How to use GoToWebinar

• Move any electronic handheld devices away from your computer and speakers

• We recommend that you close all file sharing applications and streaming music or video

• Check your settings in the audio pane if you are experiencing audio problems

• During the presentation, you can send questions to the webinar organizer, but these will be held until the end

• Audience members will be muted during the webinar

A recording of this webinar will be available online at http://www.pathwaysrtc.pdx.edu/webinars-previous.shtml
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

Andy Hunt, M.S.W.; Public Health Advisor; Child, Adolescent and Family Branch; Substance Abuse and Mental Health Services Administration

Sylvia Fisher, Ph.D.; Director; Office of Research and Evaluation; Office of Planning, Analysis and Evaluation; Health Resources and Services Administration

Jeffrey Poirier, Ph.D., Principal Researcher, American Institutes for Research

Jeremy Long; Director of Youth Engagement; Youth, Driven. Inc.

Research and Training Center for Pathways to Positive Futures
March 25, 2014
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

<table>
<thead>
<tr>
<th><strong>LESBIAN/Gay</strong></th>
<th>Individuals who are emotionally, sexually, and/or relationally attracted to the same sex/gender</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BISEXUAL</strong></td>
<td>Individuals who are emotionally, sexually, and/or relationally attracted to multiple sexes/genders</td>
</tr>
<tr>
<td><strong>TRANSGENDER</strong></td>
<td>Individuals whose gender identity/expression is different from that typically associated with their assigned sex at birth.</td>
</tr>
<tr>
<td><strong>QUESTIONING</strong></td>
<td>Individuals who are uncertain about their sexual orientation or gender identity</td>
</tr>
<tr>
<td><strong>INTERSEX</strong></td>
<td>Individuals with reproductive/sexual anatomy that does not fit typical definitions of “male” or “female”</td>
</tr>
<tr>
<td><strong>TWO-SPIRIT</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
Sex, Gender and Sexual Orientation

**Biological**
- Chromosomes
- Genitalia
- Reproductive organs
- Secondary sex characteristics

**Psycho-Social**
- **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://tappartnership.org/COP/CLC/lgbtqi2sWorkgroup.php


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.

This document was produced with partial support from the Child, Adolescent and Family Branch, CMHS. SAMHSA, U.S. Department of Health and Human Services (DHHS) through Contract Number HHSH238201000001C with the American Institutes for Research. The content of this publication does not necessarily reflect the views, opinions or policies of SAMHSA or DHHS.
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
## Websites for More Information

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Key Topics Related to Youth</th>
<th>Primary Audience: Families</th>
<th>Primary Audience: Professionals</th>
<th>Primary Audience: Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accord Alliance: <a href="http://accordalliance.org">http://accordalliance.org</a></td>
<td>Disorders of sex development, intense conditions, or active guidelines</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Psychological Association:</td>
<td>Addressing bias, coming out, community outreach, families, policy, psychological practice, understanding sexual orientation (SO) and gender identity (GI)</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention (CDC): <a href="https://www.cdc.gov/health/youth-resources.htm">https://www.cdc.gov/health/youth-resources.htm</a></td>
<td>Bullying, coming out, schools, suicide prevention, understanding SO and GI</td>
<td>🟢</td>
<td></td>
<td>🟢</td>
</tr>
<tr>
<td>Child Welfare League of America (CWLA):</td>
<td>Child welfare, practice guidelines</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Acceptance Project:</td>
<td>Family acceptance</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forty to None Project of the True Colors Fund: <a href="http://fortononenone.org">http://fortononenone.org</a></td>
<td>Homelessness, provider directory</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay, Lesbian &amp; Straight Education Network (GLSEN): <a href="http://glSEN.org">http://glSEN.org</a></td>
<td>Gay-straight alliances, national research, policy, professional development, schools, student action</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Spectrum: <a href="https://genderspectrum.org">https://genderspectrum.org</a></td>
<td>Health, mental health, parenting, policy, schools, understanding GI</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Rights Campaign Foundation:</td>
<td>Child welfare, coming out, family acceptance, professional development, schools, well-being</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intergay Working Group, Youth Programs:</td>
<td>Behavioral health, Federal initiatives and resources, homelessness, juvenile justice, schools, understanding SO and GI</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lambda Legal: <a href="http://www.lambdalegal.org">http://www.lambdalegal.org</a></td>
<td>LGBT &amp; HIV civil rights, out of home care, practice guidelines, schools</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Association of School Psychologists: <a href="http://www.nasponline.org/advocacy/genderresources.aspx">http://www.nasponline.org/advocacy/genderresources.aspx</a></td>
<td>Bullying, policy, school-based mental health interventions and support</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Association of Social Workers:</td>
<td>Policy, practice standards, social work</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Youth Sexual Health Network:</td>
<td>Health, two-spirit and Native American youth</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents, Families, Friends, and Allies United with LGBT People (PFLAG): <a href="https://www.pflag.org">https://www.pflag.org</a></td>
<td>Family acceptance, schools, spirituality, support groups, understanding SO and GI</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe Schools Coalition: <a href="http://safeschoolscoalition.org">http://safeschoolscoalition.org</a></td>
<td>Addressing bias, coming out, community outreach, homelessness, intense conditions, juvenile justice, out of home care, policy, schools, spirituality, understanding SO and GI</td>
<td>🟢</td>
<td></td>
<td>🟢</td>
</tr>
<tr>
<td>SAMHSA Office of Behavioral Health Equity:</td>
<td>Behavioral health, Federal initiatives and resources</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Assistance Partnership for Child and Family Mental Health: <a href="https://technicalpartnership.org/COPSS-ChildFamilies.php">https://technicalpartnership.org/COPSS-ChildFamilies.php</a></td>
<td>Behavioral health, child welfare, cultural and linguistic competency, families, practice guidelines, schools, understanding SO and GI</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Trevor Project: <a href="http://www.trevorproject.org">http://www.trevorproject.org</a></td>
<td>The Trevor Lifeline (866-866-7386) is free and available 24 hours a day, 7 days a week.</td>
<td>Suicide prevention</td>
<td>🟢</td>
<td></td>
</tr>
<tr>
<td>Truly/Truly: <a href="http://trulytruly.org">http://trulytruly.org</a></td>
<td>Impact of gender norms, schools</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Williams Institute: <a href="http://williamsinstitute.law.ucla.edu/">http://williamsinstitute.law.ucla.edu/</a></td>
<td>LGBT demographics, national research, schools</td>
<td>🟢</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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.

RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES
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)
Discussion
For Additional Information

- **Contact:** Andy Hunt, Workgroup Chair, at andrew.hunt@samhsa.hhs.gov or Jeff Poirier, Workgroup Coordinator, at jpoirier@air.org


- A recording of this webinar will be available online at: [www.pathwaysrtc.pdx.edu/webinars-previous.shtml](http://www.pathwaysrtc.pdx.edu/webinars-previous.shtml)

Thank you for joining us today!
Acknowledgments/Funders

The development of the contents of this presentation were supported by funding from the National Institute of Disability and Rehabilitation Research, United States Department of Education, and the Center for Mental Health Services Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services (NIDRR grant H133B090019). The content does not represent the views or policies of the funding agencies. In addition, you should not assume endorsement by the Federal Government.