LGBTQ2 Well-Being Education

Suicide & Bullying

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LGBTQ2 Well-Being Education Series

- Goal: to educate, inform, empower, and engage providers about the well-being of Native LGBTQ2 community

LGBTQ2 Well-Being Volunteer Educators

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- Alaina George, Tele-Health Coordinator, Albuquerque IHS
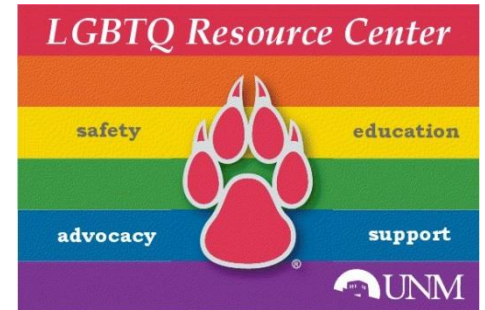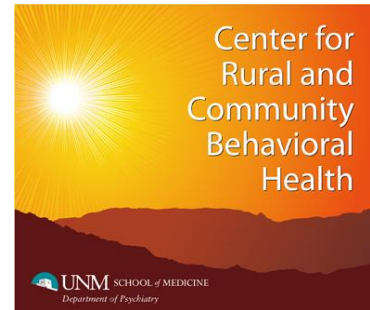
Suicide Prevention Resource Center

Some of the information provided in this presentation were adapted from the Suicide Prevention Resource Center

"Suicide Prevention among LGBT Youth: Presentation for Professionals Who Serve Youth"

This training is available at:

http://www.sprc.org/LGBTYouthWorkshopKit.asp

Objectives

1. Cite and interpret research related to suicide behavior and bullying among LGTBQ2 community
2. Identify and recognize the risk and protective factors for LGBTQ2 youth and their implications
3. Identify and recognize preventative strategies related to suicidal behavior and bullying among LGBTQ2 youth
4. Recognize that bullying in the school is best addressed systemically and preventively rather than on a case-by-case basis

SPRC Background Information

- Suicide Prevention Resource Center is an online resource based on the US Surgeon General & National Action Alliance for Suicide Prevention – "National Strategy for Suicide Prevention"
- Funded by the US Department of Health and Human Service's – Substance Abuse and Mental Health Services Administration (SAMHSA)
- Services & Resources provided by the SPRC:
    - Training on suicide prevention
    - Publications (toolkits, research summaries, presentations, etc.)
    - Partnership Building
    - The website
    - E-Newsletter & social media
    - Library (online)
    - Organizational Support
    - Technical Assistance
- Website - http://www.sprc.org/

SPrC History

- *National Strategy for Suicide Prevention* listed LGBT youth as a special population at risk in 2001.[1]

- SPRC published *Suicide Risk and Prevention for LGBT Youth* in 2008. It is available online at *www.sprc.org/library/SPRC_LGBT_Youth.pdf*.

U.S. Department of Health and Human Services, 2007 & 2010

Youth and Young Adult Suicide

- Suicide is the 3rd leading cause of death for youths (10-24) and 2nd leading cause of death for young adults (25-34) in the United States.

- Over 4,000 youths and young adults die by suicide each year.

- About 1 out of every 15 high school students attempts suicide each year.

Centers for Disease Control and Prevention, 2007-2010

LGBT Youth and Suicide

Remafedi (1999) found that suicide attempts were often associated with:

- Gender nonconformity
- Early awareness of being LGBT
- Victimization (bullying)
- Dropping out of school
- Family rejection
- Peer suicide attempts
- Homelessness
- Substance abuse
- Mental health challenges

- Being LGBT alone is not the cause of increased occurrence of suicide in LGBT youth
- The increased risk comes from the psychosocial distress experienced by LGBT youth
- LGBT youth have higher rates of suicide attempts
- LGBT youth suicide attempts may be more life threatening

2012, SAMHSA, Promoting Suicide Prevention Among
LGBT Youth

Terms – Suicidology

- Completed suicide (death)
- Attempted suicide
- Suicide ideation
- Suicidal behavior
- Suicide gesture
- Non-suicidal self-injury

Suicide Ideation in LGB Youth

LGB youth are 1½ to 3 times more likely to report suicide ideation than non-LGB youth.

Suicide Prevention Resource Center, 2008

Suicide Ideation in LGB Youth

Students who reported suicide ideation:

LGB Youth	Straight Youth
31.2% of GB male high school students (past month)	20.1% of straight male high school students (past month)
36.4% of LB female high school students (past month)	34.3% of straight female high school students (past month)
47.3% of GB adolescent boys (lifetime)	34.7% of non-GB adolescent boys (lifetime)
72.9% of LB adolescent girls (lifetime)	53% of non-LB adolescent girls (lifetime)

Remafedi et al., 1998

Eisenberg & Resnick, 2006

Suicide Ideation in LGB Youth

- 42% of LGB youths said they sometimes or often thought of killing themselves.

- 48% of LGB youth said suicidal thoughts were "clearly" or at least "somewhat" related to their sexual orientation (lifetime).

D'Augelli et al., 2001

Suicide Attempts in LGB Youth

- LGB youth are 1½ to 7 times more likely to have attempted suicide than non-LGB youth.

- LGB youth attempts may be more life threatening, based on some initial findings about:
    - Intent to end their lives
    - Lethality

Suicide Prevention Resource Center, 2008

Safren & Heimberg, 1999

Remafedi et al., 1991

Suicide Attempts in LGB Youth

- LGB youth were more than 2 times more likely to attempt suicide than their straight peers (past year).

- Bisexual and gay male high school students were 7 times more likely to attempt suicide than their straight counterparts (lifetime).

- 30% of LGB youth vs. 13% of straight youth (median age of 18) had attempted suicide (lifetime).

- 52.4% of LB females vs. 24.8% of non-LB females and 29.0% of GB males vs. 12.6% of non-GB males had attempted suicide (lifetime).

Russell & Joyner, 2001

Remafedi et al., 1998

Safren & Heimberg, 1999

Eisenberg & Resnick, 2006

Suicide Attempts in LGB Youth

Factors that increase the risk for suicide attempts among LGB youth, include:

- Depression
- Peer victimization
- Hazardous alcohol use
- Physical abuse by an adult

2011, Mark L. Hatzenbuehler, The Social Environment and Suicide Attempts in Lesbian, Gay, and Bisexual Youth

Suicidal Behavior and Transgender Youth

Transgender youth:

- Studies show higher rates of suicidal ideation and suicide attempts.

- There is little widely accepted estimate for the occurrences of people who are transgender.
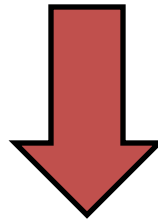
Risk and Protective Factors

Being LGBT is not itself a risk factor for suicidal behavior
BUT
social stigma and discrimination
unsafe schools
ineffective providers

are associated with mood, anxiety, and substance use disorders, and suicidal behavior.

Risk Factors – Youth

- Previous attempt(s)
- Substance use disorder
- Mental (including personality) disorders
- Parents with mental and/or substance disorders

- Stress (rejection, feared punishment)
- Isolation
- Hopelessness
- Lethal means available

Berman et al., Adolescent Suicide, 2006

Risk Factors – LGBT Youth

- **Gender role nonconformity[1]**
- **Internal conflict about sexual orientation[2]**
- **Time of coming out[3]**
- **Early coming out[4]**
- **Low family connectedness[5]**

- **Lack of adult caring[5]**
- **Unsafe school[5]**
- **Family rejection[6]**
- **Victimization[7]**
- **Stigma and discrimination[8]**

1. Fitzpatrick et al. 2005; Remafedi et al. 1991
2. Savin-Williams 1990
3. D'Augelli et al. 2001
4. Remafedi 1991

5. Eisenberg & Resnick, 2006
6. Ryan et al., 2009
7. Bontempo & D'Augelli 2002; Russell & Joyner 2001
8. Meyer 1995

Protective Factors

- Family connectedness[1]

- Family acceptance[2]

- Safe schools[1]

- Caring adult[1]

- High self-esteem[3]

- Positive role models[3]

1. Eisenberg & Resnick, 2006
2. Ryan et al., 2009
3. Fenaughty & Harre, 2003

Protective Factors

Family acceptance – parent and caregiver behaviors that help
:
– Talk with your child about his/her LGBT identity
– Express affection when you learn that your child is LGB and/or T
– Advocate for child when he/she is mistreated because of his/her LGBT identity
– Bring your child to LGBT events
– Connect your child with an LGB and/or T adult role model
– Welcome your child's LGB and/or T friends and partners into your home
– Believe that your LGB and/or T child can have a happy future

Ryan, 2009

Protective Factors

- Negative characteristics of the social environment increase risk for suicide attempts among LGB youth, above individual-level risk factors.

- A supportive social environment (family, school, community, social acceptance and support) is significantly associated with fewer suicide attempts and lowering the risk of suicide.

- These results suggest that identifying structural interventions may help to reduce sexual orientation–related disparities in suicide attempts.

- Structural Interventions = societal or community driven acceptance, the social climate verbalizing LGBTQ issues, and emphasizing not to pathologies

The Social Environment and Suicide Attempts in Lesbian, Gay, and Bisexual Youth, Mark L. Hatzenbuehler, 2011

Protective Factors

Family connectedness plays an important role for LGB youth. Youth who are more connected to family say, "My family…

- "cares about my feelings"
- "understands me"
- "has lots of fun together"
- "respects my privacy, and my parents care about me"

Eisenberg & Resnick, 2006

Protective Factors

School safety includes:

- "I feel safe going to and coming from school."

- "I feel safe at school."

- "Bathrooms in this school are a safe place to be."

Other adult caring includes:

- How much youth felt that other adults in their community, faith leaders, and other adult relatives cared about them.

Eisenberg & Resnick, 2006

Youth Suicide Prevention

- Referring at-risk youth for assessment or services
- Gatekeeper programs
- Screening
- Crisis lines

Reduction of risk factors, increase in protective factors

Gould, M. S. et al., 2003

LGBT Suicide Prevention

- Promote LGBT cultural competence through staff training
- Refer LGBT youth to mental health services
- Reach out to providers and organizations who serve LGBT youth
- Include the topic of LGBT youth risk in awareness, materials, conferences, and in state/local prevention plans
- Include the topics of dealing with discrimination and victimization in life-skills training for youth
- Institute protocols for when youth are identified at risk, youth have attempted suicide, or youth have died by suicide
- LEARN THE WARNING SIGNS AND WHAT TO DO
- Advocate for LGBT youth leadership in suicide prevention programs
- Provide accurate information about LGBT youth suicide risk on the Web and in materials

LGBT Bullying

Common occurrence

– 80-90% verbally harassed

– 45-60% physically harassed

– 22-40% physically assaulted

Transgender students

– 78% harassed (verbal/physical)

– 35% physically assaulted

– 12% sexually assaulted

Burkett, 2008
Grant, et. al, 2011

Bullying

- Among those at greatest risk for being bullied by peers are youth who identify as LGBT and those questioning their sexual orientation as well, a group of adolescents who represent about 5% of American high school students (GLSEN, 2006)

- Adams, Cox, and Dunstan (2004) contend that much of the prejudice, discrimination, and victimization associated with developing a non-heterosexual identity are encountered at school

LGBT Bullying

- Bullying leads to increased rates of
  - PTSD and other mental health disorders
  - Suicide ideation and attempts
  - Decreased academic performance and school drop out (28% dropout rate)
  - Increased chance of bringing a gun to school
  - Increased rates of school expulsions
  - Increased risk taking behaviors
- Often not reported (ASK!)

Crothers, 2007

Bullying - negative outcomes for youth

- low self-esteem
- Depression
- suicidal ideation or completion
- abuse of alcohol and other substances
- sexual risk taking
- subjection to violence at rates higher than their heterosexual counterparts

Callahan, 2001
National Association of School Psychologists, 2004

Bullying - Transgender youth

- Bias Language in Schools - Most transgender youth attended schools with hostile school climates. Similar to their non-transgender LGB peers, transgender students reported frequently hearing homophobic language and negative remarks about gender expression from other students.
- School Safety, Experiencing Harassment & Assault - Many transgender students were made to feel unsafe in school because of some personal characteristic, most notably their gender expression and sexual orientation.
  – Transgender students experienced high levels of in-school victimization, which is often unreported
  – Transgender students are less likely to fees a part of the their school community and had lower sense of belonging than LGB youth
  – There are little to no resources or support systems for transgender students

Bullying - Transgender youth

- Impact of Victimization- hostile school environments
  - Increased absenteeism
  - Decreased education aspirations
  - Lower academic performance

- If a Transgender youth feels safe and feels a sense of belonging in their school they:
  - Were "out" to most of their peers and staff in the school
  - Were more open to discussing LGBT issues in the school (talked to teachers, and mental health professionals)
  - Will do better academically
  - Were more likely to report incidents to peers or staff

2007, Bullying of Sexually Diverse Children and Adolescents
http://www.nasponline.org/publications/cq/mocq355bullying.aspx

What does Student HARASSMENT have to do with CARRYING A GUN TO SCHOOL?

It is logical that students may feel compelled to carry weapons if they fear for their safety.

- Students who have been harassed or attacked at school **_because of their gender_** are more than **twice as likely** as non-harassed peers to **report having carried a gun to school** in the *past month* (3.9% vs. 1.4%).
- Students who have been harassed or attacked at school **_because of their race_** are *more than* **four times as likely** as their peers to **report having carried a gun to school** in the *past month* (4.6% vs. 1.1%).
- Students who have been harassed or attacked at school **_because someone perceived them to be gay or lesbian_** are *more than* **six times as likely** as their peers to report **having carried a gun to school** in the *past month* (10.4% vs. 1.7%).

Highlights from a 2002 report by Public Health – Seattle & King County:

Bullying and Biased-Based Harassment in King County Schools

http://www.metrokc.gov/HEALTH/datawatch/bullying.pdf

What DOES Student HARASSMENT have to do with ATTEMPTING SUICIDE?

- Students who have been harassed or attacked at school **because of their gender** are more than *twice as likely* as non-harassed peers to *report having attempted suicide in the past year* (13.4% vs. 5.2%).

- Students who have been harassed or attacked at school **because of their race** are more than *twice as likely* as their peers to *report having attempted suicide in the past year* (12.4% vs. 5.9%).

- *Almost a quarter* of students who have been harassed or attacked at school **because someone perceived them to be gay or lesbian** *report having attempted suicide in the past year – more than three times* the rate their peers report (23.2% vs. 7.1%).

LGBT Bullying Interventions

- Anti-bullying/discrimination polices decrease suicides rates
- Inclusion policies increase safety and decrease harassment
- Gay-Straight alliances improve academic performance, relationships, safety and sense of belonging to the school
- Gay-sensitive educators correlated with decreased risk taking activity

Summary Report by Safe Schools Coalition

Laws, policies, inclusive curricula make a difference

- "States that enacted **antidiscrimination laws** had a reduction relative to states that have never enacted these laws
- "Belonging to school-based **Gay-Straight Alliances** positively impact:
  - academic performance,
  - school/social/and family relationships
  - comfort level with sexual orientation
  - development of strategies to handle assumptions of heterosexuality
  - sense of physical safety
  - increased perceived ability to contribute to society
  - enhanced sense of belonging to school community."
- "Gay, Lesbian and Bisexual] youths in schools with **gay-sensitive instruction** reported fewer sexual partners, less recent sex, and less substance use"

2002, B.M. Jesdale & S. Zierler, Enactment of Gay Rights Laws in U.S. States and Trends in Adolescent Suicide: An Investigation of Non-Hispanic White Boys. *Journal of the Gay and Lesbian Medical Association*

2002, C. Lee, The Impact of Belonging to a High School Gay/Straight Alliance. *The High School Journal*

2001, S.M. Blake, et al, Preventing sexual risk behaviors among gay, lesbian, and bisexual adolescents: the benefits of gay-sensitive HIV instruction in schools. *American Journal of Public Health*

HOW IS SCHOOL CLIMATE DIFFERENT in schools with harassment policies that specify
sexual orientation or gender expression?

- Students from schools with an inclusive policy are less likely to report a serious harassment problem at their school

- Students from schools with an inclusive policy report that others are less often harassed in their school because of their sexual orientation or their gender

- Students from schools with an inclusive policy are also more likely to feel very safe at school

What Schools & Communities Can do

- Develop Policies on Bullying – within which students are encouraged to treat each other equally, regardless of LGBTQ identities
- Conduct Training on Bullying Prevention and Interventions
- Discuss Bullying
- Raise Community Awareness – include community, professionals, and leadership
- Creation of Gay & Straight Alliance

Stopbullying.gov

Create "Safety, security, trust, acceptance(love), consistency, congruency, and room to grow."

Aneth School District, Bureau of Indian Education Shiprock Agency

What Schools & communities can do for Transgender youth

- Help the youth feel like they belong. "Allies" are important members who support the youth
- Adults are very important "allies," as most transgender youth are "out" to their family members, and school staff. They are less likely to be out to male students.
- Discussing LGBT issues in class. For example, students may want to raise issues related to LGBT people or events, such as discussions of the LGBT civil rights movement in class.
- Continued training of school staff regarding transgender community is important. Those transgender youth who seek help often sought help from teachers and school counselors and often prefer one-on-one help. More transgender youth went to a teacher first.

2009 GLSEN, Harsh Realities: The Experiences of Transgender Youth in Our Nation's School

What Schools & communities can do for Transgender youth

- Making available positive resource for transgender youth. Such as student clubs that address LGBT student issues (such as Gay-Straight Alliances); the inclusion of LGBT people, history, or events in class curricula; having teachers and staff who are supportive of LGBT students; and having school policies for addressing incidences of harassment or assault.

- Many schools still do not have Gay Straight Alliances. Transgender youth are more likely to join a GSA and were attending more frequently than other LGB youth.

- Make available LGBT Curricula resources. Such as in the libraries, in text books, assigned readings, and/or school events. Most of the resources found by students were through the internet.

- Having supportive adults, and mentors.

- Implementation of school policies that address in-school harassment and assault are imperative for creating school environments where students feel safe.

2009 GLSEN, Harsh Realities: The Experiences of Transgender Youth in Our Nation's School

AI/AN Prevention/Intervention Initiative – We R Native

- Media technologies, including the Internet, cell phones, and video games, offer new avenues for reaching adolescents on a wide range of sensitive health topics
- The study included media technology use among 405 AI/AN youth (13–21 years old) living in tribes and urban communities in the Pacific Northwest, and identified patterns in their health information-seeking practice
- Technology use was exceptionally common among survey respondents, mirroring or exceeding national rates. High rates of online health information seeking were also reported
- We R Native

2011, Rushing & Stephens, *Use of Media Technologies by Native American Teens and Young Adults in the Pacific Northwest: Exploring Their Utility for Designing Culturally Appropriate Technology-Based Health Interventions*

Media & Internet Prevention Strategies for Native LGBTQ2 Community

- We R Native – made available resources for AI/AN LGBTQ2S HIV Prevention Initiative

- Northwest Portland Area Indian Health Board – Project Red Talon
  - Media Campaign (Website & Education Brochures)

  - Tech based Intervention Pilot Projects

  - Tribal Social Marketing Campaigns

- Educational Brochures include:
  - 5 posters
  - 2 Radio PSAs
  - Tip Cards
  - Fact Sheets (HIV Testing, HIV Prevention, Self Acceptance,

    & Parents/Family Support to LRBTQ2S Teens

http://www.npaihb.org/epicenter/project/rt_reports_publications_media_campaigns

#STD/HIV_PowerPoint_Slides

We R Native – We R Proud

Resources

- Take gatekeeper training (e.g., QPR, ASIST, Connect) to learn how to identify youth who may be having suicidal thoughts
  http://www.sprc.org/featured_resources/bpr/standards.asp

- Contact your state suicide prevention coalition to find gatekeeper training in your area
  http://www.sprc.org/stateinformation/index.asp

- Encourage your local referral network to be trained in assessing and managing suicide risk http://www.sprc.org/traininginstitute/amsr/clincomp.asp

- National Suicide Prevention Lifeline brochure
  "After an Attempt: Guide to Taking Care of Your Family Member after Treatment in the Emergency Department"
  http://www.suicidepreventionlifeline.org/App_Files/Media/PDF/Lifeline_AfterAnAttempt_ForFamilyMembers.pdf

- Feeling Blue Suicide Prevention Council booklet

  "After an Attempt: The Emotional Impact of a Suicide Attempt on Families"
  http://feelingblue.org/docs/AFTER_AN_ATTEMPT_BOOKLET_rev.pdf

Resources

- At-a-Glance: Safe Reporting on Suicide:
  http://www.sprc.org/library/at_a_glance.pdf

- Youth Suicide Prevention, Intervention, and Postvention Guidelines from Maine Youth Suicide Prevention Program:
  http://www.maine.gov/suicide/docs/Guidelines%2010-2009--w%20discl.pdf

- After a Suicide: Recommendations for Religious Services and Other Public Memorial Observances:
  http://www.sprc.org/library/aftersuicide.pdf

- For data: http://www.cdc.gov/ncipc/wisqars/ and
  http://www.sprc.org/stateinformation/index.asp

Resources

- http://www2.sprc.org/sites/sprc.org/files/AASWarningSigns_factsheet.pdf - American Association of Suicidology: Best practices, and warning signs of suicide

- http://www.thinkb4youspeak.com/ - ThinkB4YouSpeak.com is a campaign which aims to raise awareness about the prevalence and consequences of anti-LGBT bias and behavior in America's schools

- http://sports.glsen.org/ - Changing the Game: The GLSEN Sports Project is an education and advocacy program focused on addressing LGBT issues in K-12 school-based athletic and physical education programs. - See more at: http://sports.glsen.org/about-the-project/#sthash.znAZGBYT.dpuf

Resources

- GLSEN, Gay, Lesbian and Straight Education Network http://www.glsen.org
- PFLAG (Parents/Friends/Families of Lesbians and Gays) http://www.pflag.org
- The Trevor Project www.thetrevorproject.org
- Stop Bullying.Gov www.stopbullying.gov
- It Gets Better www.itgetsbetter.org
- Gender Spectrum www.genderspectrum.org
- Safe Schools Coalition www.safeschoolscoalition.org
- UNM LGBTQ Resource Center http://lgbtqrc.unm.edu/
- New Mexico GLBT Resources http://www.nmglbt.org/
- Transgender Resource Center of New Mexico http://www.tgrcnm.org/

Resources

- We R Native www.wernative.org
- Northwest Portland Area Indian Health Board – We R Proud, Logos, Media, PSAs, etc. http://www.npaihb.org/epicenter/project/prt_reports_publications_media_campaigns#STD/HIV_PowerPoint_Slides
- NativeOUT http://nativeout.com
- Native Stand http://www.nativestand.com/
- Two Spirit National Cultural Exchange Inc. http://www.twospiritnce.com/
- Videos:
- Coming out to Families, "Our Families: LGBT / Two Spirit Native American Stories" http://www.youtube.com/watch?v=geFgT-X7Ajc
- Bullying (Native Specific) http://www.youtube.com/watch?v=8CECOfOyghc
- As they Are: Two Spirit People in the Modern World
- http://youtu.be/AYGxZL87OZE
- Independent Lens - Two Spirits, PBS
- Two Spirits http://twospirits.org/

Summary

- Now that you have completed this training module, you can:

    1. Cite and interpret research related to suicide behavior and bullying among LGTBQ2 community

    2. Identify and recognize the risk and protective factors for LGBTQ2 youth and their implications

    3. Identify and recognize preventative strategies related to suicidal behavior and bullying among LGBTQ2 youth

    4. Recognize that bullying in the school is best addressed systemically and preventively rather than on a case-by-case basis

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