

Abstract

Psychological well-being is how a person views their happiness, health, self-esteem, relationships with people, accomplishments, and life satisfaction. The results of society treating LGBTQ+ people with discrimination, hate crimes, and bullying are school participation, self-esteem, academic achievement, and college rate affected (Gollnick & Chinn, 2021). According to CDC Florida high school YRBS, issues LGBTQ+ youth face include: being threatened with weapons, injured on school property, bullying (in person and electronically), being sad or hopeless, suicide attempt or overdose, and conversion therapy (CDC, 2019).

Introduction

- "There are approximately 3.2 million LGBT youth between the ages of eight and 18," (Movement Advancement Project, para 1, 2022)
- "LGBT students are more likely than their heterosexual peers to suffer health risks, including substance abuse, depression, and suicide," (Rienzo, para 2, 2006)
- "Only 39% of school districts offered any education about sexual orientation," (Rienzo, para 13, 2006)
- "43% of transgender youth have been bullied on school property," (Human Rights Campaign, para 2, 2020)
- Its common that LGBTQ+ face various harassments, negative occurrences, and discrimination at school based their gender expression, sexual orientation, and gender identity (Kosciw et al., 2013).
- The reason for this study was to examine how a school's climate may affect achievement.

Research Question

- What is the quantity of in-school victimization?
- How much is self-esteem affected?
- How much are educational outcomes (days of schools missed and GPAs) affected?

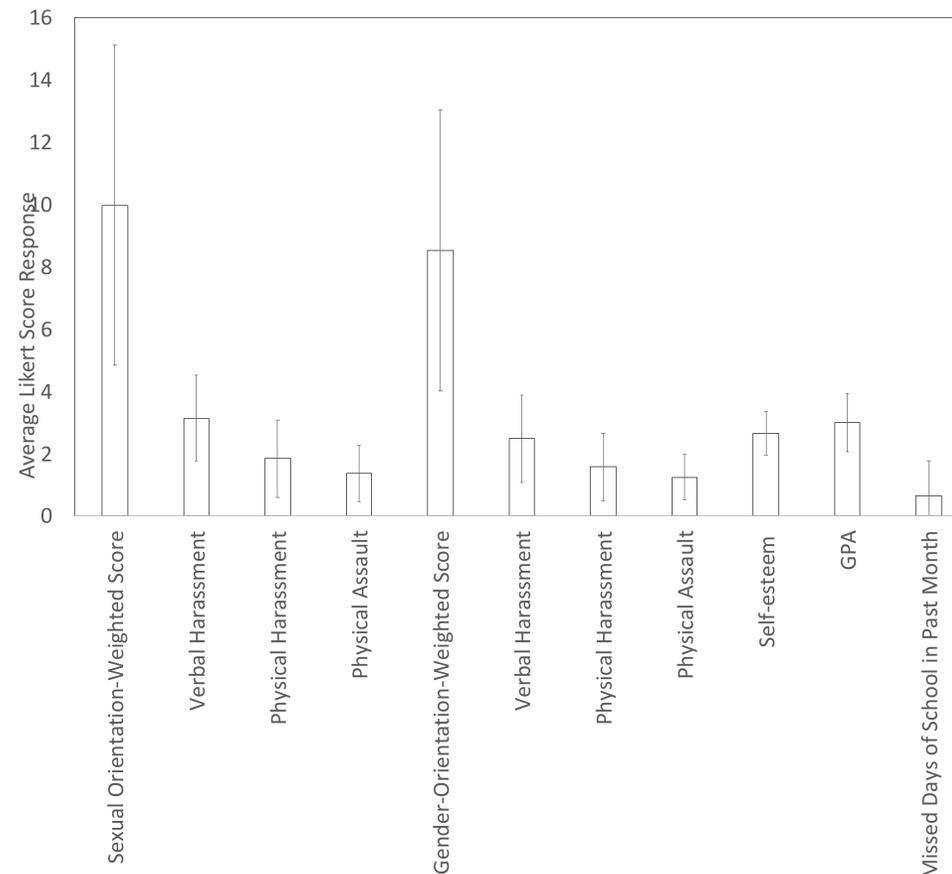
Methods

- It is a scholarly literature review of previous data that synthesized themes in a hostile climate for LGBTQ youth.
- **Figure 1:** 5,730 participants did a survey and Rosenberg Self-Esteem Test (Kosciw et al., 2013).
 - Ages 13-18
 - Scale system
 - Data collected asking frequency
- **Figure 2:** The Trevor Project's 2019 National Survey on LGBTQ Youth Mental Health (The Trevor Project, 2019).
 - Ages 13-14
 - Total = 34,808
 - Used a 4 point scale

Results

Figure 1

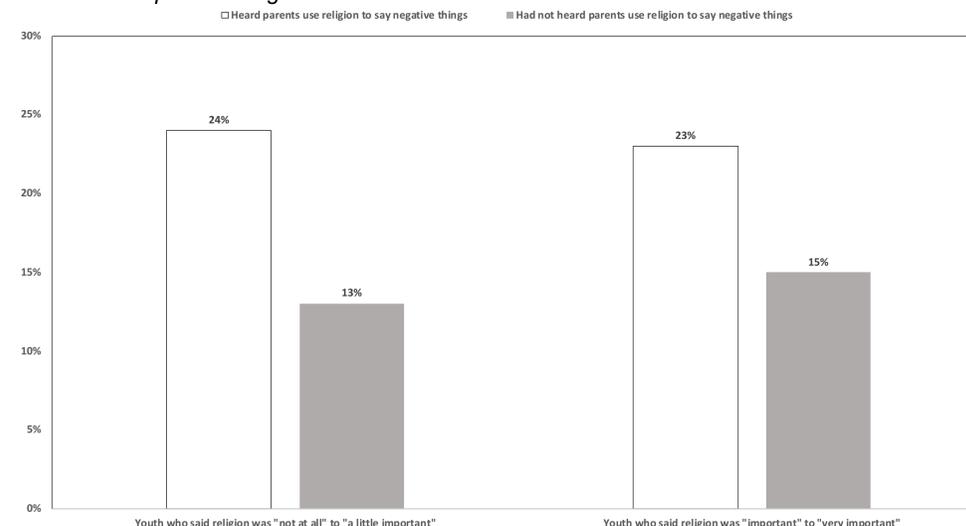
Incidence of Victimization and Psychological/Academic Outcomes M and SD



From "The effect of negative school climate on academic outcomes for lgbt youth and the role of in-school supports," by Kosciw et al., 2013, *Journal of School Violence*, 12(1), p.51 (<https://doi.org/10.1080/15388220.2012.732546>). Copyright by the Taylor & Francis Group, LLC.

Figure 2

Suicide Attempt and Religion



From "Religiosity and Suicidality" by The Trevor Project, 2020, (<https://www.thetrevorproject.org/research-briefs/religiosity-and-suicidality-among-lgbtq-youth/>).

Conclusions

- Victimization was greater for sexual orientation than gender expression.
- LGBTQ youth go through high quantities of victimization (VH, PH, PA, and SH), exclusion, and interpersonal skills (Kosciw et al., 2013, p. 46).
- Victimization affects learning ability, school attendance, being unsafe at school, and low achievements in academics (Kosciw et al., 2013, p. 46).
- Adverse views and behavior affect LGBTQ youth psychological well-being and academic engagement (Kosciw et al, 2013).
- Damaging long-term results from hostile environments exist.
- Laws such as the 'Don't Say Gay Bill' prohibit both lessons and discussion about the LGBTQ+ community in schools, (Nierenberg, para 7, 2022).

Recommendations

- Inclusive organizations, such as a gay straight alliance, can help students feel more welcomed.
- Recognizing October as LGBTQ+ history month will help teach more students about the struggles that these students go through.
- "Professional development offerings on LGBTQ matter can be effective in increasing the capacity of school personnel to be supportive and create positive school climates for all students." (Savage & Schandling, 2013, p. 5)
- "A greater number of educators who support LGBT students was significant to decreasing victimization, increasing self-esteem, raising GPAs, and missing less days of school" (Kosciw et al., 2013, p. 55).
- "Inclusive curriculum that provided positive representations of (LGBTQ individuals, events, history) found less victimization, higher report of GPA, and no significance in self-esteem and missing schools days. Policy was significant to self-esteem from creating more positive feelings" (Kosciw et al., 2013, p. 55).
- Gollinick and Chinn (2021) solutions include:
 - Incorporate LGBTQ+ topics and issues in curricula to have awareness about being various ways, opportunities to learn differences, share and discuss findings, and increase social-emotional relationships.
 - Early childhood/elementary topics cab be bullying effects, diverse families, and gender role stereotypes.
 - When school teachers and administrators are supportive of LGBTQ+ students, they attend college more, miss less days of school, and feel safer in the environment.

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