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LGBTQIA youth and education: Reviewing inclusive policies and support systems

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Abstract

LGBTQIA inclusion's diverse influence on youth and education. It examines how educational policies, curriculum, and support systems affect LGBTQIA kids. The abstract promotes secure, inclusive spaces that validate varied identities and experiences. It suggests curriculum integration, lobbying, mental health services, and teacher training. The abstract also emphasizes global and intersectional viewpoints that impact LGBTQIA education, anticipating a future when LGBTQIA youth lead social change. This abstract envisions an educational landscape that empowers LGBTQIA kids, fosters understanding, and transforms education and society through comprehensive study and data collection.

Keywords: LGBTQIA, mental health, education, social life, empowerment, youth, policies and sexuality

Introduction

LGBTQIA encompasses several sexual orientations, gender identities, and manifestations. The acronym's letters represent identities:

L: Lesbian-Women who love other women romantically, emotionally, or sexually

G: Gay - Men who are romantically, emotionally, or sexually attracted to other men are gay. "Gay" includes all LGBTQIA people.

B: Bisexual-people that like both genders romantically, emotionally, and sexually.

T: transgender-people who identify as another gender. Transgender people might be male, female, non-binary, or other.

Q: Queer/Questioning: "Queer" encompasses non-heterosexual and non-cisgender identities. "Questioning" refers to people exploring their sexuality or gender identity.

Intersex refers to people with sex traits that don't fit either gender. Intersex people may have hormonal, chromosomal, or physical differences.

A: Allies/Asexuals "Asexual" people have no sexual attraction to others. "Allies" are non-LGBTQIA people who support LGBTQIA rights.

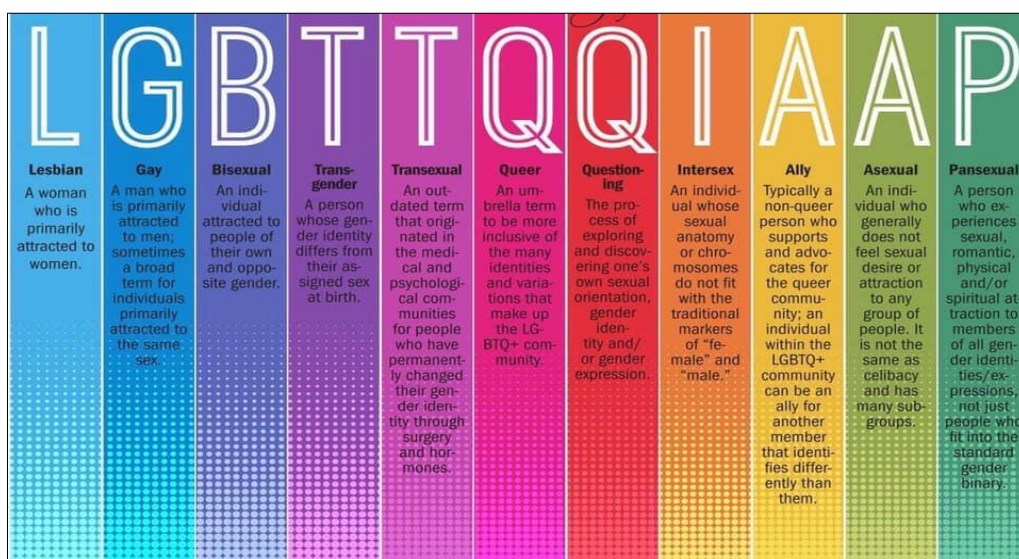


Fig 1: LGBTQ Description

LGBT youth spend much of their lives at school, where they must navigate a hostile and intimidating environment. LGBTQ youth are more likely to be assaulted and feel unsafe in schools. This is concerning because students spend 175 to 220 days a year in school, averaging 5 to 8.5 hours every day. LGBTQ kids are especially concerned about their schools, which may be seen as a second home, because they lack proper safety.

LGBTQ kids face daily dangers to their socioemotional, intellectual, and physical health at school owing to LGBTQ-specific prejudice and maltreatment, according to studies. This includes peer isolation, limited social support, low school involvement, poor academic performance, dropping out, stress, anxiety, depression, and suicidal ideation and attempts. New research is shifting the focus from problematizing teenagers as at-risk to institutions that produce and carry LGBTQ youth dangers. Next, it's studying positively to handle LGBTQ students' school needs. Recent research has focused on LGBTQ teen supports and factors. LGBTQ youth had fewer absences and better academic performance in high school when they had a supportive adult. The objective of this research is to methodically investigate positive LGBTQ youth support systems. The project will also examine various school social support systems that help LGBTQ youth reduce risks and improve results. The social support provided to LGBTQ youth will be examined through Bronfenbrenner's Ecological Systems Theory. We will start with a brief evaluation of LGBTQ teenagers' protective variables and school stress, followed by scoping research and thematic analysis. The examination aims to shift from viewing LGBTQ youth as in danger to examining mechanisms that promote their success. The acronym LGBTQ will be used often while discussing LGBTQ+ people. Subgroups will use different acronyms where necessary. This only includes LGB for sexual minority studies. LGBTQIA youth education policy and support systems should consider these factors:

- Sexual orientation, gender identity, and expression policies should be clear in schools. These rules should describe discrimination and harassment and let students report incidents.
- Gender-Neutral Facilities: Gender-neutral restrooms and changing rooms preserve transgender and non-binary students' privacy.
- Mental Health and Counseling: Schools should offer LGBTQIA-affirming counseling. Professional mental health providers can help to reduce mental health disparities.
- Anti-bullying programs should address LGBTQIA bullying and harassment. Schools require incident response and victim support.
- Parental participation and education can foster inclusion. Parental education and resources promote acceptance and understanding.

Each school should tailor policy and support to LGBTQIA youth's needs. LGBTQIA youth support services need regular assessment, student and staff feedback, and ongoing training.

Impacts of LGBTQIA on Youth and Education

Compared to 25% of heterosexual teens, 60% of LGBT teens felt hopeless in the 2015 Kids Risk Behavior Survey (YRBS). A national poll of LGBTQ students reported that 67% received homophobic comments in school, 58% felt

uncomfortable due to their sexual orientation, and 43% due to their gender identity and presentation. All three variables made respondents anxious. Despite LGBTQ concerns, only 12% of LGBTQ teens reported teacher intervention. Due to mental health issues like depression and anxiety, 92.6% of LGBTQ students failed high school, according to GLSEN. Safety and academics (bad grades and absenteeism, an unwelcoming school climate, harassment, and unsupportive peers and staff) followed. A more complete and comprehensive breakdown of educational and social support networks is needed to avoid bad experiences and risks. This analysis will also reveal school support issues and inform LGBTQ youth aid studies.

Study: LGBTQ youth are at higher risk for health and educational concerns. The absence of connection with teachers and other school staff, family and peer rejection, the absence of LGBTQ-inclusive curricula and policies, and hostile and exclusionary school cultures can cause these issues. School friendliness and optimism improve LGBTQ children's health and education. One study found that good teacher-student relationships increased LGBTQ children's academic performance, engagement, and social-emotional well-being. This research will examine how schools support LGBTQ adolescents and how social support affects results to provide a paradigm for LGBTQ youth assistance. This review will evaluate how social supports affect outcomes.

Schools should embrace inclusive policies, provide comprehensive LGBTQIA education, mental health services, staff training, and safe spaces for LGBTQIA students to connect and express themselves to avoid negative repercussions and increase positive ones. Addressing these concerns can help schools foster student equity, respect, and well-being.

Method

This scoping review investigated education and psychology using Arksey and O'Malley's rigorous methodologies. Because education is interdisciplinary, the systemic search terms and categories were broad and should cover relevant school stakeholders, but specific fields outside of education and psychology were not covered. The search approach may not help school social workers who work with LGBTQ kids. School paraprofessionals assisting LGBTQ teens should be included based on broad keywords. A scoping review permitted different study designs and post-hoc inclusion and exclusion criteria analyses. Since systematic reviews required study assessments, scoping reviews with empirical and non-empirical research were better.

Sources of information

The search used Psyc INFO, ERIC, Genderwatch, Pro Quest Dissertation and Thesis, Web of Science, Cochrane Database of Systematic Reviews, and Campbell Systematic Review.

Search

A social sciences librarian carried out a thorough scoping review. In order to complete the collection, a specialist in LGBTQ studies evaluated five databases against each other. Following the verification of the databases, the second and third writers, an LGBTQ research expert (April 2017) and a librarian (May 2017), respectively, identified and cross-checked the most important themes. The keywords consisted of three separate parts. The first column contains terms relating to the LGBTQ community, including homosexuality,

bisexuality, gender identity, transgender, and views toward. The jargon pertaining to educational institutions is organized in the second column (for example, high school pupils). The sentences that provide peer support are listed in the last column. The keywords from each column were merged together. Authors, librarians, and other trained professionals were responsible for adding all of the relevant keywords and terminology to each database.

Data collection

The data were gathered in June of 2017, and they will be updated in February of 2021 in order to keep the search consistent. Throughout the collection process, the authors investigated screening concerns on multiple occasions. The flow chart, which may be seen in the supplementary material as Figure 1, depicts 565 items that were taken from the first data collection (n 2017 = 364; n 2021 = 199). After removing the duplicates, there were a total of 533 articles left (n 2017 = 335; n 2021 = 198).

Title and abstract screening (2017)

The first step was screening relevant publications. After screening 335 articles for titles and abstracts, the first, second, and third authors agreed on 71.94%. The writers debated contested points until they achieved an agreement based on inclusion and exclusion criteria. After screening, 128 items passed.

Phase 4: Revised Data Gathering (2021)

From 2007 to 2017, the data changed. 2017–2021 saw data collection, abstracting, and full-text screening. In 2021, the data collection was adjusted to account for LGBTQ-related social changes (e.g., anti-LGBTQ bills) during article authoring and editing and COVID-19 epidemic delays. The initial screening included 198 more papers (533). Following phase one title and abstract screening, the first and fourth authors individually screened 56 articles, achieving 84.34% inter-rater reliability (N2017+2021 = 184). In phase two, the first and fourth authors independently evaluated 56 publications, resulting in 40 papers with a 75.0% IRR (N2017+2021 = 94). After phase three, 40 full-text screening articles were separated into two 20-article blocks. Each contributor read and extracted data from one article block. The authors corrected block discrepancies after independent data extraction.

Results Synthesis

After data abstraction, research design, participant sample size range, LGBTQ acronym, educational setting, number of schools, number of students, and social support categories, quantitative data was collected. The first four writer’s resolved variations in the 94 articles’ initial IRR of 76.60%. Thematic analysis: This descriptive, qualitative method should highlight 94 important conclusions’ common themes. The first four authors reconciled, and the initial IRR was 78.72%, exceeding repeatability standards.

Data Source	2008, %	2010, %	2012, %	2013, %	2014, %	2015, %	2016, %
2008–2016 General Social Survey	2.7	2.6	3.7		4.3		5.4
2012–2016 Gallup Daily Tracking			3.5	3.6	3.7	3.9	4.1

(Note. The General Social Survey measures only identification as lesbian, gay, or bisexual, whereas Gallup Daily Tracking measures identity as lesbian, gay, bisexual, or transgender).

A multi-layered synthesis process identified literature gaps and proposed themes for future systematic or unique reviews using quantitative (frequency analysis) and qualitative (thematic analysis) data analysis.

Discussion

Systemic LGBTQ youth social support definition

The review first characterizes LGBTQ adolescent school social support. To map how diverse social support networks affect LGBTQ teen outcomes in elementary and high school, social support must be built. Ecological Systems Theory calls LGBTQ youth’s social support systemic. This scoping evaluation showed how family, curriculum, GSAs (and other school programs), peers, administrators, instructors, school regulations, and climate may support LGBTQ kids. The review’s seven systems impact LGBTQ youth education. The review developed the parental system to promote LGBTQ youth’s educational outcomes. LGBTQ parents or caregivers’ advocacy, open communication, trust, closeness, and acceptance reduced depression, substance use, and

victimization and enhanced wellness, academic performance, physical and emotional safety, and other outcomes. The curriculum showed LGBTQ kids the power of LGBTQ-inclusive education. LGBTQ students explored their identities, developed crucial connections, fought injustice, and learned about LGBTQ concerns through LGBTQ-inclusive curriculum. LGBTQ-friendly curricula let LGBTQ adolescents feel comfortable and less victimized. GSAs and other school-based programs used verified facts to empower and develop LGBTQ children and give them social support. This minimizes substance use, victimization, and mental illness and promotes school involvement, safety, acceptability, and wellbeing. LGBTQ youth reported better school belonging, engagement, academic achievement, safety, depression, and school victimization after embracing classmates. Teachers and officials embraced LGBTQ kids. LGBTQ teens engage better in school with safe adults. Using their experience, skills, and connections, supportive school employees fought bigotry and victimization and promoted healthy LGBTQ student-teacher interactions. They reported

safer, more accepting classrooms, school belonging, academic performance, and wellbeing. The school policy had an impact on LGBTQ youth. LGBTQ-inclusive schools had fewer victimizations, improved safety, and empowered LGBTQ students.

GSAs, school policies, curriculum, administrators, teachers, classmates, and school climate promoted tolerance, respect, academic performance, wellbeing, and school connectedness for LGBTQ kids.

Family, friends, curriculum, GSAs, school administrators and instructors, school rules, and school culture boost LGBTQ kids' academic, socioemotional, and behavioral performance and moderate health and psychological issues through social support. Beyond ecological systems, research defines social support. Day and others defined social support as LGBTQ students' views of caring teachers, friendly classrooms, and attentive classmates promoting inclusivity. McDonald stated that the literature's many interpretations made the social support definition challenging. They recognized peer, adult, advisor, support group, social, school, and family connections as social supports. Ecological systems require a holistic picture of social support. This study emphasizes defining, assessing, and quantifying LGBTQ teenage social support.

LGBTQ-inclusive curriculum improves outcomes and safety

LGBTQ-inclusive curricula improve school and individual safety, reduce loneliness and despair, and raise victimization awareness. LGBTQ-inclusive curricula and information in schools increased safety but decreased victimization. The LGBTQ curriculum may combat homophobia, injustice, and other oppressions, providing LGBTQ students with safety, acceptance, and validation at school.

Conclusion

Finally, LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Allies) education and its effects on youth show how safe, inclusive, and supportive learning environments may change lives. The results indicate the pros and cons of accepting sexual orientations and gender identities in schools. Comprehensive policies, inclusive curricula, and devoted support networks can improve LGBTQIA youth's well-being, academic success, and experiences. Prejudice, bullying, and mental health difficulties in schools make LGBTQIA students feel accepted. Research shows that LGBTQIA education teaches all kids empathy, critical thinking, and social awareness. It challenges biases, sparks arguments, and prepares youth for a varied, linked world. LGBT education has far-reaching effects as inclusivity grows. The education of LGBTQIA advocates and leaders may promote equality. It stresses teacher preparation, curriculum development, and educator-parent-community partnerships. According to the survey, LGBTQIA inclusion is crucial to education. Empowering LGBTQIA kids creates a more just, compassionate, and tolerant world.

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