# Homophobic Language and Verbal Harassment in North Carolina High Schools

By Terri Phoenix, Will Hall, Melissa Weiss, Jana Kemp, Robert Wells, & Andrew Chan

Safe Schools NC is a statewide partnership of organizations and individuals dedicated to eliminating bullying, harassment, and discrimination on the basis of actual or perceived sexual orientation and gender identity in North Carolina schools. Safe Schools NC works to accomplish this mission through advocacy, student organizing, research, and training.

Safe Schools NC
65 Finch's Way
Pittsboro, NC 27312
info@safeschoolsnc.com
(919) 619-2167
www.safeschoolsnc.com
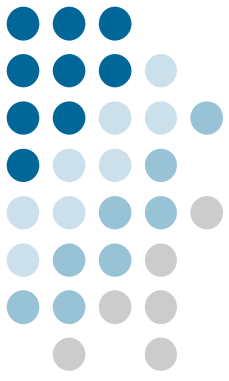
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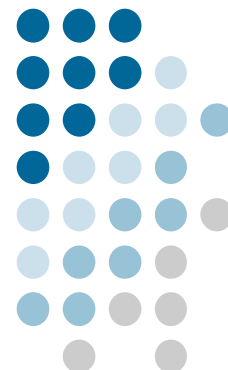
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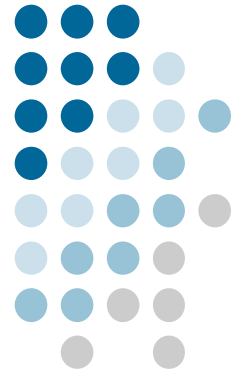
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Introduction

School safety is a top priority for all schools and communities because of the immense impact that the school setting has on adolescents' social and intellectual development. Studies have demonstrated that 5 to 11 percent of students are not exclusively heterosexual (Hillier, Warr, & Haste, 1996; Lindsay & Rosental, 1997; Remafedi, Resnick, Blum & Harris, 1992; Russell, Seif, & Truong, 2001). Students who are or who are presumed to be lesbian, gay, bisexual, transgender, or questioning (LGBTQ) their sexual orientation are often the brunt of verbal and physical harassment. One study found that for every LGBT youth who reported being harassed at school, four heterosexual youth reported harassment or violence for being perceived as gay or lesbian (Reis, 1996). A recent national study of school climates indicated that 91.5% of LGBT youth reported hearing homophobic remarks in their school frequently or often (Kosciw, 2004). Homophobic remarks such as "fag" or "dyke" were heard frequently or often by 77.9% of respondents. The phrase "that's so gay" used in a derogatory manner was heard frequently by 73.4% of respondents. Almost half (43.3%) of all youth said that a faculty or staff member of the school was present always or most of the time when homophobic remarks were made, but only 17.1% said that these people intervened always or most of the time. In addition, 37.4% of respondents said that faculty and staff never intervened when homophobic remarks were made in their presence (Kosciw, 2004).

> A national study found that over 90% of LGBT youth reported hearing homophobic remarks frequently or often in school (Kosciw, 2004).

Studies of school counselors support these findings that students perceived to be gay or lesbian experience harassment by fellow students (Fontaine, 1998; Sears, 1988). In a survey of school counselors, 54% agreed that students often degraded classmates who they discovered were lesbian, gay, or bisexual (Price & Tellijohann, 1991). Forms of harassment observed by school counselors included name calling,

teasing, ridicule, and exclusion by classmates as well as more brutal forms such as physical intimidation, pushing, hitting, and shoving (Faulkner & Cranston, 1998).
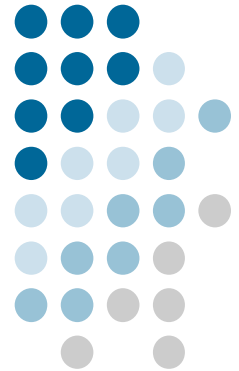
The present study was conducted by Safe Schools North Carolina to assess the degree to which verbal harassment and homophobic language were present in high schools in the Triangle region of North Carolina (Orange, Durham, and Wake Counties). Safe Schools NC was founded to serve as an advocate and resource to organizations and individuals regarding issues surrounding sexual orientation and gender identity in order to eliminate harassment, bullying, and discrimination. This document serves as a resource to students, teachers, administrators, parents, policymakers, and community members. Further contents of this report include an overview of the study's design and implementation, statistical findings and implications, and recommendations for school safety improvement.

"I dropped out of school at 17, after being at different schools in Providence. I am gay, and was made fun of so much that I got sick of being in school. I couldn't stand worrying about what was going to happen to me each day when I got there, so I stopped going. I was beaten up all during my time in school, and the fights and threats started when I was pretty young."

- Testimony from an anonymous student, read at a public forum to inform the Rhode Island Task Force on Gay, Lesbian, Bisexual, and Transgender Youth, 1995
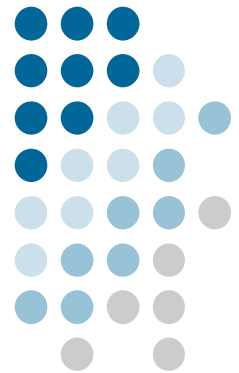
Methodology

The survey instrument was adapted from the Gay, Lesbian and Straight Education Network's (GLSEN) 2003 National School Climate Survey, a comprehensive study of high school environments for LGBT students (Kosciw, 2004). Questions were selected to examine four domains: (1) frequency of homophobic language and verbal harassment; (2) frequency of which school members (students, teachers and school staff) made homophobic remarks ; (3) prevalence of homophobic language in various school areas such as hallways, cafeterias, buses, classrooms, bathrooms, and locker rooms/gyms; and (4) intervention rates by school personnel when homophobic comments were made in their presence. The survey is shown in Appendix A.

Data for this study were collected from six high schools located in Durham, Orange, and Wake Counties that had active Gay Straight Alliances (GSAs) and who agreed to assist Safe Schools NC in data collection. GSA members collected study data by distributing the survey instrument in classes or to individual students as permitted by staff and administration. The specifics of data collection in each school varied slightly based upon the degree to which staff and administration were willing to facilitate data collection (See Table 1).

Table 1: Data Collection Procedures

	Procedure
School A	Surveys given to English teachers who were asked to distribute them in classes; also distributed by GSA members to individuals who agreed to participate
School B	GSA member distributed surveys to individuals who agreed to participate
School C	GSA students passed out surveys on Day of Silence from a booth where they had information and buttons about Day of Silence
School D	GSA members distributed surveys to individuals who agreed to participate
School E	Surveys given to teachers who were asked to distribute them in home room classes; also distributed by GSA members to individuals who agreed to participate
School F	Surveys given to teachers who were asked to distribute them in home room classes; also distributed by GSA members to individuals who agreed to participate

Results

A total of 918 surveys were returned. After examining surveys, 14 were excluded from analysis because they were incomplete or appeared to be completed in a manner that seemed questionable (e.g., they didn't respond individually to each question, more than one response option was circled). Surveys that were completed by middle school students and faculty members were also discarded. Thus, a total of 904 surveys were usable and included in data analysis. Table 2 shows the number of usable surveys from each high school. Respondents were asked to indicate their grade level. Table 3 shows the distribution of respondents by grade level.
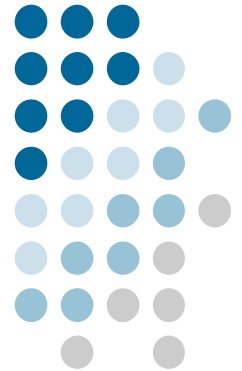
Table 2: Number of Usable Surveys from each High School

	Usable Surveys	Percent
School A	83	9.2
School B	90	10.0
School C	53	5.9
School D	84	9.3
School E	538	59.5
School F	56	6.2
Total	904	100.0

Table 3: Distribution by Grade Level

Grade Level	Number of Respondents	Percent
Ninth	182	20.1
Tenth	221	24.4
Eleventh	267	29.5
Twelfth	212	23.5
No grade listed	22	2.4
Total	904	100.0
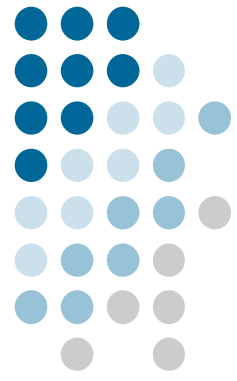
When asked how often the expression "that's so gay" or "you're so gay" was heard in school, 68.9% of students responded that these expressions were heard frequently or often. Other homophobic remarks such as "faggot," "dyke," or "queer" were heard frequently or often by almost two-thirds (64.2%) of youth. Homophobic remarks were most often made by other students; 72.6% of students reported that they heard other students make homophobic remarks frequently or often whereas 3.5% of students reported teachers or school staff made homophobic remarks frequently or often. When a homophobic remark was made in the presence of a teacher or staff member, students reported that the teacher or staff member intervened frequently or often one-quarter (26.4%) of the time and rarely or never almost half (47.0%) of the time.

How often do you hear the expression "That's so gay" or "You're so gay" in school?

Never 3.1%
Rarely 9.0%
Frequently 40.0%
Sometimes 19.0%
Often 28.9%

How often do you hear homophobic remarks in school (such as faggot, dyke, queer, etc.)?

Never 3.0%
Rarely 10.8%
Frequently 33.4%
Sometimes 22.0%
Often 30.8%

Percent

■ Frequently, Often
■ Sometimes
□ Rarely, Never

Students Hearing Homophobic Remarks From Other Students

Teacher or Staff Intervention When Students Made Homophobic Remarks in Their Presence

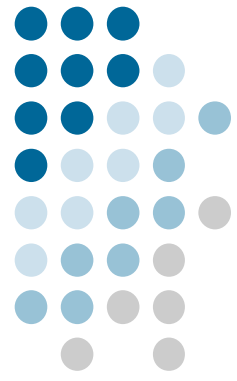Youth reported that hallways and cafeterias were the places in which homophobic language happened most frequently, followed by buses and classrooms. Locker rooms, gyms, and bathrooms were areas where homophobic language was reported less frequently. Figure 1 shows the occurrence of homophobic remarks across all locations about which youth were asked.

Figure 1: Location and Prevalence of Homophobic Remarks in Schools
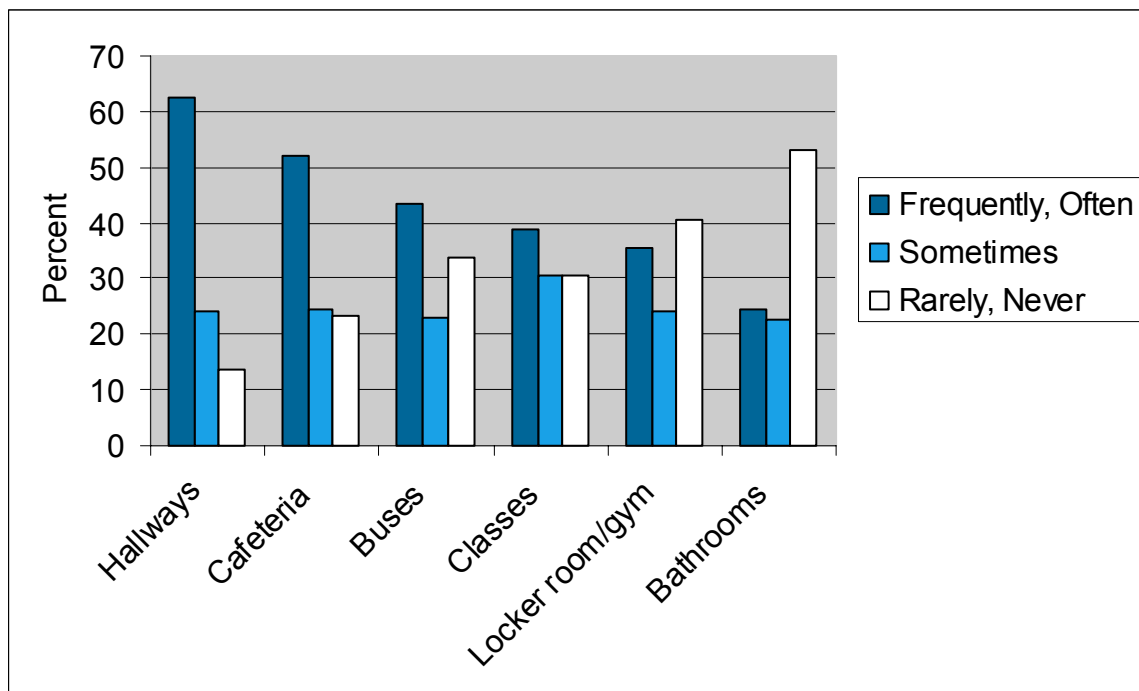
After data collection was completed, researchers asked representatives from each participating high school if the school had a policy concerning harassment, bullying, and discrimination. Five of the six schools maintained such a policy regarding student conduct (Schools A-E). Although, School F did not have a non-harassment policy, the school maintained a Diversity Statement, which stated the school valued people of all sexual orientations. Three schools' policies did not state that harassment, bullying, and discrimination based on sexual orientation was prohibited (Schools C, D, & E). However, two schools explicitly stated that harassment based on sexual orientation was prohibited and would not be tolerated (Schools A & B).

Data analysis revealed associations between the inclusion of sexual orientation in schools' anti-harassment policies and the frequencies with which students reported hearing "that's so gay" or "you're so gay;" "faggot," "dyke," or "queer;" and teachers or school staff intervening when homophobic remarks were made in their presence.

In schools where the policy did not include sexual orientation, 55.4% of students reported hearing "that's so gay" or "you're so gay" frequently or often. However, in schools where the policy did include sexual orientation only 13.5% of students heard these remarks frequently or often. Chi-square analysis indicated that there was a statistically significant difference in the frequency with which students reported "that's so gay" or "you're so gay" based on the inclusion or lack of inclusion of sexual orientation in the schools' anti-harassment policy [$\chi^2(4, N = 899) = 40.12, p < .001$]. Cramer's V analysis indicated that the inclusion or lack of inclusion of sexual orientation in schools' anti-harassment policy accounted for 21.1% of the variance in the frequency with which students heard "that's so gay" or "you're so gay" in school.

Students heard the expression "That's so gay" or "You're so gay" in school	School policy did not include sexual orientation	School policy included sexual orientation
Never or Rarely	6.9%	5.1%
Sometimes	12.8%	6.2%
Frequently or Often	55.4%	13.5%

In schools where the policy did not include sexual orientation, 52.9% of students reported hearing "faggot," "dyke," or "queer" frequently or often. Conversely, in schools where the policy included sexual orientation only 11.4% of students heard these remarks frequently or often. Chi-square analysis indicated that there was a statistically significant difference in the frequency with which students reported hearting "faggot," "dyke," or "queer" based on the inclusion or lack of inclusion of sexual orientation in schools' anti-harassment policy [$\chi^2(4, N = 900) = 72.73, p < .001$]. Cramer's V analysis indicated that the inclusion or lack of inclusion of sexual orientation in schools' anti-harassment policy accounted for 28.4% of the variance in the frequency with which students heard "faggot," "dyke," or "queer."
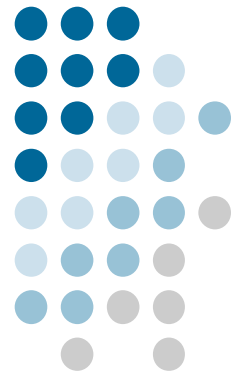
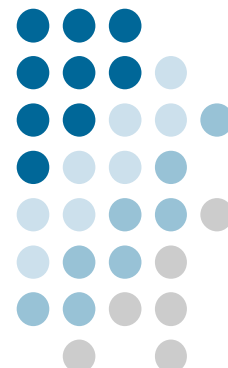| Students heard homophobic re-marks such as "faggot," "dyke," "queer," etc.	School policy did not in-clude sexual orientation	School policy included sexual orientation
Never or Rarely	6.6%	7.1%
Sometimes	15.1%	6.9%
Frequently or Often	52.9%	11.4%

In schools where the policy did not include sexual orientation, 58.6% of students reported hearing homophobic remarks from other students frequently or often. On the other hand, in schools where the policy did include sexual orientation only 13.9% of students heard these remarks frequently or often. Chi-square analysis indicated that there was a statistically significant difference in the frequency with which students reported hearing homophobic remarks from other students based on the inclusion or lack of inclusion of sexual orientation in the schools' anti-harassment policy [χ^2(4, N = 898) = 61.57, p < .001]. Cramer's V analysis indicated that the inclusion or lack of inclusion of sexual orientation in schools' anti-harassment policy accounted for 26.2% of the variance in the frequency with which students heard homophobic remarks from other students.

Students heard homophobic re-marks from other students	School policy did not in-clude sexual orientation	School policy included sexual orientation
Never or Rarely	4.7%	5.4%
Sometimes	11.4%	6.0%
Frequently or Often	58.6%	13.9%

In schools where the policy did not include sexual orientation, 38.1% of students said teachers intervened never or rarely. By contrast, in schools where the policy did include sexual orientation only 8.9% of students said school personnel intervened never or rarely. Also, in schools where the policy did not include sexual orientation, 16.6% of students indicated that teachers or staff intervened frequently or often, and in schools where the policy did include sexual orientation, 9.8% of students said teachers or staff intervened frequently or often. Chi-square analysis indicated that there was a statistically significant difference in the frequency with which students reported that school personnel intervened based on the inclusion or

lack of inclusion of sexual orientation in the schools' anti-harassment policy [χ^2(4, N = 869) = 27.41, p < .001]. Cramer's V analysis indicated that the inclusion or lack of inclusion of sexual orientation in schools' anti-harassment policy accounted for approximately 17.8% of the variance in the frequency with which teachers or staff intervened when a homophobic remark was made in their presence.

| Teacher or staff intervened when a homophobic remark was made in their presence	School policy did not include sexual orientation	School policy included sexual orientation
Never or Rarely	38.1%	8.9%
Sometimes	20.1%	6.6%
Frequently or Often	6.6%	9.8%

Implications

Findings from this study of the frequency of homophobic remarks such as "that's so gay" or "you're so gay," and pejorative terms based on sexual orientation (e.g., "faggot", "dyke", and "queer") heard in high schools across the Triangle, parallel findings from the GLSEN national study (Kosciw, 2004). When LGBT students from GLSEN's study were asked how bothered they were by hearing terms such as "gay" or "queer" used in a derogatory way, 40.2% of youth said they were extremely distressed. In addition to being unpleasant for youth, verbal harassment creates an environment where youth feel unsafe. According to Kosciw, "almost two-thirds (64.3%) of youth reported they felt unsafe in their schools because of their sexual orientation and over one-third (39.1%) reported that they felt unsafe because of their gender expression" (2004, p. 12).

Research documents that as a consequence of being harassed and feeling unsafe at school, LGBT students often skip school (Faulkner & Cranston, 1998; Garofalo, Cameron, Kessel, Palfrey, & DuRant, 1998; Hunter & Schaecher, 1990; Kosciw, 2004; Remafedi, 1987;), perform poorly (Garofalo et al., 1998; Hunter & Schaecher, 1990; Kosciw, 2004; Remafedi, 1987; Rotheram-Borus, Rosario, & Koopman, 1991; Russell et al., 2001), or drop out (Garofalo et al., 1998; Hunter & Schaecher, 1990; Remafedi, 1987). Given the prevalence of the pejorative use of terms related to sexual orientation in high schools included in the current study and the negative impact on student educational objectives documented in other research, it is imperative for school officials to take actions to minimize the use of homophobic

> **Studies have found that:**
> - **29% of LGBT students missed at least one day of school in the past month due to feeling unsafe (Kosciw, 2004)**
> - **60% of gay and bisexual male youth failed a grade (Rotheram-Borus et al., 1991)**
> - **28% of gay and bisexual male youth experiencing harassment at school dropped out (Remafedi, 1987)**
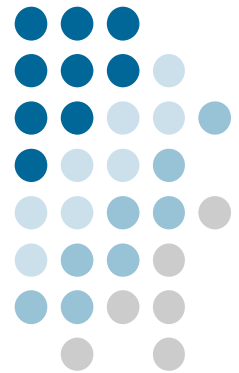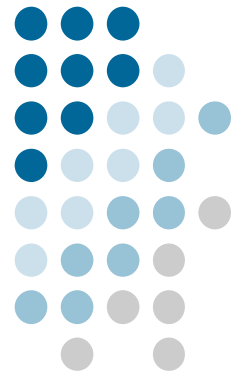
language in schools. Clearly, verbal harassment and homophobic language create a school environment that is detrimental to student success and safety.

An additional concern and implication related to the findings of the current study is the low frequency of teacher and school staff intervention or interruption of homophobic language by students. While it is positive that 90.1% of students reported that they never or rarely heard homophobic remarks made by teachers and staff, 47.0% of students reported that staff never or rarely intervened when a homophobic remark was made in their presence. This indicates that although most faculty and staff are not actively modeling homophobic attitudes or language, they are tacitly condoning or enabling such harmful attitudes and language by their lack of intervention. When homophobic comments are made in the presence of staff and they go unchallenged, it sends a message to students that such behavior is permitted. This is true regardless of whether or not the staff member intends such a message.

Verbal harassment left unchecked can escalate into physical intimidation, pushing, hitting, and shoving (Faulkner & Cranston, 1998; Human Rights Watch, 2001). A recent study found that lesbian, gay, and bisexual students were four times as likely to have been threatened with a weapon at school compared to their heterosexual peers in the last 30 days (see Figure 2; Garofalo, et al., 1998).

Figure 2: Percent of Students Threatened With a Weapon at School
and Students Who Missed School Due to Fear (Past 30 days)
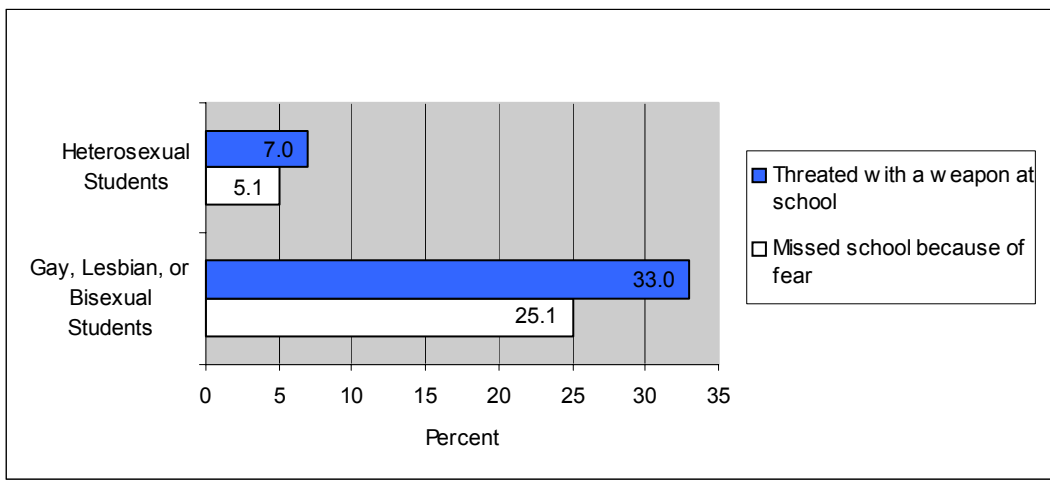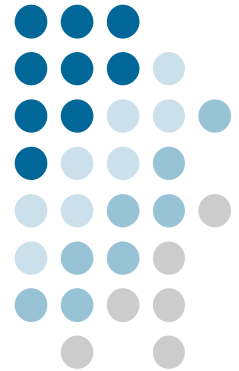
Additionally, studies have shown that over half of LGBT students have reported having property such as cars, clothing, or books stolen or deliberately damaged (Garofalo et al., 1998; Kosciw, 2004). Furthermore, 39.1% of LGBT students from GLSEN's study reported experiencing physical harassment (e.g., being pushed or shoved), and 17.0% reported experiencing physical assaults (e.g., being punched, kicked, or injured with a weapon; Kosciw, 2004).

Harassment not only affects students academically, as studies have shown other deleterious effects to lesbian, gay, and bisexual youth. Researchers have shown that harassment by peers is one of the main propelling factors of suicidal behavior for some LGB youth (van Wormen, Wells, & Boes, 2000). Rejection by peers and teachers is often manifested as self-destructive behavior (van Wormer & McKinney, 2003). Studies have found that LGB students are two to three times more likely to have attempted suicide than their heterosexual peers (Garofalo et al., 1998; Gibson, 1989). These findings suggest that harassment may play a role in some LGB youths' suicidal behavior.

In light of evidence that documents high rates of bullying, harassment, and discrimination of LGBT students, it is imperative that school non-harassment policies include sexual orientation and gender identity/expression. The GLSEN study found that students in schools lacking a comprehensive non-harassment policy reported missing more classes or days of school because they felt unsafe. Additionally, students were more likely to report incidents of bullying and harassment to school personnel if they were aware of their school's policy (Kosciw, 2004). The results from

> **"People kept coming up to me and making fun of me, they would call me horrible names and I would cry all the time. Letters were put in my locker saying things about AIDS and how my parents shouldn't have had me and how I should just die. Kids would threaten me after school and follow me after school and follow me home yelling things at me. No one should have to go through what I went through in school."**
>
> **- Testimony from an anonymous gay student, read at a public forum to inform the Rhode Island Task Force on Gay, Lesbian, Bisexual, and Transgender Youth, 1995**

the present study also showed that schools with non-harassment policies including sexual orientation had lower levels of students hearing homophobic remarks such as "that's so gay," "you're so gay," "faggot," "dyke," and "queer" than students from schools without inclusive policies. Furthermore, results from this study suggest there is an association between the frequency with which teachers and school staff interrupt homophobic language and verbal harassment and the inclusion of sexual orientation in school non-harassment policies.

Existing research has demonstrated that pejorative language based on sexual orientation, gender expression, or gender identity is prevalent and that students are disturbed by it. When such language is prevalent, students perceive the school climate to be unsafe and hostile. Moreover research has documented that an unsafe school environment is correlated with negative impacts on school attendance, performance, and retention. In light of existing research, it is imperative that school personnel intervene swiftly and consistently whenever pejorative language based on sexual orientation, gender expression, or gender identity occurs.
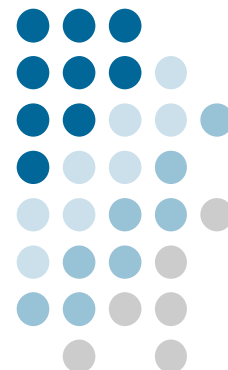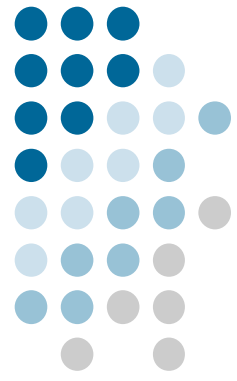
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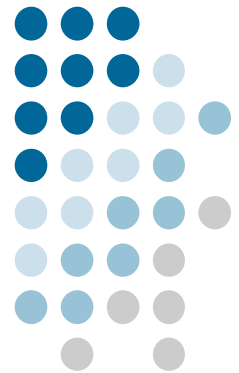
Based on the findings of the current study, five recommendations are offered for decreasing the incidence of verbal harassment and homophobic language in high schools.

First, provide school personnel with trainings that raise awareness about issues relevant to sexual orientation and gender identity/expression and to develop skills to interrupt verbal harassment. Such trainings will sensitize school personnel to the importance of interrupting homophobic language as well as give them some basic tools with which to do so. Ideally all school personnel should attend such trainings, however administrators, teachers, counselors, and school resource officers are of particular importance because of the frequency with which they interact with and supervise students. These types of trainings are provided at reasonable rates by many non-profit agencies (e.g., Safe Schools NC; American Civil Liberties Union; Gay, Lesbian, and Straight Education Network). The content of such training typically includes activities and information designed to: (a) raise awareness of the impact of homophobic language and harassment based upon sexual orientation, gender identity or gender expression; (b) increase knowledge of legal issues related to sexual orientation, gender identity, and gender expression and school settings; (c) develop strategies for and comfort with interrupting homophobic language and harassment based upon sexual orientation, gender identity, and gender expression; and (d) provide access to local and national resources for school personnel to assist students in dealing with issues of sexual orientation, gender identity, and gender expression.

The second recommendation is to advocate for the inclusion of sexual orientation, gender identity, and gender expression in school non-harassment, non-bullying, and non-discrimination policies. By specifically mentioning these categories alongside other identity categories, a clear message is sent that harassment, bullying, and discrimination is not acceptable. In absence of the specific mention of these categories, school personnel may be unsure of the extent to which they can interrupt

harassment based upon actual or perceived sexual orientation, gender identity, and gender expression with the full backing and support of their local school administration. In absence of a clear directive, school personnel may be less likely to intervene out of fear of an accusation of "promoting a homosexual lifestyle." As discussed above, lack of intervention by school personnel sends a message that victimizing behaviors are tolerated. To be maximally effective such policies and associated reporting procedures should be applicable to and made known to all students and school personnel. A policy which is not enforced or not known is less effective. Finally, any policy prohibiting harassment, bullying, or discrimination must be enforced consistently by all school personnel if it is to be effective.

The third recommendation is to assist student establishment of Gay Straight Alliances (GSAs) on all high school campuses. Once GSAs are established, ensure that they are supported in a manner equitable to similar student groups. The Equal Access Act is a federal law that requires all public secondary schools receiving federal funding to provide the same meeting facilities to all non-curriculum related clubs regardless of what their "religious, political, philosophical or other" beliefs or discussions may be (1983). This act also pertains to equitable treatment regarding publicity of club events through posters, bulletins, or in school publications. Also, ensure that GSA officers know about the presence of other GSAs in the same geographic area so they can network with other students and collaborate to host events. For example, Safe Schools North Carolina facilitates The Triangle GSA Network. This network of youth was formed to support youth who wanted to organize

> **"Anti-gay harassment and violence are particularly prevalent in schools and among teenagers. Perhaps the most common way today for young people to disparage one another is to call a peer 'faggot' or a 'dyke.' Gay Straight Alliances help combat an atmosphere of verbal and physical harassment by explicitly condemning the bigotry as an organized group of students."**
>
> - Gay Straight Clubs Formed by Public School Students: Why School Officials Need to Treat Them Equally. The American Civil Liberties Union, 1996.

GSAs and to provide leadership development and networking opportunities for youth already involved in GSAs. Research has shown that youth whose schools have GSAs are less likely to report feeling unsafe (Kosciw, 2004).

The fourth recommendation is to include resources that pertain to issues of sexual orientation and gender identity alongside other resources that are provided to students. Examples of relevant resources include a listing of organizations that serve or advocate on behalf of lesbian, gay, bisexual, transgender, or queer individuals (along with their contact information or internet address). Appendix B provides a list of some of the organizations you may wish to include. Many of these organizations are happy to provide pamphlets or other materials free or at minimal charge upon request. Additionally, schools could include books that discuss sexual orientation, gender identity, and gender expression in the library. Many recent books on adolescent development now include these topics and there are many anthologies of youth experiences of dealing with their sexual orientation (e.g., Sears, 1991). Information pamphlets, books, and resource lists dealing with sexual orientation and gender identity should at least be available through school guidance counselors as they may be approached by students for assistance or concerns with these issues.

A final recommendation is to continue to assess the prevalence of homophobic language and harassment that occurs at individual schools. An annual assessment can inform school administrators and school personnel about the effectiveness of existing policies or interventions over time. Such data can also give insight about what specific interventions may be needed to assure a safe and welcoming climate for all students. For example, the current study indicated that homophobic language and verbal harassment occurred most frequently in hallways and cafeterias as compared to bathrooms or locker rooms. This suggests that school personnel should more attentively monitor student language and behavior in hallways and cafeterias.
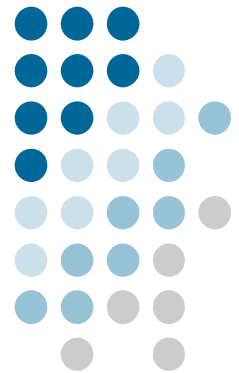
In conclusion, the current study by Safe Schools North Carolina of six high schools in the Triangle region indicated that the pejorative use of phrases and terms such as "that's so gay", "you're so gay", "faggot", "dyke", or "queer" occur with alarming frequency by students. While only 10.0% of students reported that these terms were used by school personnel, Safe Schools NC believes that even that is too frequent given the responsibility that all school personnel have to provide each and every child a safe and equitable learning environment. Harassment against any student denies them the fundamental right to learn in a safe environment. Safe Schools NC also calls upon all school personnel to create a safe learning environment by interrupting all forms of harassment, bullying, and intimidation based upon sexual orientation, gender identity, or gender expression. This will require swift and consistent interruption of verbal harassment, intimidation, or assault whether perpetrated by students, school personnel, or parents. To this end, Safe Schools NC pledges to serve as a partner and a resource for students, school personnel, administrators, parents, and school boards throughout the state of North Carolina.
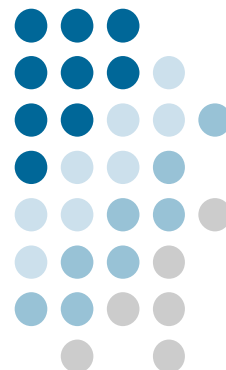
> **The Massachusetts Board of Education adopted a series of steps to improve the safety of schools and school-based support services for LGBT students. These include encouraging schools to include sexual orientation within anti-harassment policies, and encouraging them to offer training to school personnel in violence prevention and suicide prevention, particularly as these relate to lesbian and gay students. The Board also recommended that school systems extend existing student guidance services and partnerships with community agencies to provide counseling services to LGBT students and their families. For more information: *www.doe.mass.edu***

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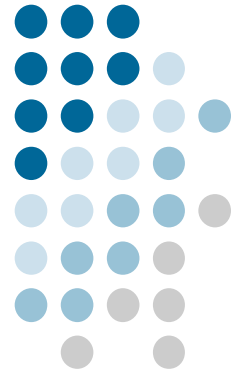
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Appendix A

Survey Instrument

Name of School _____
Grade _____

Please circle the response you feel is most accurate for each question:

1. How often do you hear the expression "That's so gay" or "You're so gay" in school?

Frequently   Often   Sometimes   Rarely   Never

2. How often have you heard other homophobic remarks made in school, (such as faggot, dyke, queer, etc.)

Frequently   Often   Sometimes   Rarely   Never

3. How often do you hear these homophobic remarks made by students?

Frequently   Often   Sometimes   Rarely   Never

4. How often do you hear these homophobic remarks made by teachers or school staff?

Frequently   Often   Sometimes   Rarely   Never

5. How often do you hear homophobic remarks in:

Classes:
Frequently   Often   Sometimes   Rarely   Never
Hallways:
Frequently   Often   Sometimes   Rarely   Never
Bathrooms:
Frequently   Often   Sometimes   Rarely   Never
Locker Rooms/Gym:
Frequently   Often   Sometimes   Rarely   Never
Buses:
Frequently   Often   Sometimes   Rarely   Never
Cafeteria:
Frequently   Often   Sometimes   Rarely   Never

6. When a homophobic remark is made and a teacher or staff member is present, how often does the teacher or staff member intervene?

Always   Often   Sometimes   Rarely   Never

Appendix B

Resource List

A Safer Place Youth Network

www.tcworks.org

ASPYN is a coalition of Lesbian, Gay, Bi, Transgender, Questioning and Allied (LGBTQ&A) youth ages 13 to 23, and adults working together to make Wake County a safe, healthy, and life affirming place for LGBTQ&A Youth.

Gay, Lesbian, and Straight Education Network (GLSEN)

www.glsen.org

GLSEN is an education organization ensuring safe schools for all lesbian, gay, bisexual and transgender students. Recommended publications: Nat'l School Climate Survey, Legal Guide, State of the States Report (all available on-line)

Gay Straight Alliance Network

www.gsanetwork.org

Provides practical info and resources for starting and running GSA; relevant legislation; FAQs

Human Rights Campaign (HRC)

www.hrc.org

HRC publishes three excellent 'coming out guides' that are suitable for use as a reference or as a resource to give to students. One guide is general, one is in Spanish, and one is specifically directed to African Americans. These guides are available for free upon request and are also accessible via the internet.

Lambda Youth OUTreach

www.lambda.org

www.lambda.org/youth

LAMBDA makes youth issues a priority, and youth representation at the highest levels of LAMBDA a requirement. LAMBDA protects lesbigay youth by giving them a voice, listening to them, and then working to address their concerns. Many FAQ and Fact Sheet publications. Also youth chat rooms, listserv, and writings.

North Carolina Lambda Youth Network (NCLYN)

www.nclyn.org

The North Carolina Lambda Youth Network (NCLYN) is dedicated to developing young people as leaders and community organizers through leadership training, access to culturally competent supportive services, and a safe space that affirms their identities.

Parents, Families, and Friends of Lesbians and Gays (PFLAG)

www.pflag.org

PFLAG's support and coming out pages provide support to help both family and friends of gay, lesbian, bisexual, and transgender (GLBT) people, and GLBT people themselves. The "Frequently Asked Questions" page has answers to 15 questions that often come up when a family member or friend tells you that they are GLB or T. There are also informational pages for family members and friends, and also for GLBT people. Within these pages there are links to other useful pages and sites that go into greater detail on particular topics.

Safe Schools North Carolina
www.safeschoolsnc.com
This organization coordinates the Triangle GSA Network. This provides a networking and leadership development for students currently involved in or who wish to start/become involved in GSAs. They also provide trainings and resources to schools, parents, youth, and other community institutions/organizations through their Building Bridges Training Program.

Youth.org
www.youth.org
YOUTH.ORG was formed to provide for the needs of GLBT youth; the need for a rare opportunity to express themselves, to know they are not alone, and to interact with others who have already accepted their sexuality.