

SS-SWAC-YAC Presentation

Harassment, Intimidation & Bullying in LGBTQ+ Youth

Introductions

- **SS-SWAC-YAC**
- **Val**
 - He/Him or They/Them
 - Bethel School District
- **Lillian**
 - she/her
 - University of Washington

Introduction to Harassment, Intimidation and Bullying

What is Harassment, Intimidation and Bullying?

- **RCW 28A.600.477** defines harassment, intimidation and bullying (HIB) as any intentional act, electronic, verbal, written or physical with motivations including, but not limited to categories defined in **RCW 28A.640.010** and **RCW 28A.642.010**:
 - **RCW 28A.640.010**: prohibits educational discrimination based on one's biological sex in all K-12 Washington State schools - as required in the Washington State Constitution (Article XXXI, section 1, Amendment 61)
 - **RCW 28A.642.010**: prohibits discrimination in public Washington State schools based on race, skin color, national origin, religion, creed, military or honorable veteran status, mental, sensory or physical disability, the use of a trained guide dog or service animal, sexuality, gender identity and gender expression
- Other characteristics that may define harassment, intimidation and bullying according to **RCW 28A.600.477** include:
 - Physical harm to the student
 - Damage to the student's property
 - Interferes with the student's education in a substantial manner
 - Creates a threatening or intimidating environment
 - Disrupts the operation of the school

Harassment, Intimidation & Bullying and Mental Health

According to a 2018 research paper published in the Journal of Child and Family Studies and cited by stopbullying.gov:

- Victims of bullying are shown to have an **increased risk of repressing or internalizing feelings and increased aggression**. These individuals also show **decreased levels of self-esteem** and decreased optimism or hope for the future.
- Bystanders that did not intervene or encouraged the bullying follows a similar pattern with an increased risk for internalized feelings, an increased level of aggression and a **decreased level of optimism** but also display a **decline in academic performance**.
- Bystanders that discouraged bullying also experienced an increase in repressed emotions but overall had a more **positive increase in self-esteem, optimism and academic performance**.

Mental Health & Academic Performance

- Mental health problems, including those **related to bullying and harassment**, increase the risk for poor academic performance
 - Especially true in K-12 students
- Students reporting severe mental distress are **two to four times as likely** to self-report low academic self-efficacy

Harassment, Intimidation & Bullying in LGBTQ+ Youth

Prevalence of Bullying & Harassment in LGBTQ+ Youth

Figure 1. Hearing Anti-LGBTQ Remarks from Students in Washington Schools
(percentage of LGBTQ students hearing remarks regularly)

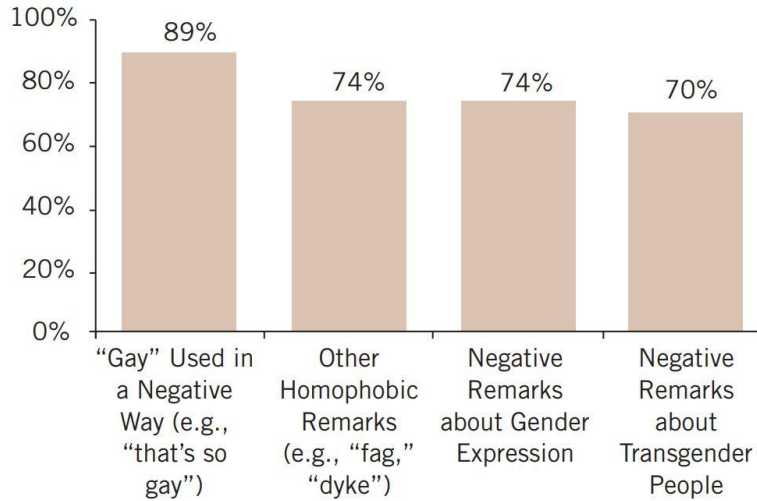
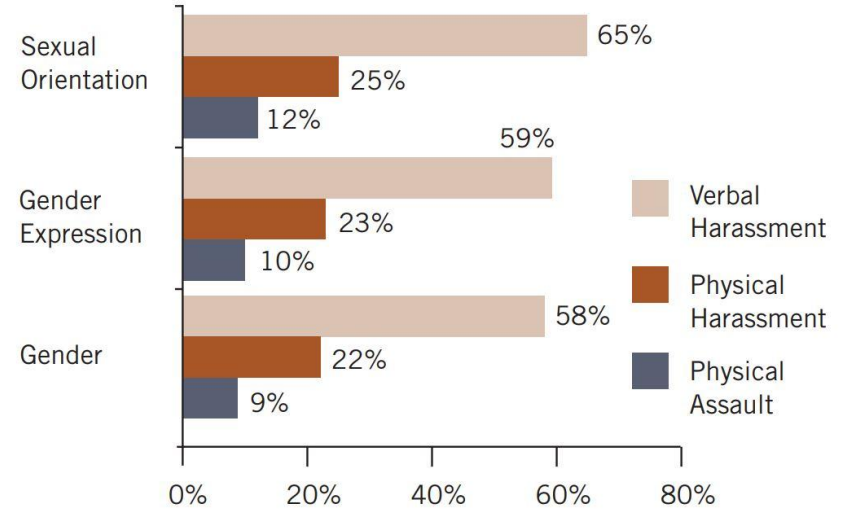


Figure 2. Anti-LGBTQ Harassment & Assault in Washington Schools
(percentage of LGBTQ students harassed or assaulted in the past year based on...)



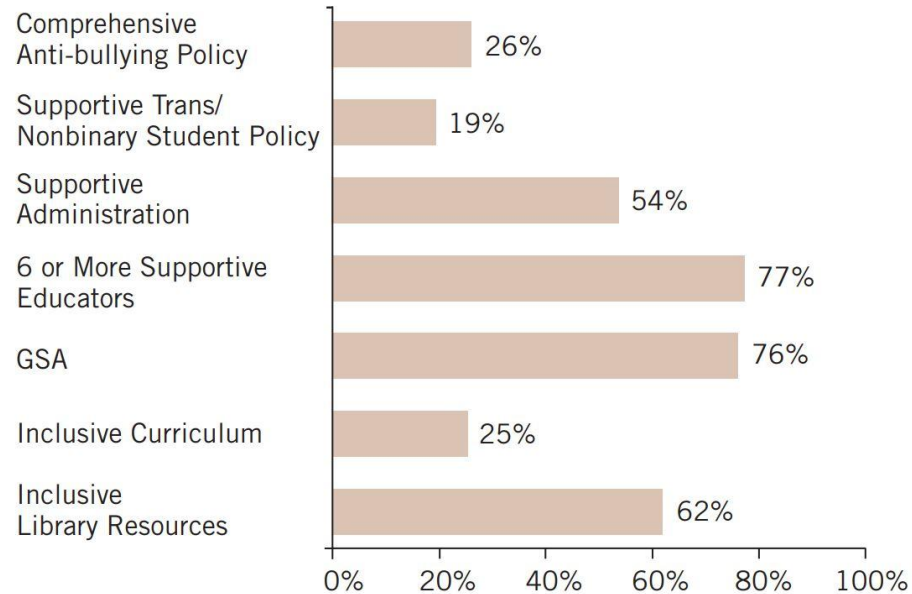
The Larger Impact of Discrimination- Based Harrassment, Intimidation & Bullying



Addressing the Problem

Comprehensive Anti-Bullying Policies

Figure 4. Availability of LGBTQ-Related Resources & Supports in Washington Schools



A Culture of Support

- Supporting **gay-straight alliances and Pride Clubs**
- Standing **against censorship** of books with LGBTQ+ themes
- Visual **displays of solidarity**
 - Safe Space stickers and posters
- Inclusive **curriculum** with LGBTQ+ representation
- Increased **professional development** trainings for teachers and staff at all grade levels

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Questions?

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