Gender Identity and Expression and Adolescent Health in Oregon

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*Our Vision*: Oregon is the very best place for all youth to learn, grow, and thrive.

*Our Mission*: To support the health of all youth in Oregon through evidence-based and data driven policies, practices, and programs.
Oregon Healthy Teens Survey

- Representative sample of Oregon’s 8th and 11th graders
- Survey takes place biennially on the odd years (most recent 2017)
- ~27,000 students, 600 schools surveyed
- Provides state and county level data
- Questions range: general, oral, and mental health topics, resilience, behavior, and perceptions of peer and parental attitudes.

For more on the OHT Survey:
https://public.health.oregon.gov/BirthDeathCertificates/Surveys/OregonHealthyTeens/Pages/index.aspx
Benefits of having inclusive measures on OHT

• Sexual minority youth report worse health outcomes compared to their heterosexual and cisgender peers
  – Found at the national and state level

• Inclusive data ensures the needs of the LGBTQ youth are illuminated and they aren’t ignored by critical programs and services

• Illustrates the need for safe school policies and inclusive sexual health education

• Reduce or eliminate health disparities among LGBTQ youth

Our journey to inclusive data practices

• In 2015 “something else” was added to the response choices for “What best describes you?”, a question designed to better include sexual orientation of respondents

• In February 2016, I presented at PSU’s Social Determinants of Health Initiative workgroup.
  – Health disparities among “something else” youth emerged
  – Who are these youth?
    • Among those who reported ever having sex, majority of “something else” youth have had sex with the opposite sex
A new frontier …

- Oregon stood to be one of the first states in the nation to have such inclusive data practices

- We knew we needed questions on both gender expression and gender identity
  - When asked alone, they don’t tell us the entire picture. For instance, a person’s gender expression may not correspond to their gender identity or transgender status.

- In spring 2016, the Adolescent and School Health Unit began a literature review for validated scales and reaching out to community partners to gather their ideas and thoughts
Community Partnership

- We engaged our LGTBQ community partners during every phase!

- Their feedback was integral, it ensured the questions were:
  - Trauma-informed
  - Relevant and easy to understand

- Our community partners include:
  - Members of the LGTBQ community
  - University of Oregon
  - Basic Rights Oregon
  - Sankofa Collective (formerly Black Chapter of Portland PFLAG)
The questions

Gender identity (1)

15. How do you identify? (Select one or more responses)
- Female
- Male
- Transgender
- Gender nonconforming/Genderqueer
- Gender fluid/not exclusively male or female
- Intersex/Intergender
- Something else fits better
  (Specify) ______________
- I am not sure of my gender identity
- I do not know what this question is asking

Sexual orientation (1)

90. Do you think of yourself as...
- Lesbian or gay
- Straight, that is, not lesbian or gay
- Bisexual
- Something else (Specify) ______________
- Don’t know/Not sure

Gender expression (2)

16. A person’s appearance, style, dress or the way they walk or talk may affect how people describe them. How do you see yourself?
- Very feminine
- Mostly feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Mostly masculine
- Very masculine
- I am not sure
- I do not know what this question is asking

17. A person’s appearance, style, dress or the way they walk or talk may affect how people describe them. How do you think other people at school would describe you?
- Very feminine
- Mostly feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Mostly masculine
- Very masculine
- I am not sure
- I do not know what this question is asking
And the data shows …
School Climate

 Threatened With a Weapon at School in Last 12 Months

<table>
<thead>
<tr>
<th></th>
<th>8th grade</th>
<th>11th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Male</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Transgender or gender nonconforming</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Something else</td>
<td>23%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: 2017 Oregon Healthy Teens Survey

Note: “Transgender or gender..” includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and “not sure of gender”
School Climate

Missed School Because Felt Unsafe in Last 30 Days

Source: 2017 Oregon Healthy Teens Survey

Note: “Transgender or gender..” includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and “not sure of gender”
School Climate

Bullied in the Last 30 Days

Source: 2017 Oregon Healthy Teens Survey

Note: “Transgender or gender...” includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and “not sure of gender”
Mental Health

Depressed Mood in Last 12 Months

Source: 2017 Oregon Healthy Teens Survey

PUBLIC HEALTH DIVISION
Adolescent and School Health

Note: “Transgender or gender..” includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and “not sure of gender”
Applications: Helping Partners Assess School & Community Climate
Student Safety Risks and Accountability
Sexual Orientation: Social Vulnerabilities

According to data from the 2015 national Youth Risk Behavior Survey (YRBS), of surveyed LGB students:

- 10% were threatened or injured with a weapon on school property
- 34% were bullied on school property
- 28% were bullied electronically
- 23% of LGB students who had dated or went out with someone during the 12 months before the survey had experienced sexual dating violence in the prior year
- 18% of LGB students had experienced physical dating violence
- 18% of LGB students had been forced to have sexual intercourse at some point in their lives.
Gender Identity and Gender Expression

Historically, YRBS and other studies have gathered data on lesbian, gay, and bisexual youth but have not included questions about transgender and questioning/queer youth. The 2017 YRBS survey offered a pilot question on gender identity.

In 1999, GLSEN completed the first National School Climate Survey (NSCS), a biennial survey that examines intolerance toward LGBT students in school. Data from this biennial survey has contextualized both national and regional public health concerns related to both sexual orientation and gender identity.
FACT: The majority of LGBTQ students in Oregon regularly heard anti-LGBTQ remarks (Fig. 1). Many also regularly heard school staff make homophobic remarks (15%) and negative remarks about someone’s gender expression (33%).

FACT: Most LGBTQ students in Oregon had been victimized at school (Fig. 2). Of those, most never reported the incident to school staff (56%). Only 30% of those students who reported incidents said it resulted in effective staff intervention.

Figure 1. Hearing Anti-LGBT Remarks from Students in Oregon Schools
(percentage of LGBTQ students hearing remarks sometimes, often, or frequently)

- 81% “Gay” Used in a Negative Way (e.g., “that’s so gay”)
- 76% Homophobic Remarks (e.g., “fag” “dyke”)
- 87% Negative Remarks about Gender Expression
- 56% Negative Remarks about Transgender People

Figure 2. Identity-based Harassment & Assault in Oregon Schools
(percentage of LGBTQ students harassed or assaulted)

- Sexual Orientation: 26%, 67%
- Gender Expression: 22%, 48%
- Gender: 22%, 48%
- Race or Ethnicity: 22%, 48%
- Disability: 17%, 48%

Verbal Harassment
Physical Harassment
Physical Assault
New OHA Oregon Specific Data
Informs the Oregon Department of Education ODE

Advisory Committee on
Safe and Effective Schools
for ALL Students

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(Enter) DEPARTMENT (ALL CAPS)
(Enter) Division or Office (Mixed Case)
Thank You!

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