Central East (HHS Region 3)

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Virtual Learning Series

July 2020-June 2021

UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

Supporting LGBTQ+ Youth

Cultural Responsiveness and Equity Specialty Track
National Center for School Mental Health

Facilitators

Dana Cunningham, Ph.D.
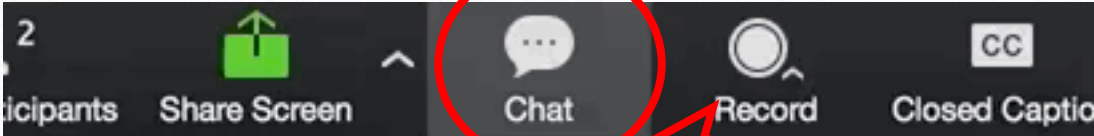
She/her/hers

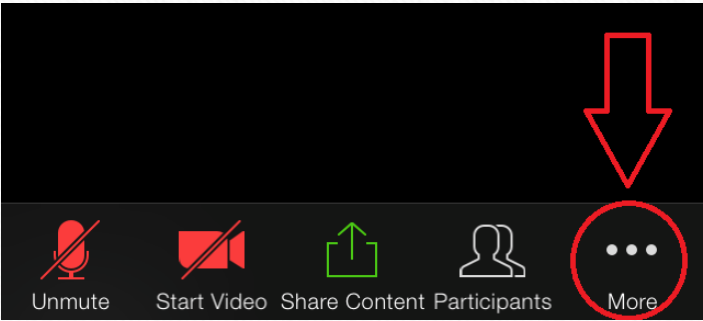**Perrin Robinson, M.S.**

He/him/his

Technology Support

- Slides will be posted on the NCSMH website (www.schoolmentalhealth.org) and emailed after the presentation to all registrants

- **Use chat box for sharing resources, comments, and responding to speaker**

Web

Mobile App

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School Mental Health Webinar Series

Description

The Central East MHTTC in collaboration with the National Center for School Mental Health is hosting a school mental health webinar series with a focus on advancing high quality, sustainable school mental health from a multi-tiered system of support, trauma sensitive, and culturally responsive and equitable lens.

Objectives

- Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services

- Support trauma-informed systems in schools

- Discover the impacts of social determinants of health on student academic and social-emotional-behavioral success

- Learn to provide more culturally responsive and equitable services and supports

- Hear perspectives on school mental health from school, district and state levels

- Obtain insight into how youth, families, schools and communities can best work together to address student mental health needs

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THE DANYA INSTITUTE

UNIVERSITY *of* MARYLAND
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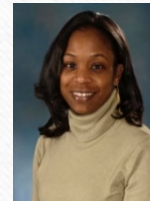
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PGSMHI Director

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Communications Director

Britt Patterson
NCSMH Faculty

Kris Scardamalia
NCSMH Faculty

Commitment

- Racial and social justice lens

- Cultural responsiveness and equity

- Developing and modeling equitable and anti-racist policies and practices

- Learn, heal, grow together

What do you hope to learn from this webinar?

Please type your responses in the chat box.

Acknowledgements

- Panelists

- National Center for School Mental Health schoolmentalhealth.org

- Central East Mental Health Technology Transfer Center (MHTTC), https://mhttcnetwork.org/centers/central-east-mhttc/home Central East MHTTC is managed by the Danya Institute

- Cultural Responsiveness and Equity Specialty Track CREtrack@som.umaryland.edu

Today's Webinar Goals

- Identify challenges facing LGBTQ+ youth related COVID-19, inequities, racism, and social justice.

- Discuss how schools and mental health providers can collaborate and leverage the resilience of LGBTQ+ youth to promote safety and well-being.

- Identify resources to support schools in promoting the safety and well-being of LGBTQ+ youth.

LGBTQ+

L = lesbian

G = gay

B = bisexual

T = transgender

Q = queer/question

+ = two-spirit, agender, asexual, non-binary, pansexual, etc.

Meet the Panel

Mills Smith-Millman, PhD

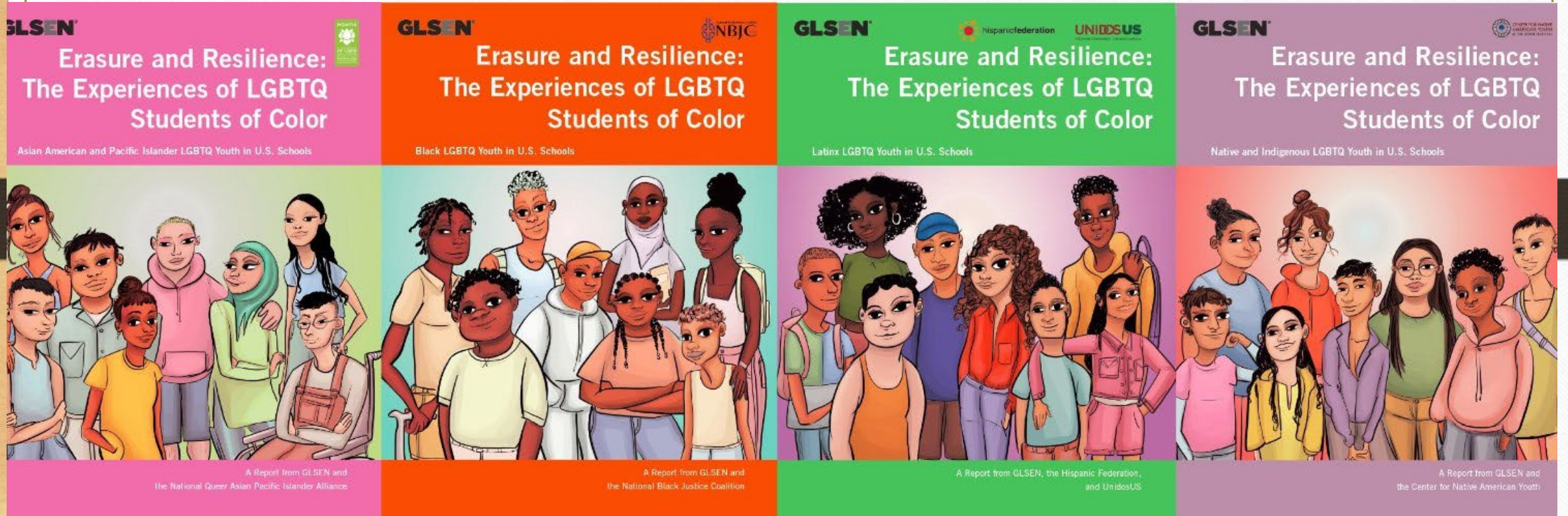They, them, theirs

Nhan Truong, PhD

he, him, his

Describe your reactions to current events. How have they impacted you and what are you doing to care for yourself?

Let's hear from participants

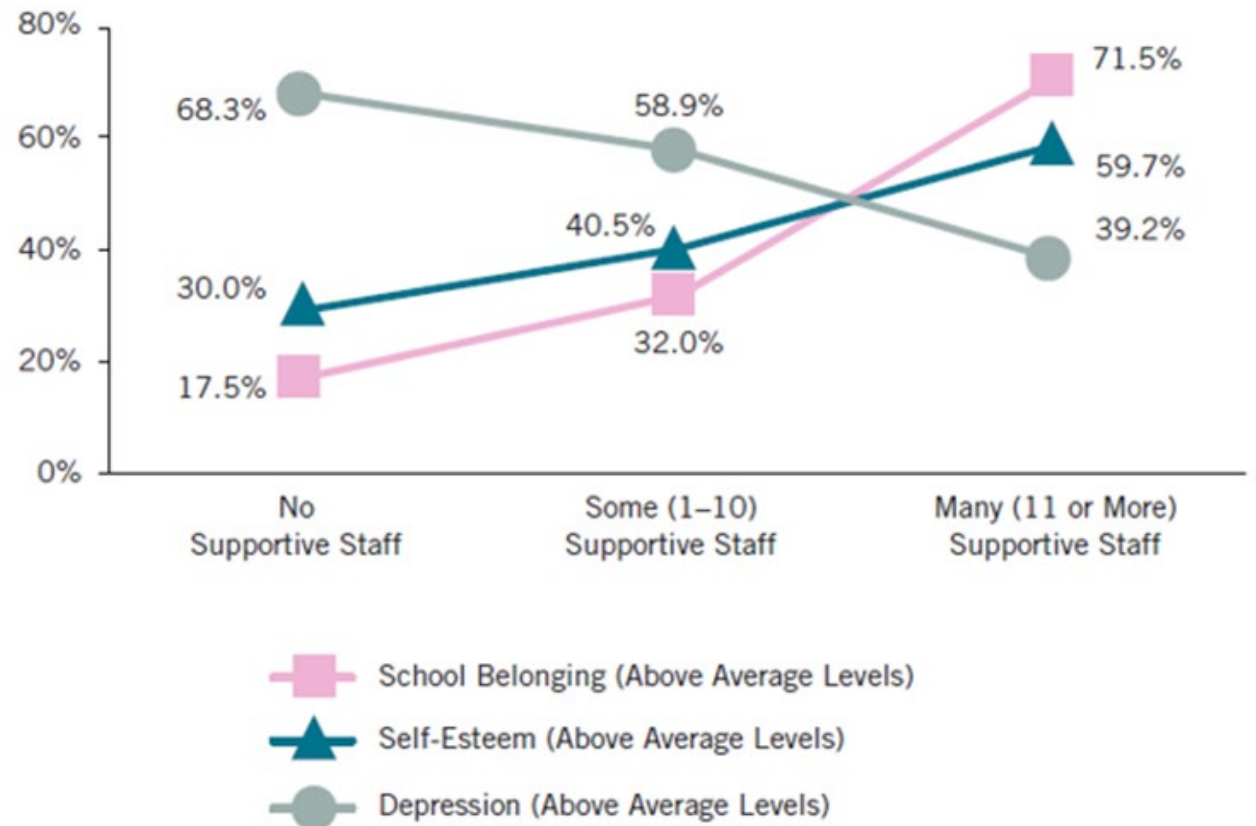What are some strengths of LGBTQ+ youth that can be leveraged to promote safety and well-being?

School Experiences of LGBTQ Youth of Color
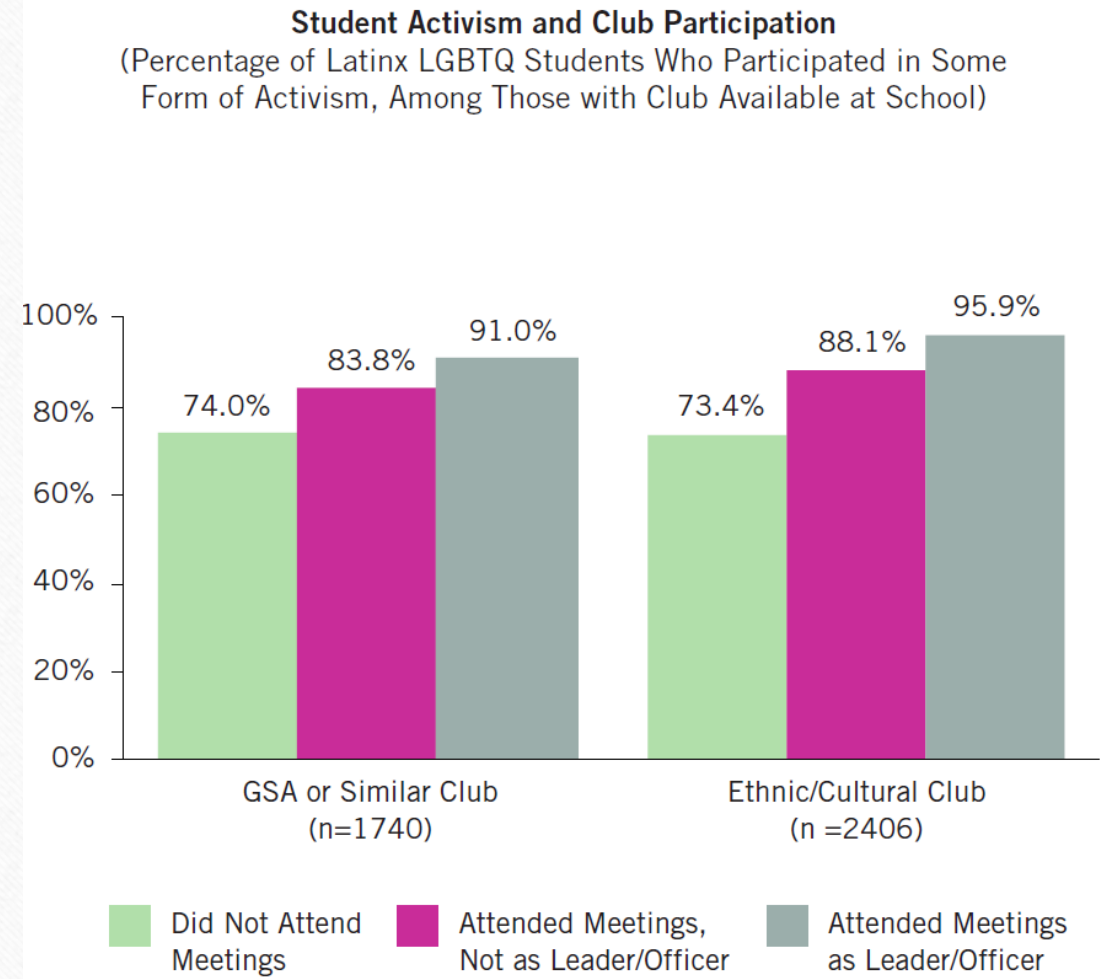
School-Based Supports and Resources

- Providing LGBTQ students of color with school-based supports and resources improves their psychological well-being and educational outcomes

Figure 2.7 Supportive Staff and Well-Being and School Belonging Among AAPI LGBTQ Students

- ■ School Belonging (Above Average Levels)
- ▲ Self-Esteem (Above Average Levels)
- ● Depression (Above Average Levels)

Club Participation and Leadership

- GSA and ethnic/cultural leaders and members are both more likely to engage in activism than non-members.

- Participating in ethnic/cultural clubs is associated with greater school belonging.

Student Activism and Club Participation
(Percentage of Latinx LGBTQ Students Who Participated in Some Form of Activism, Among Those with Club Available at School)

GSA or Similar Club (n=1740)	Ethnic/Cultural Club (n =2406)
74.0% / 83.8% / 91.0%	73.4% / 88.1% / 95.9%

Legend:
- Did Not Attend Meetings
- Attended Meetings, Not as Leader/Officer
- Attended Meetings as Leader/Officer

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Let's hear from participants

LGBTQ+ Youth Wellness

- Gay and lesbian youth experience high rates of mental health disorders (Kessler et al., 2012), with even higher rates in bisexual people (Ross et al., 2017) and transgender people (Budge et al., 2013, Human Rights Campaign, 2017).

- LGBTQ+ youth are more like to consider and attempt suicide, with 54% of trans youth having considered suicide (The Trevor Project, 2020).

- Black LGBTQ+ youth are less likely to receive professional mental health care (The Trevor Project, 2020).

- LGBTQ+ students are more likely to feel unsafe at school because of their gender expression or sexual orientation (GLSEN, 2017), and may experience hostile homes or family rejection (NPR, 2020) associated with poorer mental heath (The Trevor Project, 2020).

- LGBTQ+ young adults are 120% more likely than straight-cisgender peers to be without housing (Voices of Youth Count), and 40% of youth without housing are LGBTQ (The Williams Institute).

What is a challenge facing LGBTQ+ youth related COVID-19, inequities, racism, and/or social justice?

Experiences with Victimization in School

- Majority of LGBTQ youth of color experience victimization based on sexual orientation, gender expression, or race/ethnicity

- Anti-LGBTQ and racist victimization associated with higher depression

Figure 1.3 Percentage of AAPI LGBTQ Students Who Experienced Victimization Based on Personal Characteristics
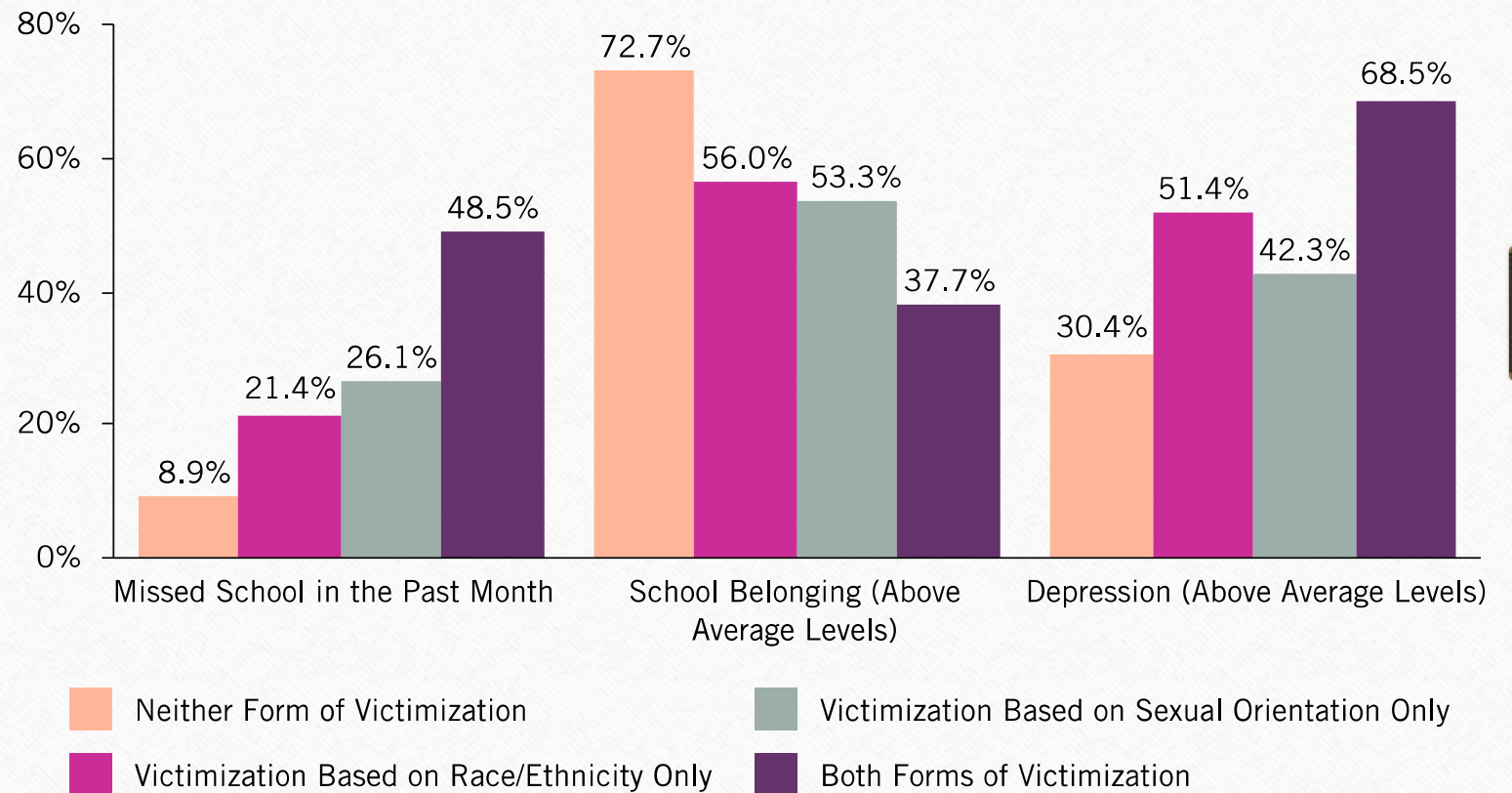

GLSEN®
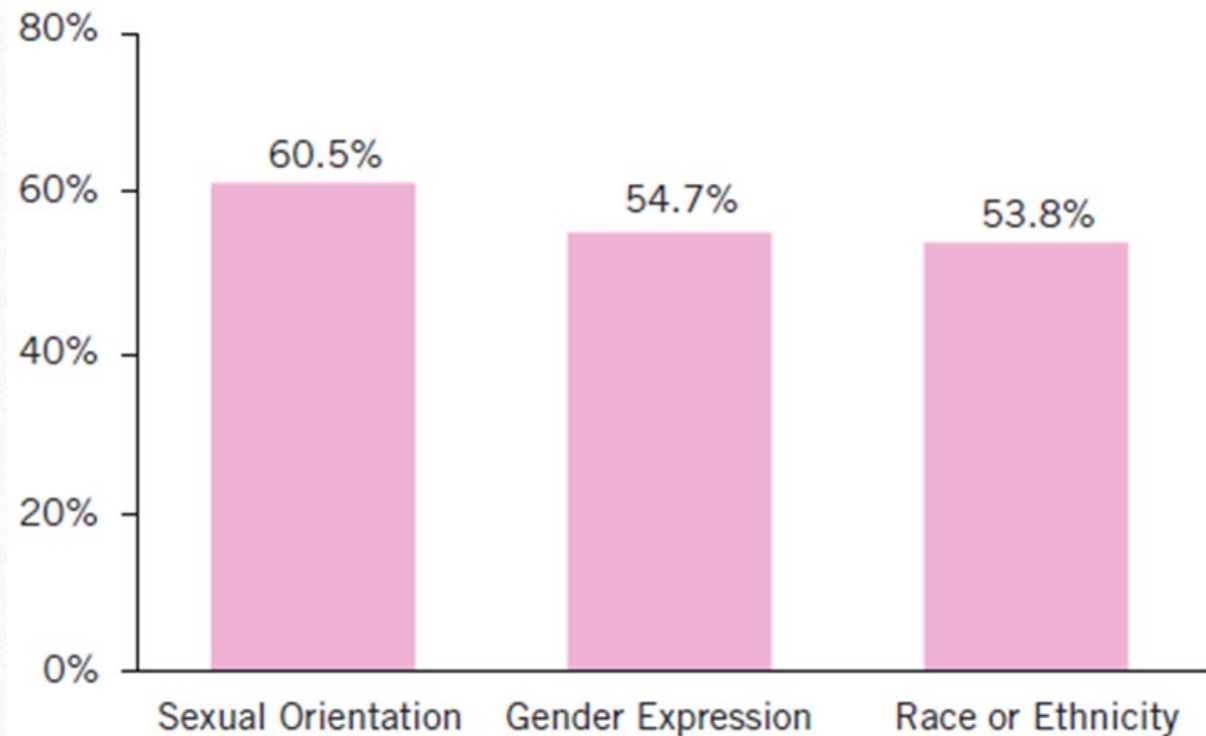
Multiple Forms of Victimization

Multiple Forms of Victimization and Well-Being

- Experiencing multiple forms of victimization associated with the poorest outcomes

- Some harmful effects of homophobic victimization were more pronounced for those who experienced less racist harassment.

Figure 1.8 Black LGBTQ Student Well-Being and Multiple Forms of Victimization, Based on Sexual Orientation and Race/Ethnicity

Missed School in the Past Month: 8.9%, 21.4%, 26.1%, 48.5%

School Belonging (Above Average Levels): 72.7%, 56.0%, 53.3%, 37.7%

Depression (Above Average Levels): 30.4%, 51.4%, 42.3%, 68.5%

- Neither Form of Victimization
- Victimization Based on Sexual Orientation Only
- Victimization Based on Race/Ethnicity Only
- Both Forms of Victimization

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Let's hear from participants

What misconceptions and actions compromise the safety and well-being of LGBTQ+ youth?

Misconceptions and Actions

- Stereotypes about LGBTQ students of color (e.g., AAPI LGBTQ students and the model minority myth).

- Exclusionary school discipline can increase likelihood of involvement with the criminal and juvenile justice system.

- The majority of LGBTQ students of color reported that staff did not respond effectively to their reports of victimization.

- The most common staff responses to reports of victimization among LGBTQ students of color were telling the student to ignore it and doing nothing.

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Let's hear from participants

# What do you wish everyone would do to support LGBTQ+ youth?

Supports and Resources for LGBTQ Students of Color

- GSAs and ethnic/cultural clubs
- Supportive educators and intervention
- Inclusive curriculum

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LGBTQ-Related School Supports

- Students with more supportive educators associated with greater self-esteem and lower depression

- Majority of LGBTQ students of color do not have many supportive educators (11 or more)

Figure 2.7 Supportive Staff and Well-Being and School Belonging Among AAPI LGBTQ Students
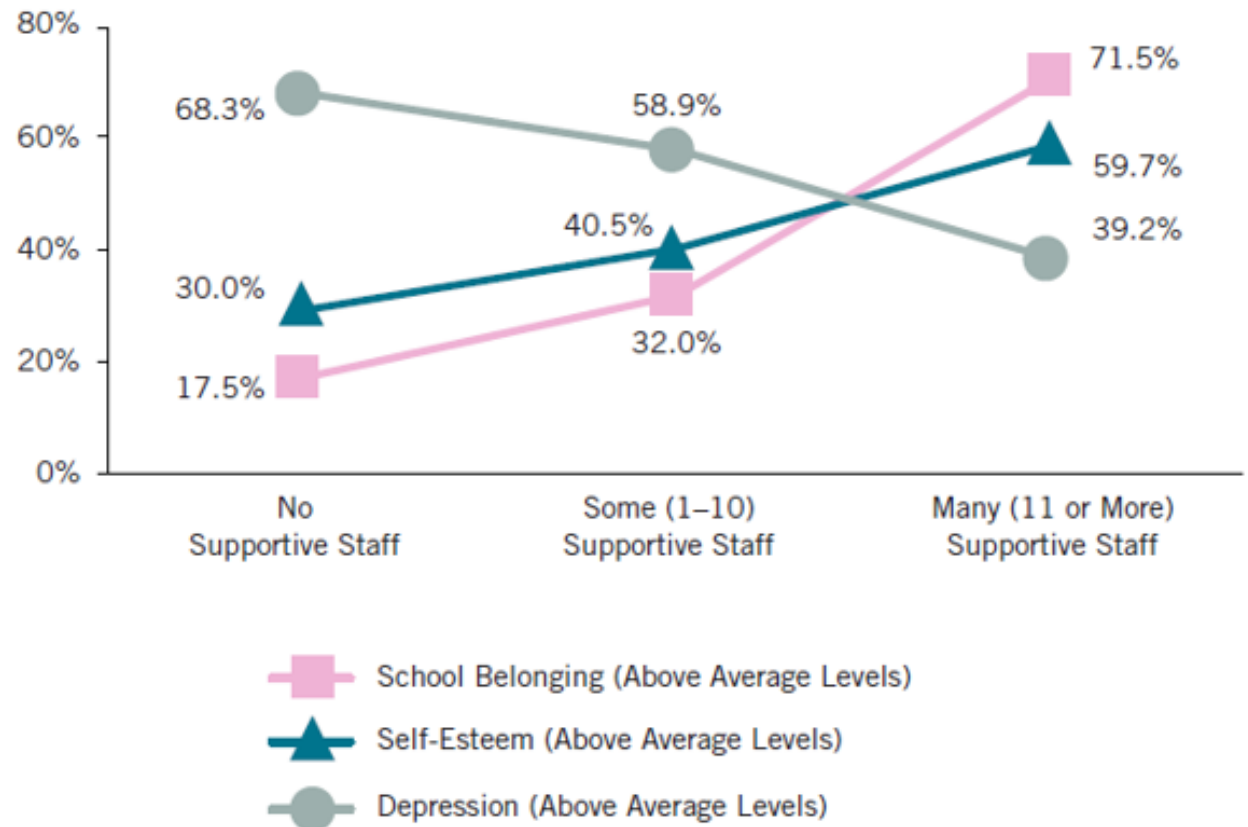
LGBTQ-Related School Supports

- Students with more supportive educators associated with greater self-esteem and lower depression

- Majority of LGBTQ students of color do not have many supportive educators (11 or more)

Figure 2.6 Latinx LGBTQ Students' Reports on the Number of Teachers and Other School Staff who are Supportive of LGBTQ Students

None 2.7%
One 4.8%
11 or More 40.6%
Between 2 and 5 29.4%
Between 6 and 10 22.7%

GLSEN
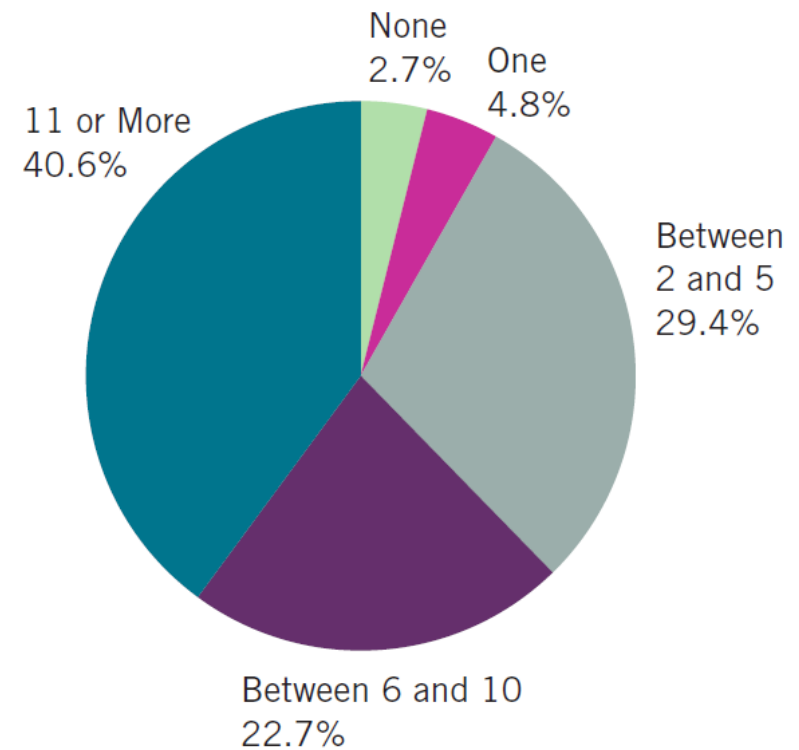
Recommendations

- Support student clubs, such as GSAs and ethnic/cultural clubs

- Provide professional development on LGBTQ students of color issues

- Curriculum inclusive of students of color and LGBTQ identities and experiences

- Establish policies and guidelines for responding to victimization

- Increase funding, especially for professional development

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Let's hear from participants

What resources or interventions do you recommend for schools to support LGBTQ+ youth?

GLSEN Resources on LGBTQ+ Youth

- Educator resources: http://www.glsen.org/resources/educator-resources

- Student and GSA resources: http://www.glsen.org/resources/student-and-gsa-resources

- 2017 National School Climate Survey report: http://www.glsen.org/nscs

- All 4 LGBTQ Youth of Color reports: http://www.glsen.org/youthofcolor

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Upcoming GLSEN Resources on LGBTQ+ Youth

- 2019 National School Climate Survey report release on **October 13**: http://www.glsen.org/nscs

- 2019 National School Climate Survey webinar on **October 14 at 4pm (ET)**. Register here: http://glsen.org/schoolclimatewebinar

- *Supporting LGBTQ+ Students of Color* resource: http://www.glsen.org/youthofcolor

- Contact Nhan Truong for more information: **nhan.truong@glsen.org**

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Additional Resources & Organizations

- ACLU Know Your Rights: Are LGBTQ+ People Protected from Discrimination in Schools?

- GSA Network

- Live Out Loud: Lesson Plans for GSAs and Diversity Clubs

- Stopbullying.gov

- PFLAG: Parents and Friends of Lesbians and Gays

- The Trevor Project

- University of Southern California - Students and Gender Identity: A Toolkit for Schools

Questions

Join Us!

- This webinar series is part of a larger School Mental Health Virtual Learning Series, created in collaboration with the National Center for School Mental Health and the Central East Mental Health Technology Transfer Center.

- Follow the NCSMH on Twitter or Facebook for more information and registration links as they are available.

Upcoming Webinars

Register at SchoolMentalHealth.org > Connect > Webinars

- **November 4, 3-4p ET** Promoting Educator Well-being: Understanding and Combatting Compassion Fatigue, Burnout, and Secondary Traumatic Stress

- **December 2, 3-4p ET** Addressing Racial Stress and Trauma

- **January 6, 3-4p ET** Trauma Responsive Care for Younger Students

Evaluation

Please complete the evaluation for this webinar.

https://ttc-gpra.org/P?s=486463

Thank You

- Panelists

- NCSMH schoolmentalhealth.org

- Central East MHTTC (managed by the Danya Institute)

  https://mhttcnetwork.org/centers/central-east-mhttc/home

- Cultural Responsiveness and Equity Practice Group
  CREtrack@som.umaryland.edu