Suicide prevention strategies.

Need for LGBTQ-specific and LGBTQ-sensitive orientations to
be important stakeholders in suicide prevention but highlight a
hostile environment experienced by some as LGBTQ+. Bullying,
social exclusion, and pressure to conform. Moreover, respondents
experienced complicated social relationships: e.g., difficulties and
feelings of unsafety at school. In this respect, identified as one relevant burdening context in the respon-
tents’ experience and suicide attempt process. In this respect,
through preliminary analysis, the school context could be
illustrated how to enhance suicide prevention strategies. We are
trying to end their lives between the ages of 14 to 25 (max. three
attempts). Applying a multi-perspective approach, we inter-
resources associated with being LGBTQ+ are explored. By
better understanding the process of suicide attempts, we can
identify relevant contexts of the respondents’ experiences and
perspectives based on qualitative insights in school-based risk factors.

Results:

Persons with fluid identities.

Recruitment is based on “theoretical sampling”. Data collection
attempts). Applying a multi-perspective approach, we inter-
qualitative research focusing on the school context.

Methods:

From 2021 until 2024, we interview LGBTQ+ youths in the
German- and French-speaking parts of Switzerland who have
been referred to the SOGIE and health status, and hence thrive.

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Facing mental health challenges

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Sexual attraction-based disparities in adolescent
mental health: The role of school norms

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Purpose:

Few researchers have explained disparities in mental health
between sexual minority and heterosexual adolescents by
focusing on structural forms of stigma as, for instance, heterosexist school or classroom norms. Addressing this gap,
our paper aimed to study disparities in life satisfaction, psychosomatic complaints, and emotional problems between
sexual minority and heterosexual adolescents and examine the
moderating role of heterosexist norms in the classroom and
school.

Methods:

We used data from the 2013 and 2017 Dutch Health and
Behaviour in School-Aged Children (HBSC) study
(N = 12,756; M age = 14.02; SD = 1.54). Separate multi-
level analyses for life satisfaction, psychosomatic complaints,
and emotional problems were conducted in which cross-level
interaction effects between sexual attraction and school and
classroom-level heterosexist norms were estimated.

Results:

Same-sex attracted, both-sex attracted, and adolescents unsure
about their sexual attraction reported lower life satisfaction,
more psychosomatic complaints (not for unsure adolescents),
and more emotional problems than their other-sex attracted
peers. Stronger school-level heterosexist norms were associated
with higher life satisfaction and fewer psychosomatic com-
plaints and fewer emotional problems. Stronger classroom-
level heterosexist norms were associated with less emotional
problems. Few moderating effects of classroom and school-
level heterosexist norms were found. Contrary to expectations,
disparities in life satisfaction between same-sex attracted and
other-sex attracted adolescents decreased when classroom-level
heterosexist norms were stronger.

Conclusions:

Although our findings suggest pressing health disparities
between heterosexual and sexual minority adolescents, hetero-
sexist norms at the school- and classroom-level hardly
contributed to these health disparities.