

## **Neal A. Palmer Selected Publication Abstracts**

GLSEN. [Palmer, N. A., Greytak, E. A., & Kosciw, J. G.] (2016). *Educational exclusion: Push out, drop out, and the School-to-Prison Pipeline among LGBT youth*. New York: GLSEN.

*Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth* provides an in-depth look at the conditions that effectively push LGBTQ youth out of school and potentially into the criminal justice system. The report provides specific, real world guidance to address the hostile school climates and damaging policies and practices that contribute to pushing LGBTQ youth out of their schools. Specifically, the report examines:

- Rates of school discipline among LGBTQ youth and the factors that contribute to their school disciplinary experiences;
- School dropout rates among LGBTQ youth and the factors that may play a role in pushing youth out of school;
- How school disciplinary actions increase LGBTQ youth involvement with the juvenile and criminal justice systems; and
- Differences in LGBTQ youth's experiences based on race/ethnicity, gender identity and expression, housing status, and disability.

**Palmer, N. A.**, Kosciw, J. G., Greytak, E. A., & Boesen, M. J. (2016). Disrupting hetero-gender-normativity: The complex role of LGBT affirmative supports at school. In S. Russell & S. Horn (Eds.), *Sexual orientation, gender identity, and schooling: The nexus of research, practice, and policy* (Chapter 3, pp. 58-74). London: Oxford University Press.

For lesbian, gay, bisexual, and transgender (LGBT) youth, schools are often sites of exclusion and victimization. Research has demonstrated that LGBT youth experience elevated rates of victimization and bullying at school relative to their peers, but less research has explored the contexts and characteristics of schools that enable negative attitudes and behaviors toward LGBT youth. The authors examine how US schools construct environments that are unwelcoming and unsafe for LGBT students and largely fail to provide the supports that could improve the school learning climate. They examine strategies and practices employed by educators, students, and education advocates that can disrupt hetero- and gender-normative practices in schools. Specifically, this chapter examine the mechanisms by which LGBT-related school supports—gay-straight alliances (GSAs), comprehensive anti-bullying/harassment school policies, supportive educators, and LGBT-inclusive curricula—support students' well-being and academic success and challenge the hetero- and gender-normativity embedded in US secondary schools.

Kosciw, J. G., **Palmer, N. A.**, & Kull, R. M. (2015). Reflecting resiliency: Openness about sexual orientation and/or gender identity and its relationship to well-being and educational outcomes for LGBT students. *American Journal of Community Psychology*, 55(1), 167-178.

For lesbian, gay, bisexual, and transgender (LGBT) youth, coming out (i.e., disclosure of LGBT identity to others) can be a key developmental milestone, one that is associated with better psychological well-being. However, this greater visibility may come with increased risk of peer victimization. Being out, therefore, may reflect resilience and may unfold differently depending on ecological context as some spaces may be more or less supportive of LGBT youth than others. This article explores a model of risk and resilience for outness among LGBT youth, including whether it varies by community context. We tested our hypothesized model with a national dataset of 7,816 LGBT secondary school students using

multi-group structural equation modeling. Consistent with our hypotheses, outness was related to higher victimization but also to higher self-esteem and lower depression. Greater victimization was related to negative academic outcomes directly and indirectly via diminished well-being. The increases in victimization associated with outness were larger for rural youth, and benefits to well-being partly compensated for their lower well-being overall. This article suggests that being out reflects resilience in the face of higher risk of victimization, in addition to promoting well-being in other ways. Nonetheless, contextual factors influence how this model operates among LGBT youth.

Ybarra, M. L., Mitchell, K. J., **Palmer, N. A.**, & Reisner, S. L. (2015). Online social support as a buffer against online and offline peer and sexual victimization among U.S. LGBT and non-LGBT youth. *Child Abuse & Neglect*, 39, 123-136.

In today's technology-infused world, we need to better understand relationships youth form with friends online, how they compare to relationships formed in-person, and whether these online relationships confer protective benefits. This is particularly important from the perspective of peer victimization, given that social support in-person appears to reduce the odds of victimization in-person. To address this literature gap, data from a sample of 5,542 U.S. adolescents, collected online between August 2010 and January 2011, were analyzed. The main variables of interest were: online and in-person peer victimization (including generalized and bullying forms) and online and in-person sexual victimization (including generalized and sexual harassment forms). Lesbian, gay, bisexual, and transgender (LGBT) youth were more likely than non-LGBT youth to have online friends and to appraise these friends as better than their in-person friends at providing emotional support. Peer victimization and unwanted sexual experiences were more commonly reported by LGBT than non-LGBT youth. Perceived quality of social support, either online or in-person, did little to attenuate the relative odds of victimization for LGBT youth. For all youth, in-person social support was associated with reduced odds of bully victimization (online and in-person) and sexual harassment (in-person), but was unrelated to the other outcomes of interest. Online social support did not reduce the odds of any type of victimization assessed. Together, these findings suggest that online friends can be an important source of social support, particularly for LGBT youth. Nonetheless, in-person social support appears to be more protective against victimization, suggesting that one is not a replacement for the other.

GLSEN, CiPHR, & CCRC. [**Palmer, N. A.**, Kosciw, J. G., Greytak, E. A., Ybarra, M. L., Korchmaros, J., & Mitchell, K. J.] (2013). *Out online: The experiences of lesbian, gay, bisexual and transgender youth on the Internet*. New York: GLSEN.

*Out Online: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth on the Internet* examines the online experiences of LGBT students in 6-12th grade. LGBT youth experience nearly three times as much bullying and harassment online as non-LGBT youth, but also find greater peer support, access to health information and opportunities to be civically engaged.

**Palmer, N. A.**, & Xu, Q. (2013). Social capital, migration, and health in the urban Chinese context. *Journal of Ethnic and Migration Studies*, 39(1), 31-50.

In China, rapid development has led to massive migration from rural to urban areas. A loosening but still restrictive residency registration system and the disintegration of the Chinese social support system create hurdles for migrants seeking to access health care and maintain adequate health. Using data from a survey of 3,024 rural-to-urban migrant workers across seven Chinese cities, this paper explores the relationship between self-rated health and individual and community social capital for China's migrant workers. Results of ordinal logistic regression indicate that, among individual-focused social capital, friend

support and the presence of elderly family members in the home are positively associated with self-rated health. Among community-focused measures, trust in community members, community satisfaction and place attachment are positively associated with self-rated health, while neighbouring and organisational social capital are negatively related. This study suggests that social capital operates in complex and multi-directional ways in China and among Chinese migrants; some forms of social capital may be less useful or signal deficiencies in other types of network or resource. Implications for labour, migration policy, health and conceptualisations of social capital in the Chinese context are discussed.

**Palmer, N. A.**, Kosciw, J. G., & Bartkiewicz, M. J. (2012). *Strengths and silences: The experiences of LGBT students in rural and small town schools*. New York: GLSEN.

*Strengths and Silences: The Experiences of Lesbian, Gay, Bisexual and Transgender Students in Rural and Small Town Schools* documents the experiences of more than 2,300 LGBT secondary students who attend schools in rural areas, using data collected from GLSEN's 2011 National School Climate Survey.

**Palmer, N. A.**, & Perkins, D. D. (2012). Technological democratization: The potential role of IT in social and political transformation. *Perspectives on Global Development and Technology*, 11(4), 456-479.

This paper seeks to understand the role of the Internet and information and communications technology (ICT) in potential democratic movements. We propose an ecological model of technological development and democratization which recognizes that change can occur (1) at individual as well as social levels; (2) on a continuum from oppression to freedom; and (3) in multiple social spheres. Using case studies from China, we suggest that ICT might facilitate democracy on account of its potential transformations and efficiencies in terms of individuals' relationships to knowledge and information; governments; persons, groups, and nongovernmental organizations; and work and traditional social roles.