E8 - Supporting Students & Families Who Are LGBTQ

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Key Words: Equity, Bully Prevention, Family
CALL FOR PAPERS OPENS JUNE 2019

Miami, FL
Hyatt Regency Miami
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For more information, visit: conference.apbs.org
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.

• **Non-binary** is a spectrum of gender identities that are not exclusively masculine or exclusively feminine—identities that are outside the gender binary.
Why is Belonging Important?

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 students feel like they belong?

- LGBTQ students are more likely to experience
  - more bullying
  - higher suicide and self-harm rates
Do our LGBTQ students 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.”

No

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.
How do you know you belong?

- Someone knows your name?
- Familiar physical environment?
- Shared rules/routines?
- They look like you?
- Contributions are acknowledged?
- Shared learning histories?
- Shared vocabulary/language/accents?
- Shared goals?
- Safe
- Predictable
- Positive
PBIS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

Culturally Relevant & Effective Instruction

Culturally Knowledgeable Staff and Staff Supports

Culturally Valid Information for Decisions

OUTCOMES
SYSTEMS
DATA
PRACTICES
PBIS

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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)
Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

A Model Code on Education and Dignity
Presenting a Human Rights Framework for Schools
Revised October 2013

PBIS
Positive Behavioral Interventions & Supports

Hyperlinked resources
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PRACTICES
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.
New Gender Option in SWIS Suite

What is PBISApps?
Our Mission
Who Uses Our Apps?
News Archive
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
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?
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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OUTCOMES

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PRACTICES
Research

• 2014 Australia Study: Couch et al
• 2017 Australia: Titled The Kids are OK: it is Discrimination Not Same-Sex Parents that Harms Children
• National Lesbian Family Study
• 2019 School Outcomes of Children Raised by Same Sex Couples: Netherlands: Mazrekaj, De Witte and Cabos
• Charlotte Patterson at UVA
COLAGE: Tips for Teachers

• Always intervene
• Do not make assumptions about students or parents
• Visually show your support (Safe space)
• Challenge heterosexism in assignments
• Include topics about diversity
  – (Teaching tolerance, GLSEN Inclusive Curricular)
• Never out a student
• Make your classroom accessible (Classroom management)
• Work with administration to make your school safe (Bullying Prevention)
• Educate yourself
• Be involved
Logo: Tips for Teacher

- Families matter (Parent engagement)
- Once upon a time
- Happy holidays
- Filling in the blanks
- Q&A Curiosity
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SYSTEMS

DATA

PRACTICES

OUTCOMES
Systems to promote belonging and learning for *ALL*

- 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](http://GLSEN) (GLSEN)
    - [Webinars](http://GLSEN) (GLSEN)
    - [Workshops](http://GLSEN) (GLSEN)
    - [Answering challenging questions](http://HRC) (HRC)
    - [School guidance and resources](http://HRC) (HRC)
- Teach a school or class-wide [neutralizing routine](#)
- Align initiatives at the district or school level
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*Lessons Learned on Implementation of PBIS in High Schools*

*Current Trends and Future Directions*

*EDITORS*

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Teen Q&A
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 or students with LGBTQ families?
  – 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?
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.
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/