My professional identities:

Trainer

Practitioner

Social scientist

Practitioner conversation

NASP 2019
Supporting LGBTQ+ Graduate Students on Campus, in Field Settings, and in Supervision

Why?

• Why do we need to be here talking about LGBTQ+ graduate students in school psychology?
• Ethical obligations
• Self-care
• Recruitment
• Retention
• Social norms

(Hard) Objectives

• Participants will be able to....
  • Create more authentic, informed, and supportive relationships with LGBTQ+ graduate students
  • Assess their training programs, campus climates, and supervision styles to determine current levels of support and work toward increased equity and inclusion for LGBTQ+ graduate students
Objectives

- Participants will be able to...
  - Build their own awareness of issues for LGBTQ+ students
  - Prepare themselves for change
  - Prepare others for change

How do we meet the objectives?

In broad terms

- Cultural competence, defined
  - Language
  - History
  - “Not my culture, not my history”
  - Shared values
  - Shared goals
  - Shared attitudes
  - Work against the “representation model”
- LGBTQ+ experiences are not just representative of a singular experience; they represent the human experience
Let’s get to work!

Four environments
- On campus
- Within your SP training program
- In field settings
- During supervision

A framework
Microsystem
Pattern of activities, roles, and interpersonal relations experienced by trainee in a given setting with particular physical and material characteristics.

Mesosystem
A set of interrelations between two or more settings in which the trainee becomes an active participant.

Exosystem
Events that do not directly involve the trainee but still have an impact on them.

Macrosystem
Encompasses each of the trainee’s sub-environments, looks at the larger and total picture of the trainee’s environment.

Chronosystem
Accounts for the sociohistorical conditions of training and reflects temporal changes and patterns in the field of school psychology through time.

School psychology training environment: sub-systems and content categories considered through Bronfenbrenner’s (1979) ecological theory.

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Tools and terms for understanding
Sexual orientation, gender identity, and gender expression

Human identity far outpaces scholarship

- Heteronormativity
- Cisnormativity
- Microaggressions

- 83% of LGB workers are covering part of their sexual orientation at work
- 40% of LGB workers who were "out" had experienced discrimination

(Yoshino & Smith, 2013)
Heteronormativity

- Cultural bias that heterosexuality is the only "normal" sexual orientation and that, by extension, opposite-gender pairings are the default type of relationship

(Caster, 1991)

Cisnormativity

- Cultural assumptions and expectations that all people are cisgender (sex assigned at birth matches gender identity) and that this is what is "normal"
- Thus, transgender is viewed as "abnormal"
- Often leads to erasure of transgender people and those who fall outside the male-female binary

(Logi et al., 2012)

Hetero- and cis-normative environments

- Promote heterosexual relationships as more legitimate and more valued than other relationships
- Encourage traditional, binary gender roles
- People who do not fit into the norms upheld by heteronormativity may be ignored, belittled, or targeted
- More than one in four trans people has faced a bias-driven assault
- Rates are higher for trans women and trans people of color (NCTE, 2019)
Hetero- and cis-normative environments

- Amenable to microaggressions
- Schools systems are
  - Heteronormative environments (McCabe et al., 2013; Nadal et al., 2011; Woolley, 2017)
  - Cisnormative environments (Munro et al., 2019)

“...The educational system in the United States is blind-folded and mute on the subject of adolescent, educator, and parental homosexuality.”

(Urbe & Harbeck, 1991, p. 11)

Welcome, Singular “They”

*he/him, they/them, she/her*
The harm

- Mis-gendering
- Dead-naming
- Trans youth who use their chosen names have 73% reduction in depression
- Using students’ pronouns correctly results in 34% decrease in suicidal thoughts and 65% decrease in suicide attempts

Russell, Prida, Li, & Grossman (2018)

Intersectionality

- Coming out
- Minority stress
- Intersectionality
- Cultural identities and social privilege

Intersectionality

- Various aspects of being human (e.g., gender, class, race, disability, sexual orientation, gender identity, gender expression) are inextricably linked and it is critical to understand their interrelations
Within the LGBTQ+ community

- There is still a dominant group
  - Single identity paradigm
    - "I am bisexual."
  - Multiple identity paradigm
    - More than one identity
      - "I am black and bisexual."
      - Some identities may have privileges associated with them
      - Some identities may have disadvantages associated with them

Privilege examples

- Because I am ________, I can ___________
  - Because I am White, I can be assertive and not be viewed as angry.
  - Because I am White, I can almost always breeze through “first line of security” in schools.
  - Because I am ________, I cannot
  - Because I am Queer, I must carefully AND continuously cultivate and monitor my relationships with colleagues in the schools.
  - Because I am Queer, I must be vigilant about “appearances of impropriety” in schools.

Lack of privilege

- Oppression
- Minority status

- Leads to:
  - Marginalization
  - Minority stress
Multiple oppressions

- Triple Jeopardy
  - Example: Lesbians of color
  - Heterosexism
  - Racism
  - Sexism
- Non-acceptance and marginalization from multiple communities
- May feel they must choose between two communities
- Minority stress increases

- Impression management
- Purposeful invisibility
- Dual lives
  - Code switching
  - Altered dress and mannerisms
Four environments
Using an ecological systems lens

Four environments

- On campus
- Within your SP training program
- In field settings
- During supervision

Equality maps: (macrosystem)
On campus

- Graduate students who are LGBQ+ are more visible than they have ever been (Gates, 2015).
- The current generation of young people is 3 times more likely than their older generation counterparts to identify as LGBQ+ (Gates, 2017).
- LGBQ+ students in higher education settings report being marginalized and experiencing higher levels of stress than their heterosexual counterparts (Rankin, 2005; Reed, Prado, Matsumoto, & Ameni, 2010).
- LGBQ+ students report being the targets of violence, threats, microaggressions, and discrimination (Allan, Estrada, Poulsen, & Nwosu, 2017; Allan, Estrada, Poulsen, & Nwosu, 2017; Pollock & Merck, 2016).
- LGBQ+ students’ educational experiences are thwarted in such a way that limits their academic achievement (Rankin, 2005) and campus engagement (Tillapaugh & Catalano, 2013).

Within SP training programs

- Microaggressions
- Stereotyping
- Discrimination

Field settings

Microsystem
Many educators stay closeted, with fear being the key factor in this decision. Educators may engage in a continuum of behavior:

- **Passing** (for cis/het)
- **Covering** (revealing only aspects of their identity that feel safe or relevant)
- **Implicitly out** (assume others know)
- ** Explicitly out** (direct disclosure)

(From Paparo & Sweet, 2014)

Fear of coming out:

- Being defined as "the gay" school psychologist
- Being perceived as limited in expertise to "the gay issues"
- Repercussions of not coming out: less authentic relationships

**UPSIDE** of coming out:

- Positive experiences and additional opportunities
- Being the "go-to" on LGBTQ+ issues

(From Sowden et al., 2016)

LGBTQ students in schools with an LGBTQ-inclusive curriculum are less likely to feel unsafe at school because of their racial orientation (42.3% vs. 63.2%) and gender expression (34.8% vs. 47.0%).
Transgender and gender nonconforming students in schools with supportive and inclusive policies face less discrimination and are more engaged in school. They are:

- Less likely to be required to use the wrong bathrooms (23% vs. 50%)
- Less likely to be prevented from using their preferred name or pronoun (22% vs. 47%)
- Less likely to miss school (54% vs. 67%)

2017 National School Climate Survey
Learn more at glsen.org/research

83.7% of transgender & 69.9% of gender nonconforming students were bullied/harassed at school because of gender.

Over 4 in 10 trans/GNC students face gender-related discrimination at school, including:

- 42.1% of trans/GNC students have been prevented from using their preferred name or pronoun.
- 46.5% of trans/GNC students have been required to use the incorrect bathroom.

2017 National School Climate Survey
Learn more at glsen.org/research

NASP & APA guidelines

Macrosystem
Supervision

Power and status

The supervisory triad

Supervisee
Supervisor
Client
Supervision

- The supervisory alliance is key
  - Be affirming of supervisee’s identity to foster receptiveness to supervisor’s knowledge
  - Recognize minority stress, discrimination, rejection
  - Recognize the RESILIENCE!

- Systematically integrate LGBTQ+ issues into supervision
- Check your biases
- Learn!
  - Language
  - History
  - Culture

(Burkard et al., 2009)

NASP guidelines for internship supervisors

- As appropriate, discusses issues regarding race, class, gender, social status, disabilities, sexual orientation, language, religion, and other aspects of human diversity in an open, respectful manner, and assists the intern in gaining knowledge and skills needed to work effectively with diverse populations
  - Advocates for the intern, intervening with school and district staff if/when necessary

A page from the practitioner’s playbook

What can I do on Monday morning?
Solution-focused approach

- Ask your students solution-focused questions
  - "Tell me what it would look like if the problem had disappeared overnight."
- Listen to your students’ responses

On your campus

- Pay attention to the level of institutional support for LGBTQ+ people and advocate for changes where necessary
  - Campus pride ratings
  - APAGS checklist

Carefully observe the environment

- What cues in the students’ environment tell them that their SP program is focused on equity and inclusion?
Carefully review your policies, procedures, and curriculum

- How is gender described/defined?
- Are sexual orientation, gender identity, and gender expression mentioned in diversity statements
- Are sexual orientation, gender identity, and gender expression covered in your curriculum?

Long-term goals for you and your program
Establissh and maintain cultural competence on LGBTQ+ issues

Check yourself

- Do the work
- Take a "shared history" approach
- Learn the language
- Read the supervision literature on LGBTQ+ issues
- Establish meta-supervision groups
- Reflect on your supervision practices
- Get advanced or refresher training
- Introspection about your attitudes and understanding
  - Surveys
  - Interest groups
  - Higher education
  - School psychology
  - Supervision
  - Multiculturalism
  - Women's and gender studies