# JEOPARTY!

## INCLUSIVE POLICIES AND PRACTICES FOR SV PREVENTION

| VOCAB | SEX ED | RESILIENCE | SCHOOL PRACTICES |
|---|---|---|---|
| $200 | $200 | $200 | $200 |
| $400 | $400 | $400 | $400 |
| $600 | $600 | $600 | $600 |
| $800 | $800 | $800 | $800 |
| $1000 | $1000 | $1000 | $1000 |

This is the term used when a person's gender identity aligns with their sex assigned at birth.

The "A" in LGBTQIA can represent both of these words.

An Ojibwe term used by some indigenous people to describe a culturally distinct third gender.

This describes a person who is attracted to people of all genders.

In 1989, Kimberlé Crenshaw coined this term now used to describe the interconnected nature of social categorizations such as race, class, gender, sexual orientation, and sexual identity.

For those who have ovaries, the pituitary glands and ovaries interact to start this process during puberty.

This term is used to describe clear and explicit permission for a sexual act.

This daily pill, approved by the FDA in 2012, can help prevent HIV.

This thin, flexible piece of latex protects against direct mouth-to-genital or mouth-to-anus contact during oral sex.

This term is used to describe people who experience sexual attraction only after they form a strong bond with a partner.

The opposite of "risk" factors, this word is used to describe factors associated with reduced sexual violence.

This term refers to the experience of school life and reflects the norms, values, teaching practices, and environment, not the weather.

Having a strong connection to a teacher or other caring adult at school reflects this level of the Socio-Ecological Model.

The ability to understand and share the feelings of another person describes this individual level factor associated with reduced sexual violence perpetration.

RESILIENCE · $1000

This activist started the "Me Too" movement on MySpace in 2006.

← BACK TO PANEL

This student-led organization is intended to provide a safe and supportive environment for LGBTQ children, youth, and teens

This symbol of LGBTQ+ pride may be displayed in a classroom or office to demonstrate inclusion.
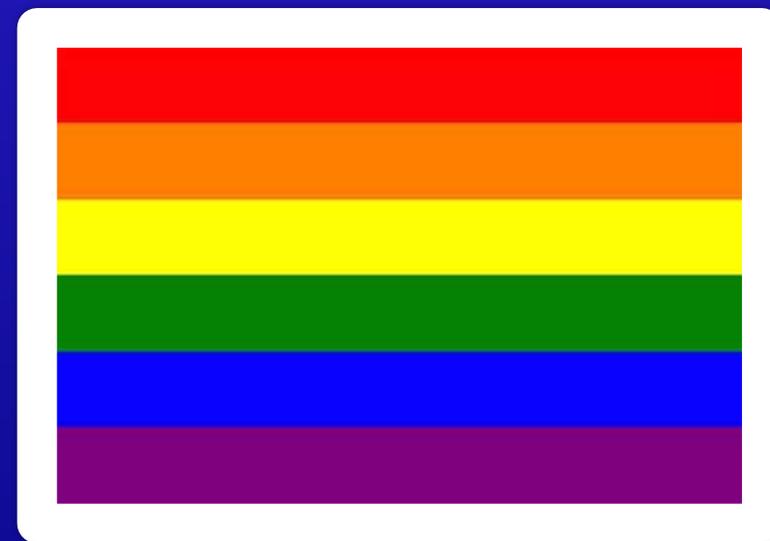
This federal law bans sex discrimination in schools.

The two-word title for trainings where school staff can learn about LGBTQ+ identities, genders, and sexuality, and examine prejudice, assumptions, and privilege.

This district-level policy protects students and teachers from discrimination and harassment based on both sexual orientation and gender.

WINNER!

## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

➢ Presentation template by <u>SlidesCarnival</u>

Special thanks to Alex Ross-Reed, ED of HEAL+NM, who inspired this game and provided technical assistance. Follow her SV prevention messaging at @StartsWithUSNM on twitter, instagram, and facebook.

# NM PROVES

## (POLICIES TO REDUCE THE ONSET OF VIOLENCE IN EDUCATIONAL SETTINGS)

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DEPARTMENT OF PEDIATRICS

# Acknowledgements

- Collaborators:
  - *Research Team: Courtney FitzGerald, MSSW, MPH, Yiliang Zhu, PhD, Melissa Schiff, MD, MPH*
  - *Equality New Mexico (EQNM)*
  - *NM Genders and Sexualities Alliance Network*

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# TERMINOLOGY AND ACRONYMS

-  Sexual Minority (SM)
   -  Anyone who identifies as lesbian, gay bisexual, asexual, pansexual, queer or any sexuality other than heterosexual
-  Gender Minority (GM)
   -  Anyone who identifies as transgender, genderqueer, gender non-conforming, gender fluid, two-spirit, non-binary, or any gender other than cisgender
-  Transgender
   -  Anyone whose gender does not align with their sex assigned at birth
-  Cisgender
   -  Anyone whose gender aligns with their sex assigned at birth
-  LGBTQ+
   -  Umbrella term for sexual and gender minority people
   -  Balancing inclusion with length
   -  Keep in mind: Not a homogeneous population

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# BACKGROUND AND SIGNIFICANCE

# Violence, including sexual violence, is linked to a variety of poor health outcomes.

Experiencing violence

Witnessing violence

→ Substance abuse
→ Suicide
→ Depression
→ School dropout
→ Perpetration of violence
→ Chronic disease
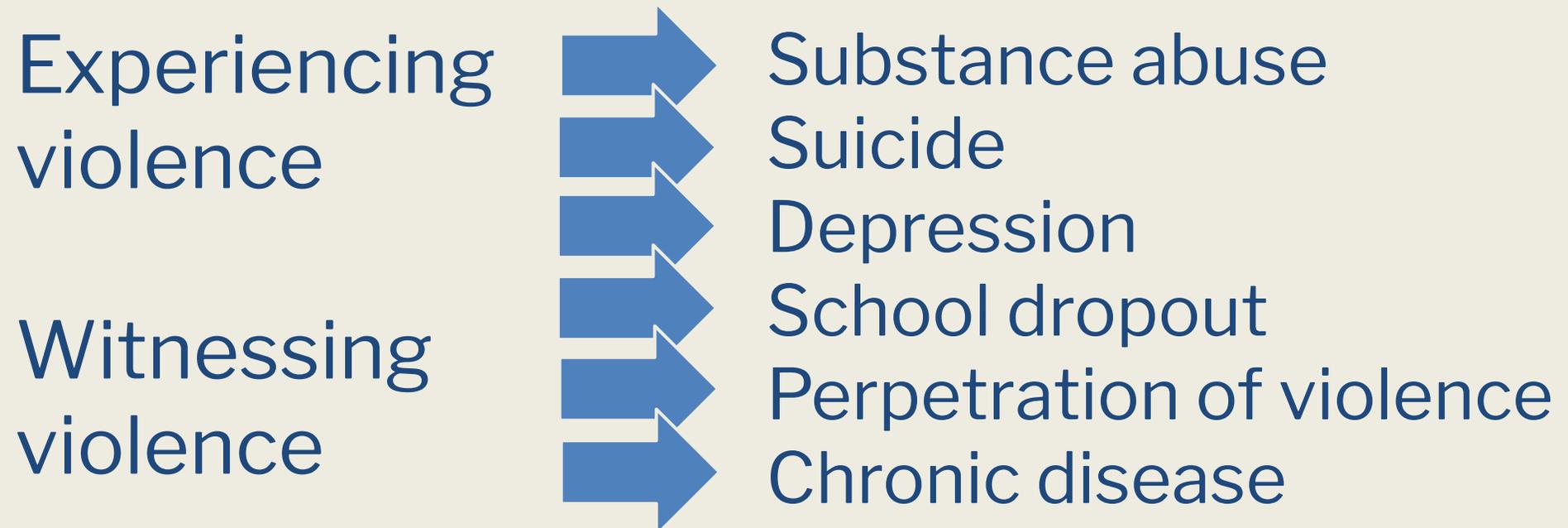
# Strategies higher on the spectrum of prevention have the potential for greatest impact.

Influencing **Policy & Legislation**

Changing **Organizational Practices**

Fostering **Coalitions & Networks**

Educating **Providers**

Promoting **Community Education**

Strengthening **Individual Knowledge & Skills**

# There is some evidence that an inclusive school climate may include:



- Anti-Bullying Policy that includes SM and GM students
- LGBTQ+ Inclusive Curriculum
- GSAs
- School staff training

# School-level interventions may reduce rates of violence victimization.

- ⬜ SGM-inclusive policies and practices were associated with lower rates of bullying victimization and perpetration among all students in MN.[2]

- ⬜ SM students who attend schools with GSAs in MA reported lower rates of dating violence, being threatened at school, and suicide attempt.[3]

- ⬜ Students perceive their schools as safer for GNC males when curriculum includes LGBTQ issues and school has a GSA.[4]

# School-level interventions may reduce rates of violence victimization.

 For GM youth, connection to school personnel was associated with greater feelings of safety.[5]

 Curricula that included positive representations of LGBTQ people were associated with lower rates of absenteeism and SGM-related bullying among SGM youth.[6]

 Having an SGM-inclusive curriculum was associated with lower rates of in-school SGM-related harassment and assault.[7]

# PURPOSE OF THE CURRENT STUDY

# To evaluate the effect of SGM-inclusive policies on violence victimization among NM high school students as a whole and among NM SGM high school students.

- ✦ Sexual violence
- ✦ Dating violence
- ✦ Bullying (in-school and electronic)



**1 in 3** young people will experience dating abuse

Vagi, K. J., Olsen, E. O. M., Basile, K. C., & Vivolo-Kantor, A. M. (2015). Teen dating violence (physical and sexual) among US high school students: findings from the 2013 National Youth Risk Behavior Survey. JAMA Pediatrics, 169 (5), 474-482.

TEEN DATING VIOLENCE AWARENESS MONTH #teenDVmonth

NO MORE

Break the Cycle
Because Everyone Deserves a Healthy Relationship

# METHODS

# NM PROVES used statewide surveillance data and data from community partners.

- 2016 School Health Profiles

- Data from community partners
  - *Equality New Mexico (EQNM)*
  - *New Mexico Genders and Sexualities Alliance Network (NMGSAN)*

- 2017 NM YRRS

- Only schools that had participated in both YRRS and SHP were included

# Questions from the School Health Profiles to assess policies and practices

- **Inclusive Sex-Ed**: Does your school provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender and questioning youth (e.g., curricula or materials that use inclusive language or terminology)?

- **Staff Training**: During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on each of the following topics?: Teaching students of different sexual orientations or gender identities?

# Data from partners used to assess school policies and practices.

- **SGM Inclusive Policy:** School had an anti-bullying policy that prohibits bullying based on sexual orientation **AND** gender identity
  - *EQNM audit*

- **GSA**: School had a GSA
  - *NMGSAN*

# 2017 NM YRRS questions used to assess prevalence of violence outcomes

- Have you ever been physically forced to have sexual intercourse when you did not want to?
- During the past 12 months, how many times did anyone force you to do sexual things that you did not want to do?
- During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose?
- During the past 12 months, have you ever been bullied on school property?
- During the past 12 months, have you ever been electronically bullied?

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# Data Analysis

- Descriptive statistics to ensure representativeness

- Identified potential confounding covariates by checking associations between select demographic characteristics and outcome as well as presence of policy

- Built generalized linear model (GLM) for each outcome, entering relevant demographic characteristics as covariates

- Conducted subset analyses of SM students and GM students

# RESULTS

# Demographics of the NM PROVES sample reflect NM high school students overall.

**Sexual Identity**

16.4% LGBNS

83.6% Straight

■ LGBNS  ■ Straight

**Gender Identity**

5.4% TGqGf

94.6% Cisgender

■ TGqGf  ■ Cisgender

**Housing Stability**

6.4% Unstable Housing

93.6% Stable Housing

■ Unstable Housing
■ Stable Housing

**Country of Birth**

9.1% Foreign-born

90.9% USA-born

■ Foreign-born  ■ USA-born

**Urban/Rural**

2.7% Rural

25.4% Mixed R/U

50.6% Metro

21.3% Small Metro

■ Metro
■ Small Metro
■ Mixed R/U
■ Rural
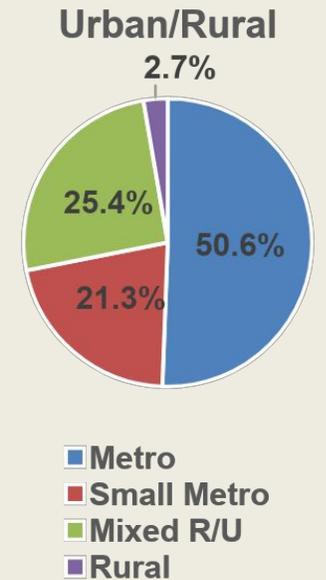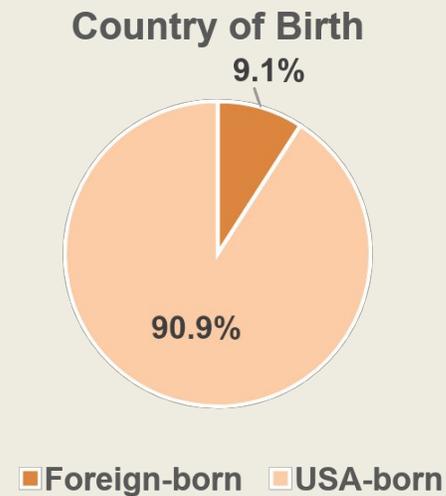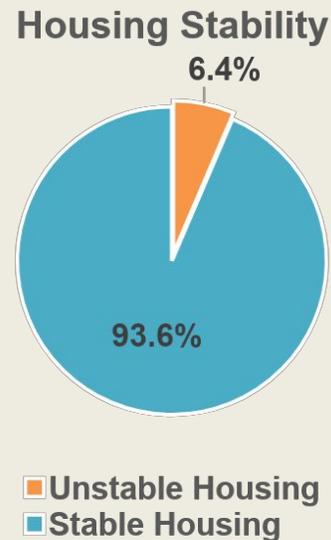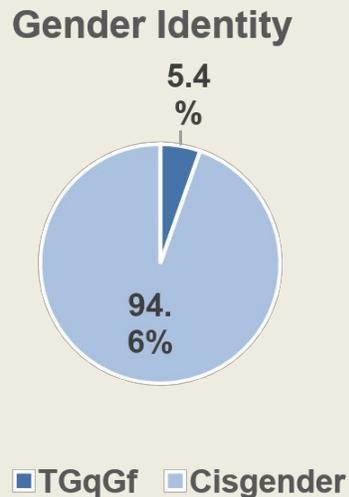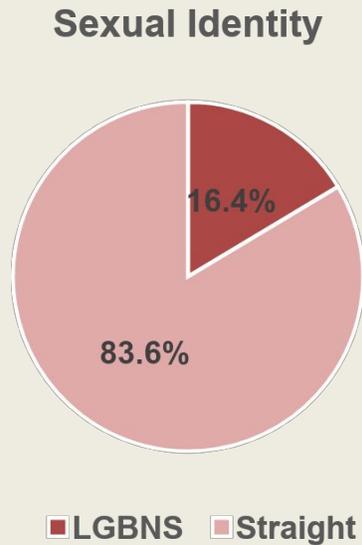
* Analysis included 90 schools and 12,734 students

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# Nearly 75% of NM high schools had at least 1 SGM inclusion policy in place.

**# NM High Schools with SGM-Inclusive Policies and Practices, NMPROVES Sample, N=90**
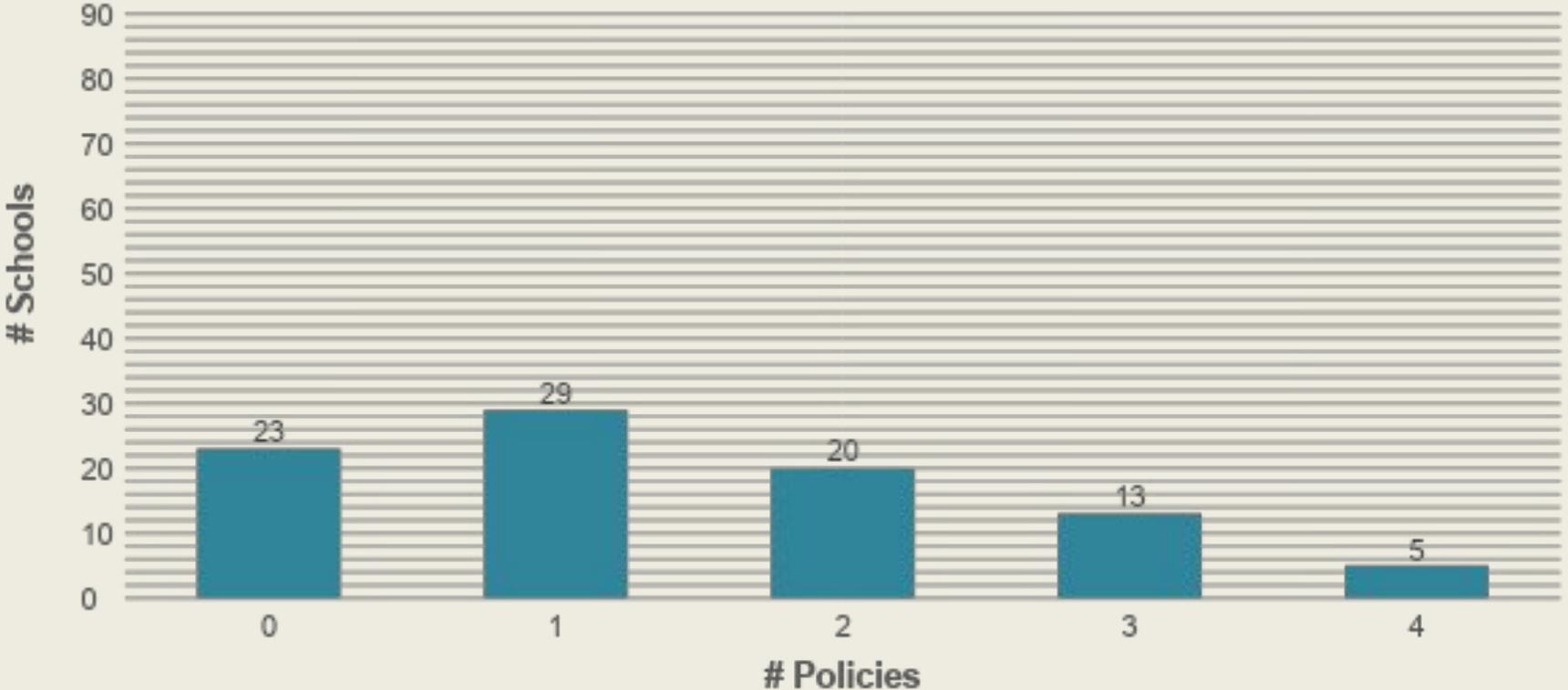
# The most common inclusion practice reported by NM high schools was sex ed relevant to LGBTQ students.

**# schools with SGM-Inclusive policies and practices, 2016, NMproves sample, n=90**

Legend: ■ Yes □ No

| Category | Yes | No |
|---|---|---|
| SGM Policy | 24 | 66 |
| GSA | 35 | 54 |
| Inclusive Sex-Ed | 40 | 38 |
| Staff Training | 29 | 50 |
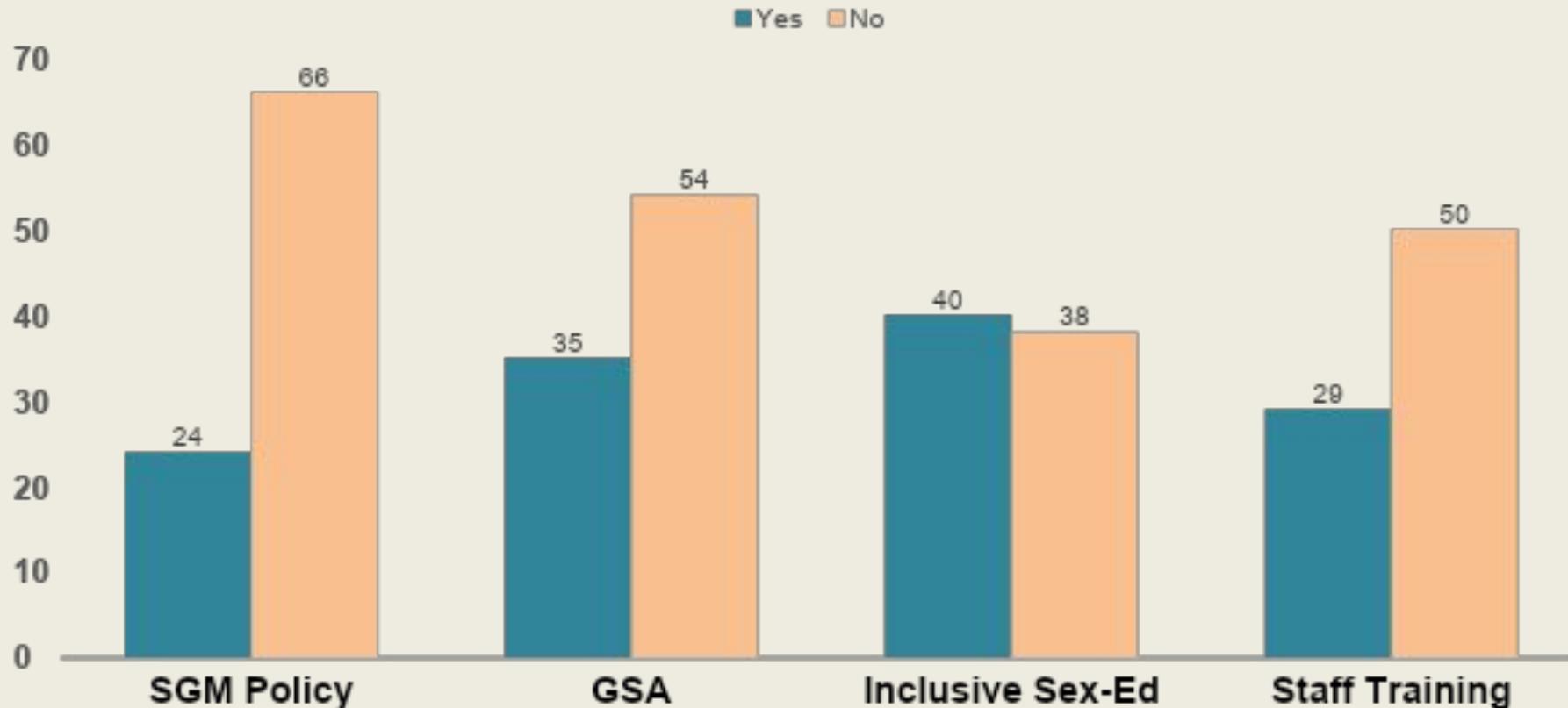
# SGM students in NM PROVES sample are at increased risk for violence victimization.



Violence Victimization, NM PROVES Sample, N=12,734
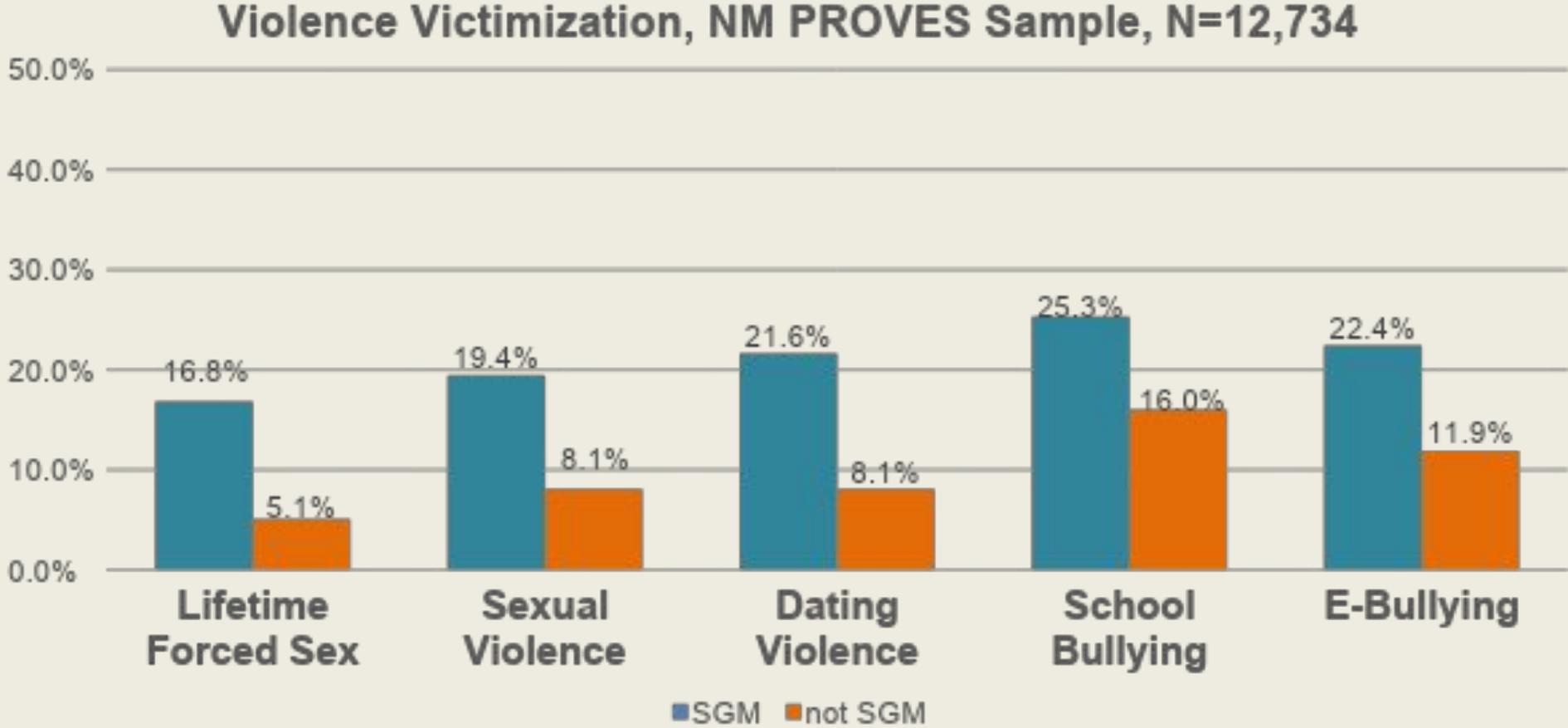
# The presence of any one policy was not associated with rates of any form of violence among all students



Odds of Having Experienced Forced Sex during Lifetime by Presence of Inclusion Policy, NM High School Students, 2017
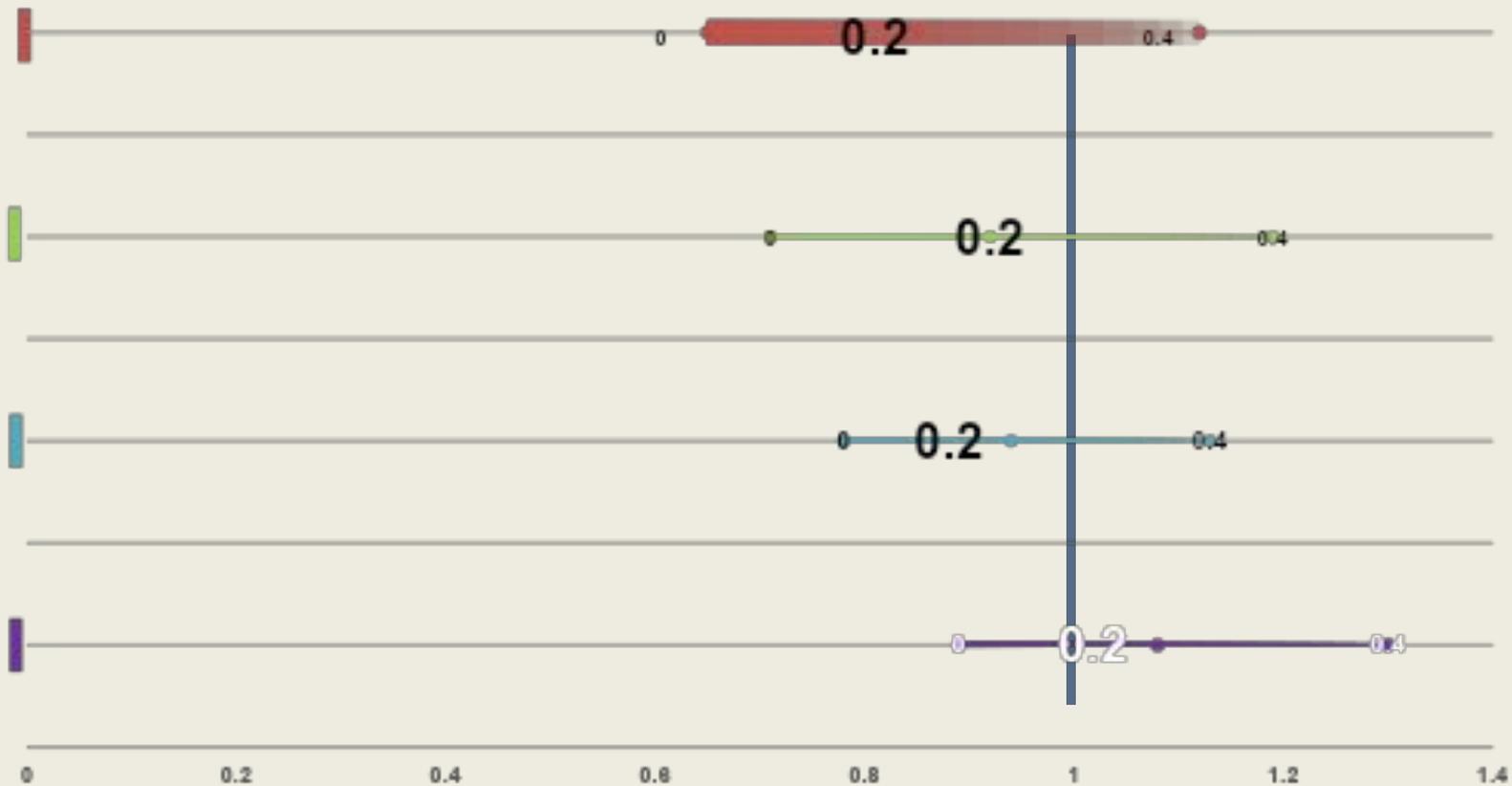
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# SM students in schools with inclusive sex ed were less likely to have experienced forced sex in their lifetime.



Odds of Having Experienced Forced Sex during Lifetime by Presence of Inclusion Policy, LGBNS NM High School Students, 2017 (n=2023)

p=.03

# SM students in schools with inclusive sex ed were less likely to have experienced sexual violence in the past 12 months.



Odds of Having Experienced Sexual Violence in Past 12 Months by Presence of Inclusion Policy, LGBNS NM High School Students, 2017

p=.01
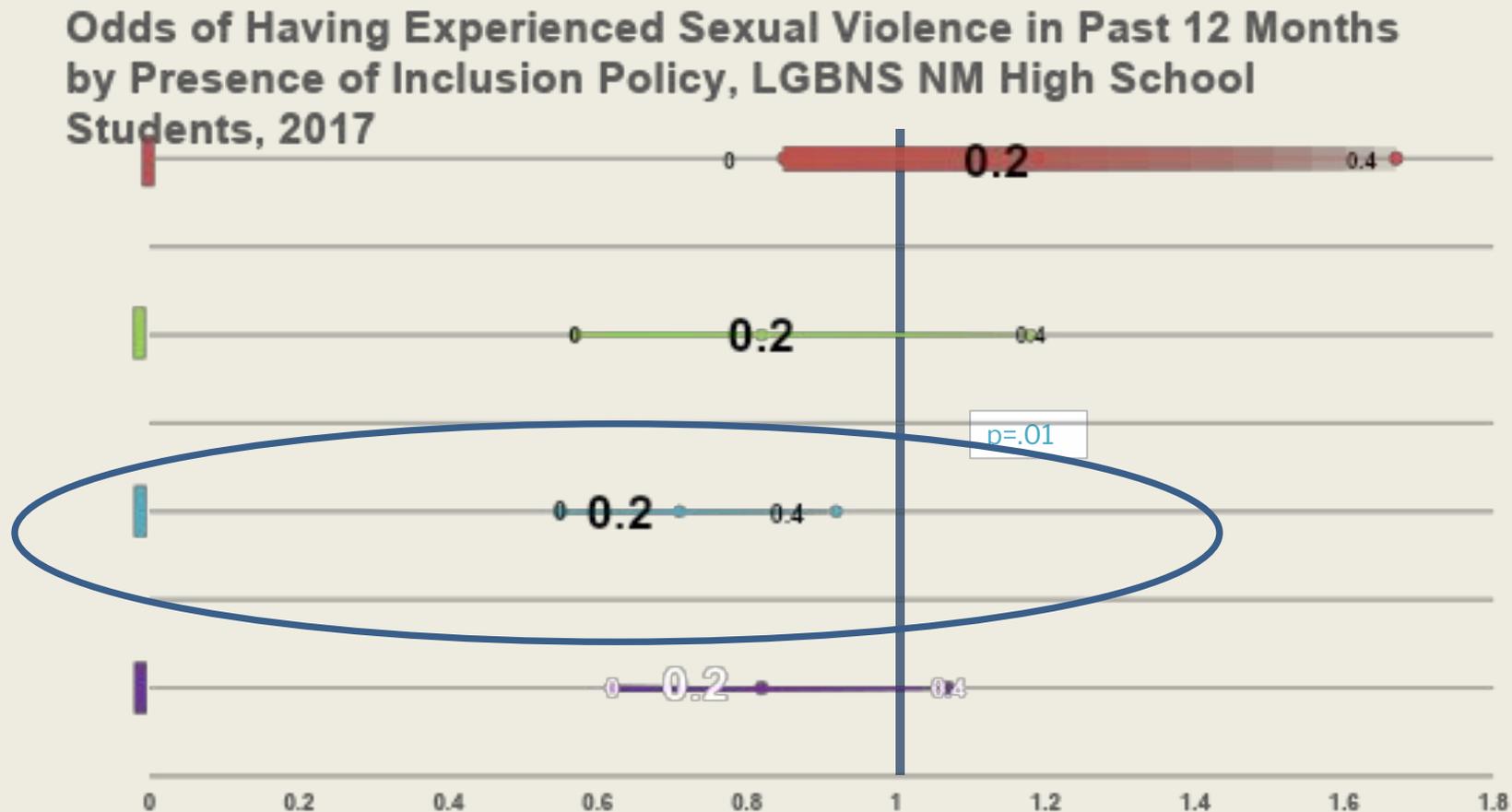
# GM students in schools with inclusive sex ed were less likely to have experienced forced sex during their lifetime.



Odds of Having Experienced School Bullying in Past 12 Months by Presence of Inclusion Policy, TGNC NM High School Students, 2017 (n=596)
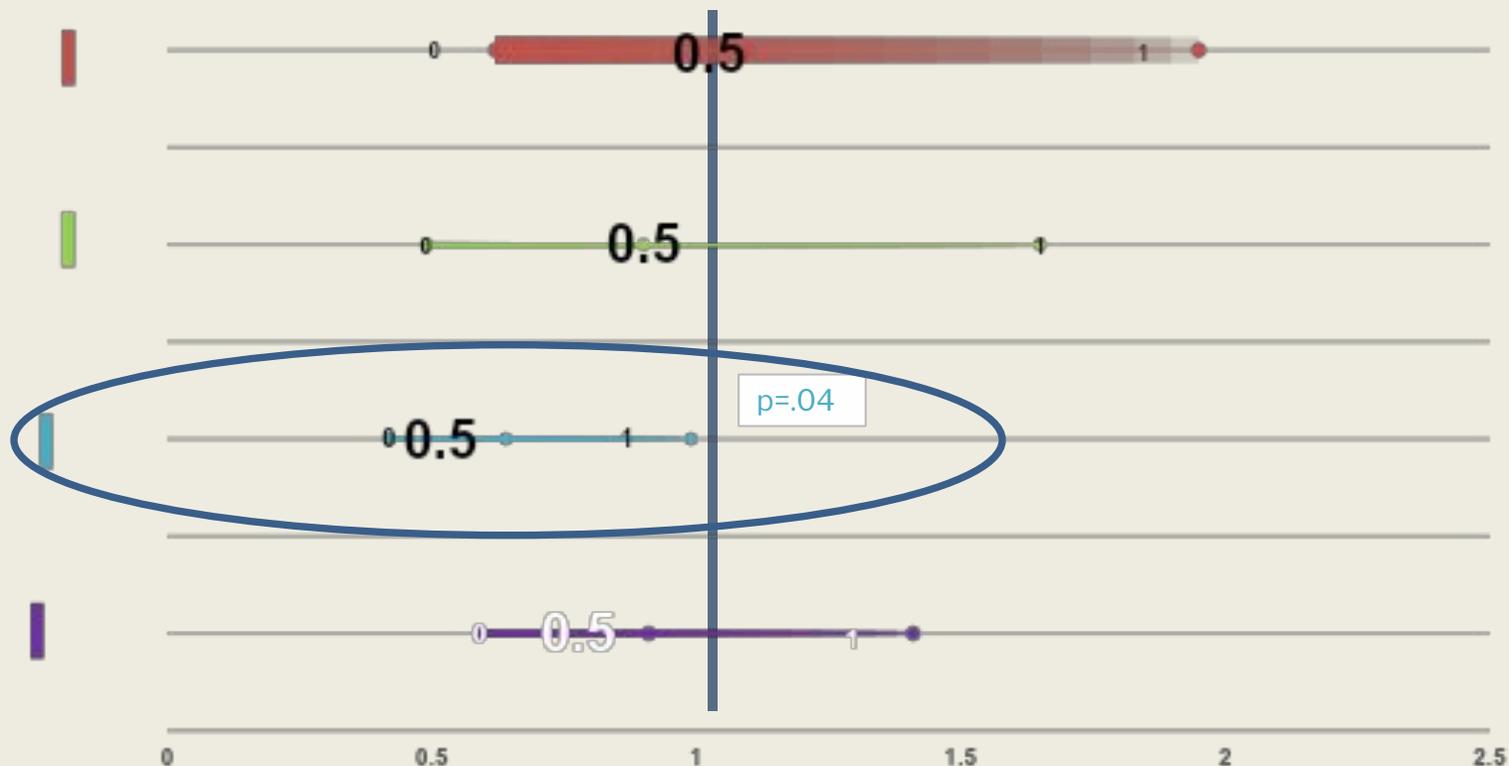
# SM students in schools with inclusive teacher training were less likely to have experienced school bullying in the past 12 months.



Odds of Having Experienced School Bullying in Past 12 Months by Presence of Inclusion Policy, LGBNS NM High School Students, 2017
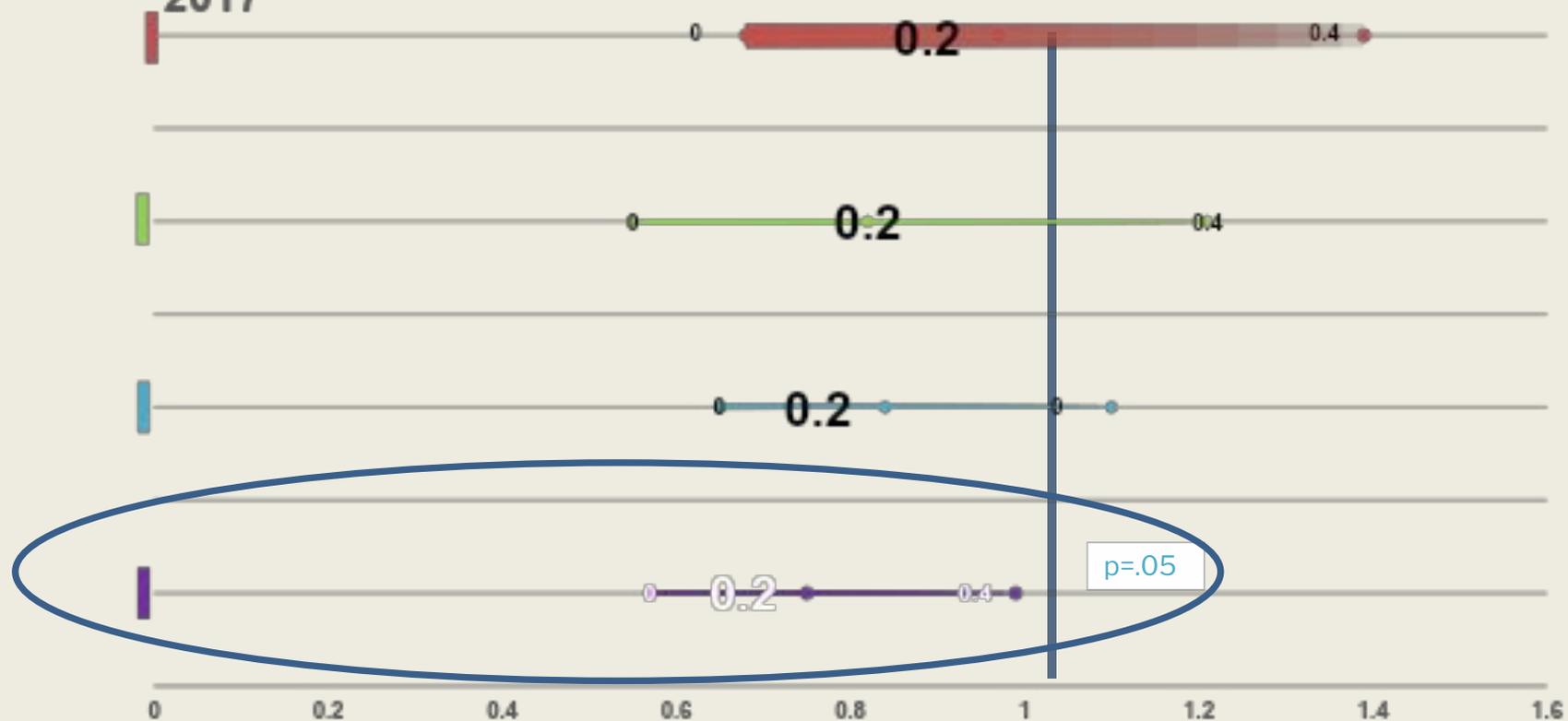
# Inclusive practices have the potential to reduce violence among SGM youth.

- Providing sexual education curricula that is relevant to SGM youth shows promise for reducing sexual violence in this population.
  - *SM students in schools with inclusive sex ed were less likely to have experienced sexual violence in the past 12 months.*
  - *GM students in schools with inclusive sex ed were less likely to have experienced forced sex during their lifetime.*

- Professional development around best practices for teaching students of different sexual orientations and gender identities shows promise for reducing bullying among SM students
  - *SM students in schools with inclusive teacher training were less*

# Limitations

 Data collection methods lack nuance

 Limited ability to make causal inferences

 Low power to detect significant differences in smaller populations

 External factors, especially family support, may have a greater impact than school factors

# Next Steps

  Deeper dive into implementation of policy or practice

  Investigate impact of policies/ practices on other outcomes of interest

  Qualitative research with students to gather data on school climate

  Assess impact of Safe Schools for All Students Act

   *Passed legislature in 2019*

   *Outlines bullying prevention policies and procedures*

   *Specifically names sexual orientation and*



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# Questions?

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