2015

Heterosexism Faced by Adolescents in the Rural United States: A Case for Implementing Student-Made LGBT Programs

Beau W. Coggsdale

Virginia Commonwealth University, coggsdaleb@vcu.edu

Follow this and additional works at: http://scholarscompass.vcu.edu/uresposters

Part of the Health Psychology Commons

© The Author(s)

Downloaded from


http://scholarscompass.vcu.edu/uresposters/129

This Book is brought to you for free and open access by the Undergraduate Research Opportunities Program at VCU Scholars Compass. It has been accepted for inclusion in Undergraduate Research Posters by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.
Heterosexism Faced by Adolescents in the Rural United States: A Case for Implementing Student-Made LGBT Programs

Beau Coggsdale, Mentor: Professor Mary C. Boyes

Introduction

As more research has been collected on LGBT students within school systems, it has been realized that there is a level of heterosexism within the school system that negatively impacts LGBT students. Many LGBT that are faced with a large amount of heterosexism within school systems end up feeling isolated. The isolation because of heterosexism results in decreased self-esteem, poor academic performance, and suicidal ideation. As internalized homophobia increases, there is a hefty impact on the mental health of the LGBT within the schools. In order to reduce internalized homophobia, student-built organizations, such as GSAs, can be incorporated into schools in order to reduce the feeling of isolation.

“I faced a lot of harassment being one of the only “out” students at East High School before the club. And I was terrified to go to school. I avoided going to school. I failed most of my classes my freshman through junior year. My senior year I attended regularly and held down the best GPA I’ve had since I’ve been in school.”

-Anonymous

What are the Consequences of Heterosexism

Diaz, Russel, Ryan, and Toomey (2011) reported that research indicates that sexual minority youth are at a greater risk than heterosexual youth for suicidal ideation and attempts at suicide, substance abuse, and low self-esteem. The period of greatest risk for teens is during the developmental period of adolescence. (p. 175).

According to the 2011 GLSEN study, the psychological well being of high school adolescents was influenced by the amount of victimization that LGBT students experienced about their sexual orientation or gender expression.

Espelage, Hong, and Kral (2011) utilized a 2005 survey, which reported that 45% of LGBT youth tried to commit suicide, while 8% of heterosexual students reported trying to kill themselves. It was clearly stated that sexual orientation and gender identity are not risk factors for committing suicide; however, the victimization they experience is a risk factor (p. 885).

Covering Sexual Identity

Covering one’s sexual identity is when one purposefully avoids saying, behaving, or dressing in a way that would reveal their sexual identity.

Espelage, Hong, and Kral (2011) stated that many of the participants reported that behavior, mannerisms and anything related to homosexuality was considered inferior to heterosexual behaviors. (p. 809).

Ways GSAs Reduce Heterosexism

Feeling of Empowerment in LGBT Student

Laub et al. (2009) asserted that GSAs, Gay Straight Alliances, allow high school aged adolescents to feel empowered. The sense of empowerment leads to lower rates of victimization and suicide.

Raise Awareness of LGBT Youth in the School

GSAs, especially student made ones, provide a unique opportunity to help educate not only the student body, but the teachers and staff of the schools as well. The more educated the staff is the more likely they are to provide some intervention when sexual minority youth are being harassed (Diaz et al. 2013).

Feeling of Academic Isolation Decreased

Mayo (2013) asserted that LGBT themed discussions provide students with a chance to become actively engaged within the classroom about current civil right issues. Student made GSAs provide students with the freedom to learn about LGBT themed topics that were not mentioned in the classroom. GSAs offer a chance for students to become more aware of gender and sexual identity (p. 335-334).

The Formation of Heterosexism

Figure 1.1: Frequency of Hearing Biased Language From Students

Components that Contribute to Heterosexism and the Consequences of Heterosexism

Negative Remarks about LGBT Individuals (Language)

Lack of Information about LGBT Issues

Excluding Resources for LGBT Students

Heterosexism

School Absence

Reduced Self-Esteem

Increased Substance and Alcohol Abuse

Increased Suicidal Ideation

“Sometimes participants told stories with amusement; at other times, there were tears because they were even told to change ways of dressing, gesturing, and speaking that they felt closely aligned with their personal expressions”

Image 2: Feelings of isolation and lack of support leads to suicidal ideation. With more support, adolescents are less likely to develop negative habits such as substance abuse, ideation of suicide, and lack of attendance in school.

Acknowledgements: I would like to thank Professor Mary Boyes for her assistance, support, and mentorship during my research and UROP for financial assistance.