

# Working with LGBTQ Adolescents

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# Background

- The National School Climate Survey done by GLSEN (2017) reported that nearly 60% of American LGBTQ students felt unsafe at school
- 87.3% experienced harassment of their sexual orientation
- 62.2% of the students experienced LGBTQ-related discriminatory policies or practices at school (GLSEN, 2017).
- ACADEMIC OUTCOMES
- Students who experience homophobic victimization are more likely to report C's, D's, or below
- This affects learning and testing performance
- School dropouts
- Discrimination and prejudice in organized sports and clubs

# Career Development & Vocational Choice

- Current research suggests that there are many barriers to effective career development among LGBTQ+ students, including social stigmas, open discrimination, homophobia and lack of mentors (Datti, 2009; Mobley & Slaney, 1996; Morrow, 1997.; Schnedier & Dimito, 2010).
- **Bandura's Social Cognitive Theory & Holland's Theory of Vocational Choice**
- Connections to Bandura:
- Because this population of students are more vulnerable when dropping out of high school and not having college plans, one way to help them stay on track is by building their self-esteem in school.

*1) Helping LGBTQ students succeed in school by improving school climate*

*2) Working to include more LGBTQ representation in school material*

*3) Provide LGBTQ competency training to school staff in order to meet the needs of the student group.*

**Ideas in  
Connection to  
Bandura's  
Theory**

## Ideas in Connection to Holland's Theory

- During high school, the student is exploring career and college options and expanding on hobbies and interests that could be significant towards their paths.
- What if the student, having identified as transgender, finds an interest in a certain extracurricular, but due to anxiety and fear of rejection, cannot bring themselves to join?

- 1. Being able to properly express one's sexual orientation greatly impacts the LGBTQ student's career development.*
- 2. Counselors and educators should keep these barriers that hinder the LGBTQ student's development in mind and focus instead, on pushing the student and honing in on their skills.*

# Conclusion

- Barriers and challenges may lead students to adjust their desired career options and in worst cases, not pursue a degree after graduation.
- Career services need to be offered on high school campuses and counselors should be meeting with students in this group to push for internship opportunities that align to career interests.
- Individual Student Planning and having a GSA-mentor on campus
- Extracurricular and social activities on campus are meant to promote well-being, help students shape personality traits, promote positive academic outcomes and should not be a barrier to students who identify as LGBTQ.

**This way, students in this group can find self-efficacy, fully develop their interests and have more concrete ideas of career outlooks, motivating them to want to pursue college.**

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Datti, P. A. (2009). Applying social learning theory of career decision making to gay, lesbian, bisexual, transgender, and questioning young adults. *Career Development Quarterly, 58*(1), 54-64.

Gay Lesbian and Straight Education Network (GLSEN) (2017). The 2017 national school climate survey. Retrieved from <https://files.eric.ed.gov/fulltext/ED590243.pdf>

Hollands theory of vocational choice. (2019). Retrieved online at <http://career.iresearchnet.com/career-development/hollands-theory-of-vocational-choice/>