
AFFIRMING CAMPUSES: MAKING CLASSROOMS INCLUSIVE OF LGBTQ+ STUDENTS

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ORGANIZATION

LIBERATED SPACE

A place where you are free to express yourself,
ask questions, and not be judged for where
you are in your journey.

OUTLINE

- Understanding LGBTQ+ Identity
- Decoding Privilege and Biases
- Developmental Outcomes
- Academic Solutions
- Resources



UNDERSTANDING LGBTQ+ IDENTITY

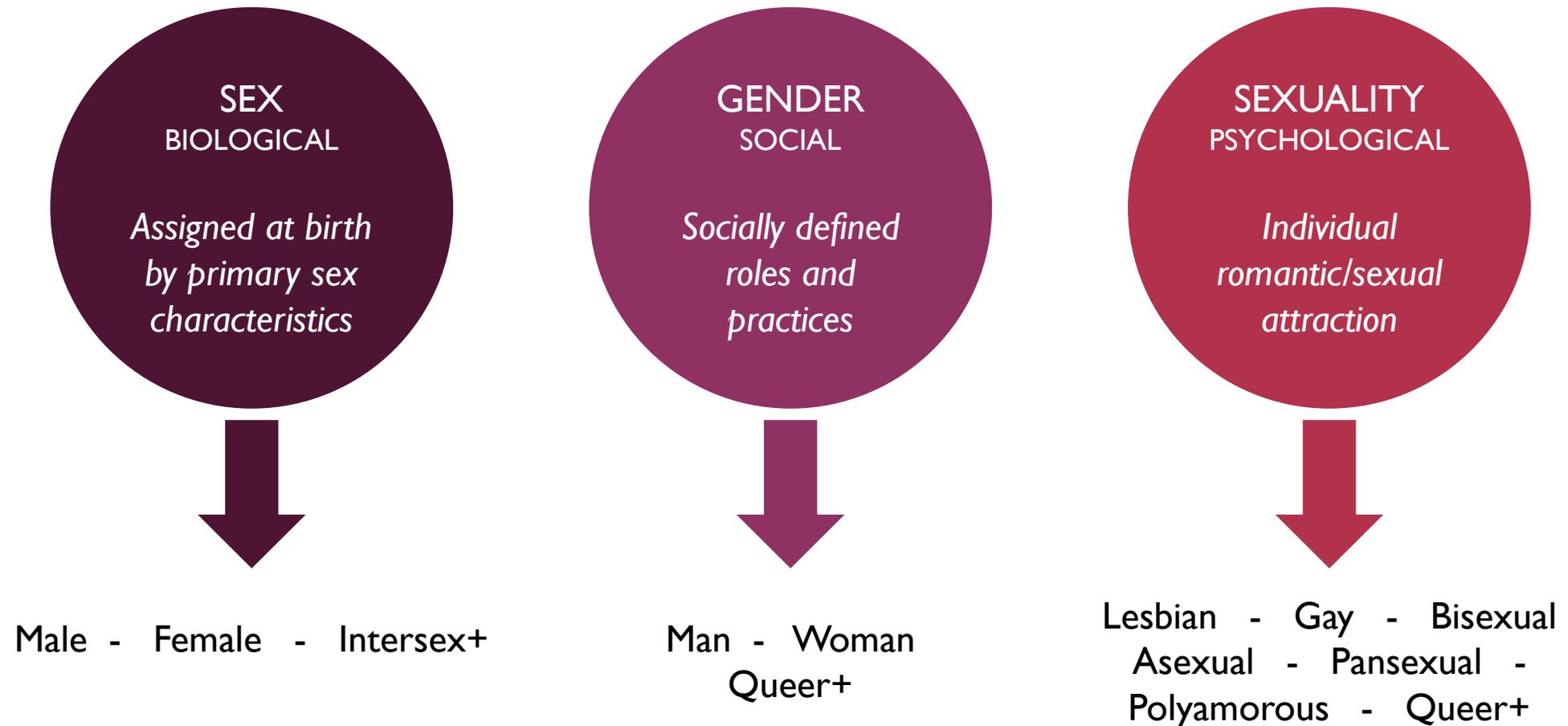
DEFINITIONS, MYTHS & SCIENTIFIC EVIDENCE



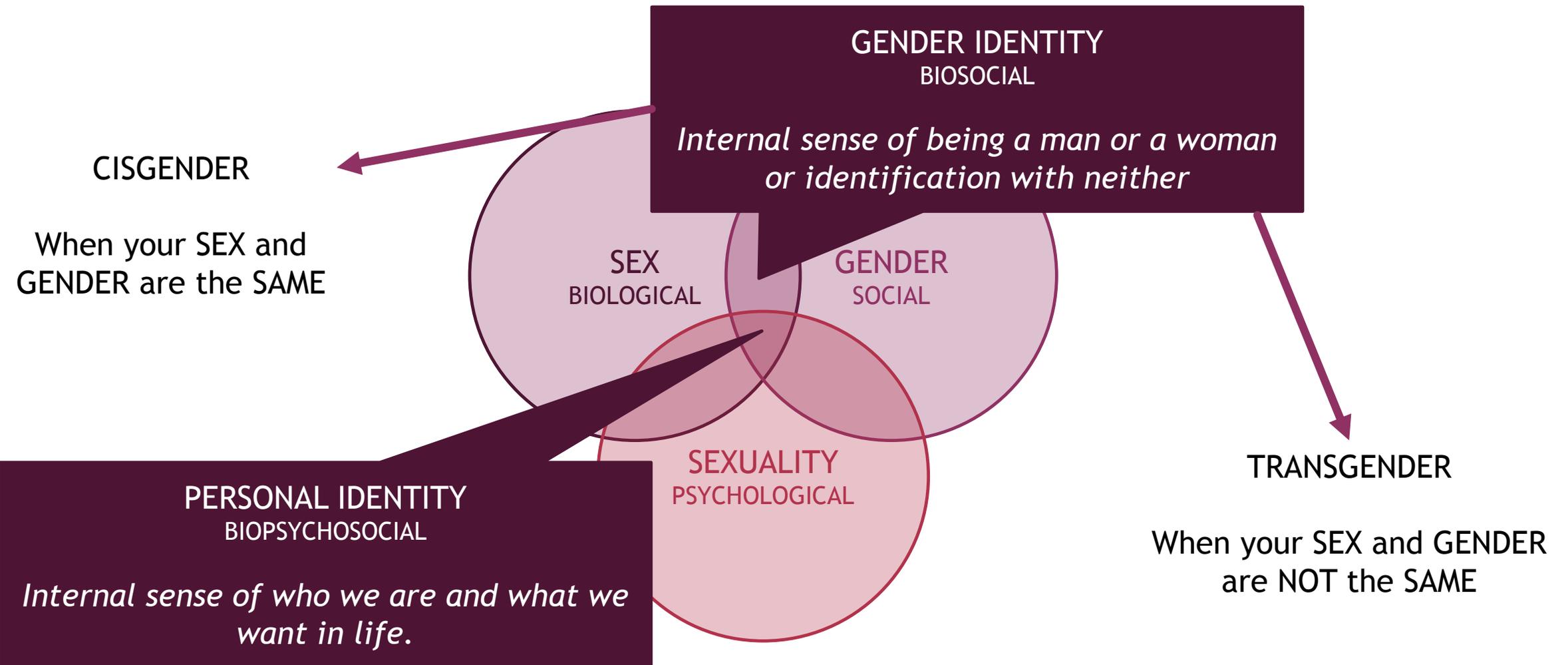
ACTIVITY 1: TRUE OR FALSE

- ___ ■ Transgender people are gay
- ___ ■ High rates of depression and anxiety are proof that LGBTQ+ people have a disorder
- ___ ■ Everyone has a gender identity and sexual orientation
- ___ ■ Therapy can fix people attracted to the same sex
- ___ ■ Transgender identity is a normal expression of human identity

UNDERSTANDING GENDER, SEX, AND SEXUAL ORIENTATION



UNDERSTANDING GENDER, SEX, AND SEXUAL ORIENTATION



SEXUAL ORIENTATION TERMS

- Sexual Orientation: Enduring romantic and physical attractions
 - Gay/Lesbian: Attracted to members of the same-sex
 - Bisexual: Attracted to members of both sexes
 - Pansexual: Attracted to individuals regardless of sex
 - Polyamorous: Attracted to multiple people at once (consensual between all partners)
 - Asexual: No attraction/limited sexual attraction
 - Straight: Attracted to members of the opposite sex

GENDER IDENTITY TERMS

- Gender Identity: Enduring internal sense of being a man, woman, both, or neither
 - Transgender: Identification with a gender opposite that assigned at birth (MTF & FTM)
 - Cisgender: Identification with the gender assigned at birth
 - Agender: Identification with no gender
 - Bigender: Identification with both genders
 - Gender-queer: Identification with multiple genders

MYTHS

- Being gay is a choice
- LGBTQ+ people are predators
- Allowing children to explore their sexuality or gender identity is abusive
- Sexuality and gender identity can be changed through therapeutic or medical intervention
- LGBTQ+ parents raise dysfunctional children

SCIENTIFIC EVIDENCE

- Sexual Orientation
 - Same-sex attraction emerges between childhood/adolescence, is not a disorder, nor is it a choice (APA, 2016)
 - Same-sex attraction exists in over 1,500 species (University of Oslo, 2006)
- Gender Identity
 - Gender identity and sexual orientation are not synonymous (Bornstein, 1994; Diamond, 2002)
 - Gender identity is not determined by biological sex and is not a choice (Swaab et al., 2009)
 - Being transgender is not a disorder, but is highly correlated with multiple disorders (Mustanski et al., 2010)
 - Gender dysphoria is a sense of being disconnected from sex assigned at birth (APA, 2016)



DECODING PRIVILEGE AND BIASES

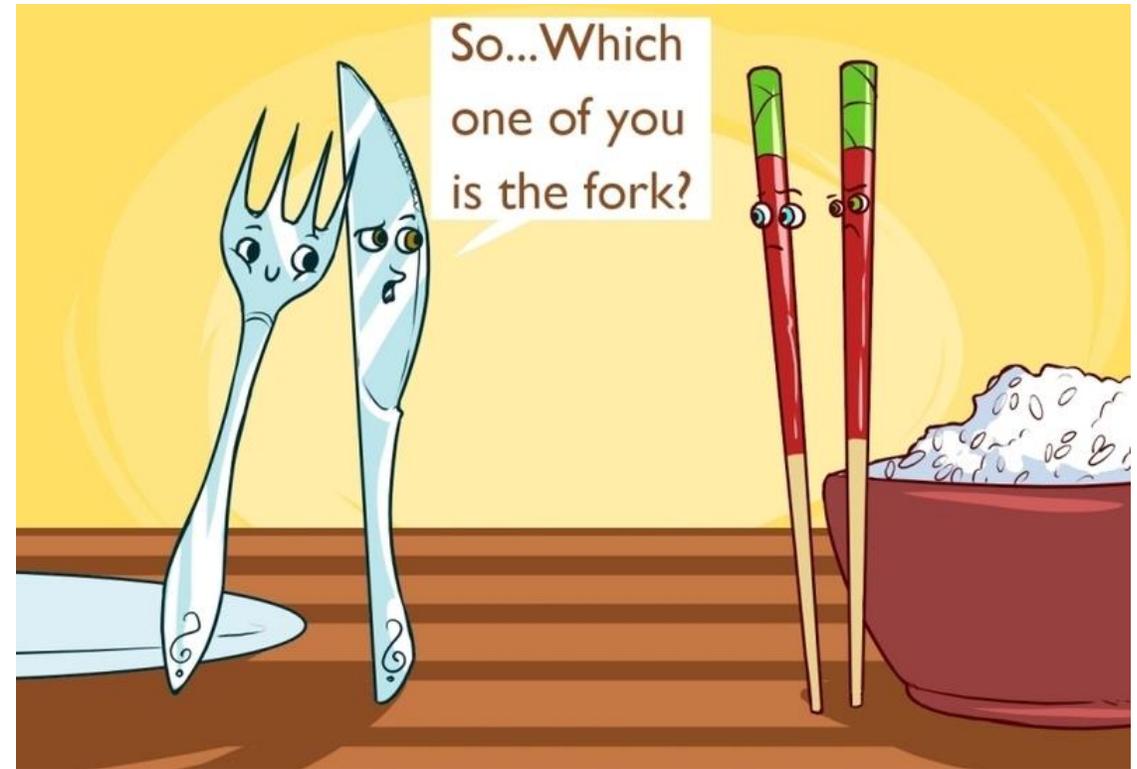
CISHETERONORMATIVE PRIVILEGE, HOMOPHOBIA, & TRANSPHOBIA



CISHETERONORMATIVE PRIVILEGE

- Cisheteronormative: The bias that states that being cisgender (i.e., identification with gender assigned at birth) and hetero (i.e., attracted to same-sex) is normal
- Privilege: A set of *de jure* and *de facto* special rights, advantages, or immunities granted or available only to a particular person or group of people
- Cisheteronormative Privilege: Advantages that come with being cisgender and straight

ACTIVITY 2: IDENTIFYING CISHETERONORMATIVE PRIVILEGES



HOMOPHOBIA & TRANSPHOBIA

- Homophobia/Transphobia: Negative attitudes and beliefs about same-sex attraction/transgender identity
 - Assuming all LGBTQ+ people are bad, crazy, or dangerous
 - Assuming that LGBTQ+ people do not deserve the same rights as “normal people”
 - Focusing only on heterosexual or cisgender issues in the classroom, the clinic, and in the statehouse
 - Jokes in popular media and online about LGBTQ people
 - Perpetuation of negative stereotypes
 - Lack of prominent transgender voices in the public domain



DEVELOPMENTAL OUTCOMES

ACADEMIC, ECONOMIC, HEALTH, PSYCHOLOGICAL & SOCIAL



STATISTICS

- Academic
 - Harassed: 90%
 - Bullied: 49%
 - Sexual Harassment (transgender): 84%
 - Physical violence: 25% (LGB) / 55% (T)
 - Dropout rate: 28%
- Economic
 - Housing discrimination: 10-21%
 - Workplace discrimination: 26-39%
 - Incarceration rate: 30%

STATISTICS

- Health/Psychosocial
 - Alcohol: 2xs more likely
 - Marijuana: 3xs more likely
 - Cocaine/crack: 8xs more likely
 - Mental Health Disorders: 3xs more likely
 - Suicide rate: 30%
 - Suicide attempt rate: 50% (T)
 - Parental abuse/violence: 34% (White) / 46% (Person of Color)
 - Homelessness: 25-40%
 - Murder rate: 1 in 12 (T) / 1 in 8 (T.P.O.C.)

ACTIVITY 3: REFLECTION

- In groups of 2-3 reflect on the following questions:
 1. What emotional reactions did I have to the short film and the statistics?
 2. Thinking about what I now know about LGBTQ+ experiences, how has my privilege affected the life that I have and the opportunities that I have had?
 3. How do (or can) those experiences affect the ways that I approach my LGBTQ+ clients?



ACADEMIC SOLUTIONS

AFFIRMING INTERACTIONS, DEALING WITH PEER AGGRESSION, UNDERSTANDING TITLE IX



AFFIRMING INTERACTIONS

- “To teach is to touch a life forever”
- Teachers and administrators make an incredible difference in creating positive environments for learning
- Tips for affirming interactions
 - Know and acknowledge that you are not an expert on LGBTQ+ issues
 - It is better to ask a question and look stupid than to assume and look heartless or uncaring
 - Trust your student and do your best to accommodate what they believe is best for them
 - Don't treat your LGBTQ+ student differently than your non-LGBTQ+ students
 - Aim for equity (fairness) rather than equality (sameness)
 - Seek advice when unsure!

DEALING WITH PEER AGGRESSION

- LGBTQ+ students (but particularly transgender and gender non-conforming students) are incredibly likely to be bullied by their peers (Kosciw et al., 2014)
- Classroom environment can breed peer aggression (Poteat et al., 2015)
 - Lax environments with a “blind eye” to homophobia or transphobia
 - Giving special treatment to some students and harshly interacting with others
 - Aggressive teacher behaviors and tolerance of aggressive peer interactions (“boys will be boys,” “tough it up”)
 - Teaching inaccurate facts and myths about LGBTQ+ students
- Zero tolerance doesn’t work (Packman et al., 2005)
- Increasing empathy for minority groups has been found to be effective in reducing aggression and prejudice (Sheng et al., 2012)

DEALING WITH PEER AGGRESSION

- Proactive strategies for dealing with peer aggression
 - Incorporate a value for diversity and intolerance for discrimination in your classroom contract
 - Incorporate positive discussions about sexual orientation and gender identity into your curriculum as appropriate (e.g., in sex ed, psychology, social studies, English/language arts)
 - Keep yourself abreast of the appropriate terms for the LGBTQ+ community
- Reactive strategies for dealing with peer aggression
 - Take a deep breath and react immediately
 - Pause class/activity and clearly indicate that bullying is not tolerated in class
 - Require aggressor to apologize to the victim or face punishment
 - If aggression reoccurs, respond immediately with the above but apply punishment in addition to apology

DEALING WITH PEER AGGRESSION

- Protective strategies
 - Discretely offer the victim support
 - Separate victim from aggressor by having the aggressor change desks or work groups
 - Monitor interactions for 72 hours and deal with any potential reoccurrences immediately
- Effective discipline strategies
 - Increase empathy for the victim
 - Incorporate education about why the behavior was wrong

UNDERSTANDING TITLE IX

- Title IX: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”
 - U.S. Department of Education has instructed schools that sex includes sexual orientation & gender identity
 - Numerous Federal court cases have upheld this directive
- What this means:
 - Transgender students **MUST** be allowed to use the restroom/locker room which affirms their gender identity
 - Forcing students to use the “restroom which corresponds with their birth certificate” opens school systems to losing their Federal funding
 - Forcing students to use a gender neutral restroom is not a “reasonable accommodation” and is considered by the DOE and the Justice Department to be a breach of Title IX

ACTIVITY 4: ROLE-PLAYING

- As you watch the first vignette, make note of the following:
 - Ineffective academic solutions
 - Use of LGBTQ+ myths
 - Homophobia or other biases
 - Cisheteronormative privilege

ACTIVITY 4: ROLE-PLAYING

- As you watch the second vignette, make note of the following:
 - Empathic responding
 - Use of LGBTQ+ facts
 - Positive academic solutions
 - Mindfulness of privilege



RESOURCES

LEARN HOW TO INCREASE YOUR COMPETENCE



LEARN MORE

- GLSEN Resources for Educators: <http://www.glsen.org/educate/resources>
- PFLAG Safe Schools for All: <http://community.pflag.org/safeschools>
- The GSA Network: <http://www.gsanetwork.org/>
- National Educators Association Diversity Resources: <http://www.nea.org/tools/30411.htm>
- HRC Guide to Working with Gender Expansive Children: <http://www.hrc.org/resources/resources-on-gender-expansive-children-and-youth>

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