Protective Factors in education for Gender and sexual minority youth
1. DEFINITIONS

A basis for understanding the GSM community
Gender Orientation

Sex - Biological

Gender - Cultural

Individual

Gender Orientation
- Individual’s identity

(Butler, O’Donovan & Shaw, 2010)
Sexual Orientation

❖ Sexual and emotional attachment based on their gender

Heterosexual
❖ Attracted to the opposite gender

Homosexual
❖ Attracted to the same gender

(Butler, O’Donovan & Shaw, 2010; Cranston, 1991; Russell & Fish, 2016)
2. **Risk Factors**

Negative factors that increase the likelihood of negative life events. These disproportionately affect the GSM youth community.
RISK FACTORS

- Victimization (Williams, Connolly, Pepler, & Craig, 2005)
- Depression (Hall, 2018)
- Suicide Ideation (Peter & Taylor, 2014)
- Suicide Attempts (Peter & Taylor, 2014)
3. Protective factors

Positive factors that lower the likelihood of negative life events in the GSM youth community
**INDIVIDUAL - THERAPY PRACTICES**

**CBT**  
Cognitive Behavioral Therapy  
- Affirmative Theory  
- Education on oppression  
- Identifying Stressors

(Austin & Craig, 2015)

**ASSET**  
Affirmative Supportive Safe and Empowering Talk  
- Self Esteem  
- Social Connectedness  
- Proactive coping

(Craig, Austin & McInroy, 2014)

**ABFT**  
Attachment Based Family Therapy  
- Sexual Minorities  
- Working with both parents and children to reduce family rejection

**Education**

**Programs**
- School support groups
- Report reduced Victimization
- Suicide attempts
- Increased perceived safety

**Safety/School Climate**
- Urban low income schools more safe for GSM youth
- Supportive school climate
- Reduced victimization and depression

**Social Relationships**
- Positive instructor relationships
- Romantic relationships
- Black sexual minorities
- Not bisexual youth

*(Espelage, Valido, Hatchel, Ingram, Huang, & Torgal, 2019)*

*(Goodenow, Szalacha, & Westheimer, 2006)*

*(Whitton, Dyar, Newcomb, & Mustanski, 2018)*

*(Woodford & Kulick, 2015)*
4. Policy Implications
Impact of Teacher Training

Teacher training in GSM topics
(Taylor, Meyer, Peter, Ristock, Short, & Campbell, 2016)

GSM inclusivity in curriculum and policy
(Meadows, 2018)

Increased safety and well being for GSM students
(Russell & Fish, 2016)
CONCLUSION

❖ Need more research on protective factors
❖ Research on therapy practices targeting needs of group
❖ More efforts towards safety for GSM youth
❖ More teacher training on LGBTQ issues
  ➢ Enables more comfort for teaching inclusivity practices
❖ More training for medical professionals (nurses)
  ➢ Very few medical institutions offer courses on GSM health topics
❖ Building self esteem helps GSM youth engage in safer sexual health behaviors
REFERENCES


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