

SELF-EVALUATION OF NONBIASED BEHAVIOR TOWARD LESBIAN, GAY, BISEXUAL, AND TRANSGENDER (LGBT) PERSONS

by Virginia Uribe, Ph.D.

Check one _	Always	Sometimes	Never
1. ATTITUDE. I take the idea of equity for LGBT people seriously (i.e., I believe that LGBT people should not be subject to discriminatory attitudes and behaviors).			
2. LANGUAGE. I use nonbiased language (e.g., I do not refer to LGBT people as “faggots,” “dykes,” “queers,” “homos,” “abnormal,” “deviant”).			
3. GENERALIZATIONS. I avoid generalizations that refer to stereotypes (e.g., “gay men are not masculine,” “lesbians don’t like men,” “transgender people are confused about their sexuality”).			
4. TYPES OF EXAMPLES. I give examples in my class showing LGBT people with diverse backgrounds and a wide range interests.			
5. FACTS. I display and use accurate and factual knowledge about LGBT persons and LGBT issues.			
6. SUPPLEMENTARY MATERIALS. I supplement inadequate treatment of LGBT people by adding information or by discussing the inaccurate portrayal of people’s roles.			
7. EQUITABLE ATTENTION. I give equitable attention to questions and references by youth that deal with LGBT persons and issues.			
8. DISCIPLINE. I immediately address all pejorative name calling towards LGBT people when it occurs within my classroom.			
9. DISCIPLINE. I immediately address all pejorative name calling towards LGBT people outside my classroom.			
10. VALUES. I let my students know by my behavior that the subject of homosexuality is a subject that can be discussed safely around me.			
11. PEER RELATIONSHIPS. When my peers make homophobic jokes or comments, I immediately bring it to their attention.			

I would rate my behavior as (circle one):

- A. Basically fair
- B. Needs some improvement
- C. Needs much improvement

Consider how you rated yourself from the list above. Write a specific goal or goals for increasing equitable and nonbiased behavior toward LGBT persons. Begin your statement with an “I” statement.
