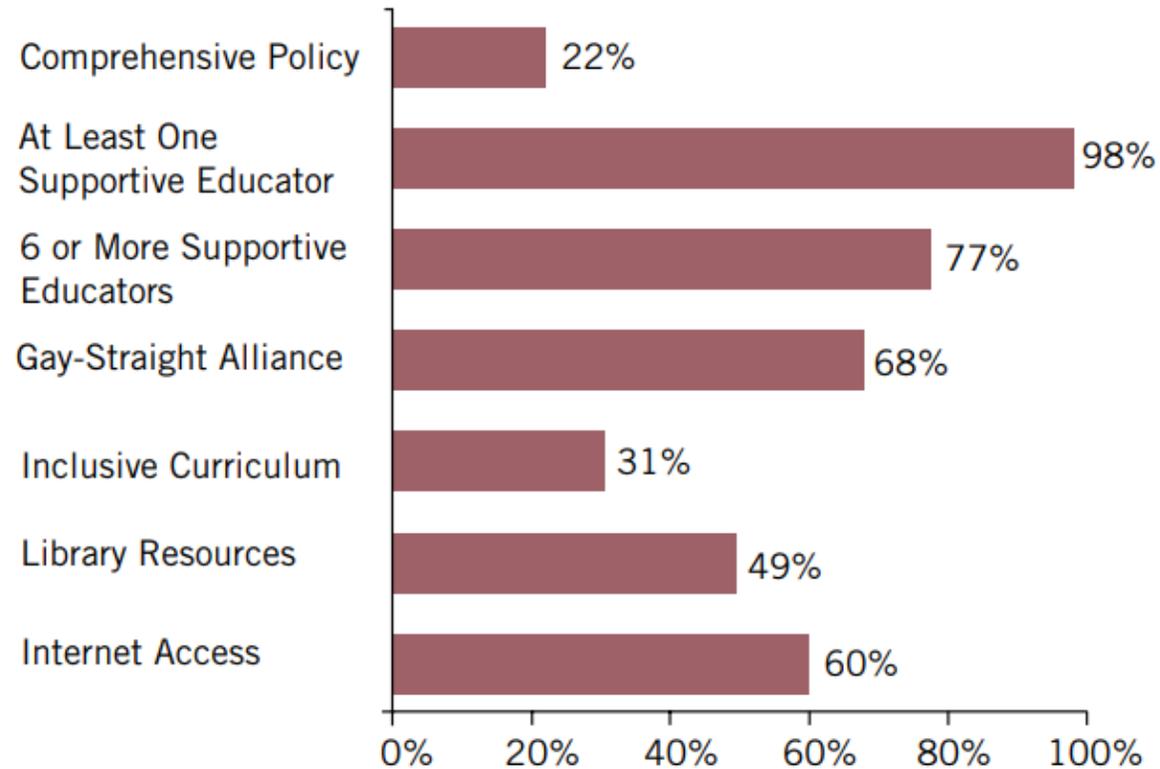
Inclusive Curriculum



Student Clubs

New York State: School-Based Supports

Figure 4. Availability of LGBT-Related Resources & Supports in New York Schools



GSAs: Reduced Victimization, Absenteeism

Figure 2.10 Presence of GSAs and Victimization
(Percentage of LGBTQ Students Experiencing Higher Levels of Victimization)

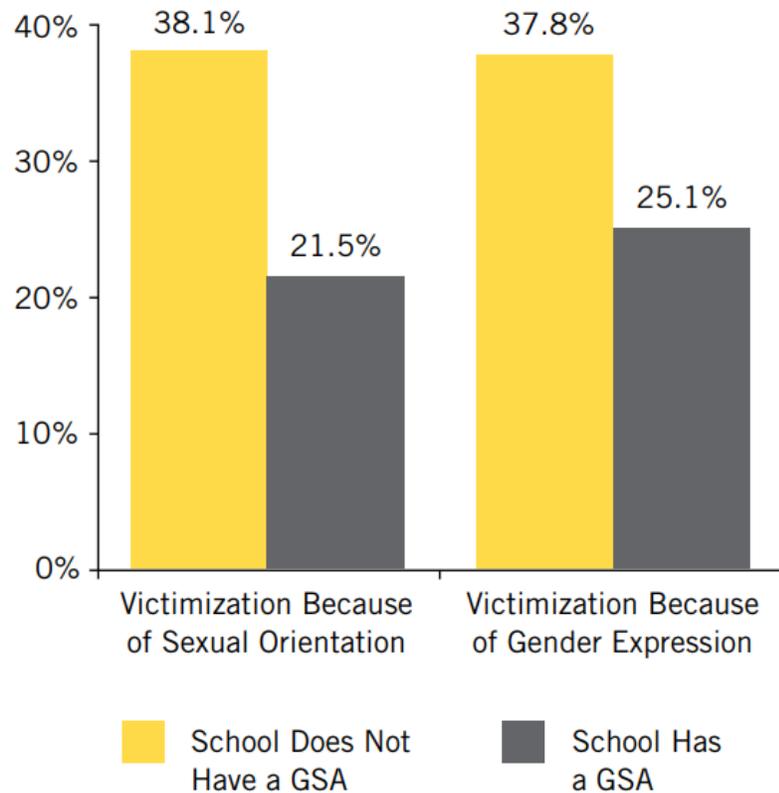
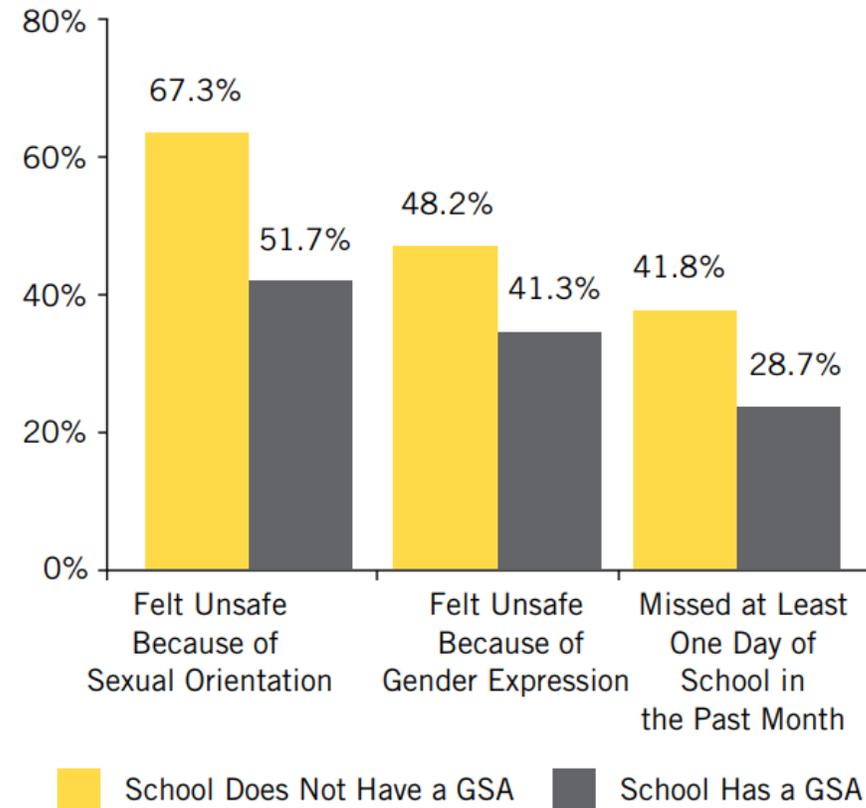


Figure 2.9 Presence of GSAs and LGBTQ Students' Feelings of Safety and Missing School



GSAs: Increased Faculty Support & Intervention

Figure 2.11 Presence of GSAs and Number of School Staff Supportive of LGBTQ Students

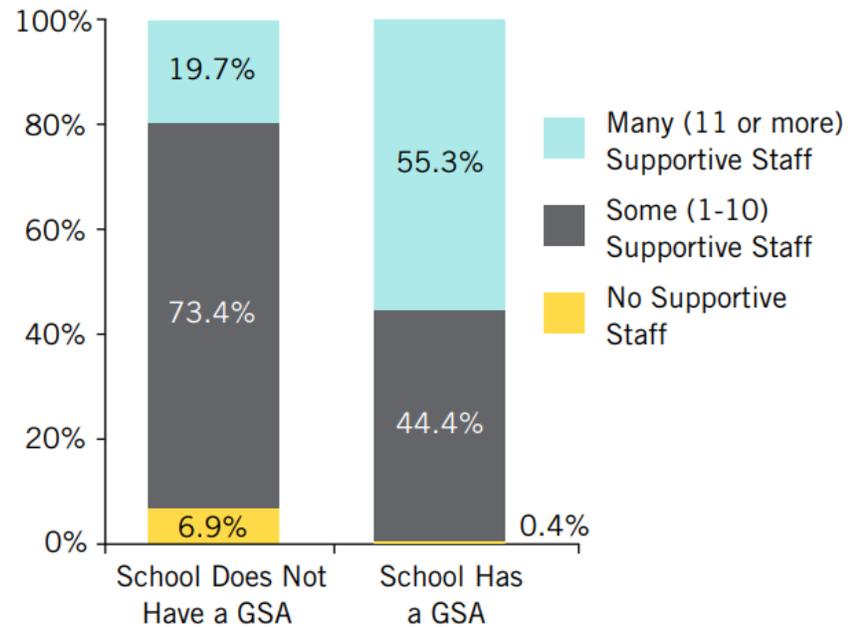
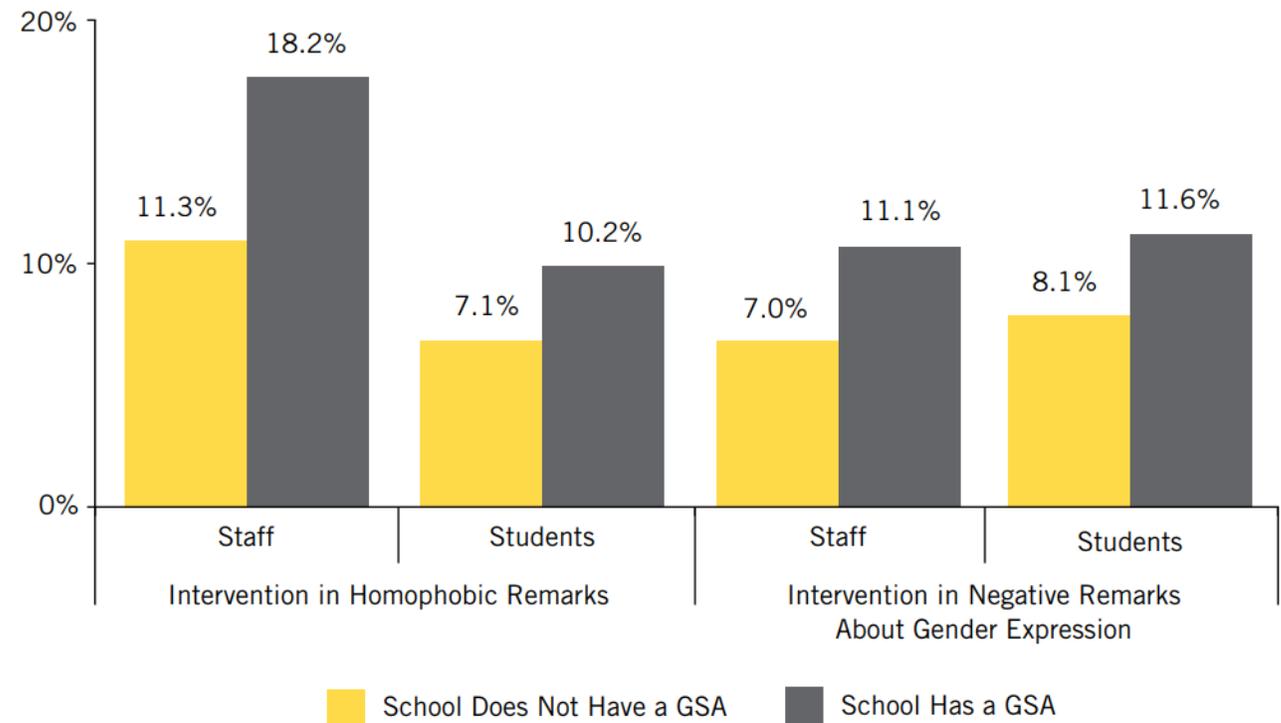
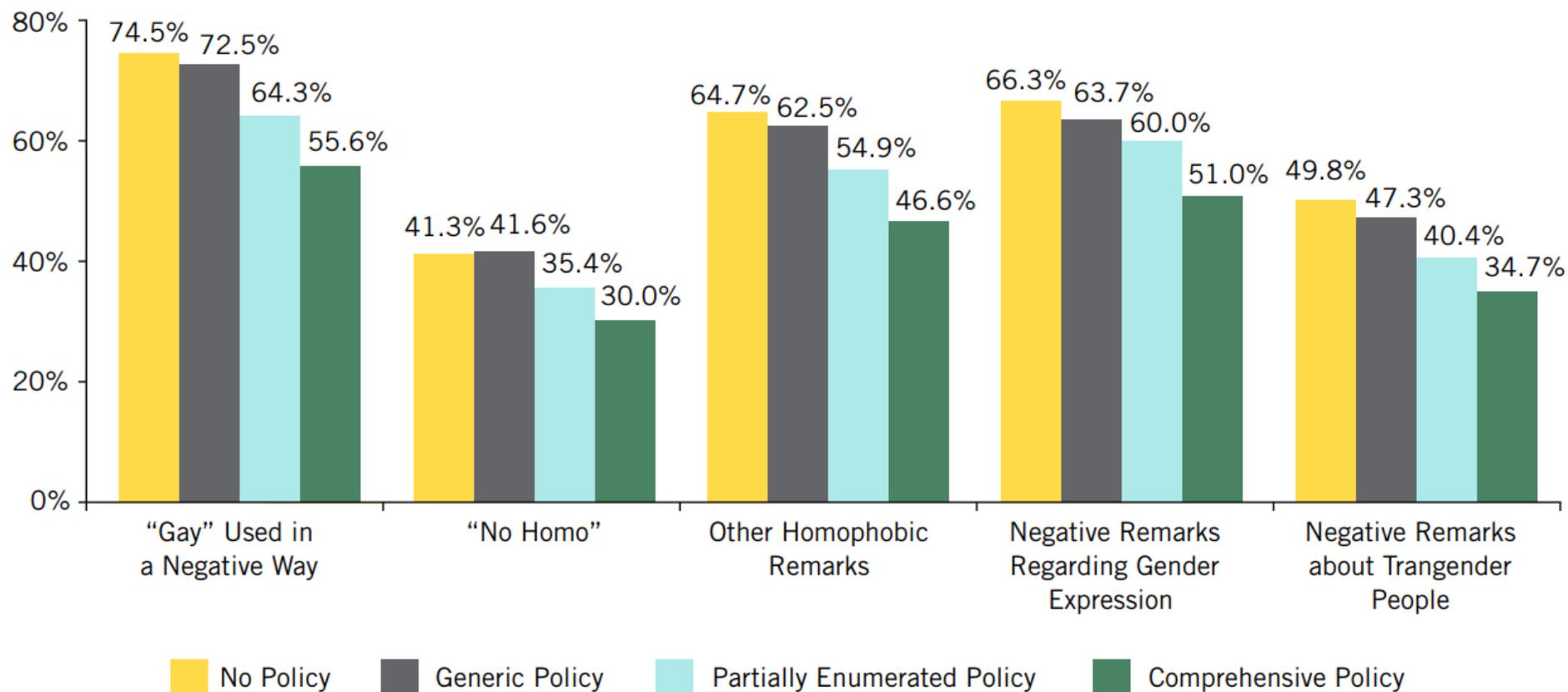


Figure 2.12 Presence of GSAs and Intervention in Anti-LGBTQ Remarks
(Percentage of LGBTQ Students Reporting that Staff and Students Intervene Most of the Time or Always)



School Policies: Reduced Anti-LGBTQ Remarks

Figure 2.26 School Harassment/Assault Policies and Frequency of Hearing Anti-LGBTQ Remarks
(Percentage of LGBTQ Students Hearing Remarks Often or Frequently)



School Policies: Victimization & Staff Support

Figure 2.27 School Harassment/Assault Policies and Experiences of Victimization
(Percentage of LGBTQ Students Experiencing Higher Levels of Victimization)

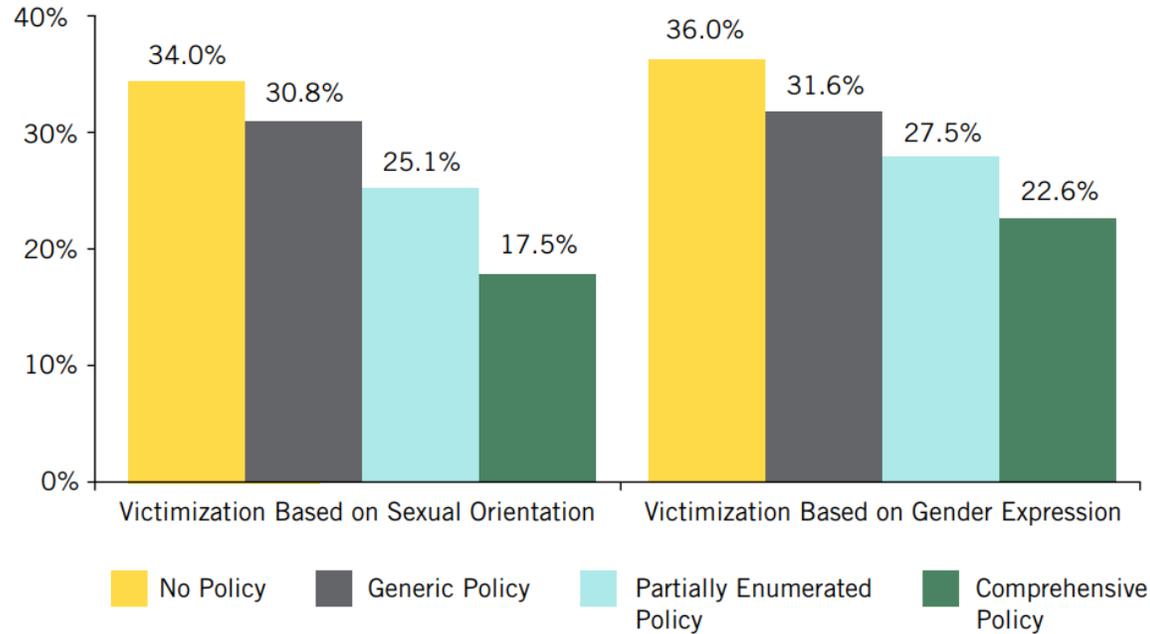
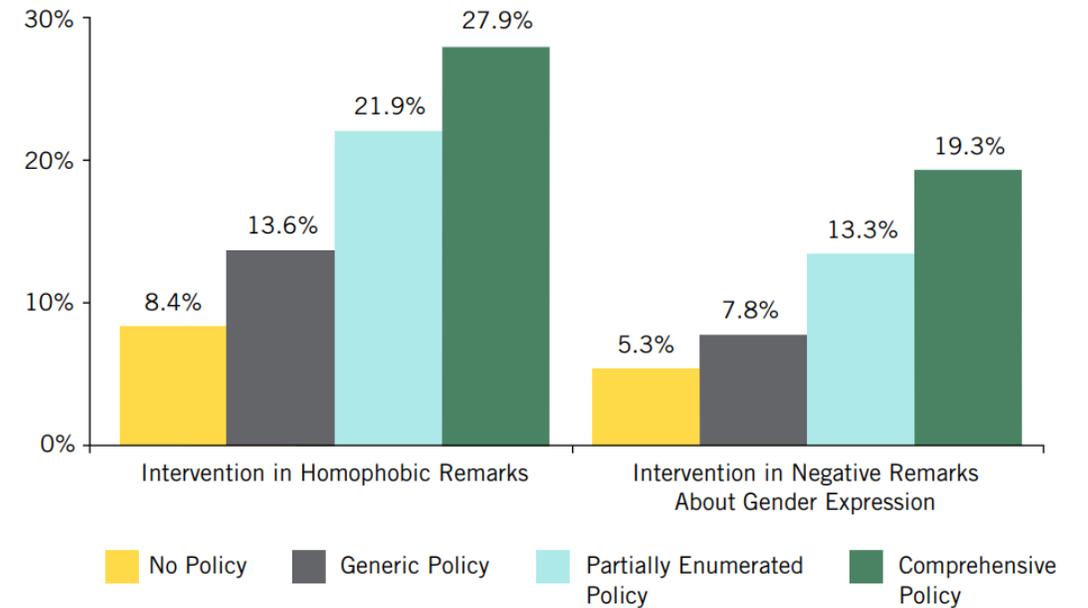
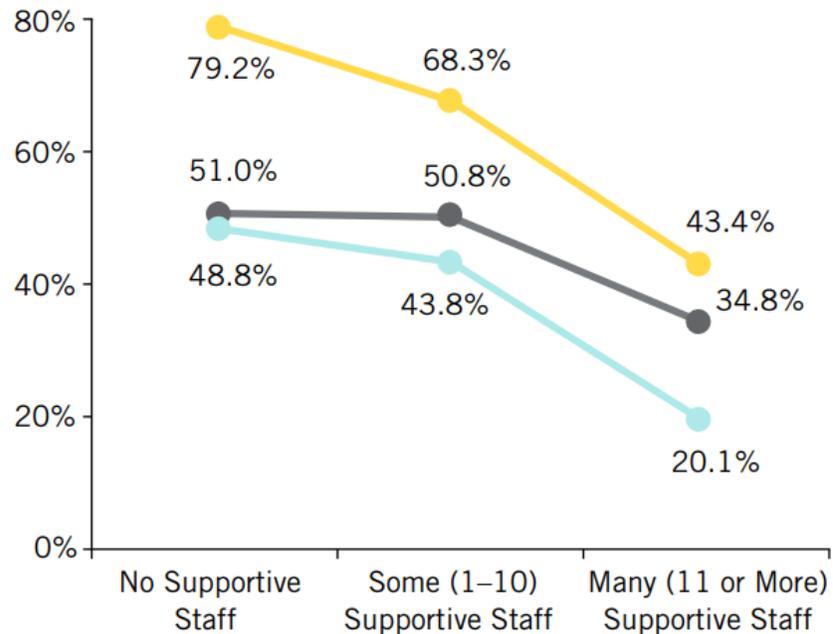


Figure 2.28 School Harassment/Assault Policies and Staff Intervention in Anti-LGBTQ Remarks
(Percentage of LGBTQ Students Reporting that Staff Intervened Most of the Time or Always)



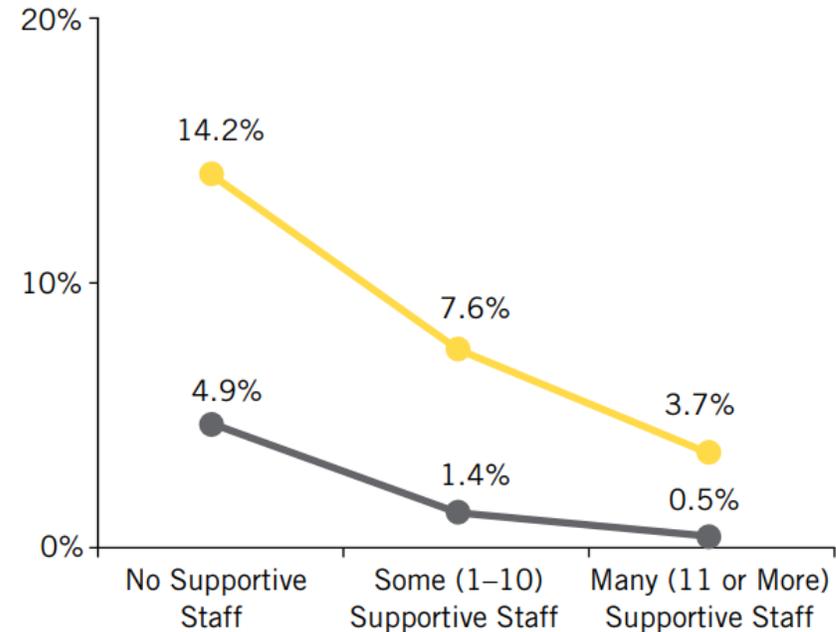
Supportive Staff: Greater Safety & Aspirations

Figure 2.18 Supportive School Staff and Feelings of Safety and Missing School



- Felt Unsafe Because of Sexual Orientation
- Felt Unsafe Because of Gender Expression
- Missed at Least One Day of School in the Past Month

Figure 2.19 Supportive School Staff and Educational Aspirations

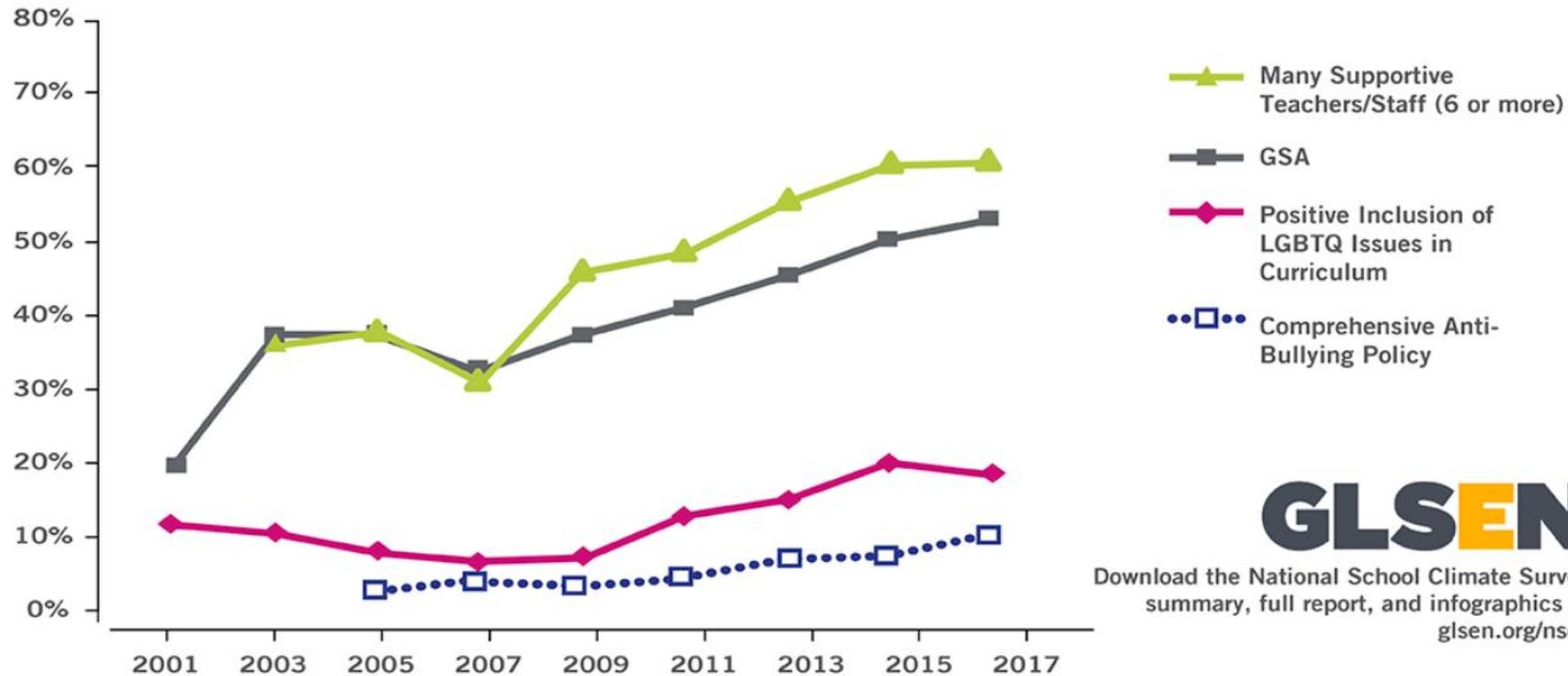


- LGBTQ Students Not Planning to Pursue Post-Secondary Education
- LGBTQ Students Not Planning to Complete High School or Not Sure

Changes in School Resources and Supports Over Time

Availability of LGBTQ-Related School Resources Over Time

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



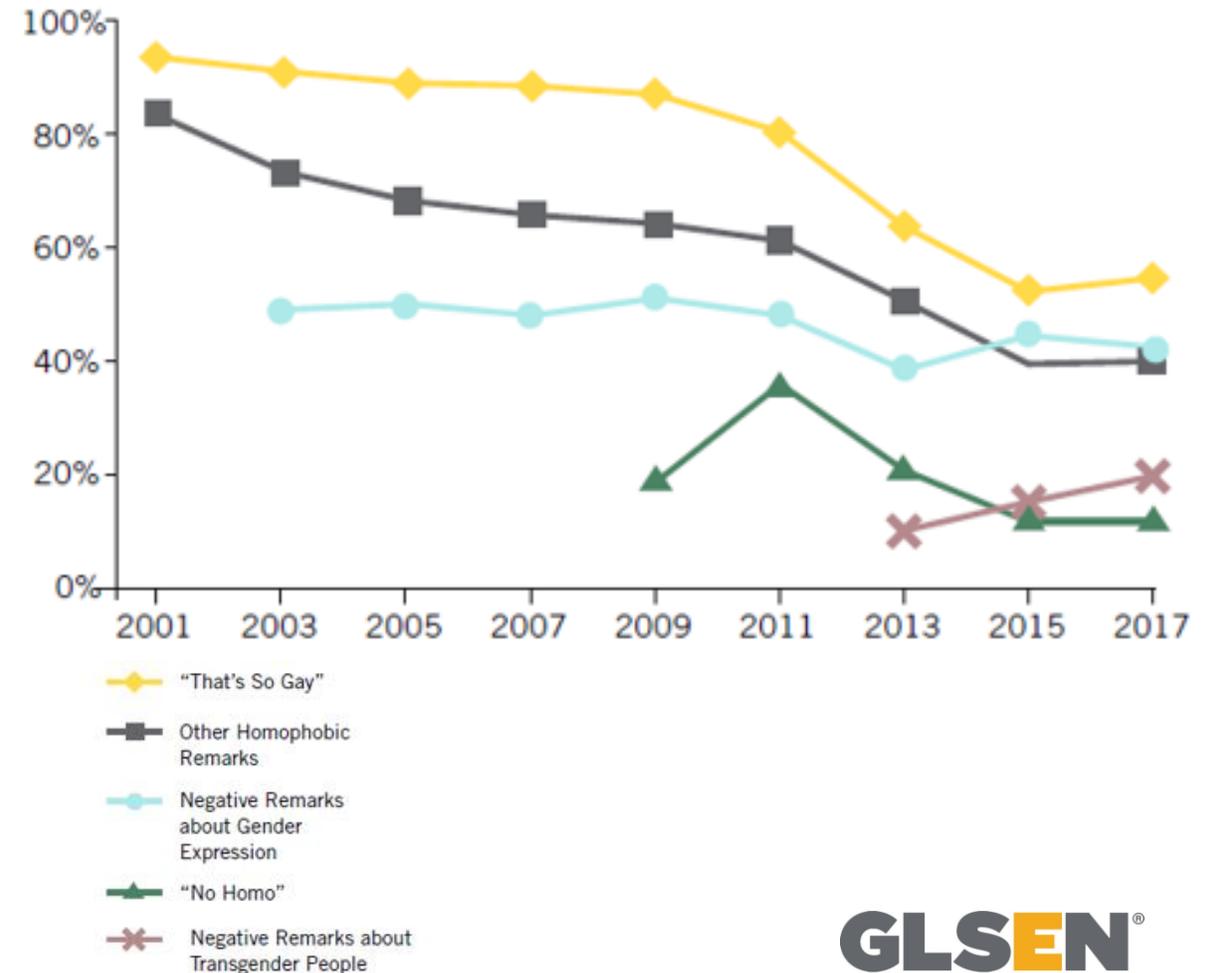
GLSEN[®]
Download the National School Climate Survey
summary, full report, and infographics at
[glsen.org/nscc](https://www.glsen.org/nscc)

Anti-LGBTQ Remarks Over Time

Between 2015 and 2017:

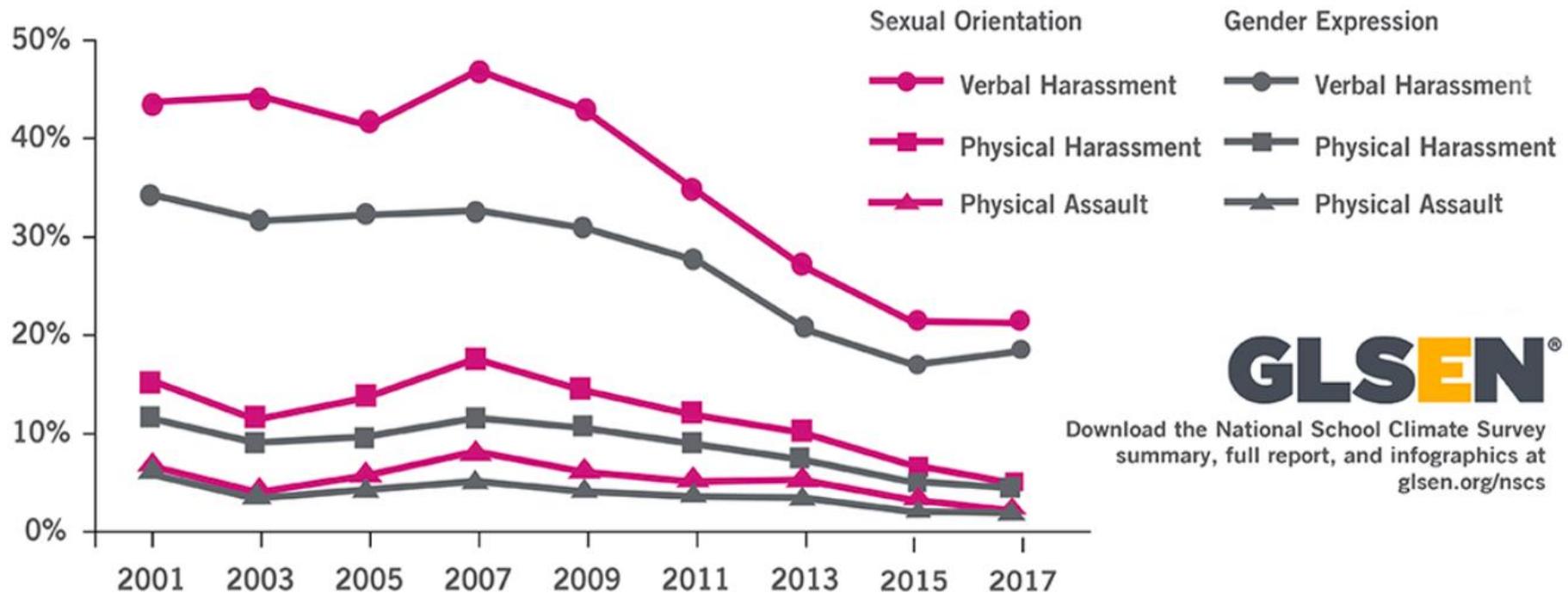
- There was no difference in general homophobic remarks.
- Remarks like “that’s so gay” have increased.
- Negative remarks about transgender people have increased.

Figure 4.1 Anti-LGBTQ Language by Students Over Time
(Percentage of LGBTQ Students Hearing Language Often or Frequently, Based on Estimated Marginal Means)



Victimization Over Time

Frequency of School Victimization Based on Sexual Orientation and Gender Expression Over Time
(Percentage of LGBTQ Students Reporting Event Often or Frequently,
Based on Estimated Marginal Means)



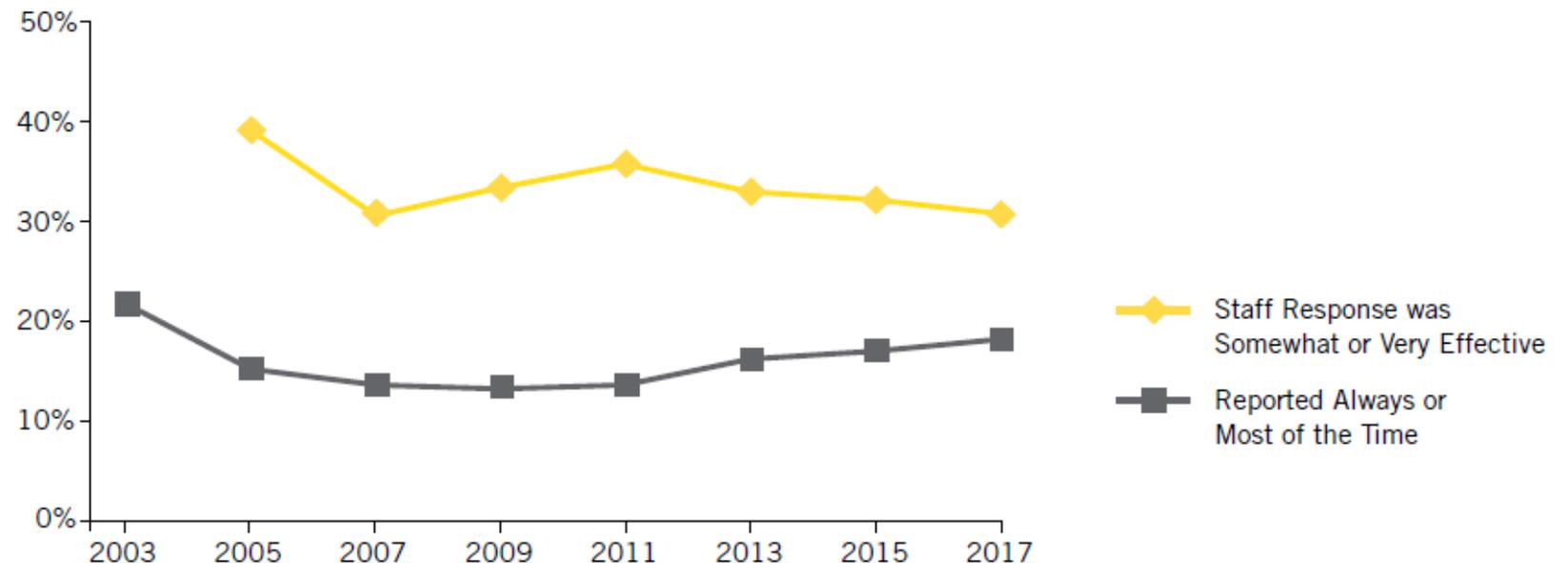
GLSEN[®]

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summary, full report, and infographics at
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Reporting Victimization Over Time

- LGBTQ students were somewhat more likely to report victimization to school staff in 2017.
- But overall, they felt that reporting was less effective.

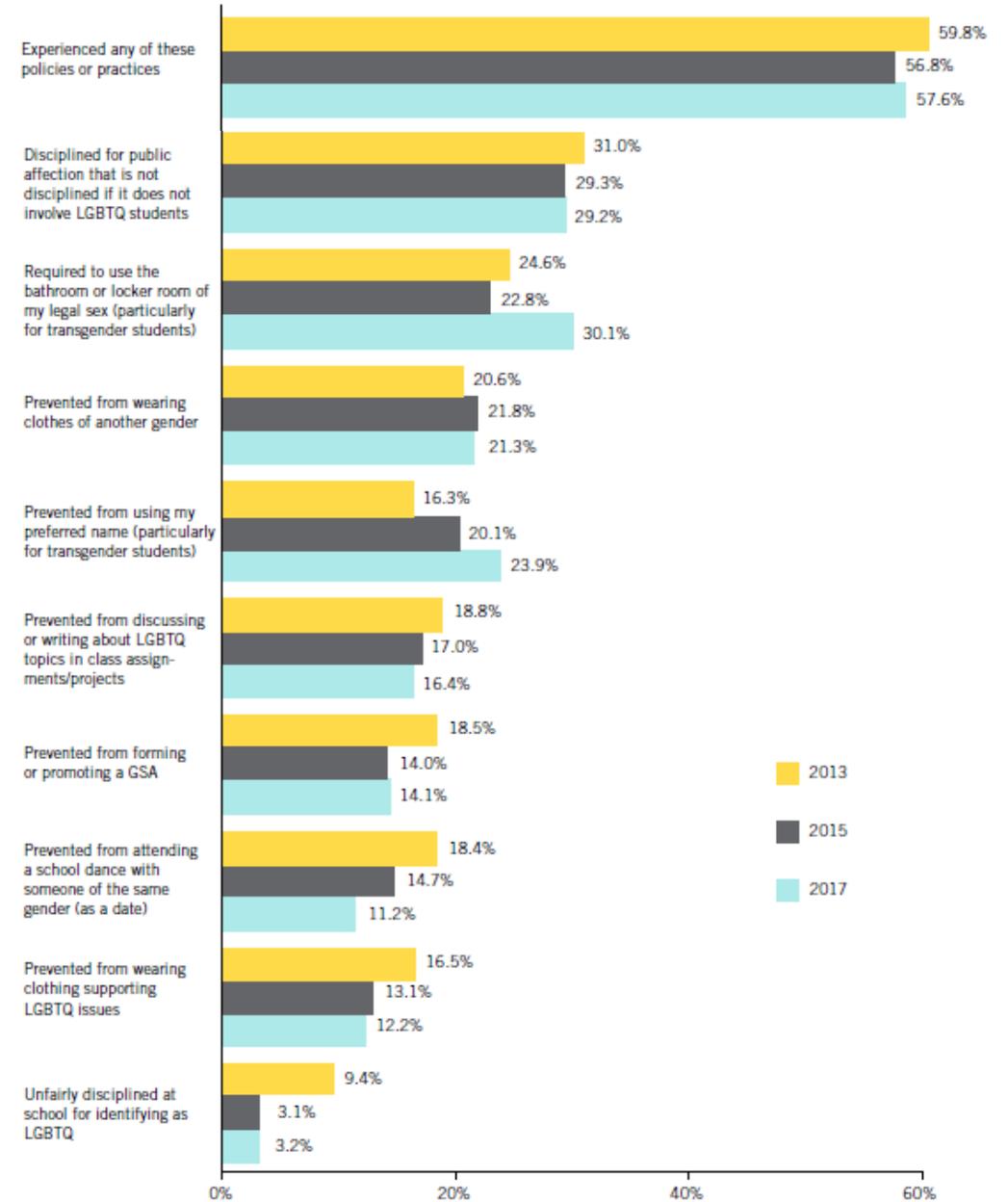
Figure 4.8 Frequency of Reporting Victimization to School Staff and Effectiveness of Staff Response Over Time
(Percentage of LGBTQ Students, Based on Estimated Marginal Means)



Discrimination Over Time

- Most forms of discrimination were not different between 2015 and 2017, but lower than 2013.

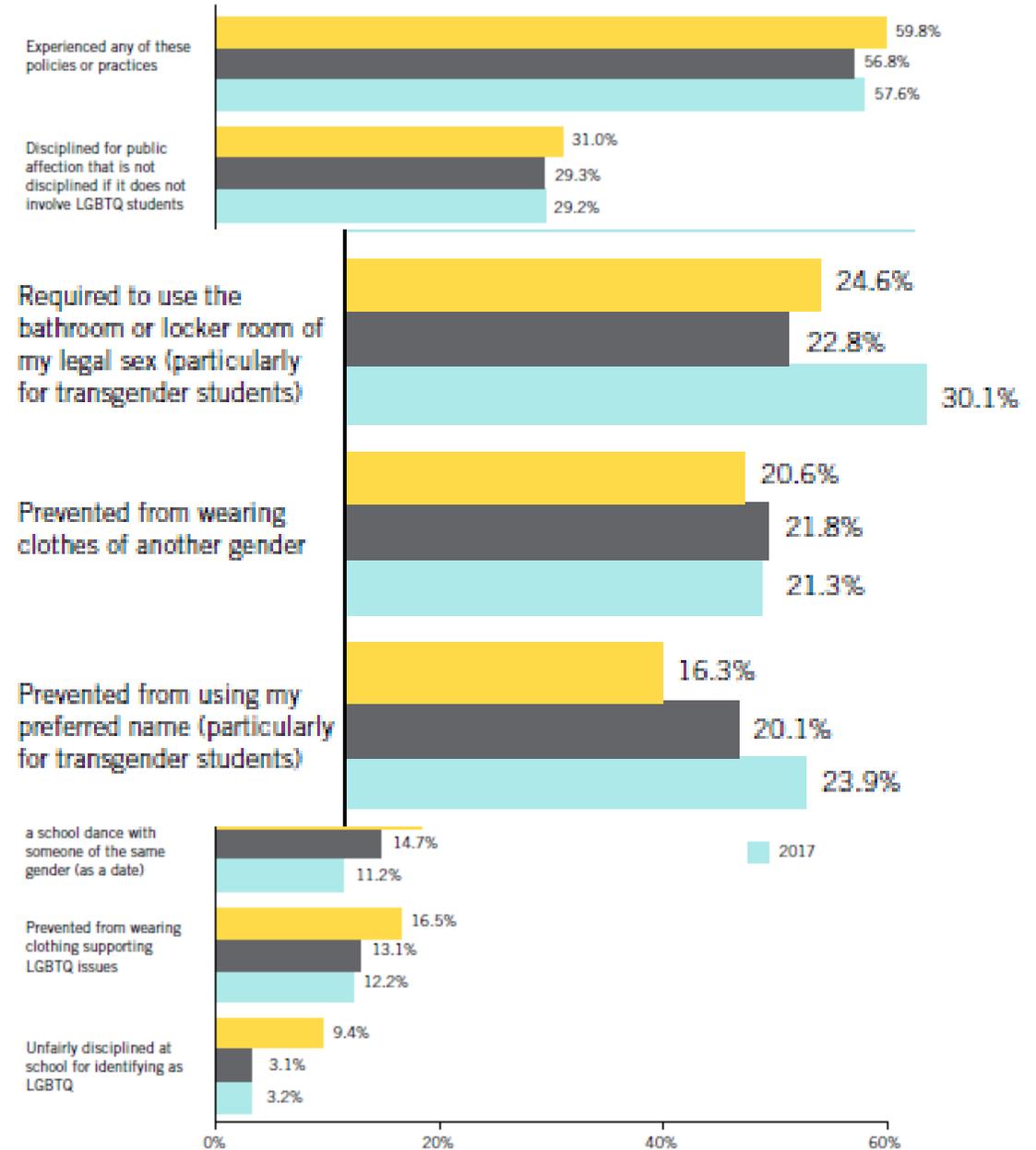
Figure 4.9 Frequency of Experiences with Discriminatory Policies and Practices Over Time
(Percentage of LGBTQ Students, Based on Estimated Marginal Means)



Discrimination Over Time

- Most forms of discrimination were not different between 2015 and 2017, but lower than 2013.
- Gender-specific discrimination increased in 2017.

Figure 4.9 Frequency of Experiences with Discriminatory Policies and Practices Over Time
(Percentage of LGBTQ Students, Based on Estimated Marginal Means)



Conclusions: Causes for Concern

-
- School remains a hostile place for many LGBTQ students and more work needs to be done to ensure safe and affirming schools for all.
 - Overall, improvements that we have been seeing may be somewhat stalled.
 - Gender-related topics have increased visibility, prove challenging for schools.

New York State Senate
*Committee on Mental Health and
Developmental Disabilities*



*University of Rochester School of Medicine, Department of Psychiatry
School and Community Prevention Program*

Sources of Strength Modules for Training Peer Leaders

- Anger
- Anxiety/Worry
- Depression/Withdrawal

Signals to get help, examine *Sources of Strength...*

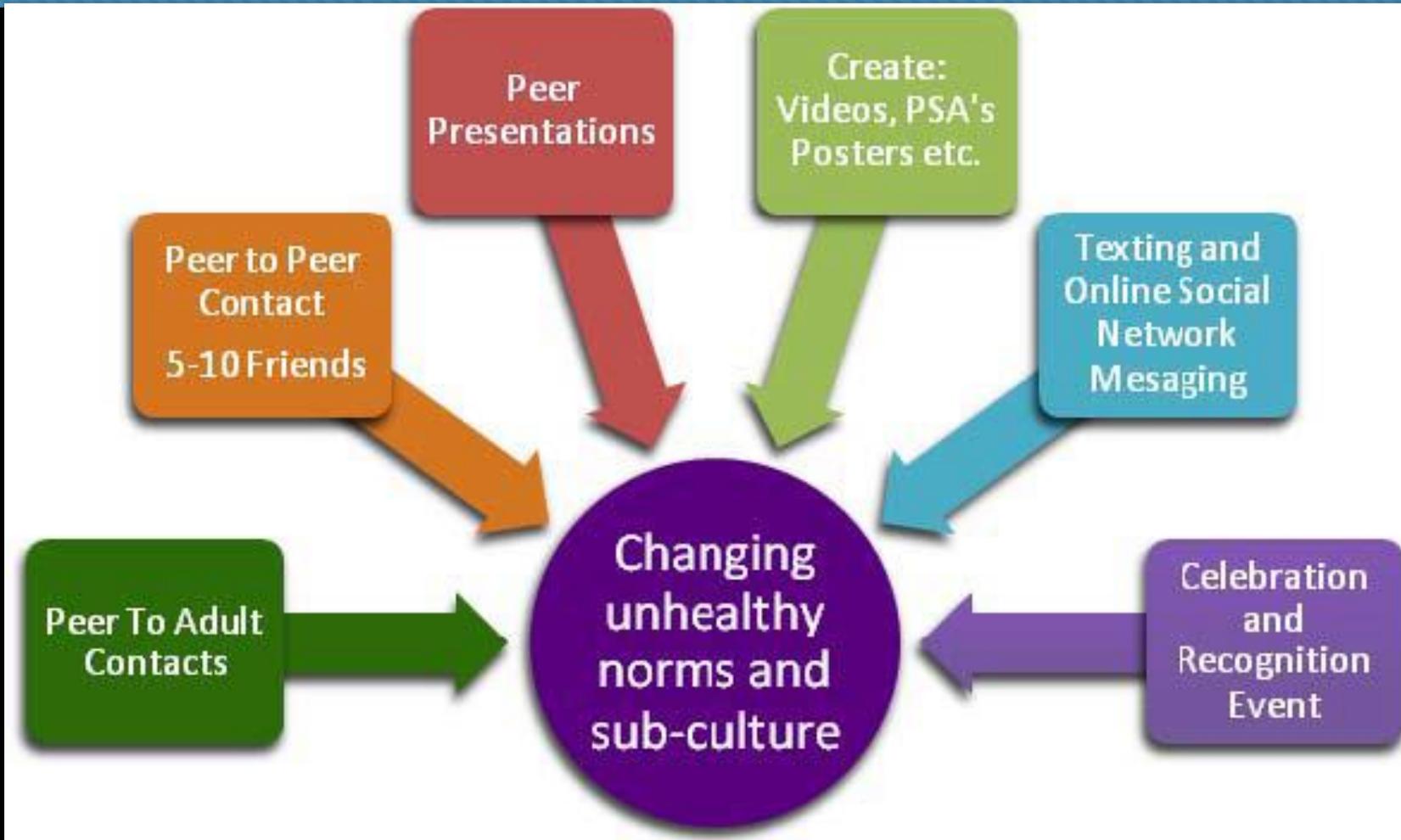
What is strong now?

Which 1 -2 would you like to strengthen?

How It Works



Prevention Modalities ...





*****Guilderland Central School District - 175 Peer Leaders – 44 Adult Mentors *****

Sources of Strength Objectives

- Spread Healthy Coping
- Strengthen Youth-Adult Connections
- Increase Help-Seeking & Receiving

Evidenced-Impact of Sources of Strength

- **Randomized Controlled Trial (NIMH, SAMHSA funding)**

18 Schools; 465 Peer Leaders; 2,700 students [1 Semester] *Wyman et al (2010) American Journal of Public Health*

- **Peer Leaders**

- Increased healthy coping attitudes/norms
- More connections to adults
- 4X more likely to refer peer to adults
- Largest gains for least connected, healthy peer leaders

- **School Population**

- Increased help-seeking acceptability
- Increased perception that adults help suicidal peers
- Largest gains for suicidal students

Troubling Statistics

1 out of **5** children has a diagnosable mental health disorder



ONLY
1 IN 5 KIDS
RECEIVE THE
HELP THEY NEED.



HALF
OF ALL MENTAL
ILLNESSES BEGIN
BEFORE AGE 14.

The Scope and Impact of Emotional Distress in Youth

- Suicide is the 2nd leading cause of death for 15-to-24 year-olds.
- Emotional disturbance is associated with the highest rate of school failure: approximately 50 percent of students with a mental illness age 14 and older drop out of high school.
- A majority of youth in juvenile justice settings and other “cross system” needs have a Serious Emotional Disturbance.

NYS Education Department Involvement in the Promotion of Wellness and Prevention of Bullying

PARTNERSHIPS, PARTNERSHIPS, PARTNERSHIPS:

- NYS Governor's Task Force on Suicide Prevention – NYSED Representative
- NYS Office of Mental Health Suicide Prevention Advisory Council – NYSED Representative
- Mental Health Education Advisory Council – NYSED Chair
- NYS Dignity Act Task Force – NYSED Chair
- Community Schools Technical Assistance Centers - NYSED Lead
- School-based Mental Health Centers - NYS Office of Mental Health
- School-based Health Centers - NYS Department of Health
- NYS Office of Alcoholism and Substance Abuse Services – Prevention Agenda, including Recovery High Schools

New York State Education Resources

NYS 1st in the Nation to Require Mental Health Education in Schools

- *Mental Health Education Literacy: Linking to a Continuum of Well-being* - Comprehensive Guide released in June 2018
- *Social Emotional Learning: Essential for Learning, Essential for Life, Essential for New York* – Guidance Document released in August 2018

○ Additional resources available:

<http://www.nysed.gov/curriculum-instruction/health-education/>

<http://www.p12.nysed.gov/sss/>

<https://www.schoolhealthny.com/>

Safe and Supportive Schools Technical Assistance Center

- Provide on-site technical assistance to schools receiving Supportive Schools Grants on Social Emotional Learning; Trauma-Informed Practices; Mental Health Education & Supports; Restorative Practices; Parent, Family and Community Engagement; Student Leadership; among others;
- Distribute up to \$100,000 grants to middle schools and high schools identified in need of technical assistance and resources to build healthy, supportive and safe learning environments.

World Day of Bullying Prevention at NYSED

October 1, 2018



