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Pathways Webinar | March 2014

RESEARCH & TRAINING CENTER ON PATHWAYS TO POSITIVE FUTURES



**A Guide to Inform
Local Efforts to
Support and Affirm
LGBTQI2-S
Children, Youth,
and Families**



March 25, 2014

A Guide to Inform Local Efforts to Support and Affirm LGBTQI2–S Children, Youth, and Families



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Webinar Goals

- Provide information about SAMHSA's National Workgroup to Address the Needs of Children and Youth Who Are Lesbian, gay, Bisexual, Transgender, Questioning, Intersex, and/or Two-Spirit (LGBTQI2-S) and Their Families (“workgroup”)
- Provide information about a guide the workgroup developed to improve services and care for young people who are LGBTQI2-S

Meaning of LGBTQI2-S

L ESBIAN/ G ay	Individuals who are emotionally, sexually, and/or relationally attracted to the same sex/gender
B ISEXUAL	Individuals who are emotionally, sexually, and/or relationally attracted to multiple sexes/genders
T RANSGENDER	Individuals whose gender identity/expression is different from that typically associated with their assigned sex at birth.
Q UESTIONING	Individuals who are uncertain about their sexual orientation or gender identity
I NTERSEX	Individuals with reproductive/sexual anatomy that does not fit typical definitions of “male” or “female”
T WO- S PIRIT	American Indian/Alaskan Native American people who express their gender, sexual orientation, and/or sex/gender roles in indigenous, non-Western ways using tribal terms and concepts

Sex, Gender and Sexual Orientation

Biological

SEX

- Chromosomes
- Genitalia
- Reproductive organs
- Secondary sex characteristics

Psycho-Social

GENDER

- Identity: Inner sense of being male/female/other
- Expression: Communicating our gender to others (e.g., through behavior, appearance)
- Attribution: What others see and respond to

**SEXUAL
ORIENTATION**

- Emotional, physical, romantic attraction to others

Biological and Psycho-Social

About the Workgroup: Purpose and Vision

▶ Sponsor:

The Child, Adolescent and Family Branch in the Center for Mental Health Services (CMHS) at SAMHSA

▶ Purpose:

To guide the development of policies, programs, materials, products and other resources to improve the lives of children, youth, and families in systems of care.

▶ Vision:

All LGBTQI2-S children and youth, and their families, live, learn, work, play, thrive, and participate fully in safe, supportive communities where culturally and linguistically competent services and supports are available, accessible, and appropriate.

What the Workgroup Promotes

- ▶ A public health framework for the provision and delivery of services and supports
- ▶ Acceptance of oneself and others among children, youth and families within the populations of focus, providers and the larger community
- ▶ Mental, emotional, physical, and spiritual health and wellness
- ▶ Development of assets-based and culturally and linguistically competent services and supports and the strengthening of existing supports
- ▶ Family-related approach to services and care
- ▶ Empowerment of youth in guiding the support they need

Some Challenges the Workgroup Is Addressing

- ▶ Lack of support from familial/cultural/social/educational/faith-based groups and institutions
- ▶ Consequences of exclusion, stigma, prejudice and discrimination (e.g., shame, secrecy and embarrassment associated with societal bias)
- ▶ Social inequalities and disparities in health and access associated with culture, ethnicity, gender identity, language, race, sexual orientation, etc.
- ▶ Potential for at-risk behaviors (e.g., suicidal ideation, substance abuse) and unsafe environments (e.g., homelessness)
- ▶ Lack of (1) culturally and linguistically competent services, (2) access to available supports and services, and (3) information/resources

Guide Background

- ▶ Purpose
- ▶ Development process
- ▶ Opportunity to endorse it

A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth, and Families



About This Guide

This resource provides general information for service providers, educators, allies, and community members who seek to support the health and well-being of children and youth who are lesbian, gay, bisexual, transgender, questioning, intersex, and/or two-spirit (LGBTQI2-S) and their families. This guide will help to promote full and affirming inclusion of diverse LGBTQI2-S youth and families in all aspects of systems of care.

Endorsement



Acknowledgments

This guide was developed by members of the *National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families*, supported by the Child, Adolescent and Family Branch of the Center for Mental Health Services (CMHS) at the Substance Abuse and Mental Health Services Administration (SAMHSA), Gary M. Blau, Ph.D., Chief; and CAPT R. Andrew Hunt, M.S.W., Public Health Advisor and Workgroup Chair. Special thanks are owed to National Workgroup members for their valuable contributions to this product. For a list of workgroup members please visit: <http://tapartnership.org/COP/CLC/lgbtqi2sWorkgroup.php>

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Endorsed By:

Enter Endorsement Information Here



The space above provides a place to add organizational or individual endorsements to the electronic version of this guide.

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RESET FORM

Guide Content and Organization

- ❖ Key concepts
- ❖ Myth busters
- ❖ Coming out process
- ❖ Strengths
- ❖ Challenges
- ❖ Tips for supporting children and youth
- ❖ Websites for additional resources

Coming Out Process

- ❖ Coming out to self
- ❖ Coming out to family or community
- ❖ Coming out to friends and peers
- ❖ Coming out at school and work
- ❖ Families coming out

Tips for Guide Users

- ❖ Assess and reflect on your awareness, attitudes, and beliefs
- ❖ Be an ally
- ❖ State your support and expectations
- ❖ Be guided by young people and respect their coming out process on their terms and their timeline
- ❖ Use appropriate and inclusive language

Tips for Guide Users

- ❖ Display and share symbols, images, and resources that affirm LGBTQI2-S identity
- ❖ Recognize bias experienced by young people may contribute to anxiety, depression, and other challenges
- ❖ Acknowledge and encourage participation of significant others and family members




This is a safe and inclusive space for lesbian, gay, bisexual and transgender students and their allies.

All students deserve a safe and welcoming school environment.

Yet, according to GLSEN's National School Climate Survey:

- 9 out of 10 LGBT youth are harassed at school because of their sexual orientation.
- Two-thirds of LGBT youth are harassed at school because of their gender expression.
- Nearly a third of LGBT youth miss at least one full day of school a month because they feel unsafe.

MAKE YOUR SCHOOL A SAFE SPACE.

For more information & free resources, visit www.glsen.org. 

Websites for More Information

VII. Websites for More Information

Organizations	Key Topics Related to Youth	Primary Audiences: Families	Primary Audiences: Professionals	Primary Audiences: Youth
Accord Alliance: http://accordalliance.org	Disorders of sex development, intersex conditions, practice guidelines	•	•	
American Psychological Association: http://www.apa.org/pi/lgbt	Addressing bias, coming out, community outreach, families, policy, psychological practice, understanding sexual orientation (SO) and gender identity (GI)		•	
Centers for Disease Control and Prevention (CDC): http://www.cdc.gov/lgbthealth/youth-resources.htm	Bullying, coming out, schools, suicide prevention, understanding SO and GI	•	•	•
Child Welfare League of America (CWLA): http://www.cwla.org/programs/culture/glbtiq.htm	Child welfare, practice guidelines		•	
Family Acceptance Project: http://familyproject.stou.edu	Family acceptance	•	•	
Forty to None Project of the True Colors Fund: http://fortytonone.org	Homelessness, provider directory		•	
Gay, Lesbian & Straight Education Network (GLSEN): http://glsen.org	Gay-straight alliances, national research, policy, professional development, schools, student action		•	•
Gender Spectrum: https://genderspectrum.org	Health, mental health, parenting, policy, schools, understanding GI	•	•	
Human Rights Campaign Foundation: www.hrc.org/foundation	Child welfare, coming out, family acceptance, professional development, schools, well-being	•	•	
Interagency Working Group on Youth Programs http://findyouthinfo.gov/youth-topics/lgbtq-youth	Behavioral health, Federal initiatives and resources, homelessness, juvenile justice, schools, understanding SO and GI	•	•	
Lambda Legal: http://www.lambdalegal.org	LGBT & HIV civil rights, out-of-home care, practice guidelines, schools		•	•
National Association of School Psychologists: http://www.nasponline.org/advocacy/glbresources.aspx	Bullying, policy, school-based mental health interventions and supports		•	
National Association of Social Workers: http://www.socialworkers.org/diversity/new/lgbt.asp	Policy, practice standards, social work		•	
National Resource Center for Permanency and Family Connections: http://www.nrcpcf.org/is/lgbtq-issues-and-child-welfare.html	Child welfare, foster care, practice guidelines, spirituality, understanding SO and GI, youth permanency	•	•	
Native Youth Sexual Health Network: http://nativeyouthsexualhealth.com/index.html	Health, two-spirit and Native American youth		•	
Parents, Families, Friends, and Allies United with LGBT People (PFLAG): http://pflag.org	Family acceptance, schools, spirituality, support groups, understanding SO and GI	•		
Safe Schools Coalition: http://safeschoolscoalition.org	Addressing bias, coming out, community outreach, homelessness, intersex conditions, juvenile justice, out-of-home care, policy, schools, spirituality, understanding SO and GI	•	•	•
SAMHSA's Office of Behavioral Health Equity: http://samhsa.gov/obhe/lgbt.aspx	Behavioral health, Federal initiatives and resources		•	
Technical Assistance Partnership for Child and Family Mental Health: http://tapartnership.org/COP/CLC/lgbtq2s.php	Behavioral health, child welfare, cultural and linguistic competence, families, practice guidelines, schools, understanding SO and GI		•	
The Trevor Project: http://www.thetrevorproject.org . The Trevor Lifeline (866-488-7386) is free and available 24 hours a day, 7 days a week.	Suicide prevention		•	•
TrueChild: http://truechild.org	Impact of gender norms, schools		•	
Williams Institute: http://williamsinstitute.law.ucla.edu/	LGBT demographics, national research, schools		•	

An Ally and Provider's Perspective about the Guide

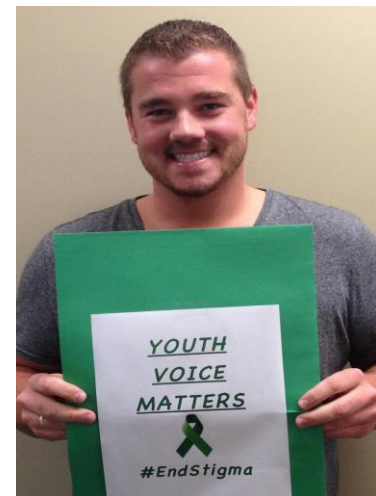
- ▶ Well-intended and skilled youth service providers who find themselves working with their first self-identified LGBTQI2-S youth.
- ▶ For a helper who has no experience working with a youth who is LGBTQI2-S, it may be a challenge to know how to interact in the most appropriate way.
- ▶ There may be a desire to help youth and be affirming and supportive, but providers may have little or no knowledge about basic information that would lead to creating the most helpful working relationship.

An Ally and Provider's Perspective about the Guide

- ▶ It provides basic information that will help providers raise their level of self-awareness and knowledge of the basic aspects of LGBTQI2-S experiences.
- ▶ It can be a great start for providers to be true advocates and allies.
- ▶ The guide's resources can provide additional information and strengthen provider knowledge and ongoing professional development.

A Youth's Perspective

- ▶ Experiences of youth involved in human service systems (e.g., foster care, mental health)
- ▶ Importance of safe, supportive environments including schools
- ▶ How organizations can use the guide
- ▶ How youth can use the guide



Other Perspectives on Using the Guide

- ▶ Disseminating the guide locally
- ▶ Talking with families
- ▶ Facilitating community dialogues
- ▶ Using it with other resources, such as SAMHSA's recent guide on helping families (available at <http://store.samhsa.gov/shin/content/PEP14-GBTKIDS/PEP14-LGBTKIDS.pdf>)



A PRACTITIONER'S RESOURCE GUIDE:

Helping Families to Support Their LGBT Children



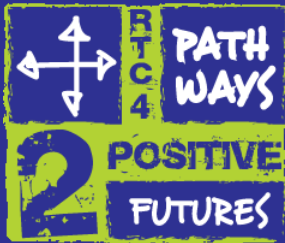


Discussion

For Additional Information

- ▶ Contact: **Andy Hunt**, Workgroup Chair, at andrew.hunt@samhsa.hhs.gov or **Jeff Poirier**, Workgroup Coordinator, at jpoirier@air.org
- ▶ Access information about the workgroup on its Web page at: <http://tapartnership.org/COP/CLC/lgbtqi2sWorkgroup.php>
- ▶ Access the guide at: http://tapartnership.org/docs/Guide_Understanding_Supporting_Affirming_LGBTQI2-S_Children_Youth_Families.pdf
- ▶ A recording of this webinar will be available online at: www.pathwaysrtc.pdx.edu/webinars-previous.shtml

Thank you for joining us today!



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