School Psychologists' and Upper-level Graduate School Psychology Students' Knowledge and Attitudes Regarding Lesbians, Gays and Bisexuals

by

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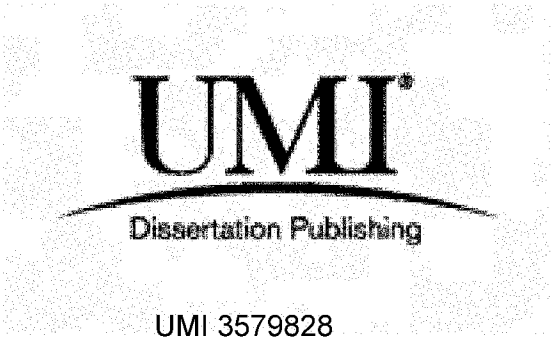

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ABSTRACT

After several nationally publicized tragic incidents involving the suicides of students that were victims of bullying, the federal government, as of 2010, has undertaken the task of understanding bullying, its repercussions, how to stop it, and has encouraged states to address this problem seriously or face possible legal consequences (Bornstein, 2010). In 2012 New York State implemented The Dignity Act (also known as Dignity for All Students Act, or DASA). DASA emphasizes a holistic creation of environments of tolerance and respect for others by students and staff alike. DASA amended New York State Education Law requiring instruction in civility, citizenship, and character education, to increase sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. DASA also requires yearly reports from every school in the state regarding material incidents of bullying, and the inclusion of language addressing The Dignity Act in each board of educations' code of conduct. The purpose of this study was to investigate school psychologists' and school psychology graduate students' knowledge of LGB (Lesbian, Gay, Bisexual) history, symbols and community as measured by The Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH), as an indicator of LGB-affirmativeness and preparedness for implementation of DASA, specifically on behalf of LGBT students. The attitudes and self-perceived proficiencies of practicing school psychologists and graduate students to work with LGBT students were explored in relation to their education/training about sexual minorities, and the presence of a Gay-Straight Alliance (GSA) in their school(s).

The listserv for the New York Association of School Psychologist (NYASP), the state affiliation of the National Association of School Psychologists (NASP), was used to recruit practicing New York State school psychologists (n = 162, 58.1%) for participation in an online survey. Likewise, upper-level school psychology students (n = 117, 41.9%) enrolled in Master's, Specialist and Doctoral level school psychology training programs in New York were recruited via the NASP online directory of approved programs. The participants in this study included 242 (86.7%) women, 34 (12.3%) men, and 3 participants who did not identify (1.1%). Overall both graduate students and practicing school psychologists participants held positive attitudes regarding LGB individuals and issues as measured by the Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH), but lacked knowledge about LGB history, symbols and community. Education was shown to increase Knowledge scores for both students and practicing school psychologists. School psychologists in schools with Gay Straight Alliances (GSAs) did not differentiate in terms of Knowledge scores from those who did not have a GSA, however the *presence* of a GSA did increase school psychologists' self-perceptions for working effectively with bullying that involved LGBT students, and appropriately providing interventions for a student coming out. This result is an area for further inquiry. Similarly, another area for additional research is building resilience so students have the social skills or assertiveness training, which they may not be learning at home, and as a result make them even more vulnerable when bullied. Finally, research can be expanded to include school psychologists and graduate student knowledge and attitudes towards students that identify as transgender. Limitations of this study are explored.

CHAPTER I

INTRODUCTION

Bullying has in recent years shared a good deal of media attention, most prominently concerning numerous suicides of school children and adolescents who had been the victims of bullying. In response, since 2010, the U.S. Federal government has identified bullying as a national problem and taken a firmer stance on the issue (Bornstein, 2010). In August 2010, the federal government had its first "Bullying Prevention Summit" and has since rolled out "StopBullying.gov" an anti-bullying program resource directed at students from early childhood through college (Bornstein, 2010) (http://www.stopbullying.gov/). In the private sector of media, the issue of bullying has been widely and vividly exposed in the award-winning documentary film *Bully* (2012). The film, which chronicles several bullied adolescents and the obstacles they face in attending school, has also inspired a social action campaign called The BULLY Project (www.thebullyproject.com), a national movement to stop bullying. Both StopBullying.gov and The Bully Project are relatively new, comprehensive initiatives that aim to educate schools, students, parents and administrators on how to stop bullying and create environments free of harassment. As the anti-bullying agenda progresses, the fact that LGBTQ students are at a higher risk to be targets of bullying is becoming more readily recognized (www.stopbullying.gov/at-risk/groups/index.html). Sexual name-calling has been shown to upset students more that an attack on racial, cultural or religious backgrounds (Kelly & Cohn, 1988), and it is speculated that this is due to the

fact that it is a direct attack on one's identity (Askew & Ross, 1998; Rivers, 2011). Similarly, studies show that elementary school children call each other names like "faggot," "homo," and "lesbo" long before they understand what these words mean (Mishna, Newman, Daley, & Solomon, 2009). This behavior underscores our heterosexist culture, that is, the attitudes and biases in favor of opposite-sex sexuality and relationships, and the fact that these attitudes are absorbed early in life. During adolescence, when identity is forming (Erikson, 1968) lesbian, gay, bisexual, transgender and questioning (LGBTQ) students report higher symptomology than heterosexual students in response to bullying in the form of drug use, feelings of depression, suicidality and truancy (Birkett, Espelage & Koenig, 2009). Likewise, according to a 2001 study by the Human Rights Watch, LGBTQ students are three times as likely as heterosexual peers to have been in at least one physical fight and be injured and/or threatened with a weapon at school, and four times as likely to have missed school because they feel unsafe (Swearer, Turner, Givens & Pollack, 2008). Although awareness is increasing, the connection between school violence and homophobia continues to go largely unacknowledged (Perry, 2010; Walton, 2005). This is in part due to the fact that traditional views of bullying and its prevention are often viewed separately from homophobia in the school environment. The issues, however, are inseparable.

Homophobic victimization has the same negative outcomes as traditional bullying, but is unique in that the barriers to addressing it include denial fueled by fear, bias, lack of preparedness and sometimes hate on behalf of the individuals intended to protect students, (i.e., teachers, school psychologists, parents and principals). These adults often overlook the fact that there is a sexual motivation for the victimization of an

individual (Mishna et al., 2009). While teachers in training are regularly exposed to issues regarding diversity, the subject of sexual minority students is often met with resistance (Fisher et al., 2008; Robinson & Ferfolja, 2001). The reason is likely the discomfort in speaking about sex in general, particularly homosexuality (Fisher et al., 2008). However, teachers have the potential to make a great impact in addressing derogatory remarks as well as other verbal and physical bullying of sexual minority students (Fisher et al., 2008).

Like teachers, it appears school psychologists in training are not better prepared to intervene in bullying that involves a students' sexual orientation or gender identification. A 2004 survey (Savage, Prout & Chard, 2004) found that 85% of school psychologists reported no preparation or education in their graduate program regarding homosexuality or gender identity issues. Although 75% reported that they were prepared to handle gay and lesbian issues in the schools if they were to arise, 78% of the school psychologists surveyed underestimated the dropout rate, and 85% underestimated the violence experienced by sexual minority students. Even more alarming, recent graduates in the fields of school psychology, counseling, and social work did not feel they could advocate for LGBT students due to anticipated reprimand or being looked upon negatively by colleagues or the administration (McCabe & Rubinson, 2008; Perry, 2010).

This may be partially because the legal enforcement and accountability for protecting students in school is new. In October 2010, the U.S. Department of Education released a guidance letter to all schools, colleges and universities to adapt a strong anti-bullying stance or face possible legal ramifications (Bornstein, 2010). This position may have outpaced some institutions' readiness at that time, particularly schools in New York

State. While the New York State Department of Education encouraged school districts to have school safety programs in place in terms of violence prevention, and defined expected student conduct via the Safe Schools Against Violence in Education Act (http://www.p12.nysed.gov/sss/ssae/schoolsafety/save), there was not statewide legislation mandating adoption of policy concerning protection of students, let alone insistence of inclusive language regarding protections of students or recording instances of bullying. Nevertheless, prior to the October letter referenced above, New York State politicians were working to provide better protections of students for over a decade. In June 2010 the bill now known as The Dignity for All Students Act (DASA or The Dignity Act), pushed strongly by gay rights advocates, passed the State Senate. The Assembly had passed a version of the bill every year since 2002 and did so again in May 2010 (Raftery, 2010). Governor David Paterson then signed the DASA bill in September of 2010. Although this law provides protections for public school students based on a wide variety of categories, this bill gained large support from the gay community, as it was the first law approved by New York State to include a reference to gender identity and expression. This made DASA the most significant piece of lesbian, gay, bisexual, and transgender (LGBT) civil rights legislation since the 2002 passage of the Sexual Orientation Non-Discrimination Act (SONDA) (Schindler, 2010).

DASA went into effect in July 2012, and "...seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function" (http://www.p12.nysed.gov/dignityact/). Since July 2013, DASA also provides protection against cyber-bullying. DASA amended New

York State Education Law regarding instruction in civility, citizenship, and character education, "...by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes" (http://www.p12.nysed.gov/dignityact/). The Dignity Act further amended Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct. Under the Dignity Act, New York State public schools became responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

DASA is, in part, a response to well publicized cases of bullying in which schools lacked adequate accountability and responses to bullying behaviors (http://www.p12.nysed.gov/dignityact/documents/DASACodeofConductFinal44-1.pdf). In its implementation, DASA requires a Dignity Act Coordinator (DAC) be elected in each school of every district of the state, and that this individual be one who is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. DASA emphasizes a holistic creation of environments of tolerance and respect for others by students and staff alike. Essential partners in implementation of DASA are identified as superintendents, school board members, parents, students, teachers, guidance counselors, principals/administrators, support staff and other school personnel. It is suggested that within each school's code of conduct, the roles of each type of essential partner be described. For example, information from the state on implementation of DASA gives the

following model using a teacher's role and responsibilities, and stresses that specific provisions of the Dignity Act should be highlighted in any code of conduct:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning. 2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. 3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting. 4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner." (http://www.p12.nysed.gov/dignityact/documents/DASACodeofConductFinal 44-1.pdf).

CHAPTER II

LITERATURE REVIEW

Definition of Bullying

Although bullying of LGBT students is unique in many respects as mentioned above, it shares fundamental aspects with all other types of bullying. In general, researchers define bullying as physical or verbal abuse that occurs repeatedly and involves a power imbalance (Bazelon, 2013). Examples of bullying include name-calling, threatening, taking of another's possessions, and excluding from activities (Farrington & Ttofi, 2009). DASA's definition of bullying includes all the basic premises that researchers utilize. On the NYSED.gov website (http://www.p12.nysed.gov/dignityact/rgappendixa.html), within the *Dignity for All Students Act (Dignity Act) Glossary, Acronym Guide and Questions & Answers for Schools*, bullying is defined based on the U.S. Department of Education's position and in the following manner:

> Bullying has been described by the U.S. Department of Education as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. According to the U.S. Department of Education, bullying generally involves the following characteristics:
>
> **An Imbalance of Power**: Children who bully use their power, such as physical strength, access to embarrassing information or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
>
> **The Intent to Cause Harm:** The person bullying has a goal to cause harm.
>
> **Repetition:** Bullying behaviors generally happen more than once or have the potential to happen more than once.
>
> Examples of bullying include, but are not limited to:
>
> **Verbal:** Name-calling, teasing, inappropriate sexual comments, taunting

> and threatening to cause harm.
> **Social:** Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone, and embarrassing someone in public.
> **Physical:** Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things and making mean or rude hand gestures (http://www.p12.nysed.gov/dignityact/rgappendixa.html)

In summary, New York State schools have the legal obligation to provide a safe environment for all students, including LGBTQ individuals, as recently mandated via The Dignity Act, as well as previously indicated in the guidelines created by the Office of Civil Rights of the United States Department of Education, which prohibit sexual harassment and creation of a sexually hostile environment (Fisher et al., 2008; McFarland & Dupuis, 2003). The Dignity Act can only be effected appropriately with "essential partners" (i.e., as designated by DASA, superintendents, school board members, parents, students, teachers, guidance counselors, principals/administrators, support staff and other school personnel) that are well educated regarding effective preventive strategies, intervention techniques and knowledgeable regarding the intricacies of the identified vulnerable populations of students. School psychologists, who hierarchically fall under the umbrella of "administrators," are uniquely positioned to provide social justice leadership in schools, specifically creating safe environments and monitoring interventions for LGBTQ students and other vulnerable populations of students. This is due to the fact that school psychologists, by job description and degree requirements are often the most educated individuals in a school building regarding mental health, and are in most cases either part of an intervention or otherwise notified regarding student incidents that include reprimand measures. Yet, for school psychologists to serve in this leadership capacity for the LGBTQ population of students, they must have an

understanding of sexual orientation, issues of importance to these students, and awareness of their own attitudes toward LGBTQ individuals (Savage, Prout & Chard, 2004).

Effects of Bullying

Bullying and its negative effects are now recognized internationally as a serious issue in schools (Hymel, Rocke-Henderson, & Bonanno, 2005). According to *Indicators of School Crime and Safety: 2009*, the latest statistics released by the U.S. Department of Education and Bureau of Justice Statistics, 32% of students between the ages of 12 and 18 were victims of bullying (Dinkes, Kemp, & Baum, 2009). The effects of bullying are harmful to those involved on a number of levels, on both a short-term and long-term basis. Studies conclude that the damage to victims continues into adulthood, particularly in psychosocial adjustment (Ttofi & Farrington, 2008). Likewise, bullies themselves are at risk for substance abuse and legal offenses (Farrington & Ttofi, 2009). In addition to the victim and bully, bystanders suffer distress in witnessing the victimization of others and often feel helpless in wanting to intervene, but not knowing what to do (Black & Jackson, 2008).

To date, research on the effects of bullying, for both the victim and bully, has concentrated mostly on the mental and physical health implications, and to a lesser extent academic consequences (Kosciw, Greytak, Bartkiewicz, Boesen & Palmer, 2011). However, it is obvious that these factors are tightly intertwined, as a majority of bullying occurs in the learning environment. Further, academic achievement is in part dependent on possessing a positive vision of one's level of competence and orientation to learning

(Beran et al., 2008). If this development is disrupted for an individual due to bullying, it is likely that the performance of the student would be impacted.

Studies concerning the negative effects of bullying, both mental and physical, can be characterized to fit within four groups (Rigby, 2003). The first group concerns how bullying can affect psychological well-being to an upsetting, but not critical extent, (e.g., low self-esteem, general unhappiness and feeling angry or sad). The second group of bullying effects regards poor social adjustment. Symptoms of children in this category include an expressed dislike for being at school, absenteeism, loneliness and isolation. In a study of 344 kindergarten children aged 5 to 7 researchers found bully victims were more submissive, withdrawn, isolated, less cooperative, had fewer leadership skills, and frequently had no playmates (Perren & Alsaker, 2006). The third group of negative effects of bullying is psychological distress, which it is considered more serious than the first two categories. Research in this area demonstrates that victims show signs of depression, high levels of anxiety and suicidal thinking (Rigby, 2003). A correlational study conducted in Australia (n=849) of adolescent students assessed peer victimization using both peer reports and peer nominations. Results indicated that frequently victimized students of either sex, whether identified by self-reports or by peer ratings, were significantly more likely than others to think of taking their own lives (Rigby, 2003; Rigby, 1999). The last category concerns physiological effects as well as psychosomatic symptoms. A study that researched the physical effects of bullying on students aged 11, 13 and 15 in 28 countries (N = 123,227) identified 12 different physical and psychological symptoms that were most prevalent including headache, stomach ache,

backache, dizziness, bad temper, feeling nervous, feeling low, difficulties in getting to sleep, morning tiredness, feeling left out, loneliness, and helplessness (Due et al., 2005).

In terms of academic impact, one large exemplary longitudinal study was conducted in Canada with 10 and 11-year-old children ($N = 2,084$), approximately half of which were boys. The children selected for this study were drawn from the Canadian National Longitudinal Survey of Children and Youth ($N = 22,831$), which was a stratified random sample. Questionnaires were given to the children regarding their experience of bullying, and teachers rated the students for achievement in reading, writing and math, conscientiousness, parental involvement and school enjoyment. The researchers found a strong correlation between children being bullied at school and the likelihood of poor academic achievement, particularly if the child displayed little conscientiousness (effort and involvement), low enjoyment of school and little support from parents. There were no significant differences for boys and girls on these characteristics (Beran et al., 2008).

History of Research into Effective Anti-Bullying Programs

The beginning of systematic research in the field of bullying, its nature, and effects began in Norway in the 1970s with Dan Olweus (Rigby, 2003). In 1983, Olweus created the first widespread national anti-bullying program, the Olweus Bullying Prevention Program (OBPP). This followed the suicides of three Norwegian boys that were attributed to bullying (Farrington & Ttofi, 2009). Olweus, in 1991, conducted a more intensive evaluation and revision of the national OBPP in Bergen, Norway. After its implementation, bullying decreased by approximately 50% (Farrington & Ttofi, 2009). Since then, anti-bullying programs have been created, implemented and studied in most developed countries. After an extensive meta-analysis in 2008 of anti-bullying programs,

the basic premises of Olweus' program are still considered best practices (Ttofi, Farrington, & Baldry, 2008).

The OBPP was initially designed to work with elementary and junior high school students, approaching the intervention of bullying from three levels: the school, individual, and classroom. The original program included a handbook for teachers, information for parents and families, a CD-program used for measuring bullying in the pre-test period, a video on bullying, the Revised Olweus Bully/Victim Questionnaire and the book "Bullying at school: what we know and what we can do" (Ttofi, Farrington, & Baldry, 2008). At the school level the intervention included: formation of a coordinating group, meetings among teachers to discover ways to improve peer-relations, coordination meetings with the entire school staff, parent/teacher meetings to address bullying, improved recess facilities, supervision of recess and lunchtime, and the questionnaire survey (Ttofi, Farrington, and Baldry, 2008). At the classroom level students were given information about bullying and actively involved in forming the class rules against bullying, participated in in-class activities including role-playing to facilitate a deeper understanding of how to deal with bullying, and meetings were held with students involved in bullying as well as parents of children involved in bullying (Ttofi et al., 2008). At the individual level were the development of individual intervention plans, discussions with bystanders to empower them to help in bullying situations; talks with bullies and their parents; enforcement of non-hostile and non-physical sanctions; talks with victims providing support; assertiveness training and talks with the victims' parents (Ttofi et al., 2008). The sanctions included rebuking bullies, sending them to the principal, denying privileges, and making the bully stay near the teacher during recess

(Farrington & Ttofi, 2009). The OBPP offered information as to what schools should do during the intervention, which covers about 18 months, as well as a point-by-point description of tasks to perform in the maintenance period to continue the efforts (Ttofi et al., 2008). The OBPP program today is essentially just like the original; it is a holistic approach requiring full school commitment, student and parent education and involvement, and training of every adult in the school, from the administrators to recess personnel, to recognize bullying and how to stop it (Strauss, 2010).

Olweus' program, however, does not specifically address the experiences of bullying that involves discrimination based on sexual orientation or gender identification. One of the first studies to address the experiences of lesbian, gay, and bisexual students in secondary school was conducted in the U.K. in 1984 (Warren, 1984; Rivers, 2011). In the U.S., state- and nationally-supported studies regarding LGBT student experiences began in the late 1980's, though they have been criticized for unrepresentativeness and for being non-peer reviewed (Rivers, 2011). A dedicated LGBT school research organization in the U.S., the Gay, Lesbian & Straight Education Network (GLSEN), conducts a biennial survey (for over a decade now) that examines the school experiences of lesbian, gay, bisexual and transgender students nationwide. Like previous surveys, the most recent, *The 2011 National School Climate Survey: Key Findings on the Experiences of Lesbian, Gay, Bisexual and Transgender Youth in our Nation's Schools* (Kosciw et al., 2011) focuses primarily on evidence of elements that create a negative school climate (hearing biased remarks including homophobic remarks; feeling unsafe in school because of personal characteristics, such as sexual orientation, gender expression, or race/ethnicity; missing classes or days of school because of safety reasons; and

experiencing harassment and assault in school). The survey also examines the possible negative effects of a hostile school climate on LGBT students' academic achievement, educational aspirations, and psychological well-being; whether or not students report experiences of victimization to school officials or to family members, as well as how these adults address the problem; and how the school experiences of LGBT students differ by personal and community characteristics. The survey also demonstrates the degree to which LGBT students have access to supportive resources in school, and the possible benefits of these resources, including Gay-Straight Alliances (GSAs) or similar clubs; anti-bullying/harassment school policies and laws; supportive school staff; and curricula that are inclusive of LGBT-related topics.

The 2011 survey of students between the ages of 13 and 20 (n = 8,584) found that for the first time, nationwide levels of biased language and victimization have declined, while levels of student access to LGBT-related school resources and support increased. Although positive change is in progress, LGBT student harassment is still pervasive nationwide. As for New York State (NYS) LGBT students *(N*= 469), the GLSEN 2011 report provided a state snapshot that indicates NYS schools are not safe for many LGBT secondary students. Approximately 9 out of 10 students heard negative remarks expressed by other students about how someone expressed their gender; 27% regularly heard staff make negative remarks about someone's gender expression, and 17% regularly heard school staff make homophobic remarks. One in five LGBT secondary students were physically harassed (e.g., pushed or shoved) based on the way they expressed their gender and 1 in 10 was physically assaulted (e.g., punched, kicked or injured with a weapon) based on their sexual orientation; 91% felt deliberately excluded

by peers; 86% had rumors or lies told about them; 64% were sexually harassed; 57% experienced cyber-bullying; and 46% had property (e.g., car, clothing, books) deliberately damaged and/or stolen. Perhaps most telling of the NYS school experience of LGBT students, 59% of the students who were harassed or assaulted in school never reported it to school staff, while 56% never told a family member. Of NYS students who did report incidents to school authorities, only 39% said that reporting resulted in an effective intervention by staff.

Gay-Straight Alliances (GSAs) are student-led, school-based clubs open to all students regardless of sexual orientation. These clubs advocate for improved student climate, educate the larger school community about LGBT issues and offer support to LGBT students and their allies. The presence of a GSA is valuable in a variety of ways. GLSEN (2007) outlined many of these benefits in a research brief. First, a GSA presence offers evidence that the school is committed to protecting and giving voice to LGBT students and their allies. This creates a perceived support for *all* students, even if they are not involved with the group's activities. Likewise, GSA's typically include at least one faculty advisor, and therefore LGBT students at schools with GSAs are significantly more likely than students at schools without a GSA to be aware of a supportive adult at school (84% versus 56%). This is particularly important when an LGBT student considers reporting an incident of victimization. More so, LGBT students who report knowing a supportive faculty and/or other school staff member report higher grade point averages and are more likely to report plans to pursue post-secondary education, as compared to LGBT students who do not know of a supportive faculty or staff member. This may be attributed in part to the fact that LGBT students in schools with a GSA have

a greater sense of belonging to their school community, as compared to students without a GSA (GLSEN, 2007).

Perhaps most importantly, the presence of GSAs may help create greater physical safety, as LBGT students at schools with GSAs are less likely to miss school due to the fact that they feel unsafe to attend (26% versus 32%). Further, evidence suggests that GSAs may make the school safer by sending the message that biased language and harassment will not be tolerated. For example, LGBT students in schools with GSAs are less likely to hear biased remarks on a daily basis, 57% compared to 75% at schools without GSAs. Furthermore, teachers in schools with GSAs intervened in incidents of harassment almost twice as often as teachers in schools without a GSA (19.8% of teachers in schools with GSAs intervened most of the time or always as compared to 12.0% of teachers in schools without a GSA (Kosciw et al., 2011). Unfortunately, although GSAs are increasing, less than a quarter of high school students nationwide have a GSA presence in their school. Also, fewer GSAs exist in small towns, rural areas and the South (GLSEN, 2007). Likewise, the number of bullying incidents involving LGBT students is still alarmingly high, even when a GSA is present, indicating that there are multiple variables where improvements can be made.

Perry (2010) investigated school psychologists' attitudes regarding bullying to explore perceived differences between general bullying incidents and lesbian, gay, and bisexual (LGB) related bullying incidents. Perry also gathered information about the presence of anti-bullying policies and programs at schools. Perry's random sample included 331 current members of the National Association of School Psychologists (NASP). Participant attitudes were examined regarding bullying in relation to their

education and training received about bullying prevention and the grade level of students the participants worked with. Attitudes held by school psychologists regarding LGB individuals was examined in relations to participants' sex, their education and training about LGB issues, and the presence of a Gay-Straight Alliance (GSA) in their school(s). Perry found that overall participants held positive attitudes regarding LGB individuals and issues as measured by the Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH). Perry's results indicated differences in attitudes based on the education and training received and the presence of a GSA. Participants who had multiple or a single source of education and training perceived themselves to have more basic knowledge of LGB issues than those who received no education or training. Likewise, participants who reported having a GSA at their school also perceived themselves to have more basic knowledge than those reported that they did not have or did not know if a GSA existed at their school(s).

The Role of Heterosexual Identity Development on LGB Attitude Formation

Worthington, Savoy, Dillon & Vernaglia (2002) developed a hypothesis regarding the connection between heterosexual attitudes toward sexual minorities and heterosexual identity development. In particular, the researchers hypothesize that heterosexual attitudes toward LGB individuals are understood as an integral component of one's view of self as a sexual being. The Worthington et al. (2002) model puts gender as central to sexual identity and the construction of identities within a social hierarchy dominated by oppression and privilege. In particular, the model hypothesizes that gender socialization leads both boys and girls to associate gender stereotype nonconformity with homosexuality, which in turn stimulates homophobic reactions. Therefore, antigay

attitudes are seen as functioning toward preservation of privileged status as heterosexuals and developed through a process of gendered socialization. At the same time, oppression is demonstrated in U.S. society (and others) with saturated images, role models, and stereotypes that negatively portray same-sex relationships. From this perspective self-definition as a heterosexual is based on rejection and hostility toward what one *is not*, rather than a self-defined basis of what one *is*. Worthington et al. posit that LGB-affirmativeness is not merely the absence of homophobia (an emotional reaction to the identity and sexual practices of LGB individuals), but a self-examined sexual identity. Therefore, to become fully LGB-affirmative, an individual may require reevaluation of one's identity as a heterosexual, as sexual identity exploration and synthesis (past or current) is believed to be associated with higher levels of LGB-affirmativeness. In summary, the Worthington et al. (2002) model suggests the highest levels of affirmativeness require that heterosexuals overcome their socialization to develop (a) knowledge of LGB history, symbols and community, and (b) recognition of heterosexual hegemony and privilege that extends beyond tolerance.

In 2005, Worthington, Dillon & Becker-Schutte created the Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH) measure based on the 2002 Worthington et al. model to reflect (a) sexual-awareness; (b) systemic homonegativity (negative feelings and thoughts about LGB orientations or individuals); sexual prejudice, and privilege; (c) knowledge of LGB history, symbols, and community, and (d) the potential for religious conflict. The LGB-KASH was formulated, in part, with the anticipated use in the supervision and training of counselors to identify and develop levels of affirmativeness (positive attitudes), specifically in terms of working with LGB

clients (Worthington, et al., 2005). This scale is suited for LGB-affirmativeness assessment of school psychologists uniquely. First, as the Worthington et al. (2002) model suggests the highest levels of LGB affirmativeness, in part, require that heterosexuals overcome their socialization to develop knowledge of LGB history, symbols and community. Second, heterosexuals must move beyond merely tolerating LGB individuals, but imagine their world experiences. It has been shown that this specific community knowledge and guidance from a school psychologist, counselor or clinician towards involvement in the gay community or other types of LGBT-affirmative peer groups offers an *incomparable* sense of support that is especially needed during the coming out period for children and adolescents (Ford, 2003).

The main objective of this study is to assess New York State school psychologists' and upper-level school psychology graduate students' knowledge of LGB (Lesbian, Gay, Bisexual) history, symbols and community as measured by The Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH), as an indicator of preparedness for implementation of the Dignity for All Students Act, specifically on behalf of LGBTQ students. Further, New York State school psychologists' and upper-level school psychology graduate students' knowledge of LGB history, symbols and community will be explored in relation to the participants' education/training on LGBT issues in general and those involving bullying, grade level at which they work, geographic location (urban, suburban or rural), presence of a Gay-Straight Alliance, perceived comfort conducting an intervention or counseling a bullied LGBT student, as well as providing appropriate services to a student coming out. These results will also be compared with data collected in 2007 from a nationwide survey

(Perry, 2010) of school psychologists in schools that had policies in place to specifically dissuade discrimination of students on the basis of actual or perceived sexual orientation, gender identity or sex. The overall goal of this work is to determine the level of awareness in presently employed school psychologists, and also the level of preparation provided graduate students entering the school psychology field.

Research Questions

Question 1: Will school psychologists and upper-level school psychology graduate students that received or sought multiple sources of education regarding sexual diversity, including DASA training, have higher LGB-KASH "Knowledge" scores as compared to those who have not received or sought multiple sources of education?

Question 2: Will school psychologists and upper-level school psychology graduate students in a school with a Gay-Straight Alliance (GSA) presence have higher scores on the "Knowledge" portion of the LGB-KASH as compared to those at schools without a GSA presence?

Question 3a: Will school psychologists and upper-level school psychology graduate students in schools with a Gay-Straight Alliance presence have a stronger self-perception of preparedness working with bullied LGBT students as compared to those at schools without a GSA presence?

Question 3b: Will school psychologists and upper-level school psychology graduate students in schools with a Gay-Straight Alliance presence have a stronger self-perception of preparedness in providing appropriate intervention practices when working with students coming out as compared to those at schools without a GSA presence?

Question 4: Will school psychologists and graduate students who work at the elementary level exclusively have the lowest "Knowledge" subscale scores as compared to school psychologists and upper-level school psychology graduate students working at either a middle school, high school or mixture thereof?

Question 5: Will the "Knowledge" scores from Perry (2010) be lower than the current samples, due to training since passage of DASA?

CHAPTER III

METHOD

Participants

The listserv for the New York Association of School Psychologist (NYASP), the state affiliation of the National Association of School Psychologists (NASP), was used to recruit practicing New York State school psychologists (n = 162, 58.1%) for participation in an online survey. Likewise, upper-level school psychology students (n = 117, 41.9%) enrolled in Master's, Specialist, and Doctoral level school psychology training programs in New York were recruited via the NASP online directory of approved programs. The participants in this study included 242 (86.7%) women, 34 (12.3%) men, and 3 participants who did not identify (1.1%). The majority identified as heterosexual (n = 255, 91.4%). Three (1.1%) identified as lesbian, three (1.1%) identified as gay, three (1.1%) identified as bisexual, seven (2.5%) selected "prefer not to answer," and three (1.1%) participants did not answer this question. The majority of participants were White, Non-Hispanic (n = 234, 83.9%), twelve (4.3%) were Hispanic, eleven (3.9%) were Black or African American, Non-Hispanic, eight (2.9%) were Mixed, six (2.2%) were Asian, one (.4%) identified as Other, and seven participants (2.5%) did not answer this question.

Among the NYASP participants, most listed a Master's degree as their highest level of education (n = 68, 41.9%), with 52 participants (32.0%) endorsing a Specialist degree, and 39 participants (24.0%) held a Doctorate. Most participants were working 5 years or less (n = 84, 51.8%), with twenty six (16%) working 6 to 10 years, twenty

(12.3%) working 11 to 15 years, seven (4.3%) working 16 to 20 years, nine (5.5%) working 21 to 25 years, eight (4.9%) working 26-30 years, five (3.0%) working 31 years or more, and three participants did not answer this question.

For the graduate students, invitations to participate were sent only to those beyond the first year of graduate school. Of the graduate student participants, forty were enrolled in a Master's program (34.7%), 75 participants were in a Doctoral program (65.2%), and two participants did not answer this question.

Materials

Participants were asked to respond to the LGB-KASH, Marlowe-Crowne Social Desirability Scale, and a demographic questionnaire.

Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals. The Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH) is a 28-item scale developed by Worthington, Dillon, and Becker-Schutte (2005) to measure heterosexuals' attitudes towards lesbian, gay and bisexual individuals. The scale employs a Likert format ranging from one (*very uncharacteristic of my views)* to six (*very characteristic of my views)* (just the ends of the numeric range are labeled, not each number). Subscale scores are obtained by averaging the ratings of items to which a person responded exploratory and confirmatory factor analyses resulted in five factors/subscales labeled "Hate" (6 items), "Knowledge of LGB History, Symbols and Community" (5 items), "LGB Civil Rights (5 items), "Religious Conflict (7 items), and "Internalized Affirmativeness" (5 items). Test/retest reliability estimates after a two week period for the five subscales were .90 for Internalized Affirmativeness, .85 for Knowledge, .85 for LGB Civil Rights, .77 for Religious

Conflict, and .76 for Hate (Worthington et al., 2005). The LGB-KASH can be found in Appendix B.

Marlowe-Crowne Social Desirability Scale. The Marlowe-Crowne Social Desirability Scale (MCSDS) is a 33-item scale developed by Crowne & Marlowe (1960) to assess whether respondents are responding truthfully or are misrepresenting themselves in order to control their self-presentation. Respondents are asked to respond "True" or "False" to 18 items keyed in the true direction and 15 in the false direction. Hence, the range of possible scores on the MCSDS is between 0 and 33 with high scores representing a higher need for approval. Crowne and Marlowe (1960) showed the internal consistency of the 33 items to be .88, and the test-retest correlation was .89. Research on the 33-item version of the MCSDS scale has reported means of 13.3 (SD = 4.3) to 16.4 (SD = 6.5) with various populations and environments (Robinson, Shaver & Wrightsman, 1991). High scorers on the MCSDS were found to respond more to social reinforcement, inhibit aggression, and were more susceptible to social influence in comparison to low scorers (Robinson et al., 1991).

Demographic/Education Questionnaire. The questionnaire, designed by the author, included questions about the education or training received regarding bullying and working with LGBT youth, whether participants work in schools with a GSA, whether they have a clear understanding that DASA provides for legal protection of homosexual, bisexual, transgender and gender nonconforming students, ratings of self-preparation to advocate for and counsel these individuals regarding bullying, ratings of self-preparation to employ appropriate intervention practices when working with student that are coming out, and media exposure to LGB personalities. Other descriptive information requested

includes questions about participants' sex, race/ethnicity, sexual orientation, grade levels served, whether they work in urban, suburban or rural environment and number of years they have been working as a school psychologist or number of courses completed in graduate school.

Procedure

This proposal was reviewed and approved by the Pace University Institutional Board of Review (IRB) on Human Subjects to ensure the research was in compliance with human subjects rules and regulations. Following IRB approval, email lists for each cohort were obtained. After approval of the research proposal by NYASP, practicing school psychologists were contacted twice via the NYASP listserv. The first contact was an invitation for participation letter (see Appendix A). This letter described the study and measures, i.e., the LGB-KASH (see Appendix B), Marlowe-Crowne Social Desirability Scale (see Appendix C) and background questions (see Appendix D) and requested participation. The second contact was an email indicating appreciation for participation and also served as a reminder to complete the survey to those who had not already done so (see Appendix E). The consent form for both surveys (practicing school psychologists and upper-level graduate students) is identical and the first item of the online surveys (see Appendix F).

The first contact to obtain email addresses for upper-level school psychology graduate students in fully NASP-approved programs was sent to the program directors of the respective programs, indicating the purpose of the study and that their help was needed to deliver the participant request to students (see Appendix G). The second contact was an invitation for participation letter (see Appendix H). This letter, sent by

program directors via email and copied to the researcher, described the study and measures, i.e., the LGB-KASH (see Appendix B), Marlowe-Crowne Social Desirability Scale (see Appendix C) and background questions (see Appendix I) and requested participation. The third contact, sent by program directors by email and copied to the researcher, indicated appreciation for participation and also served as a reminder to complete the survey to those who had not already done so (see Appendix J).

CHAPTER IV

RESULTS

Prior to statistical analysis, the data were screened for missing data. Worthington, Dillon and Becker-Schutte (2005), the authors of the LGB-KASH, state that missing values should be handled by averaging subscales of remaining items receiving a response, with no replacement for missing data. Per Worthington, this method ensures comparable scores when there is missing data. The percentage of participants who had one or more missing values on the LGB-KASH was 17.9%. In examining the missing values on the LGB-KASH, it appeared that the missing values were concentrated on items 3 ("I can accept LGB people even though I condemn their behavior.") (17 missing), 12 ("I keep my religious views to myself in order to accept LGB people.") (9 missing), 13 ("I conceal my negative views toward LGB people when I am with someone who doesn't share my views.") (15 missing), and 22 ("I try not to let my negative beliefs about LGB people harm my relationships with the lesbian, gay or bisexual individuals I know.") (22 missing). Only three participants were missing all four of these items. These four items all load on the "Religious Conflict" subscale, which is comprised of seven items. These items could be viewed as the most personal on the entire scale, as they deal with individual views dictated by religious beliefs concerning LGB people. Subscale scores were obtained by averaging ratings on items receiving a response that correlated to each specific scale.

Items missing on the Marlowe-Crowne Social Desirability Scale (MCSDS) were minimal and appeared to be random. The majority of participants completed all items (*n* = 259, 92.8%). Seventeen participants (6.1%) omitted one response, one (.4%) omitted two responses, one (.4%) omitted three responses, and one (.4) omitted four responses. No mean substitution was conducted on the missing values.

The mean score for graduate student participants on the MCSDS was 14.30 (*SD* = 5.72). Practicing school psychologists reported a mean of 16.25 (*SD* = 5.77). These means fall within standard findings (Robinson, Shaver & Wrightsman, 1991) and suggest that for all participants, responses on the LGB-KASH were not influenced by a high need for approval. It should be noted that practicing school psychologists did respond in a slightly more socially desirable manner than graduate students. An independent samples t-test was conducted which indicated that the difference in MCSDS scores for graduate students (*M* = 14.30, *SD* = 5.72) and practicing school psychologists (*M* = 16.25, *SD* = 5.77) were significant; $t(277)=-2.79$, $p = .006$ (2-tailed). Bivariate correlations indicate that the higher MCSDS scores are not related to LGB-KASH factors of interest, all *ps* > .12.

Research Questions

Question 1: Will school psychologists and upper-level school psychology graduate students that received or sought multiple sources of education regarding sexual diversity, including DASA training, have higher LGB-KASH "Knowledge" scores as compared to those who have not received or sought multiple sources of education?

School psychologists and graduate students attitudes and knowledge were assessed using the LGB-KASH scale. Table 1 contains the descriptive statistics for each group.

Table 1

Means and Standard Deviations for LGB-KASH Subscales—Graduate Students and School Psychologists

	M		*SD*		Range of Score	
Subscale	G	SP	G	SP	G	SP
Knowledge of LGB History, Symbols, and Community	2.40	2.73	1.07	1.18	1.00-6.00	1.00-6.00
Hate	1.14	1.09	0.30	0.23	1.00-2.67	1.00-2.17
LGB Civil Rights	5.62	5.66	0.65	0.58	3.00-6.00	3.00-6.00
Religious Conflict	1.99	1.73	1.00	0.79	1.00-5.16	1.00-4.29
Internalized Affirmativeness	3.73	3.74	1.25	1.05	1.00-6.00	1.00-6.00

Note. Graduate Students (G) (N = 117); School Psychologists (SP) (N = 162);. Likert scale format ranged from "1=very uncharacteristic of me or my views" to "6 = very characteristic of my views." Subscale scores were obtained by averaging the ratings of items on the subscale.

As part of the questionnaire, participants were asked whether they received any education in working with students who are gay, lesbian, bisexual or transgender. For the graduate student participants 73 (62.4%) reported "yes" and 44 (37.6%) reported "no." For professional school psychology participants, 94 (58%) reported "yes" and 64 (39.5%) reported "no." For the graduate students and professional psychologists who reported "yes" they were asked to indicate the sources from which they received education. They chose from: *graduate school, part of a graduate course, whole graduate course on sexual minorities, workshops/conferences, training provided by the school in which they work, training provided by the district, and self-directed reading on the issue.* The number of items participants answered "yes" to were summed to create a cumulative *education*

source variable. A multiple regression analysis was performed separately on graduate students and practicing school psychologists to determine if the number of education sources predicted LGB-KASH Knowledge subscale scores for graduate students and practicing school psychologists.

For graduate students, the number of education sources significantly predicted Knowledge scores, $b = .347$, $t(114) = 3.948$, $p < .001$. Number of education sources also predicted a significant proportion of variance in Knowledge scores, $R^2 = .12$, $F = (1, 114) = 15.585$, $p < .001$. For practicing school psychologists, the number of education sources also significantly predicted Knowledge scores, $b = .296$, $t(160) = 3.918$, $p < .001$. Likewise, the number of education sources also predicted a significant proportion of variance in Knowledge scores, $R^2 = .088$, $F = (1, 114) = 15.347$, $p = .01$. These results suggest that for both graduate students and practicing school psychologists, the number of education sources received/sought increased one's Knowledge scores.

Question 2: Will school psychologists and upper-level school psychology graduate students in a school with a Gay-Straight Alliance (GSA) presence have higher scores on the "Knowledge" portion of the LGB-KASH as compared to those at schools without a GSA presence?

The questionnaire asked participants whether their schools had a GSA presence. The responses included "yes," "no," and "I don't know." Separately for graduate students and practicing school psychologists, a one-way Analysis of Variance (ANOVA) was conducted to determine if these responses predicted Knowledge scores. For the graduate students, 35.7% responded "yes" (n = 41, $M = 2.492$), 20% responded "no" (n = 23, $M = 2.504$), and 44.3% responded "I don't know" (n = 51, $M = 2.296$). These results were not

significant, $F(2, 113) = .487$, $p = .61$, indicating that the presence of a GSA is not associated with Knowledge scores for graduate students. This may reflect a lack of interaction with GSA's for students working at schools where one existed, supervisor directed focus on other roles in becoming a school psychologist (e.g., academic and cognitive assessment), or a deficit in preparation for issues concerning LGBT students related to graduate work at participants' respective training programs.

For the practicing school psychologists, 24.4% responded "yes" (n = 38, M = 3.11), 57.7% responded "no" (n = 90, M = 2.73), and 17.9% responded "I don't know" (n = 28, M = 2.20). A one-way ANOVA indicated that the presence of a GSA is associated with Knowledge scores, $F(2, 153) = 5.027$, $p = .008$. A Tukey Post-hoc comparisons test indicated that those who reported the presence of a GSA had significantly higher Knowledge scores (M = 3.11), than those that reported not knowing if their school had a GSA, (M = 2.20), $p = .005$. No significant difference was found in Knowledge scores between those that reported the presence of a GSA (M = 3.11) and those that did not have a GSA (M = 2.73), $p = .196$. This outcome may indicate that GSAs are not the best means for school psychologists to gain knowledge of LGB history, symbols or community, or those with GSAs at their schools do not have collaborative communication and/or school-wide psycho-education presentations in conjunction with GSA faculty advisors or club members. There was a marginally significant difference in Knowledge scores between those that reported *not* having a GSA (M = 2.73) and those who *did not know* if their school had a GSA (M = 2.20), $p = .09$. This finding indicates that while there were no differences in Knowledge scores based on whether one responded "yes" or "no" to the presence of a GSA, merely knowing whether or not there *is* a GSA in your school made a

difference. This possibly suggests that participants who reported "I don't know" are differentiated by their level of systemic awareness and involvement in one's work environment, particularly concerning services to LGBT students.

Question 3a: Will school psychologists and upper-level school psychology graduate students in schools with a Gay-Straight Alliance presence have a stronger self-perception of preparedness working with bullied LGBT students as compared to those at schools without a GSA presence?

Two separate one-way ANOVAs were conducted to determine if there were significant differences in either groups' (graduate students or practicing school psychologists) scores for self-perception of preparedness to counsel students bullied in response to their perceived sexual orientation, gender identification or sex, based on whether or not there was a GSA presence in the schools. Respondents' choices for levels of preparedness ranged from 1 "very prepared" to 4 "not prepared at all." For the graduate students there was no difference when they reported "yes," 64.6% ($n = 42$, $M = 2.54$) or "no," 35.4% ($n = 23$, $M = 2.82$) for a GSA presence, in terms of self-perception of preparedness to work with students bullied based on their perceived sexual orientation, gender identification or sex, $F(2, 63) = .726$, $p = .397$. These results suggest that for graduate students, whether their training site had a GSA or not, it did not influence their self-perception of preparation to work with students bullied based on their perceived sexual orientation, gender identification or sex. However, as these participants rated themselves to have less preparation than school psychologists, and it is likely an indication of needed education/exposure in their training programs, as opposed to a deficit in experience attained within the public school environment, where greater

emphasis is generally placed on assessment that provides recommendations and interventions for students displaying learning disabilities, and/or behavioral, social or emotional deficits.

For the practicing school psychologist there was a significant difference when they reported "yes," 29.7% (n = 38, $M = 1.74$), or "no," 70.3% (n = 90, $M = 2.19$) for a GSA presence in terms of self-perception of preparedness to work with a student bullied based on their perceived sexual orientation, $F(1, 126) = 9.40, p = .003$. Practicing school psychologists who did *not* report a GSA presence (n = 90, $M = 2.19$) had significantly lower self perceptions of preparedness than those who reported a GSA presence (n = 38, $M = 1.74$), $F(1, 126) = 9.40, p = .003$. These results suggest school psychologist at schools with GSAs feel as though they are better informed of the needs of and resources for LGBT students specifically in situations involving bullying. This may be due to their interaction, feedback and perceived support from faculty advisors running GSAs, or its student members. In either case this result endorses GLSEN (2007) findings on the benefits of GSA presence within schools.

Question 3b: Will school psychologists and upper-level school psychology graduate students in schools with a Gay-Straight Alliance presence have a stronger self-perception of preparedness in providing appropriate intervention practices when working with students coming out as compared to those at schools without a GSA presence?

Two one-way ANOVAs were completed to determine if there were significant differences in either groups' (graduate students or practicing school psychologists) scores for self-perception of preparedness in providing appropriate intervention practices when

working with students who are coming out, based on whether or not there was a GSA presence in the schools. In both instances the respondents' choices for levels of preparedness ranged from 1 "very prepared" to 4 "not prepared at all." For the graduate students there was no difference when they reported "yes," 64.6% (n = 42, $M = 2.71$) or "no," 38.4% (n = 23, $M = 3.01$) for a GSA presence in terms of self-perception of preparedness to implement appropriate interventions with individuals coming out, $F(1, 63) = .857$, $p = .358$. This result may reflect students' overall limited exposure and education regarding LGBT issues within the student population at their training site as well as in coursework at their respective colleges and universities.

For the practicing school psychologists there was a significant difference when they reported "yes," 29.7% (n = 38, $M = 1.97$), or "no, " 70.3% (n = 90, $M = 2.54$) for a GSA presence in terms of self-perception of preparedness to implement appropriate interventions with individuals coming out, $F(1, 126) = 12.013$, $p = .001$. Those who reported not having a GSA felt less prepared to provide appropriate intervention practices with individuals coming out. These results indicate that the presence of a GSA increases school psychologists' self-perception of having knowledge to effectively assist LGB students particularly in terms of providing supportive and appropriate community resources.

Question 4: Will school psychologists and graduate students who work at the elementary level exclusively have the lowest "Knowledge" subscale scores as compared to school psychologists and upper-level school psychology graduate students working at either a middle school, high schools or mixture thereof?

For practicing school psychologists, 52 (36.1%) reported working at a combination of school levels. Practicing school psychologists who worked exclusively at the elementary or pre-school level were grouped together (n =53, 36.8%), and 39 participants (27.1%) who endorsed working at the middle or high school levels were combined into another group. A one-way ANOVA was completed to determine if there were significant differences in practicing school psychologists' Knowledge scores for those that worked exclusively with pre-school and elementary school aged students, in comparison to practicing school psychologists that worked at the middle school/high school level, or those that worked at multiple settings. The analysis did not detect any significant differences among these groups on Knowledge scores, $F(2, 141) = 2.248$, $p = .109$. This suggests that the age group which practicing school psychologists work with does not make a difference in terms of Knowledge scores. The anticipated result was that those that worked exclusively at the pre-school and elementary level would have lower scores due to the perception that LGB issues are not relevant at this level of student development and family service.

Question 5: Will the "Knowledge" scores from Perry (2010) be lower than the current samples, due to training since passage of DASA?

An independent samples t-test was conducted to compare the LGB-KASH Knowledge scores collected by Perry in a sample of National Association of School Psychologists (NASP) participants (n = 49) working at schools that had anti-bully programs or bullying policies in place that specifically protected students based on sexual orientation or gender identity, and the Knowledge scores of practicing New York Association of School Psychologists (NYASP) school psychologists. There was a

significant difference in the NASP sample scores for Knowledge ($M = 3.21$, $SD = 1.27$) and the NYASP participants in this study (M=2.73, SD= 1.18); $t(209) = 2.445$, $p = .015$. These results suggest that higher Knowledge scores were obtained in 2007 (year of data collection) from a national sample of school psychologist at schools that had policies in place to protect students based on their sexual orientation or gender identification, as compared to the Knowledge scores of NYASP school psychologists working after the passage of DASA. This result may also reflect the fact that participants in Perry's population could have been at school that voluntarily created protections for students based on sexual orientation and gender expression. In New York DASA has mandated protection, and reluctance in compliance, unpreparedness or lag in education on the LGBT student population needs may be reflected in these lower Knowledge scores.

CHAPTER V

DISCUSSION

This study collected data from New York State school psychologists and upper-level school psychology graduate students on the Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH), Marlowe-Crowne Social Desirability Scale, and a demographic questionnaire. The questionnaire included questions about 1) education or training received about bullying and working with GLBT youth, 2) whether their school has a GSA, 3) whether they have a clear understanding that DASA provides for legal protection of homosexual, bisexual, transgender and gender nonconforming students, 4) ratings of self preparation to advocate and counsel LGBT individuals regarding bullying, 5) ratings of self preparation to employ appropriate intervention practices when working with LGBT individuals coming out, and 6) media exposure to LGB personalities. Other descriptive information included questions about participants' sex, race/ethnicity, sexual orientation, grade levels served, whether they work in urban, suburban or rural environment and number of years they have been working as a school psychologist or year in graduate school.

The main objective of this study was to assess New York State school psychologists' and upper-level school psychology graduate students' knowledge of LGB (Lesbian, Gay, Bisexual) history, symbols and community as measured by The Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH), as

an indicator of preparedness for implementation of the Dignity for All Students Act, specifically on behalf of LGBTQ students.

Overall both graduate students and practicing school psychologists participants held positive attitudes regarding LGB individuals and issues as measured by the Lesbian, Gay, and Bisexual Knowledge and Attitudes Scale for Heterosexuals (LGB-KASH), but lacked knowledge about LGB history, symbols and community. As the Knowledge factor is indicated to be the most prominent factor on the measure for LGB-affirmativeness, this finding is cause for concern (Worthington, et al., 2005). This indicates a need for graduate students and practicing school psychologists to overcome their socialization to develop knowledge of LGB history, symbols and community, and to move beyond merely tolerating LGB individuals, to taking their perspective in an effort to best serve these students. This is of serious importance as research indicates that specific LGB community knowledge and guidance from a school psychologist, counselor or clinician towards involvement in the gay community or other types of LGBT-affirmative peer groups offers an *incomparable* sense of support that is especially needed during the coming out period for children and adolescents (Ford, 2003).

While education was shown to increase Knowledge scores, it is clear that graduate students and practicing school psychologists are in need of more education concerning LGB history, symbols and community. Likewise, for both graduate students and practicing school psychologists, approximately 40% in each group replied that they received no education at all on servicing the LGBT population.

The results also indicate that GSAs are likely not enough to increase school psychologists' knowledge deficit in LGB history, symbols and community, implying that

practicing school psychologists need to self-educate themselves in this regard. Nonetheless, the *presence* of a GSA did increase school psychologists' self-perceptions for working effectively with bullying that involved LGBT students, and appropriately providing interventions for a student coming out. These results raise the question as to why school psychologists in schools with GSAs do not differentiate in terms of Knowledge scores from those who do not have a GSA, but hold higher self-perception ratings of their ability to effectively work with the LGBT population in terms of bullying and coming out (which both require knowledge of organizations and community resources, along with other LGB psychology training). This may be due to school psychologists' interaction and feedback from faculty advisors running GSAs, its student members, or merely feeling a supportive benefit in having a GSA in their school building. Regardless, this is an area for further inquiry. Similarly, another area for additional research is building resilience so students have the social skills or assertiveness training, which they may not be learning at home, and as a result make them even more vulnerable when bullied. Finally, this research can be expanded to include school psychologists and graduate student knowledge and attitudes towards students that identify as transgender.

As for graduate students, their relatively low self-perception of effectiveness in situations of bullying that involve LGBT individuals or providing appropriate services to students coming out suggest the need for more preparation in their training programs for working with LGBT populations. This discrepancy is likely not a reflection of programs' viewing student preparation for working with the LGBT population as unimportant, but rather figuring out how to integrate such information into the coursework. Nonetheless, graduate programs clearly need to make more consistent and focused efforts to integrate

LGBT issues into their curricula, and from a multicultural perspective, if they are to produce psychologists who are competent to work with the LGBT population. One resource, Buckman (2007), delineates how particular information and messages regarding LGB psychology can be integrated into specific course areas including: introductory psychology, theory, family and couples, group therapy, professional issues, pre-practicum and practicum, multicultural, assessment, and research.[1]

Limitations

One large limitation of the study includes the fact that the LGB-KASH does not measure attitudes regarding transgender and gender nonconforming individuals. Likewise, there are no measures of New York State school psychologists' knowledge of the gay, lesbian, bisexual history, symbols and community prior to passage and implementation of DASA. Also, the 2007 population of school psychologists this group was compared to, Perry's (2010) population, consisted of different participants and from a variety of states. Therefore, we cannot determine through this study whether the existence of a GSA affects knowledge or whether there is another factor, such as overall school environment or administrative efforts, which affect knowledge scores. Finally, in terms of methodology, school psychologists that choose to maintain active membership in the national (NASP) and state (NYASP) associations of school psychologists may be a more involved or informed group, as compared to psychologists working in NYS that do not maintain NASP or NYASP membership, and therefore were not contacted for this study.

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[1] Buckman does not include transgender in his proposal due to dearth of research in this area.

Future Directions

While DASA is a step in the right direction, enforcement is currently undetermined. According to Tom Dunn, spokesman for the New York State Education Department, there are no "specific penalties" for non-compliant schools (Ponsot, 2012). Dunn states that the department will "provide guidance to districts, as well as monitor compliance with reporting requirements," but how does this hold any school truly accountable? There is a great need for DASA to be effected with seriousness, consistency and professionalism. In June of 2012 a New York Court of Appeals ruling declared that the New York Human Rights Law *does not apply to students who attend public schools* (Ponsot, 2012). For the last two decades students who believed their rights under the state's Human Right Law had been violated could file discrimination complaints with the Division of Human Rights (DHR). Through the DHR victims could receive monetary compensation, the commissioner could issue cease and desist orders, fines and policy change on the victim's behalf. In the past the DHR handled approximately 75 cases per year involving public school students (Ponsot, 2012).[2]

These changes leave nearly 2.6 million students in NYS public schools without a defined agency to turn to if they encounter harassment of any kind. Parents can address their concerns with the school's appointed Dignity Act Coordinator and then the superintendent of the school or school board. In effect, while there is a protocol to follow, it will have a negative effect on parents enforcing the rights they have (Ponsot, 2012). This means that effective implementation of the Dignity Act, from teachers to Dignity

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[2] Although the Dignity Act does not extend to the 400,000 children who attend private schools across the state, going forward only children who attend private schools without any religious affiliation will be able to get assistance for the DHR in instances when seeking damages (Ponsot, 2012).

Act Coordinators, principals, parents, administrators, superintendents and school boards is crucial. In order for the Dignity Act to take hold, particularly for LGBT students, guidelines must have full school commitment, much like that indicated by the OBPP anti-bullying program, but *also* inclusive curriculum is necessary. As Peter DeWitt, an elementary school principal in Averill Park, NY and author of the book "Dignity for All: Safeguarding LGBT Students" states, "LGBT students are constantly reading books that don't reflect anything about their lives. It's a problem because there is this hidden curriculum, which says 'you aren't normal,' or 'something must be wrong with my family' (Ponsot, 2012). Just as learning about the civil rights movement in school, in part, has made racial slurs unacceptable in our schools (and elsewhere), understanding the gay rights movement has reached the tipping point in its need for public understanding.

Thirteen years prior to DASA, the New York Civil Liberties Union (NYCLU) began the Teen Activist Project (TAP). Since the then approximately two dozen New York City high school students meet weekly in Lower Manhattan to debate civil liberties, social justice issues and youth activism (Ponsot, 2012). One prior TAP participant, Sade Singh, reflected on the weekly discussions and was appreciative that they challenged her own assumptions about gay, lesbian, and gender non-conforming communities, but at the same time expressed remorse that she did not learn about these things earlier, "It makes me upset because I wonder how much I could have changed if I had learned these things sooner" (Ponsot, 2012).

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Appendix A

NYASP Request for Participation

Dear Prospective Participant,

I am a doctoral candidate in the School-Clinical Child Psychology Program at Pace University. As part of my doctoral project research, which is under the direction of Dr. Thalia R. Goldstein, I am conducting a study to investigate school psychologists' and upper-level school psychology students' knowledge and attitudes, as well as sources of education and training regarding gay, lesbian and bisexual individuals.

I am writing to you to ask for your time ***(it should take no longer than 7-10 minutes)*** and participation. You were chosen for this study from the listserv provided by the New York Association of School Psychologists (NYASP) based on their current membership list. The information you provide will be anonymous.

If you are a ***practicing school psychologist***, you can complete the survey online at http://pacedyson.qualtrics.com//SE/?SID=SV_3xABtY4HCjjyLvn. If you decide to take part in this study, your participation will involve filling out two measures. In the first you will be asked to what degree a statement about LGB individuals/issues describes you/your views. In the second questionnaire you will be asked to determine in what manner your answers reflect social desirability. Last you will complete questions regarding your participation in the field (e.g., number of years working), source of education/training on LGB issues, as well as comfort level working with situations that involve LGB students.

If you have any more questions or concerns about this study or your rights as a research participant, you may contact me or Dr. Thalia R. Goldstein, my advisor. I can be reached at 646-775-8276, and Dr. Thalia R. Goldstein can be reached at (212) 346-1507. The Institutional Review Board (IRB) at Pace University has approved the solicitation of subjects for this study. If you have any questions or concerns, please contact the Office of Sponsored Research at (212) 346-1273.

I thank you for your time and help.

Best regards,

Jennifer Kelly, M.A.
Psy.D. Candidate
Combined School-Clinical Child Psychology
Pace University

Appendix B

Lesbian, Gay and Bisexual Knowledge and Attitudes Scale (LGB-KASH)

Instructions: Please use the scale below to respond to the following items. Circle the number that indicates the extent to which each statement is characteristic or uncharacteristic of you or your views. Please try to respond to every item.

1 2 3 4 5 6

Very uncharacteristic of me or my views — **Very characteristic of me or my views**

NOTE: LGB = Lesbian, Gay, or Bisexual.
Please consider the ENTIRE statement when making your rating, as some statements contain two parts.

1. I feel qualified to educate others about how to be affirmative regarding LGB issues.
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

2. I have conflicting attitudes or beliefs about LGB people.
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

3. I can accept LGB people even though I condemn their behavior.
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

4. It is important to me to avoid LGB individuals.
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

5. I could educate others about the history and symbolism behind the "pink triangle."
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

6. I have close friends who are LGB.
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

7. I have difficulty reconciling my religious views with my interest in being accepting of LGB people.
|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

1 2 3 4 5 6

Very uncharacteristic of me or my views **Very characteristic of me or my views**

8. I would be unsure what to do or say if I met someone who is openly lesbian, gay or bisexual.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

9. Hearing about a hate crime against a LGB person would not bother me.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

10. I am knowledgeable about the significance of the Stonewall Riot to the Gay Liberation Movement.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

11. I think marriage should be legal for same sex couples.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

12. I keep my religious views to myself in order to accept LGB people.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

13. I conceal my negative views toward LGB people when I am with someone who doesn't share my views.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

14. I sometimes think about being violent toward LGB people.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

15. Feeling attracted to another person of the same sex would not make me uncomfortable.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

16. I am familiar with the work of the National Gay and Lesbian Task Force.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

1 2 3 4 5 6

Very uncharacteristic of me or my views **Very characteristic of me or my views**

17. I would display a symbol of gay pride (pink triangle, rainbow, etc.) to show my support of the LGB community.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

18. I would feel self-conscious greeting a known LGB person in a public place.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

19. I have had sexual fantasies about members of my same sex.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

20. I am knowledgeable about the history and mission of the PFLAG organization.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

21. I would attend a demonstration to promote LGB civil rights.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

22. I try not to let my negative beliefs about LGB people harm my relationships with the lesbian, gay, or bisexual individuals I know.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

23. Hospitals should acknowledge same sex partners equally to any other next of kin.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

24. LGB people deserve the hatred they receive.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

25. It is important to teach children positive attitudes toward LGB people.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

1 2 3 4 5 6

Very uncharacteristic of me or my views **Very characteristic of me or my views**

26. I conceal my positive attitudes toward LGB people when I am with someone who is homophobic.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

27. Health benefits should be available equally to same sex partners as to any other couple.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

28. It is wrong for courts to make child custody decisions based on a parent's sexual orientation.

|-----|-----|-----|-----|-----|-----|
1 2 3 4 5 6

Appendix C

Marlowe-Crowne Social Desirability Scale (M-C SDS)

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is *true* or *false* as it pertains to you personally.

1. Before voting I thoroughly investigate the qualifications of all the candidates. **T F**
2. I never hesitate to go out of my way to help someone in trouble. **T F**
3. It is sometimes hard for me to go on with my work if I am not encouraged. **T F**
4. I have never intensely disliked anyone. **T F**
5. On occasion I have had doubts about my ability to succeed in life. **T F**
6. I sometimes feel resentful when I don't get my way. **T F**
7. I am always careful about my manner of dress. **T F**
8. My table manners at home are as good as when I eat out in a restaurant. **T F**
9. If I could get into a movie without paying and be sure I was not seen I would probably do it. **T F**
10. On a few occasions, I have given up doing something because I thought too little of my ability. **T F**
11. I like to gossip at times. **T F**
12. There have been times when I felt like rebelling against people in authority even though I knew they were right. **T F**
13. No matter who I'm talking to, I'm always a good listener. **T F**
14. I can remember "playing sick" to get out of something. **T F**
15. There have been occasions when I took advantage of someone. **T F**
16. I'm always willing to admit it when I make a mistake. **T F**
17. I always try to practice what I preach. **T F**

18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people. **T F**

19. I sometimes try to get even rather than forgive and forget. **T F**

20. When I don't know something I don't at all mind admitting it. **T F**

21. I am always courteous, even to people who are disagreeable. **T F**

22. At times I have really insisted on having things my own way. **T F**

23. There have been occasions when I felt like smashing things. **T F**

24. I would never think of letting someone else be punished for my wrongdoings. **T F**

25. I never resent being asked to return a favor. **T F**

26. I have never been irked when people expressed ideas very different from my own. **T F**

27. I never make a long trip without checking the safety of my car. **T F**

28. There have been times when I was quite jealous of the good fortune of others. **T F**

29. I have almost never felt the urge to tell someone off. **T F**

30. I am sometimes irritated by people who ask favors of me. **T F**

31. I have never felt that I was punished without cause. **T F**

32. I sometimes think when people have a misfortune they only got what they deserved. **T F**

33. I have never deliberately said something that hurt someone's feelings. **T F**

Appendix D

Professional School Psychologist Information Questions

1. What is your sex?

   ___ Male ___Female

2. What is your sexual orientation?

   ___Gay ___Lesbian ___Bisexual ___Heterosexual ___Other ___Prefer not to answer

3. What is your race/ethnicity
   ___Asian
   ___Black or African American, Non-Hispanic
   ___Black or African American, Hispanic
   ___Hispanic
   ___Native American
   ___White, Non-Hispanic
   ___White, Hispanic
   ___Mixed
   ___Other

   If you identify as Hispanic, please specify ethnic origins (e.g., Mexican, Puerto Rican, Cuban Domincan):

4. How many years have you worked as a school psychologist:

   ___ <1-5 ___6-10 ___11-15 ___16-20

   ___21-25 ___26-30 ___31 or more

5. Level of education attained:

   ___ Masters ___ Specialist Degree ___ Doctorate

6. At what level school do you work? (check all that apply)

   ___ Preschool ___Elementary ___Middle Level
   ___High School ___Alternative High School ___College

7. What is the geographic location of your school?

   ___Rural ___Urban ___Suburban

8. Have you received any education in bullying prevention? ___Yes ___No

If yes, where? Check all that apply:
___Graduate School
___Part of a graduate course
___Whole graduate course on school violence/bullying/crisis
___Workshops/Conferences
___Training provided by the school in which you work
___Training provided by the district
___Self-directed reading on the issue

10. Have you received any education in working with students who are gay, lesbian, bisexual or transgender?
___Yes ___No

If yes, where? Check all that apply:
___Graduate School
___Part of a graduate course
___Whole graduate course on sexual minorities
___Workshops/Conferences
___Training provided by the school in which you work
___Training provided by the district
___Self-directed reading on the issue

11. Is there a Gay/Straight Alliance (GSA) in a school(s) where you work?

___Yes ___No ___Do not know

12. Are you familiar with the Dignity for All Students Act (DASA) and the legal protections it affords homosexual, transgender and gender nonconforming students?

___Yes ___No

13. To what extent do you feel prepared to counsel a student bullied based on their perceived sexual orientation, gender identification or sex?

1	2	3	4
very prepared			not prepared at all

14. To what extent do feel prepared to provide appropriate intervention practices when working with students who are coming out?

1	2	3	4
very prepared			not prepared at all

15. Is there an openly gay, lesbian, bisexual or transgender character on any television show you watch regularly?

___Yes ___No

If yes, who? (List as many as you'd like)

Appendix E

Practicing Psychologists-Reminder

Last week, as part of a research project, you were requested to complete a survey about knowledge and attitudes regarding gay, lesbian and bisexual individuals.

If you have already completed the survey, THANK YOU! If you have not yet completed the survey, please do so within the next day or two.

The survey is available online at
http://pacedyson.qualtrics.com//SE/?SID=SV_3xABtY4HCjjyLvn.

With great appreciation,

Jennifer Kelly, M.A.
Psy.D. Candidate
Combined School-Clinical Child Psychology
Pace University

Appendix F

Informed Consent

Dear Participant,
We appreciate your participation in our study at Pace University regarding the knowledge and attitudes of practicing school psychologists and upper-level school psychology graduate students toward lesbians, gays and bisexuals (LGB). If you decide to take part in this study, your participation will involve filling out two brief measures. In the first you will be asked to what degree a statement about LGB individuals/issues describes you/your views. In the second questionnaire you will be asked to determine in what manner your answers reflect social desirability. Last you will complete questions regarding your work in the field (e.g., number of years working), source of education/training on LGB issues, as well as comfort level working with situations that involve LGB students, and your demographics. ***In total, this survey should take no more than 7-10 minutes of your time to complete.*** There are no foreseeable risks concerning participation in the study. All of the information you provide will be anonymous and remain strictly confidential.

Project Description: Should you choose to participate in this study, your answers will help increase information regarding practicing school psychologists' and upper-level school psychology students' attitudes and knowledge regarding LGB individuals, particularly in terms of bullying and preparedness for anti-bullying legislation.

Consent: *Your completion of the survey implies your consent to participate in this study.* Participants in this study will benefit by contributing to research in the field, and likewise they may become more aware about issues that are relevant to LGB students. Participation in this study is voluntary. There are no consequences for not participating in this project, you may refuse to answer any question, and are free to seek consult with advisors before deciding to participate.

If you have any more questions or concerns about this study or your rights as a research participant, you may contact me or Dr. Thalia R. Goldstein, my advisor. I can be reached at 646-775-8276, and Dr. Thalia R. Goldstein can be reached at (212) 346-1507. The Institutional Review Board (IRB) at Pace University has approved the solicitation of subjects for this study. If you have any questions or concerns, please contact the Office of Sponsored Research at (212) 346-1273.

I thank you for your time and help.

Best regards,

Jennifer Kelly, M.A.
Psy.D. Candidate
Combined School-Clinical Child Psychology
Pace University

Appendix G

Request for Participation to Program Directors

Dear _____,

I am a doctoral candidate in Pace University's combined (school-clinical child psychology) program. Shortly I will be conducting research regarding preparedness and implementation of the Dignity for All Students Act (DASA) as it relates to the service of LGBT students/families.

I will have two populations in my study: practicing school psychologists and upper level school psychology students in NASP-approved programs. I am writing in the hopes that you might contact on my behalf, or provide email addresses for the latter group (i.e., all students in your program beyond the first year as of September 2013), who will be invited to participate via an online survey (Qualtrics). All participant information will be anonymous.

I attach a copy of my IRB approval and am available to answer any questions you might have.

Sincerely,

Jennifer Kelly
PsyD Candidate
Pace University

Appendix H

E-mail to Upper-Level School Psychology Graduate Students

Dear Prospective Participant,

I am a doctoral candidate in the School-Clinical Child Psychology Program at Pace University. As part of my doctoral project research, which is under the direction of Dr. Thalia R. Goldstein, I am conducting a study to investigate school psychologists' and upper-level school psychology students' knowledge and attitudes, as well as sources of education and training regarding gay, lesbian and bisexual individuals.

I am writing to you to ask for your time ***(it should take no longer than 7-10 minutes)*** and participation. You were chosen for this study from a list of e-mailing addresses provided by a representative of your respective school psychology program based on their current advanced student list. The information you provide will be anonymous.

You can complete the survey online at http://pacedyson.qualtrics.com//SE/?SID=SV_esyHXt3JwE736tv. If you decide to take part in this study, your participation will involve filling out two measures. In the first you will be asked to what degree a statement about LGB individuals/issues describes you/your views. In the second questionnaire you will be asked to determine in what manner your answers reflect social desirability. Last you will complete questions regarding your participation in the field (e.g., number of graduate courses completed), source of education/training on LGB issues, as well as comfort level working with situations that involve LGB students, and your demographics.

If you have any more questions or concerns about this study or your rights as a research participant, you may contact me or Dr. Thalia R. Goldstein, my advisor. I can be reached at 646-775-8276, and Dr. Thalia R. Goldstein can be reached at (212) 346-1507. The Institutional Review Board (IRB) at Pace University has approved the solicitation of subjects for this study. If you have any questions or concerns, please contact the Office of Sponsored Research at (212) 346-1273.

I thank you for your time and help.

Best regards,

Jennifer Kelly, M.A.
Psy.D. Candidate
Combined School-Clinical Child Psychology
Pace University

Appendix I

Upper Level Graduate Student in School Psychology Program Information Questions

1. What is your sex?

   ___ Male ___Female

2. What is your sexual orientation?

   ___Gay ___Lesbian ___Bisexual ___Heterosexual ___Other ___Prefer not to answer

3. What is your race/ethnicity
   ___Asian
   ___Black or African American, Non-Hispanic
   ___Black or African American, Hispanic
   ___Hispanic
   ___Native American
   ___White, Non-Hispanic
   ___White, Hispanic
   ___Mixed
   ___Other

   If you identify as Hispanic, please specify ethnic origins (e.g., Mexican, Puerto Rican, Cuban Domincan):

4. What type of school psychology program do you attend?
   ___ Master ___Doctoral

5. Approximately how many courses have you completed?

   _____

6. At what level school have you obtained training? (check all that apply)

   ___ Preschool ___Elementary ___Middle Level
   ___High School

   ___Alternative ___College

7. What is the geographic location of your school?

   ___Rural ___Urban ___Suburban

8. Have you received any education in bullying prevention? ___Yes ___No

If yes, where? Check all that apply:

___Graduate School
___Part of a graduate course
___Whole graduate course on school violence/bullying/crisis
___Workshops/Conferences
___Training provided by the school in which you work
___Training provided by the district
___Self-directed reading on the issue

10. Have you received any education in working with students who are gay, lesbian, bisexual or transgender?

___Yes ___No

If yes, where? Check all that apply:

___Graduate School
___Part of a graduate course
___Whole graduate course on sexual minorities
___Workshops/Conferences
___Training provided by the school in which you work
___Training provided by the district
___Self-directed reading on the issue

11. Is there a Gay/Straight Alliance (GSA) in a school(s) where you work?

___Yes ___No ___Do not know

12. Are you familiar with the Dignity for All Students Act (DASA) and the legal protections it affords homosexual, transgender and gender nonconforming students?

___Yes ___No

13. To what extent do you feel prepared to counsel a student bullied based on their perceived sexual orientation, gender identification or sex?

1	2	3	4
very prepared			not prepared at all

14. To what extent do feel prepared to provide appropriate intervention practices when working with students who are coming out?

1	2	3	4
very prepared			not prepared at all

15. Is there an openly gay, lesbian, bisexual or transgender character on any television show you watch regularly?

___Yes ___No

If yes, who? (List as many as you'd like)

Appendix J

Graduate Students-Reminder

Last week, as part of a research project, a questionnaire was mailed to you inquiring about knowledge and attitudes regarding gay, lesbian and bisexual individuals.

If you have already completed the survey, THANK YOU! If you have not yet completed the survey, please do so within the next day or two.

The survey is available online at http://pacedyson.qualtrics.com//SE/?SID=SV_esyHXt3JwE736tv.

With great appreciation,

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