

Suicide Prevention Among LGBT Youth

Packet of Handouts

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LGBT GLOSSARY

ALLY – a non-LGBT individual who actively supports the rights of LGBT individuals and works to reduce heterosexism and transgender discrimination

BISEXUAL – someone with romantic, emotional, and sexual attraction to both males and females

DISCLOSURE – refers to individuals disclosing their sexual orientation, also called *coming out*; usually not a one-time event

GAY – male with romantic, emotional, and sexual attraction to males

GENDER IDENTITY – one’s sense of self as male or female, or somewhere between or outside traditional genders

GENDER QUEER – encompasses a range of gender identities in which one’s sense of self is somewhere outside traditional binary genders

HETEROSEXISM – bias against non-heterosexuals, based on the belief that everyone is or should be heterosexual or that homosexuality is abnormal or wrong

HOMOSEXUALITY – romantic, emotional, and sexual attraction to members of the same sex

INTERSEX – people born with characteristics—in terms of chromosomes, genitals, and/or secondary sex characteristics—that are typically considered both male and female

LESBIAN – female with romantic, emotional, and sexual attraction to females

SEXUAL ORIENTATION – a person’s romantic, emotional, and/or sexual attraction towards males, females, or both; usually surveyed in terms of attraction, expression, and behavior

TRANSGENDER – an umbrella term for people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth; includes people who are homosexual, heterosexual, and bisexual

TWO-SPIRIT – a Native American term for a person fulfilling gender roles of both genders, as traditionally assigned

LGBTQI2-S Youth – lesbian, gay, bisexual, transgender, questioning, intersex, or two-spirit youth

SUICIDOLOGY GLOSSARY

SUICIDE DEATH – Death from injury, poisoning, or suffocation where there is evidence that a self-inflicted act was intentional and led to the person’s death.

ATTEMPTED SUICIDE – A potentially self-injurious behavior with a nonfatal outcome, for which there is evidence that the person intended to kill himself or herself. A suicide attempt may or may not result in injuries.

SUICIDE IDEATION – Thoughts and expressed thoughts of engaging in suicide-related behavior.

SUICIDAL BEHAVIOR – A spectrum of activities related to thoughts and behaviors that include suicidal thinking, suicide attempts, and death by suicide.

WARNING SIGNS FOR SUICIDE PREVENTION

The *Warning Signs for Suicide Prevention* was developed by an expert working group convened by the American Association of Suicidology. Citing the importance of distinguishing warning signs from risk factors, the group defined warning signs as the earliest detectable signs that indicate heightened risk for suicide *in the near-term* (i.e., within minutes, hours, or days), as opposed to risk factors that suggest longer-term risk (i.e., a year to lifetime.) They also noted that, aside from direct statements or behaviors threatening suicide, it is often a constellation of signs that raises concern, rather than one or two symptoms alone. The working group presented the warning signs in a hierarchical manner, organized by degree of risk, and emphasized the importance of including clear and specific direction about what to do if someone exhibits warning signs in information campaigns or education programs.

Warning Signs for Suicide and Corresponding Actions

Call 9-1-1 or seek immediate help from a mental health provider when you hear or see any one of these behaviors:

- Someone threatening to hurt or kill themselves
- Someone looking for ways to kill themselves: seeking access to pills, weapons, or other means
- Someone talking or writing about death, dying, or suicide

Seek help by contacting a mental health professional or calling 1-800-273-TALK for a referral should you witness, hear, or see anyone exhibiting any one or more of these behaviors:

- Hopelessness
- Rage, anger, seeking revenge
- Acting reckless or engaging in risky activities, seemingly without thinking
- Feeling trapped—like there's no way out
- Increasing alcohol or drug use
- Withdrawing from friends, family or society
- Anxiety, agitation, unable to sleep, or sleeping all the time
- Dramatic mood changes
- No reason for living; no sense of purpose in life

The expert review and consensus process was informed by a review of relevant research literature. Additional information about the warning signs can be found in the following published article (additional relevant articles are contained in the same volume).

Rudd, M. D., Berman, A. L., Joiner, T. E., Jr., Nock, M. K., Silverman, M. M., Mandrusiak, M., et al. (2006). Warning signs for suicide: Theory, research, and clinical applications. *Suicide and Life-Threatening Behavior*, 36(3), 255-262. (Available for free at www.atypon-link.com/GPI/doi/abs/10.1521/suli.2006.36.3.255.)

The *Warning Signs for Suicide Prevention* is listed in the SPRC/AFSP Best Practices Registry for Suicide Prevention, Section II (Expert and Consensus Statements) at www.sprc.org.

HOW TO STOP HARASSMENT: AN APPROACH FOR STAFF

It is important to stop harassment immediately! Hostile words or actions, directed towards people who are, or are perceived to be, LGB and/or T hurt *everyone*—the person targeted, the bystanders, and the harasser.

Make it clear that harassment is never okay. It is important that *all* students get the message that students are safe and protected in your school or organization. Here are five steps you can use.

1. Assess if you are physically safe.

- Sometimes, it is not safe to intervene when you see discrimination or harassment. If you are afraid for your own physical safety, quickly go and get someone else to help. If you feel you are not physically in danger, then proceed to step 2.

2. Stop the harassment.

- Interrupt the comment or physical harassment.
- Make sure all students in the area hear what you say.
- Say something like, “Stop harassing John! That kind of behavior is not allowed here.” Aggressors often back down when someone calls them on their behavior.

3. Identify the harassment.

- Label the form of harassment. Say something like, “It’s not OK to use sexual orientation as a putdown.”
- Do *not* imply that the victim is LGB and/or T.
- Don’t even mention the victim. Move the focus from the victim to the behavior.
- Make sure students understand that saying something like “just kidding” does not excuse the behavior. Hold them accountable for the *impact* of their words and actions.

4. Broaden the response.

- Speak for the whole school or organization, as in: “We do not harass people here. Our school (or organization) treats everyone with respect. We do not tolerate hateful behavior or put-downs.”
- Restate the offensive behavior: “This name calling can also be hurtful to others who hear it.”

5. Ask for change in future behavior.

- Personalize the response, as in: “Chris, please pause and think before you act.”
- Quietly check in with the person who was harassed: “Are you okay? Do you want to talk with me or someone else?”
- Reassure the person: “Please let me know if this happens again, and I will take further action. Everyone should feel safe and be safe here.”

HOW TO STOP HARASSMENT: TIPS FOR STUDENTS

It is important to stop harassment immediately!

Hostile words or actions, directed towards people who are, or are thought to be, LGB and/or T hurt *everyone* – including the person targeted, the bystanders, and the harasser.

Make it clear that harassment is never okay. It is important that *all* students get the message that students are safe and protected in your school or organization. Here are five steps you can use.

1. Assess if you are physically safe.

- Sometimes, it is not safe to intervene when you see discrimination or harassment. If you are afraid for your own physical safety, quickly go and get an adult to help.
- If you feel you are not physically in danger, then proceed to step 2.

2. Stop the harassment.

- Interrupt the comment or physical harassment.
- Make sure all students in the area hear what you say.
- Say something like, “Hey cut it out. John’s okay. Stop harassing him!” or “Hey, leave John alone.” Aggressors often back down when someone calls them on their behavior.

3. Identify the harassment.

- Label the form of harassment. Say something like, “It’s not OK to use sexual orientation as a put-down.”
- Do *not* imply that the victim is LGB and/or T.
- Don’t even mention the victim. Move the focus from the victim to the behavior.

4. Broaden the response.

- Say something like, “Our school should be a place where we treat everyone with respect. Putting people down is not okay.”
- Restate the offensive behavior: “This name calling can also be hurtful to others who hear it.”

5. Lead the person who was harassed away from the situation without further talk.

- Say something like, “Come on, let’s go,” and walk away to a safe place.
- Avoid any debate or arguing back.
- Check in with the person who was harassed, for example, “Are you okay? Do you want to talk?”

DEVELOPING LGBT CULTURAL COMPETENCE

AGENCY ASSESSMENT

Depending on the mission and size of your agency, you may have to modify some of these items. Think about the idea behind the issue, and then explore whether there is an alternative way to address it.

INDIVIDUAL STAFF MEMBER

- Has knowledge of LGBT issues, including victimization, difficulties accessing services, and ineffective providers
- Has awareness of heterosexism and discrimination against transgender individuals
- Models appreciation for all youth, condemns any discrimination, and plays advocacy role
- Gets support from other staff when exploring values and developing empathy
- Assesses and respects youth's decision about disclosing to others
- Explains confidentiality procedures to consumer and upholds them

AGENCY

- Has explicit policies prohibiting discrimination on the basis of gender identity and sexual orientation
- Provides information about LGBT suicide risk in staff awareness education
- Offers programming for all types of families, preteens, youth, and young adults
- Trains staff in LGBT culturally competent services and includes this in supervision and performance reviews
- Provides confidentiality safeguards and reviews with consumers
- Establishes a welcoming environment through outreach, front desk, and service space that reflects support and inclusion
- Provides easily available, accurate information
- Provides intake and data forms that allow for a range of sexual orientations and gender identities, as well as LGBT relationships and issues
- Offers LGBT-inclusive resources and services for referrals
- Includes library and media resources that provide information for and about LGBT people
- Supports organizations that support LGBT youth and their families, such as PFLAG and Gay Straight Alliances
- Collects consumer feedback and has LGBT people represented in the process for grievances and complaints
- Reviews agency print and media materials with LGBT people
- Advertises in media outlets that target LGBT people
- Supports staff who play an advocacy role
- Has LGBT youth, adults, and allies as staff, board members, and volunteers
- Has unisex bathrooms

DEVELOPING LGBT CULTURAL COMPETENCE

SCHOOL ASSESSMENT

Depending on the mission and size of your school, you may have to modify some of these items. Think about the idea behind the issue, and then explore whether there is an alternative way to address it.

INDIVIDUAL STAFF MEMBER OR TEACHER

- Has knowledge of LGBT issues, including victimization, difficulties accessing services, and ineffective providers
- Has awareness of heterosexism and discrimination against transgender individuals
- Models appreciation for all youth, condemns any discrimination, and plays advocacy role
- Gets support from other staff when exploring values and developing empathy
- Assesses and respects youth's decision about disclosing to others

SCHOOL

- Has explicit policies prohibiting discrimination on the basis of gender identity and sexual orientation
- Has explicit policies prohibiting discriminatory language, bullying, and physical violence
- Has a Safe Zone program and a Gay-Straight Alliance or similar group
- Provides information about LGBT suicide risk in staff awareness education
- Has programs about LGBT issues and invites young teens and preteens
- Trains faculty and staff in LGBT culturally competent services and includes this in supervision and performance reviews
- Offers informational programming for families on issues of sexual orientation and gender identity
- Offers extracurricular programs that reflect diversity
- Has openly LGBT students, teachers, and/or staff members
- Establishes a welcoming environment through outreach, front desk, classrooms, and other school space that reflect support and inclusion
- Addresses LGBT issues throughout curricula, including in health education, and has examples of LGBT individuals
- Uses forms for parents and students that allow for range of sexual orientations and gender identities, and diversity of households
- Offers LGBT-inclusive resources and services for referrals
- Provides easily available, accurate information and library and media resources that provide LGBT information and authors
- Reviews school print and media materials with LGBT people
- Supports staff who play an advocacy role
- Has unisex bathrooms and inclusive dress code



DEVELOPING LGBT CULTURAL COMPETENCE

NEXT STEPS

Identify one or two steps you could take:

Identify one or two steps your agency or school could take:



INFORMATION ABOUT THE SUICIDE PREVENTION RESOURCE CENTER

What is the Suicide Prevention Resource Center?

The nation's first and only federally funded suicide prevention resource center, the Suicide Prevention Resource Center (SPRC) advances the goals and objectives of the National Strategy for Suicide Prevention. SPRC provides state-of-the-art suicide prevention expertise to states, tribes, and communities throughout the country. Part of SPRC's mandate is to focus on populations at high risk for suicide or suicide attempts, such as LGBT (lesbian, gay, bisexual, transgender) youth, young Latinas, youth in the foster care and juvenile justice systems, and American Indian/Alaska natives.

What services does SPRC offer?

SPRC provides information resources, training, and prevention support to build capacity for suicide prevention, increase awareness, and promote collaboration.

- **Online library:** This collection of resources—many of which are available in full text—includes suicide data fact sheets, program planning tools, information on suicide risk in specific populations including LGBT youth, clinical guidelines, and more. Resources are added on an ongoing basis.
- **Website:** The website is a centralized location for information on SPRC, new resources, state-by-state information, and trainings. It also includes a calendar of events and links to other relevant websites.
- **E-newsletter:** *The Spark* highlights news headlines, funding and research updates, announcements from the field, and more. It is available free of charge.
- **Training Institute:** Curricula covering a broad range of core suicide prevention competencies are available to prevention professionals, mental health clinicians, community organizers, and others.
- **Prevention support:** SPRC staff provides consultation to coalitions, agencies, and other organizations working in suicide prevention.
- **Best Practices Registry for Suicide Prevention:** This registry lists suicide prevention programs and practices that show evidence of effectiveness, provide expert guidance, or meet specific standards for content.

For more information about SPRC or to access the services above, go to www.sprc.org

Supported by a grant from the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA), SPRC is run by Education Development Center, Inc.

RESOURCES ON LGBT ISSUES

This handout includes resources in the following categories:

- Schools
- Health and mental health care providers and consumers
- Telephone and e-mail help
- Data and research
- Other resources

Schools

Annotated bibliography of fiction for children and adolescents

<http://www.algbtic.org/resources/sari11.htm>

Beyond the Binary: A Toolkit for Gender Identity Activism in Schools (2004)

http://www.transgenderlawcenter.org/pdf/beyond_the_binary.pdf

Beyond the Binary was produced by the Gay-Straight Alliance Network, Transgender Law Center, and the National Center for Lesbian Rights. It has practical information to assist teachers and students in creating a safe space within the school for transgender and gender nonconforming students.

Teaching Transgender: A Resource from the National Center for Transgender Equality (2009)

http://transequality.org/Resources/NCTE_Teaching_Transgender.pdf

Teaching Transgender is a guide for leading effective trainings. It includes advice about preparing for the training, teaching terminology, presenting issues of transgender individuals, telling your story, and addressing difficult questions.

Gay, Lesbian, and Straight Education Network (GLSEN)

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

GLSEN is a national education organization focused on ensuring safe schools for all students. It provides free and inexpensive tools to help establish school Gay-Straight Alliances, including Jump-Start Activity Guides, Safe Schools policies, stickers, do-it-yourself training kits, and results from the National School Climate Survey of LGBT students.

Start a Gay-Straight Alliance

<http://gsanetwork.org/get-involved/start-gsa>

This is an information sheet on the website of the Gay-Straight Alliance Network. It provides information on what a Gay-Straight Alliance is, why it is important, and how to start one.

No Longer Alone: A Resource Manual for Rural Sexual Minority Youth and the Adults Who Serve Them

<http://www.nyacyouth.org/docs/ruralityouth/NoLongerAlone.pdf>

This guide by Christopher Stapel, an openly gay math teacher in a Boston high school, sets out to help adults create safe environments for rural gay youth. The guide has sections addressing students, teachers, and social service providers, and a great resource section.

Out for Equity

<http://outforequity.spps.org/index.html>

This organization, which is part of the Saint Paul [Minnesota] Public Schools, offers resources about creating a safe school environment, including a *Safe Schools Manual*.

Health and Mental Health Care Providers and Consumers

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)

<http://www.algtic.org/resources/listing.htm>

A division of the American Counseling Association, this organization provides a variety of resources about counseling of LGBT individuals, including a list of therapists.

Gay and Lesbian Medical Association (GLMA)

<http://www.glma.org>

This association offers extensive references and resources for providers and patients as well as for advocates.

Gay, Lesbian, Bisexual and Transgender Health Access Project

<http://www.glbthealth.org/index.html>

This project, funded by the Massachusetts Department of Public Health, works with GLBT populations and the health care providers who serve them. The project offers a variety of resources, including community standards of practice for quality health care services, with indicators for both administrative practices and service delivery.

Healthy People 2010: Companion Document for Lesbian, Gay, Bisexual, and Transgender Health (2001)

http://www.glma.org/_data/n_0001/resources/live/HealthyCompanionDoc3.pdf

This document, co-written by the Gay and Lesbian Medical Association and the National Coalition for LGBT Health, contains quantitative and qualitative research and information specific to LGBT health and discusses the overall health status of LGBT people.

Transgender Health Access in Virginia: Focus Group Report (2005)

<http://www.vdh.state.va.us/epidemiology/DiseasePrevention/documents/THIFocusGroupReport.pdf>

This detailed report presents findings on both mental and physical health issues facing transgender individuals.

NAMI Multicultural Action Center's Gay, Lesbian, Bisexual, and Transgender (GLBT) Mental Health Resources

http://www.nami.org/Content/NavigationMenu/Find_Support/Multicultural_Support/Resources/GLBT_Resources.htm

This webpage contains research, fact sheets, training materials, and other resources on GLBT mental health.

The National Coalition for Lesbian, Gay, Bisexual, and Transgender Health

<http://www.LGBTHealth.net>

This coalition is committed to improving the health and well-being of lesbian, gay, bisexual, and transgender individuals and communities through public education, coalition building, and advocacy. The website has health updates and information about events.

A Provider's Introduction to Substance Abuse Treatment for LGBT Individuals (2001)

<http://www.kap.samhsa.gov/products/manuals/pdfs/lgbt.pdf>

This publication from the Center for Substance Abuse Treatment of the Substance Abuse and Mental Health Services Administration (SAMHSA) presents information to assist providers in improving substance abuse treatment for LGBT clients by raising awareness about issues unique to LGBT clients.

Recommended Framework for Training Mental Health Clinicians in Transgender Care (2006)

<http://www.vch.ca/transhealth/resources/library/tcpdocs/training-mentalhealth.pdf>

This document, a collaboration between Transcend Transgender Support and Education Society and Vancouver Coastal Health's Transgender Health Program, presents recommendations for community mental health professionals about working with transgender individuals.

World Professional Association for Transgender Health (WPATH)

<http://www.wpath.org>

Formerly known as the Harry Benjamin International Gender Dysphoria Association, WPATH is a professional organization devoted to the understanding and treatment of gender identity disorders. Its website contains information about WPATH activities and a number of resource links.

Telephone and E-mail Help

Fenway Community Health's Gay, Lesbian, Bisexual, and Transgender Helpline and The Peer Listening Line

<http://www.fenwayhealth.org>

These anonymous and confidential phone lines offer gay, lesbian, bisexual, and transgender adults and youths from all over the United States a safe place to call for information, referrals, and support. Trained volunteers address topics such as locating local GLBT groups and services as well as issues such as coming out, HIV/AIDS, safer sex, and relationships.

Fenway Gay, Lesbian, Bisexual and Transgender Helpline

Tel: 617-267-9001

Toll-free: 888-340-4528

Fenway Peer Listening Line

Tel: 617-267-2535

Toll-free: 800-399-PEER

GLBT National Help Center

<http://www.glnh.org>

This center offers free telephone and e-mail peer counseling, information, and local resources for GLBTQ callers throughout the United States.

GLBT National Hotline

Toll-free 1-888-THE-GLNH (1-888-843-4564)

Hours:

Monday through Friday, from 1 p.m. to 9 p.m. and Saturday, from 9 a.m. to 2 p.m., *Pacific Time*

Monday through Friday, from 4 p.m. to midnight and Saturday, from noon to 5 p.m., *Eastern Time*

Email: glnh@GLBTNationalHelpCenter.org

GLBT National Youth Talkline

Toll-free 1-800-246-PRIDE (1-800-246-7743)

Hours:

Monday through Friday, from 5 p.m. to 9 p.m., *Pacific Time*

Monday through Friday, from 8 p.m. to midnight, *Eastern Time*

Email: youth@GLBTNationalHelpCenter.org

The Trevor Project

<http://www.thetrevorproject.org>

Trevor operates the nation's only 24-hour, toll-free suicide prevention helpline for gay, lesbian, bisexual, transgender, and questioning youth (1-866-4-U-TREVOR).

Data and Research

Family Acceptance Project

<http://familyproject.sfsu.edu/overview>

This project, directed by Caitlin Ryan at San Francisco State University, is the first major study of the families of lesbian, gay, bisexual, and transgender youth. Findings will be available to policymakers, families, and providers to inform policy and practice and to change the way that systems of care address the needs of LGBT adolescents.

GayData.org

<http://www.gaydata.org>

This website, maintained by Randall L. Sell at Drexel University, provides extensive research summaries and links for data, and promotes the collection of sexual orientation data and further analysis of data sources that have already collected such data.

LGBT Youth: An Epidemic of Homelessness (2007)

http://www.thetaskforce.org/reports_and_research/homeless_youth

This report from the National Gay and Lesbian Task Force discusses the reasons so many LGBT youth are homeless and the risks they face in shelters and on the street.

Living in the Margins: A National Survey of LGBT Asian and Pacific Islander Americans (2007)

http://thetaskforce.org/reports_and_research/reports/living_in_margins

This report from the National Gay and Lesbian Task Force discusses the discrimination that Asian and Pacific Islander American LGBT individuals face.

Other Resources

Creating Safe Space for GLBTQ Youth: A Toolkit (2006)

<http://www.advocatesforyouth.org/storage/advfy/documents/safespace.pdf>

A resource for professionals who serve youth, *Creating Safe Space* provides tips and strategies for assessment, inclusive programming, lesson plans, and addressing harassment.

Child Welfare League of America's Best Practice Guidelines: Serving LGBT Youth in Out-of-Home Care (2006)

<http://www.cwla.org/pubs/pubdetails.asp?PUBID=0951>

This book, by Shannan Wilber, Caitlin Ryan, and Jody Marksamer, describes best practices for providing services to LGBT youth in foster care or juvenile justice residential care and can be ordered from the CWLA website.

The Gay, Lesbian, Bisexual, and Transgender Youth Support Project

<http://www.hcsm.org/glys/glys.htm>

This program, part of Health Care of Southeastern Massachusetts Inc., provides tools, training, and ongoing support for educators and health and human service providers. The website contains assessment tools, legal and policy statements, and other information.

National Center for Transgender Equality (NCTE)

<http://transequality.org/>

This social justice organization is dedicated to advancing the equality of transgender people through advocacy, collaboration, and empowerment. Its website contains news and resources.

National Gay and Lesbian Task Force

<http://www.thetaskforce.org>

The mission of the National Gay and Lesbian Task Force is to build the grassroots power of the lesbian, gay, bisexual, and transgender (LGBT) community. The Task Force trains activists, develops the organizational capacity of the movement, and equips state and local organizations with the skills needed to organize broad-based campaigns to defeat anti-LGBT referenda and advance pro-LGBT legislation.

Parents, Families, and Friends of Lesbians & Gays (PFLAG)

<http://www.pflag.org>

This group promotes the health and well-being of gay, lesbian, bisexual, and transgender individuals and their families and friends. PFLAG's website contains sections on support, education, and advocacy.

Transgender Law Center

<http://www.transgenderlawcenter.org>

This organization works to make California a state in which people can freely express gender identities. The organization's website has comprehensive collections of resources on transgender law and current work in education, health care, employment, and business.

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PARTICIPANT EVALUATION FORM

Workshop Location:

Workshop Date: ____/____/____

Name of Workshop Leader #1:

Name of Workshop Leader #2:

1. Which one of the following best describes your role? (Check *one*.)

- Teacher School administrator Child welfare worker Group home staff
- Juvenile justice worker Clergy Mental health professional Health care professional
- Suicide prevention program staff Recreation worker Foster parent
- Other (specify) _____

2. Please rate the extent to which the workshop objectives were achieved.

The workshop addressed the following issues:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Terminology for suicidal behavior and LGBT issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicidal behavior among LGBT youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk and protective factors for suicide in LGBT youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing the LGBT cultural competence of schools and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to plan for increasing LGBT cultural competence at my schools and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe ways to address suicide prevention among LGBT youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments related to this question:

3. Please rate your agreement with each of the following statements about the workshop.

(Check *one* box on *each* line.)

Workshop Overall:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
The workshop was well planned and executed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop leaders were knowledgeable in the areas covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop provided opportunities for questions and discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics discussed were relevant to me or my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop increased my knowledge of the topics covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intend to change my own behavior and/or organizational practices as a result of what I learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments related to this question:

4. What were the best features of the workshop?

5. What, if anything, could have been done to increase the workshop's relevance to your personal or professional goals?

6. How will you apply what you learned during this workshop?

7. Additional comments or suggestions you may have:

Thank you for taking the time to complete this survey. We value your feedback.