Helping GLBTQ Students
A guide for Teachers and Counselors

An Honors Thesis (HONRS 499)

By

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Abstract

In 1972, a series of educational amendments were passed that currently govern the manner in which schools regard students and how student issues are handled. One of these, Title IX, requires schools to provide students with a learning environment in which they can achieve their full potential without danger to their physical or emotional selves. This includes protecting students from sexually hostile environments regardless of the genders of both the oppressed and the oppressors. Within the last ten years, numerous lawsuits have been filed against schools corporations and principals due to failure to provide this level of protection. Many of these lawsuits have been filed by homosexual students who have been denied equal protection from sexual harassment due to the nature of the harassment and the genders of offenders. Many schools seem unable to find a way to begin providing supportive environments for homosexual students. In an effort to help these schools begin helping this minority group of students, I have assembled a collection of common questions about homosexuality with answers, a section of how to specifically help homosexual students, and a list of resources (both local and national) to help schools find more information about homosexuality and helping homosexual students. I have also included a list of many famous homosexuals throughout history.

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I Have a Question...

What does GLBTQ mean?

GLBTQ is an acronym that stands for gay, lesbian, bisexual, transgendered, and questioning. This represents the broad spectrum of categories of people who consider themselves to be part of the sexual orientation minority.


Like with many other groups, the politically correct and respectful term to use when referring individuals who are not heterosexual has changed over time and also depends on whether it is a person within or outside of the group. The term “gay” is most appropriate to refer to male homosexuals but can be used for either gender. “Lesbian” is a term that is solely appropriate for referring to a female homosexual. When referring to a group of homosexuals or to the collective group of homosexuals, as this sentence demonstrates, “homosexual” is the proper term.

When referring to the gender to which a person is attracted, there are a number of terms that have been used in an effort to achieve political correctness. Two of these terms are “sexual preference” and “sexual choice.” These terms, however, are not politically correct due to recent studies and evidence (see the following question) that homosexuality is genetically linked. If something is genetic then it is no more choice or preference than a person’s height, race, or eye color. The most appropriate terms for
referring to the gender a person is attracted to (this includes physical and emotional 
attraction) are “sexual orientation” and “sexual identity.”

**What is the difference between a transgender person, a transsexual, and a 
transvestite?**

It is not surprising that these three terms cause confusion when one tries to define 
them. The first two terms are somewhat synonymous. Both refer to someone who feels 
that he or she was born into the wrong anatomical body. A transgender or transsexual 
person feels that he or she is the gender opposite that of his or her physical body. Of the 
two terms, “transgendered” is the more modern and more politically correct.

Transgendered persons often undergo operations known as “gender reassignment 
surgeries.” This kind of surgery is only performed at a few hospitals in the United States 
and involves surgically altering the person’s body so that anatomically he or she appears 
to be the opposite gender of his or her birth. Transgender persons pay thousands of 
dollars for the surgery and often the surgery is supplemented by hormone therapy. The 
surgery is frequently paid for out of pocket by the recipient because the surgery is 
deemed “cosmetic” by most health insurances. A transvestite is someone who feels most 
comfortable in the clothing typically worn by the gender opposite of their birth. 
Transgender, transsexual, and transvestite people can be gay or straight because their 
gender or choice of clothing has nothing to do with their sexual orientation.
What does the phrase “questioning” mean?

The term “questioning” refers to someone who is unsure about his or her sexual orientation. These individuals would most likely be in the early stages of Cass’s model of sexual identity development (which is explained in its entirety in the Counseling section of the packet).

What are some ways that teachers can counter parental concerns that a child was “recruited” to be gay due to a curriculum that respects homosexuality?

The debate of “choice” vs. “genes” regarding homosexuality has been occurring for several years. As scientific knowledge of human genes has grown, especially with the information gained from the Human Genome Project, more evidence is beginning to indicate that homosexuality is genetically linked. A study of homosexual brothers by Dean Hammer, a Maryland scientist, in the early 1990’s showed that eighty-two percent of the pairs of brothers studied shared a stretch of the long arm of the X chromosome (Reilly 149). In 1995, a study with a different sample of gay brothers, Dr. Hammer found that sixty-six percent of the gay brothers studied shared the same stretch of X as those in the first study had shared (Reilly 150).

There is apprehension among some about finding the “gay gene.” While finding such a gene would do much to further efforts for equal treatment, there is also a downside. Knowing what series of amino acids will result in a child being gay later in life could result in a prenatal test for homosexuality. This opens the door to abortions based solely on a mother, father, or both parents not wanting to raise a child who will be gay.
The above data are supported by a more recent study conducted by the Royal Society in Britain. In its study, the Royal Society found that homosexuals were more likely to be found in large families. This is especially true of ones in which there are many older siblings who are male (Discovery Channel). In the same study, it was also reported that the gene for homosexuality in males is said to come from the ‘X’ chromosome inherited from the mother. Each successive male birth causes a thirty-three percent increase in the likelihood that the next male child will be homosexual (Discovery Channel).

**What does the phrase ‘coming out’ mean?**

‘Coming out’ is the act of a homosexual telling someone that he or she is gay. Coming out is not something that occurs once in the life of a homosexual, but rather something that will occur throughout life as he or she meets new friends and makes acquaintances. This is a step in the development of a homosexual identity for some, but it is not the first step of identity development. Much self investigation and thought precedes coming out, as do two of Cass’s six stages of sexual identity development.

As a homosexual goes through life, he or she will choose whether or not to come out to his or her friends. The time before the disclosure is made (and in some cases it is never made) is something that varies depending on the strength and type of relationship the two share, as well as the personality of the person who may or may not be told.

The act of coming out is a very personal and (especially early in the homosexual identity process) a positive response is very much hoped for. Some people find out years down the road that their friends and children are gay from someone other than their
friends or children because the person was afraid of a negative reaction to their disclosure.

**Should a teacher approach a student whom they suspect is gay? How would someone go about it?**

This is a question and concern that should be on the minds of all educators. The average age that a man or woman comes out has dropped an average of seven years over the last twenty years (Batelaan, 157). This now places the average coming out age at around thirteen years old. This means that educators teaching students of middle school age or above could be the first people a student comes out to. Since a student comes out only after taking several steps through the process of creating a sexuality identity, (this process is explained more clearly in the Counseling section of the packet) a student who a teacher suspects is gay shouldn’t be encouraged to come out. Studies have shown that kids who come out to family members and friends at an early age are at a higher risk for suicide and self injurious behavior (Batelaan 159). This was confirmed by Sharon Nichols in an article at the University of Arizona. She found that “... the earlier in their development that gay males identified themselves as gay, the less they were able to cope with emotions and homosexual feelings” (511).

According to Batelaan, when teens first choose to come out, they are most likely to come out to a friend (73%). Since student friendships are sometimes stronger than any family bond, this does make sense. After friends, students are next most likely to first come out to a member of their immediate family (9%). Teachers and professional
counselors are the first person five percent of teens first come out to and two percent come out to a member of the clergy (163).

In summation, let students pick the time and day when they reveal their sexuality. Trying to get them to confirm or deny your suspicion may force them to either take a step too early in the identity process or ruin whatever relationship the educator and the student shared by having to lie and say that they are not gay if they are not ready to come forward about their sexuality. The best advice for interacting with students who are gay (or whom you suspect are gay) is to create an environment that is supportive and lets students be who they are without the fear of judgment. This will also carry over into the classroom in terms of learning. “For learning to occur unimpeded, students must feel that they are safe, valued, and supported” (Evans 86).

While many students come out to teachers before coming out to their parents, others are scared to come out to teachers. Students, who were surveyed about abuse in school, reported that their peers were not the only ones bulling. Twenty-five percent of bullied gays reported being harassed by their teachers due to their actual or perceived sexuality (Rivers 17).

Why do gay students need support?

Students who don’t feel like they are important don’t feel like they’re a part of the world. For some homosexual teens, that feeling transfers over into thoughts of suicide and two to three times as many gay youths as their heterosexual counterparts attempt suicide. One in three gay youths will attempt suicide in their teens and of them, fifty-two percent will attempt more than one time (Nichols 510).
For many youths, living each day is a battle to avoid abuse. A study of over four thousand volunteers by Stonewall, a political lobby group, found that nearly fifty percent of gay youths polled reported that they had been recently “viciously” assaulted (Rivers 13). In another study, it was found that forty percent of violent attacks on minors occurred at school (Rivers 13). In short, school is not a safe environment for gay students.

In the same study, seventy-nine percent of gay youths have been called names in school, forty-four percent were harassed in a manner other than being called names, and twenty-four percent have been physically assaulted. In yet another study, conducted in thirty-two states, found that over ninety percent of gay, lesbian, bisexual, or transgender youth stated that they had heard derogatory comments regarding homosexuality in school. In over eighty percent of these cases, the comments went unnoticed or unreprimanded by educators.

Students can sometimes be a source of reassurance and support for each other, but this is sometimes not the case for gay and lesbian students. In a survey by Pilkington and D’Augelli, fifty-four percent of woman and forty-three percent of men surveyed said that they had lost one or more friends either because of their homosexuality or suspected homosexuality. Another twenty-seven percent of females and thirty-six percent of males feared losing friends if they fully disclosed their sexuality (Rivers 14).

The result of the physical, verbal, and social trauma that gay students endure during the course of the day is sometimes reluctance to attend school. Over seventy percent of students in one study said that they had pretended to be sick in order to avoid abuse at school (Rivers 15). The same study showed that long term “ditching” of school
eventually resulted in students dropping out of school permanently. It was also shown that "... significantly more absentees contemplated self-harm or suicide ... than non-absentees" (Rivers 16). Thirty-six percent of those who skipped school attempted self-harm or suicide compared to fifteen percent of regular school attendees.

**Can schools be held financially liable for student harassment?**

Yes! Title IX of the 1972 Educational Amendments requires schools to provide equal protection for all students against sexual harassment. In March of 1997, the Office of Civil Rights (a part of the U.S. Department of Education) released new guidelines that specifically referenced preventing sexual harassment against homosexual students (McFarland 6). While these guidelines do not specifically preclude harassment based on sexual orientation, it does affirm that a "sexually hostile environment" is unacceptable. "Expressing a dislike for gays and lesbians alone would not be a violation of Title IX. The actions or language must specifically be of a sexual nature to fall under the title" (McFarland 6).

Students and parents across the country, fed up with the years of rampant harassment in schools, have begun filing lawsuits against schools. One of the most notable and memorable of these is the 1996 case of Nabozny v. Podlesny. Jamie Nabozny, a gay male student in Ashland, Wisconsin, successfully sued his school for failure to prevent and punish acts of verbal and physical abuse which occurred at the hands of his classmates. The abuse, according to Nabozny, occurred over a four year period, and was ignored by the staff of the school. The physical abuse that Nabozny suffered was so severe that he had to undergo two surgeries related to the injuries he
received at the hands of his classmates. The stress of his school environment was so
great that he attempted suicide three times.

A teacher at Jamie's school expelled him from the classroom and called Jamie a
"fag" in frustration over the disruption caused by other students in the classroom
harassing Jamie. When the principal at Jamie's school was approached and made aware
of the harassment directed at Jamie, his response was that if Jamie was "going to be so
openly gay, that [he] had to expect this kind of stuff to happen" (McFarland 5).

In response to harassment that seemed to be coming from every person connected
to the school, Jamie filed a lawsuit against the principal and the school district. The case
went to trial and a seven member jury unanimously found that the principal had been
deliberately indifferent and had not offered him the same level of protection that other
students would have received based on the level of harassment, if they were not gay. A
$900,000 settlement was leveled against the principal, but the school district was not
included because their non-discrimination policy included sexual orientation.

School districts nationwide are not alone in their stand against homophobia and
discrimination. According to McFarland (6), Szalscha (58), Elze (225-226), and
Henning-Stout (182), the following organizations are available to help schools eliminate
homophobia and discrimination:

- National Education Association
- American School Health Association
- United States Department of Education
- National School Board Association
- American Psychological Association
• National Association of School Psychologists
• American Foundation of Teachers
• Gay, Lesbian, Straight Education Network
• National Association of Attorneys General
• American Counseling Association
• American School Health Association
• American School Counseling Association
How to Help GLBTQ Students

According to developmental researcher, Dr. Cass, the process of moving one’s sexual identity from “straight” to “gay” occurs in six distinct stages. The use of stages should not be new to anyone in the field of education. Erickson and Piaget are two of the biggest names in the field of stage development in children and adolescents. Cass’s model utilizes the two big assumptions that Erickson made. The first of these assumptions is that “identity is acquired through a developmental process.” The second of these assumptions is that the changes in a person’s behavior come from the exchanges between a person and his or her environment (Nichols 512). Essentially, interactions are necessary for someone to properly develop his or her sexual identity.

The stages in Cass’s model are:

- Identity Confusion
- Identity Comparison
- Identity Tolerance
- Identity Acceptance
- Identity Pride
- Identity Synthesis

Each of these steps will be explored in the pages that follow.
Identity Confusion:

This is the first step in Cass's model of sexual identity development. This is a stage in which students begin questioning their sexuality. During this stage, individuals begin to realize that they have thoughts and feelings that do not match with the heterosexual identity that they have seen in those around them, on television, in literature, and in movies. This can be a confusing stage for youths because, lacking any examples of what homosexuality is, adolescents are unsure how to classify their feelings. They risk classifying their feelings as "wrong" and may go into denial about what they feel and what it means in terms of their sexuality. This can set them back in the process of going through the steps of sexual identity development. If students identify their thoughts and feelings as acceptable, then they are able to move forward in the process of accepting their homosexuality and moving into the next stage in developing their sexual identity.

During this stage, students are not yet exploring homosexuality. Students in this stage typically have not labeled themselves as gay, only that their thoughts and feelings are different from what they have been told they should think. Students may be curtailing literature that they read, the thoughts that they think, and their behaviors and mannerisms. The role of a counselor at this point is to be a receptive sounding board for students. The counselor needs only to listen and not offer any judgments or opinions about the students' thoughts, feelings, or behaviors. Students should be left to make decisions for themselves. At this stage, thinking over the consequences of some of the behavior choices they will be faced with soon is a good subject to consider.
Identity Comparison:

During the second stage of the process of assuming a homosexual identity, students begin to accept the fact that they may be gay. Nothing is concrete in the minds of the students in this stage, but the possibility is being considered. During this stage, students begin to investigate the images of gays around them. The images of gays in the media that students see and use for reference are, for the most part, a collection of stereotypes. They are not typically indicative of real homosexuals’ behavior, mannerisms, dress, or interpersonal relationships. The disparity between these media images and their thoughts and feelings will often cause confusion.

Lacking a proper role model for how to act and behave, students will sometimes continue to attempt to project an outward appearance of heterosexuality until a proper gay role model can be found. In this stage, students (correctly) see nothing wrong with being different. Students are just waiting to find the proper outlet and image of themselves and may be unsure of when or where they will find it. There can be some residual feelings that this may just be a phase they are going through.

The role of the counselor at this stage is to begin talking about the images of gays that the student sees in the world and about how the negative images that students are presented with are not true representations of real world homosexuals. The counselor should be aware that students are beginning to wrestle with who they are and may be undergoing feelings of doubt, isolation, depression, and confusion. At this stage in the development, students need to be told that throughout history gays have lead successful lives. Information about gays throughout history can be found in books and a short list of famous gays is found within this packet.
Identity Tolerance:

During this stage, the perceived acceptability students have of homosexuality has increased to a new level. The isolation and time spent examining images of gays around them may have left students in a position to want to share their new found realization with those around them. This is also known as ‘coming out’ and the first experience with it can shape the development of sexual identity, either for the positive or for the negative.

If the first coming out experience is a positive one, students will be reassured that they are liked and accepted for something other than just the former heterosexual role they have been playing over the years. With love and support from those who students come out to, identity development should continue and students will be adequately prepared to move into the next stage of their development.

On the other hand, if the first coming out experience is met with negativity, disgust, or disdain, students may be unable to move forward in their sexual identity development and serious problems can develop. Self-injurious behaviors can manifest from students who do not find the support system they had hoped for. For this reason, students must be very careful to whom they chose to come out. This is where the counselor’s guidance is crucial.

The job of the counselor at this stage in the development process is to prepare students to begin planning coming out to trusted friends or family, if they feel the need to disclose. Students choosing to come out need to understand both why they are coming out and who will be the best people to come out to. Since support can be paramount to the sense of well being and their development, this first person needs to be chosen wisely. It is not a decision that should be taken lightly. The counselor should also begin talking
to students about the possibility that the reception to their disclosure may not be positive and how to handle a negative reaction from the people students worked hard to choose as confidants.

For some students, the feeling that they are under constant scrutiny and are constantly being watched is often pervasive in their psyche. They will feel as if every word said and every motion must be monitored until they are ready to come out, if they ever choose to do so. Such behavior is not healthy for the student and can result in missed opportunities for friendships and normal adolescent experiences. Counselors should talk with students about how such behavior is detrimental, but make it known that it is understandable that students could feel the way they do. Students are often at the highest level of fear during this stage because they are perched on the precipice of the biggest leap of their lives. Students in this stage may be ready to commit to changing their sexuality label and counselors at this stage should be prepared to field any and all of the fears that students will have at this stage.

Identity Acceptance:

At this stage of development, students frequently begin to actively seek out others in the homosexual community. The purpose of this is to reaffirm that their homosexual identity is acceptable and right. During this stage, students may begin to see their homosexuality as something that is going to be a permanent part of their lives. Students in this stage may not only begin to recognize that the feelings they have are homosexual, but also that they personally are gay as well.
During this phase of development, friendships with heterosexuals are sometimes placed on a side burner in lieu of developing friendships and alliances with other homosexuals. Getting involved with gay culture may grow in importance within the minds of students, but there can still be a level of secrecy about being involved in the culture. During this stage, the support for students may come more from other homosexuals rather than from heterosexual friends. Since students in this stage sometimes devalue heterosexual opinions, opinions offered by a heterosexual counselor may be rejected. Opinions offered by homosexual counselors may be more likely to be accepted. However, heterosexual counselors can still provide valuable advice. Letting students know that there is a place in their lives for both heterosexuals and homosexuals is integral for students, even if they are not listening at this stage.

Identity Pride:

This, the fifth stage of sexual identity development process, could be best described as the rebellion phase of the process. The exclusion of heterosexuals may continue from the identity acceptance phase, but this exclusion can rise to a new level. People often are grouped into two categories, “gay” or “straight.” People in the former group are more likely to be trusted and their opinions are more likely to be valued. More interest in becoming involved in the homosexual culture often stems from this assessment of homosexuality. The thoughts, opinions, views, and values of those in the latter group, however, are often devalued in the minds of students. Students may begin to voice dissent against disapproval from heterosexuals and begin lashing out against heterosexual
culture. These lash outs sometimes manifest as the students' increased involvement in gay activism and students may begin seeking out gay rights groups.

This sudden burst of activism can drive a bigger wedge between the gay teens and their confused parents. To parents, still oblivious of their son or daughter's sexual orientation, this activism may seem out of place when compared to the mental image of the "good, little, heterosexual child" they spent so many years raising. Since their newfound activism has made them a lightning rod, some gay students may feel that since everyone else already knows, they may as well confront them with it face on. Students may begin to loudly and publicly proclaim their sexuality to others.

This potentially disruptive behavior and newfound activism is still in need of focus and this is where the counselor fits into this stage. With a counselor's guidance, students can begin to talk and think out what the "perfect world" would be and talk about constructive ways to help make the world perfect. Asking what teens would think the world would be like without homophobia is another important topic to discuss, as well as the goals that students have for their lives. Since the homosexual identity is for the most part solidified in the minds of students in this stage of identity creation, the counselor needs to begin talking out possible life scenarios with students to try to prepare and empower them with good choice making behaviors.

**Identity Synthesis:**

This is the final stage of moving from a heterosexual to a homosexual identity. During this stage, the separation that may have formed in the minds of students between heterosexuals and homosexuals should begin to dissolve and the mindset of "us vs. them"
should begin to come to an end. The walls of distrust that have been built up begin to be
torn down during this phase, but a certain amount of guarding is understandable. If it had
ended before, contact with supportive heterosexuals will begin to resume and if students
made the distinction in the past, they may begin to see the value of both sexualities again
in their lives. The private and public aspects of a student’s personality should begin to
find balance and the student is working toward becoming the final version of him or
herself, if it can be said that one ever does have a final self. Although this seems as
though it would be a stage that students can find final resolution on their own, students
still may need guidance.

Just as counselors do for many seniors, the role of a counselor in this final stage is
to help students plan for their future. Some of the issues that students and counselors
need to discuss are:

- Future career choices - Students should begin thinking about what jobs and
  occupations they want to have. Some jobs (such as those dealing with
  children or education) may require students to keep their sexuality secret and
  even in jobs where they are free to express their sexuality, their promotion
  through that job may be “inexplicably” held back.

- Finding romantic partners – Students, as hormonal adolescents, will be
  looking to find someone to love and who will love them in return. The role of
  a counselor is not to “set up” the student, but rather to talk about safe,
  responsible ways to find love and acceptance beyond just his or her friends.

- Family functions - As student confidence and maturity grows, he or she will
  find a partner (someone whom he or shares a close, long-term, loving
relationship with) and the student will want to include that partner in holidays and special family events. The parents of the gay child, who may not yet be accepting of their progeny’s homosexuality, may encourage their child not to bring his or her partner. This will cause turmoil in the mind of the gay child as he or she tries to balance pleasing his or her parents with including a significant person in his or her life. Finding a way to resolve this conflict is better achieved before it occurs than while it is occurring. This kind of situation can be particularly tenuous for students who are still financially and legally the responsibility of their parents.

Just like any other developmental theory, not all students will move through the stages at the same pace, with the same issues, or with the same behaviors. According to Batelaan, the overall goal of anyone helping a student to understand his or her sexuality is threefold:

1. Counseling students who are struggling with their sexuality
2. Linking them with resources in the community
3. Advocating by helping to dispel myths and stereotypes and working to stop discrimination, violence, and harassment with the school

One way that teachers, counselors, and school officials have been able to do this is by starting an extracurricular group commonly known as a GSA or Gay/Straight Alliance. The group is a club which is open to all and is where students, regardless of sexual orientation, can meet and as a unified front stand up to the homophobia they see in the school. Between 1998 and 1999, over 500 new GSAs were registered (Batelann, 161). Because the group is open to all students, those who participate in the club can be
of any sexual orientation. Students are more likely not to fear that club membership will label them as gay since there are people of all sexualities in the group. Students within the GSA are often encouraged not to disclose their sexuality unless they are completely public and open about the fact that they are gay or straight.

Assistance in “coming out” is not the purpose of the club. As was stated in the counseling section above, “coming out” is not something that should be forced. The purpose is support and for students to have somewhere to go and people to talk to who are accepting. One positive side effect of the club, however, is that since those who attend the club are allies to homosexuals (people who support and respect homosexuality), students may find allies within the group to come out to, if they feel the need to. A teacher who facilitates a GSA in Manhattan sums up GSA’s quite well. “We are not telling kids who they are in here. We are letting kids tell us who they are” (Portner 2).
How Schools Can Create a Safe Environment

The staff of a school has a number of people to whom they must answer for the decisions they make and for use of publicly appropriated funding. Some of these people include: school administrators, parents of current students, parents of potential students, local leaders, and, of course, present and future students of the school itself. Attempting to create a supportive and inclusive environment for gay students while keeping all of these groups content would be impossible. For this reason, the list of suggestions for how to make a school more supportive is nearly endless and depends on efforts already being made. Below is a list of some suggestions gleaned from some of the sources used to compile this packet.

*From McFarland pages 6-7*

- Use inclusive language
- Challenge anti-gay epithets
- Designate resource people in the schools for gay and lesbian students
- Make resources and materials on homosexuality visible and accessible
- Educate staff members on homophobia
- Refer self-identified gay and lesbian students to appropriate services
- Refer parents of gay children to organizations such as Parents and Friends of Lesbians and Gays (PFLAG)

*From Elze pages 235-236*

- School social workers can guide administrators, school librarians, guidance counselors, and other staff in the acquisition of educational resources for students, teachers, and staff to promote acceptance of students’ diversity
- School guidance and health offices and can organize school resource fairs devoted to contemporary social issues and prevention programs.
From Woodiel pages 101-102

- Established classroom guidelines about name-calling and respect for different points of view
- Positive visuals and images in classroom
- Include LGBT books and resources in the class
- Recognize all family structures
- Make no assumptions about the students’ family or their sexual orientation
- Create and post anti-slur policies
- Establish zero tolerance policy for harassment based on sexual orientation
- Assist students and faculty/staff with the organization of gay/straight alliances
- Provide lists of community resources for students, faculty, and staff
- Train peer educators/counselors for sensitivity to LGBTQ issues
- Schedule speakers from PFLAG [www.pflag.org] and GLSEN (Gay, Lesbian, Straight Education Network) [www.glsen.org]

From Callahan pages 6-7

- Be comfortable discussing all types of issues with teenagers. Counselors must use Rogerian principles of nonjudgmental therapeutic intervention
- Do not label a youth as heterosexual or homosexual based on assumptions
- Allow the students to share their perceptions of what it is like to be lesbian or gay and help them understand their social adaptation issues.

These suggestions are not all-inclusive by any means. These are just a few directional arrows to get teachers and schools on the path toward doing more to help GLBTQ students. According to a survey in an article by Diane Elze, a national survey of school counselors found that one fourth felt like they were comfortable and capable of helping GLBTQ students. Over a quarter of the counselors also felt that there was “significant prejudice from teachers” and more than forty percent felt that their school was not making enough strides to help these students.
Famous Homosexuals Throughout History

Alexander the Great
Macedonian Ruler, 300 B.C.

Leonard Bernstein
U.S. composer, 20th c.

Alice B. Toklas
U.S. author, 20th c.

Amy Lowelt
U.S. author, 19th & 20th c.

Andy Warhol
U.S. artist, 20th c.

Angela Davis
U.S. political activist, 20th c.

Aristotle
Greek philosopher, 384-322 B.C.

Augustus Caesar
Roman Emperor

Barney Franks
U.S. Congressman, 20th c.

Baron VonSteuben
German General, Valley Forge

Bayard Rustin
U.S. Civil Rights activist, 20th c.

Bessie Smith
U.S. singer, 20th c.

Billie Jean King
U.S. tennis star, 20th c.

Candace Gingrich
Gay Rights activist, 20th c.

Charles Laughton
English actor, 20th c.

Christopher Isherwood
English author, 20th c.
Christopher Marlowe
Eng. Playwright, 16th c.

Cole Porter
U.S. composer, 20th c.

Colette
French author, 20th c.

Dag Hammerskjold
Swedish UN Secretary, 209th c.

Desidertus Erasmus
Dutch Monk, Philosopher

E.M. Forster
English author, 20th c.

Edna Perber
U.S. author, 20th c.

Edward II
English King, 14th c.

Eleanor Roosevelt
U.S. stateswoman, 20th c.

Elton John
English Rock Star, 20th c.

Ernst Röhm
German Nazi leader, 20th c.

Federico Garcia Lorca
Spanish author, 20th c.

Francis Bacon
English statesman, author

Frederick the Great
King of Prussia

Gerry Studds
U.S. Congressman, 20th c.

Gertrude Stein
U.S. poet, author, 20th c.
Greg Louganis
U.S. Olympic swimmer, 20th c.

Hadrian
Roman Emperor, 1st-2nd c.

Hans Christian Anderson
Danish author, 19th c.

Harvey Milk
U.S. politician, 20th c.

Herman Melville
U.S. author, 19th c.

Horatio Alger, Jr.
U.S. author, 19th c.

J. Edgar Hoover
U.S. director of the FBI, 20th c.

James Baldwin
U.S. author, 20th c.

James Dean
U.S. actor, 20th c.

James I
English King, 16th-17th c.

Janis Joplin
U.S. singer, 20th c.

Jean Cocteau
French writer, director, 20th c.

John M. Keynes
English economist, 20th c.

Julius Caesar
Roman Emperor, 100-44 B.C.

June Jordan
U.S. author, activist, 20th c.

Kate Millet
U.S. author, 20th c.
Langston Hughes
U.S. author, 20th c.

Leonardo Da Vinci
Ital. Artist, scientist, 15th c.

Lord Byron
English poet, 18th c.

Ludwig Wittgenstein
Australian mathematician, 20th c.

Madame de Stael
French writer, 17th-18th c.

Marcel Proust
French author, 20th c.

Margaret Cammemeyer
U.S. Army Colonel, 20th c.

Margaret Puller
U.S. writer, educator, 20th c.

Marguerite Yourcenar
Belgian author, 20th c.

Marie Antoinette
French Empress, 18th c.

Martina Navratilova
U.S. tennis star, 20th c.

Mary Sarton
U.S. author, 20th c.

Melissa Etheridge

Michelangelo
Italian artist, 15th c.

Montezuma II
Aztec ruler, 16th c.

Montgomery Cliff
U.S. actor, 20th c.
Noel Coward
English playwright, 20th c.

Oscar Wilde
Irish author, 19th c.

Paula Gunn Alien
Native American author, 20th c.

Peter the Great
Russian Czar, 17th-18th c.

Pier Paolo Pasolini
Italian film director, 20th c.

Pope Benedict IX
1032-1044

Pope John XII
955-964

Pope Julius III
1550-1555

Prida Kahlo
Mexican artist, 20th c.

Queen Anne
English Queen, 18th c.

Rainer Maria Rilke
German poet, 20th c.

Ralph Waldo Emerson
U.S. author, 19th c.

Richard the Lionhearted
English King, 12th c.

Roberta Achtenburg
U.S. politician, 20th c.

Rock Hudson
U.S. actor, 20th c.

Rudolf Nuryev
Russian dancer, 20th c.
Saladin
Sultan of Egypt and Syria

Sappho
Greek Woman Poet, 600 B.C.

Socrates
Greek Philosopher, 400 B.C.

Sor Juana Inés de la Cruz
Mexican author, 16th c.

Suleiman the Magnificent
Ottoman ruler, 15th c.

T.E. Lawrence
English soldier, author, 20th c.

Tchaikovsky
Russian composer, 19th c.

Tennessee Williams
U.S. Playwright, 20th c.

Tom Dooley
U.S. M.D. missionary, 20th c.

Tom Waddell
U.S. M.D., Olympic star, 20th c.

Virginia Woolf
English author, 20th c.

Walt Whitman
U.S. poet, author, 19th c.

Waslaw Nijinsky
Russian dancer, 20th c.

Willa Gather
U.S. author, 19th c.

Yukio Mishima
Japanese author, 20th c.

Zoe Dunning
U.S. Military Reservist, 20th c.
Suggested Resources


Duberman, Martin, Martha Vicinus, and George Chauncey, Jr., eds., Hidden From History: Reclaiming the Gay and Lesbian Past, New York: Meridian, 1990


Helpful Resources
and
Support for GLBTQ Students

Local:

- ACLU: Making Schools Safe for LGBT Youth
  http://www.aclu.org/issues/gay/safe_schools.html

- Ball State University - Spectrum
  Student Center L-2
  Muncie, Indiana
  765-285-2472
  http://www.bsu.edu/web/spectrum

- Brothers United Discussion Group
  3737 N. Pennsylvania Suite 505
  Indianapolis, Indiana 46305
  (317) 931-0293

- Gay, Lesbian Bisexual, Transgender, Student Support Services
  Campus Life Division
  Indiana University
  705 E. 7th Street
  Bloomington, Indiana 47408-3809
  812-855-4465

- Indiana State University LGBTQ Alliance
  213 Lincoln Quads
  Terre Haute, Indiana 47809
  812-237-6396
  http://sapphire.indstate.edu/~mpflugshaup/

- Indiana University - OUT
  http://www.indiana.edu/~out
- Indianapolis Lesbian Couples’ Support Group
  Contact: Becky Thacker
  (317) 782-3030

- Indy Bi-Versity
  PO Box 44043
  Indianapolis Indiana 46244-0043
  (317) 313-0537
  http://indybi-versity.com

- Indy Boyz
  http://www.indyboyz.org

- IXΣ - Iota Chi Sigma
  (317)971-6976
  http://geocities.com/WestHolleywood/Stonewall/5745

- IU Student Support Services
  http://www.iub.edu/~glbt/subject.htm

- IUPUI Advocate
  815 West Michigan Street University College, IUPUI
  Indianapolis, Indiana46202-5199
  http://www.iupui.edu/~glbtorg

- IYG Indiana Youth Group
  P.O. Box 20716
  Indianapolis, Indiana 46220
  (317)541-8726
  http://www.indianayouthgroup.org

- PFLAG Central Indianapolis
  P.O. Box 441633
  Indianapolis, Indiana 46244-1633
  http://www.gayindy.org/indypflag
  For Other Cities:  http://www.pflag.org/cgi-bin/find/find.cgi?state=IN
• PFLAG Southeastern Indiana Chapter
  209 Albers St.
  Batesville, Indiana 47006
  812-933-0246
  http://www.geocities.com/pflag_sein

• Project Safe Place
  (317)634-5467

• Roc On - An IYG Program
  (317)541-8726

• Stopover, Inc.
  2327 East 10th Street
  Indianapolis, Indiana
  (317)635-9301

• University of Indianapolis
  1400 E. Hanna Ave.
  Indianapolis, Indiana 46227

• Youth Resource:
  http://www.youthresource.com

National:
• Bi Men Network
  1826 E. Third St. Suite 1A
  Long Beach, CA 90802
  http://www.bimen.org

• Black, Gay, Lesbian leadership Forum:
  http://qrd.tcp.com/qrd/www/orgs/nbgllf/

• Children of Lesbians and Gays Everywhere:
  COLAGE
  2300 Market Street #165
  San Francisco, CA 94114
  email: collage@colage.org
• Gay & Lesbian National Hotline
  1-888-843-4564
  http://www.glnh.org

• Gay and Lesbian Association Against Defamation (GLAAD):
  http://www.glaad.org/index

• The Gay, Lesbian, Straight Education Network (GLSEN):
  http://www.glsen.org

• Gay, Lesbian, Straight Teachers Network:
  GLSTN
  121 West 27th St. Suite 804
  New York, NY 10001
  email: glstn@glstn.org

• Info for Queer Youth:
  http://www.youthresource.com

• The International Foundation for Gender Education
  P.O. Box 367
  Wayland, MA 01778
  IFEG@world.std.com

• Massachusetts Governor's Commission on Gay and Lesbian Youth:
  Governor’s Commission
  State House, Room 111
  Boston, MA 02133
  (617)-727-3600 ext. 312

• National Advocacy Coalition on Youth and Sexual Orientation:
  NACYSN
  1711 Connecticut Ave. NW Suite 206
  Washington D.C. 20009

• National Hotline for Gay, Lesbian, Bisexual, and Transgender Youth:
  1-800-347-TEEN
• National Gay Youth Network:
  NGYN
  P.O. Box 846
  San Francisco, CA 94101

• National Latino/a Lesbian and Gay Organization:
  LLEGO
  703 G Street SE
  Washington, D.C. 20003
  NatLLEGO@aol.com

• National Resource Agency of Transgender Issues:
  AEGIS
  P.O. Box 33724
  Decatur, GA 30033
  770-939-2128

• National Runaway Switchboard
  1-800-621-4000

• Oasis Youth:
  http://www.oasismag.com

• Out Proud!:
  Out Proud!
  P.O. Box 24589
  San Jose, CA 95154-4589
  408-269-6125

• Parents, Families, and Friends of Lesbians and Gays (PFLAG):
  1101 14th St. NW, Suite 1030
  Washington, D.C. 20005
  http://www.pflag.org

• Public Education Regarding Sexual Orientation Nationally:
  The PERSON Project
  P.O. Box 5313
  Berkeley, CA 94705-0313
  http://www.youth.org/loco/PERSONProject/
• Sexual Minority Youth Assistance League  
  http://www.smyal.org

• Safe School Coalition of Washington:  
  Safe Schools Coalition  
  c/o AFSC  
  Seattle, WA 98105  
  1-800-5B-PROUD

• Trevor Suicide Helpline  
  1-800-850-8078
References


