



LGBTQ+ Back-To-Basics

Using Data for Health Promotion: What DC Data Tells Us About the Mental Health, Substance Use and Sexual Health Needs of LGBTQ+ Students

Proudly presented by OSSE and facilitated by Diana Bruce, Advocate for Thriving Students.



Hello, I'm Diana.

Diana Bruce (she/her) is a nationally recognized leader who works at the intersection of health and education equity. She advises schools and youth-serving organizations on coronavirus (COVID-19), transgender accommodations, bias reduction, sex education and school-based health care, and brings her clients 25+ years experience and expertise in the field. Proud parent of two young adults who graduated from DC Public Schools (DCPS) and a DC public charter school.

Group Agreements

Be present

Provide grace and space to yourself and others

Practice active listening

Ensure full confidentiality

Ask, that is how we all learn

Learning Objectives

- Identify and describe mental health issues facing DC's LGBTQ+ students.
- Access the DC Youth Risk Behavior Survey (YRBS) and apply the data to their school community.
- Identify and implement school and classroom-level practices proven to increase mental well-being in LGBTQ+ students.
- Identify a variety of mental health resources and community organizations available to students.

Agenda

- What is the YRBS?
- What the Data Tell Us
- How to Support Better Outcomes
- What Resources are Available
- Session Evaluation

Think About...

The mental health of young people was not great before the pandemic and is worse now.

How does the mental health of students impact you as an educator?



Youth Risk Behavior Survey (YRBS)

What is it, and why is it important?

Youth Risk Behavior Survey (YRBS)

- The YRBS is the Centers for Disease Control and Prevention's (CDC) national survey of behaviors that can lead to poor health in students grades 9 through 12.
- The YRBS is administered every two years.
- In DC, OSSE requires participation for all public and public charter middle and high schools – **grades 6-12!**
- The most recent survey results were in 2021.
- OSSE's release of 2023 results should come out in 2024.

www.cdc.gov/healthyyouth/data/yrbs/overview.htm#:~:text=YRBS%20results%20help%20monitor%20adolescent,support%20the%20health%20of%20youth.

What the YRBS Asks

Health risk behaviors and youth experiences monitored are:

- Student Demographics (e.g., sex, sexual identity, race and ethnicity, and grades)
- Youth health risk behavior and conditions (e.g., sexual, injury and violence, bullying, diet and physical activity, obesity, mental health, including suicide)
- Substance use behaviors (e.g., electronic vapor products and tobacco product use, alcohol use, and other drug use)
- Student experiences (e.g., parental monitoring, school connectedness, unstable housing and exposure to community violence)

www.cdc.gov/healthyyouth/data/yrbs/overview.htm#:~:text=YRBS%20results%20help%20monitor%20adolescent,support%20the%20health%20of%20youth

Available for Download

CDC data files – Middle and High School 2021 DC YRBS findings

<https://osse.dc.gov/page/2021-dc-yrbs-data-files>

- Summary Tables
- Summary Graphs
- Sample Description
- Academic Achievement
- Graphs
- Sample Statistics
- Sexual Identity Summary
- Sexual Identity
- Trend Reports

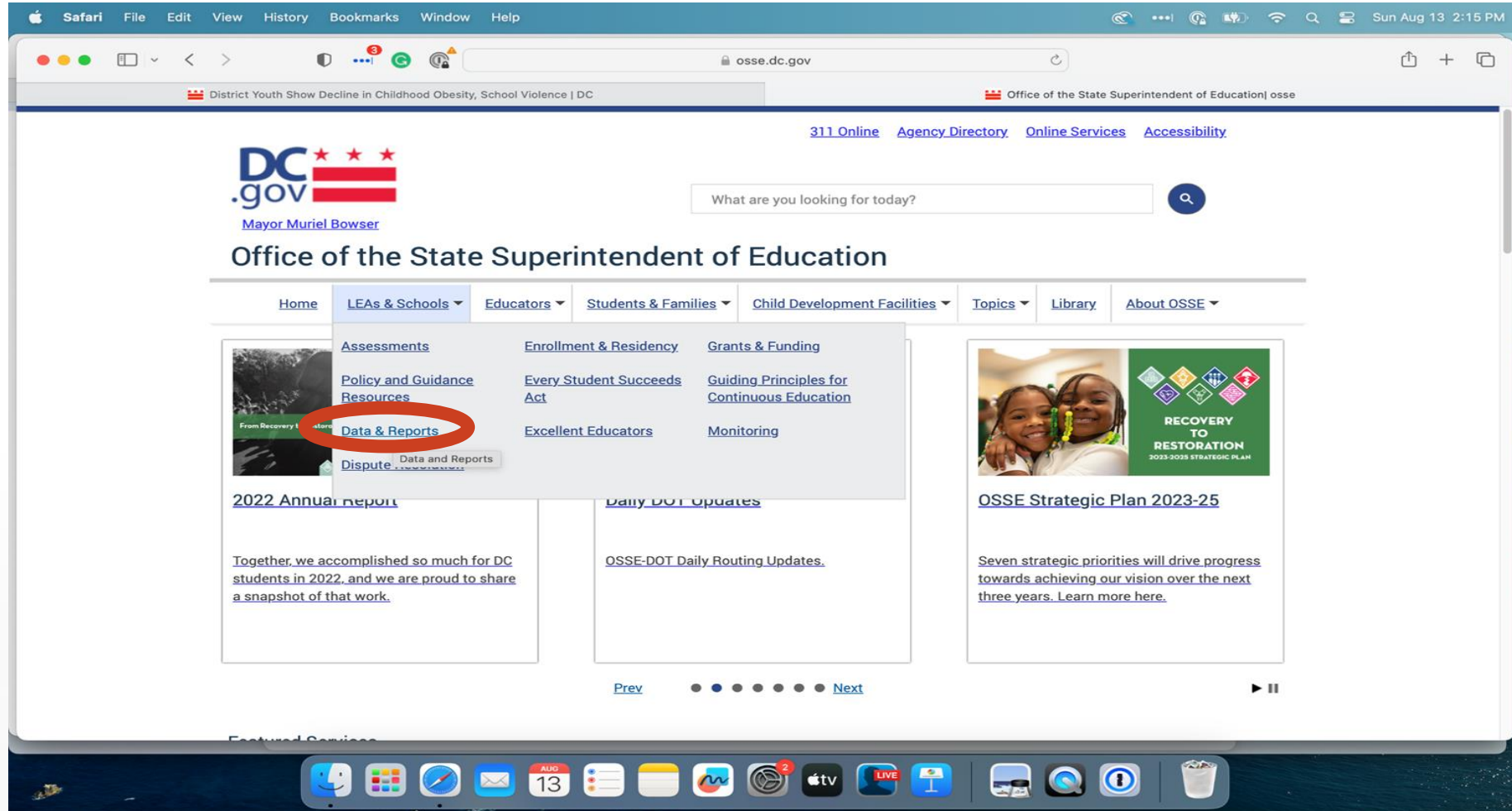
2021 YOUTH RISK BEHAVIOR SURVEY RESULTS District of Columbia (Including Charter Schools) Middle School Survey Summary Tables - Weighted Data

QN49: Percentage of students who think other people at school would describe them as equally feminine and masculine

	Total			Male			Female		
	Percentage	95% confidence interval	N	Percentage	95% confidence interval	N	Percentage	95% confidence interval	N
Total	17.2	(16.5 - 17.9)	10,640	11.4	(10.6 - 12.4)	4,884	21.8	(20.8 - 22.9)	5,635
Age									
11 or younger	18.3	(16.9 - 19.8)	2,683	13.2	(11.3 - 15.3)	1,155	21.6	(19.6 - 23.8)	1,489
12	17.4	(16.1 - 18.7)	3,538	11.4	(10.0 - 13.1)	1,624	22.0	(20.2 - 24.0)	1,872
13	16.9	(15.7 - 18.1)	3,620	10.4	(9.0 - 11.9)	1,667	22.4	(20.6 - 24.3)	1,924
14 or older	14.5	(12.2 - 17.2)	781	10.7	(8.1 - 14.0)	432	18.9	(15.0 - 23.4)	342
Grade									
6th	18.2	(16.9 - 19.6)	3,338	12.4	(10.8 - 14.2)	1,485	22.4	(20.6 - 24.4)	1,807
7th	17.4	(16.2 - 18.7)	3,571	12.1	(10.6 - 13.8)	1,670	21.6	(19.7 - 23.5)	1,864
8th	16.1	(15.0 - 17.4)	3,668	9.9	(8.5 - 11.4)	1,697	21.5	(19.7 - 23.4)	1,942
Race/Ethnicity									
Asian*	15.4	(11.0 - 21.3)	181	13.2	(7.8 - 21.4)	91	17.0	(10.7 - 26.0)	88
Black*	17.6	(16.7 - 18.6)	6,018	11.6	(10.5 - 12.8)	2,794	22.6	(21.2 - 24.1)	3,189
Hispanic/Latino	18.4	(16.8 - 20.0)	2,216	11.6	(9.7 - 13.7)	995	23.5	(21.2 - 26.0)	1,192
Native American*	15.0	(8.6 - 25.0)	73	13.6	(6.3 - 27.0)	44	-	-	29
White*	12.1	(10.4 - 13.9)	1,270	8.7	(6.7 - 11.2)	605	15.0	(12.5 - 17.9)	638
All other races*	-	-	26	-	-	14	-	-	12
Multiple races*	19.1	(16.2 - 22.3)	620	12.1	(8.5 - 16.8)	232	23.0	(19.1 - 27.4)	375

Note: 1,143 students were excluded from this analysis.
*Non-Hispanic.
N = Number of students in this subgroup.
- = Fewer than 30 students in this subgroup.

Where to Find DC YRBS Data



www.OSSE.dc.gov



Where to Find DC YRBS data (continued)

The screenshot shows a Safari browser window displaying the OSSE website. The address bar shows 'osse.dc.gov'. The page title is 'District Youth Show Decline in Childhood Obesity, School Violence | DC'. The main navigation menu includes 'Home', 'LEAs & Schools', 'Educators', 'Students & Families', 'Child Development Facilities', 'Topics', 'Library', and 'About OSSE'. Under the 'Topics' menu, the 'School Health & Wellness' section is expanded, and the 'Youth Risk Behavior Survey' link is circled in red. Below this link, there are several sub-links: '2019 YRBS Report', '2017 YRBS Report', '2015 YRBS Report', '2012 YRBS Report', 'Data Files', '2019 Data Files', '2017 Data Files', 'For more information: Youth Risk Behavior Survey', 'Healthy School Act Profiles', 'Healthy Schools Acts Reports', '2019-20 school profiles report', '2017-18 school profiles report', '2016-17 school profiles report', '2015-16 school profiles report', 'Health and Physical Education Assessment', 'District-level 2016-17 Scores', 'For more information: Health and Physical Education Assessment', 'Meals and Nutrition', 'Free and Reduced-Price Meals Status', and 'Schools Eligible for the Community Eligibility Provision' with sub-links for '2018-19', '2017-18', and '2016-17'. A '[Back to Top]' link is visible at the bottom right of the page content.

Think About...

How could you imagine using the YRBS to improve your practice, in your role at school?



The Data

What do our students need?

Using the YRBS to Understand the LGBTQ+ Student Experience

- Roughly 25% of DC middle and high school students identify as LGBTQ
 - Most of the following data relate to their experience
- 2% of DC middle and high school students identify as transgender
 - Sometimes the number of transgender students participating (the N) is too small to report out while protecting privacy
 - We do not have complete data about their experience

<https://osse.dc.gov/node/1635216>

Suicidality Among LGBTQ Students

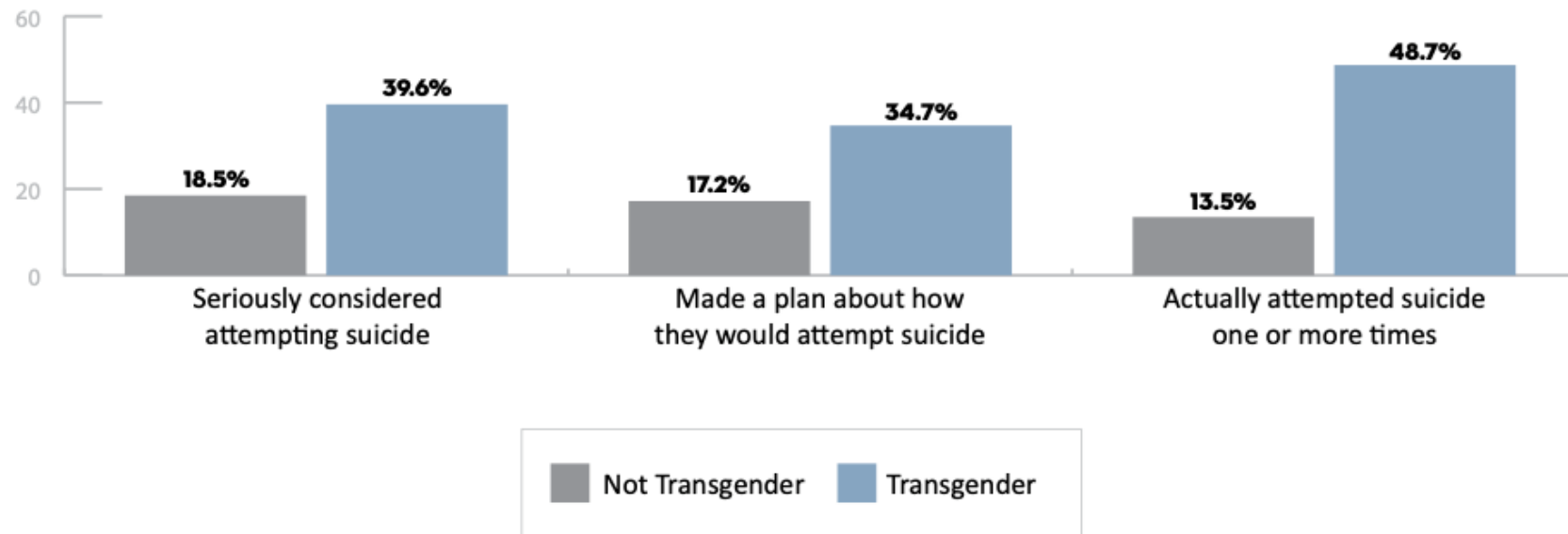
Health Risk Behavior	Heterosexual		Gay, Lesbian, or Bisexual		Other/Questioning*	
	% 95% CI†	N	% 95% CI	N	% 95% CI	N
QN26: Percentage of students who seriously considered attempting suicide (during the 12 months before the survey)	11.9 (11.2-12.7)	7,703	36.4 (34.1-38.7)	1,767	35.4 (32.7-38.3)	1,195
QN27: Percentage of students who made a plan about how they would attempt suicide (during the 12 months before the survey)	10.1 (9.4-10.8)	7,661	29.7 (27.6-32.0)	1,751	31.9 (29.3-34.7)	1,188
QN28: Percentage of students who actually attempted suicide (one or more times during the 12 months before the survey)	8.1 (7.4-8.8)	6,317	22.6 (20.5-24.9)	1,527	18.9 (16.5-21.4)	1,075
QN29: Percentage of students who had a suicide attempt that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)	2.3 (1.9-2.7)	6,295	6.6 (5.4-8.1)	1,526	3.9 (2.9-5.3)	1,075

<https://osse.dc.gov/node/1635216>



Suicidality Among Transgender Students

High school suicidality, by gender identity



<https://osse.dc.gov/node/1635216>

How Serious a Problem is Mental Health? (HS Students)

Health Risk Behavior	Heterosexual		Gay, Lesbian, or Bisexual		Other/Questioning*	
	% 95% CI†	N	% 95% CI	N	% 95% CI	N
QN85: Percentage of students who reported that their mental health was most of the time or always not good (including stress, anxiety, and depression, during the 30 days before the survey)	18.6 (17.6-19.5)	6,883	44.0 (41.5-46.5)	1,614	46.1 (43.1-49.2)	1,096

<https://osse.dc.gov/node/1635216>

Sexual Abuse and Assault (High School Students)

Health Risk Behavior	Heterosexual		Gay, Lesbian, or Bisexual		Other/Questioning*	
	% 95% CI†	N	% 95% CI	N	% 95% CI	N
<p>QN99: Percentage of students who reported someone they were dating or going out with purposely tried to control them or emotionally hurt them one or more times (counting such things as being told who they could and could not spend time with, being humiliated in front of others, or being threatened if they did not do what they wanted, during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey)</p>	14.1 (13.1-15.2)	4,349	30.6 (27.9-33.5)	1,073	28.5 (24.6-32.6)	497
<p>QN100: Percentage of students who reported someone did sexual things to them that they did not want to do one or more times (by pressuring them, lying to them, making promises about the future, threatening to end their relationship, or threatening to spread rumors about them, during the 12 months before the survey)</p>	5.7 (5.2-6.3)	7,845	13.3 (11.7-15.0)	1,804	9.8 (8.1-11.6)	1,211

<https://osse.dc.gov/node/1635216>

Drugs and Alcohol Use (High School Students)

Health Risk Behavior	Heterosexual		Gay, Lesbian, or Bisexual		Other/Questioning*	
	% 95% CI†	N	% 95% CI	N	% 95% CI	N
QN46: Percentage of students who tried marijuana for the first time before age 13 years	6.4 (5.8-7.0)	7,488	8.4 (7.1-9.9)	1,738	6.0 (4.7-7.5)	1,176
QN47: Percentage of students who currently used marijuana (one or more times during the 30 days before the survey)	18.7 (17.8-19.6)	7,468	30.0 (27.8-32.7)	1,742	16.6 (14.6-18.9)	1,174
QN49: Percentage of students who ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it (counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life)	10.2 (9.5-11.0)	7,485	17.4 (15.6-19.3)	1,741	14.9 (12.9-17.2)	1,182
QN41: Percentage of students who currently drank alcohol (at least one drink of alcohol, on at least 1 day during the 30 days before the survey)	12.9 (12.2-13.7)	7,353	25.2 (23.2-27.4)	1,701	16.3 (14.3-18.5)	1,167

Academically Speaking (HS Students)

Health Risk Behavior	Percentage of students who engaged in each risk behavior, by type of grades mostly earned in school				Significant Association*
	A's	B's	C's	D's/F's	
	% 95% CI†	% 95% CI	% 95% CI	% 95% CI	
QN94: Percentage of students who have been afraid of being beaten up at school one or more times (during the 12 months before the survey)	7.4 (6.7-8.3)	7.3 (6.4-8.2)	8.4 (6.9-10.1)	14.0 (10.7-18.2)	Yes
QN95: Percentage of students who reported that their property had been stolen or deliberately damaged on school property one or more times (such as their car, clothing, or books, during the 12 months before the survey)	9.5 (8.6-10.5)	9.4 (8.5-10.5)	10.2 (8.7-12.1)	15.9 (12.3-20.3)	Yes
QN96: Percentage of students who have been harassed on school property one or more times because someone thought they were gay, lesbian, bisexual, or transgender (during the 12 months before the survey)	6.5 (5.7-7.3)	5.2 (4.5-6.1)	7.1 (5.8-8.7)	11.6 (8.6-15.6)	Yes
QN97: Percentage of students who have been a member of a gang or crew (during the 12 months before the survey)	4.6 (3.9-5.3)	5.2 (4.4-6.0)	6.7 (5.4-8.2)	13.1 (9.8-17.3)	Yes
QN98: Percentage of students who have seen or heard people where they live be violent and abusive (including serious hitting, shouting, throwing items, yelling, or name calling, but not 'play fighting,' during the 12 months before the survey)	27.4 (26.0-28.8)	26.4 (24.9-28.0)	29.8 (27.3-32.4)	33.7 (28.7-39.1)	No



Academically Speaking (HS Students)

Percentage of students who engaged in each risk behavior, by type of grades mostly earned in school

Health Risk Behavior	A's	B's	C's	D's/F's	Significant Association*
	% 95% CI†	% 95% CI	% 95% CI	% 95% CI	
QN88: Percentage of students who live in District of Columbia wards 1 through 4	32.6 (31.2-34.0)	22.7 (21.4-24.1)	18.4 (16.4-20.5)	17.2 (13.8-21.4)	Yes
QN89: Percentage of students who live in District of Columbia wards 5 through 8	41.9 (40.3-43.4)	44.4 (42.7-46.2)	42.7 (39.9-45.5)	49.2 (43.7-54.7)	No
QN90: Percentage of students who think other people at school would describe them as equally feminine and masculine	12.9 (11.9-14.0)	13.8 (12.7-15.1)	18.2 (16.1-20.4)	16.6 (2.8-21.2)	
QN91: Percentage of students who are transgender	2.4 (2.0-2.9)	1.4 (1.1-1.9)	1.2 (0.8-2.0)	4.7 (2.9-7.6)	Yes
QN92: Percentage of students who rarely or never wore a helmet when they rode a bicycle or used rollerblades or a skateboard (among students who rode a bicycle or used rollerblades or a skateboard during the 12 months before the survey)	59.1 (57.1-61.0)	77.9 (76.0-79.7)	83.6 (80.7-86.1)	85.8 (79.6-90.3)	Yes
QN93: Percentage of students who carried a weapon past 30 days (as a gun, knife, or club, on at least 1 day during the 30 days before the survey)	7.8 (6.9-8.7)	11.2 (10.2-12.4)	14.8 (13.0-17.0)	22.4 (18.2-27.2)	Yes

<https://osse.dc.gov/node/1635216>



Think About ...

What did you notice in the data?

How can your school impact these experiences?

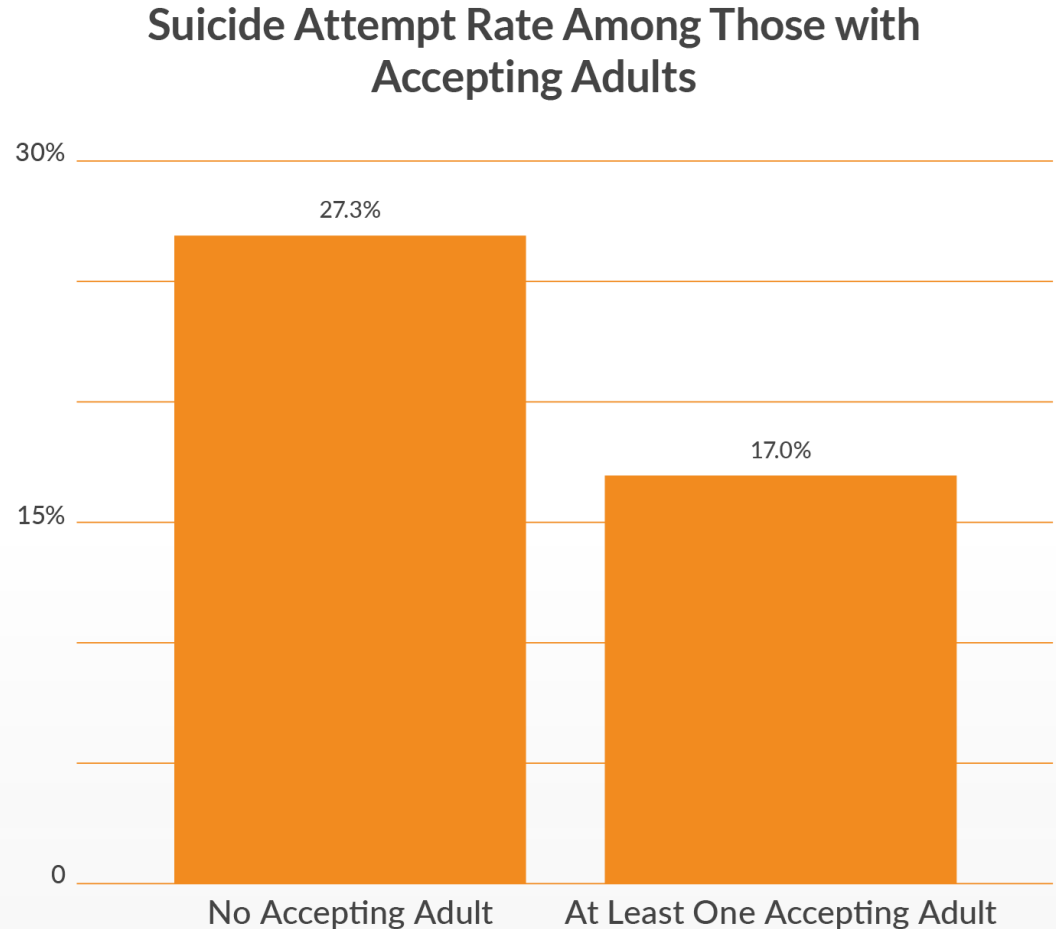


Utilizing the Data

Improving student well-being.

What Makes a Difference?

- Accepting adults can significantly reduce the risk of suicide for LGBTQ+ youth.
- These adults can be parents, teachers, administrators, counselors, coaches, etc.



www.thetrevorproject.org/research-briefs/accepting-adults-reduce-suicide-attempts-among-lgbtq-youth/

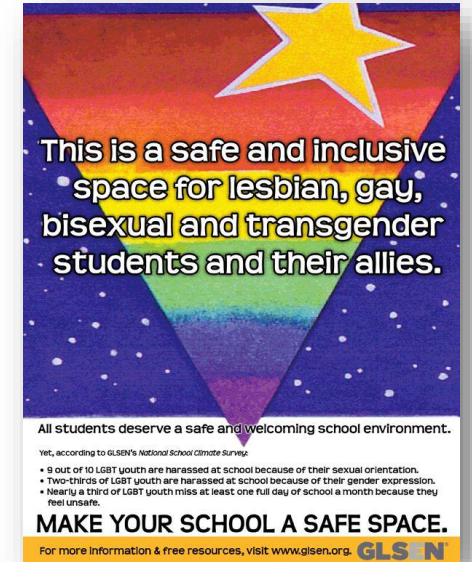


Family Acceptance Project


- How families and educators respond when children come out affects future health outcomes.
- Rejecting behavior negatively impacts 50 health outcomes.
- Affirming behavior can go a long way!
 - Mental Health
 - Sexual Health
 - Substance Use

Classroom-Level Interventions




- Create an inclusive/safe space
 - Display signs/posters signalling allyship
 - Include LGBTQ+ issues and stories in your curriculum
 - Fully enforce policies on bullying/harassment
 - Use appropriate and respectful name and pronoun usage
 - Assign students to groups using favorite colors instead of gender



Best Practices for School



LGBTQ+ students feel safer and more supported with:

-  **Comprehensive anti-bullying and anti-discrimination policies**
-  **Gender and Sexuality Alliances**
-  **Teachers and school staff who are supportive of LGBTQ students**
-  **An LGBTQ-inclusive curriculum**

Source: 2019 National School Climate Survey
Learn more at glsen.org/nscs

www.glsen.org/activity/2019-national-school-climate-survey-infographics/

Think About ...

What could you implement in your classroom/office/space?



Mental Health Resources

What's Available?

Behavioral Health Resources

- Your school's mental/behavioral health staff
- Department of Behavioral Health (DBH) School Behavioral Health Program
 - DBH clinicians
 - Community-Based Organization (CBO) clinicians
 - DC School Behavioral Health Community of Practice (DC CoP)
(www.cop.aehinst.org/)
- Community mental health support
 - pediatricians
 - mental health providers
 - CBOs

In DC, most adolescents can consent to mental health, sexual health and substance use services WITHOUT permission from their parent/guardian.

Local Supports Available

SMYAL: www.smyal.org/

Local LGBTQ+ space that provides youth with programming and advocacy building skills.

Children's National Medical Center: www.childrensnational.org/about-us/our-mission-vision-and-values/lgbtq-care-and-support

Pride Clinic (for primary care/mental health, ages 12-21).

Gender Development Program and Gender and Autism Program.

DC Public Schools: www.dcps.dc.gov/page/lgbtq-support-inclusion

Provides LGBTQ+ support for DCPS schools.

Resources for Educators

Family Acceptance Project: www.familyproject.sfsu.edu/

A research, intervention, education and policy initiative with materials (in multiple languages) to support LGBTQ+ youth in home, school and religious spaces.

Gender Spectrum: www.genderspectrum.org/

Gender Spectrum helps families, organizations and institutions increase their understanding of gender and consider the implications that evolving views have for each of us.

Resources for Educators (continued)

GLSEN: www.glsen.org/

Provides resources and supports for educators on policy guidance, Gender Sexuality Alliances (GSAs), curriculums, including visibility stickers.

The Trevor Project: www.thetrevorproject.org/

Hosts a 24-Hour LGBTQ youth Suicide Hotline, also has resources for youth and allies.

Welcoming Schools: www.welcomingschools.org/

Project of the Human Rights Campaign (HRC) - provides toolkit, resources and suggestions for creating a supportive classroom.

Think About ...

What resources were new to you? Which ones seem like something you could use at school?

In Closing

- DC students, including our LGBTQ+ students, face increased mental health challenges.
- Actionable data are available in DC to understand these trends.
- Informed by this data, educators and schools can cultivate spaces that affirm LGBTQ+ students and positively impact their mental wellbeing.
- DC schools have school behavioral health providers who can provide support services and be partners in building healthy school communities.
- Additional resources for young people and their families exist in the community.
- In DC, most teens can consent to behavioral health services on their own.



Questions?

Join us for the upcoming trainings in this series:



Sept. 20 and 21 at 3:30 p.m.

Session Evaluation

Please complete the Session Evaluation available via QR code or at the link in the chat.

When complete, please feel free to leave any questions in the chat.

See you next session!





Thank you!

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