SAFER SPACE
BRIGHTER
FUTURE

A Guide to Supporting LGBTQ Youth

THE TREVOR PROJECT
saving young lives

ABOUT THE TREVOR PROJECT:

Founded in 1998 by the creators of the Academy Award®-winning short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to LGBTQ young people ages 13-24. Every day, The Trevor Project saves young lives through its accredited, free and confidential phone, instant message and text messaging crisis intervention services. A leader and innovator in suicide prevention, The Trevor Project offers the largest safe social networking community for LGBTQ youth called TrevorSpace, best practice suicide prevention educational trainings, resources for youth and adults, and advocacy initiatives.

www.TheTrevorProject.org

For detailed citation information, please visit Appendix V.

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THE IMPORTANCE OF A SUPPORTIVE ENVIRONMENT

Did you know that lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth face a disproportionately high risk of suicide? Studies show that LGB young people are actually 4 times as likely to attempt suicide as their straight peers; and questioning youth are 3 times as likely. Among transgender people, 41% of survey respondents reported attempting suicide (Grant et al., 2011, p. 2).

So, what's going on?

For LGBTQ youth, this elevated risk is not due to who they are attracted to or their being a gender non-conforming young person. In fact, for most, their risk is increased by the environment around them.

Research overwhelmingly shows that the way youth are treated in their homes, schools and communities, and the level of support they have in their life, can contribute to their risk for suicide. For example, youth who come from highly rejecting families are 8 times more likely to attempt suicide than youth who come from supportive families (Ryan, 2009, p.5).

Thankfully, there's something each of us can do to change that reality: create safer spaces that inspire brighter futures. This guide will help you build a positive, empowering environment for everyone, including LGBTQ youth – and that can be life-saving.

SAFER SPACES IN SCHOOLS

Unsupportive or unsafe school environments can lead to a range of challenges for all youth, especially if they are LGBTQ. According to the Gay, Lesbian and Straight Education Network's (GLSEN) National School Climate Survey, **74.1% of LGBT students reported being verbally harassed in their school based on their sexual orientation, 55.2% are verbally harassed based on their gender expression** (Kosciw, Greytak, Palmer & Boesen, 2013, p. 24).

74.1%

55.2%
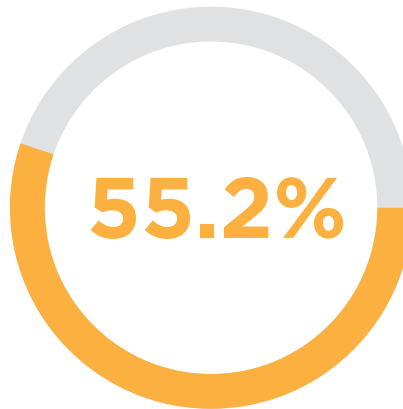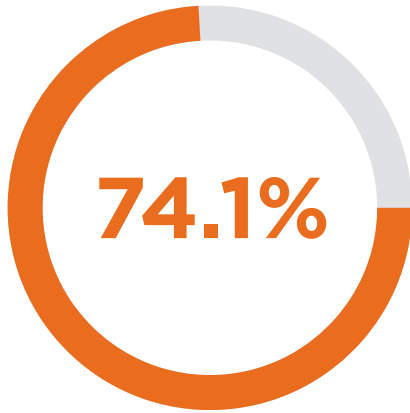
Compared to their straight peers, LGBTQ youth who report experiencing higher levels of at-school bullying and victimization also report higher levels of:

◊ Suicidal thoughts, feelings, and actions
◊ Substance abuse and other risky behaviors

(Bontempo & D'Augelli, 2002, p. 364-374)

In fact, these challenges have been shown to affect young people's development into healthy, successful adults. According to Birket, Espalage & Koening (2009) these outcomes include:

◊ Negative academic performance, including absenteeism
◊ Mental health concerns, including increased depression
◊ Risky behaviors, including drug use
◊ Self-harm and suicidal thoughts

Fortunately, LGBTQ youth who feel they can talk about their problems to just one school staff member are **30% less likely to report making multiple suicide attempts than youth who do not have a safe adult to talk to** (Goodenow, Szalacha, & Westheimer, 2006, p. 573-589).

THAT'S WHERE YOU COME IN.

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BECOMING AN ALLY

The word "ally" means someone who advocates for and supports the people within a community other than their own. By supporting the mental health and wellbeing of LGBTQ youth, and taking steps to build a safer environment for all students, you can become a life-affirming ally.

BE VISIBLE
- Display symbols of support
    ◇ Trevor Lifeline stickers
    ◇ Trevor resource cards and brochures
    ◇ Safe Space Poster activity
    ◇ Examples of LGBTQ role models

- Promote or participate in LGBTQ visibility campaigns like: Spirit Day, National Coming Out Day, Ally Week, No-Name Calling Week, and Day of Silence.
- Use inclusive language that does not assume everyone is straight and/or cisgender.
    ◇ For example, say "your date" instead of "boyfriend/girlfriend."
    ◇ Try not to assume what someone's gender identity is or what pronouns someone uses.
    ◇ Encourage other staff allies to show their support.

BE EDUCATED
- Learn more at TheTrevorProject.org or take a Kognito Interactive Training for a deeper understanding of LGBTQ youth, suicide prevention, and ways to help.
- Explore The Trevor Project's resources for youth, including:
    ◇ TrevorSpace.org
    ◇ TrevorSupportCenter.org
    ◇ TrevorLifeguard.org
    ◇ "Coming Out As You," a guide that supports LGBT and questioning youth.
    ◇ The Trevor Project's Media List for LGBTQ Young People
    ◇ More information on these resources can be found in Appendix I

- Identify local resources that are LGBTQ affirming.

NOTES

BECOMING AN ALLY

BE AN ADVOCATE

- Encourage reporting. Anyone who is the victim of harassment should tell a teacher, counselor, coach, school administrator or their parent/guardian.
- Invite organizations like The Trevor Project, GLSEN, and PFLAG to come talk to your youth.
- Emphasize respect and school safety by bringing our "Model School District Policy for Suicide Prevention" to your district, available at TheTrevorProject.org
- Advocate for school policies and infrastructure such as:
  - ◊ Inclusive school nondiscrimination and anti-bullying policies.
  - ◊ Staff training for how to appropriately intervene when students are harassed.
  - ◊ LGBTQ-inclusive age-appropriate curriculum.
    - ° This can include history lessons on LGBTQ individuals, LGBTQ-inclusive or mindful health practices in health class, or even including LGBTQ representation in word problems in a math class.
- Address students who make homophobic, transphobic or anti-LGBTQ remarks.
- Use inclusive language that does not assume everyone is straight and/or cisgender.

Remember, becoming an ally is a continual process. This guide is just the beginning! A strong ally continues their education about the communities they support; they listen and respond to the stated needs of those communities; and they work to remove barriers to help that is often needed by those communities.

As an ally, it's important to keep in mind that every young person is different and will have different needs. It is never our place to tell a young person the "right" or "wrong" way to identify.

To continue your learning process, check out the list of resources and partner organizations in the Appendix section of this guide!

NOTES

CREATING A SAFER SPACE

For many LGBTQ young people, the world can feel unsafe.

That's why safer spaces are so important. Regardless of what the environment outside might be, knowing that a young person has a safer space to be themselves is vital to promoting positive mental health and well-being. These spaces don't just help LGBTQ youth – they also support other minority youth or young people with marginalized identities.

We know that a key aspect of productive learning environments is when youth, regardless of their backgrounds, identities or experiences, can engage in constructive conversations. By making your classroom or youth group a safer space, you are taking an invaluable stand to support the dignity and respect of everyone, while vowing to maintain that environment for them and others.

SAFER SPACE POSTER ACTIVITY

The activity described on the next page is a great way to start building a safer space. You might choose to introduce this activity at the beginning of the year, or at the beginning of a particular learning module. No matter when you start, you can always revisit what you created later on. It's good to keep in mind that this activity is designed to make sure challenging conversations remain productive and meaningful for students of all backgrounds and experiences.

We encourage you to find whatever words work best for you – if it's not "safer space," maybe it's "braver space" or "supportive space." This is because for some young people, safer spaces may not feel realistic despite our best intentions. Talk to the youth in your group about what language makes the most sense for them.

Over 55.5% of LGBT students reported feeling unsafe in school because of their sexual orientation and over 37.8% reported feeling unsafe because of their gender expression

(Kosciw et al., 2013, p. 12).

Visit TrevorEducation.org to download more activities for young people!

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SAFER SPACE POSTER ACTIVITY

Materials Needed: Safer Space Poster (Included in Kit)
Length: Approximately 10-20 minutes
Type of Group: Middle and/or high school youth
Size of Group: Any

LEARNING OUTCOMES

After completing this brainstorm and activity, youth will be able to:
• List guidelines for themselves and their peers that create a safer space
  in their classroom;
• Follow the safer space guidelines created by the group;
• Revise the guidelines as necessary;
• Establish responses for when the safe space is broken.

ACTIVITY INSTRUCTIONS

1. Introduce the activity.

   " It's important to have an environment where everyone feels
   safe and supported. Today, I'd like us to make our [classroom/
   youth group, etc.] one of these positive places. This is sometimes
   called creating a "Safer Space" or a "Braver Space" – but we
   can decide the name that fits our group best. The first step is to
   brainstorm guidelines that will help us have respectful, productive
   conversations, even when we are challenged or start talking about a
   difficult subject. What should we call our list of agreements? "

2. After agreeing on a title, begin writing guideline ideas on
   the board or poster. If your class comes up with more than 10
   guidelines you can add to the list, or even vote on the top 10.
   Remind the class that the list can be revised at any time.
   Examples: Show respect; "One Diva, One Mic" (One person
   speaking at a time); confidentiality.

3. Confirm that the group agrees on the guidelines. Then, talk
   about consequences for breaking your new agreements.

   " Let's discuss what happens when someone breaks our guidelines.
   What kinds of responses do we want to have if that happens? "

   *(Steer your discussion toward encouraging a dialogue between
   youth, and away from creating punishments or discipline.)*

4. After your agreements and conditions are finished, display
   your poster!

DISCUSSION QUESTIONS

• Why is it important to create a safer space for everyone?
• How could you react if you feel offended? If you offend someone?
• What should happen if someone breaks the safer space over
  and over again?
• What should we learn from the times when our safer space is broken?

ENCOURAGING HEALTHY HABITS

As an adult ally to LGBTQ youth, you can encourage safer habits that help lower the risk for suicide. Two of these important habits are self-care, and help-seeking behavior.

SELF-CARE

Self-care is a crucial part of our mental health and general welfare. So, what is it? The World Health Organization defines self-care as the concept of practicing healthy behaviors that relieve stress and promote well-being (Godfrey et al., 2011). Not only does this improve our personal wellness but practicing self-care can also can help us support others in times of need.

Some examples of self-care are:

◊ Watching your favorite TV show
◊ Doing something active, like yoga or a team sport
◊ Writing in a journal
◊ Calling your best friend to talk

Young people can build a self-care strategy for themselves, or write a list of the things that help them relax or feel good. In times of stress, they can take out their list and choose an activity that will help them get through. Since everyone is unique, the possibilities for self-care are endless!

ENCOURAGING HEALTHY HABITS

HELP-SEEKING BEHAVIOR

Help-seeking behavior, sometimes referred to as "health-seeking behavior," describes any action taken by a young person in an effort to obtain help in a positive way when they feel like they need support. For instance, when a young person visits a guidance counselor to discuss their gender identity and the challenges they're facing as a student, they are engaging in help-seeking behavior. Our role as adults is to create environments where young people feel able to ask for help, and to promote healthy responses when these inquiries occur.

Everyone reacts differently in a crisis, but research shows that several factors contribute to a young person's likelihood of exhibiting help-seeking behavior (Barker, 2007, p.35):

- ◊ Knowledge of helpful resources
- ◊ Gender norms related to help-seeking behavior (ex: the belief that boys don't need help)
- ◊ A perception that other people and institutions can be "helpful"
- ◊ Personal coping skills and self-care strategies
- ◊ A level of autonomy
- ◊ Previous experiences of seeking help
- ◊ Rational ability to identify/articulate personal needs

Does your school or organization work to address these factors? If not, what are some things you can do to make it easier to ask for help? Remember, the role of youth in determining their own needs should not be undervalued. As adults, we should be aware of making decisions that stem from own perceptions of what young people need, rather than letting them determine this for themselves.

NOTES

Visit TrevorEducation.org for self-care activities.

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RECOGNIZING THE WARNING SIGNS

For many LGBTQ youth, life can sometimes feel like a roller coaster: filled with ups and downs. While some of these feelings can be normal, it's important to keep an eye out for warning signs of potentially harmful behaviors, like suicide.

When you learn to recognize and respond to the warning signs of suicide, you may be able to help save a life. Keep in mind that many young people use social networking sites and may also exhibit warning signs online. The most important thing is to be alert and aware.

- **Having a specific plan for suicide**: Knows when, where, and how they would take their life

- **Expressing suicidal feelings on or offline** – "I want to die," "I'm going to kill myself," Sometimes I think I'd be better off dead," "Nothing matters anymore," "Nobody would miss me if I were gone."

- **Signs of depression**: Sad mood, loss of enjoyment, changes in sleeping or eating patterns (both increases or decreases), feelings of hopelessness, loss of interest in usual activities, irritability

- **Increased isolation from friends and family**: Withdrawal from usual friend group or social media, a sudden disinterest in socializing, claiming that people "just don't understand" them

- **Taking excessive risks**: Stealing, vandalizing, high-risk sexual activity, or other risky or unlawful behaviors

- **Change in regular behavior**: Doesn't care about schoolwork, starts failing tests, disinterested in personal hygiene

- **Making final arrangements**: Writing a will, asking someone to take care of their pets

- **Giving away meaningful items and prized possessions**

- **Preoccupation with death and dying**: An uncommon interest in death or violence expressed through poetry, essays, doodling, other artwork

- **Increased alcohol and/or drug use**

- **Sudden positivity or calmness after previous "lows"**: If a young person has been in a very low, depressive state and suddenly feels positive and calm, be aware. This can be a sign of being "at peace" with a decision to end their life.

NOTE: While we encourage you to use this information to educate yourself as an adult who works with youth, we do not recommend having a direct conversation with youth about the warning signs of suicide without appropriate training, like our Lifeguard Workshop at TrevorLifeguard.org.

HOW TO HELP

There are many ways to help a young person who is struggling. However, if you find yourself speaking with a young person who may be in crisis, there are some general suggestions to follow:

- **Listen**: Many youth in crisis feel as though no one understands them and that they are not taken seriously. Show them they matter by giving your undivided attention.

- **Validate their feelings**. Avoid making overly positive statements (ex: "It will get better!") or trying to manage their emotions (ex: "Snap out of it!" or "You shouldn't feel so bad.").

- **Express concern**: Let them know that you care by actually telling them.

- **Discuss suicide directly**: Contrary to what some might believe, you will NOT be putting ideas into their head. It can actually be dangerous to avoid asking a person directly if they have thought about suicide.

- **Ask about a suicide plan**: Do they already have details about what they would do, or when?
    - ◊ **IF YES**:
        - ° Comply with your school's suicide prevention plan, if available.
        - ° Remove anything dangerous (as long as your safety is not put in jeopardy).
        - ° Connect them to a helpful resource, and don't leave them alone. For example, Trevor Lifeline, social worker, guidance counselor, etc.
        - ° If they are in immediate danger, you may choose to call emergency services.

- **Don't pretend you have all the answers**. It's okay to be honest.

- **Remind them gently that depressed feelings can change over time**.

- **Point out that death is permanent and cannot be undone**.

- **Develop a safety plan**: Help the person brainstorm realistic ways to calm down or relax when stress or crises happen. These "self-care" strategies can be life-saving.

- **Remind them that they can always call the Trevor Lifeline (866-488-7386).**

- **Help them understand how to help keep their friends safe**: If they are worried about someone else, like a friend or sibling, it's ok to share information. They can always reach out to The Trevor Project, or tell a trusted adult.

NOTE: While we encourage you to use this information to educate yourself as an adult who works with youth, we do not recommend having a direct conversation with youth about how to help prevent suicide without appropriate training, like our Lifeguard Workshop at TrevorLifeguard.org.

APPENDIX I - TREVOR RESOURCES

TREVOR RESOURCES FOR YOUTH:

Trevor Lifeline – the only nationwide, 24/7 crisis intervention and suicide prevention lifeline for LGBTQ young people, available at 1-866-488-7386.

TrevorChat - a free, confidential, secure instant messaging service that provides live help to LGBTQ young people, through The Trevor Project website at TrevorChat.org. Available at designated times every day of the week.

TrevorSpace – an online, social networking community for LGBTQ young people, 13-24, their friends and allies (www.TrevorSpace.org).

Trevor Support Center – a place where LGBTQ youth and their allies can find answers to frequently asked questions, and explore resources related to sexual orientation, gender identity and more (www.TrevorSupportCenter.org).

Trevor Lifeguard Workshop – a structured, age-appropriate digital curriculum that addresses topics including sexual orientation and gender identity, the impacts of language and behavior onLGBTQ youth, and suicide prevention skills in schools (TrevorLifeguard.org).

TREVOR RESOURCES FOR ADULTS – TrevorEducation.org

Trevor Ally Training – This training for adults informs participants about the needs and experiences of LGBTQ youth and the best practices associated with supporting and serving this unique community.

Trevor CARE Training – This training for educators, school staff, mental health professionals, and other adults discusses LGBTQ-specific risk factors for suicide, explores protective factors, and helps attendees understand how to support LGBTQ youth in crisis.

Kognito Interactive Trainings – The Trevor Project and Kognito Interactive have collaborated to create and distribute three exciting online interactive programs to help support LGBTQ youth in middle and high school and on college campuses.

VOLUNTEER OPPORTUNITIES:

For Youth (Ages 16-21)
Youth Advisory Council – Young leaders from across the U.S. who are trained to help deliver The Trevor Project's programs and advise our services from a youth perspective.

For Young People and Adults (18 years-old and up)
No matter where you live in America, you can volunteer! Learn more about our volunteer opportunities for supporters who are at least 18 years old by visiting Trvr.org/Volunteer.

PARTNER PREVENTION RESOURCES:

National Suicide Prevention Lifeline (800.273.8255)
This lifeline is available 24/7 in both English and Spanish and serves all adults and youth. This lifeline is appropriate for anyone who identifies outside of the LGBTQ spectrum or people who prefer a general lifeline.

American Foundation for Suicide Prevention (AFSP.org)
AFSP is the leading organization that funds research, offers educational programs, advocates for public policy, and supports those affected by suicide.

American Association for Suicidology (AAS) (suicidology.org)
AAS is a non-profit organization that works to understand and prevent suicide with comprehensive research, trainings, conferences and resources.

Society for the Prevention of Teen Suicide (sptsusa.org)
The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging public awareness through the development and promotion of educational training programs.

PARTNER LGBTQ RESOURCES:

GLSEN: Gay, Lesbian and Straight Education Network (GLSEN.org)
The Gay, Lesbian & Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.

GSA Network (gsanetwork.org)
Gay-Straight Alliance Network is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training.

PFLAG National (PFLAG.org)
PFLAG unites people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) with families, friends, and allies. PFLAG has over 350 chapters and 200,000 members and supporters crossing multiple generations of American families in major urban centers, small cities, and rural areas in all 50 states.

GLBT Near Me (glbtnearme.org)
The GLBT National Help Center is a non-profit, organization that is dedicated to meeting the needs of (GLBT) community and those questioning their sexual orientation and gender identity. This is a national database of local resources.

The Institute for Welcoming Resources (welcomingresources.org)
The purpose of this ecumenical group is to provide the resources to facilitate a paradigm shift in multiple denominations whereby churches become welcoming and affirming of all congregants regardless of sexual orientation and gender identity.

Gender Spectrum (genderspectrum.org)
Gender Spectrum provides education, training and support to help create a gender sensitive and inclusive environment for all children and teens. Gender Spectrum provides consultation, training and events designed to help people understand and address the concepts of gender identity and expression.

Advocates for Youth (advocatesforyouth.org)
Advocates for Youth champions efforts to help young people make informed and responsible decisions about their reproductive and sexual health. Advocates believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health.

Family Acceptance Project™ (familyproject.sfsu.edu)
The Family Acceptance Project™ is a research, intervention, education and policy initiative that works to prevent health and mental health risks for lesbian, gay, bisexual and transgender (LGBT) children and youth, including suicide, homelessness and HIV – in the context of their families, cultures and faith communities. The Family Acceptance Project uses a research-based, culturally grounded approach to help ethnically, socially and religiously diverse families to support their LGBT children.

Trans Student Educational Resources (transstudent.org)
Trans Student Educational Resources is a youth-led organization dedicated to transforming the educational environment for trans and gender nonconforming students through advocacy and empowerment. In addition to our focus on creating a more trans-friendly education system, our mission is to educate the public and teach trans activists how to be effective organizers.

The Gender Book (thegenderbook.com)
An illustrated book - similar to educational children's books - with no age limit featuring hand-drawn graphics and easy to understand information on gender identity and expression. The goal of The Gender Book is to educate everyone (for example: doctors, friends, schoolteachers, family and individuals who are exploring their gender) about gender, to be a free & widely disseminated resource that points readers towards comprehensive sources and to alleviate oppression and misunderstanding of gender minorities through education.

As with many words, terms that describe our identities can mean different things to different people. With young people, it's important to allow for fluidity and self-expression as they navigate the terms that best fit who they are. Here are a few key terms that may help you understand and empathize with the young people in your life.

Asexual: A term describing individuals who do not experience sexual attraction or do not have interest in or desire for sex. It is different from celibacy, which means to abstain from sex. Like LGBTQ identities, asexuality is often viewed as a spectrum – meaning there are varying levels and identities regarding someone's emotional, spiritual, romantic, and sexual attraction. The best way to refer to the asexual community is to use the umbrella term "Ace" or "Aces" as in "the Ace Community," which acknowledges that spectrum.

Binary System: A binary system is something made up of two parts that often serve as polar opposites of each other. Gender (man/woman) and sex (male/female) are examples of binary systems that society has created.

Bisexual: Describes someone who is attracted to men and women, or more than one gender.

Cisgender: Someone who identifies with the sex/gender they were assigned at birth. For example, if you were assigned woman at birth and still identify as a woman, you would be cisgender.

Gay: Describes men who are only attracted to other men. Women who are attracted to other women may also use this term to describe themselves.

Gender: A social construct based on a group of emotional, behavioral and cultural characteristics that informs how we expect people to express themselves.

**Gender Expression:** How we express our gender on the outside.

Gender Identity: How we label our internal, personal sense of who we are as it relates to our gender, with terms like woman, transgender, genderqueer, man, agender, trans woman, cisgender, and many more. Gender identities aren't necessarily static and can change with time. You don't have to be an expert about every gender possibility but affirming someone's gender identity is an important part of being an LGBTQ youth ally.

Gender Non-Conforming: Describes a person whose gender expression is (or appears to be) different from what is expected of their assigned gender. Other similar terms include "genderqueer," "gender variant," or "gender non-binary."

Gender Presentation: How the world perceives and understands our gender.

Genderqueer: An identity and/or expression of gender that is neither only male nor only female. Sometimes, genderqueer present their gender expression as a combination of the two or as neither.

For more information, visit TrevorSupportCenter.org
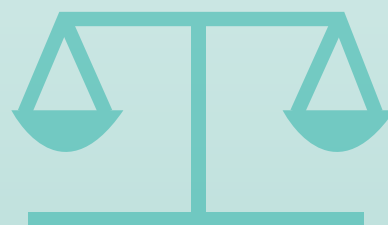
Intersex: A sex identity for individuals whose hormones, chromosomes and anatomy are different than the medical community's standard sex binary system.

Lesbian: A woman who is only attracted to other women.

Non-Binary: Something that falls outside of the binary system. For example, someone who is not just male or female exclusively may identify as "gender non-binary."

Pansexual: Describes people who are attracted to multiple sexes and genders.

Pronouns: Pronouns can be important for some people in the LGBTQ community. Just as some genderqueer or trans people might use a different name when they come out, they may want to use different pronouns that better correspond to their gender identity. Some common pronouns are "he, him, his," "she, her, hers," or singular "they, them, theirs." For example "Jenessa went to the movies. They'll be back in about an hour," or "Casper said she's going to the movie with Jenessa." We recommend making space for all students to identify their pronouns if they want to as a helpful way to cut back on assumptions about someone's gender identity or expression.

Sexual Orientation: Describes a person's physical, romantic, emotional, and/or spiritual attraction to another person.

Trans: Trans is often used as an umbrella term that encompasses any gender identity that falls outside of the gender binary system (male/female).
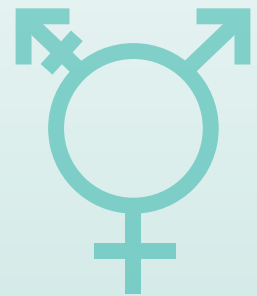
Transgender: An umbrella term that describes people whose sex assigned at birth is different than their internal, personal sense of what their sex or gender truly is. For example, someone who is transgender may have been assigned "male" at birth but identifies and lives authentically as a woman today. There are many identities within this term; however, not all genderqueer, non-binary, and non-confirming people identify as transgender.

Transitioning: Transitioning can be a large milestone in many trans people's lives, and it means different things to different people. People can transition in various ways: medically, legally, and socially. For some, medically transitioning is not wanted. Regardless of how a person transitions, it is important to respect their identity.
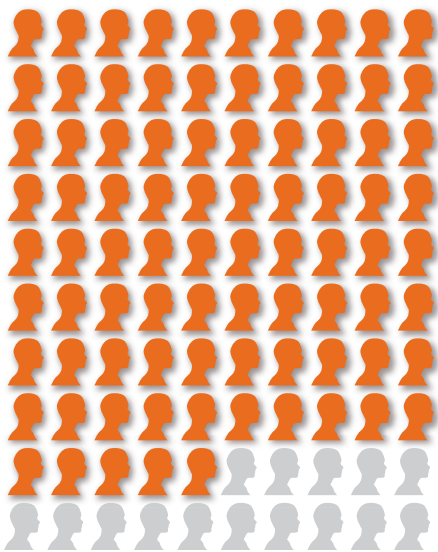
Queer: A broad term that is inclusive of people who are not straight and/or cisgender. In the past this word was used to put-down LGBTQ people. Today many within the LGBTQ community identify as queer and have reclaimed this language to be an affirming word/identity. Queer also has political contexts for some individuals who use it.

Questioning: Describes a person who is unsure of or is questioning their sexual orientation and/or gender identity before labeling themselves as LGBT, queer, straight or any other identity.

For more information, visit TrevorSupportCenter.org

10%

Only 10% of LGBT students reported having a comprehensive anti-bullying policy that included sexual orientation and gender identity/expression (GLSEN National School Climate Survey, 2013).

85% of LGBT students were verbally harassed at school in the past year (GLSEN National School Climate Survey, 2013).

61%

**Only 61%** of youth who need mental health care services actually receive them (National Survey of Children's Health, 2011/12).

56%

of LGBT students experienced discriminatory school practices and policies at school.
(GLSEN National School Climate Survey, 2013)

Black and Hispanic

White

Suicide attempts are **nearly two times higher among Black and Hispanic youth** than White youth (CDC, 2011).

UNHAPPY / HAPPY / UNHAPPY / HAPPY
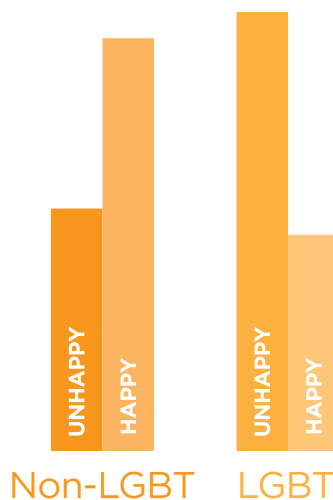
Non-LGBT   LGBT

Among non-LGBT youth, **67%** report being happy while only **37%** of LGBT youth say they are happy (Human Rights Campaign, 2013).

Each incident of LGBT victimization, like physical or verbal harassment or abuse, increases the likelihood of self-harming behaviors, including suicide attempts, by 2.5 times on average. - (IMPACT Project, 2012)

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