



# VIOLENCE AND VICTIMIZATION

SUPPORTING LGBTQ STUDENTS INSIDE AND OUTSIDE OF THE CLASSROOM

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## PRESENTATION OBJECTIVES

- Describe patterns of violence and victimization of LGBTQ youth and young adults (Y/YA) in the United States.
- Articulate culturally-appropriate language and best practices for supporting LGBTQ Y/YA.
- Identify opportunities to be a change agent inside and outside of the university for LGBTQ Y/YA



## ROADMAP FOR THE DAY

- Introductions
- A moment for language
- Allyship exercise
- Violence and victimization of LGBTQ Y/YA
- Best practices for supporting LGBTQ Y/YA
- Being a change agent



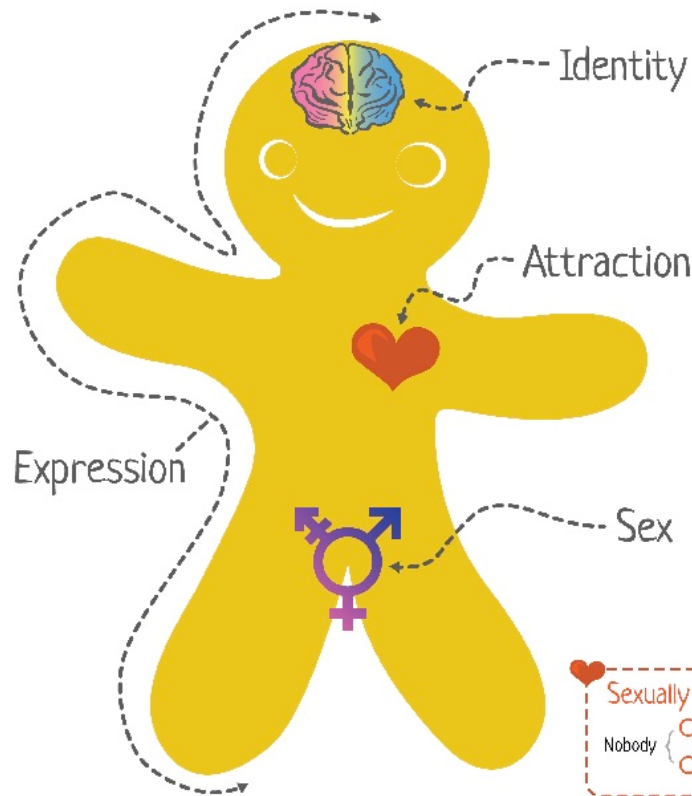
# THE POWER OF THE TONGUE



# The Genderbread Person v3.3

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.



For a bigger bite, read more at <http://bit.ly/genderbread>

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread. 4 (of infinite) possible plot and label combos.

**Gender Identity**

Indicates a lack of wholeness on the right.

Woman-ness

Man-ness

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

Labels: "women", "man", "two same", "gender-queer"

**Gender Expression**

Feminine

Masculine

The ways you present gender, through your actions, dress, and demeanor; and how those presentations are interpreted based on gender norms.

Labels: "butch", "femme", "androgynous", "gender neutral"

**Biological Sex**

Female-ness

Male-ness

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Labels: "etc.", "female", "male", "MTF Female"

**Sexually Attracted to**

Nobody

Women/Females/Femininity

Men/Males/Masculinity

**Romantically Attracted to**

Nobody

Women/Females/Femininity

Men/Males/Masculinity

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

## SEX VS. GENDER

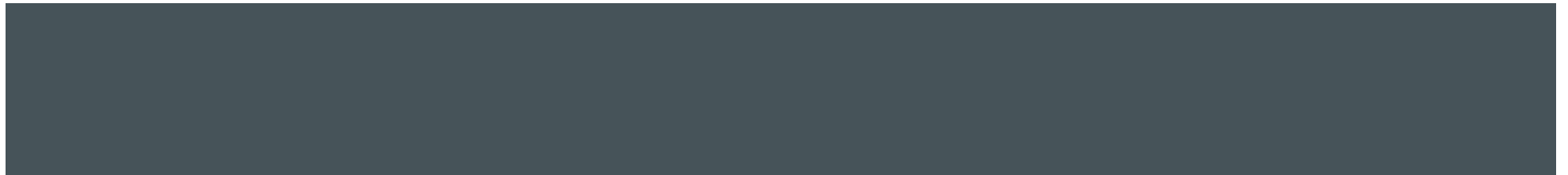
- BIOLOGICAL SEX: medical term used to refer to the chromosomal, hormonal, and anatomical characteristics that are used to classify an individual as male, female, or intersex.
- GENDER IDENTITY: the internal perception of one's gender, and how they label themselves, based on how much they feel they align (or not) with what they understand their options for gender to be (e.g. male, female, genderqueer)
- GENDER EXPRESSION: the external display of one's gender; a combination of dress, demeanor, social behavior, and other factors, generally viewed as masculine or feminine.

## ...V. SEXUAL ORIENTATION

- SEXUAL ORIENTATION: the inherent type of sexual, romantic, physical, and/or spiritual *attraction* one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (e.g. gay, lesbian, bi or pansexual, heterosexual/straight).
- SEXUAL IDENTITY: the label that people adopt to signify to others who they are as a sexual being, particularly regarding sexual orientation or attraction.
- SEXUAL BEHAVIOR: refers to an individual's actual sexual activity and types of partners.



TIME FOR REFLECTION







# THE EXPERIENCE OF LGBTQ Y/YA



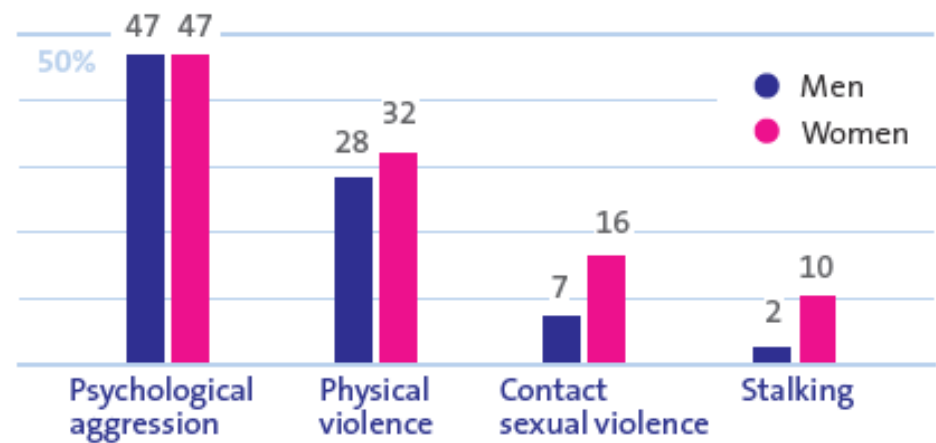
## WHAT WE KNOW ABOUT VIOLENCE AND VICTIMIZATION OF LGBTQ Y/YA

- In 2017, 59.5% of LGBTQ students felt unsafe at school because of their sexual orientation, 44.6% because of their gender expression, and 35.0% because of their gender (GLSEN, 2017).
- 28.9% of LGBTQ students were physically harassed (e.g., pushed or shoved) in the past year based on sexual orientation, 24.4% based on gender expression, and 22.8% because based on gender (GLSEN, 2017).
- Only 16% of trans and gender expansive Y/YA felt safe in educational settings (HRC, 2018).
- 51% of trans and gender expansive Y/YA used bathrooms that did not aligned with their gender identity in the last year in educational settings (HRC, 2018).
- More than 90% of LGBTQ Y/YA reported being verbally harassed at least once a year, and 47% of LGBTQ youth reporting more frequent verbal harassment (Woodford, Howell, Silverschanz, & Yu, 2012).

# INTIMATE PARTNER VIOLENCE

- Intimate partner violence is a major societal problem.
- 3 in 10 women and 1 in 10 men in US have experienced IPV in their lifetime.
- Rates of IPV during young adulthood with between 10% and 20%.
- Discrepant findings on the rate of IPV among racial minorities.
- LGBTQ young adults experience disproportionate rates of IPV with :
  - 52% of lesbian women
  - 39% of gay men
  - 38% of bisexual individuals
- Unfortunately, we have limited representation of LGBTQ communities in national studies.

**Lifetime Estimate of Intimate Partner Violence<sup>B</sup>**  
*by sex and type of victimization*



Source: Morbidity and Mortality Weekly Report, 2014, 61(8)

## RECENT WORK


### The Crossroads of Identities: Predictors of Harassment Among Lesbian, Gay, Bisexual, and Queer Adults


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Darren L. Whitfield *University of Pittsburgh*  
Shanna K. Kattari *University of Michigan*  
Lisa Langenderfer-Magruder *Florida State University*  
N. Eugene Walls *University of Denver*  
Daniel Ramos *One Colorado*

### Original Research

### Experiences of Intimate Partner Violence Among Lesbian, Gay, Bisexual, and Transgender College Students: The Intersection of Gender, Race, and Sexual Orientation

Darren L. Whitfield, PhD, MSW,<sup>1</sup>   
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- In a study of LGBQ adults in Colorado, we found:

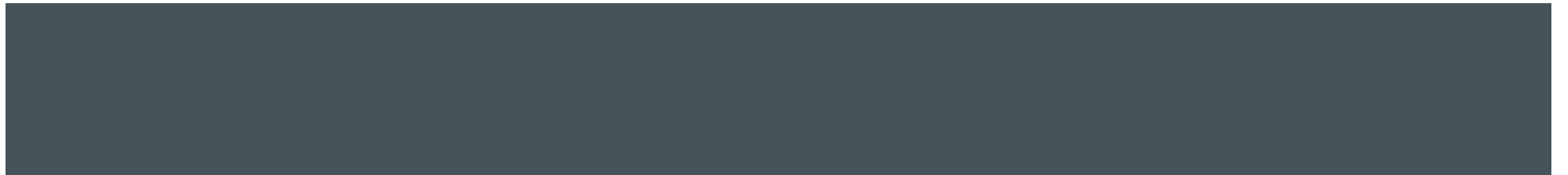
- Overall, 44.9% of LGBQ adults reported being harassed in school settings.
- Amongst this group differences appeared:
  - Bisexual and queer participants had higher rates of reporting harassment in schools.
  - LGBQ people of color had higher rate of reporting harassment in schools.

- In a study of college students across the United states we found:

- Bisexual individuals, transgender persons, and people with other racial/ethnic identities had highest rates of experiencing emotional IPV.
- Bisexual individuals, transgender persons, and Black students had highest rates of experiencing physical IPV.
- Bisexual individuals, transgender persons, and people with other racial/ethnic identities had highest rates of experiencing sexual IPV.



# BEST PRACTICES



## WAYS TO BE AN ALLY

- Don't make assumptions about people's family structure, sexual orientation, or gender identity.
- Learn to use language that is respectful and inclusive of different relationships and identities. Respect transgender people's right to use chosen names and pronouns.
- Post a rainbow or other affirming symbol in our workspace to visibly indicate that you are an ally.
- Attend ally trainings, discussions, and events whenever possible.
- Educate yourself! Listen to LGBTQI people's experiences, but don't rely on them to educate you-read books and watch films about LGBTQI topics.
- Take time to reflect on your own biases and prejudices and move past them.
- Confront homophobic and transphobic comments, actions, jokes, and name calling.

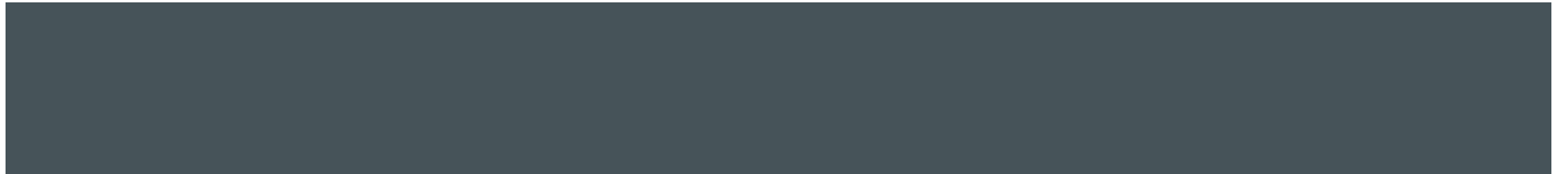
## IN THE CLASSROOM

- Signal you are an ally by indicating your pronoun at the beginning of class, but don't make pronouns compulsory.
- Include classroom material from diverse perspectives.
- Adopt inclusive language policies in your classroom and encourage your department to implement the policy widely.
- Be familiar with university and department policies regarding inclusion for LGBTQ students.
- Be familiar with community resources for LGBTQ students who may not be integrated into university services.





# CHANGE AGENT



# WHAT ABOUT THE ENVIRONMENT

- University policies
  - Are we doing everything we can?
- What local policies impact students?
  - Bathroom policies
  - Identification laws
  - Harassment and discrimination laws and policies
- National climate
  - The erosion of rights and liberties

