



APPLIED EVALUATIVE CONDITIONING: PREVENTION OF HOMOPHOBIA IN A SCHOOL CONTEXT

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Abstract

The evaluative conditioning paradigm was applied to prevent homophobia in secondary school education. It was an institutional intervention; all professionals who conducted the program were either teachers or staff. This was a key aspect to implementing the program and the necessary coordination. All intervention was inserted into an educational program which had been previously established to prevent bullying. Pre and post treatment measurements were performed. It started from a baseline with two indicators: homophobic attitudes measured by visual analogue scales (VAs) in school situations, and the homophobic behavior, measured by the number of incidents (punished homophobic behaviours). It was performed with the methodology of P2P (peers to peers). It was obtained as changes in both indicators, attitudes and behaviour. With relationship to the first indicator, the differences were statistically significant. Homophobic attitudes were significantly reduced. They were evaluated as more favourable in terms of like/dislike. Behaviours such as “sitting near a gay partner” or “to be a friend of someone labelled as gay”, “stick to a teammate labelled gay”, significantly more pleasant as assessments were obtained. The second indicator, (punished homophobic behaviours) was reduced, however, was not significant. Some reasons that justify these results will be discussed.

Keywords: *peers to peers, homophobia, bullying, and evaluative conditioning.*

Cubinte cheie: *homophobia, conditii de evaluare, agresivitate, preventive, atitudini*

1. INTRODUCTION

This paper come from the desire of a group of researcher, involved for 2 years in a European project funded by the European Commission under the line Daphne III, with the title “Empowering LGT young people against violence: a peer to peer

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model” [JUST/2011-2012/DAP/AG/3059]”. Evaluative conditioning refers to changes in the liking or the hedonic valence of a conditioned stimulus (CS). This is due to the fact that the stimulus has been paired with other positive or negative unconditioned stimuli (US). Evaluative conditioning (EC) is the theoretical term that is used to refer to associatively induced changes in liking. (Baeyens, 2005). It has been confirmed that EC is a genuine phenomenon observed under a variety of conditions. Peers to peers (P2P) is a common approach, providing opportunities for students to work with each other in a number of social and emotional areas. There is psychological literature cited as evidence of evaluative conditioning. Well before the evaluative conditioning was itself under study, there have often been considered precursors of studies of evaluative conditioning (EC). Razran (1954) devised the so-called luncheon technique; Staats and Staats (1957) demonstrated that nonsense words paired with either positively or negatively valence words acquired the same hedonic value of the words with which they were paired. These experiments used a procedure similar to the typical Evaluative Conditioning (EC) procedure designed by Levey and Martin (1975). They used to be considered as the earliest examples of changes in the hedonic preferences or valence of a stimulus due to pairing with other like/dislike valence stimuli.

Frequently, Levey and Martin (1975) were considered to be the turning point in which the researchers started to study the evaluative conditioning as a type of conditioning or learning. They introduced the theoretical debate about the nature of the evaluative conditioning and also the most influential experimental procedure: the classical and so-called picture–picture paradigm that is still frequently used nowadays. Basically, the picture–picture paradigm consists of the procedure where the subjects first classify several postcard pictures (liked, disliked, and neutral categories). Later, a second phase (acquisition phase) is when the initially neutral postcards (CSs) were paired respectively with liked or disliked postcards acting as Unconditioned Stimulus (US), or other neutral postcards (control situation). After that pairing, liking ratings showed that the valence of the CSs paired with a pleasant or unpleasant US had changed in the respective direction of the US valence. These investigations were carried out in the framework of research on human conditioning and marked the beginning of research on the nature of this type of learning. Two lines of research were initiated differentially. The first addressed to theoretically characterize and evaluative conditioning (Baeyens, De Houwer, Fiedler, K, 2011). A second line was used in the evaluative conditioning (EC) paradigm for the study of changing attitudes, attitude formation , prejudices,

consumption, phobias, (see De Houwer, 2001 for a review). In summary Evaluative Conditioning (EC) is a consolidated and robust concept, and it has also been applied in many diverse areas. There have been applied EC research in areas indirectly related to our goal to reduce and prevent homophobia. We found evidence of the effectiveness of the EC in attitude formation, in-group favouritism, prejudice, self-esteem, Spreading Attitude Effect, etc. These concepts are all involved in the processes related to homophobia.

Evaluative conditioning (EC) has been considered as a central mechanism for both classic and current theories of attitude formation. (Stahl, 2009). Olson et al (2006) report a set of experiments that use an implicit evaluative conditioning procedure to reduce automatically activated racial prejudice. Walter, E. (2005) suggests that several important phenomena in social psychology (i.e. in-group favouritism, prejudice, and name-letter effect) are at least partly due to simple mechanisms of evaluative learning. Dijksterhuis (2004) showed how evaluative conditioning (EC) can even influence self-esteem. In this study, some subjects were exposed to a series of positive words that coincided with the letter I. This protocol improved evaluations of the letter "I". It did so because this letter is associated with the self, and self-esteem also improved as gauged by an implicit measure called the Name Letter Effect. Bliss-Moreau, Owren, and Barrett (2010), did a study where participants listened to speakers who spoke positive, negative, or neutral words. Next, the subjects had to decide whether another series of words, such as kitten or seat, were positive or negative (evaluative evaluation). A verbal prime preceded each word. This prime was spoken by one of the previous speakers but it was a neutral word. Primes that were said by a person who previously said positive words were perceived positively. That is to say if these primes preceded a positive target then participants could more rapidly recognize the valence of this target. Therefore, voices that tend to express positive words tend to influence other words with a positive valence. Walter, E (2002) described an interesting phenomenon. Eva Walter called it the "Spreading Attitude Effect". This phenomenon consisted of pairing a target with a (dis)liked person which not only affects the evaluation of the previously neutral person but spreads to other individuals who are (pre)associated with the target (Spreading Attitude Effect). We can consider the conceptual parallel between this process and the sensory preconditioning. On the issue at hand, homophobia in a school context can be noted as one of the processes underlying the phenomenon called "fear of contagion." When a school avoids contact with a harassed gay student, as a

copying mechanism, to avoid being "infected" by stigma is the notion of "fear of contagion." In other words, the school avoids suffering the spreading attitude effect which can devalue its own valence in the student society. Fear appears to meet with students labelled as gay to avoid identifying and labelling oneself as gay. The spread of fear of stigma or social devaluation in a homophobic context means being labelled as a displayed gay person. It was predicted that implicit self-esteem could be enhanced by subliminal evaluative conditioning.

E. Walter showed that attitude formation is not confined to the co-occurrence of an attitudinal object (student) with an evaluated experience. It could affect the stimulus (students) previously associated with it. This mechanism could be at the base of the first indicators of homophobic bullying: isolation, and social devaluation of students labeled as gay. Teachers say that isolation, and social devaluation are difficult to detect, and difficult to punish. As discussed in our study, the isolation and devaluation that will not be tied to physical or verbal violence, are undetectable.

People with homosexual or bisexual orientations have long been stigmatized. However, in the present context, a secondary school is not as relevant, real, or effective in the sexual orientation of individuals, such as, social tagging of equals. We talk to students between the ages of 12 and 18 years. Some did not socially express sexual orientation or exhibit behaviours that can be objectively identified as typical of a homosexual or heterosexual subject. The violence appears linked to ruptures of gender norms. A student that is labelled as gay is usually because he does not behave by respecting gender norms. Students verbalize expressions like: "she does not talk like a girl but swears like a boy, she dresses like a tomboy; he's a faggot, he does not play ball, and is always surrounded by girls; he is a chicken, coward, or sissy because he does girly stuff".

The psychologist George Weinberg is known as the psychologist who coined the term "homophobia" in the late 1960s. Weinberg used homophobia to label heterosexuals' dread of being in close quarters with homosexuals as well as homosexuals' self-loathing. The word first appeared in print in 1969 and was subsequently discussed at length in Weinberg's 1972 book, *Society and the Healthy Homosexual*. The *American Heritage Dictionary* (1992 edition) defines homophobia as the "aversion to gay or homosexual people or their lifestyle or culture" and "a behaviour or an act based on this aversion". Homophobia is a term often used to describe hostile reactions to lesbians and gay men which implies a unidimensional construct of attitudes as expressions of irrational fears. (Herek,

1984). Gregory M. Herek argues that a more complex view is needed of the psychology of positive and negative attitudes toward homosexual persons.

Gregory M. Herek described a model that distinguishes three types of attitudes according to the social psychological function they carry out: experiential, defensive and symbolic. The Symbolic: expressing abstract ideological concepts that are closely linked to one's notion of self and to one's social network and reference groups. This symbolic construction is done, *inter alia*, through the curriculum. We will use the contents of different subjects (literature, math, art, physical education, etc.) to facilitate in this symbolic construction in order to disentangle homophobia. The teachers (advisors) in their subjects prepare materials to highlight achievements and successes of prominent gay people or people labelled as gay in each subject. People, like Virginia Wolf (writer), Alan Turing (Mathematician, logician, computer scientist, and cryptographer British philosopher), Michel Foucault (Historian, social theorist and French philosopher), Alexander von Humboldt (Geographer, astronomer, humanist, German naturalist and explorer), Sally Kristen Ride (physical and American astronaut who made history by being the first woman to travel into outer space), Sofia Kovalevskaya Vassilyevn (Russian Mathematician), Oscar Wilde, Federico García Lorca, Jason Paul Collins (he is a retired American professional basketball player who played 13 seasons in the National Basketball Association NBA), Beatriz Sanchís (she is a film director), Marta Fernández (Consultant at KPMG multinational, she has created a social network lesbians around the world.) etc. They would be used as examples.

The objective goal is to highlight their achievements, their social success, and the current recognition of their contributions nowadays. It is very relevant that the purpose of the activity should ensure a positive and pleased approximation of their contributions. Their photos are the stimuli that strive to become conditioned stimuli (CS), and must be matched at any time with pleasant, positive activities and information about their current contributions and recognitions. These will be essential in all phases of the intervention.

Although some of them lived well known dramatic events of in their biography, we will not focus on these events. The objective of this activity is not to learn a deep knowledge of their biography but to learn the greatness of their contributions. They will be icons which are initially neutral stimulus who are unknown in the case of the students, and after the activity, they must represent a positive conditioned stimuli.

Some criticism that can be made to the concept of homophobia can be summarized as: Firstly, psychological research does not indicate that homophobia can reasonably be considered a phobia in the clinical sense. Secondly, the term homophobia implies that it is an individual, clinical entity rather than a social phenomenon based on cultural ideologies and intergroup relations. Lastly, sometimes homophobia implies violence that is based on the heteronormativity: the rules that constitutes and regulates behaviors according to normative rules of sex, gender, and sexuality.

We need to identify those mechanisms involved in socialization activities. These processes are particularly relevant at the age of adolescence and those involved are essentially the peer group.

It has been proposed other terms as “Sexual prejudice” This refers to all negative attitudes based on sexual orientation. Such prejudice is almost always directed at people who engage in homosexual behaviour or label themselves as gay, lesbian, or bisexual (Herek, 2000).

We found it interesting and necessary to discuss the conceptual debate on the term homophobia. The term is continuing to be used accepting some criticism, for practical reasons, as is the common and widespread use of the term rather than its theoretical precision.

We will discuss the relevance of this phenomenon in Spain. Homophobia would be a particular case of hate crime, also known as bias-motivated crime. It is a usually violent and prejudice motivated crime that occurs when a person who is responsible for a crime or other offense targets a victim based on his or her perceived membership in a certain social group (i.e. minority sexual orientation group). Then we called it homophobia. Other groups that were included as targets: ethnicity, gender identity, language, nationality, physical appearance, religion, or sexual orientation. Hate crimes may involve physical damage, damage to property, bullying, harassment, verbal abuse, insults, etc. According to the Spanish government in its Report on the Development of Hate Crimes in Spain (2013), 1172 incidents were recorded last year in our country. About 452 were based on the sexual orientation of the victim. The organization Movement Against Intolerance in Spain, 2013, makes an estimate based on what was said by the Agency for Fundamental Rights (FRA) of the European Union. It says that between 80% and 90% of incidents of hate are unreported. According to a study conducted in all States of the European Union (EU) and recently published by the Agency for Fundamental Rights of the European Union (FRA), nearly 70% of

LGBT people surveyed responded "always" or "often" to the question of whether they had hidden their sexual orientation or gender identity in school. Therefore, we see that this topic has international significance.

The situation in schools reflect this reality. There are hate crimes in our schools based on sexual orientation, and many of them are not detected. Our secondary school system receives the annual visit and advice from COGAM. COGAM is The Lesbian, Gay, Transgender & Bisexual Collective (LGBT; LGTB) of Madrid. They describe themselves as a democratic, participatory, inclusive, independent non-profit organization. One of their objectives is to work to eradicate homophobic and transphobic behaviors. To accomplish this, the organization will sponsor advice to organizations conducting research in the field of education that deals with lesbian, gay, transgender or bisexual issues.

COGAM has been doing workshops and conferences in secondary schools for more than a decade. This has made it possible to create an interest and collaboration among teachers making it possible to consider the activities described in this investigation. By giving talks in high schools, we visit classrooms to discuss various aspects of LGTB life with the students.

"Homophobia in the education system" research by COGAM-education in collaboration with the Department of Social Anthropology at the Autonomous University of Madrid explains why in 2005 that truancy, school absenteeism, fear of going to class, and lack of interest in education by some teenagers is the simple reason of belonging to a sexual minority. The aim conclusions from this study indicated, for example:

“Manuel Elkin Patarroyo” secondary school participated in a larger study conducted by COGAM during the year 2012/2013. The research is about the homophobia and biphobia in the school, and the results show that: 90% of students from the public secondary school that participated in the study feel that there is rejection of lesbian, gay, bisexual and transgender (LGBT) in secondary classrooms. Among students defined as heterosexual aged between 12 and 17 years, 80% hide their sexual orientation in class for fear of rejection. Coming out increases the level of exposure to homophobic/biphobia bullying. 1 in 10 students who have disclosed their sexual orientation suffer physical homophobic assaults in their school by a threefold increase between those who choose to keep it hidden. 42% of students believe that teachers show passivity in the classroom in the case that some homophobic behaviours appear. This opinion reaches a 53% among LGB

students. This data and conclusions justify the need to implement this type of preventive programs.

This experience, as well as training by COGAM, has allowed us to create a database on incidents based on homophobia (made by guidance counsellors). But it is important to note the difficulty to record the homophobic behaviour. The first difficulty is that there is not a homogeneous criteria to determine what caused the incident. The computer program we have to use in all public secondary schools does not specify a section for homophobic incidents. It did specify others incidents labelled as “verbal violence” or “symbolic violence”.

Peers to peers (P2P) is a common approach, providing opportunities for students to work with each other in a number of social and emotional areas. P2P capitalize on the importance of peer relationships for adolescents. They can produce a number of positive outcomes for both sets of participants, peer to peers programs provide growth and learning opportunities for both Ambassadors/mentors and mentees, resulting in a “double impact” that is appealing to schools. Moreover, at a time of limited resources, fewer resources are needed for recruiting mentors. Ambassadors or mentors are recruited from student populations within them.

2. OBJECTIVE AND HYPOTHESES

In short, the goal is to reduce homophobia through a P2P evaluative conditioning program. Homophobic behaviours and homophobic attitudes. The objective of the the peer-to-peer evaluative conditioning programme is to empower groups of students and give them the tools and ownership to develop, implement and monitor activities for peers in the school, with a focus on respect for sexual diversity will be an integral part of the Educational System. It is also important for them to have access to positive gay and role models.

2.1. OBJECTIVE

- Objective 1. The first objective is to reduce homophobic behaviors of the students.
- Objective 2. The second objective is to reduce homophobic attitudes of the students.

2.2. HYPOTHESES

- Hypothesis 1, the number of punished homophobic behaviours will be reduced after the P2P evaluative conditioning program.
- Hypothesis 2, the global indicator of homophobic attitudes will be reduced

3. METHOD

3.1. PARTICIPANTS/SUBJECTS

The programme will be carried out by the following subjects: 12 ambassadors, 140 mentees, 12 tutors (teachers), and 2 Advisors.

152 students (ambassadors or mentors, and mentees) of the Manuel Elkin Patarroyo Secondary School were recruited as volunteers. The students were grouped in their class-groups. There were 6 groups of first year (1st) they were 12 to 13 years old ; and 6 groups of the second year (2nd), 13-14 years old. Two student of each group were elected as ambassadors or mentor, and 23 students of each group were mentees.

a) Ambassadors (mentors): Each class elects two ambassadors. Ambassadors will be given responsibility for developing and implementing youth-led awareness-raising activities which target their peers (mentees). Ambassadors submit the material provided by the tutors to their peers, they organize the activities, and the construction of stimuli. They will survey their classmates' attitudes and behaviour and, through regular training meetings with the Advisors. They design activities to encourage their peers to participate in the activities. All the activities were conducted during school hours, and monitored by tutors. Students learn more and demonstrate mastery when they are able to comprehensively teach a peer. Vice versa, when a student is struggling, having someone who is on the same age level as them helps to create bridges in the learning gaps, and not only in the conceptual learning, declarative knowledge, but mainly on social learning, and learning

attitudes. An ambassador can form examples and relate to a student on an entirely different level than an adult educator. This is the reason why it is so important that the ambassadors be elected by the students themselves and become leaders of their peers. The most important aspect of Peer-to-Peer is a ready ambassador to ensure that the correct information, the correct attitude, the positive hedonic valence is being associated to the target character they were learning about.

b) Tutors: A school staff member, teachers, who will be in charge of supporting the Ambassadors. This role should normally be adopted by a teacher (volunteer) who can maintain daily contact with the student and support the teams with materials, photos, data on the contributions of one of the target characters. If the tutor is a teacher of literature, provide material for example on Virginia wolf, or Olcar Wilde. , etc. There were a tutor There will be a tutor for each class group participating in the project. 6 tutors for first course (12-13 years old) and 6 second course (13-14 years old).

c) Advisors: Dedicated staff from within the project, it was the guidance counselors, and the Technical professor of community service. They will have responsibility for maintaining regular contact with tutors and provide them with the necessary skills and guidance to promote the coordination with their ambassadors, among the different tutors and subjets. She is responsible for the first stage of selection and training of ambassadors from each group.

3.2. STIMULI/MATERIALS

CS (Conditioned Stimuli): The CS should be chosen as an explicitly gay character who has made significant achievements in any of the subjects taught each of the guardians (literature, art, math, philosophy, etc). Preferably characters not well known by the students (ambassadors and meent chosen not familiar characters for students, although socially relevant, split initially neutral stimuli. The characters were known by the group of students who would work with them were excluded. A large group of gay characters were presented, and each group chose two (photos) characters, a woman and a man.

US (Unconditioned stimulus): The stimulus were made by the students (ambassadors and mentees), in a peers to peers procedure. They write positive and pleasant terms or sentences about the CS's achievements of the two characters

(CSs). The USs had to be rated as extremely pleasant by the peer group in a test of judges. The phrases had to reflect the achievements of.

Questionnaire Homophobic attitudes: visual analog scales: It was measure by a visual analogue scales (VAs), which is a continuous type scale. They were instructed to rate the stimulus by pointing to a scale 10 cm long, without any category. In addition, the scale was labeled "liked" and "disliked". This questionnaire was used to evaluate each of the stimuli that have to be evaluated in relation to its hedonic valence. Each stimulus is evaluated using a graphical scale on a sheet of paper, centered, and labeling at the beginning and end of the scale.

3.3. PROCEDURE

- Timing: Tasks to be carried out by the Ambassadors/mentors and mentees, with support from the tutors and the Advisors.

September: Setting timelines, parameters, requirements, and targets for the peer to peer evaluative conditioning program. Prepare training workshop for 24 ambassadors. Recruitment of ambassadors. Training Peers to peers (Ambassadors or Mentors). Training Ambassadors workshop (a ludic activity day out of the school), prepare training workshop for 12 tutors, Training Peers to peers (12 tutors), Prepare all materials (coordination with tutors). Criteria of Stimuli selection. Photos of target characters, produce a list of ideas, tips and potential activities that fit the peer to peer evaluative conditioning program.

October: Start-up meeting with Ambassadors. Base line: a) Homophobic attitudes: measured by visual analogic scale to measure homophobia at school. b) Number of homophobic conduct punished by teachers. Revision of the official list of incidents and penalties to students, in the past year.

November – December: Training: ambassadors workshop about gay-target characters. Criteria for the elaboration of the unconditioned stimulus (liked positive verbal phases) and conditioned stimulus (target characters' photos). And criteria to make the posters (CS+US) of each character.

January- May: Public exhibition of poster made by ambassadors and mentored in class. 2 posters must be displayed in class from January to May, the CS (photo) and the US (his/her positive achievements in liked positive sentences). The 24 posters were displayed in the lobby of the school (May 17th international day against homophobia).

June: Evaluation. Retest .Evaluation meeting (advisor/tutor/ambassadors).
Conclusions and suggestions for improvement

3.4. PHASES

Phase I. Base lines. Measurement of homophobic attitudes and punished homophobic behaviors.

a) Homophobic attitudes: visual analog scales: All the students have to evaluate four following statements, as they are pleasant or unpleasant for you. They were asked to reply with utmost sincerity. "Sitting near a gay partner" (like/dislike); "to be a friend with a fellow labeled as gay". (like/dislike); "Stick to a teammate labeled gay". (like/dislike); "homophobic statements". (dislike-liked). It was measure by a visual analogue scales (VAs), which is a continuous type scale. They were instructed to rate the situation by pointing to a scale 10 cm long, without any category. In addition, the scale was labeled "liked" at the left and "disliked" at the right; and the opposite for the question about "homophobic statements". So a high score means high homophobic attitude. (Minimum 0, maximum 10.)We consider each item separately, and a global indicator of homophobic attitude that is the average of the four situation.

b) Number of punished homophobic behaviours: The secondary school have a official regulation about the rules and behaviors, and the penalties for inappropriate behavior. Teachers apply such rules and punishments. The advisors analyze the behaviors related to homophobic behavior, and their punishments. The linebase is the total number of punished homophobic behaviours during the previous course. All the homophobic behaviors were counted, from mild (disturbing a partner) to severe (physical aggression)

Phase II. Acquisition phase: In short, students produced a total of 24 posters. The acquisition phase is the whole process of preparing the poster, 1 session of 1h / week, and two poster display in each class. The CS and US, had to be exhibit in a purple poster (44cm x 63cm.) in a simultaneous conditioning procedure, where conditioned stimulus (CS, photo) and an unconditioned stimulus (positive verbal sentences about their achievements) are presented at the same time. The poster were displayed from January to the end of the course.

Phase III. Post Evaluation: The same procedure as the baseline is done. It was in June, the last month. The number of punished homophobic behaviours is related to the current school year.

4. RESULTS

a) Homophobic attitudes: visual analog scales: The mean absolute evaluative ratings at each observation/measure (baseline - post) as well as mean evaluative response are represented in Table 1, providing an index of evaluative change from baseline to post program, in each situation (item).

In the Paired Samples Statistics Box, the mean for the baseline homophobic attitudes (Vas scales) is 5.79 The mean for the Homophobic attitudes after the P2P evaluative learning program is 4.21. The standard deviation for the baseline is 1.28 and after the program is 1.15. The number of participants in each condition (N) is 152

Table 1 Mean

Par 1	Mean			
	(Vas scale)	N	Std deviation	Error mean
homophobia_baseline	5,7982	152	1,28012	,10383
homophobia_post_program	4,2172	152	1,15234	,09347

The Sig. (2-Tailed) value in our example is 0.00. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the mean homophobics attitudes before and after the program. Since our Paired Samples Statistics box revealed that the Mean for the homophobics attitudes measured in the baseline was greater than the Mean for the mean homophobics attitudes after the P2P evaluative conditioning program., We can conclude that participants after the program were able to show a significantly lower homophobic attitudes.

	paired samples					t	df	sig (2 tailed)
	mean	Std deviation	Std. error mean	95% confidence interval of the difference				
				lower	upper			
Par 1 homophobia_baseline - homophobia_post_program	1,58108	,44781	,03632	1,50931	1,65284	43,530	151	,000

The baseline homophobic attitudes measured by visual analogue scale (VAs) about “sitting near a gay partner”, was 5.7 and post 4.2 ; was therefore decreased homophobic attitude; “to be a friend with a fellow labeled as gay” baseline=5.9, post=4.3; "Stick to a teammate labeled gay" ” baseline =5.7 , post=4.2 and

“homophobic statements”” baseline=5.6, post=4,09. All of the show stadistical significance (p< 0.005).

t- paired samples

		Diferencias relacionadas				t	df	Sig. (2 tailed)	
		mean (Vas scale)	Std.	Std. error mean	95% confidence interval of the differences				
					Inferior				Superior
Par 1	Base line: "sitting near a gay parmer" - Post: "sitting near a gay parmer"	1,5759	1,60604	,13027	1,31847	1,83324	12,097	151	,000
Par 2	Base line: "to be a friend with a fellow labeled as gay" - Post: "to be a friend with a fellow labeled as gay"	1,5910	,13038	,01058	1,57009	1,61188	150,4	151	,000
Par 3	Base line: "stlick to a teammate labeled gay" - Post: "stlick to a teammate labeled gay"	1,5754	,18592	,01508	1,54560	1,60519	104,5	151	,000
Par 4	Base line: "homophobic statements" - Post: "homophobic statements"	1,5821	,18448	,01496	1,55251	1,61164	105,7	151	,000

b) Number of punished homophobic behaviours: The linebase is the total number of punished homophobic behaviours during the previous curse, The baseline consisted of ten penalties for homophobic insults. And at the end of the program, there were nine punished homophobic behaviors. So, we founded a non-significant lower number of punished homophobic behaviours.

5. CONCLUSIONS

a) Homophobic attitudes: visual analog scales: There have been changes in the homophobic attitudes of students. The data confirm that students are less homophobic after the P2P evaluative conditioning program, because they value more positively and more enjoyable the interaction with gay students, or greater displeasure in case of homophobic statements. But, it has been assumed the generalization effect. It has been including pre-post direct measures of the CS by Vas (6,2 vs 4,2 in a group of judges n=15), which show the generalization of evaluative conditioning from CS to change attitudes. The experiments demonstrate that EC has the potential to change attitudes not only toward CS individuals but also toward CS cues, (Hütter, 2014). Some students claimed that in addition to a change of attitude in their peers, they had learned that teachers wanted that change. They were aware of the relationship that had developed between gay characters and achievements. Therefore, the basic requirement in evaluative conditioning was given, awareness of the contingency CS / US, Spruyt (2014) afirm that evaluative

conditioning is considered the most prototypical method to form and change the network of evaluative associations in memory, the role of awareness in this effect is critical to the question of whether attitudes may be formed and changed through dual processes. Therefore, if students acquired this awareness of contingency, rather than a problem, it is a favorable for greater effectiveness of evaluative conditioning condition, and its reduction of homophobic attitudes

b) Number of punished homophobic behaviours: It has been said previously that between 80% and 90% of incidents of hate are unreported. A deep debate is needed in relation to the difficulties encountered by formally counting the number of homophobic behavior. It is a fact that computer system is not allowed to register them as homophobic violence. The final evaluation meeting advisor/tutor/ambassadors conclusions were made. Neither teachers nor students considered appropriate by the registration system homophobic behavior. Many of the homophobic behaviors are masked in other categories such disrespect, insults, etc. The objectives quantified data do not reflect the subjective experiences of teachers and students.

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