



Intersectional Barriers that LGBTQ+ Students of Color are Facing in K-12 School



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Abstract

Background. LGBTQ+ people of color (POC) students are constantly experiencing hardships in their education experience. This study aims to explore some of these intersectional barriers that LGBTQ+ POC students may face, and how clinical counseling guidelines can better adapt to their needs
Methods. The study consists of one focus-group interview (5-10 participants). Participants are recruited through advertisement flyers. The recruited participants attend video or audio recorded interviews, in which the researchers interview them about their experience in the education system. The responses will be qualitatively analyzed using a phenomenological analysis
Expectations. The research remains ongoing, in hopes of continuing to expand research regarding LGBTQ+ rights and intersectional hardships

Background

- This study aims to research the intersectional barriers that LGBTQ+ students of ethnic/racial minority' experience in K-12 school.
- LGBTQ+ people of color experience intersectional barriers like rejection by their peers or family, bullying in school, increased rates of anxiety and depression, self-harm, substance abuse
- People of color experience microaggressions even within the LGBTQ+ community
- Reasons for microaggressions against POC in the LGBTQ+ community include: basis off harmful stereotypes based on race or ethnicity, ignorance to the prevalence of racism, invalidation of their sexual identity because they have not "come out", and sexual racism within relationships
- HCR Survey in 2017 of 12,000 youth individuals who identify as LGBTQ+ showed 43% are multiracial
- 30% of Asian American/ Pacific Islander Youth individuals that identify as LGBTQ+ have heard family members speak negatively about LGBTQ+, and 85% have experienced racial discrimination
- 72% of LGBTQ+ Latinx youth individuals have heard family members speak negatively about LGBTQ+, 73% have been verbally assaulted, 64% of transgender youth avoid using restrooms at school, and only 34% received counseling
- 90% of LGBTQ+ black youth experienced intersectional discrimination, 98% felt that racism has impacted their lives, 50% "never" use m/f restrooms, 71% "usually" feel worthless/hopeless, and only 35% received counseling in the last year

Methods

- Focus-group interview
 - 1-2 groups (5-10 participants)
- Participants are recruited through flyers using a standardized recruitment script
- Demographic questionnaires and email addresses will be asked through Qualtrics in the recruitment process
- Interview process:
 - Participants voluntarily provide consent to participate in the research by answering the survey questions via Qualtrics
 - Researchers will send an email with information about the group interview, as well as the list of questions that will be asked
 - Short and individual orientation meeting will take place with each participant via HIPAA-compliant Zoom before group interview
 - Virtual group interview(s) will occur- audio/video-recorded over Zoom.
 - All recordings will be transcribed and then destroyed; identifying information in the transcription will be removed and the transcription will then be qualitatively analyzed

Findings

The intersectional barriers that participants reported experiencing in K-12 education were broken up into six themes: Internal issues, cultural issues, school-related, curriculum-related, counselor-related, systemic issues.

Internal issues:

- Delayed identity, delayed development, // Developmental issues in intersectionality
- Gender dysphoria and social dysphoria
- Intersectional identity
- Reaction formation regarding gender expression
- Negative self-positioning

Cultural issues:

- Bias to the queerness; oversexualization
- Lack of presence, never talked, culture of "wasn't there" in the racial/ethnic communities

School-related:

- Peer aggression due to race/ethnicity
- Peer pressure regarding gender role and gender expression

Teacher-related:

- Teachers' biases, lack of knowledge & awareness
- Teachers' negative language remarks regarding race/ethnicity
- Teachers' non-affirming language regarding gender identity & expression

Curriculum-related:

- Lack of queer representation in course curriculum
- Hetero-normative sex-education rooted on the gender-binary system.

Counselor-related:

- Lack of availability of school counselor
- Unsure who is ally and who is not, who is reliable and who is not

Systemic issues:

- No help from admin
- Hetero-centric & gender-binary system based school events
- Lack of accommodation for TGNC/E students.

Limitations

- The number of participants is relatively low in the study due to such a specific population sample
- Participants are mostly from Southern states, creating a limited geographical origin of participants
- The nature of qualitative studies makes it difficult to generalize the data
- Online interview could create a different dynamic as opposed to an in-person interview

Future Expectations

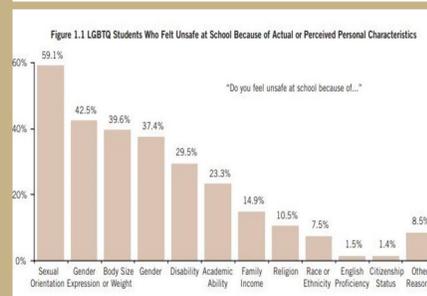
The research for this project is still ongoing.

- Main expectation for this study is to better learn how school counselors could help and guide LGBTQ+ people of color students
- With the lack of research in this field, there are not many guidelines or training for school counselors in regards to LGBTQ+ topics.
 - Research like this sets a blueprint for expectations for counselors.
- This research is meant to raise awareness on the hardships that LGBTQ+ POC encounter when facing intersectional barriers.
- We expect this research to be preliminary for other research that further explores the intersectional barriers that LGBTQ+ POC face.
- As the study progresses, we expect to collect interview data from more participants, and use their responses to continue the qualitative analysis of intersectional barriers for racial minorities in the LGBTQ+ community.

Reasons LGBTQ+ students felt unsafe in school (GLSEN)



LGBTQ+ students that felt unsafe because of perceived characteristics (GLSEN)



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