

**Bullying and Homophobia in UK Schools:
A Perspective on Factors Affecting Resilience and Recovery**

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ABSTRACT: This article reports the results of a three-year study focusing on the experiences of a sample of lesbian, gay, and bisexual (LGB) people in the United Kingdom who were victimized by their peers at school. Data collected from 190 LGBs suggested that experiences of victimization at school were both long-term and systematic, and were perpetrated by groups rather than by individuals. Subsequently, data collected from a sub-sample of 119 participants indicated that over 50 percent had contemplated self-harm or suicide at the time they were being harassed, and that 40 percent had engaged in such behavior at least once. As adults, participants were found to exhibit symptoms associated with negative affect when contrasted with heterosexual and non-victimized LGB peers. Seventeen percent exhibited symptoms associated with PTSD. However, the results also demonstrated that the majority of participants did not differ significantly from comparison groups in terms of self-esteem, and they had a positive attitude towards their sexual orientation. These findings are discussed with reference to the current literature about the development of resilience following exposure to violence and trauma.

KEYWORDS: Bullying; harassment; higher education; homophobia; mental health; post-traumatic stress; resilience; self-esteem; secondary education; sexual orientation; suicide; United Kingdom victimization

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In the United Kingdom (UK), estimates of bullying behavior suggest that as many as 27 percent of junior/middle school children and 10 percent of secondary school children are bullied "sometimes" or more often (Whitney & Smith, 1993). While comparable research conducted in other countries has found a considerable degree of variation in the number of pupils who report being bullied at school, the last decade has seen a concerted international effort to tackle this type of victimisation (Menesini, Eslea, Genta, Gianetti, Fonzi, & Constabile, 1997; Olweus, 1994; Perry, Kusel, & Perry, 1988; Smith, Morita, Junger-Tas, Olweus, Catalano, & Slee, 1999; Smith & Sharp, 1994).

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Of relevance to the present study is the finding that a high percentage of victimized students remain silent about their distress. The percentage of pupils who tell their teacher or anyone at home that they have been bullied increases fairly consistently with frequency of being bullied, especially for the highest reported frequency of "several times a week;" but even for these, only about a half of secondary pupils tell anyone at home. Some victims may seek help from peers, teachers, or parents. However, many withdraw, staying silent about their suffering. Since the admission of being upset can provoke derision or hostility from peers and retaliation from the bullies, it often seems safer for a victimized young person to

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Nevertheless, strong evidence suggests that there is great value for a victimized student in telling someone about the problem. Smith, Talamelli, Cowie, Naylor and Chauhan (2004) found that a significantly higher proportion of “escaped” victims (those who had been victims of bullying two years previously but at the time of a follow-up, reported that they were no longer being bullied) than continuing victims reported the effectiveness of telling someone. Escaped victims also reported that they had actively sought out new or different friends who then acted as protectors against bullying. This is line with findings by Boulton, Trueman, Chau, Whitehand and Amatya (1999) who found that even one good or mutual friendship can be a significant protection against bullying.

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Similarly, systems of peer support can provide protection and a haven for victimized students. Peer support projects which currently run in several UK schools enable students to offer help and support through the setting up projects run by and for children and young people with adult supervision (Cowie, Naylor, Talamelli, Chauhan and Smith, 2002; Cowie and Hutson, 2004). Projects, remaining under the direction and control of individual schools, are sometimes implemented as listening services, mentoring programs and/or befriending schemes. Students are trained in listening, support, and communication skills; the experience enhances and develops

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the social and emotional well being of children and young people at school.

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Naylor and Cowie (1999) investigated a sample of 52 schools with well-established anti-bullying policies and systems of peer support. They found that the pupils perceived these schools as being safer and they valued the fact that the staff cared about them enough to establish and support such systems. Furthermore, in these schools the proportion of victimised children who told no one of their plight was substantially lower than in other schools.

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Despite our increased awareness of bullying in schools, there remains great reticence in addressing issues such as anti-lesbian, gay, and bisexual (LGB) victimization in the classroom because it ultimately seeks to "normalise" or make common place the acceptability of same-sex attraction. While it is not our purpose to explore the moral issues surrounding the inclusion of a statement relating to anti-lesbian/gay/bisexual discrimination into good behaviour policies for schools, clearly an institution which fails to protect those in its charge will be held accountable for the actions or abuses that occur on its premises. Indeed, in the UK, prosecutions have been brought against schools by contemporary pupils and their families who feel their safety has been jeopardised. They have also been brought by former pupils seeking damages for the long-term emotional effects bullying has caused them. Trafford Local Education Authority, for

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instance, was fined £1,500 for its failure to protect a student from bullying both within and outside the school premises.

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Furthermore, in a reserved judgement by the Court of Appeal

(*Bradford-Smart v. West Sussex County Council*), Lord Justice

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Judge, sitting with Lady Justice Hale and Sir Denis Henry, ruled on January 23, 2002 that:

Although in general a school was responsible for its pupils only when they are inside the school, exceptional circumstances might arise when failure to take reasonable steps to combat bullying occurring outside the school would give rise to a breach of its common law duty of care. (Court

of Appeal, England and Wales, 2002).

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Victimization of lesbian, gay and bisexual youth at school. Since

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1988, schools in England, Scotland and Wales have been reticent

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in addressing the issue of homosexuality due to the

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misrepresentation and misinterpretation of Section 28 of the

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Local Government Act (referred to as Section 2A in Scotland).

This prohibited local education authorities in the UK (except

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Northern Ireland) from "promoting" in any maintained school (i.e.

state school) of homosexuality as "a pretended family

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relationship." Although consecutive governments acknowledged

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through various circulars that Section 28 never applied to the

discussion of homosexuality in classrooms, it was only with its

repeal, in September, 2003, that the issue of sexuality could finally be addressed without the fear of prosecution.

Nevertheless, as Walton (2004) has recently pointed out in Canada, even in countries without such an Act and despite the publication of various resources readily available to schools that address the issue of homosexuality and homophobia, there remains an inherent unease among many heterosexual teachers in addressing the issue and often it is left to pioneering lesbian and gay educators to encourage or, in some cases, force authorities to address the issue of discrimination on the grounds of sexual orientation.

Similarly, in New South Wales it has been illegal to discriminate on the grounds of sexual orientation since 1977. This Australian state has since produced a series of resources for educators that address the issue of sexuality, homophobia and HIV/AIDS (Rivers & D'Augelli, 2001). The approach is to provide resources to teachers that deal with all forms of discrimination, neither identifying nor addressing the issue of homophobia any differently to sexism, racism, disability discrimination or any other form of social prejudice.

For lesbian gay and bisexual youth in the United Kingdom it is clear that homophobic bullying has been an identifiable problem in school for over two decades (Rivers, 2001; Rivers & Carragher 2003; Trenchard & Warren, 1984). It is currently estimated that LGB youth make-up between three and five percent

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of the school population—two thirds of whom are bullied regularly (Rivers & Duncan, 2002).

In the United States, comparable studies of the experiences of young lesbians, gay men, and bisexual youth have shown that, for many, homophobic abuse has been a part of their school

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experience from a very young age. For example, one study (Gross,

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Aurand & Adessa, 1988) of anti-gay/lesbian abuse in Pennsylvania

schools found that 50 percent of the gay men who were surveyed, and

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12 percent of the lesbians had experienced some form of

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victimisation in junior high school (12-14 years), rising to 59

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percent for gay men and 21 percent for lesbians in high school

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(14-18 years). According to Berrill (1992), from the evidence

collected by various state and national task forces and

coalitions at the time, estimates of the prevalence of school-

based victimisation for lesbian, gay, and bisexual youth resident

in the United States ranged from one-third (Aurand, Adessa, &

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Bush, 1985) to one-half.

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Similarly, Pilkington and D'Augelli (1995) have reported

that, of the 194 lesbian, gay and bisexual youth they surveyed

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(aged between 15-21 years), 30 percent of gay and bisexual young

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men and 35 percent of lesbian and bisexual young women said they

had experienced some form of harassment or verbal abuse in school

because of their sexual orientation. In terms of physical

assault, 22 percent of young men and 29 percent of young women

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reported having been hurt by a peer, however, a further 28

percent of young men and 19 percent of young women indicated that their degree of openness about their sexual orientation was influenced by the fear of physical violence being directed against them.

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Similar results have been found in small scale studies during the 1980's focusing upon the experiences of LGB adolescents growing up in local communities. For example, Remafedi (1987) noted that, among the sample of 29 young gay men he surveyed (aged 15-19 years) in the Minneapolis and St. Paul area of Minnesota, one-third had been the victims of a physical assault, with 50 percent of those occurring within the school environment. In another study, Sears (1991) reported that, of the 36 young lesbians, gay men and bisexual Southerners he questioned, 35 recalled their classmates having negative attitudes towards homosexuality/bisexuality and that most feared being victimised or harassed if they "came out" in high school. (Only two participants reported finding friends who were supportive.)

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However, the clearest and most recent view of the current problems faced by LGB students comes from a study conducted with 237,544 students (grades 7-9) by the University of California, Davis (California Safe Schools Coalition and the 4-H Center for Youth Development, 2004). Overall, 7.5 percent of students reported being harassed because they "are gay or lesbian or someone thought [they] were." The researchers found that those

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students harassed because of their sexual orientation were more likely to obtain grades below "C" (24%) when compared to non-harassed peers (17%). They were also more likely to report missing school because they felt unsafe (27%) as compared to non-harassed peers (75%) and were at greater risk of depression (55%/23% respectively), considering suicide (45%/14%, respectively) or making plans to commit suicide (35%/9%, respectively).

The fear of being socially isolated from a peer group is one of the driving forces behind LGB youth remaining hidden (Pilkington & D'Augelli, 1995). Those young men and women who do decide to disclose their sexual orientation to others can face a great deal of hostility, and, as Fricke (1981) pointed out, such hostility is not necessarily expressed in the form of physical assault, verbal abuse, or social isolation:

One day while sitting in a science class, I happened to glance around the room and detect a fellow class-mate glaring at me. I overlooked it at first, but ten minutes later I noticed he was still staring. His name was Bill Quillar. He must have been a quiet student because I had hardly ever taken notice of him before. I never saw him fraternizing with anyone else. He was a small student, not intimidating in size, but the look in his eyes was petrifying. He stared at me with an uninterrupted gaze that could melt steel. It was a look of complete disgust. I

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ignored him. but the next day he was staring again. and the next...and the next...and the next (pp. 28-29).

Pathways of Development from Adolescence to Adulthood.

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Rivers (1999) reviewed some of the research purporting to show a developmental link between a negative event occurring in

childhood (e.g., exposure to violence and trauma) and negative affect in later years (Kovacs & Devlin, 1998). Interestingly,

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the findings from the only longitudinal study of the consequences of peer victimization at school does not concur with those from

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numerous cross sectional and retrospective studies that have claimed to find an association between adult psychopathology and childhood trauma (Olweus, 1993). In fact, in his study of 71

young men who had been victimized as teenagers at school, and whom

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he followed until the age of 23, Olweus did not find any indices

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of anxiety, introversion, unassertiveness, or susceptibility to

stress. While he did find some suggestion of a higher rate of

depressive symptoms, socially these young men were not found to

be incompetent, nor did they portray any of the manifest symptoms

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associated with long-term exposure to harassment.

Additionally, a number of possible explanations have been

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offered by researchers to explain the reasons underpinning

continued vulnerability in adulthood following trauma in

childhood. Wyatt, Guthrie and Notgrass (1992) have argued that,

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for women in particular, experiences of re-victimization in

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adulthood have the effect of compounding earlier childhood

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experiences resulting in deterioration in social competence and functioning. Alternatively, Hawker (1997) has suggested that the nature of the victimization a young person experiences at school may have an effect upon their ability to overcome social inhibition. More recently, King, King, Fairbank, Keane, and Adams (1998) have suggested that the degree of functional social support an individual receives post-trauma has an effect upon resilience and recovery. This view is partially supported by Hartup and Stevens' (1997) meta-analysis, concluding that young

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people with few social support mechanisms at school are likely to suffer from low self-esteem and are less likely to cope effectively with upheavals. Olweus' longitudinal study focused solely on men, ignoring the role sex may have upon recovery.

Similarly it is unclear whether factors such as those identified by Hawker and King, et al. were explored fully. Thus, the presence of long-term effects other than depression may have been masked by the assumption of homogeneity within the sample.

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With respect to LGB youth, it may be argued that, in order to understand life-span development, it is necessary to think of an individual as not having one particular pathway or trajectory, but that s/he has several potential pathways or trajectories, each one molded by the familial, social/communal and cultural experiences an individual encounters along the way (Rivers, 1997). Similarly, Rutter (1989, 1996) has argued that those who experience trauma as children and who remain vulnerable as adults

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may not have been given the opportunity to come to terms with their early experiences either through counseling or social support, whereas those who received either counseling or support soon after are able to leave behind most, if not all, of the emotional baggage they carried from childhood or adolescence.

In the present study, we considered those factors which may help us explain why some former victims of violence and harassment are able to leave their childhood experiences behind them, while others remain psychologically embedded in their school days.

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METHOD

Participants

This study consisted of three related empirical investigations: a exploration of the nature of lesbian, gay, bisexual and transgender adults' experiences of anti-lesbian, gay and bisexual victimization at school (n=190); a study of psychosocial correlates and long-term implications of such behavior for a sub-sample of 119 participants; and, finally, a small number of interviews (n=16). As data from the exploratory study of anti-lesbian, gay, and bisexual victimization at school were primarily retrospective, the reliability of participants' autobiographical memories was assessed with a sub-sample of 60 participants who completed the same questionnaire at a 12-14 month interval (Rivers, 2001).

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Data were eventually gathered from 150 gay and bisexual men, 1 male-to-female transgendered person, and 39 lesbian and bisexual women. Ages ranged from 16–66 years (mean: 29 years). In terms of ethnicity, the majority of participants were White European (185), 4 were Asian or South East Asian and 1 was African-Caribbean. Eight-four percent had attended state schools; 16 percent had attended private or public school.

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Following the initial study, those who agreed to participate further were sent a second survey instrument, which included a number of standardized measures (detailed below) covering experiences of anti-lesbian, gay, and bisexual victimization at work, relationship status and quality, negative affect, internalized homophobia, sexual behavior and post-traumatic stress. They were also asked to complete a life-events checklist. For this part of the study, data came from 92 gay and bisexual men and 27 lesbian and bisexual women. Ages ranges from 16–54 years (mean: 28 years). In terms of ethnicity, 116 were White European, 2 were Asian or South East Asian and 1 was African-Caribbean. Eight-four percent had attended state schools.

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In addition to the collection of quantitative data, a series of interviews were also conducted with 13 gay and bisexual men and 3 lesbian and bisexual women.

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Procedure

To gain as wide a distribution of participants within the population as possible, a multi-method sampling strategy was employed incorporating media advertisements, and liaison with various community organizations and help lines throughout the UK. Inclusion in the study required participants to evidence their experiences of anti-lesbian, gay, and bisexual victimization at school both quantitatively and qualitatively on the survey instrument (an adapted version of that used by Olweus [1991]). Those who experienced victimization at school for reasons other than their actual or perceived sexual orientation were not included in the data set.

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Those agreeing to participate further were sent the second survey instrument which included a number of standardized measures together with a request to participate in an in-depth interview. The interview schedule, which was devised using open-ended questions, revisited issues relating to experiences of anti-lesbian, gay, and bisexual victimization at school, adolescence, personal relationships, and work. Transcripts were analyzed using the grounded theory technique (Cowie & Rivers, 2000).

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Materials

Bullying at School Questionnaire. The primary measure of bullying in schools used in this study was that developed by Olweus (1991) for his national study of children's bullying

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behavior in Norway. This questionnaire, however, has been used in various forms by researchers in the UK, Canada, the Netherlands, Sweden, Spain, Portugal, Italy, Ireland, and Japan (Olweus, 1994; Smith & Sharp, 1994), and it allows for comparison with other research data on the nature and frequency of bullying behaviour in school.

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According to Smith and Sharp (1994), this questionnaire has shown satisfactory test-retest reliability, with composites of 3-5 self-report bullying items correlating between .40 and .60 respectively (Olweus, 1994). It, too, has shown a reasonable degree of concordance with peer nomination measures. Perry, Kusel and Perry (1988) report a coefficient of .42, and Olweus (1977) reports coefficients ranging from .62 to .68 based upon students' proportional estimates of bullying behaviour in their class. In addition, the Whitney and Smith (1993) version has been shown to be sensitive to both age and gender differences in types of bullying behaviour experienced in school, and it has also been shown to have a reasonable degree of concordance when compared to other measures of bullying with kappa coefficients ranging from .20 to .48 (Rivers & Smith, 1994).

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Life Skills and Experiences. This questionnaire was subdivided into two sections: employment and qualifications; experiences of bullying or harassment at work. The first section consists of four items, as participants are asked to describe their current occupation and employment situation, whether or not

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they worked full-time, part-time, freelance or seasonal, and the number of formal (academic) qualifications obtained. They also were asked to describe any skills or potential skills they felt they had, whether or not they had been given an opportunity to use them, and if they felt there had been anything stopping them from developing these skills to their fullest potential.

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In the second section (14 items), participants indicated whether or not they had been bullied/harassed at work or at college/university. Questions were very similar to those asked in the school bullying questionnaire (see above) with appropriate changes in terminology.

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Relationship Status and Quality. Pinto and Hollandworth's (1984) possessiveness scale was included here to assess the quality of the relationships participants enjoyed with their same-sex partners. The scale consists of 21 statements such as, "I would encourage my partner to make new friends" or, "When we are apart, I would feel unloved and lonely" and participants were asked to indicate how they did or would react/feel in a relationship using a 5-point Likert-type scale.

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As Gilmartin (1987) had shown in his retrospective examination of severe love-shyness in heterosexual men who had been victimised in school, social interaction in adulthood was associated with "painful anticipatory anxiety feelings" (p. 483). In addition, Kurdek (1994) has argued that the quality and success of lesbian and gay relationships is based not only upon a

degree of interdependence but also an ability to resolve disputes and issues of power successfully.

In terms of test validation, this scale shows good test-retest reliability at both two weeks (.80) and eight weeks (.85) as well as good construct validity (correlations with measures of dependency and romantic love were significant at $p \leq .01$ and $p \leq .05$ respectively). Pinto and Hollandworth's (1984) also report good concurrent validity based upon a comparative analysis of therapist case notes and possessiveness scale scores for 31 clients referred to a community mental health centre over a period of three months.

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Life Events. The Psychiatric Epidemiological Research Interview (PERI) Life-Events Scale (Dohrenwend, Krasnoff, Askenasy, & Dohrenwend, 1978) assesses both positive and negative life experiences. For this project, the 102 item scale was broken down in 10 subsections: school/college/university, work and employment, personal relationships, having children, family issues, residence, crime and legal matters, personal finances, social activities and events, general issues and health-related issues. Several items on the scale were altered in order for the scale to be relevant to a British sample (e.g., "foreclosure on a home" was changed to "repossession of a home").

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Negative Affect. The Multiple Affect Adjective Check-List (MAACL) was included in the survey material as a measure of negative affect. The MAACL consists of 132 adjectives which participants are asked to check if they reflected how they felt when they completed the questionnaire. Each of the affective scales was scored according to whether participants had "checked" the plus (+) items or left blank the minus (-) items. Scores for all three scales were calculated by adding all the plus items ticked with all the minus items left blank.

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Measures of test validation show that the MAACL has good internal consistency when used with non-psychiatric patients—the Cronbach alpha coefficients for levels of depression, anxiety and hostility were .92, .79, and .90 respectively (Zuckerman & Lubin, 1965). Furthermore, in terms of test-retest reliability Zuckerman, Lubin, Vogel and Valerius (1964) found that among their sample of college students, the group means for affective states remained relatively stable across time. Similarly, among psychiatric patients, Tolor and Mabli (1965) found little change in group mean scores.

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For the purposes of this study, the normative data supplied by Zuckerman and Lubin (1965) were discarded. Three "new" comparative data sets were collected over a two-year period from a sample of undergraduates attending four British universities.

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Internalized Homophobia. In order to assess issues of self-image, fear of disclosure, and general attitudes

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towards homosexuality and bisexuality, a revised version of the Nungesser's Homosexual Attitudes Inventory (RHAI) was used (Nungesser, 1983; Shidlo, 1994). The RHAI consists of 39 items, divided into three sub-scales: self - personal homonegativity ("I am proud to be part of the gay community"), other - global homonegativity ("homosexuality is not as satisfying as heterosexuality"), and disclosure ("I would not mind if my neighbors knew that I am gay"). Each item in the RHAI is scored on a Likert-type scale. Nungesser's original version of the inventory was scored on a 5-point scale (SD = Strongly Disagree; D = Disagree; N = Neutral/No Opinion; A = Agree; SA = Strongly Agree). Shidlo's RHAI was scored on a 4-point scale (1 = Strongly Disagree; 2 = Mainly Disagree; 3 = Mainly Agree; 4 = Strongly Agree). Both versions employ reverse scoring for some items. For this study, Nungesser's 1-5 point Scale was used (SD = 1 and SA = 5).

For this project, several syntactical revisions were made to Shidlo's version of RHAI to make it applicable to lesbian and bisexual women. Consequently, scores for internal consistency for the version of the RHAI used in this study were again calculated using the data gathered from a sample of 116 LGB adults who were members of either queer community groups or university LGB student associations in the United Kingdom. The Cronbach alpha coefficient for the total RHAI was found to be moderate to good

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($\alpha = .86$) and the coefficients for subscales “self,” “other,” and “disclosure” were found to be .80, .71, and .78 respectively. The total RHAI was also found to correlate significantly with the Multiple Affect Adjective Check-List (MAACL) scale for depression ($r [85] = .44, p \leq .001$).

Post-Traumatic Stress. Post-traumatic stress was assessed using a new instrument: Post Traumatic Experience Questionnaire PTEQ (Rivers, 1999), which is divided into three sub-indexes (recollection, associative features, and day-to-day events), reflecting the diagnostic categories specified by the American Psychiatric Association (1994) for PTSD. In terms of construct validity, scores for the total PTEQ were found to correlate significantly with the Multiple Affect Adjective Check-List (MAACL) scales for depression ($r [113] = .31, p \leq .001$) and anxiety ($r [113] = .27, p \leq .004$). The Cronbach alpha coefficient for the total was found to be good ($\alpha = .90$) and the coefficients for subscales “recollection,” “associative features,” and “day-to-day events” were .88, .71, and .83 respectively.

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RESULTS

The Nature Bullying/Homophobia at School: Participants'

Recollections

The results from the first stage of the study suggested that participants' experiences of homophobia at school were both long-term (mean duration of five years), and systematic. Homophobic acts, were perpetrated by groups of peers (usually all males or groups of males and females) rather than by individuals.

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The most frequent form of harassment experienced at school was found to be name-calling (82%) and being ridiculed in front of others (71%). Teasing was also reported by a large number of participants (58%) while slightly more (60%) reported being hit or kicked at school. Forty-nine percent recalled having their belongings stolen by tormentors as a form of harassment. Indirect or relational harassment also was frequently reported. In total, 59 percent said that rumors had been spread about them while 52 percent were often frightened by the way in which a particular person looked or stared at them. Twenty-seven percent reported being isolated by their peers and 11 percent admitted being sexually assaulted either by peers or teachers at school.

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Contingency table analysis (χ^2) with post hoc Cramér's V test of association (ϕ_c) indicated that there were significant associations between gender and specific types of harassment behavior experienced by participants at school (see Table 1). Being hit or kicked was found to be most strongly associated with gender. Gay, bisexual, and transgendered men recalling such behavior much more frequently than lesbian and bisexual women (χ^2

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[1] = 17.47, $p < .0001$; $\phi_c = .30$). Gay, bisexual, and

transgendered men were also much more likely to recall being ridiculed publicly ($\chi^2 [1] = 6.57, p \leq .01; \phi_c = .19$) or being called names at school ($\chi^2 [1] = 5.53, p \leq .02; \phi_c = .17$).

However, lesbian and bisexual women were much more likely than men to recall that no one would speak to them ($\chi^2 [1] = 4.61, p \leq .03; \phi_c = .16$). All other comparisons were not found to be significant at $p = .05$.

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INSERT TABLE 1

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Types of Homophobic Abuse and Location. Physical forms of violence such as hitting or kicking were found to be significantly associated with recollections of being harassed outdoor locations such as in the school yard ($\phi = .25, p \leq .01$) or on the way home ($\phi = .23, p \leq .01$). By comparison, sexual assaults were associated with harassment taking place in the changing rooms of the school, most likely before or after sport events ($\phi = .20, p \leq .05$).

Generally, verbal abuse was found to correlate most significantly with locations within the school building. Name-calling and/or labeling were significantly associated with locations like classrooms ($\phi = .32, p < .001$), corridors ($\phi = .23, p \leq .001$), and changing rooms ($\phi = .16, p \leq .05$) and in

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'other' places ($\phi = .19, p \leq .05$); teasing was more likely to occur in the changing rooms ($\phi = .16, p \leq .05$). Having said that, participants' reports of being ridiculed in front of others suggested that such incidents occurred both within and outside of the school building; the most significant associations being recorded in the classrooms ($\phi = .34, p \leq .001$) and corridors of their schools ($\phi = .26, p \leq .01$).

Being frightened by a look or stare was found to correlate significantly with various locations including the classroom ($\phi = .19, p \leq .01$), corridors ($\phi = .15, p \leq .05$), changing rooms ($\phi = .26, p \leq .01$), on the way home ($\phi = .25, p \leq .01$) and in "other" places ($\phi = .18, p \leq .05$). Interestingly, no significant associations were found between location and being socially isolated ("No one would speak to me") at school (all: $p > .05$). However, rumor mongering was significantly associated with reports of harassment taking place in the corridors ($\phi = .26, p \leq .01$) and changing rooms ($\phi = .27, p \leq .01$) at school.

Reporting Homophobic Abuse at School. Twenty-two percent of those surveyed said that they had reported incidents of abuse when they were at school, but only 16 percent had revealed its nature. Significantly more participants (39%) indicated that they had approached a parent or guardian ($\chi^2[1] = 11.28, p \leq .001$), although only 15 percent had revealed its nature.

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Correlates and Long-Term Implications of Bullying/Homophobia

In the second stage of the study, participants were presented with a series of questions asking them about self-harming behavior and suicidal ideation in adolescence. They were first asked whether or not they had contemplated or attempted to self-harm and commit suicide as a direct result of being victimized at school. Next, they were asked whether they had contemplated or attempted to self-harm or commit suicide for reasons *other* than harassment in school (they were also asked to state the reason for such behavior).

Fifty-three per cent of participants had contemplated self-harming behavior or suicide as a direct result of their experiences of anti-lesbian, gay, and bisexual victimization at school. Furthermore, 40 percent reported that they had attempted to self-harm or take their own lives on at least one occasion due to being victimized at school while 30 percent said that they had attempted on more than one occasion (mean: 4). However, 37 percent also reported contemplating self-harm or suicide for reasons other than harassment. Nineteen percent said that they had attempted to hurt themselves or take their life on at least one occasion while 8 percent reported that they had attempted more than once. The reasons underlying such behavior, according to participants, were primarily associated with feeling uncomfortable or unhappy with being lesbian, gay, or bisexual and

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emotional difficulties not associated with school and family problems (including physical and/or sexual abuse by a primary care provider).

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The next objective was to identify whether or not participants' scores differed from those of heterosexual and non-victimized LGB comparison groups. Consequently, participants' (LGB [V]) scores for Zuckerman and Lubin's (1965) Multiple Affect Adjective Check-List (MAACL) were compared to three control groups: 98 heterosexual adults who were not victimized at school (Het [N-V]); 109 heterosexual adults who were victimized at school (Het [V]); and 116 LGB adults who were not victimized at school (LGB [N-V]) (see Figure 2).

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Depression. Using one-way analysis of covariance (ANCOVA) and partialing out total scores for harassment in adulthood and scores from Dohrenwend, Krasnoff, Askenasy, & Dohrenwend's (1978) PERI Life-Events Scale showed that participants in this study scored significantly higher on the depression subscale when

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compared to heterosexual undergraduates who were not victimized at school ($F [1, 214] = 30.16$, $p < .0001$) and also the sample of lesbians, gay men and bisexual men and women ($F [1, 201] = 14.08$, $p < .0002$). However, no significant difference was found when the mean scores for participants were compared to those of the heterosexual undergraduates victimized at school ($F [1, 225] = .15$, ns).

Anxiety. Participants' scores for the MAACL subscale for anxiety were compared to the three comparative groups using analysis of covariance (ANCOVA). While mean scores for participants in this study and those of lesbians, gay men and bisexual men and women who were not victimized at school were found to be approaching significance at $p = .06$ ($F [1, 201] = 3.32$, ns), participants' scores were found to be significantly higher when compared to those of heterosexual undergraduates not victimized at school ($F [1, 214] = 23.49$, $p < .05$). When participants' scores were compared to those of the heterosexual undergraduates who reported being victimized at school, the difference was not found to be significant ($F [1, 224] = .01$, ns).

Hostility. Participants' scores were compared to the three other control groups. A series of one-way analyses of covariance (ANCOVAs) found significant differences between the mean scores of participants' and those of heterosexual undergraduates not victimized at school ($F [1, 214] = 19.95$, $p < .0001$). ~~No~~ significant differences, however, were found when scores were

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compared to the sample of lesbians, gay men and bisexual men and women not victimized at school ($F [1, 201] = 2.73, ns$) and heterosexual undergraduates victimized at school ($F [1, 225] = 1.35, ns$).

Generally, the results from this comparative analysis suggested that former victims of school-based anti-lesbian, gay and bisexual victimization did not differ significantly from heterosexual victims of peer aggression at school in terms of depression, anxiety, and hostility, although the trend clearly demonstrated that scores on all three inter-related variables were higher for those who had been victimized at school than those who had not.

Post-Traumatic Stress Disorder. Twenty participants (14 gay or bisexual men; 6 lesbian and bisexual women; 17%) were found to meet the criteria for PTSD having experienced at least one recollective symptom for a period of no less than six months, together with at least three current and persistent associative features of the disorder and at least two persistent symptoms of increased arousal (Rivers, 2004). In order to gain some insight into why only some participants met the criteria for PTSD, a comparison was made between those participants who potentially met this criteria (Group 1; $n = 20$) and those who did not (Group 2; $n = 96$) on a number of measures incorporated into the second stage of the study and which were considered sequential to long-

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term exposure to violence. Scores for three borderline participants were removed from this analysis.

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Table 2 provides summary data from the analyses of variance (ANOVA) and, where the assumptions were met, analyses of covariance (ANCOVA) controlling for positive and negative life events and severity of harassment in adulthood.

As the results illustrated in Table 2 show, scores for depression and personal anti-lesbian, gay, and bisexual victimization ("Self") were significantly higher for participants who met the criteria for PTSD when compared to those who did not. This, therefore, suggests that, similar to Olweus' (1991) longitudinal study, susceptibility to depression may be an index of exposure to violence or harassment in childhood. In terms of personal anti-lesbian, gay, and bisexual victimization, the difference in scores for the subscale "Self" suggest that there may be an underlying unease at being LGB among participants most affected by their experiences of school, although no other significant differences were found on the RHA1 subscales.

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INSERT TABLE 2

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Resilience/Recovery Factors: An Exploratory Analysis

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Although the above results suggested that, depression, self-harming behavior, and PTSD were found among some former victims

of homophobic bullying at school, what other factors might act as buffers against the onset of psychopathology in adulthood?

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To answer this question, a number of within-subjects' analyses were undertaken exploring the possible intervening factors that might account for some of the negative outcomes reported both here and in other studies of the long-term effects of violence and trauma. Three hypotheses were considered:

- That the nature of the harassment experienced at school would have an effect upon scores for negative affect, internalized anti-lesbian, gay, and bisexual victimization and post-traumatic stress disorder;
- That experiences of victimization in adulthood would negatively effect recovery from experiences of anti-lesbian, gay, and bisexual victimization in childhood and/or adolescence;
- That the receipt of social support at school would militate against the development of long-term problems.

Exploratory Factor Analysis. To begin with, however, an exploratory factor analysis was conducted using 14 key variables (see Table 3). These were assessed for linearity, sampling adequacy (Kaiser-Meyer-Oklin coefficient = .60), and sphericity (Bartlett's Test coefficient = 176.43, $p < .00001$).

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In accordance with Bryman and Cramer's (1997) recommendation, Kaiser's criterion was employed to determine the number of factors to be retained in the analysis (i.e.,

Eigenvalues greater than 1.0 for models with less than 30 variables). As Table 3 demonstrates, five factors were eventually retained in the analysis, as were only those with a factor loading exceeding .30. Concomitantly, where items loaded onto more than more than one factor, only the highest loadings were considered in the interpretation of results.

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As can be seen from Table 3, four items loaded onto the first factor elicited from the analysis: total number of academic qualifications (.738); possessiveness (-.677); employment status (.602); attempted self-harm/suicide as a result of harassment at school (.422).

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The second factor to be elicited from the analysis had three items loaded: total number of sexual partners (.665); severity of harassment at school (.788); and severity of harassment in adulthood (.569).

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Two items loaded onto the third factor elicited from the analysis: internalized homophobia (.796) and the age of "coming out" (.752).

Number of friends (-.792), negative affect (.743) and post-traumatic stress disorder (.414) were the three items loaded onto the fourth factor.

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The final factor to be elicited from the analysis had two items load onto it: family support (.659); teacher support (.850).

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Differences in the Nature of Bullying/Homophobia at School

and Its Impact. Following ~~from the exploratory factor analysis,~~ a within-subjects comparison was made of participants' scores on a range of measures according to the nature of the harassment they experienced at school.

Participants were allocated to one of two groups: those who were primarily subjected to direct physical or direct verbal intimidation (n = 56; 50 gay or bisexual men and 6 lesbian or bisexual women); and those who were primarily subjected to indirect methods (n = 21; 15 gay or bisexual men and 6 lesbian or bisexual women) (see Table 4). The remaining 42 reported being victimized both directly and indirectly equitably. As the criteria for analysis of covariance (ANCOVA) were not met for this data set, an analysis of effect constancy for life events was made. There were no significant differences between the groups in terms of experiencing either positive or negative recent life events; $p > .05$.

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No significant differences were found between the groups in terms of the average age when participants knew they were lesbian, gay, or bisexual, or in terms of self-harming behavior or suicidal ideation either as a result of being harassed at school or as a result of "other" reasons

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Similarly, with respect to negative affect, mean scores for MAACL subscales were not found to vary significantly between

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groups in terms of depression, anxiety, and hostility. Regarding relationships and sexual partners, no significant differences

were found between the groups in terms of the number of same-sex relationships they had enjoyed, or the duration of those

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relationships. Scores for the total RHAI and the subscales also were not found to differ significantly between the groups.

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However, mean scores for susceptibility to PTSD were found to differ significantly ($F [1, 72] = 5.17, p \leq .05$).

Bullying at School and Re-victimization in Adulthood. As noted above, the second hypothesis under investigation related to whether or not experiences of victimization in adulthood would negatively affect recovery from experiences of anti-lesbian, gay, and bisexual victimization in childhood and/or adolescence.

Overall, 66 participants (48 gay and bisexual men and 18 lesbian and bisexual women (55% of the total sample) reported having been victimized or harassed at some point either at work or at university/college because they were lesbian, gay, or bisexual.

The average length of time participants reported being victimized

in either setting was 1.7 years for men and 1.5 years for women; the reported duration of such behavior ranged from one month to four years.

Following the initial data analysis on re-victimization in adulthood, a series of one-way analyses of variance (ANOVAs) was

carried out comparing the scores of participants who recalled experiencing harassment because of their sexual orientation only at school ($n = 53$) with those who also experienced harassment in adulthood ($n = 64$). Participants were compared on measures of negative affect, relationship history, internalized homophobia, and PTSD (see Table 5). As analysis of covariance was not employed, an analysis of effect constancy for life events indicated that there were no significant differences between the groups in terms of experiencing either positive or negative recent life events; $p > .05$). Two observations were removed due to missing data.

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As the data contained within Table 5 indicate, no significant results were found linking participants' negative affect in adulthood to experiences of re-victimization.

Social Support Mechanisms as Buffers Against Long-Term Effects. As previously noted, it was hypothesized that the

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receipt social support while at school may have acted as a buffer against certain long-term outcomes such as PTSD. To assess the degree to which social support might mitigate against adult psychopathology two issues were addressed. Firstly, in line with Naylor and Cowie (1999), it was conjectured that those participants who disclosed their sexual orientation to another while at school were likely to experience much more victimization or harassment by peers than those who did not disclose. Secondly, in line with Hartup and Stevens' (1997) observations, it was expected that those participants with few social support mechanisms when they were at school would be negatively affected by the experiences of anti-lesbian, gay, and bisexual victimization later in life.

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In order to determine the degree to which being open had an effect upon various measures including self-acceptance, negative affect, and susceptibility to PTSD, participants were grouped according to the ages at which they disclosed their sexual orientation to another: before the age of 16 years (Group 1: $n = 37$; 24 men and 13 women); between the ages of 17 and 66 years (Group 2: $n = 68$; 57 men and 11 women); and those who have never disclosed their sexual orientation (Group 3: $n = 14$; 11 men and women).

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For this analysis, the assumptions underlying the use of ANCOVA were not met entirely (Howell, 1987; Norusis, 1995), and analysis of variance (ANOVA) was used instead followed by post

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hoc Sheffé tests. Again, prior to conducting this analysis, a comparison was made between the three groups to determine the effect constancy in terms of experiences of harassment in adulthood and in terms of their exposure to positive and negative life events. One-way analysis of variance indicated that all three groups did not differ significantly in terms of their experiences of harassment in adulthood ($F [2, 116] = 0.46, ns$), or in terms of their exposure to positive ($F [2, 116] = 2.26, ns$) or negative ($F [2, 116] = 1.89, ns$) life events.

Significant differences were found between the groups in terms of the average age when they knew they were lesbian, gay, or bisexual ($F [2, 96] = 4.89, p < .01$) with members of group 1 differing significantly from both groups 2 and 3. No significant differences were found between the groups in terms of the severity of the harassment they experienced at school ($F [2, 109] = 0.25, ns$), or, indeed, in terms of self-harming behavior or suicidal ideation either as a result of that harassment ($F [2, 116] = 2.10, ns$) or as a result of "other" reasons ($F [2, 110] = 1.52, ns$).

In terms of negative affect, mean scores for MAACL subscales were not found to vary significantly among all three groups in terms of depression ($F [2, 115] = 0.56, ns$), anxiety ($F [2, 115] = 0.32, ns$) and hostility ($F [2, 115] = 1.40, ns$). In addition, the total score for negative affect was not found to differ significantly between the groups ($F [2, 115] = 0.43, ns$).

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In examining relationships and sexual partners, significant differences were found between the groups in terms of the number of relationships they had enjoyed ($F [2, 110] = 4.40, p < .05$) with groups 1 and 2 reporting having enjoyed significantly fewer relationships than members of group 3. In terms of duration of those relationships, groups 1 and 2 were found to differ significantly from group 3 ($F [2, 85] = 3.88, p < .05$).

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Regarding internalized homophobia, total scores for the RHA were found to differ significantly between the groups ($F [2, 112] = 11.24, p < .0001$) with members of group 3 displaying significantly more indices of homophobia than members of group 1 or group 2. Similar results were found when considering each of the subscales in turn. For the subscale "Self," group 3 was found to differ significantly from groups 1 and 2 vis-a-vis personal comfort at being LGB ($F [2, 112] = 5.90, p < .01$). Concomitantly for the subscale "Disclosure," members of group 3 were found to be significantly less willing to disclose their sexual orientation to another person than those of groups 1 and 2 ($F [2, 112] = 20.42, p < .001$). However, no significant differences were found among the groups in terms of the attitudes towards other LGB persons (subscale "Other"; $F [2, 112] = 1.38, ns$).

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Finally, mean scores for susceptibility to PTSD were not found to differ significantly between the groups ($F [2, 112] = 0.27, ns$).

In order to determine the effect of social support upon participants' well-being in adulthood, participants were allocated to one of three groups according to the level of social support they received when they were at school (derived a composite of scores relating to number of friends at school, and whether or not they sought the support/assistance of teachers or member of their family when they were being victimized).

Group 1 consisted of 38 participants (30 gay or bisexual men and 8 lesbian or bisexual women) who indicated that they had not sought support from family or teachers, and perhaps had only one friend at school. Group 2 consisted of 63 participants (49 gay or bisexual men and 14 lesbian or bisexual women) who indicated that they had sought some support either from family members and teachers, and reported having two or three good friends at school. Group 3 consisted of 15 participants (10 gay or bisexual men and 5 lesbian or bisexual women) who indicated that they had sought support from both family members and teachers, and reported have many good friends at school. Three observations were omitted due to missing data.

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The assumptions underlying the use of ANCOVA were not met entirely for this analysis (Howell, 1987; Norusis, 1995). Consequently, one-way analyses of variance (ANOVA) were employed followed by post hoc Sheffé tests. Effect constancy was again assessed when comparison was made between the three groups to determine whether or not members differed significantly in terms

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of experiences of harassment in adulthood, or in terms of their exposure to positive and negative life events (all: $p > .05$).

No significant differences were found between the groups in terms of the average age when they knew they were lesbian, gay or bisexual ($F [2, 94] = 1.1, ns$), or in terms the age at which they disclosed their sexual orientation to another person ($F [2, 99] = 2.21, ns$). Similarly, there were no significant differences among the groups in terms of the severity of the harassment they experienced at school ($F [2, 103] = 0.83, ns$), or, indeed, in terms of self-harming behavior or suicidal ideation either as a result of being victimized at school ($F [2, 102] = 0.33, ns$) or as a result of "other" reasons ($F [2, 107] = 0.82, ns$).

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In terms of negative affect, mean scores for MAACL subscales were found to vary significantly among all three groups in terms of depression and hostility, but not for anxiety ($F [2, 112] = 2.26, ns$). For the depression subscale, significant differences were found between group 1 and groups 2 and 3 ($F [2, 111] = 6.25, p < .01$). For the subscale hostility, significant differences were found between groups 1 and 3, but not between groups 1 and 2 or groups 2 and 3 ($F [2, 112] = 3.27, p < .05$). Mean scores for the total MAACL were found to differ significantly between groups with members of group 1 scoring significantly higher than members of group 2 and group 3 ($F [2, 112] = 5.35, p < .01$).

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In terms of relationships and sexual partners, no significant differences were found among the groups in terms of

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the number of relationships they had enjoyed ($F [2, 107] = 1.29$, ns), or their duration ($F [2, 113] = 0.60$, ns).

With regards to internalized homophobia, mean scores for the total RHA1 were not found to differ significantly between groups ($F [2, 109] = 0.10$, ns). Similar results were found when considering each of the subscales in turn: "Self" ($F [2, 109] = 1.23$, ns), "Disclosure" ($F [2, 109] = 1.50$, ns), and "Other" ($F [2, 109] = 0.56$, ns).

Scores for PTSD were not found to differ significantly between groups ($F [2, 109] = 0.56$, ns).

DISCUSSION

In this study, 53 percent of participants reported contemplating self-harm or suicide as a result of harassment at school while 40 percent said they had attempted at least once, and 30 percent more than once. Although these results suggested that participants were particularly at risk from self-destructive behaviors when they were at school, there were a number of methodological considerations relating to the reliability and validity of these findings. In particular, participants indicated that there were a number of "other" issues occurring in their lives at the time they experienced harassment at school, suggesting that they may have found it difficult to separate out the reasons underpinning their attempts to self-harm or commit suicide. Concordant with the findings of Hershberger and

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D'Augelli (1995) in their study of suicidality and mental health among a sample of 194 LGB young people, it may be argued that the combined effects of familial as well as societal anti-lesbian, gay, and bisexual victimization were also likely to have a contributory influence upon participants' predisposition toward self-destructive behaviors. Further, while an episode of harassment may have precipitated an episode of self-destructive behavior, there may have been a number of underlying factors (including internalized anti-lesbian, gay and bisexual victimization) impacting participants' affective state at the time, albeit not recalled with any clarity.

Overall, 17 percent (20) of participants met the criteria for PTSD. Analysis of covariance (partialing out recent life-events and victimization in adulthood) indicated that participants who met the criteria for PTSD were also more likely to suffer from depression than their non-PTSD peers. Although only 17% met the criteria for PTSD in this study, it is worth noting that 40 percent reported the regular occurrence ("often" or "always") of one or more secondary symptoms associated with the disorder. While no evidence was found suggesting a relationship between PTSD and re-victimization in adulthood, the frequency of reports of secondary symptoms was illustrative of the fact that there were a number of participants who were hidden from medical and psychiatric services and yet were living with

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the effects of experiences of victimization and harassment on a daily basis.

In consideration of those factors that may militate against adult psychopathology, participants' scores for suicidal ideation, negative affect, relationship status, and internalized homophobia were not found to differ significantly on the basis of exposure primarily to either direct or indirect aggression at school. However, those who were exposed to indirect methods of victimization achieved higher scores for PTSD than those who were exposed to direct methods, suggesting that those participants who primarily experienced direct aggression would fare better than those who experienced indirect aggression, perhaps because they were better able to retaliate.

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In line with King et al.'s (1998) findings, participants who were supported to some degree by friends, family members, or teachers fared better in terms of negative affect than those who were hidden or recalled receiving little, if any, support when at school. Furthermore, those who had not disclosed their sexual orientation were also found to be more uncomfortable about being LGB than those who had disclosed; they, too, expressed greater discomfort at the possibility of disclosing to another person. In terms of the severity of victimization experienced at school, while analysis of variance found no significant differences between the groups, once again the trend suggested that there was supporting evidence linking severity with participants' openness

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about their sexual orientation. Similarly, in terms of PTSD, while differences between the groups were not found to be significant, once again, the trend suggested that those who had not disclosed their sexual orientation were more likely to suffer from symptoms associated with PTSD than those who were “open.”

The results from this study suggest that despite the nature and severity of the bullying participants experienced at school, many overcame it successfully. While there was some evidence supporting the assertion that lesbian, gay and bisexual former victims of bullying behaviour are prone to depressive tendencies when compared to other groups (heterosexual bullied and non-bullied, and lesbian, gay and bisexual non-bullied), this was only one result from a battery of measures which suggested that there was little evidence of long-term anxiety among participants or, indeed, insecurity within intimate relationships.

Symptoms associated with PTSD was found in 17% (20) of participants who were bullied at school as a consequence of their actual or perceived sexual orientation. Although this suggests that PTSD may not be a factor that affects the majority of former victims of bullying, where it is indicated a number of other health-related factors come into play that require further exploration.

This study represents a considerable body of evidence identifying the nature and correlates of homophobia within

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educational institutions. Given some of the positive outcomes found, it is suggested that researchers should begin to focus more intently upon coping strategies and resilience and seek to determine why some former victims of bullying successfully negotiate adulthood while others do not. Similarly, we believe that we should not underestimate the valuable role played by those who support lesbian, gay and bisexual youth and their families in helping them overcome the experiences of violence or harassment in childhood and/or adolescence.

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IMPLICATIONS

Despite the risk of further harassment through disclosure to a hostile or prejudiced peer, it is better for a young person to find someone to confide in, whether a peer or a family member, than to remain silent about being bullied or socially excluded.

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This finding is confirmed by recent research into the effectiveness of peer support systems in helping young people deal with interpersonal difficulties in their peer group. Peer support interventions recognize that young people themselves have the potential to assume a helpful role in tackling an area of interpersonal difficulty. Peer support systems, whether formal or informal, incorporate the use of basic counselling skills, including active listening, empathy for a person with social or emotional difficulties, a problem-solving stance, and a

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willingness to take a supportive role. These programs give the peer helpers (or peer educators as they are sometimes called) skills and strategies for helping a troubled peer to find solutions and to seek out confidential information through appropriate help-lines and websites. The non-punitive nature of peer support offers clear and genuine channels of communication amongst those involved. And, where there is regular supervision of peer supporters there is an arena for challenging views that perpetuate prejudice and stereotyping (Cowie, 1998).

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In establishing such systems, schools give valuable opportunities for bystanders to act pro-socially in defence of vulnerable peers. Recent thinking tends to the view that in order to break the cycle of violence and aggression in young people it is necessary to adopt a multi-disciplinary approach in which experts share the wealth of information that has been built up over the last twenty years. It is also widely believed that this knowledge should be shared amongst professionals in order to inform policy makers and to influence public opinion through the media.

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For any school to become safer from violence and aggression, educators must ensure that the way in which relationships are managed does not generate an environment that promotes rather than discourages aggression. School staff must become aware of the psychological processes that underlie aggression, consider their ways of relating to the young people in their charge and to

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one another, and reflect on the messages that they are putting across in their everyday interactions. Individual teachers who are concerned with the pastoral systems in the school are also recommended to learn techniques that reduce homophobic responses in their pupils. Teaching methods that emphasise cooperative values are especially valuable in facilitating pro-social values amongst the whole school community.

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The impact of school and teachers may be considerably less with regard to internalized homophobia. In this study, those who received little support at school were not found to differ significantly from those who received some or a great deal of support. Similarly, while PTSD total scores for those who received no support while they were at school were slightly higher than those who received some support or, indeed, those who received considerable support, again the differences were not found to be significant at $p = .05$.

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Thus, while one should not discount the impact early victimization had upon the development of the lesbians, gay men, and bisexual men and women who participated in this study, it is only through an appreciation of other external factors occurring in the lives of individuals, that it may be possible to gain some sense of the relative impact of this particular variable upon participants' development.

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TABLE 1: Types of Bullying/Homophobic Behaviour Experienced by Participants at School

<i>Types of Behavior</i>	<i>GB&T Men</i>		<i>L&B Women</i>		<i>Total in Study</i>	
n =	151	(%)	39	(%)	190	(%)
I was called names	129	(85)	27	(69)	156	(82)
I was teased	88	(58)	22	(56)	110	(58)
I was hit or kicked	102	(68)	12	(31)	114	(60)
I became frightened when a particular person looked in my direction	82	(54)	17	(44)	99	(52)
No one would speak to me	36	(24)	16	(41)	52	(27)
Rumors were spread about me	86	(57)	26	(67)	112	(59)
I was ridiculed in front of others	113	(75)	21	(54)	134	(71)
I was sexually assaulted	19	(13)	2	(5)	21	(11)
They took my belongings	71	(47)	12	(31)	93	(49)
Other	53	(35)	10	(26)	63	(33)

Note: GB&T Men (Gay, Bisexual and Transgendered)
L&B Women (Lesbian and Bisexual)

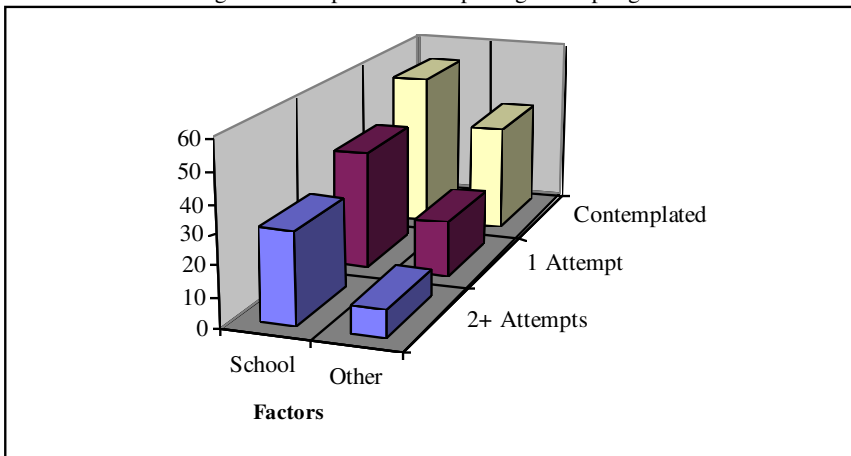
FIGURE 1: Percentage of Participants Contemplating/Attempting Self-Harm or Suicide

FIGURE 2: Mean Scores for Measures of Negative Affect: Victimized and Non-Victimized Groups (MAACL - Zuckerman and Lubin, 1965)

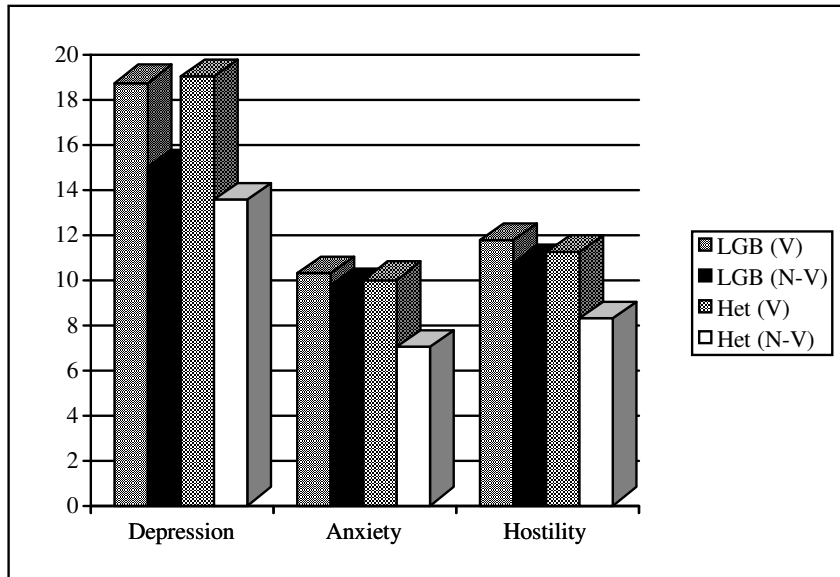


TABLE 2: Comparison of PTSD Groups on Associated Measures of Negative Affect, Internalized Homophobia and Relationship Status

		<i>Group Mean</i>	<i>ANOVA</i>	<i>ANCOVA</i>
Age know lesbian/gay/ bisexual	1 (n = 20)	13.4	0.17	
	2 (n = 96)	12.9		
Age of 'coming out'	1	16.4	2.49	
	2	18.9		
Negative affect (MAACL) - Zuckerman and Lubin (1965)				
- Depression	1	22.6	6.26*	6.28*
	2	17.8		
- Anxiety	1	10.6	1.54	
	2	9.2		
- Hostility	1	12.4	0.84	
	2	11.3		
Number of same-sex relationships	1	4.0	0.05	
	2	4.2		
Duration of same-sex relationships	1	3.3	1.01	
	2	3.8		
Internalized homophobia (RHAI) - Shidlo (1994)				
- Self	1	34.0	5.02*	4.74*
	2	28.6		
- Disclosure	1	34.0	2.23	
	2	30.4		
- Other	1	16.1	0.04	
	2	15.8		
- Total	1	81.3	1.30	
	2	75.0		

Note: * $p \leq .05$, ** $p \leq .001$

TABLE 3: Bullying/Homophobia and Its Correlates: Factor Analysis of the Relationships Between Key Variables

<u>Items</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Factor 5</u>
Total number of academic qualifications	.738				.332*
Received support from family when bullied at school			.318*		.659
Received support from teachers when bullied at school					.850
Possessiveness	-.677				
Employment status	.602				
Number of friends at school				-.792	
Negative affect (MAACL total score)				.743	
Internalized homophobia (RHAI)			.796		
Age 'came out'			.752		
PTSD total score	-.303*	.348*		.414	
Total number of same-sex partners (causal and long-term)		.665			
Attempted self-harm suicide as a result of bullying at school	.442	-.375*			-.333*
Severity of school bullying		.788			
Severity of adult bullying	-.314*	.569			

Note: * Factor loadings not considered in the interpretation of results

TABLE 4: Direct and Indirect Aggression and Their Psycho-Social Correlates: Mean Scores

	<i>Direct</i>	<i>Indirect</i>	<i>Significance</i>
n =	56	21	
Age know lesbian/gay/bisexual	13.4	11.8	ns
Age of 'coming out'	18.8	17.5	ns
Self-harm/suicide and harassment	1.0	1.4	ns
Self-harm/suicide and other reasons	0.3	0.9	ns
Negative affect (MAACL) - Zuckerman and Lubin (1965)			
- Depression	17.8	20.4	ns
- Anxiety	9.2	10.4	ns
- Hostility	11.4	12.0	ns
- Total	38.3	42.8	ns
Number of relationships	4.6	4.3	ns
Duration of same-sex relationships	3.7	3.3	ns
Internalized homophobia (RHAI) - Shidlo (1994)			
- Self	30.4	29.5	ns
- Disclosure	30.2	31.1	ns
- Other	16.1	14.9	ns
- Total	76.8	72.1	ns
Post-traumatic stress disorder - Rivers (1999)			
- total score	76.8	89.2	.05

TABLE 5: Bullying/homophobia at School and Revictimization in Adulthood: Mean Scores

	<i>School</i>	<i>Adulthood</i>	<i>Significance</i>
n =	53	66	
Negative affect (MAACL) - Zuckerman and Lubin (1965)			
- Depression	18.7	18.7	ns
- Anxiety	9.1	9.8	ns
- Hostility	11.4	11.6	ns
- Total	39.7	40.1	ns
Number of relationships	4.7	3.7	ns
Duration of relationships	4.0	3.4	ns
Internalized homophobia (RHAI) - Shidlo (1994)			
- Self	30.4	28.6	ns
- Disclosure	31.8	30.9	ns
- Other	16.0	15.8	ns
- Total	77.2	74.5	ns
Post-traumatic stress disorder - Rivers (1999)			
- total score	79.3	75.3	ns

irector of the UK Observatory for the Promotion of Non-Violence www.ukobservatory.com and has authored over 100 books, articles and chapters on child development with a particular focus on issues around the emotional health and well-being of young people.