

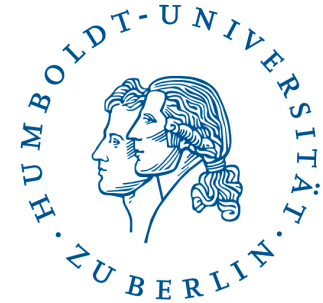
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Psychology Department

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„Dyke! Fag! So gay!“

## HOMOPHOBIA AND TRANSPHOBIA IN SCHOOLS AND HOW WE CAN REDUCE IT

Two surveys (2011 und 2012) on the acceptance of sexual  
diversity of Berlin students and their teachers

On behalf of the Berlin Senate Administration on Education, Youth, and Science

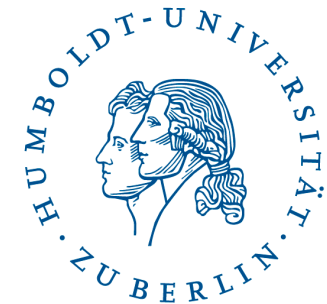
Presentation at the 2nd Symposium Against Discriminations, Ankara, December 13th 2013

**IRRE IDEE AUS SACHSEN**

# Linke wollen „SCHWUL-Unterricht“ einführen



Lehrer sollen schon Grundschulern beibringen, was Homosexualität ist.



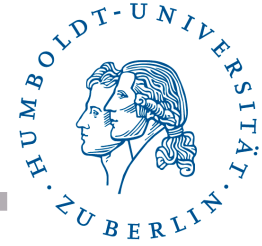
“Crazy idea in Saxonia:

Left party aims to introduce ‘GAY lessons’”

Bild (03.06.2013)

[www.bild.de/regional/dresden/bildung/eine-irre-idee-aus-sachsen-30660354.bild.html](http://www.bild.de/regional/dresden/bildung/eine-irre-idee-aus-sachsen-30660354.bild.html)

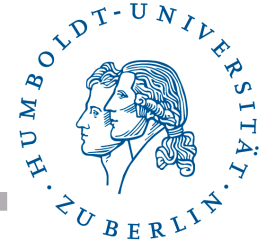
# HOMOPHOBIA IN SCHOOLS



- Homophobic behavior (e.g. bullying, “gay” as swearword) common phenomenon in schools (Guasp, 2009, 2012)
  - Often, teachers do not intervene (Guasp, 2012; Phoenix, Frosh, & Pattman, 2003)
  - Perceiving homophobic swearwords ⇨ more negative attitudes to lesbians and gays (Nicolas & Skinner, 2012)
- **LGBT\***-youth: considerably higher risk of depression and suicide (Espelage, Aragon, Birkett, & Koenig, 2008)
  - due to more frequent victimization (Burton, Marshal, Chisolm, Sucato, & Friedman, 2013; Hong & Garbarino, 2012)

LGBT = lesbian, gay, bisexual, and transgender

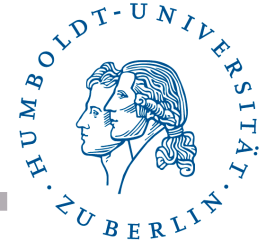
# RESEARCH QUESTIONS



How do schools in Berlin handle sexual diversity (= diversity of sexual orientation and gender identity)?

1. How do students and teachers **behave** towards lesbians, gays and gender non-conforming schoolmates?
2. How are their **attitudes** to LGBT?
3. What do they (not) **know** about sexual diversity?
4. How are students' **behavior, attitudes and knowledge influenced**?

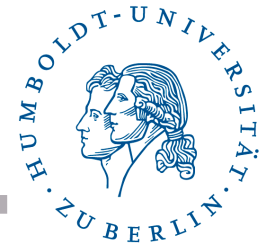
# SAMPLE(S)



- 787 Berlin **students**
  - 274 Sixth graders (age  $M = 11.5$  years, 55% female) from 24 classes in 10 schools
  - 513 Ninth/tenth graders (age  $M = 15.2$  years, 45% female) from 26 classes in 10 schools
    - 25 classes participated again nine months later (T2)
- From 27 classes: **class teachers** (age  $M = 50.5$  years, 63% female)
- Student sample representative for Berlin school types (primary schools and different levels of secondary schools)

# HOW DO STUDENTS **BEHAVE** TOWARDS LESBIANS, GAYS AND GENDER NON-CONFORMING SCHOOLMATES?

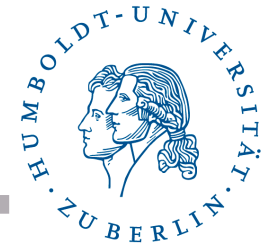
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Discriminatory behavior (7 items, Cronbach's  $\alpha = .83$ )

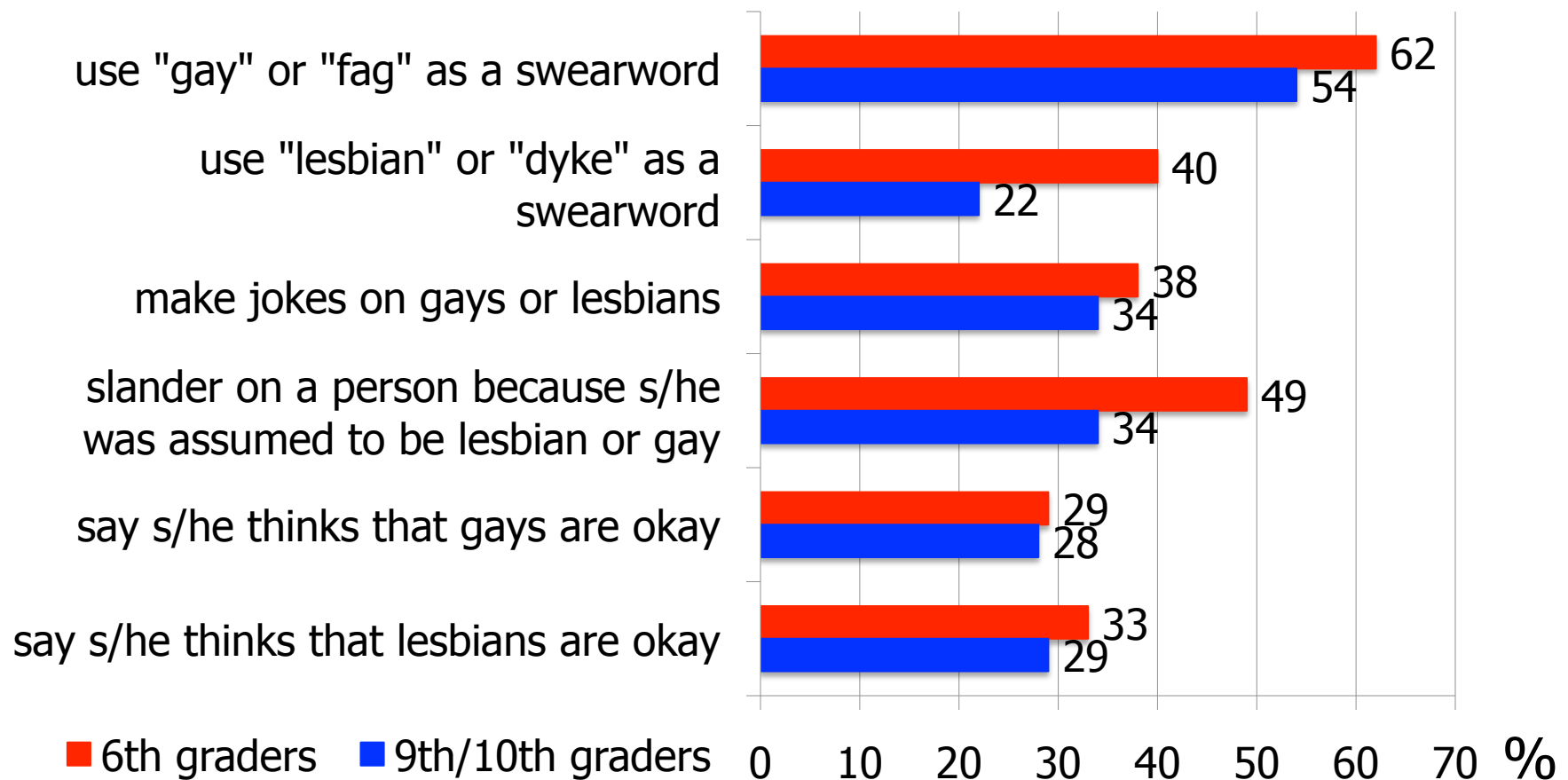
Supportive behavior (5 items, Cronbach's  $\alpha = .66$ )

# HOW DO STUDENTS BEHAVE TOWARDS LESBIANS AND GAYS?

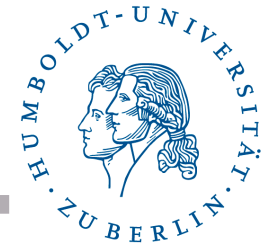


“Within the last 12 months, I have perceived classmate X to ...”

(behavior perceived at least “one time” by at least one class mate)

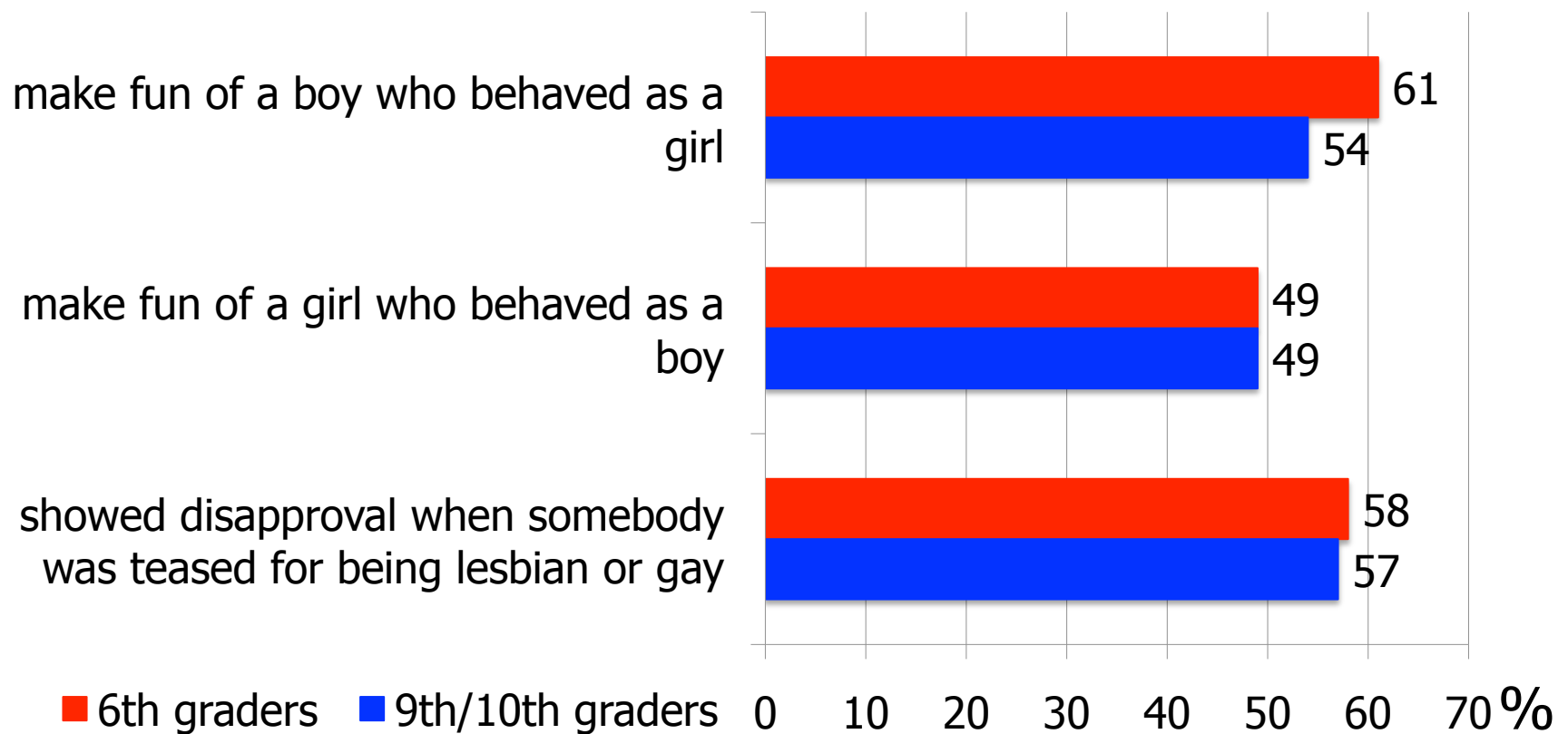


# HOW DO STUDENTS BEHAVE TOWARDS GENDER NON-CONFORMING SCHOOLMATES? ?



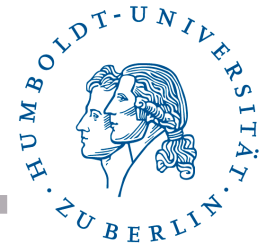
“Within the last 12 months, I have perceived classmate X to ...”

(behavior perceived at least “seldom” by at least one class mate)





## HOW DO **TEACHERS BEHAVE** TOWARDS LESBIANS, GAYS AND GENDER NON-CONF. SCHOOLMATES?



C made LG an issue (9 Items,  $\alpha = .72$ )

O made LG an issue (3 Items,  $\alpha = .87$ )

C evaluation of LGBT (4 Items,  $\alpha = .89$ )

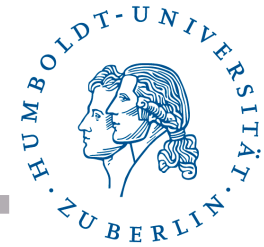
C disapproved discrimination (4 Items,  $\alpha = .80$ )

C made fun of LG and gender non-conforming students (3 items,  $\alpha = .81$ )

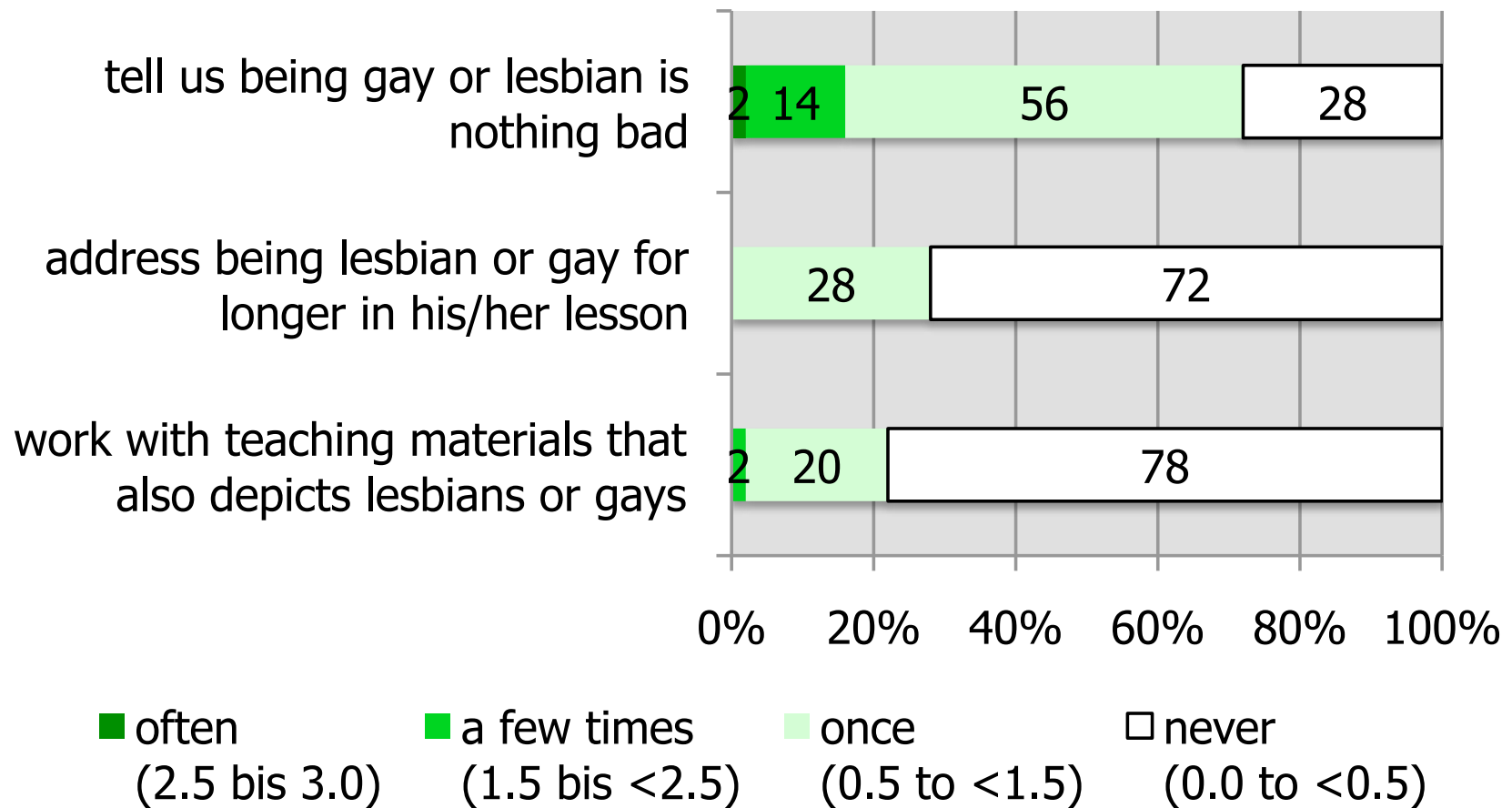
C = Class teacher

O = Other teachers

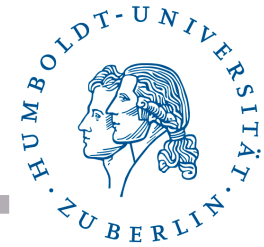
# (HOW) DO TEACHERS MAKE SEXUAL DIVERSITY AN ISSUE?



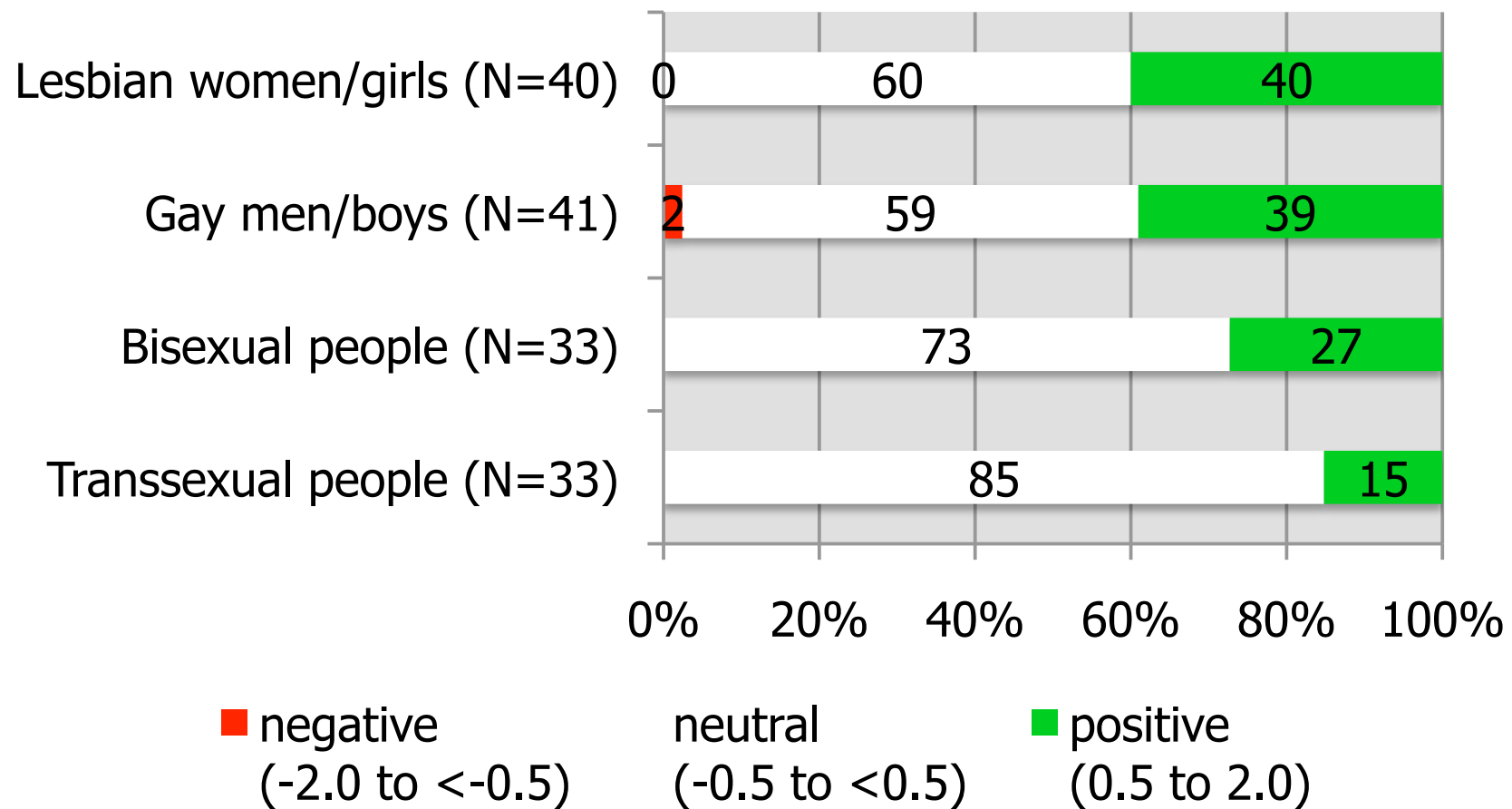
“Within the last 12 months, I have perceived my class teacher to ...”



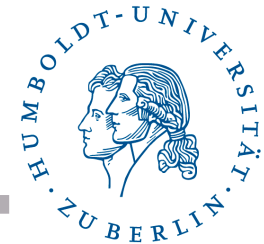
# HOW DO TEACHERS EVALUATE LGBT?



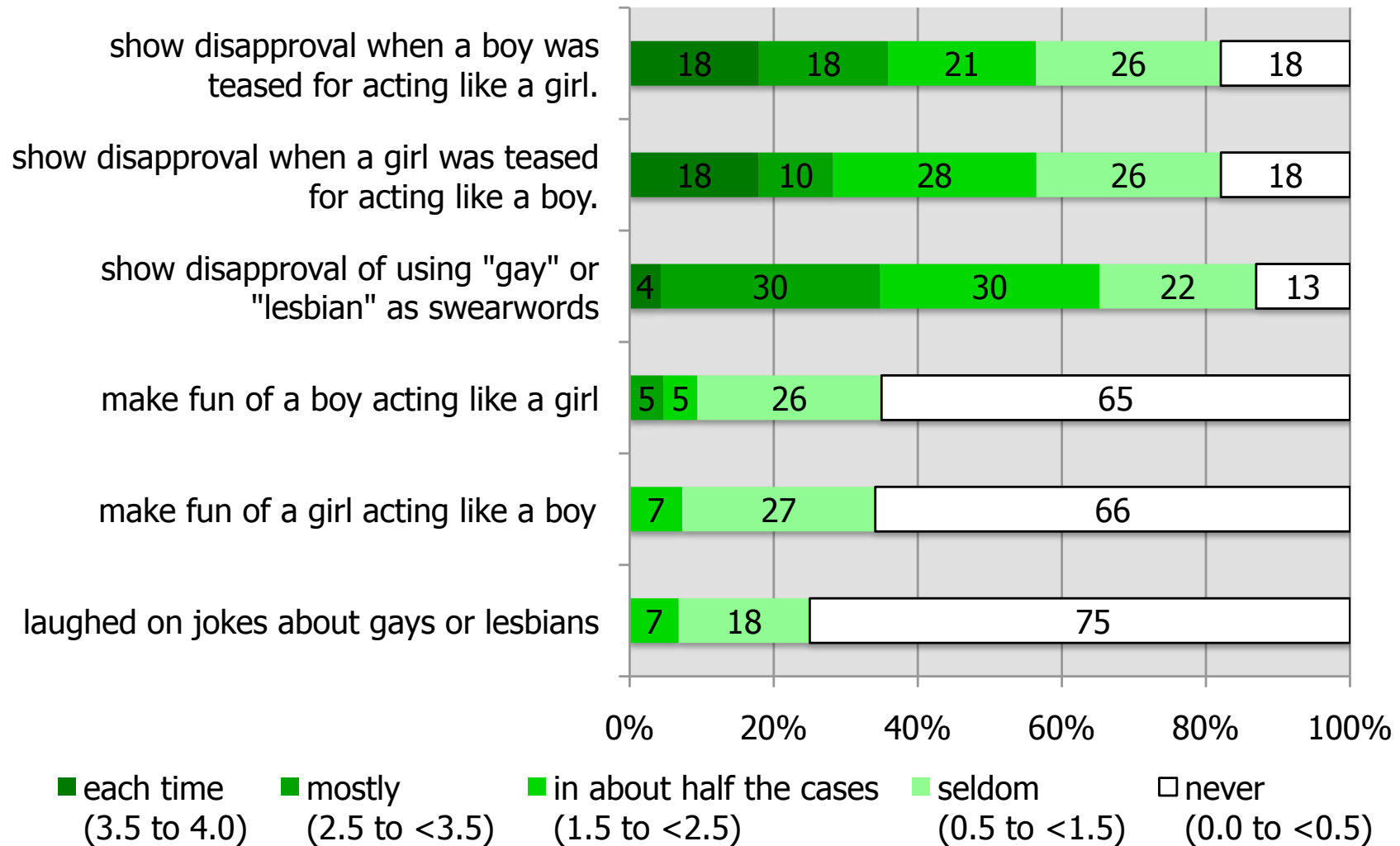
„When s/he made ... an issue, how positive or negative were his/her expressions?“



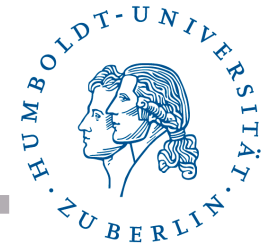
# HOW DO TEACHERS DEAL WITH DISCRIMINATION?



“Within the last 12 months, I have perceived my class teacher to ...”



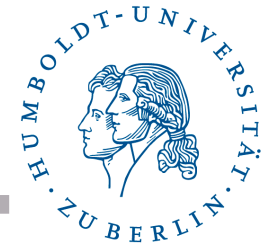
# HOW ARE THE **STUDENTS'** ATTITUDES TO LGBT?



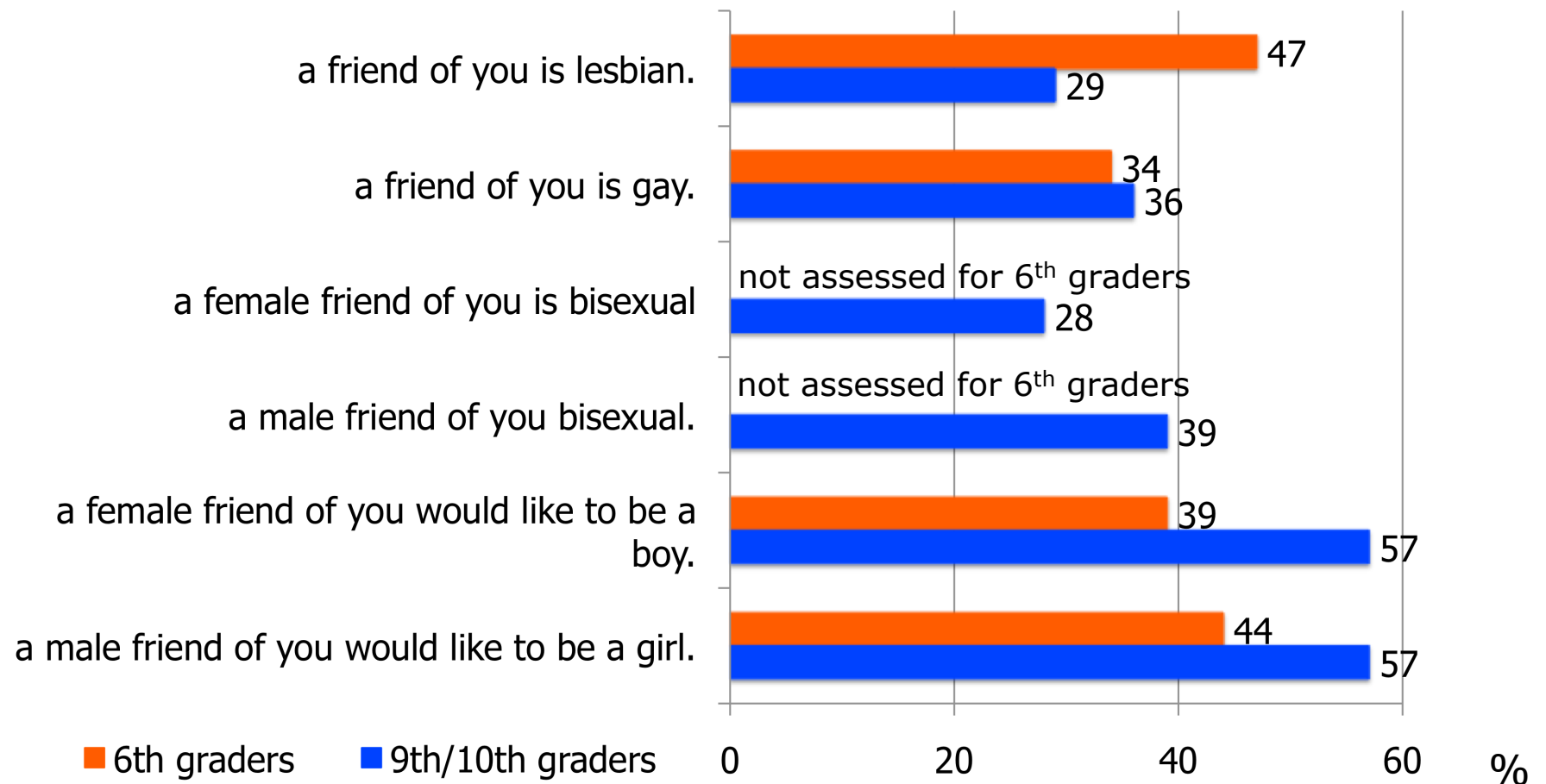
Explicit attitudes to LGBT (21 items,  $\alpha = .92$ )

Implicit attitudes to LG (*Affective Misattribution Procedure*, 46 items,  $\alpha = .92$ )

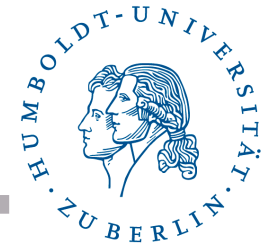
# HOW ARE THE STUDENTS' EXPLICIT ATTITUDES TO LGBT?



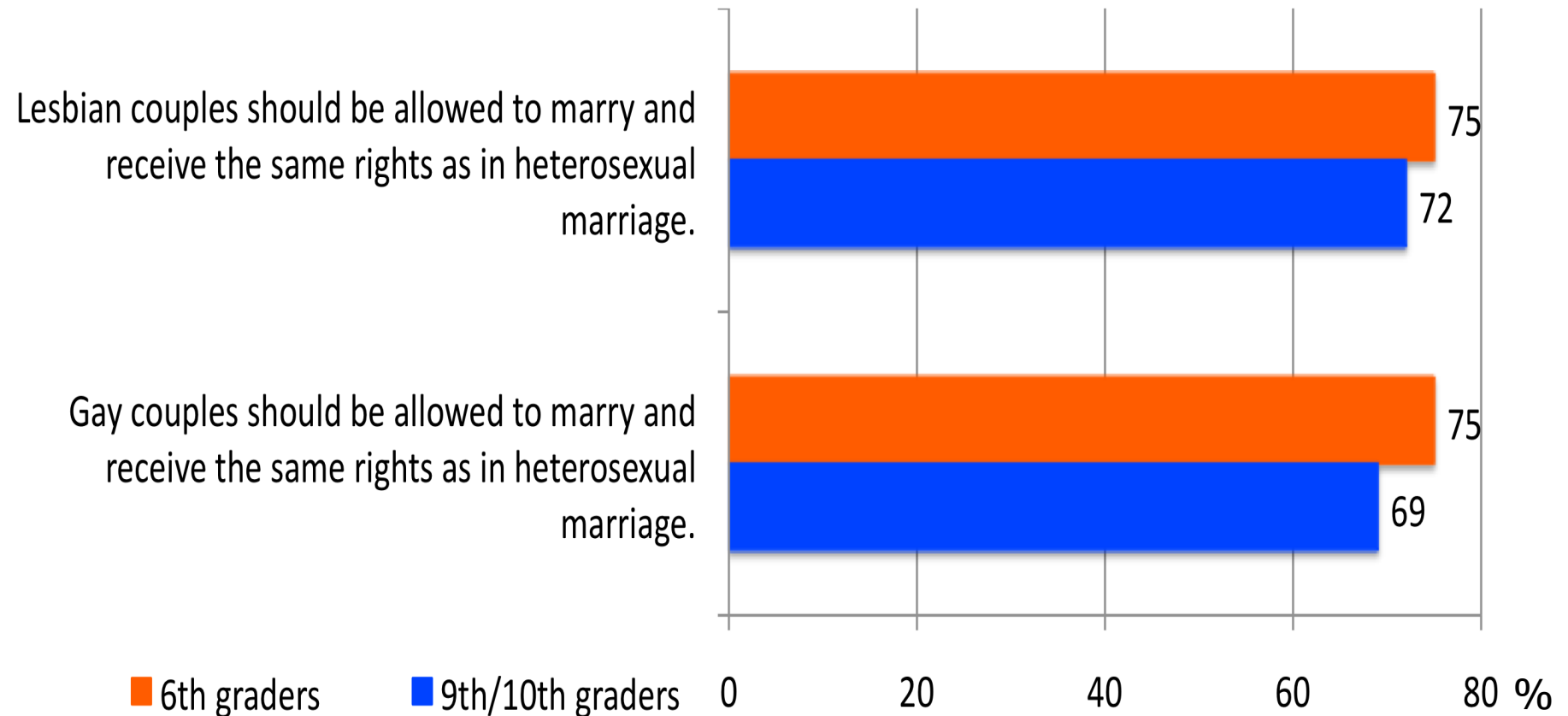
“You learn that ...” (rated as “unpleasant”)



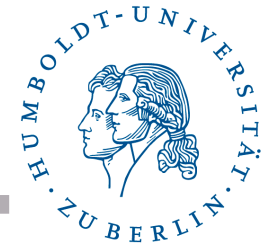
# HOW ARE THE STUDENTS' EXPLICIT ATTITUDES TO LG?



“approve fairly” or “approve totally”:



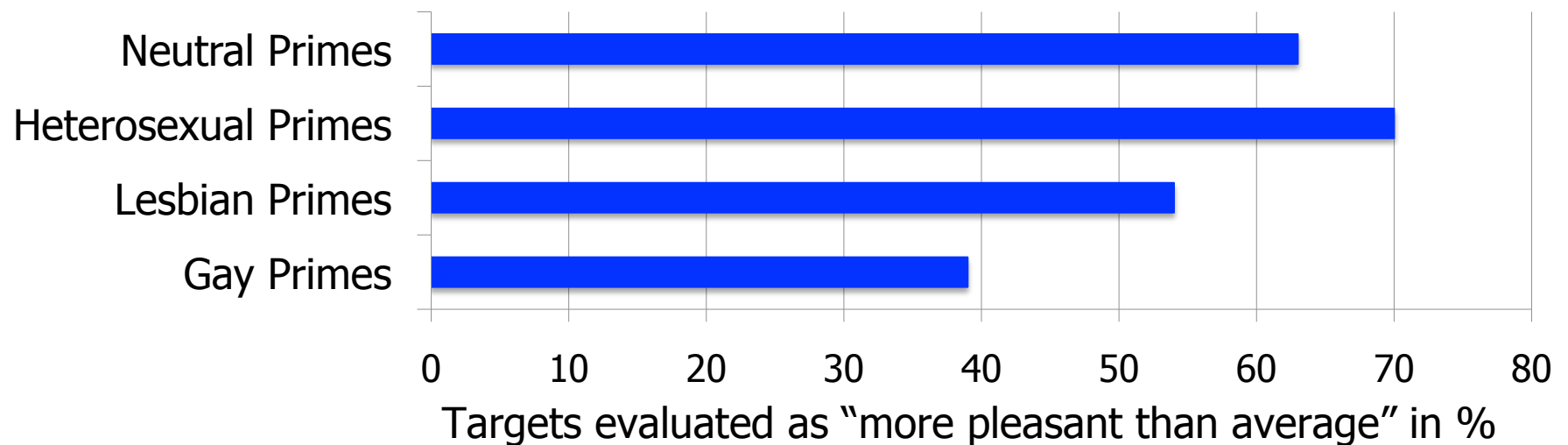
# HOW ARE THE STUDENTS' IMPLICIT ATTITUDES TO LG?



measured by incorrect attributions of own affect  
(Affective Misattribution Procedure, Payne et al., 2005)

- triggered by primes (100 ms)
- on evaluations of targets (200 ms)

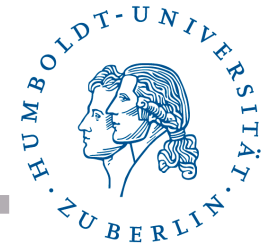
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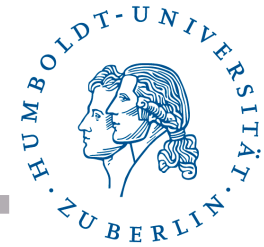
# WHAT DO THE **STUDENTS AND TEACHERS** **(NOT) KNOW** ABOUT SEXUAL DIVERSITY?

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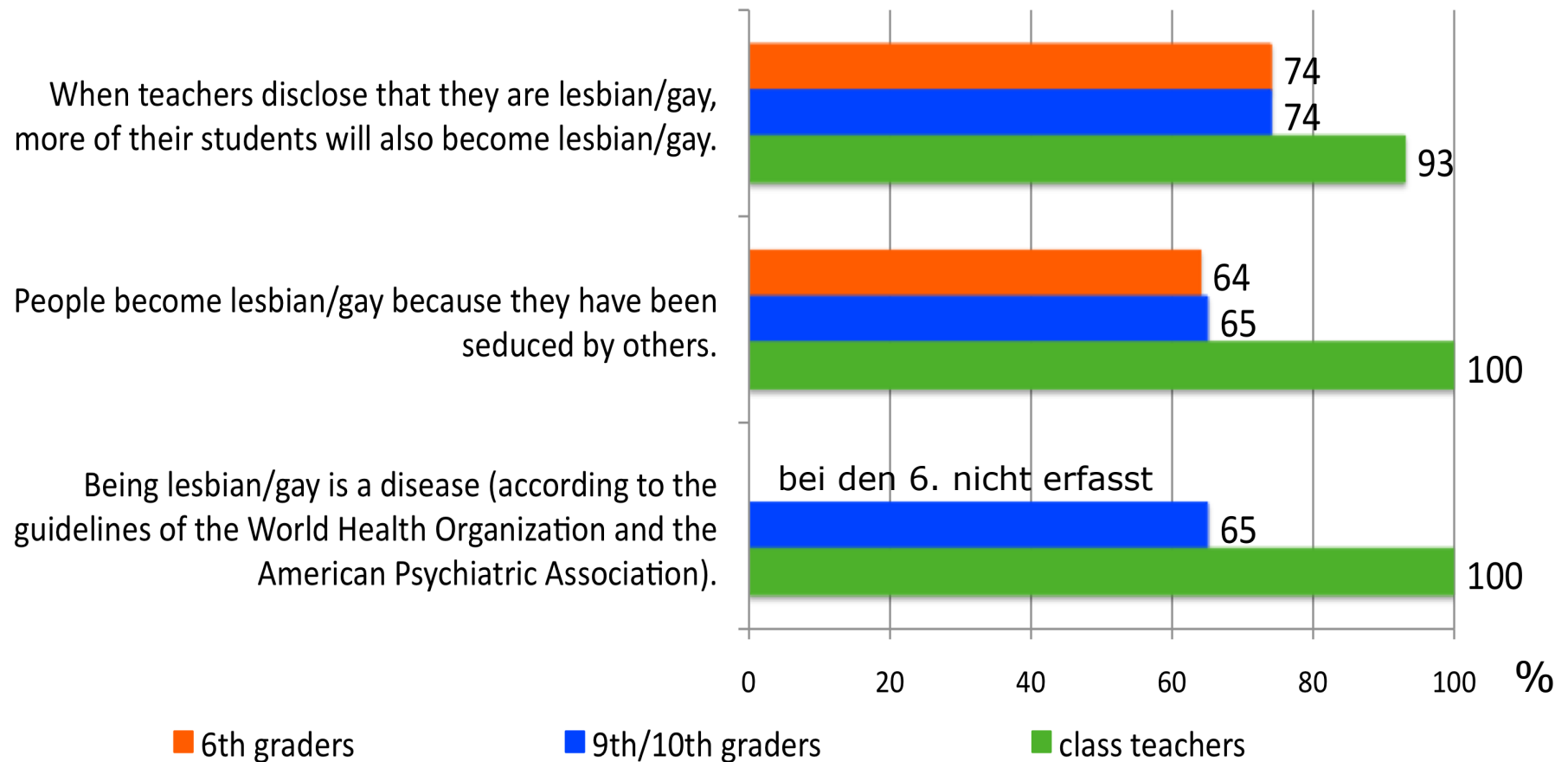


Performance test with 27 multiple-choice questions on sexual diversity ( $\alpha = .63$ , retest after 9 months:  $r = .59$ )

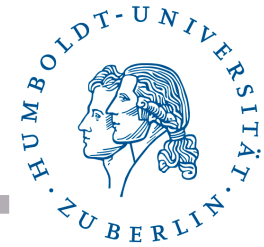
# WHAT DO THE STUDENTS AND TEACHERS KNOW ABOUT SEXUAL DIVERSITY?



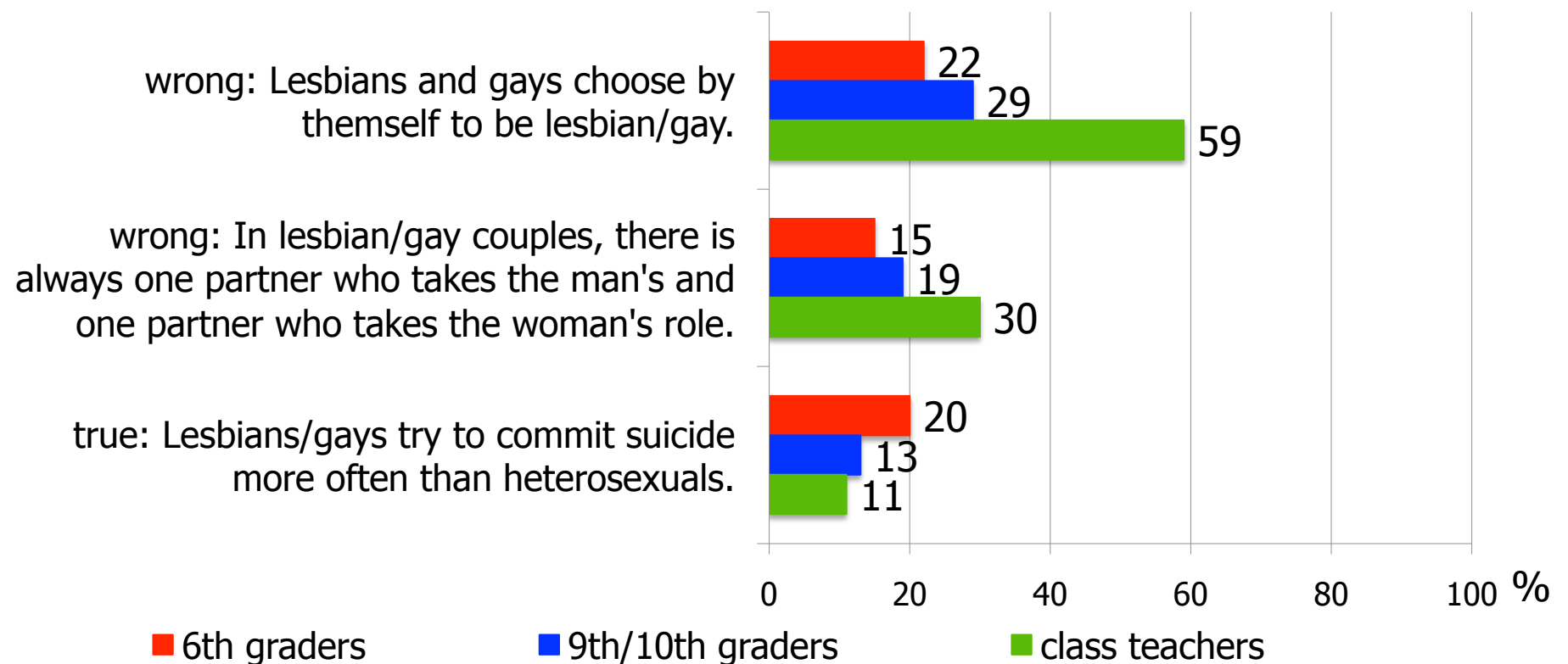
Propositions correctly identified as “wrong”:



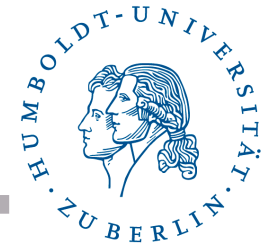
# WHAT DO THE STUDENTS AND TEACHERS NOT KNOW ABOUT SEXUAL DIVERSITY?



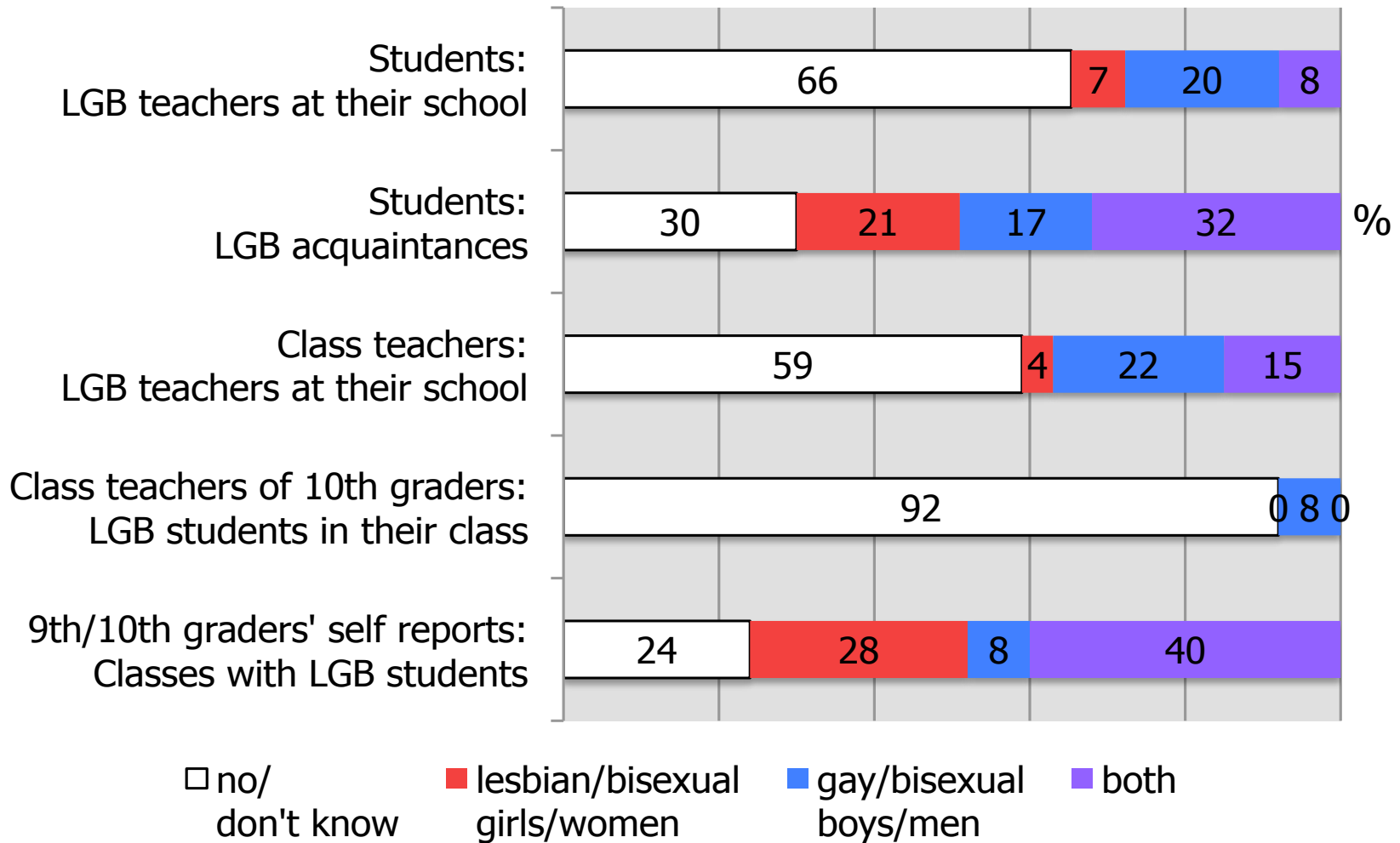
Propositions correctly identified as ...:



# WHAT DO THE STUDENTS AND TEACHERS NOT KNOW ABOUT SEXUAL DIVERSITY?



Knowing that teachers, students, and acquaintances are LGB



# HOW ARE STUDENTS' INFLUENCED BY THEIR TEACHERS?

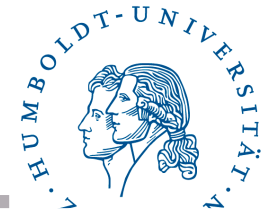


T-scores from multi-level analyses (T1)	Know- ledge	Expl. attitud.	Impl. attitud. (9/10 <sup>th</sup> graders)	Discr. behav.	Supp. behav.
Students know about LGB-teachers	0.2	0.4	<b>0.8</b>	1.4	# 1.8
Students know about anti-bullying policy (only 9 <sup>th</sup> /10 <sup>th</sup> graders)	* 2.4	*** 4.0	-0.2	0.5	* 2.3
Teachers made LG an issue in several years and subjects	* <b>2.7</b>	** 3.5	0.8	1.3	0.3
Class teacher made LG an issue	-1.0	* -2.2	0.1	1.0	0.6
Class teacher's evaluation of LGBT	n. s.	-0.5	n. s.	n. s.	n. s.
Class teacher disapproved discrimination	n. s.	* 2.3	n. s.	n. s.	n. s.
Class teacher made fun about LG and gender non-conforming students	n. s.	-0.1	n. s.	** 3.6	n. s.

#  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ . Control variables: grade, sex, significant interactions with grade and sex, general friendliness and hostility (when behavior was dependent variable).

**Red** = Longitudinal effect T1-T2 ( $p < .10$ ) controlling for dependent measure on T1 (only 9<sup>th</sup>/10<sup>th</sup> graders)

# HOW ARE STUDENTS' INFLUENCED BY OTHER VARIABLES



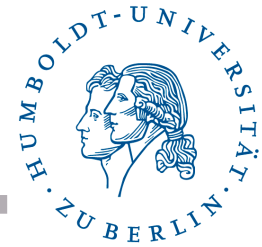
	Know- ledge	Expl. attitud.	Impl. attitud. (9/10 <sup>th</sup> graders)	Discr. behav.	Supp. behav.
Year: 9 <sup>th</sup> /10 <sup>th</sup> (vs. 6 <sup>th</sup> ) graders	++	0	0	--	-
Sex: female (vs. male)	0	++	0	--	-
Turkish/arabic migration background	--	--	--	-	0
Education level	+	++	0	0	0
Economic situation	0	0	0	0	0
Traditional gender role attitudes	-	--	--	0	0
Religiousness	-	--	0	0	++
Social Dominance orientation	--	--	0	0	0
Personal contact to LGB	+++	++	+	0	+
Pro LGB expectations of peers		++	+++	0	0

++/-- = significantly ( $p < .01$ ) increases/reduces in T1 or T2

+/- = significantly ( $p < .05$ ) increases/reduces in T1 or T2, 0 = no significant effect

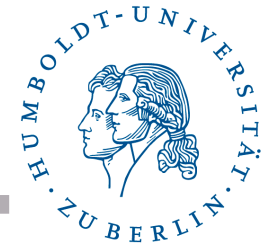
**Red** = Longitudinal effect T1-T2 ( $p < .10$ ) controlling for dependent measure on T1 (only 9<sup>th</sup>/10<sup>th</sup> graders)

# HOW CAN SCHOOLS AND TEACHERS IMPROVE STUDENTS' ACCEPTANCE OF SEXUAL DIVERSITY?



- Discuss anti-bullying/anti-discrimination policy
- Ensure visibility of sexual diversity
  - Present LGBTI people in all years and subjects as naturally as straight people
  - Invite teams of LGBTI
  - Present and protect LGBTI information material (e.g. posters)
- Be a role model
  - Reflect own gender role attitudes ⇔ equally approve gender-non-conforming and gender-conforming behavior
  - Bring homophobic swearwords into question and do not tolerate their use
- Start early: Elementary school or before

# FOLDER ABOUT THE STUDY FOR EDUCATIONAL PROFESSIONALS



**BERLIN TRITT EIN FÜR SELBSTBESTIMMUNG UND ANZEPTANZ SEXUELLER VIelfALT**

**HUMBOLDT-UNIVERSITÄT ZU BERLIN**

## Wie können wir Homo- und Transphobie bei Kindern und Jugendlichen abbauen?

**Blöde Lesbe**  
„Lesbe“ wird von 40% der Berliner Sechstklässler\_innen und von 22% der Neunt- und Zehntklässler\_innen als Schimpfwort verwendet

**Olle Schwuchtel**  
„Schwul“ oder „Schwuchtel“ wird von 62% der Berliner Sechstklässler\_innen und von 54% der Neunt- und Zehntklässler\_innen als Schimpfwort verwendet

In diesem Falblatt lesen Sie ausgewählte Befunde einer wissenschaftlichen Studie mit zwei Erhebungszeitpunkten 2011 und 2012.

Details zu Methoden und Ergebnissen der ersten Erhebung dieser Studie finden Sie unter Klocke, U. (2012). Akzeptanz sexueller Vielfalt an Berliner Schulen: Eine Befragung zu Verhalten, Einstellungen und Wissen zu lesbischen, schwulen, bisexuellen und transgeschlechtlichen Personen und deren Einflussvariablen. Berlin: Senatsverwaltung für Bildung, Jugend und Wissenschaft. Verfügbar unter [www.psychologie.hu-berlin.de/prof/org/download/klocke2012\\_1](http://www.psychologie.hu-berlin.de/prof/org/download/klocke2012_1)

Link to the folder:

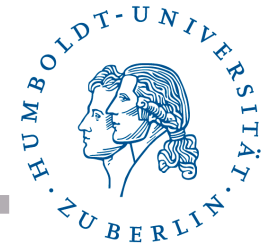
[www.psychologie.hu-berlin.de/prof/org/download/fb](http://www.psychologie.hu-berlin.de/prof/org/download/fb)

Link to the whole study:

[www.psychologie.hu-berlin.de/prof/org/download/klocke2012\\_1](http://www.psychologie.hu-berlin.de/prof/org/download/klocke2012_1)



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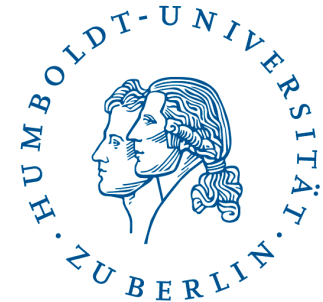
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Social- and Organizational Psychology



**THANK YOU**  
**FOR YOUR ATTENTION**  
**QUESTIONS? COMMENTS?**

**WITH MANY THANKS TO**

BARBARA KÖLLE, MARKUS DRESSEL, SOPHIE GROß, ISABEL HAUSMANN, TAREK HILDEBRANDT, LENA JANITZKI, ANNE LIEPE, ANNI-RENÉE SOHÈGE, LISA VOGEL, JOHANNES WIEBNER  
CONNY KEMPE-SCHÄLICHE, MICHAEL WALLNER, FRANZISKA SALDEN, JÖRG STEINERT, THOMAS KUGLER, RUFUS SONA, CHRISTOPHE BLAISON, JONAS BOTTA, CHRISTOPHER COHRS, CHRISTIAN-MAGNUS ERNST, KERSTIN FLORKIW, BERTRAM GAWRONSKI, ULF HÖPFNER, STEFAN HUBER, REMZI KARAALP, FRIEDERIKE KNOLL, LELA LÄHNEMANN, GUIDO MAYUS, DETLEF MÜCKE, GÜNTER PEIRITSCH, KATHRIN SCHULZ, MICHAELA TURB, STEFANIE ULLRICH, KORAY YILMAZ-GÜNAY,  
AND ALL RESEARCH PARTICIPANTS AND PEOPLE WHO PROVIDED VALUABLE FEEDBACK.