



Complex Outness Patterns Among Sexual Minority Youth: A Latent Class Analysis

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Abstract

Prior scholarship has documented health-relevant consequences of sexual minority youth (SMY) sexual identity disclosure (i.e., “outness”), yet most of the extant work focuses on one social context at a time and/or measures outness as dichotomous: out or not out. However, SMY are out in some contexts (e.g., family, friends) and not in others, and to varying degrees (e.g., to some friends, but not to all). Using a national sample of 8884 SMY ages 13–17 (45% cisgender female, 67% White, 38% gay/lesbian and 34% bisexual, and 36% from the U.S. South), this study used latent class analysis to identify complex patterns of outness among SMY, as well differences in class membership by demographics, depression, family rejection, and bullying. The results indicated six distinct classes: *out to all but teachers* ($n = 1033$), *out to siblings and peers* ($n = 1808$), *out to siblings and LGBTQ peers* ($n = 1707$), *out to LGBTQ peers* ($n = 1376$), *mostly not out* ($n = 1653$), and *very much not out* ($n = 1307$). The findings reveal significant differences in class membership by age, sexual identity, gender identity, race and ethnicity, geography, and well-being outcomes. Moreover, these findings underscore the complex role of outness across social contexts in shaping health and well-being.

Keywords Disclosure · Outness · LGBTQ · Sexual identity · Sexual minority youth

Introduction

Adolescents are identifying and coming out as sexual minority youth (SMY) at younger ages than in prior decades, with one in six adults in Gen Z identifying as a sexual minority (Jones, 2021). As a result, SMY must negotiate and manage sexual identity disclosure and concealment across multiple contexts of outness, including family, school peers, and friends. Despite increasing societal acceptance and policy advancements, many SMY continue to experience sexual identity-related stigma and

discrimination (National Academies of Sciences, Engineering, and Medicine (NASEM), 2020). One explanation for this continued stigma is that SMY must navigate sexual identity development processes, such as coming out, alongside normative adolescent development experiences, such as puberty, bullying, and a desire for social belonging (Russell & Fish, 2019). Thus, coming out earlier in adolescence places SMY at higher risk for sexual identity-based stigma and discrimination. Furthermore, such a shift in the age of coming out means that many youth are now coming out while they are legally, socially, and financially dependent on their parents or caregivers (NASEM, 2020). Prior research on SMY’s outness demonstrates mixed health outcomes resulting from disclosure and concealment, yet few studies have examined health outcomes across multiple contexts of outness. Therefore, it is important to understand to which contexts—and to what degree—SMY disclose their sexual identities, and how patterns of outness are associated with health and well-being outcomes. The goal of this study was to identify patterns in outness among sexual minority youth, and whether these outness patterns were associated with demographic characteristics and measures of health and well-being including depression, family rejection, and bullying.

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Theoretically Situating Sexual Identity Disclosure

Sexual identity disclosure is a process characterized by telling others about one's sexual minority identity. Early models of sexual minority identity development (e.g., Cass, 1979, Troiden, 1989) framed disclosure as the latter or end-stage of a linear identity development process. In another early model, coming out was presented as the second stage of sexual identity development, culminating in identity integration (Coleman, 1982). These early identity development models have been seminal to the field of sexual identity development, yet they have been subject to critique. First, early models conceptualize coming out as a universal outcome of the identity development and exploration process (Grov et al., 2006). However, rather than occurring at a single moment in time, disclosure is a multi-dimensional, ongoing process that occurs over time and in multiple contexts (Mallory et al., 2021, Martos et al., 2015). Second, SMY have multiple social networks and contexts that they inhabit, which requires SMY to continually disclose their sexual identity to new people or in new settings. As a result, SMY must manage and maintain awareness of contexts in which they have or have not disclosed their sexual identity (Meyer, 2003). A third criticism of traditional sexual identity development models is that they are not sensitive to the diverse contexts in which sexual minority individuals come out (e.g., to families, peers, and people at school or work; Boe et al., 2018), as well as to the diverse characteristics of sexual minority individuals (e.g., different sexual identities, age, race, gender, immigrant status). However, newer sexual identity development models have begun to consider differences in identity development milestones across diverse sexual identities. For example, studies have found that bisexual individuals may spend more time making sense of their identities, or may experience increased identity uncertainty, compared to monosexual people, perhaps due to anti-bisexual discrimination (Brewster & Moradi, 2010) and bisexual identity erasure (Dyar et al., 2017).

Prior research has observed heterogeneity with respect to patterns and contexts of outness, such that sexual minority individuals may not be out to all individuals in their social networks. For instance, in a seminal study on SMY's outness, a majority of youth first disclosed their identity to a friend, three-quarters of youth had disclosed their identity to a parent, and few had disclosed to a sibling but not to parents (D'Augelli et al., 1998). In a study on gay men's and lesbian women's daily disclosure experiences, participants demonstrated disclosure in only 64% of interactions (Beals et al., 2009). In a sample of Black sexual minority men, participants reported the greatest outness to friends and online communities, and lower outness to neighbors and family (Keene et al., 2021). Furthermore, prior research

has found that sexual minority youth and emerging adults report greater outness to mother figures compared to father figures (D'Augelli et al., 1998, Toomey & Ricardson, 2009). Taken together, these studies demonstrate how SMY may be out to different people from different social contexts, and that their level of outness within each social context may vary. However, prior research has been limited in assessing a wide array of SMY's social networks and the possible social contexts in which SMY may be out. Given that SMY spend a considerable amount of time in both their school and family contexts, it is important to understand their outness across these contexts in order to identify how outness patterns are related to health and well-being. Furthermore, some studies may only conceptualize outness in a given context as out or not out, rather than on a continuum, which limits understanding of outness in contexts that contain many people.

Outness patterns may also differ according to social identities and sexual identities. With respect to racial and ethnic identity, in a study of SMY ages 16 to 24, Black and Latino/a SMY were less likely than White SMY to have disclosed their sexual identity to their mothers, fathers, and closest friends (Mustanski et al., 2011). Although this study highlights racial and ethnic differences in outness contexts, a more recent study found no racial or ethnic differences in the age of first sexual identity disclosure (Martos et al., 2015). SMY's outness patterns may also differ on the basis of sexual orientation. For instance, bisexual youth (Shilo & Savaya, 2012) and emerging adults (Feinstein et al., 2019) report lower outness relative to lesbian and gay youth. In the school context, SMY who identify with non-monosexual identities report lower outness to school peers and school staff compared to gay and lesbian SMY (Kosciw et al., 2020). Furthermore, bisexual, pansexual, and queer sexual minority adults who identify with more than one sexual identity label report greater disclosure compared to those who use only one label (Feinstein et al., 2021). Lastly, there are geographic differences in outness. For instance, among SMY ages 13 to 20, suburban youth were less likely to be out to peers and school staff when compared to youth living in urban and rural environments (Kosciw et al., 2015). In summary, SMY display variability in outness patterns based on their diverse demographic characteristics. Given that SMY increasingly identify with diverse sexual orientation labels such as pansexual, asexual, and queer, and that SMY display heterogeneity with respect to their racial/ethnic identities and gender identities (Watson et al., 2020), understanding whether SMY's outness differs by sexual identity, gender identity, and racial/ethnic identity may help researchers to better identify health risk and protective factors associated with such patterns and with particular SMY sub-populations.

Measuring Outness

Prior studies that have explored sexual identity disclosure and outness among SMY have differed in their measurement of outness. Often due to small sample sizes or measurement limitations, previous research on outness has dichotomized youth as out or not out, or has combined outness contexts into one variable. Some studies treat outness as a binary condition (e.g., out versus not out) across different contexts, such as parents, siblings, and people at school (e.g., Martos et al., 2015, Rothman et al., 2012, Shilo & Savaya, 2012). Other studies treat outness as a continuous measure, ranging from being out to nobody to being out to everybody in a given context (e.g., Kosciw et al., 2015, Russell et al., 2014, Watson et al., 2015). However, given their smaller sample sizes, prior studies have been unable to differentiate outness by contexts and by sample characteristics such as sexual and gender identities. Research that considers sexual identity milestones often asks participants to report age of first identity disclosure to those in different social contexts, such as family and friends (e.g., Bishop et al., 2020, Martos et al., 2015), but other papers do not delineate coming out by context (e.g., Calzo et al., 2011, Grov et al., 2006). Using cluster analysis methodology, another study identified four outness clusters that included both the extent of outness (low to high outness) and outness contexts (family, classmates, coworkers, and others; McConnell et al., 2018). The identified outness clusters were high overall outness to all contexts, low overall outness to all contexts, lower outness to family than to other contexts, and higher outness to family than to other contexts. However, given sample size limitations, it was not possible to examine cluster membership (McConnell et al., 2018). Evidently, how sexual identity and the disclosure of this identity are measured has critical implications for understanding the disclosure experiences of SMY.

Associations between Outness and Health and Well-Being Outcomes

Prior research demonstrates that sexual identity disclosure, particularly during adolescence, is associated with mixed health outcomes depending on the contexts in which youth come out. For instance, among SMY, disclosure to peers and staff in the school environment is associated with lower depression and higher self-esteem (Kosciw et al., 2015), but also greater victimization (Poteat et al., 2021). Among adolescent boys, higher levels of disclosure to people in their lives are associated with greater sexual minority-specific victimization (Moskowitz et al., 2021). Moreover, SMY with mixed levels of outness to family, friends, and others at school report the highest level of harassment at school compared to SMY with high and low outness levels

(Watson et al., 2015). Furthermore, support from friends following disclosure is associated with greater well-being and lower distress (Shilo & Savaya, 2012). In the family context, non-disclosure to any parent is associated with experiencing more depression compared to those with disclosure to at least one parent (Rothman et al., 2012). In addition, sexual orientation-specific family acceptance among adolescence who have come out to their parents is associated with lower depression among sexual minority young adults (Ryan et al., 2010).

Despite these important findings, little research has addressed health and well-being outcomes across different patterns of outness that span multiple social contexts, such as school, family, and peers. It is important to understand how patterns of outness are associated with health and well-being outcomes in order to better identify risk and protective factors for SMY's health, and to identify potential targets and mechanisms for interventions. For example, coming out to some social contexts may provide youth with critical resources to navigate their continued identity development, while coming out into unsupportive environments may expose youth to victimization and rejection. Moreover, identity concealment across some or all contexts can be a stressful experience as youth must manage their identity expression across their relationships (Pachankis et al., 2020). By elucidating how patterns of outness are associated with both demographic factors and health-relevant outcomes, interventions and public health programming can be optimized to target youth who have different levels of sexual identity disclosure.

The Current Study

The purpose of the current study was to identify patterns in the degree and context of outness among a sample of SMY and to describe the demographic and well-being characteristics of these outness classes. Prior research on SMY's outness has been limited in the measurement of outness (e.g., treating outness as "out" versus "not out" in a particular context), in the number of social contexts included, and in the ability to assess outness by SMY's social demographics. To address this research gap, the purpose of the current study was to identify patterns of outness by social demographics and to assess differences in depression, family rejection, and bullying by outness. The current study was guided by three exploratory questions. First, do SMY vary in terms of degrees of outness to others (e.g., family members, peers, and teachers) in their lives? Second, are there differences in outness group membership on the basis of demographic factors such as age, gender identity, sexual identity, race/ethnicity, and geographic region? Third, do outness groups differ with respect to measures of health and

well-being such as depression, family rejection, and bullying? Given the exploratory nature of this study, hypotheses and expectations for results were not established.

Method

Data Collection

Data were sourced from the *LGBTQ National Teen Survey*. In partnership with the Human Rights Campaign (HRC), data were collected between April and December 2017. Participants were youth ages 13–17 who identified as LGBTQ+, lived in the United States at the time of survey completion, and were English-speaking. Participants were recruited online through social media accounts including Twitter, Facebook, Instagram, Reddit, and Snapchat with the assistance of social media influencers (e.g., Jazz Jennings, Tyler Oakley) and HRC's social media platforms. Youth answered questions related to demographic information, sexuality- and gender-related experiences, school experiences, and health behaviors. Study procedures were approved by the Institutional Review Board at The University of Connecticut. We report how we determined our sample size, all data exclusion and all measures in the study.

A total of 29,291 youth accessed the survey consent page. Youth who were ineligible based on age, geographic region, and sexual orientation or gender identity were excluded from the final sample. Youth who completed less than 10% of the survey were excluded from data analysis, leaving a sample of 17,112 youth. The current sample was restricted to those who answered questions about their sexual identity disclosure, sexual orientation, gender identity, race and ethnicity, geographic region, living arrangements, depression, family rejection, and bullying ($N = 8884$).

Measures

Sexual orientation

Youth reported their sexual orientation by responding to the question, "How do you describe your sexual identity?" Response options included "gay or lesbian," "bisexual," "straight," "queer," "pansexual," "questioning," or "something else." Youth who selected something else were shown the question, "By something else, do you mean that..." with response options including "queer," "pansexual," "asexual," "questioning," and "other". Youth who responded "other" had the option to write-in a response. Write-in responses that fit an existing option were recoded.

Demographic covariates

Youth reported their age, race/ethnicity (recoded into White, Black, Asian, Latino/a, Multiracial, and Indigenous, Middle Eastern, and Other), gender identity (cisgender female, cisgender male, transgender female, transgender male, or nonbinary), state of residence, and with whom they currently live (alone, mother, father, adoptive mother, adoptive father, siblings, lover/partner, friend(s), grandparent(s), uncle(s)/aunt(s), stepparent(s), foster parent(s), other parent, group home, homeless, or other). In the current study, the fifty U.S. states were recoded into four geographic regions (Midwest, Northeast, South, and West). A new variable was created to assess participants' living arrangements. Youth who indicated living with a mother, father, adoptive mother/father, stepparent, foster parent, or other parent were recoded as living with a parent. All other youth were recoded as not living with a parent.

Sexual identity outness

Youth were asked how many people in a given context knew of their sexual identity with response options ranging from 1 (none) to 5 (all). Specific groups included family members/parents, siblings, LGBTQ friends, non-LGBTQ (i.e., heterosexual, cisgender friends), classmates at school, and teachers. When a particular context did not apply to a participant (e.g., they did not have siblings), they had the option to choose "Does not apply to me." These values were set as missing in analysis.

Depression

Depression was measured using an adapted version of the 11-item Kutcher Adolescent Depression Scale (Brooks et al., 2003). The item pertaining to suicidality was removed due to the waiver of parental permission. Youth reported whether they had experienced the listed depressive symptoms (e.g., low mood, sadness) in the past week. Response options ranged from 0 (hardly ever) to 3 (all of the time). Mean scores were calculated with a possible range of 0 to 3 ($\alpha = 0.89$).

Bullying

Youth responded to three items that assessed their experiences with bullying in the past twelve months on school property, off school property, and online (e.g., "During the past 12 months, have you ever been bullied on school property?"). Response options were 0 (no) and 1 (yes). A sum score with a range of 0 to 3 was calculated to reflect the sum of all three bullying items.

Family rejection

Youth responded to eight items related to the frequency of LGBTQ-specific family rejection and acceptance, adapted from a previously published scale (Ryan et al., 2010). Items (e.g., “How much do you feel that your family say negative comments about you being an LGBTQ person?”) were scored on a scale of 1 (never) to 4 (often). The four items that reflected family rejection were averaged to produce a rejection scale with possible scores ranging from 1 to 4 ($\alpha = 0.89$).

Plan of Analysis

Data were managed in *R* (R Core Team (2013)) and analyzed in Mplus 8.5 (Muthén & Muthén, 1998–2020). The *R* packages *MplusAutomation* (Hallquist & Wiley, 2018) and *ggplot2* (Wickham, 2016) were used to facilitate table construction and data visualization. Although full information likelihood estimation is utilized to account for missing data in LCA models, listwise deletion is used for missing data on the covariates when classes are regressed on covariates. Thus, the data were limited to complete responses across outness and covariates (i.e., no missing data across all variables) to eliminate discrepancies between the latent class analysis (LCA) models and the covariate model.

The LCA was estimated up to a nine class model, at which point models no longer converged (Masyn, 2013). The models were evaluated using the Bayesian Information Criteria (BIC; Schwarz (1978)), sample size adjusted BIC (aBIC; Sclove, 1987), Akaike’s Information Criteria (AIC; Akaike, 1998), the Vuong-Lo-Mendell-Rubin likelihood ratio test (VLMR-LRT) and Lo-Mendell-Rubin likelihood ratio test (LMR-LRT; Lo et al., 2001). Values closer to zero indicated a better fitting model for the AIC, BIC, and aBIC; a visual inspection of the AIC, BIC, and aBIC further informed when there was no longer meaningful improvement in model fit indicated by an “elbow” in the plot (Masyn, 2013). The VLMR-LRT and LMR-LRT were used to compare the k -class model to the $k-1$ class model where a p -value < 0.05 indicated that the $k-1$ class model was a worse fit than the k class model while a p -value > 0.05 indicated that the $k-1$ class model was not a worse fit than the k class model (Lo et al., 2001). Based on these criteria, the five and six class models were selected as competing models. Selection of the final model was assessed based on theory, relative entropy (values closer to 1 indicate better separation with 0.80 as a typical cutoff), average posterior class probability (AvePP_k; values greater than 0.70 indicate good separation) and the odds of correct classification ratio (OCC_k; values greater than 5 indicate good separation), and the smallest proportion of the sample assigned to a class (Masyn, 2013; Nagin, 2005; Nylund-Gibson & Choi, 2018)

—it is recommended that the smallest class is composed of at least 5% of the sample.

Given the large sample size and variability in outness across different groups of SMY, this study explored several latent profile analyses (LPA) and LCA model specifications (Masyn, 2013; Available upon request). None of the LPA models (Means only, means and variances, means and covariances, or means, variances, and covariances freely estimated) provided a clear number of classes or did not converge beyond three classes. We also evaluated LCA models where the outness indicators were dichotomized or limited to three categories (None, All, or one of the middle response options). Both LCA models suggested a six-class model was a good fit; however, the models had a combination of low entropy, AvePP_k and OCC_k, estimation issues, or had classes composed of less than 5% of the sample that made them unsuitable models. Ultimately, a LCA model where each response option (i.e., none to all) to each context of outness (e.g., parents, siblings) was included as an indicator of the LCA as it provided the best theoretical and statistical fit.

Once the final model was selected, participants’ most likely class membership was exported into *R* in order to examine the demographic and health characteristics of participants within each class group. Finally, to assess how covariates were associated with the probability of class membership, the 3-step approach in Mplus was employed, which assesses the probability of class membership for a given covariate using multinomial regression, while accounting for error in class assignment (Asparouhov & Muthén, 2013; Nylund-Gibson et al., 2019).

Results

Sample Demographics

The sample’s demographic characteristics are reported in Table 1. Participants were, on average, 15.59 ($SD = 1.26$) years of age. With respect to gender identity, 45% of participants identified as cisgender female, followed by 25% as non-binary, 22% as cisgender males, and 9% as transgender. For race and ethnicity, the sample was mostly White (65%), followed by multiracial (14%), Latino/a (10%), Black (5%), Asian (4%), and Indigenous, Middle Eastern, or other (1%). Participants most commonly reported identifying as gay/lesbian (37%), with the remaining participants identifying as bisexual (35%), pansexual (14%), asexual (5%), queer (4%), questioning (2%), or another sexual orientation (2%). Nearly all (96%) participants lived with family. The participants represented all regions of the United States; about 36% of participants were from the

South, 23% were from the Midwest, 22% were from the West, and 18% were from the Northeast.

Table 1 Frequencies of sample demographics ($N = 8884$)

Variable	<i>n</i> /Mean	%/SD	Min	Max
Age	15.59	1.26	13	17
Gender identity				
Cisgender Male	1853	21%	0	1
Cisgender Female	3975	45%	0	1
Transgender	780	9%	0	1
Non-binary	2276	26%	0	1
Race and ethnicity				
White	5944	67%	0	1
Black	366	4%	0	1
Asian	357	4%	0	1
Indigenous, Middle Eastern, Other	94	1%	0	1
Latino/a	881	10%	0	1
Multiracial	1242	14%	0	1
Sexual orientation				
Gay or Lesbian	3352	38%	0	1
Bisexual	2999	34%	0	1
Queer	418	5%	0	1
Pansexual	1267	14%	0	1
Asexual	461	5%	0	1
Question	195	2%	0	1
Other	192	2%	0	1
Live with Family	8529	96%		
U.S. region				
Northeast	1645	19%	0	1
Midwest	2087	23%	0	1
South	3201	36%	0	1
West	1951	22%	0	1
Depression	1.34	0.75	0	3
Family Rejection	2.93	0.96	1	4
SGM Bullying	1.11	1.12	0	3

Latent Class Models

The model fits for all of the models estimated from a one-class model to an eight-class model are shown in Table 2. Based on a combination of statistical and theoretical fit, the six-class model was selected. Compared to the five-class model, the six-class model provided lower AIC, BIC, and aBIC values, and had a non-significant VLMR-LRT and LMR-LRT. The seven-class model had non-significant VLMR-LRT and LMR-LRT and minimal change in the AIC, BIC, and aBIC values suggesting little improvement over the six-class model and the six-class model was more parsimonious. The entropy value (0.78) suggested sub threshold, but the AvePP_k (Class 1 = 0.82; Class 2 = 0.78; Class 3: 0.88; Class 4 = 0.87; Class 5 = 0.83; Class 6 = 0.89) and OCC_k (Class 1: *OR* = 18.41; Class 2: *OR* = 18.5; Class 3: *OR* = 30.14; Class 4: *OR* = 45.56; Class 5: *OR* = 21.26; Class 6: *OR* = 48.99) suggest good class separation (Masyn, 2013, Nylund-Gibson & Choi, 2018). The smallest estimated profile assignment was 13% ($n = 1112.04$), and the most likely profile assignment was 12% ($n = 1033$); both surpassed the recommended 5% minimum for proportion of the sample in each class. The six-class model also provided an additional class of SMY who were only out to their LGBTQ friends, which provided an important group of youth to include in the models.

The LCA led to the identification of six outness classes: (1) *out to all but teachers*, (2) *out to siblings and peers*, (3) *out to siblings and LGBTQ peers*, (4) *out to LGBTQ peers*, (5) *mostly not out*, and (6) *very much not out*. Supplementary Tables 1–6 display the item probabilities for all six classes.

Descriptions of each class

The *out to siblings and peers* class was the largest class ($n = 1808$), representing 20.4% of the sample, followed by the *Out to siblings and LGBTQ peers* class ($n = 1707$; 19.2%), the *mostly not out* class ($n = 1653$; 18.6%), the *out to siblings and*

Table 2 Model fit indices

Class	<i>AIC</i>	<i>BIC</i>	<i>aBIC</i>	Entropy	<i>VLMR</i>	<i>LMR</i>	Min <i>N</i>	Max <i>N</i>
1	144840.56	145010.77	144934.50	NA	NA	NA	NA	8884
2	130406.44	130753.95	130598.24	0.81	0.00	0.00	0.00	4148
3	126499.91	127024.71	126789.56	0.80	0.00	0.00	0.00	2012
4	124795.17	125497.28	125182.67	0.78	0.00	0.00	0.00	1877
5	123647.34	124526.75	124132.70	0.78	0.75	0.75	0.00	1308
6	122769.22	123825.93	123352.43	0.78	0.01	0.01	0.00	1033
7	122369.70	123603.71	123050.77	0.78	0.76	0.76	0.00	764
8	122119.22	123530.53	122898.15	0.76	0.76	0.76	0.00	442

Note. *AIC* Akaike Information Criterion, *BIC* Bayesian Information Criterion, *aBIC* Sample Size Adjusted BIC, *VLMR* Vo-Leung-Mendell-Rubin Likelihood Ratio Test, *LMR* Lo-Mendell-Rubin Likelihood Ratio Test

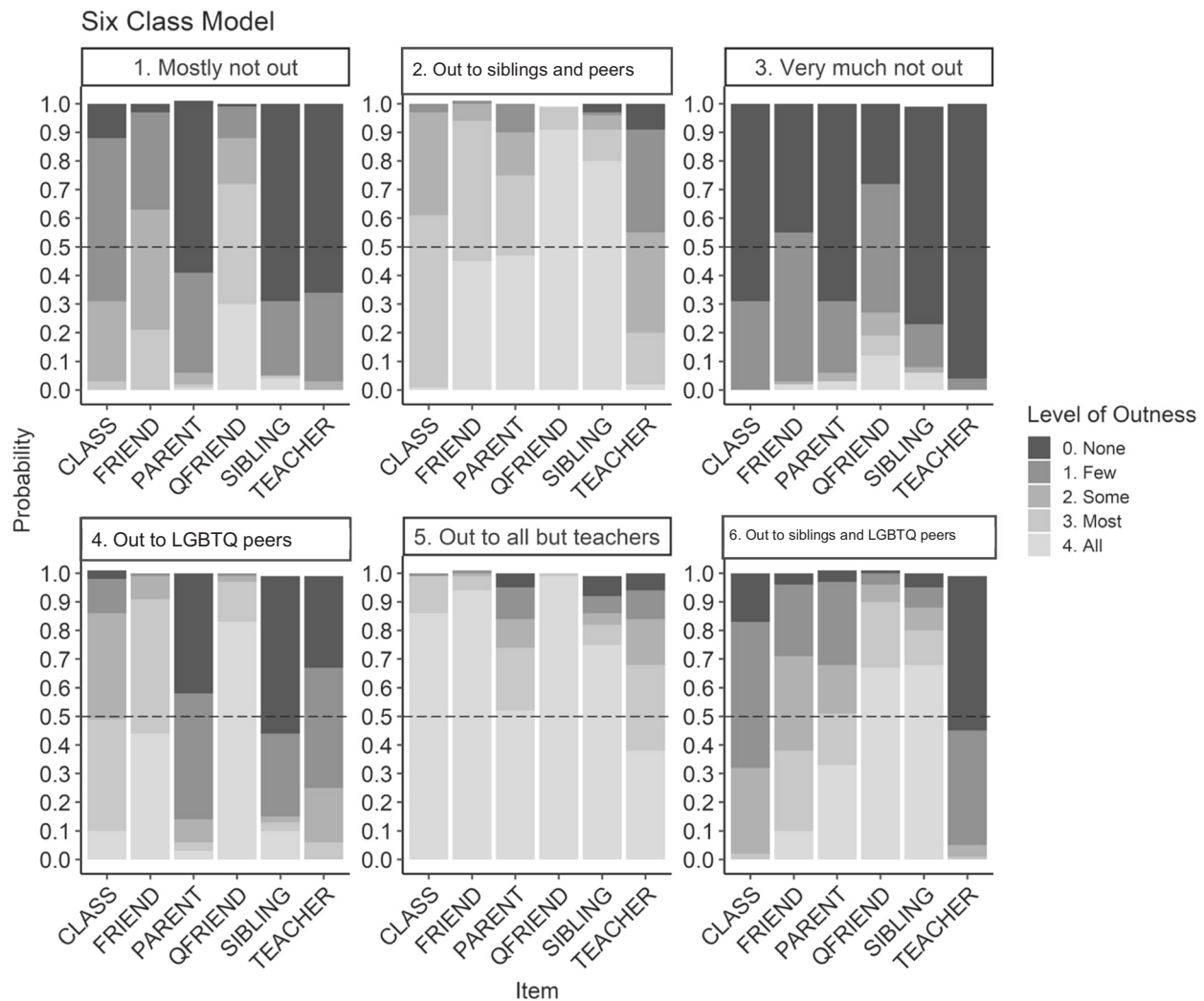


Fig. 1 Six class latent class analysis model depicting outness patterns by class. Classes were characterized by which items exceeded 50% probability of endorsement. CLASS Classmates, FRIEND Straight

friends; PARENTS Parents; QFRIEND LGBTQ friends; SIBGLING Siblings; and TEACHER Teachers

LGBTQ peers, the *out to LGBTQ peers* class ($n = 1376$; 15.5%), the *very much not out* class ($n = 1307$; 14.7%), and the *out to all but teachers* class ($n = 1033$; 11.6%). The *out to all but teachers* class was characterized by a high probability of outness to all classmates, non-LGBTQ friends, parents, LGBTQ friends, and siblings. SMY in the *out to siblings and peers* class had a high probability of being out to most classmates, all LGBTQ friends, and all siblings. Membership in the *out to siblings and LGBTQ peers* class was characterized by a high probability of outness to few classmates, all LGBTQ friends, all siblings, and no teachers. SMY in the *out to LGBTQ peers* class had a high probability of outness to all LGBTQ friends and no siblings. SMY in the *mostly not out* class had a high probability of outness to few classmates, no parents, no siblings, and no teachers. Finally, SMY in the *very much not out* class had a high probability of being out to no classmates, a few non-LGBTQ friends, no parents, no siblings, and no teachers. Fig. 1 graphically depicts each classes'

outness patterns based on outness contexts and degree of outness. Classes were characterized by which items exceeded 50% probability of endorsement. For example, SMY in the *out to all but teachers* class, endorsed outness to all parents, siblings, LGBTQ friends, non-LGBTQ friends, and classmates.

Class demographics

Table 3 summarizes sample demographics by class. SMY in the *out to all but teachers* class had a mean age of 15.80 years. They were most likely to identify as cisgender male (38%), White (67%), gay/lesbian (60%), and to live in the South (34%). SMY in the *out to siblings and peers* class had a mean age of 15.78 years. They were most likely to be cisgender female (36%). They were also mostly White (72%), gay/lesbian (46%), and from the South (33%). Those in the *out to siblings and LGBTQ peers* class had a mean age of 15.58 years. They were most likely to identify as cisgender

Table 3 Frequencies of class demographics

Variable	Mostly not out <i>n</i> = 1653	Out to siblings and peers <i>n</i> = 1808	Very much not out <i>n</i> = 1307	Out to LGBTQ peers <i>n</i> = 1376	Out to all but teachers <i>n</i> = 1033	Out to siblings and LGBTQ peers <i>n</i> = 1707	<i>F</i> / <i>X</i> ²	<i>p</i>
Age	15.51 ^{ab}	15.78 ^c	15.39	15.50 ^{ad}	15.80 ^c	15.58 ^{bd}	24.30	<0.001
Gender identity								
Cisgender male	19%	20%	18%	22%	38%	14%	243.18	<0.001
Cisgender female	53%	36%	59%	47%	25%	46%	368.03	<0.001
Transgender	7%	12%	7%	6%	11%	10%	59.80	<0.001
Non-binary	22%	32%	16%	26%	26%	30%	130.45	<0.001
Race/Ethnicity								
White	63%	72%	66%	60%	67%	72%	87.14	<0.001
Black	5%	3%	4%	6%	5%	3%	36.01	<0.001
Asian	6%	2%	5%	5%	2%	3%	64.91	<0.001
Indigenous, Middle Eastern, Other	1%	1%	1%	1%	2%	1%	5.79	0.33
Latino/a	10%	8%	10%	13%	11%	8%	22.29	<0.001
Multiracial	15%	14%	13%	16%	14%	13%	5.60	0.35
Sexual orientation								
Gay/Lesbian	28%	46%	26%	36%	60%	35%	433.75	<0.001
Bisexual	42%	26%	43%	36%	20%	33%	242.69	<0.001
Queer	4%	6%	3%	5%	4%	6%	290.14	<0.001
Pansexual	13%	15%	12%	15%	12%	16%	18.67	0.01
Asexual	7%	3%	8%	5%	1%	6%	15.95	<0.001
Questioning	3%	1%	6%	1%	1%	1%	95.20	<0.001
Other	2%	3%	2%	2%	2%	3%	123.35	0.38
Live with family	97%	95%	97%	96%	95%	95%	14.92	0.01
U.S. region							6.24	
Northeast	18%	19%	17%	18%	21%	19%	3.97	0.28
Midwest	23%	25%	23%	23%	25%	23%	21.54	0.55
South	37%	33%	38%	39%	34%	36%	10.67	<0.001
West	22%	24%	21%	20%	20%	23%	14.92	0.06
Depression	1.32 ^{abcde}	1.31 ^{afg}	1.35 ^{bghi}	1.36 ^{chj}	1.27 ^{dg}	1.40 ^{eij}	5.05	<0.001
Family Rejection	2.69 ^a	3.17	2.84	2.67 ^a	3.09 ^b	3.10 ^b	84.87	<0.001
SGM Bullying	1.06 ^{ab}	1.24 ^c	0.91	1.04 ^a	1.32 ^c	1.12 ^b	23.01	<0.001

Note. Rows with the same letters did NOT significantly differ

female (46%), White (72%), bisexual (33%) or gay/lesbian (35%), and to live in the South (36%). SMY who were in the *out to LGBTQ peers* class had a mean age of 15.50 years. They were mostly likely to identify as cisgender female (47%), White (60%), bisexual (36%) or gay/lesbian (36%), and to be from the South (39%). SMY in the *mostly not out class* had a mean age of 15.51 years. They were most likely to identify as cisgender male (53%), White (63%), bisexual (42%), and to be from the South (37%). Finally, SMY in the *very much not out* class had a mean age of 15.39 years. They were most likely to be cisgender female (59%), White (66%), bisexual (43%), and from the South (38%).

Demographic Comparisons of Classes

Age

Table 4 presents associations between class membership demographics. Older SMY had higher odds of membership in the *out to all but teachers* class compared to the *out to siblings and LGBTQ peers* ($OR = 1.13$, $p < 0.01$), *out to LGBTQ peers* ($OR = 1.29$, $p < 0.01$), *mostly not out* ($OR = 1.25$, $p < 0.01$), and *very much not out* ($OR = 1.37$, $p < 0.01$) classes. Older SMY had higher odds of membership in the *out to siblings and peers* class compared to the *out to*

Table 4 Associations between class membership demographic covariates

	Reference Group - Out to siblings and LGBTQ peers														
	Out to LGBTQ peers			Out to siblings and peers			Out to all but teachers			Mostly not out			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Age	0.87	0.04	<0.01	1.20	0.04	<0.01	1.13	0.04	<0.01	0.90	0.04	0.01	0.82	0.03	<0.01
Cis-Male	1.69	0.24	<0.01	1.36	0.19	0.03	3.86	0.52	<0.01	1.52	0.22	0.01	1.44	0.20	0.01
Trans	0.46	0.10	<0.01	1.80	0.29	<0.01	2.40	0.40	<0.01	0.47	0.10	<0.01	0.43	0.08	<0.01
Non-binary	0.77	0.10	0.04	1.60	0.18	<0.01	1.86	0.24	<0.01	0.58	0.07	<0.01	0.33	0.04	<0.01
Black	2.19	0.58	<0.01	0.84	0.29	0.61	2.36	0.62	<0.01	1.83	0.50	0.03	1.25	0.34	0.42
Asian	1.72	0.39	0.02	0.62	0.19	0.11	0.47	0.18	0.05	1.73	0.38	0.01	1.42	0.31	0.12
IMO	1.24	0.69	0.70	1.30	0.67	0.62	2.14	0.99	0.10	1.66	0.83	0.32	2.27	1.06	0.08
Latino/a	1.71	0.28	<0.01	1.06	0.19	0.72	1.59	0.26	0.01	1.24	0.22	0.22	1.17	0.20	0.36
Multiracial	1.56	0.23	<0.01	1.16	0.16	0.28	1.35	0.19	0.04	1.36	0.20	0.03	1.12	0.16	0.42
Bisexual	1.20	0.14	0.13	0.59	0.07	<0.01	0.41	0.05	<0.01	1.87	0.23	<0.01	1.98	0.23	<0.01
Queer	1.02	0.24	0.92	0.64	0.13	0.03	0.48	0.11	<0.01	1.31	0.32	0.27	1.10	0.28	0.72
Pansexual	1.11	0.18	0.52	0.66	0.09	<0.01	0.48	0.07	<0.01	1.43	0.24	0.03	1.55	0.25	0.01
Asexual	0.90	0.20	0.64	0.24	0.06	<0.01	0.11	0.04	<0.01	1.99	0.41	<0.01	2.48	0.48	<0.01
Questioning	1.06	0.57	0.92	0.81	0.35	0.63	0.64	0.29	0.31	5.35	2.02	0.00	13.97	4.72	<0.01
Other	0.79	0.26	0.48	0.65	0.19	0.13	0.37	0.13	<0.01	1.12	0.38	0.74	1.57	0.48	0.14
Family	1.31	0.29	0.22	1.16	0.25	0.50	1.04	0.22	0.84	2.16	0.58	<0.01	1.27	0.29	0.28
Northeast	0.98	0.13	0.86	1.04	0.14	0.75	1.27	0.17	0.07	1.06	0.14	0.64	0.92	0.12	0.50
Midwest	1.05	0.14	0.70	1.19	0.15	0.16	1.21	0.15	0.12	1.06	0.14	0.68	1.05	0.13	0.71
West	0.79	0.11	0.08	1.25	0.15	0.07	0.98	0.13	0.87	1.01	0.13	0.96	0.86	0.11	0.22
Depression	0.83	0.06	0.01	0.76	0.05	<0.01	0.76	0.06	<0.01	0.71	0.05	<0.01	0.93	0.06	0.28
Family rejection	0.50	0.03	<0.01	1.09	0.06	0.14	0.93	0.05	0.18	0.49	0.03	<0.01	0.60	0.03	<0.01
Bullying	0.85	0.04	<0.01	1.19	0.05	<0.01	1.28	0.06	<0.01	0.93	0.04	0.10	0.76	0.04	<0.01

	Reference Group - Out to LGBTQ peers														
	Out to siblings and LGBTQ peers			Out to siblings and peers			Out to all but teachers			Mostly not out			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Age	1.15	0.05	<0.01	1.37	0.06	<0.01	1.29	0.06	<0.01	1.04	0.04	0.41	0.94	0.04	0.12
Cis-male	0.59	0.09	<0.01	0.81	0.11	0.13	2.29	0.32	<0.01	0.90	0.13	0.45	0.85	0.11	0.22
Trans	2.18	0.46	<0.01	3.93	0.83	<0.01	5.23	1.16	<0.01	1.03	0.25	0.91	0.95	0.21	0.80
Non-binary	1.29	0.16	0.04	2.07	0.27	<0.01	2.40	0.35	<0.01	0.74	0.10	0.03	0.43	0.06	<0.01
Black	0.46	0.12	<0.01	0.38	0.12	<0.01	1.08	0.24	0.73	0.84	0.18	0.40	0.57	0.12	0.01
Asian	0.58	0.13	0.02	0.36	0.10	<0.01	0.27	0.11	<0.01	1.01	0.21	0.97	0.83	0.17	0.35
IMO	0.81	0.45	0.70	1.05	0.55	0.93	1.73	0.88	0.29	1.34	0.71	0.59	1.83	0.86	0.20
Latino/a	0.58	0.10	<0.01	0.62	0.11	0.01	0.93	0.15	0.65	0.72	0.12	0.05	0.68	0.10	0.01
Multiracial	0.64	0.09	<0.01	0.75	0.11	0.04	0.86	0.13	0.32	0.87	0.12	0.34	0.72	0.10	0.02
Bisexual	0.84	0.10	0.13	0.50	0.06	<0.01	0.34	0.05	<0.01	1.57	0.20	<0.01	1.65	0.19	<0.01
Queer	0.98	0.23	0.92	0.63	0.15	0.06	0.47	0.12	<.01	1.28	0.35	0.37	1.07	0.29	0.80
Pansexual	0.90	0.15	0.52	0.59	0.10	<.01	0.44	0.08	<.01	1.29	0.23	0.16	1.40	0.23	0.04
Asexual	1.11	0.25	0.64	0.26	0.08	<0.01	0.13	0.05	<0.01	2.21	0.52	<0.01	2.76	0.60	<0.01
Questioning	0.95	0.51	0.92	0.77	0.41	0.62	0.60	0.34	0.37	5.07	2.48	<0.01	13.24	5.87	<0.01
Other	1.26	0.42	0.48	0.82	0.28	0.56	0.46	0.18	0.05	1.42	0.55	0.37	1.98	0.68	0.05
Family	0.76	0.17	0.22	0.88	0.21	0.60	0.80	0.19	0.34	1.65	0.50	0.10	0.97	0.23	0.91

Table 4 (continued)

	Reference Group - Out to LGBTQ peers														
	Out to siblings and LGBTQ peers			Out to siblings and peers			Out to all but teachers			Mostly not out			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Northeast	1.03	0.14	0.86	1.07	0.16	0.64	1.30	0.19	0.07	1.09	0.16	0.54	0.94	0.13	0.64
Midwest	0.95	0.12	0.70	1.13	0.15	0.35	1.15	0.16	0.29	1.00	0.13	0.98	0.99	0.12	0.96
West	1.26	0.17	0.08	1.57	0.21	<0.01	1.23	0.18	0.15	1.27	0.17	0.08	1.08	0.14	0.56
Depression	1.20	0.09	0.01	0.91	0.07	0.22	0.91	0.08	0.26	0.85	0.07	0.03	1.12	0.08	0.11
Family rejection	2.01	0.11	<0.01	2.19	0.13	<0.01	1.86	0.11	<0.01	0.99	0.05	0.90	1.21	0.06	<0.01
Bullying	1.18	0.06	<0.01	1.41	0.07	<0.01	1.51	0.08	<0.01	1.09	0.06	0.08	0.90	0.04	0.03

	Reference Group - Out to siblings and peers														
	Out to siblings and LGBTQ peers			Out to LGBTQ peers			Out to all but teachers			Mostly not out			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Age	0.84	0.03	<0.01	0.73	0.03	<0.01	0.94	0.04	0.15	0.76	0.03	<0.01	0.69	0.03	<0.01
Cis-male	0.73	0.10	0.03	1.24	0.17	0.13	2.83	0.38	<0.01	1.11	0.15	0.42	1.05	0.14	0.69
Trans	0.56	0.09	<0.01	0.26	0.05	<0.01	1.33	0.22	0.09	0.26	0.05	<0.01	0.24	0.04	<0.01
Non-binary	0.62	0.07	<0.01	0.48	0.06	<0.01	1.16	0.16	0.27	0.36	0.04	<0.01	0.21	0.03	<0.01
Black	1.19	0.41	0.61	2.61	0.78	<0.01	2.81	0.86	<0.01	2.18	0.63	0.01	1.49	0.45	0.19
Asian	1.63	0.49	0.11	2.79	0.77	<0.01	0.76	0.31	0.51	2.81	0.74	<0.01	2.30	0.62	<0.01
IMO	0.77	0.40	0.62	0.96	0.51	0.93	1.65	0.69	0.23	1.28	0.56	0.58	1.75	0.72	0.18
Latino/a	0.94	0.16	0.72	1.61	0.27	0.01	1.50	0.26	0.02	1.16	0.19	0.36	1.10	0.19	0.59
Multiracial	0.86	0.12	0.28	1.34	0.19	0.04	1.16	0.16	0.30	1.17	0.15	0.22	0.96	0.13	0.79
Bisexual	1.69	0.19	<0.01	2.02	0.25	<0.01	0.69	0.09	<0.01	3.16	0.37	<0.01	3.34	0.39	<0.01
Queer	1.56	0.33	0.03	1.60	0.39	0.06	0.75	0.18	0.22	2.04	0.48	<0.01	1.71	0.44	0.04
Pansexual	1.53	0.22	<0.01	1.69	0.27	<0.01	0.74	0.11	0.05	2.19	0.34	<0.01	2.37	0.38	<0.01
Asexual	4.26	1.15	<0.01	3.83	1.12	<0.01	0.49	0.21	0.09	8.45	2.21	<0.01	10.56	2.77	<0.01
Questioning	1.24	0.54	0.63	1.30	0.70	0.62	0.78	0.35	0.59	6.60	2.30	<0.01	17.25	5.60	<0.01
Other	1.54	0.44	0.13	1.22	0.42	0.56	0.57	0.20	0.11	1.73	0.56	0.09	2.42	0.76	0.01
Family	0.87	0.18	0.50	1.13	0.27	0.60	0.90	0.21	0.65	1.87	0.50	0.02	1.10	0.26	0.68
Northeast	0.96	0.13	0.75	0.94	0.14	0.64	1.22	0.17	0.16	1.02	0.13	0.88	0.88	0.12	0.33
Midwest	0.84	0.10	0.16	0.88	0.12	0.35	1.02	0.13	0.87	0.89	0.11	0.33	0.88	0.11	0.29
West	0.80	0.10	0.07	0.64	0.09	<0.01	0.79	0.10	0.07	0.81	0.10	0.08	0.69	0.09	<0.01
Depression	1.32	0.09	<0.01	1.10	0.08	0.22	1.00	0.08	0.99	0.93	0.07	0.31	1.23	0.09	<0.01
Family rejection	0.92	0.05	0.14	0.46	0.03	<0.01	0.85	0.05	0.01	0.45	0.03	<0.01	0.56	0.03	<0.01
Bullying	0.84	0.04	<0.01	0.71	0.04	<0.01	1.07	0.05	0.14	0.78	0.03	<.01	0.64	0.03	<0.01

	Reference Group - Out to all but teachers														
	Out to siblings and LGBTQ peers			Out to LGBTQ peers			Out to siblings and peers			Mostly not out			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Age	0.89	0.03	<0.01	0.77	0.03	<0.01	1.06	0.04	0.15	0.80	0.03	<0.01	0.73	0.03	<0.01
Cis-male	0.26	0.04	<0.01	0.44	0.06	<0.01	0.35	0.05	<0.01	0.39	0.05	<0.01	0.37	0.05	<0.01
Trans	0.42	0.07	<0.01	0.19	0.04	<0.01	0.75	0.13	0.09	0.20	0.04	<0.01	0.18	0.04	<0.01
Non-binary	0.54	0.07	<0.01	0.42	0.06	<0.01	0.86	0.12	0.27	0.31	0.04	<0.01	0.18	0.03	<0.01
Black	0.42	0.11	<0.01	0.93	0.21	0.73	0.36	0.11	<0.01	0.77	0.17	0.25	0.53	0.12	0.01

Table 4 (continued)

	Reference Group - Out to all but teachers														
	Out to siblings and LGBTQ peers			Out to LGBTQ peers			Out to siblings and peers			Mostly not out			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Asian	2.14	0.81	0.05	3.66	1.44	<0.01	1.31	0.54	0.51	3.69	1.38	<0.01	3.02	1.15	<0.01
IMO	0.47	0.22	0.10	0.58	0.30	0.29	0.61	0.25	0.23	0.77	0.34	0.56	1.06	0.43	0.89
Latino/a	0.63	0.10	0.01	1.08	0.18	0.65	0.67	0.12	0.02	0.78	0.13	0.13	0.73	0.12	0.07
Multiracial	0.74	0.11	0.04	1.16	0.17	0.32	0.86	0.12	0.30	1.01	0.14	0.94	0.83	0.12	0.21
Bisexual	2.45	0.29	<0.01	2.93	0.38	<0.01	1.45	0.18	<0.01	4.58	0.59	<0.01	4.83	0.62	<0.01
Queer	2.07	0.46	<0.01	2.12	0.55	<0.01	1.33	0.31	0.22	2.71	0.70	<0.01	2.27	0.64	<0.01
Pansexual	2.07	0.31	<0.01	2.29	0.39	<0.01	1.36	0.21	0.05	2.96	0.50	<0.01	3.21	0.55	<0.01
Asexual	8.77	3.24	<0.01	7.89	3.08	<0.01	2.06	0.89	0.09	17.43	6.49	<0.01	21.76	8.11	<0.01
Questioning	1.58	0.71	0.31	1.66	0.94	0.37	1.28	0.57	0.59	8.43	3.32	<0.01	22.02	8.25	<0.01
Other	2.72	0.93	<0.01	2.16	0.85	0.05	1.77	0.64	0.11	3.06	1.17	<0.01	4.27	1.60	<0.01
Family	0.96	0.20	0.84	1.26	0.30	0.34	1.11	0.25	0.65	2.07	0.57	0.01	1.22	0.30	0.41
Northeast	0.79	0.10	0.07	0.77	0.11	0.07	0.82	0.11	0.16	0.84	0.11	0.20	0.72	0.10	0.02
Midwest	0.82	0.10	0.12	0.87	0.12	0.29	0.98	0.13	0.87	0.87	0.11	0.28	0.86	0.11	0.24
West	1.02	0.13	0.87	0.81	0.12	0.15	1.27	0.17	0.07	1.03	0.14	0.84	0.88	0.12	0.34
Depression	1.32	0.10	<0.01	1.10	0.09	0.26	1.00	0.08	0.99	0.93	0.07	0.35	1.23	0.10	0.01
Family rejection	1.08	0.06	0.18	0.54	0.03	<0.01	1.17	0.07	0.01	0.53	0.03	<0.01	0.65	0.04	<0.01
Bullying	0.78	0.04	<0.01	0.66	0.04	<0.01	0.93	0.04	0.14	0.73	0.04	<0.01	0.60	0.03	<0.01

	Reference Group - Mostly not out														
	Out to siblings and LGBTQ peers			Out to LGBTQ peers			Out to siblings and peers			Out to all but teachers			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Age	1.11	0.04	0.01	0.97	0.04	0.41	1.32	0.05	<0.01	1.25	0.05	<0.01	0.91	0.04	0.02
Cis-male	0.66	0.10	0.01	1.11	0.16	0.45	0.90	0.12	0.42	2.55	0.34	<0.01	0.95	0.14	0.71
Trans	2.12	0.43	<0.01	0.97	0.23	0.91	3.82	0.72	<0.01	5.09	1.04	<0.01	0.92	0.20	0.71
Non-binary	1.74	0.22	<0.01	1.35	0.18	0.03	2.79	0.34	<0.01	3.23	0.45	<0.01	0.58	0.08	<0.01
Black	0.55	0.15	0.03	1.20	0.26	0.40	0.46	0.13	0.01	1.29	0.29	0.25	0.68	0.16	0.10
Asian	0.58	0.13	0.01	0.99	0.21	0.97	0.36	0.09	<0.01	0.27	0.10	0.00	0.82	0.18	0.35
IMO	0.60	0.30	0.32	0.75	0.40	0.59	0.78	0.35	0.58	1.29	0.57	0.56	1.37	0.61	0.48
Latino/a	0.81	0.14	0.22	1.38	0.23	0.05	0.86	0.14	0.36	1.28	0.21	0.13	0.94	0.16	0.73
Multiracial	0.73	0.11	0.03	1.15	0.16	0.34	0.85	0.11	0.22	0.99	0.14	0.94	0.82	0.12	0.17
Bisexual	0.53	0.07	<0.01	0.64	0.08	<0.01	0.32	0.04	<0.01	0.22	0.03	<0.01	1.05	0.14	0.69
Queer	0.76	0.19	0.27	0.78	0.21	0.37	0.49	0.11	<0.01	0.37	0.10	<0.01	0.84	0.25	0.56
Pansexual	0.70	0.12	0.03	0.78	0.14	0.16	0.46	0.07	<0.01	0.34	0.06	<0.01	1.08	0.20	0.67
Asexual	0.50	0.10	<0.01	0.45	0.11	<0.01	0.12	0.03	<0.01	0.06	0.02	<0.01	1.25	0.26	0.29
Questioning	0.19	0.07	<0.01	0.20	0.10	<0.01	0.15	0.05	<0.01	0.12	0.05	<0.01	2.61	0.68	<0.01
Other	0.89	0.31	0.74	0.71	0.27	0.37	0.58	0.19	0.09	0.33	0.13	<0.01	1.40	0.54	0.38
Family	0.46	0.12	<0.01	0.61	0.18	0.10	0.54	0.14	0.02	0.48	0.13	0.01	0.59	0.18	0.08
Northeast	0.94	0.13	0.64	0.92	0.13	0.54	0.98	0.13	0.88	1.19	0.16	0.20	0.86	0.12	0.29
Midwest	0.95	0.12	0.68	1.00	0.13	0.98	1.13	0.14	0.33	1.15	0.15	0.28	0.99	0.13	0.94
West	0.99	0.13	0.96	0.79	0.11	0.08	1.24	0.15	0.08	0.97	0.13	0.84	0.85	0.11	0.23

Table 4 (continued)

	Reference Group - Mostly not out														
	Out to siblings and LGBTQ peers			Out to LGBTQ peers			Out to siblings and peers			Out to all but teachers			Very much not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Depression	1.42	0.10	<0.01	1.18	0.09	0.03	1.07	0.07	0.31	1.07	0.08	0.35	1.32	0.10	<0.01
Family rejection	2.03	0.11	<0.01	1.01	0.06	0.90	2.20	0.12	<0.01	1.88	0.11	<0.01	1.22	0.07	<0.01
Bullying	1.08	0.05	0.10	0.91	0.05	0.08	1.29	0.06	<0.01	1.38	0.07	<0.01	0.82	0.04	<0.01
	Reference Group - Very much not out														
	Out to siblings and LGBTQ peers			Out to LGBTQ peers			Out to siblings and peers			Out to all but teachers			Mostly not out		
	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p	OR	SE	p
Age	1.22	0.04	<0.01	1.06	0.04	0.12	1.45	0.05	<0.01	1.37	0.06	<0.01	1.10	0.04	0.02
Cis-male	0.70	0.10	0.01	1.17	0.15	0.22	0.95	0.12	0.69	2.69	0.36	<0.01	1.05	0.15	0.71
Trans	2.30	0.42	<0.01	1.06	0.23	0.80	4.15	0.75	<0.01	5.52	1.09	<0.01	1.09	0.24	0.71
Non-binary	3.01	0.38	<0.01	2.33	0.31	<0.01	4.82	0.63	<0.01	5.59	0.82	<0.01	1.73	0.25	<0.01
Black	0.80	0.22	0.42	1.75	0.38	0.01	0.67	0.20	0.19	1.89	0.44	0.01	1.46	0.34	0.10
Asian	0.71	0.16	0.12	1.21	0.25	0.35	0.44	0.12	<0.01	0.33	0.13	<0.01	1.22	0.26	0.35
IMO	0.44	0.21	0.08	0.55	0.26	0.20	0.57	0.24	0.18	0.95	0.38	0.89	0.73	0.32	0.48
Latino/a	0.86	0.14	0.36	1.47	0.22	0.01	0.91	0.15	0.59	1.36	0.23	0.07	1.06	0.18	0.73
Multiracial	0.89	0.13	0.42	1.39	0.19	0.02	1.04	0.14	0.79	1.20	0.18	0.21	1.22	0.17	0.17
Bisexual	0.51	0.06	<0.01	0.61	0.07	<0.01	0.30	0.04	<0.01	0.21	0.03	<0.01	0.95	0.13	0.69
Queer	0.91	0.23	0.72	0.93	0.25	0.80	0.58	0.15	0.04	0.44	0.12	<0.01	1.19	0.36	0.56
Pansexual	0.65	0.10	0.01	0.72	0.12	0.04	0.42	0.07	<0.01	0.31	0.05	<0.01	0.92	0.17	0.67
Asexual	0.40	0.08	<0.01	0.36	0.08	<0.01	0.10	0.03	<0.01	0.05	0.02	<0.01	0.80	0.17	0.29
Questioning	0.07	0.02	<0.01	0.08	0.03	<0.01	0.06	0.02	<0.01	0.05	0.02	<0.01	0.38	0.10	<0.01
Other	0.64	0.20	0.14	0.51	0.17	0.05	0.41	0.13	0.01	0.23	0.09	<0.01	0.72	0.28	0.38
Family	0.79	0.18	0.28	1.03	0.24	0.91	0.91	0.21	0.68	0.82	0.20	0.41	1.69	0.51	0.08
Northeast	1.09	0.14	0.50	1.07	0.15	0.64	1.14	0.16	0.33	1.39	0.20	0.02	1.16	0.17	0.29
Midwest	0.96	0.12	0.71	1.01	0.12	0.96	1.14	0.14	0.29	1.16	0.15	0.24	1.01	0.13	0.94
West	1.17	0.15	0.22	0.93	0.12	0.56	1.46	0.18	<0.01	1.14	0.16	0.34	1.17	0.16	0.23
Depression	1.08	0.07	0.28	0.89	0.06	0.11	0.81	0.06	<0.01	0.82	0.06	0.01	0.76	0.06	<0.01
Family rejection	1.66	0.09	<0.01	0.83	0.04	<0.01	1.80	0.10	<0.01	1.54	0.09	<0.01	0.82	0.05	<0.01
Bullying	1.32	0.06	<0.01	1.12	0.06	0.03	1.57	0.07	<0.01	1.68	0.08	<0.01	1.22	0.06	<0.01

Note. IMO = Indigenous, Middle Eastern, and Other. Family = Live with Family.

siblings and LGBTQ peers ($OR = 1.20$, $p < 0.01$), out to LGBTQ peers ($OR = 1.37$, $p < 0.01$), mostly not out ($OR = 1.32$, $p < 0.01$), and very much not out classes ($OR = 1.45$, $p < 0.01$). Older SMY had higher odds of membership in the out to siblings and LGBTQ peers class compared to the out to LGBTQ peers ($OR = 1.15$, $p < 0.01$), mostly not out ($OR = 1.11$, $p = 0.01$), and very much not out ($OR = 1.22$, $p < 0.01$) classes. Lastly, older SMY had higher odds of membership in the mostly not out class compared to the very much not out class ($OR = 1.10$, $p = 0.02$).

Gender identity

Compared to cisgender female SMY, cisgender male SMY had higher odds of membership in the out to all but teachers class compared to the out to siblings and peers ($OR = 2.83$, $p < 0.01$), out to siblings and LGBTQ peers ($OR = 3.86$, $p < 0.01$), and out to LGBTQ peers ($OR = 2.29$, $p < 0.01$) classes. Compared to cisgender female SMY, cisgender male SMY had higher odds of membership in the out to siblings and peers ($OR = 1.36$, $p = 0.01$), out to LGBTQ

peers ($OR = 1.69, p < 0.01$), *mostly not out* ($OR = 1.52, p = 0.01$), and *very much not out* ($OR = 1.44, p = 0.01$) classes compared to the *out to siblings and LGBTQ peers* class.

Compared to cisgender female SMY, transgender SMY had higher odds of membership in the *out to siblings and peers* ($OR = 1.80, p < 0.01$) and *out to all but teachers* ($OR = 2.40, p < 0.01$) classes compared to the *out to siblings and LGBTQ peers* class; higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 2.18, p < 0.01$), *out to siblings and peers* ($OR = 3.93, p < 0.01$), and *out to all but teachers* ($OR = 5.23, p < 0.01$) classes compared to the *out to LGBTQ peers* class; and higher odds of membership in the *out to all but teachers* ($OR = 2.55, p < 0.01$), *out to siblings and peers* ($OR = 3.82, p < 0.01$), and *out to siblings and LGBTQ peers* ($OR = 2.12, p < 0.01$) classes. Finally, compared to the very much not out class and compared to cisgender female SMY, transgender SMY had higher odds of membership in the *out to all but teachers* ($OR = 5.52, p < 0.01$), *out to siblings and peers* ($OR = 4.15, p < 0.01$), and *out to siblings and LGBTQ peers* ($OR = 2.30, p < 0.01$) classes.

Compared to cisgender female SMY, nonbinary SMY had higher odds of membership in the *out to siblings and peers* ($OR = 1.60, p < 0.01$) and *out to all but teachers* ($OR = 1.86, p < 0.01$) classes compared to the *out to siblings and LGBTQ peers* class and in the *out to all but teachers* ($OR = 2.40, p < 0.01$), *out to siblings and peers* ($OR = 2.07, p < 0.01$), and *out to siblings and LGBTQ peers* ($OR = 1.29, p = 0.04$) classes compared to the *out to LGBTQ peers* class. Compared to cisgender female SMY and compared to the *mostly not out* class, nonbinary SMY had higher odds of membership in the *out to all but teachers* ($OR = 3.23, p < 0.01$), *out to siblings and peers* ($OR = 2.79, p < 0.01$), *out to siblings and LGBTQ peers* ($OR = 1.74, p < 0.01$), and *out to LGBTQ peers* classes ($OR = 1.35, p = 0.03$). Finally, nonbinary SMY had higher odds of membership in the *out to all but teachers* ($OR = 5.59, p < 0.01$), *out to siblings and peers* ($OR = 4.82, p < 0.01$), *out to siblings and LGBTQ peers* ($OR = 3.01, p < 0.01$), *out to LGBTQ peers* ($OR = 2.33, p = 0.03$), and *mostly not out* ($OR = 1.73, p < 0.01$) classes compared to the *very much not out* class and compared to cisgender female SMY.

Racial/ethnic identity

Compared to White SMY, Asian SMY had higher odds of membership in the *out to LGBTQ peers* ($OR = 3.66, p < 0.01$), *mostly not out* ($OR = 3.69, p < 0.01$), and *very much not out* ($OR = 3.02, p < 0.01$) classes compared to the *out to all but teachers* class, the *out to LGBTQ peers* ($OR = 2.79, p < 0.01$), *mostly not out* ($OR = 2.81, p < 0.01$), and *very much not out* ($OR = 2.30, p < 0.01$) classes compared to the *out to siblings and peers* class and higher odds of membership in the *out to LGBTQ peers* ($OR = 1.72, p = 0.02$)

and *mostly not out* ($OR = 1.73, p = 0.01$) classes compared to the *out to siblings and LGBTQ peers* class.

Compared to White SMY, Black SMY had higher odds of membership in the *out to all but teachers* ($OR = 2.81, p < 0.01$), *out to LGBTQ peers* ($OR = 2.61, p < 0.01$), and *mostly not out* ($OR = 2.18, p = 0.01$) classes compared to the *out to siblings and peers* class, and had higher odds of membership in the *out to all but teachers* ($OR = 2.36, p < 0.01$), *out to LGBTQ peers* ($OR = 2.19, p < 0.01$), and *mostly not out* ($OR = 1.83, p = 0.03$) classes compared to the *out to siblings and LGBTQ peers* class. Compared to White SMY, Black SMY had higher odds of membership in the *out to LGBTQ peers* ($OR = 1.75, p = 0.01$) and *out to all but teachers* ($OR = 1.89, p = 0.01$) classes compared to the *very much not out* class.

Compared to White SMY, Asian SMY had higher odds of membership in the *out to LGBTQ peers* ($OR = 3.66, p < 0.01$), *mostly not out* ($OR = 3.69, p < 0.01$), and *very much not out* ($OR = 3.02, p < 0.01$) classes compared to the *out to all but teachers* class and higher odds of membership in the *out to LGBTQ peers* ($OR = 2.79, p < 0.01$), *mostly not out* ($OR = 2.81, p < 0.01$), and *very much not out* ($OR = 2.30, p < 0.01$) classes compared to the *out to siblings and peers* class. Compared to white SMY and compared to SMY in the *out to siblings and LGBTQ peers* class, Asian SMY had higher odds of membership in the *out to LGBTQ peers* ($OR = 1.72, p = 0.02$) and *mostly not out* ($OR = 1.73, p < 0.01$) classes.

Compared to White SMY, Latino/a SMY had higher odds of membership in the *out to LGBTQ peers* ($OR = 1.61, p = 0.01$) and *out to all but teachers* ($OR = 1.50, p = 0.02$) classes compared to the *out to siblings and peers* class, and higher odds of membership in the *out to LGBTQ peers* ($OR = 1.71, p < 0.01$) and *out to all but teachers* ($OR = 1.59, p = 0.01$) classes compared to the *out to siblings and LGBTQ peers* class. Finally, Latino/a SMY had higher odds of membership in the *out to LGBTQ peers* class ($OR = 1.47, p = 0.01$) compared to the *very much not out* class.

Compared to White SMY, multiracial SMY had higher odds of membership in the *out to LGBTQ peers* class ($OR = 1.34, p = 0.04$) compared to the *out to siblings and peers* class and higher odds of membership in the *out to LGBTQ peers* ($OR = 1.56, p < 0.01$), *out to all but teachers* ($OR = 1.35, p = 0.04$), and *mostly not out* ($OR = 1.36, p = 0.03$) classes compared to the *out to siblings and LGBTQ peers* class. Finally, multiracial SMY had higher odds of membership in the *out to LGBTQ peers* class ($OR = 1.39, p = 0.02$) compared to the *very much not out* class.

Sexual identity

Compared to gay/lesbian SMY, bisexual SMY had higher odds of membership in the *out to siblings and peers* ($OR =$

1.45, $p < 0.01$), *out to siblings and LGBTQ peers* ($OR = 2.45$, $p < 0.01$), *out to LGBTQ peers* ($OR = 2.93$, $p < 0.01$), *mostly not out* ($OR = 4.58$, $p < 0.01$), and *very much not out* ($OR = 4.83$, $p < 0.01$) classes compared to the *out to all but teachers* class. Compared to gay/lesbian SMY, bisexual SMY had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.69$, $p < 0.01$), *out to LGBTQ peers* ($OR = 2.02$, $p < 0.01$), *mostly not out* ($OR = 3.16$, $p < 0.01$), and *very much not out* ($OR = 3.34$, $p < 0.01$) classes compared to the *out to siblings and peers* class. Compared to gay/lesbian SMY and compared to SMY in the *out to siblings and LGBTQ peers* class, bisexual SMY had higher odds of membership in the *mostly not out* ($OR = 1.87$, $p < 0.01$) and *very much not out* ($OR = 1.98$, $p < 0.01$) classes. Compared to gay/lesbian SMY, SMY had higher odds of membership in the *mostly not out* ($OR = 1.57$, $p < 0.01$) and *very much not out* ($OR = 1.65$, $p < 0.01$) classes compared to the *out to LGBTQ peers* class.

Compared to gay/lesbian SMY, queer SMY had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 2.07$, $p < 0.01$), *out to LGBTQ peers* ($OR = 2.12$, $p < 0.01$), *mostly not out* ($OR = 2.71$, $p < 0.01$), and *very much not out* ($OR = 2.27$, $p < 0.01$) classes compared to the *out to all but teachers* class, and higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.56$, $p = 0.03$), *mostly not out* ($OR = 2.04$, $p < 0.01$), and *very much not out* ($OR = 1.71$, $p = 0.04$) classes compared to the *out to siblings and peers* class.

Compared to gay/lesbian SMY, pansexual SMY had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 2.07$, $p < 0.01$), *out to LGBTQ peers* ($OR = 2.29$, $p < 0.01$), *mostly not out* ($OR = 2.96$, $p < 0.01$), and *very much not out* ($OR = 3.21$, $p < 0.01$) classes compared to the *out to all but teachers* class and higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.56$, $p = 0.03$), *mostly not out* ($OR = 2.04$, $p < 0.01$), and *very much not out* ($OR = 1.71$, $p = 0.04$) classes compared to the *out to siblings and peers* class. In addition, compared to gay/lesbian SMY, pansexual SMY had higher odds of membership in the *mostly not out* ($OR = 1.43$, $p = 0.03$) and *very much not out* classes ($OR = 1.55$, $p = 0.01$) compared to the *out to siblings and LGBTQ peers* class. Finally, compared to gay/lesbian SMY, pansexual SMY had higher odds of membership in the *very much not out* class compared to the *out to LGBTQ peers* class ($OR = 1.40$, $p = 0.04$).

Compared to gay/lesbian SMY, asexual SMY had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 8.77$, $p < 0.01$), *out to LGBTQ peers* ($OR = 7.89$, $p < 0.01$), *mostly not out* ($OR = 17.43$, $p < 0.01$) and *very much not out* ($OR = 21.76$, $p < 0.01$) classes compared to the *out to all but teachers* class. Asexual SMY also had higher odds of membership in the *out to siblings and LGBTQ peers* (OR

$= 4.26$, $p < 0.01$), *out to LGBTQ peers* ($OR = 3.83$, $p < 0.01$), *mostly not out* ($OR = 8.45$, $p < 0.01$), and *very much not out* ($OR = 10.56$, $p < 0.01$) classes compared to the *out to siblings and peers* class and compared to gay/lesbian SMY. Finally, compared to gay/lesbian SMY, asexual SMY had higher odds of membership in the *mostly not out* ($OR = 1.99$, $p < 0.01$) and *very much not out* ($OR = 2.48$, $p < 0.01$) classes compared to the *out to siblings and LGBTQ peers* class and higher odds of membership in the *mostly not out* ($OR = 2.21$, $p < 0.01$) and *very much not out* ($OR = 2.76$, $p < 0.01$) classes compared to the *out to LGBTQ peers* class.

Compared to gay/lesbian SMY, questioning SMY had higher odds of membership in the *mostly not out* ($OR = 8.43$, $p < 0.01$) and *very much not out* ($OR = 22.02$, $p < 0.01$) classes compared to the *out to all but teachers* class; higher odds of membership in the *mostly not out* ($OR = 6.60$, $p < 0.01$) and *very much not out* ($OR = 17.25$, $p < 0.01$) classes compared to the *out to siblings and peers* class; and higher odds of membership in the *mostly not out* ($OR = 5.35$, $p < 0.01$) and *very much not out* ($OR = 13.97$, $p < 0.01$) classes compared to the *out to siblings and LGBTQ peers* class. Finally, compared to gay/lesbian SMY, questioning SMY also had higher odds of membership in the *mostly not out* ($OR = 5.07$, $p < 0.01$) and *very much not out* ($OR = 13.24$, $p < 0.01$) classes compared to the *out to LGBTQ peers* class and higher odds of membership in the *very much not out* class ($OR = 2.61$, $p < 0.01$) compared to the *mostly not out* class.

Compared to gay/lesbian SMY, SMY with an “other” sexual identity had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 2.72$, $p < 0.01$), *mostly not out* ($OR = 3.06$, $p < 0.01$), and *very much not out* ($OR = 4.27$, $p < 0.01$) classes compared to the *out to all but teachers* class; and higher odds of membership in the *very much not out* class ($OR = 2.42$, $p = 0.01$) compared to the *out to siblings and peers* class.

Family living arrangements

Compared to youth who did not live with their family, youth who lived with their family had higher odds of being in the *mostly not out* class compared to the *out to all but teachers* ($OR = 2.07$, $p = 0.01$), *out to siblings and peers* ($OR = 1.87$, $p = 0.02$), and *out to siblings and LGBTQ peers* ($OR = 2.16$, $p < 0.01$) classes.

Geographic region

Compared to SMY who lived in the South, SMY who lived in the West had higher odds of membership in the *out to siblings and peers* class compared to the *out to LGBTQ peers* ($OR = 1.57$, $p < 0.01$) and *very much not out* ($OR = 1.46$, $p < 0.01$) classes. Compared to SMY who

lived in the South, SMY who lived in the Northeast had higher odds of membership in the *out to all but teachers* class ($OR = 1.39, p = 0.02$) compared to the *very much not out* class.

Health and Well-Being Outcomes

Depression

SMY with greater depression had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.32, p < 0.01$) and *very much not out* classes ($OR = 1.23, p < 0.01$) compared to the *out to all but teachers* class; higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.32, p < 0.01$) and *very much not out* ($OR = 1.23, p < 0.01$) classes compared to the *out to siblings and peers* class; and higher odds of membership in the *out to siblings and LGBTQ peers* class ($OR = 1.20, p = 0.01$) compared to the *out to LGBTQ peers* class. In addition, SMY with higher depression had higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.42, p < 0.01$), *out to LGBTQ peers* ($OR = 1.18, p = 0.03$), and *very much not out* ($OR = 1.32, p < 0.01$) classes compared to the *mostly not out* class.

Family rejection

SMY who reported higher family rejection had higher odds of membership in the *out to siblings and peers* class ($OR = 1.17, p = 0.01$) compared to the *out to all but teachers* class and higher odds of membership in the *out to siblings and peers* ($OR = 2.19, p < 0.01$), *out to siblings and LGBTQ peers* ($OR = 2.01, p < 0.01$), *out to all but teachers* ($OR = 1.86, p < 0.01$) and *very much not out* classes ($OR = 1.21, p < 0.01$) compared to the *out to LGBTQ peers* class. In addition, compared to the *mostly not out* class, SMY with higher family rejection had higher odds of membership in the *out to siblings and peers* ($OR = 2.20, p < 0.01$), *out to all but teachers* ($OR = 1.88, p < 0.01$), *out to siblings and LGBTQ peers* ($OR = 2.03, p < 0.01$), and *very much not out* ($OR = 1.22, p < 0.01$) classes. Finally, compared to the *very much not out* class, SMY with higher family rejection had higher odds of membership in the *out to all but teachers* ($OR = 1.54, p < 0.01$), *out to siblings and peers* ($OR = 1.80, p < 0.01$), and *out to siblings and LGBTQ peers* ($OR = 1.66, p < 0.01$) classes.

Bullying

Compared to the *out to siblings and LGBTQ peers* class, SMY who experienced more bullying had higher odds of membership in the *out to siblings and peers* ($OR = 1.19, p < 0.01$) and *out to all but teachers* ($OR = 1.28, p < 0.01$)

classes. SMY who experienced more bullying also had higher odds of membership in the *out to all but teachers* ($OR = 1.51, p < 0.01$), *out to siblings and peers* ($OR = 1.41, p < 0.01$), and *out to siblings and LGBTQ peers* ($OR = 1.18, p < 0.01$) classes compared to the *out to LGBTQ peers* class. Compared to the *mostly not out* class, SMY who experienced more bullying had higher odds of membership in the *out to all but teachers* ($OR = 1.38, p < 0.01$) and *out to siblings and peers* ($OR = 1.29, p < 0.01$) classes. Finally, compared to the *very much not out* class, higher bullying was associated with higher odds of membership in the *out to siblings and LGBTQ peers* ($OR = 1.32, p < 0.01$), *out to LGBTQ peers* ($OR = 1.12, p = 0.03$), *out to siblings and peers* ($OR = 1.57, p < 0.01$), *out to all but teachers* ($OR = 1.68, p < 0.01$), and *mostly not out* ($OR = 1.22, p < 0.01$) classes.

Discussion

Although sexual identity outness is associated with numerous health and well-being outcomes, most studies to date have not examined these associations across multiple outness contexts. Therefore, the goal of the current study was to explore demographic patterns of sexual identity outness in a large, national sample of SMY and to examine whether patterns of outness were associated with depression, family rejection, and bullying. The impetus of this exploration was to better understand patterns of outness across SMY's diverse demographic identities—knowledge that can be leveraged to better identify disparities in health across heterogeneous SMY populations. This study identified six distinct classes of outness patterns based on outness contexts and degree of outness: *Out to all but teachers*, *out to siblings and peers*, *out to siblings and LGBTQ peers*, *out to LGBTQ peers*, *mostly not out*, and *very much not out*. The six outness classes varied significantly across age, gender identity, race/ethnicity, sexual identity, family living arrangements, and geographic location. Furthermore, the classes differed on the basis of the three well-being outcomes, such that SMY in classes defined by mixed and low outness had the highest depression, and SMY in classes defined by higher outness to family and peers generally reported greater family rejection and bullying. Results support the notion that outness is a complex process, and that outness should be considered in interventions to improve the health of sexual minority youth.

The six classes demonstrate the complexity of SMYs outness patterns, reinforcing that outness is not an all-or-nothing construct. For example, SMY in the *out to siblings and LGBTQ peers*, *out to LGBTQ peers*, and *mostly not out* classes were out to some people in their lives, but not out to others. Mixed disclosure status is particularly important to study given that being out in some contexts, but not others,

is associated with worse school-based outcomes such as greater in-school harassment and poorer academic achievement when compared with SMY who are out to everyone or not out at all (Watson et al., 2015). Moreover, the *out to LGBTQ peers* class is distinct because SMY in this class were characterized by outness to all LGBTQ friends but no siblings. This class might reflect a population of SMY who choose to come out to like peers before coming out to those in other contexts, such as family, non-LGBTQ friends, and classmates. SMY may choose to first come out to other LGBTQ peers in order to minimize risk of peer rejection and victimization, in line with the assumptions underlying minority stress theory (Meyer, 2003). Indeed, among SMY, coming out to sexual minority friends can provide sexual minority-specific social support, which is in turn associated with lower emotional distress (Doty et al., 2010).

This study identified meaningful demographic differences within and between outness classes. First, there were differences in the average age of SMY in each class such that SMY in the *out to all but teachers* and *out to siblings and peers* classes were older relative to SMY in all other classes. Consistent with sexual identity milestone research, this finding suggests that some SMY may first come out to peers and siblings before coming out to all members of their social and familial networks (Aranda et al., 2015).

Regarding sexual identity, a noteworthy finding is that youth in classes with lower levels of outness had higher odds of identifying as bisexual, questioning, asexual, or pansexual than gay/lesbian. For example, compared to youth in the *out to all but teachers* class, youth in most other classes reported significantly higher odds of being bisexual, queer, or pansexual rather than lesbian or gay. These findings are consistent with and expand on previous literature regarding plurisexual (i.e., individuals who may be attracted to people of multiple genders) youths' sexual identity outness. In particular, societal prejudices and stereotypes against bisexual individuals remain (Brewster & Moradi, 2010), and these negative stereotypes may play a large role in bisexual SMY's decisions to not come out at all, or to only come out to certain individuals (Feinstein et al., 2019). In a longitudinal study of SMY in Chicago, bisexual youth reported lower levels of outness in comparison to their gay and lesbian counterparts, likely due to perceived discrimination of their bisexual identities (Feinstein et al., 2019). In another study of sexual minority college students, gay and lesbian students had the highest levels of outness, followed by queer SMY, bisexual SMY, and SMY who were questioning. SMY who are questioning may be less likely to come out in that they may feel as though their identities are not yet solidified (Feinstein et al., 2020). On the other hand, bisexual SMY may conceal their identities for various reasons, including discomfort with

being bisexual, concern about anti-bisexual discrimination, and their bisexual identity not being a central aspect of their identity (Feinstein et al., 2020). Similar to bisexual SMY, asexual SMY may be less likely to disclose their sexual identity due to perceived lack of acceptance and understanding from family and friends (Robbins et al., 2016).

Broadly, the findings suggest that race and ethnicity play a distinct role among SMY's levels of outness, such that a greater proportion of racial and ethnic minority SMY were in less out classes (e.g., the mostly not out and very much not out classes) compared to White SMY, with some exceptions. For instance, Asian SMY showed the clearest pattern of class membership such that those in lower outness classes were more likely to identify as Asian than White. Previous literature has shown that Asian sexual and gender minority adults are likely to compartmentalize different identities based on the context (Choi & Israel, 2016) which in turn, may be associated with overall lower levels of outness. This intentional compartmentalization occurs not only due to related cultural factors but also because Asian SMY specifically report "playing up" their Asian identity as a way to avoid harassment due to their SGM identity (Ocampo & Soodjinda, 2016). To the best of the research team's knowledge, this is the first study to investigate varying ways in which outness functions (i.e., class membership) among Asian SMY.

Youth in classes characterized by lower levels of outness were also more likely to identify as Black than White. However, SMY in the *out to all but teachers* class were more likely to identify as Black compared to youth in classes with mixed levels of outness (i.e., *Out to siblings and peers*; *Out to siblings and LGBTQ peers*). This finding provides further evidence for the continued need to investigate how outness patterns are contextualized by racial and ethnic identity. Previous work has found that SMY of color may have lower levels of outness compared to White SMY due to the difficulty of navigating conflicting ethno-racial and LGBTQ + cultural factors (Sarno et al., 2015). However, this study highlights more complex and nuanced patterns of outness among SMY of color.

Analyses also uncovered associations between class membership and Latino/a identity. SMY who identified as Latino/a were most likely to be in the *out to LGBTQ peers* class than in any other class. Other research on Latino/a SMY's sexual identity disclosure yields mixed findings, with some studies finding no differences when compared to White youth, and others finding that Latino/a youth are less likely to disclose to their parents (Toomey et al., 2017). However, in line with the current study's findings, Martos and colleagues (2015) found that compared to sexual minority adults of other ethnicities, Latino/a sexual minority adults were less likely to have come out to heterosexual friends.

With regard to gender identity, transgender and non-binary youth were generally more likely to be in classes characterized by higher levels of sexual identity outness than in classes characterized by lower levels of outness. This finding contrasts with that of another study, which found no gender differences in levels of outness among a sample of sexual minority adolescent boys (Moskowitz et al., 2021). Perhaps this pattern of sexual identity outness for gender minority youth is influenced by identifying as both a sexual and gender minority individual—a lived experience that may be more psychologically and socially complex than for sexual minority youth who identify as cisgender (Moskowitz et al., 2021). Furthermore, outness among youth who identify as both gender and sexual minorities has been inconsistently measured. For example, transgender individuals have been excluded from sexual identity-related studies, or gender identity response options have been limited in survey questions (Dunlap, 2016). Findings regarding transgender and non-binary youth provide novel contributions to the outness literature. In addition, relative to cisgender female SMY, cisgender male SMY had higher odds of being in the out to all but teachers class. Prior studies have found no gender difference in age of sexual identity disclosure among and sexual minority adolescents and young adults (Dunlap, 2016). However, findings may reflect gender differences in the pacing of coming out, such that cisgender male SMY may come out to more people in their social networks sooner than cisgender female SMY (Bishop et al., 2020). These sex/gender-related findings highlight the need for further research at the intersection of gender and sexual identity.

Health and Well-Being Implications of Outness

In this study, the six outness classes were associated with different patterns of well-being outcomes. With respect to depression, those in classes defined by lower or mixed outness levels tended to have higher depression scores than those in classes defined by higher outness. The process of concealing one's sexual identity in all or some social contexts may be mentally taxing. For instance, concealment requires one to manage their identity visibility across different relationships and contexts and may lead to the anticipation of social rejection or forced outness from others (Pachankis et al., 2020). Future research and interventions should focus on efforts to support the mental health of youth who are not yet ready to disclose their identities to others in their lives.

In terms of family rejection, youth in classes that were characterized by high outness to parents and siblings reported the greatest level of family rejection. In contrast, youth in classes characterized by no outness to family members reported the lowest level of family rejection.

Given that family rejection following identity disclosure is associated with substance use, depression, and suicide risk (Ryan et al., 2009), this finding highlights an important target for public health interventions. For example, clinicians, school counselors, and other adults in support-providing roles should be aware of youth's outness to their family members and should screen for potential family rejection. In asking youth about their outness processes, clinicians and other adults can better understand and predict the sources of support and resources that sexual minority youth may need in order to thrive.

Youth who were characterized by high outness to family and peers reported the greatest level of bullying, whereas reported bullying was lower in classes characterized by lower outness. Together with the family rejection finding, this finding demonstrates that outness to peers and family may not always be protective. Sexual identity disclosure to peers at school, in particular, may position sexual minority youth as targets of victimization—a consequence of youth coming out in earlier developmental periods (Russell & Fish, 2019). Prior research suggests that sexual minority youth may engage in visibility management strategies in order to reduce the risks and outcomes of being bullied by peers (van der Star et al., 2021). Thus, while concealment may be protective of bullying experiences, youth who conceal their sexual identities may still be exposed to stigmatizing environments. Future research is necessary to further disentangle the health and well-being outcomes associated with disclosure, concealment, and mixed outness patterns.

Limitations and Strengths

This study is not without limitations. First, data were collected using non-probability sampling methods. Moreover, participants were recruited through HRC's online social media networks. As a result, findings are not generalizable to youth who do not or cannot access the social networks where HRC advertised the study. Furthermore, the sample may reflect a population of youth who are generally more likely to be connected to LGBTQ-related organizations, and therefore may be more likely to be out compared to youth who are not connected to these organizations. A second limitation is with regard to the measurement of outness. Though it is much more robust than most measures used, the outness measure used in the current study did not ask about outness to mothers and fathers or caregivers separately. Rather, the survey asked about outness to parents as a combined group. Given that SMY may come out to mothers before fathers (Moskowitz et al., 2021), future research on sexual identity outness should include measures regarding outness to mothers and fathers (or other caregivers) separately. An additional limitation is that this study did not explore class membership at the intersection of two

or more demographic variables, such as gender and sexual identity, or sexual identity and race and ethnicity. Prior research has found differences in milestone pacing at the nexus of multiple identity characteristics (Bishop et al., 2020). Therefore, future research should explore outness patterns across multiple identities in order to further understand the nuances of sexual identity outness. Finally, the current sample included SMY who identified as both sexual and gender minority individuals (e.g., transgender and gay). However, given that this study explored only sexual identity outness (and not gender identity outness), the study is unable to address the complex intersection of sexual and gender identity outness.

Despite these limitations, this study contributes novel findings regarding SMY's sexual orientation disclosure. The large sample size enabled this study to identify differences in class membership based on numerous demographic characteristics such as sexual identity, gender identity, race and ethnicity, age, and geographic region. Moreover, demographic measures captured diverse identity labels, particularly for sexual identity. The inclusion of these diverse labels is important given that many youth identify with sexual identity labels beyond lesbian, gay, and bisexual (Watson et al., 2020).

Conclusion

Sexual identity outness is a multidimensional construct that includes both the social contexts in which one is out, as well as the number of people to whom one is out in a given context. Among sexual minority youth, outness is associated with various health and well-being outcomes. Furthermore, there is evidence for differing patterns of outness across sexual minority youth's diverse demographic identities. However, prior research to date has not examined demographic patterns and well-being outcomes across multiple outness contexts and levels of outness. This study identified six classes of outness based on outness to parents, siblings, non-LGBTQ friends, LGBTQ friends, classmates, and teachers. The classes were *out to all but teachers*, *out to siblings and peers*, *out to siblings and LGBTQ peers*, *out to LGBTQ peers*, *mostly not out*, and *very much not out*. The analyses revealed differences in outness patterns on the basis of demographics and well-being outcomes. Notably, transgender and nonbinary youth were more likely to be in classes defined by greater sexual minority outness compared to cisgender female youth, while bisexual, pansexual, asexual, and queer youth were more likely to be in classes defined by lower outness compared to gay/lesbian youth. Youth in classes defined by mixed and lower outness reported higher depression, while youth in classes defined by greater outness to family and peers reported greater

family rejection and bullying. This study demonstrates that there exists health risk and protective factors connected to adolescents' sexual identity outness and highlights areas for public health intervention in order to reduce health disparities among sexual minority youth of different identities and outness levels.

Data Availability

This manuscript's data will not be deposited.

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Authors' Contributions A.E.C. conceived of the study, participated in its design, and drafted the manuscript; A.B.M. conceived of the study participated in its design, conducted statistical analyses, and helped draft the manuscript; K.A.S. helped draft the manuscript; T.R. helped draft the manuscript; R.J.W. conceived of the study and helped draft the manuscript. All authors read and approved the final manuscript.

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Compliance with Ethical Standards

Conflict of Interest The authors declare no competing interests.

Ethical Approval Study procedures were approved by the University of Connecticut IRB board protocol H16-322.

Informed Consent All participants provided informed assent. The IRB related to this study provided a waiver of parental consent.

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