

# *Research on Challenges and Solutions for LGBTQ Youth*

Mengxia Sun<sup>1,a,\*</sup>

<sup>1</sup>Faculty of Arts, University of Manitoba, 66 Chancellors Cir, Winnipeg, MB R3T 2N2, Canada

a. sunm4@myumanitoba.ca

\*corresponding author

**Abstract:** This paper focuses on the challenges and solutions faced by LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) youth. First, Trevor is used as an example to describe the experiences of minority youth, presenting the injustices suffered by Trevor as a TGNB, again extending from specific people to the LGBTQ community. The importance of minority self-identification is then presented, pointing out the important role of schools and the current situation where minorities are more vulnerable to bullying in schools and presenting solutions. Asplund and Ordway propose the SCEARE (School Counselors: Educate, Affirm, Respond, and Empower) model to help LGBTQ youth on four levels: level one is education, level two is adults who provide support to the LGBTQ community, the third level is a response plan to prevent bullying in schools, and finally, the fourth level is student empowerment access to equal treatment. The goal is to improve the mental health of LGBTQ youth so that they can grow without prejudice.

**Keywords:** LGBTQ, Trevor Project, youth, school violence, SCEARE model

## **1. Introduction**

LGBTQ is a minority organization, but they are not separate from the crowd. They are equal to all people, and being a minority does not mean being pathological. However, from ancient times to the present, some prejudices have existed that have caused this group of people to face many accusations and harm that they should not have to bear.

Although LGBTQ people are more likely to be treated unequally in school, bullying against minority groups still exists. A study in the United States showed that LGBTQ adolescents were 33% more likely to report being bullied by physical violence, while their heterosexual peers reported 17% physical bullying; and 80% of LGBTQ adolescents reported being victimized by bullying or being harassed [1]. Adolescence is a critical time for people to shape their worldview, which will have a significant impact on their lives if they are not properly guided.

The Trevor Project is a program that helps minority youth get the right help and guidance in difficult times and to develop the right self-awareness. This article discusses the origins of the Trevor Project and focuses on the mental health of the LGBTQ youth community in the hope that people will have a better perspective on minority groups and be able to seek help when they need it.

## **2. Analysis of Challenges Encountered by the LGBT Community**

It can be carried out the "Trevor Film" that this minority group needs to be seen in the right light, and I'm glad to see the existence of the Trevor Project, which shows that the LGBTQ community of

teenagers is being taken seriously and that people are willing to help this group. In terms of content, "Trevor Film" is told from the perspective of a 13-year-old boy living in the 1980s who is gay, likes to act and dance, and is discriminated against by the kids at school because of his different interests and even his different way of walking, and his crush has alienated him. He doesn't know what's different about him, but he's still willing to go through the so-called "electroshock therapy", which of course is ineffective. He did not believe he was wrong, but the ridicule, discrimination, and lack of understanding of those around him made him lose confidence and even doubt his own existence, leading him to commit suicide. He was only a 13-year-old child who did not even know how to commit suicide. He took an overdose of aspirin and woke up in the hospital. At the hospital he met a male nurse who had been caring for Trevor while he was in the hospital. When he was discharged from the hospital, he thought the male nurse would let him go to the so-called unreliable "therapy" like everyone else, but the male nurse gave him two tickets to his favorite female singer's concert, and Trevor felt happier than he had ever felt before, and he felt he was finally understood [2]. Perhaps in daily life, LGBTQ people need a "male nurse" and more understanding and care. These are more effective than so-called "corrections" because there is no right or wrong for sexual orientation and gender identity.

The opposite of gender identity at birth is transgender and/or nonbinary (TGNB). It is clear that Trevor is TGNB, and the TGNB group has to deal with the lack of understanding, leading to more severe psychological problems, with nearly 10 times the incidence of anxiety and depression than their cisgender peer [3].

This group of people may have more or less similar experiences to Trevor's, being bullied and perceived as sick by those around them. In Trevor's film, he uses electroshock "therapy" when he thinks he is abnormal, and the source of his self-perception of himself as "abnormal" is the lack of understanding from people around him, the indifference of his parents and the ridicule of his classmates. If the TGNB group keeps falling into self-doubt and people around them keep emphasizing that they are "different" from normal people, they will be under tremendous psychological pressure until they collapse and may choose to commit suicide, just like Trevor. Social prejudice brings more social pressure and psychological burden to LGBTQ people, which leads to LGBTQ people may bear more mental pressure and increase the possibility of mental illness. These social prejudices affect not only the mental state of LGBTQ people, but also penetrate into all aspects of daily life, leading to increased social inequality and employment discrimination against LGBTQ people, etc.

### 3. Analysis of Solutions

In this case, the first thing to do is to strengthen the sense of self-identity. The LGBTQ community is normal, what gender they prefer and what gender roles they perceive themselves to be is normal. The world is diverse, so it is important to be clearly aware of this. For TGNB gender identity issues "Gender-affirming care" is the solution to this situation. Gender-affirming care has been shown to be effective in reducing suicidal thoughts in TGNB, enhancing family and social support, and reducing the prejudice of others towards the TGNB population [4]. People try to find their roles in society. Self-identity is inseparable from social relationships, and social interaction is a way to strengthen the impression of identity.

School is an important place for adolescents to socialize, so for sexual minority adolescent groups, school assumes an important role in their development. The smoothness of school socialization is also a measure of how well adolescents feel about their identity, but research shows that sexual minorities are more likely to experience discrimination and school violence at school. This means that minorities are socially frustrated at school, which can be very damaging to them and make them more confused about their identity. It's not even just the students, but also the teacher community that

is prejudiced against sexual minorities [5]. At home, children see their parents as authorities, and at school children see their teachers as authorities. In this case, children's psychology is highly likely to be influenced by their teachers' attitudes, and other students may have deeper prejudices against the LGBTQ community or even become perpetrators of school violence. LGBTQ children may be more skeptical of their gender or sexual orientation perceptions and have a lower sense of self-identity. So in this case, teachers should be bound by the moral code to understand the situation of minority groups, not only to correctly perceive and treat minority students equally themselves, but also to provide proper guidance and education for students so that other students can treat minority groups peacefully, and also to help minority groups strengthen their sense of self-identity and enhance their care and advocacy work for minority groups [5]. Effective intervention by teachers with minority groups is necessary to protect minority students and to set a good example for the rest of the class, which helps students grow.

At this time when, how to intervene becomes important, Asplund and Ordway proposed the SCEARE(School Counselors: Educate, Affirm, Respond, and Empower) model to help schools support LGBTQ youth [6]. The model is divided into four levels. The first level is education, the second level is adults who support the LGBTQ community, then the third level is coping programs to prevent bullying in schools, and finally the fourth level is student empowerment [6]. The hierarchy of this model is relatively comprehensive. Correct and inclusive education can bring people the right ideas. This kind of education is not only for students, but also for those around them, including teachers and parents, so as to ensure that students can grow up in an inclusive and healthy environment.

School counselors educate students through an LGBTQ-inclusive curriculum, an approach that also improves school climate [7]. According to the above model, we can know that the second layer is adults who provide help for LGBT groups. Many people have the right idea of LGBTQ after the first level of education, so that support for minorities can be provided. For example, in schools, teachers' groups can provide more support and help for young people [6]. In this case, LGBTQ adolescents grow up in a more supportive environment, which helps to improve their self-identity.

The third layer is responsive bullying prevention. Schools should provide effective bullying prevention measures for LGBT students, such as providing special bathrooms for people of other genders than males and females [8]. Such behavior can meet the basic needs of LGBT students while preventing bullying.

The final level is student empowerment. Schools should make LGBTQ youth feel more fair. Only in this way will the group be willing to speak up for themselves. It also allows others to better understand the situation of minorities, better understand LGBTQ youth, and provide them with more support and support [6].

#### 4. Conclusion

This paper examines the challenges faced by the LGBTQ adolescent population and the search for equitable solutions. For LGBTQ adolescents, they are in a sensitive period of receiving information in which the attitudes of others have a significant impact on adolescent development, so the influence of the environment on adolescents should not be underestimated. The primary socialization of adolescents occurs at home and school, so the attitudes of parents, teachers and peers are very important. The SCEARE model is more comprehensive in how it addresses this issue, not just for students, so it can effectively address LGBTQ discrimination and bullying of youth. A positive environment can make the LGBTQ population more psychologically healthy and increase their sense of self-identity. The challenges encountered by LGBTQ adolescents in this paper are mainly recognized and extended based on the Trevor film. LGBTQ adolescents may encounter more diverse challenges, and it is hoped that future research will be conducted based on more realistic individual and group encounters to provide a more friendly environment for LGBTQ adolescents to grow up in.

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