Improving Services and Supports for LGBTQI2-S Youth and Their Families

Institute #22

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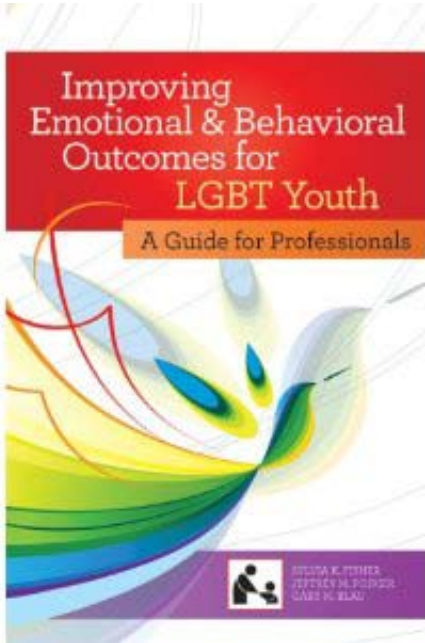
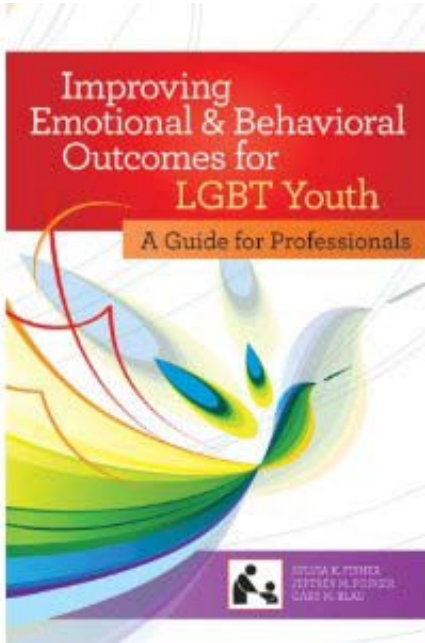


Training Institutes 2012
Georgetown University Center for Child and Human Development
Orlando, FL
July 2012

Institute Objectives

Participants will learn how…

1. To describe the most recent literature reflecting the experiences of lesbian, gay, bisexual, transgender, questioning, intersex, and two-spirit (LGBTQI2-S) youth and their families, including challenges and assets, and engagement with youth-serving systems
2. To apply recommended practices and strategies for delivering culturally and linguistically competent services and supports to LGBTQI2-S youth and their families
3. To guide the development of community-level policies, programs, practices and activities to improve the lives of LGBTQI2-S youth and their families
4. To use practical resources, tools and practice guidelines to improve services and supports for LGBTQI2-S youth and their families and enhance outcomes



Institute Agenda

Part I

- Welcome and overview (20 minutes)
- Larkin Street video (10 minutes)
- Resilience U-Turn (30 minutes)
- Key terms and concepts (20 minutes)
- Standards of care (20 minutes)
- Individual and organizational assessment (15 minutes

BREAK (15 minutes)

Part II

- Discussion (15 minutes)
- Cultural and linguistic competence (25 minutes)
- Schools (10 minutes)
- Social marketing (20 minutes)
- Discussion (10 minutes)

NOTE: Institute content comes from *Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals* (2012), published by Brookes Publishing, Inc., along with other sources cited in this book.

National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families

- Located within the Child, Adolescent and Family Branch, Center for Mental Health Services, SAMHSA
- Purpose:

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

- Vision: All LGBTQI2-S children, youth and 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.

Workgroup Principles

The national workgroup promotes:

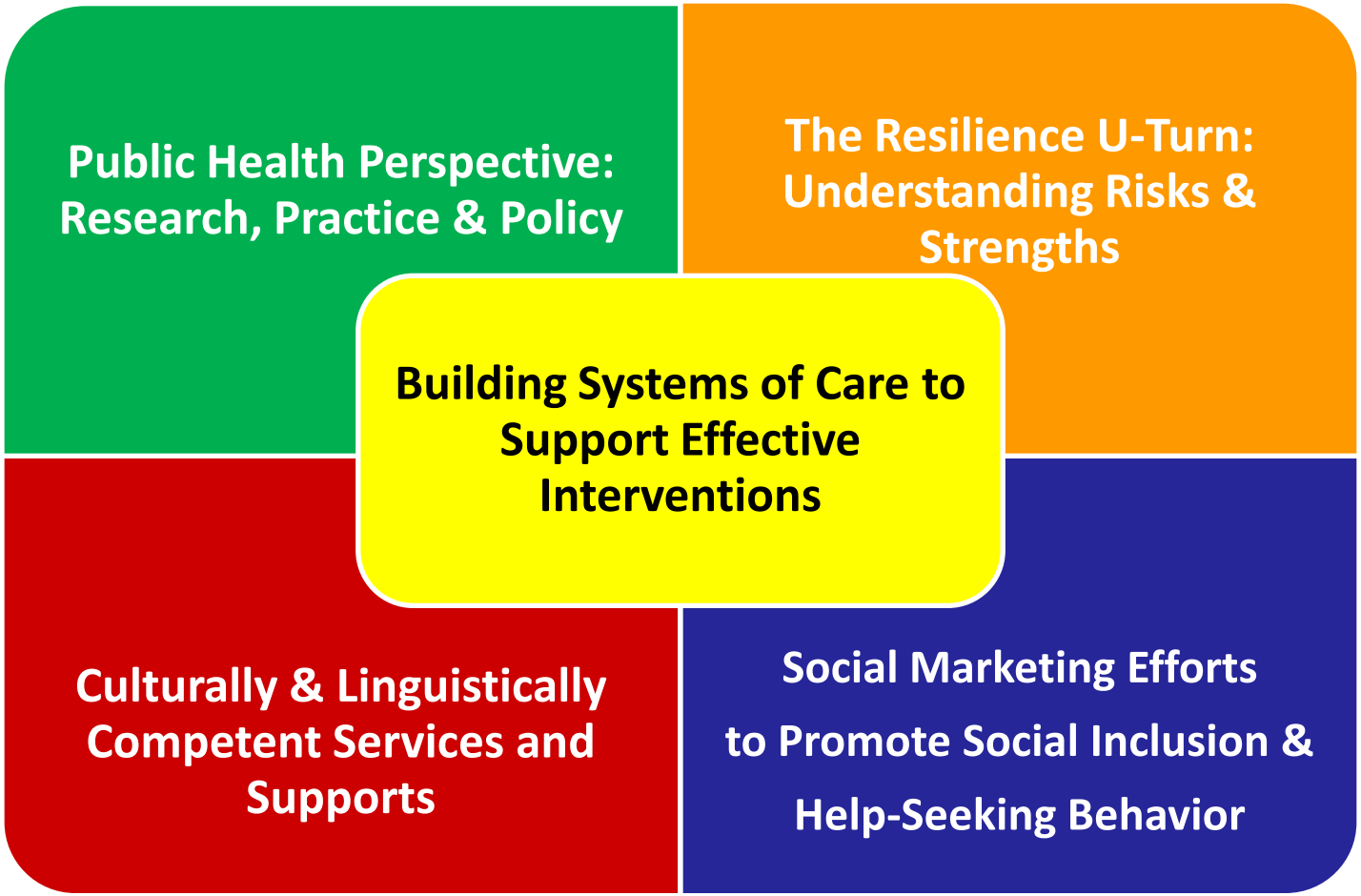
- A public health framework for the provision and delivery of services and supports
- Acceptance of oneself and others among children, youth and families within the populations of focus, providers and the larger community
- Mental, emotional, physical, and spiritual health and wellness
- Family-related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

Workgroup Principles

The national workgroup promotes:

- Empowerment and full inclusion of grantee populations of focus in system of care activities
- Delivery of culturally and linguistically appropriate services for all persons, regardless of racial/ethnic identity and geographic location
- Development of assets-based and culturally and linguistically competent services and supports and the strengthening of existing supports
- Increased awareness and knowledge of service providers from all traditions/practices about specific needs of populations of focus

Book Overview



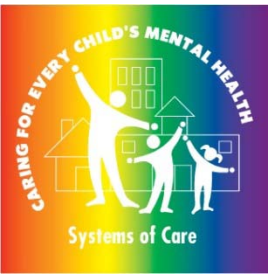
Book Overview

Youth Sub-Populations

- Transgender & Gender Nonconforming
- Native American, Two-Spirit, Tribal LGBT
- Disorders or Differences of Sex Development

Supporting Youth in Youth-Serving Settings

- Youth Who Are Homeless
- Youth in Out-of-Home Care
- Fostering Safe and Supportive Schools



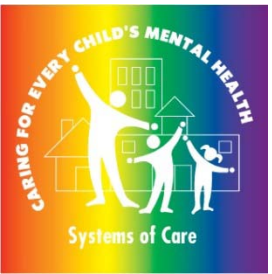
Book Overview

Interventions

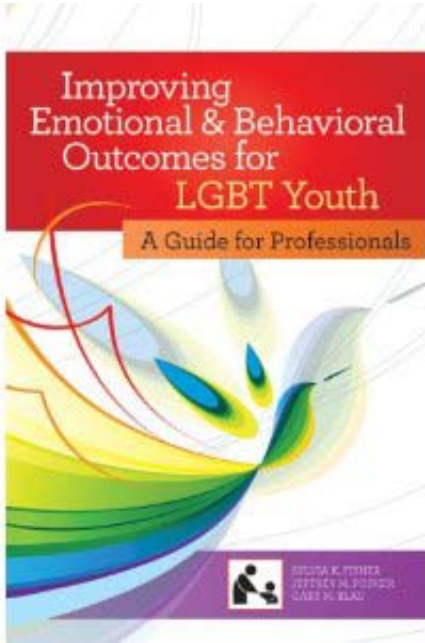
- Standards of Care for LGBT Youth
- Addressing Suicide & Self-Harming Behaviors

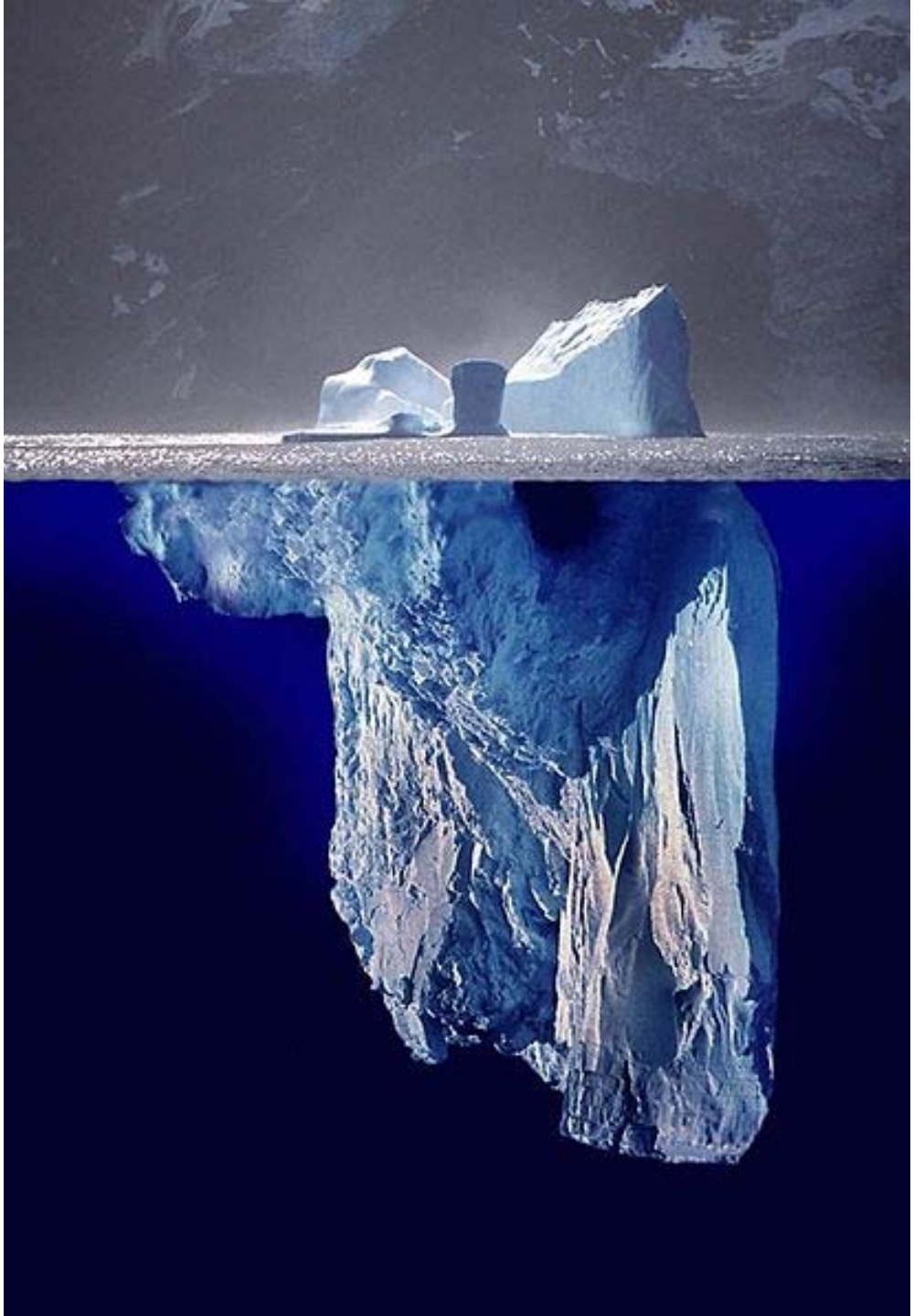
Tools/ Resources

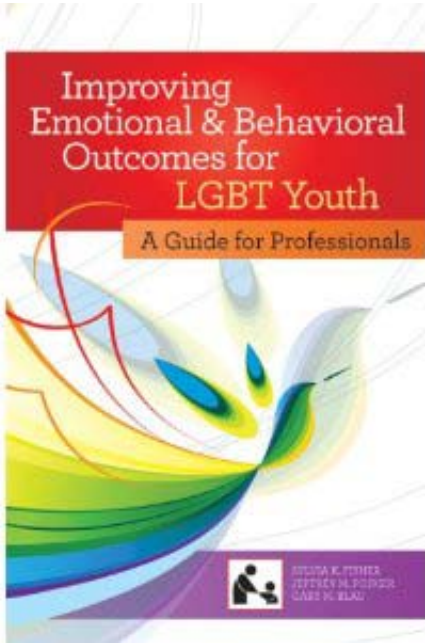
- Cultural & Linguistic Competence Self-Assessment Tool
- Internet-Based Resources



How Is an Iceberg Like Culture and Identity?







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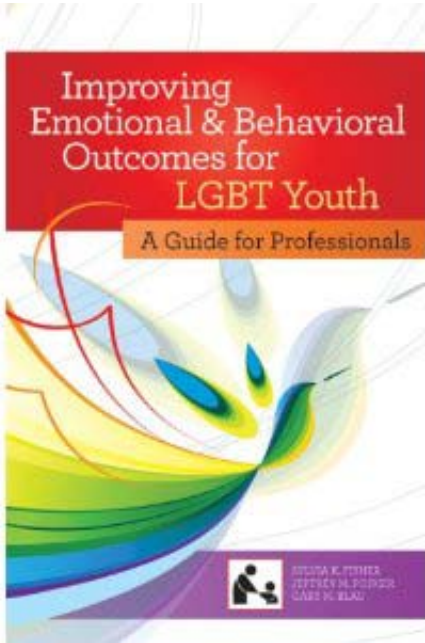
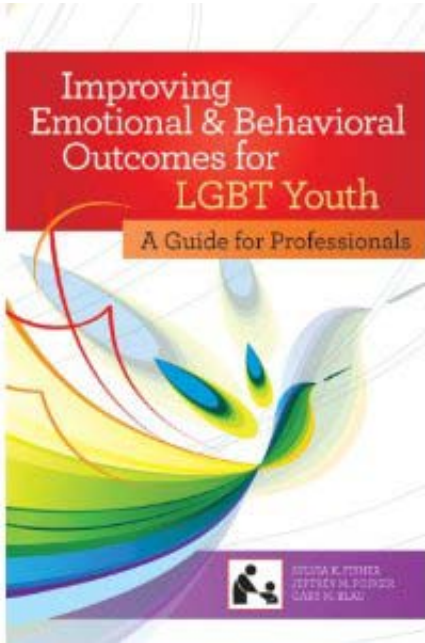
Cultural and Linguistic Competence (Chapter 2)

- *Culture*, which is complex and has many influences, refers to learned and shared knowledge, as well as integrated patterns of human behavior (e.g., beliefs, communication styles, and customs) of racial, ethnic, religious, and other identity-based groups.
- *Competence* is the capacity to function effectively as an individual or an organization and meet individuals' needs/preferences.
- *Cultural and linguistic competence*: Behaviors, attitudes, and policies that (1) come together in a system, organization, or among professionals and (2) enable them to work effectively in cross-cultural situations.



Why Cultural and Linguistic Competence?

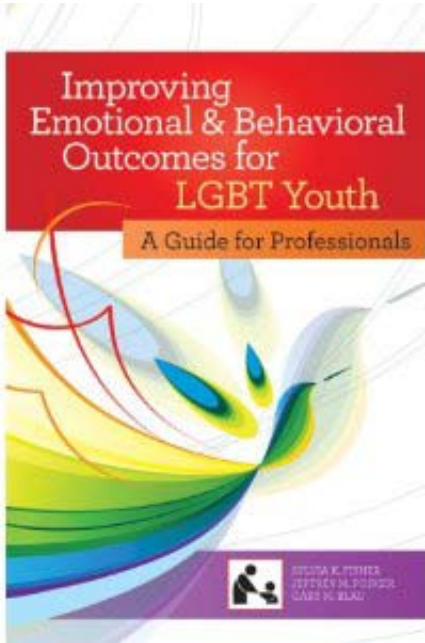
- To address disparities in treatment and service delivery
- To enhance the quality of services provided
- To ensure effective and appropriate services
- To reduce stigma and discrimination



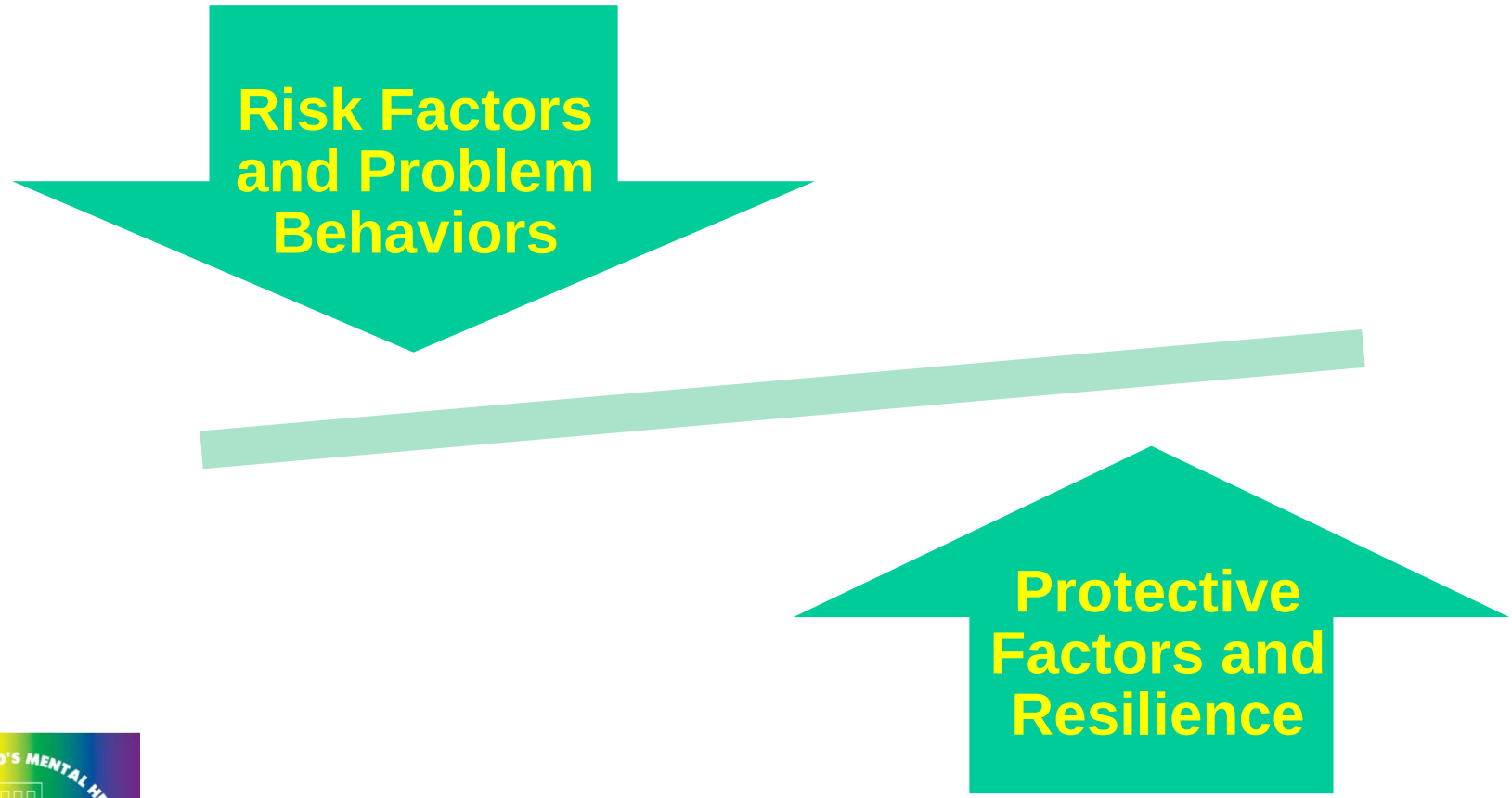
Larkin Street Video, Homelessness Resource Center, SAMHSA

The Resilience U-Turn: Understanding Risks and Strengths to Effectively Support LGBT Youth and Families (Chapter 8)

Kathy Lazear



The Resilience U-Turn



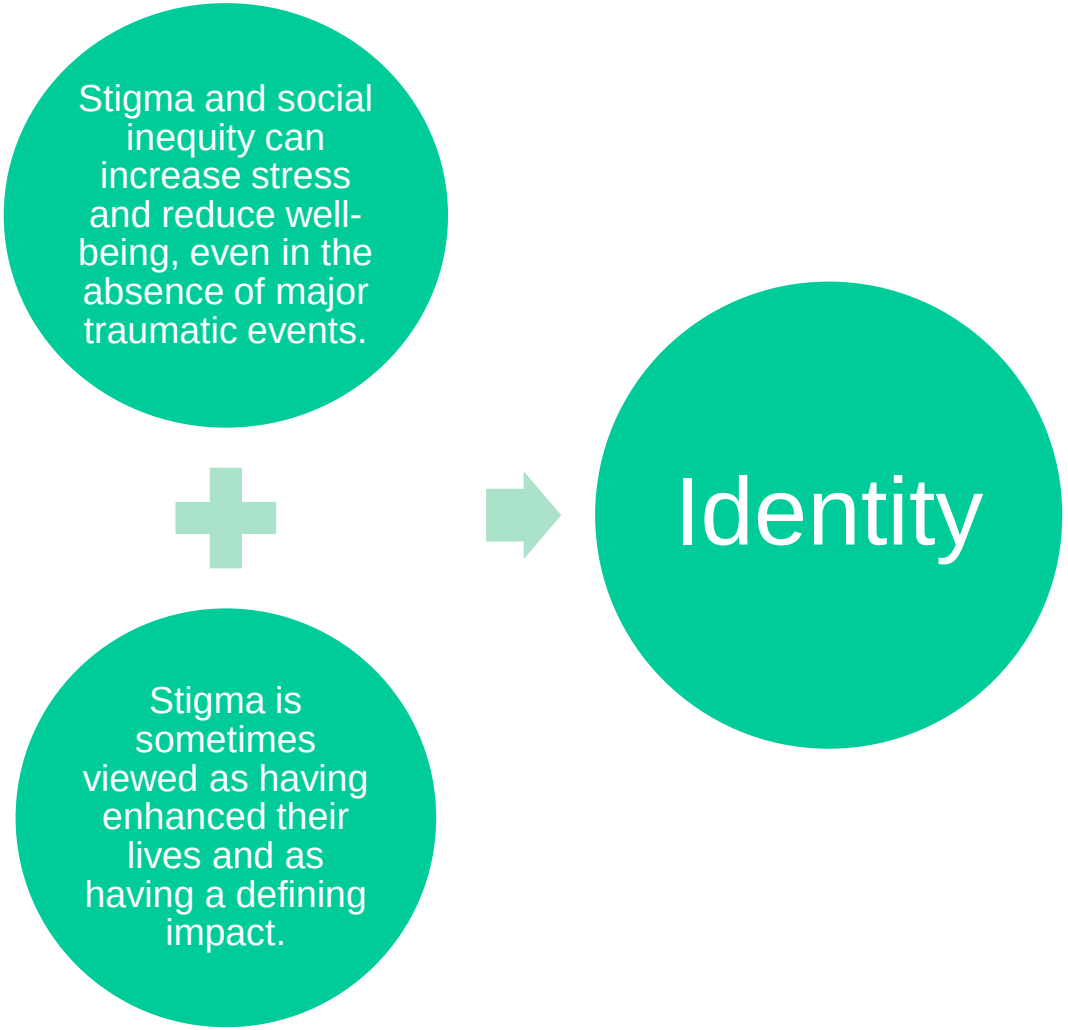
Understanding Risks and Strengths for LGBTQI2-S Youth

System	Disparity/Disproportionality	Asset-Based Lens
Education	Higher rates of harassment at school, feeling of not belonging, feeling unsafe	What's happening in schools where students feel safe and secure?
Child Welfare	Are overrepresented in out-of-home care	What are child welfare systems who are experiencing improved outcomes doing?
Mental Health	More likely to report suicidal ideation, intent, and attempts Higher levels of dissatisfaction with counseling services	What's happening in practices where youth are achieving better outcomes and meeting personal goals?
Substance Abuse	Higher rates of substance abuse (i.e., cigarettes, alcohol, illicit drugs)	What is it about the youth who are not abusing substances and what's happening their lives?

Understanding Risks and Strengths LGBTQI2-S Youth

System	Disparity/Disproportionality	Asset-Based Lens
Juvenile Justice	Higher rates of verbal harassment and physical or sexual abuse Often placed in more restrictive facilities or segregated and isolated	What's happening in juvenile justice facilities that with policies are designed to protect the safety and dignity of LGBT youth?
Family	High rates of family rejection	What's going on in families who are accepting?
Homelessness	Higher rates of homelessness	What keeps youth at home?
Physical Health	Discrimination in health care and poor health outcomes, especially for transgender and gender-nonconforming people	What do facilities look like that are providing effective, appropriate, care?

Impact of Stigma on LGBTQI2-S People



Adapted from "We'd Be Free": Narratives of Lives Without Homophobia, Racism, or Sexism; Sexuality Research and Social Policy

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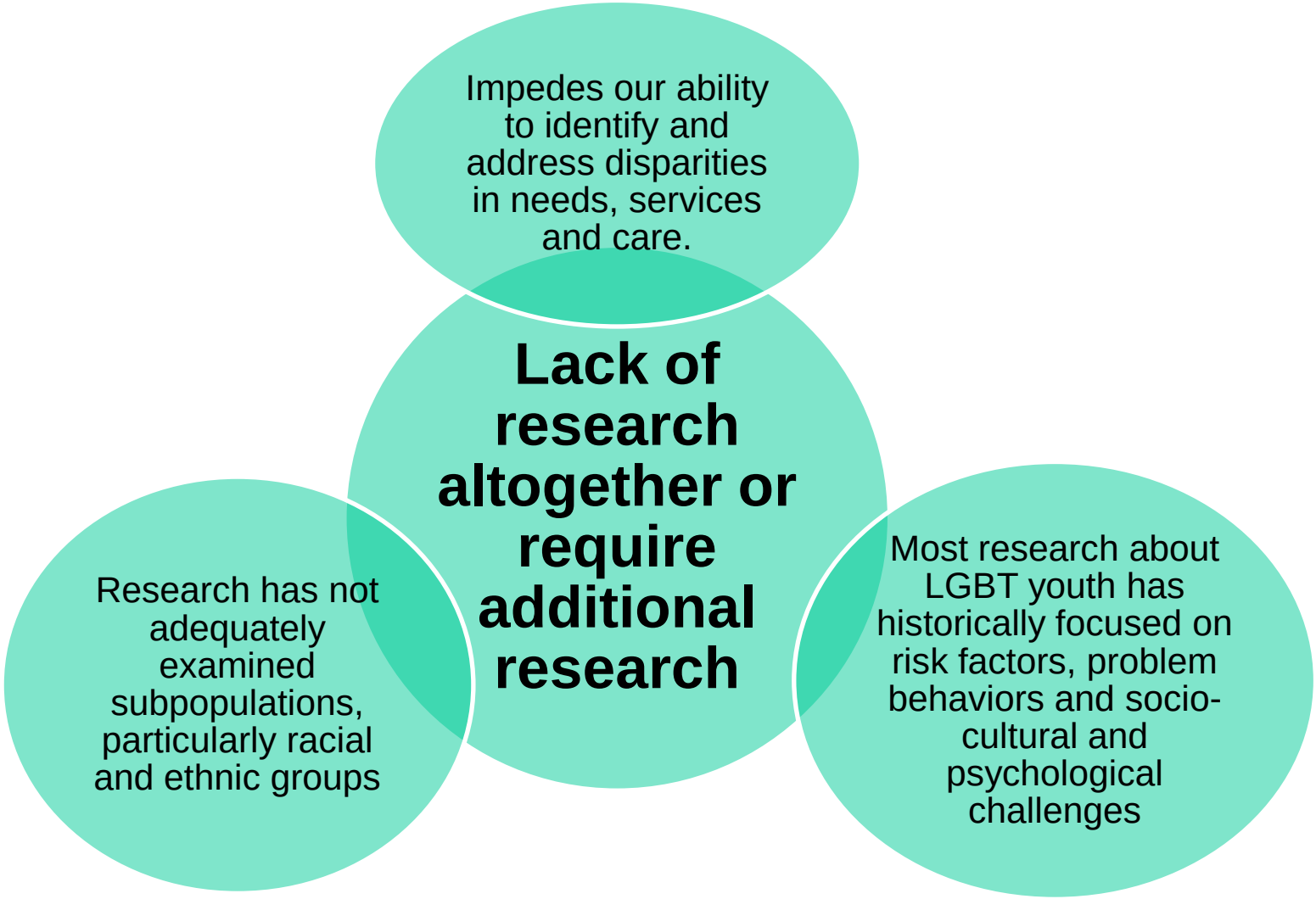
Institute of Medicine (IOM) LGBT Youth Research Issues



Institute of Medicine of the National Academies, (2011) The health of lesbian, gay, bisexual, and transgender people

The IOM Committee Also Found That…

- Specific risk factors associated with LGBT youth would benefit from a public health approach (e.g., harassment, victimization, violence, substance use, homelessness, etc.)
- Both cross-sectional and longitudinal research should be conducted to explore *"the demographic realities of LGBT youth in an intersectional and social ecology framework, and to illuminate the mechanisms of both risk and resilience so that appropriate interventions for LGBT youth can be developed"* (p. 172).
- Research on protective factors and resilience for LGBT youth is limited, but growing, showing early promise for identifying approaches that will enhance the care and well-being of LGBT youth and their families.

Institute of Medicine of the National Academies, (2011) The health of lesbian, gay, bisexual, and transgender people

Challenges to the System

Process

- Communication
- Engagement
- Leadership
- Quality Management, Continuous Quality Improvement, Evaluation

Structure

- Outreach, Pathways
- Service Planning
- Service Array & Delivery

Strengths of a System of Care

Process

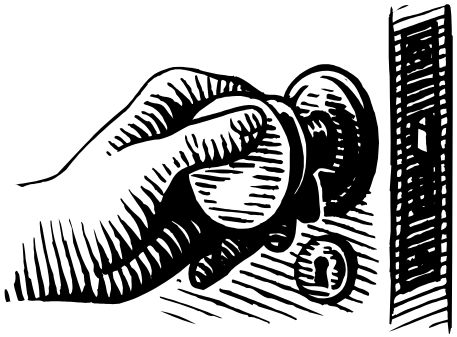
- Communication
- Engagement
- Leadership
- Quality Management, Continuous Quality Improvement, Evaluation

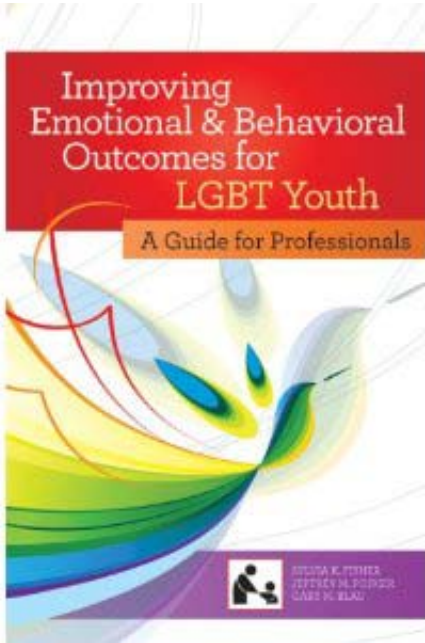
Structure

- Outreach, Pathways
- Service Planning
- Service Array & Delivery

“Even when opportunity knocks, you still have to get up off your seat and open the door.”

Anonymous





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Sex

- A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances.
- When subdivided into two categories only, this term does not recognize the existence of intersex bodies.

Gender

- The socially constructed concepts of masculinity and femininity; the “appropriate” qualities or characteristics that are expected to accompany each biological sex.

Sexual Orientation

- The enduring desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes.

Coming Out

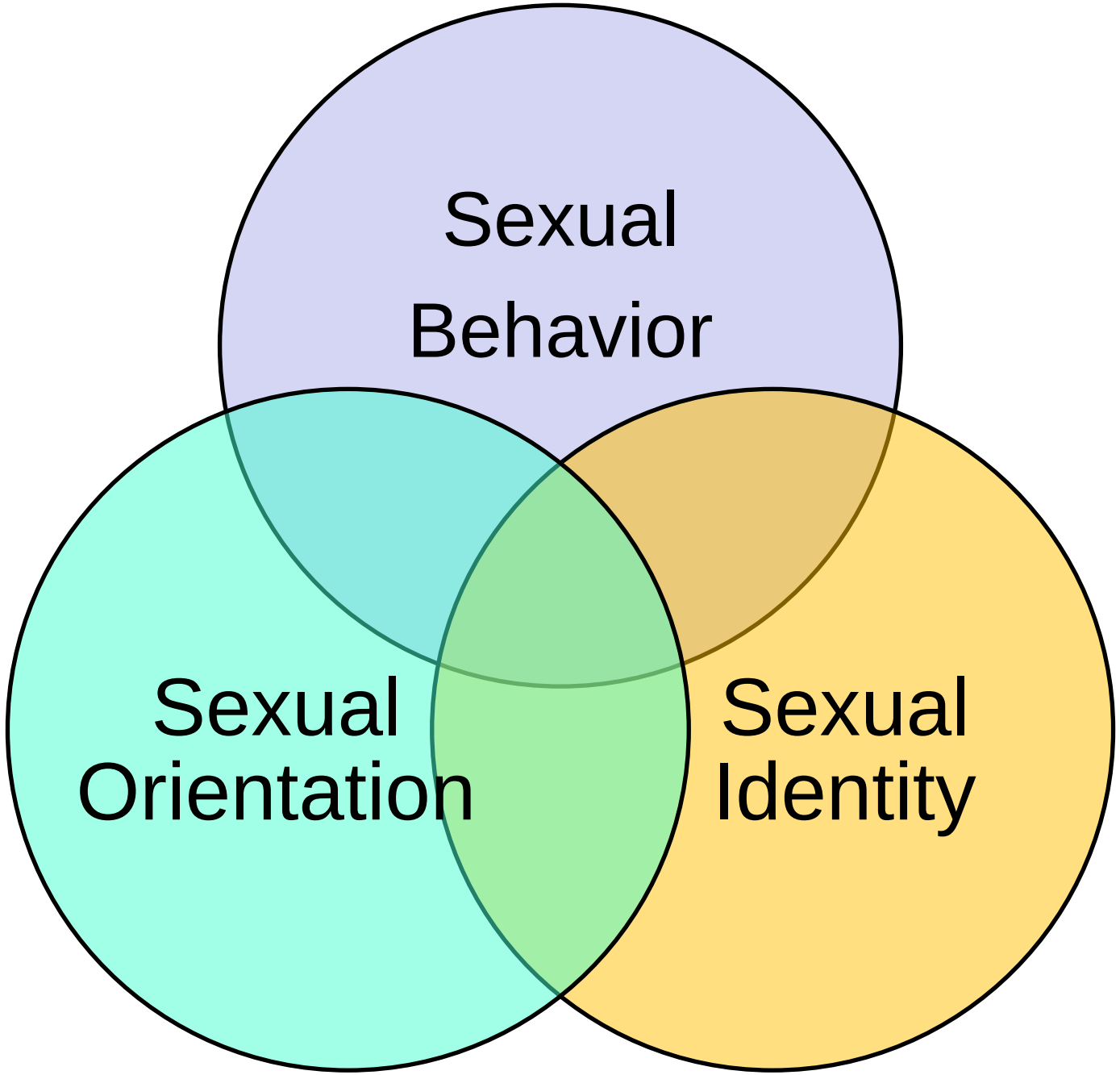
- May refer to the process by which one accepts one's own sexuality, gender identity, or status as an intersex person. May also refer to the process by which one discloses these identities to others.

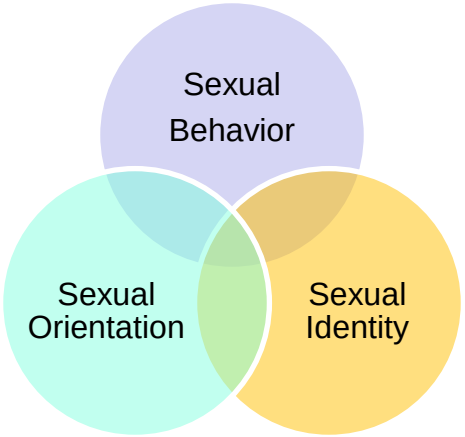
What Does It Mean to "Come Out"? (Chapter 4)

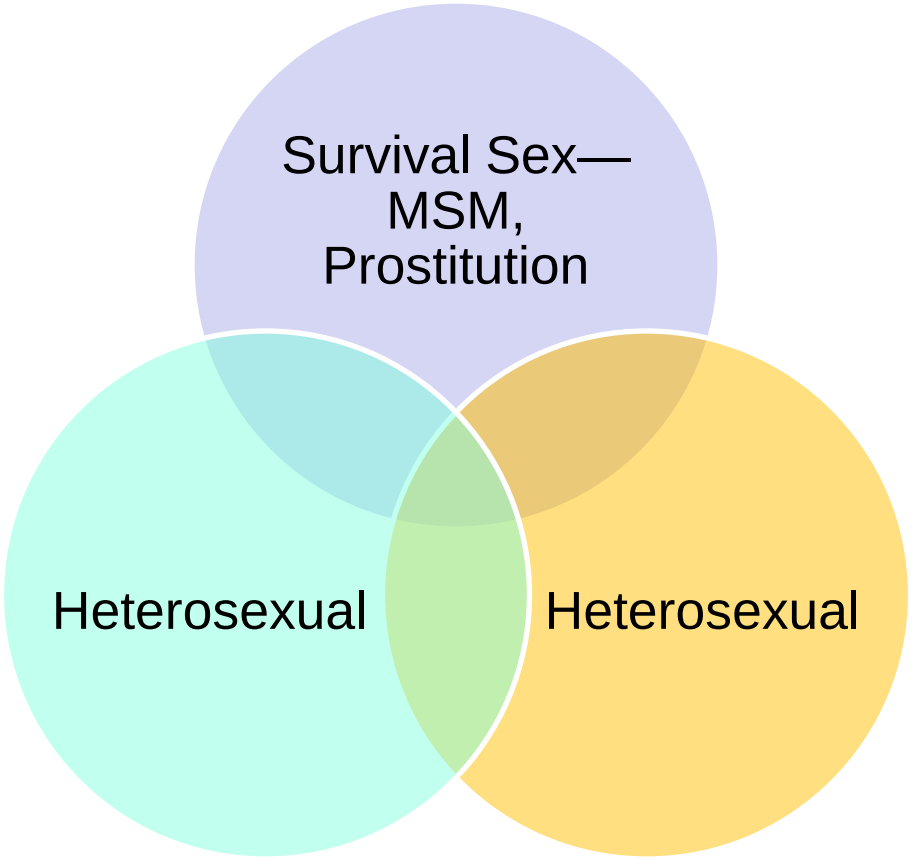
- "Coming out" is:
  - When a person reveals that s/he is LGBTQI2-S to others
  - Incredibly difficult and a huge personal risk
  - Usually a long-term process requiring one to come out frequently throughout one's life
- Usually happens at many points in time to others, perhaps one at a time
- The average age that youth come out is decreasing (e.g., some estimates put it at 13)
- Appropriate personal timing is essential for the individual to come out safely and, hopefully, with appropriate supports

What Does It Mean to "Come Out"?

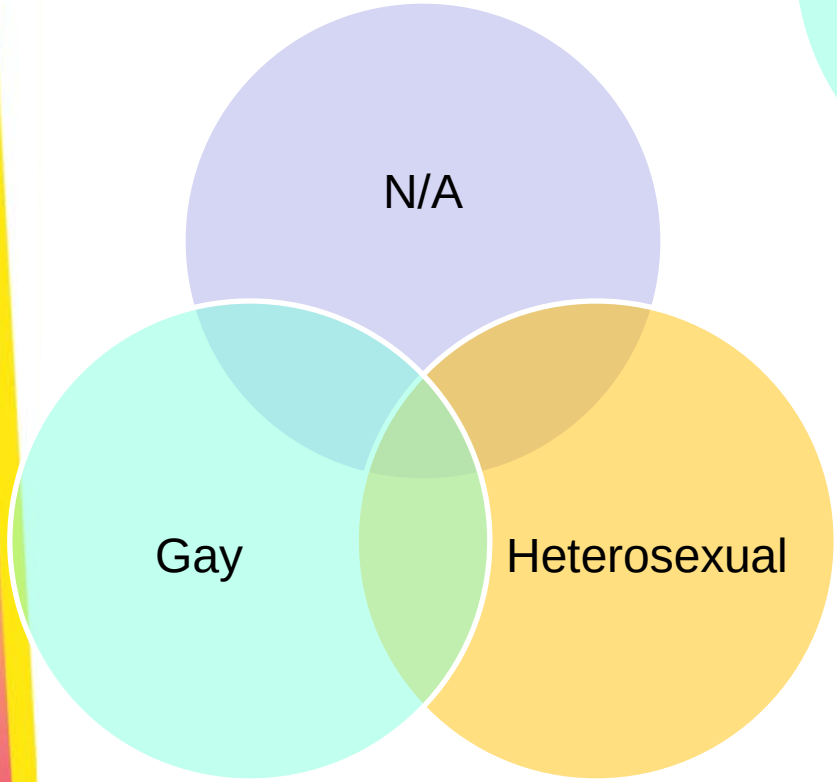
- Can create fear; individual must weigh the trade-off between relief and potential conflicts/risks
- "Outing" occurs when an individual shares that another person is LGBTQI2-S without that other person's permission; outing can lead to abuse and trauma
- Coming out can help many feel a sense of pride and understanding about who they are, but can result in a sense of shame or guilt due to the rejection of those to whom they have come out
- Creating a support system—"family" comprised of other individuals who are LGBTQI2-S and their allies is often a developmental result of "coming out"


Sexual
Behavior
Sexual
Orientation
Sexual
Identity





Example 1. A homeless youth might be engaging in survival sex, but identify a different way from his sexual practice.



Example 2. A youth who hasn't come out yet might identifyias heterosexual to family and peers, but have a gay sexual orientation .

Gender Nonconforming

- When behavior, mannerisms, clothing choices, or choice of pronouns conflict with societal expectations

Gender Identity

- A person's sense of being a man/masculine, a woman/feminine, or other sense of gender belonging.

Transgender/ Trans

- An umbrella term for anyone whose gender identity and/or gender expression doesn't fit social or cultural expectations or norms of gender.
- This term should only be used with people who self-identify with the term.

Intersex (also referred to as Disorders or Differences of Sex Development)

- An umbrella term used for a person whose body does not fit into the dyadic categories of male or female, due to genital, gonadal, chromosomal, and/or hormonal variation.
- People with these bodies may have typical masculine or feminine identities, or may identify as gender diverse. This term may carry different meanings to different people.

Gender Identity Disorder (GID)

- The medical term applied for the colloquial term "Transgender." This term is often times controversial, as people diagnosed with GID often don't feel that their thoughts, feelings, and behavior constitute a "disorder." However, currently, this diagnosis is required to receive some forms of medical care (e.g. hormone therapy).

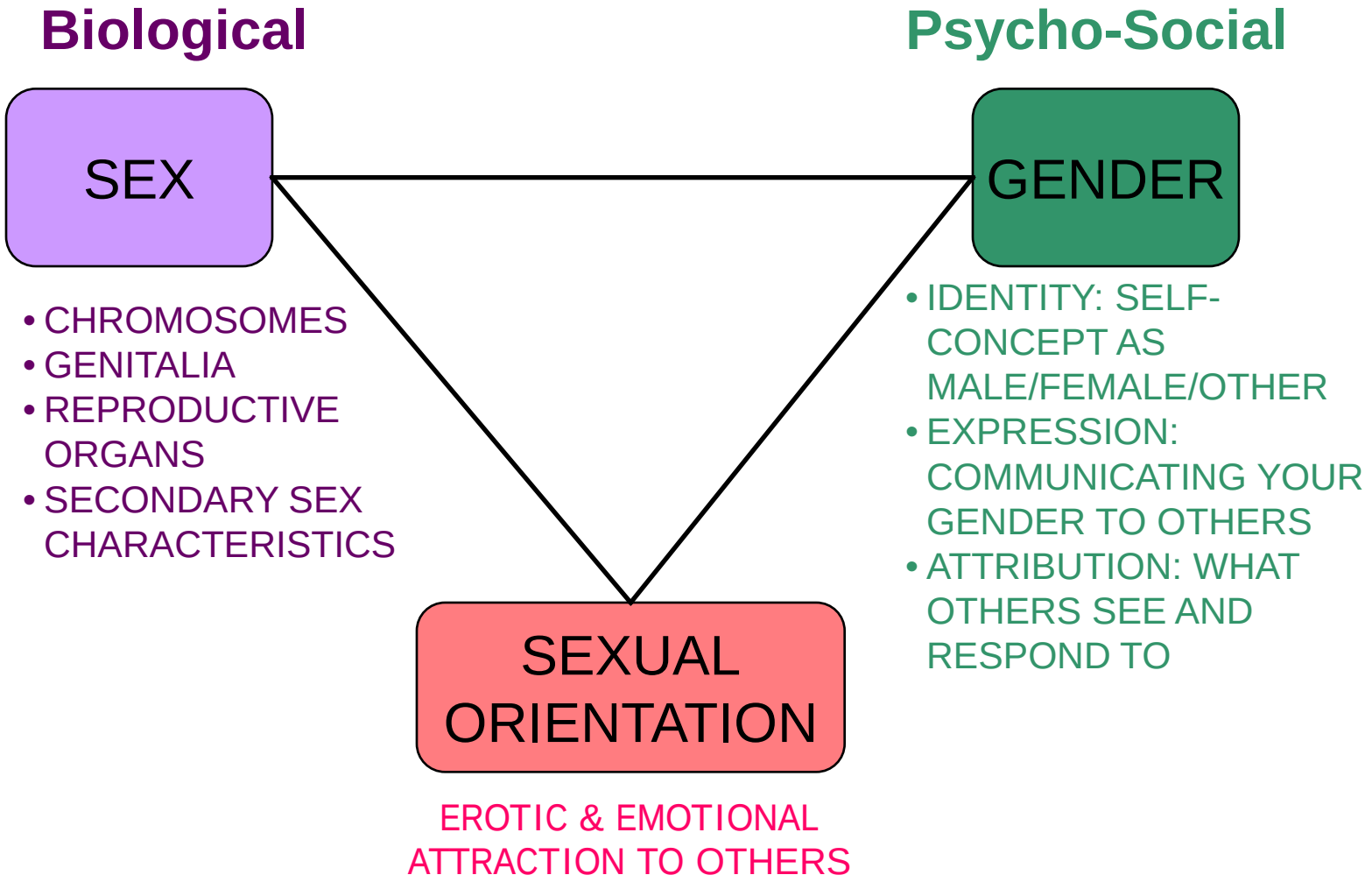
Agender or Nongender

- The self-perception of being without gender, or of having no internal sense of gender as typically conceived by one's culture, or; the refusal to adopt a social role or identity constructed or constrained by gender-dependent rules and roles.

Cisgender

- Anyone who is not transgender, gender non-conforming or questioning; a person who was raised as, still identifies as, and expresses the gender most people would think matched the sex the person was assigned at birth.

Sex, Gender and Sexual Orientation



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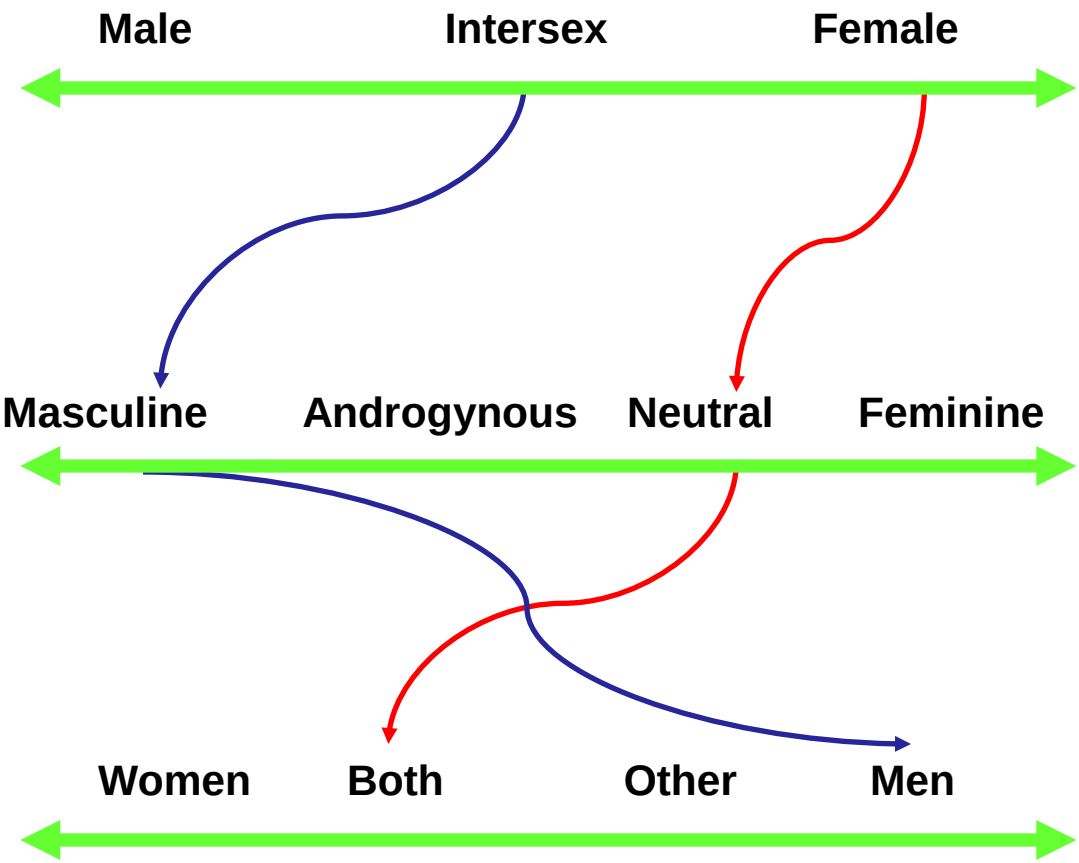
Gender Model: Many Configurations Are Possible

Biological Sex:
hormones, genitalia, secondary sex characteristics

Gender:
identity, expression, attribution

Sexual Orientation:
erotic, emotional attraction to others



Ally

- Someone who confronts heterosexism, homophobia, biphobia, transphobia, and heterosexual privilege in themselves and others
- A concern for the wellbeing of lesbian, gay, bisexual, trans, and intersex people;
- A belief that heterosexism, homophobia, biphobia and transphobia are social justice issues.

Privilege

- Those benefits derived automatically by being heterosexual that are denied to homosexuals and bisexuals. Also, the benefits homosexuals and bisexuals receive as a result of claiming heterosexual identity or denying homosexual or bisexual identity.

Heteronormativity

- The assumption — in individuals, systems, or institutions — that everyone is heterosexual, and that heterosexuality is normal and superior to homosexuality and bisexuality.

Heterosexism

- Prejudice against individuals and groups who express non-heterosexual behaviors or identities, combined with the majority power to impose such prejudice. Usually used to the advantage of the group in power.
- Any attitude, action, or practice backed by institutional power that subordinates people because of their sexual orientation.

Transhate / Transphobia

- The irrational hatred or fear of those who are gender diverse or gender ambiguous, usually expressed through violent and often deadly means.

Same Gender Loving

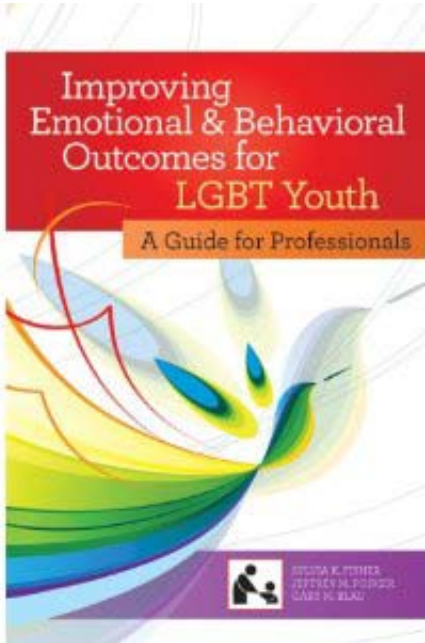
- A term sometimes used by members of the African- American / Black communities to express a non- heterosexual orientation without relying on terms and symbols of European descent.
- The term emerged in the early 1990's with the intention of offering Black women who love women and Black men who love men a voice, a way of identifying and being that resonated with the uniqueness of Black culture in life.

Two-Spirit

- Native persons who have attributes of both genders, have distinct gender and social roles in their tribes, and are often leaders in spiritual or ceremonial life. They are generally seen as a separate or third gender.
- The term is usually considered specific to the Zuni tribe. Similar identity labels vary by tribe.

Standards of Care for LGBT Youth (Chapter 10)

Sylvia Fisher
Jeffrey Poirier



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Strategies for Standards of Care

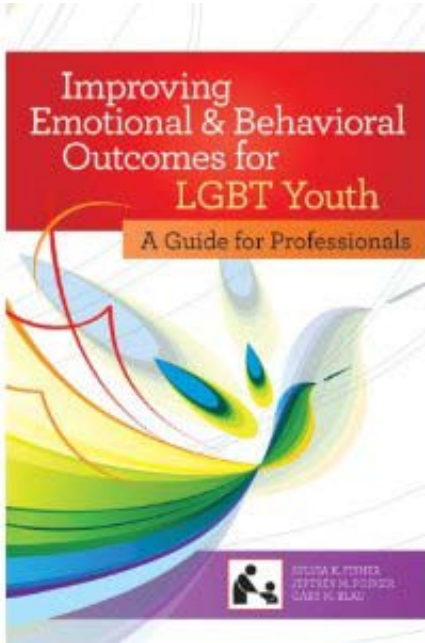
(1) Conduct agency self-assessment

(2) Enforce nondiscriminatory policies

(3) Promote staff knowledge and development about LGBT youth and families

(4) Enhance intake processes, data collection, information sharing

(5) Promote safe, supportive culturally competent environments



Strategies for Standards of Care

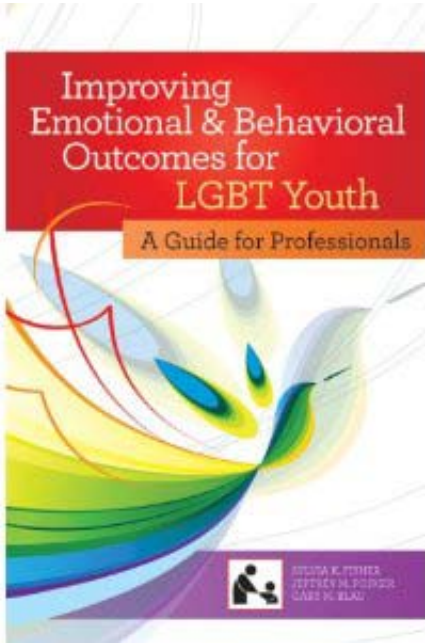
(6) Implement practices that support preferences and affirm identity

(7) Promote healthy and supportive peer connections

(8) Strengthen family connections

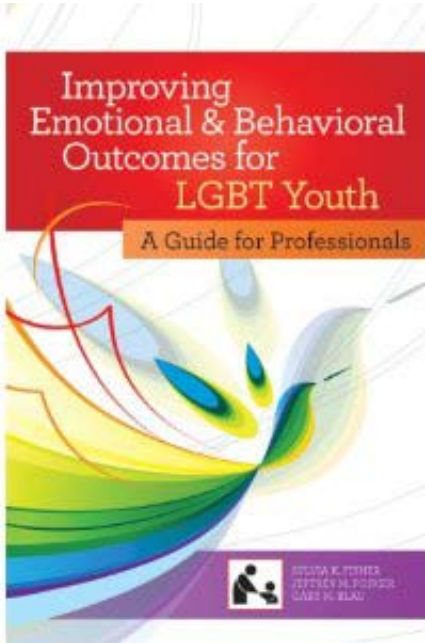
(9) Promote access to affirming services and supports

(10) Facilitate community outreach and engagement



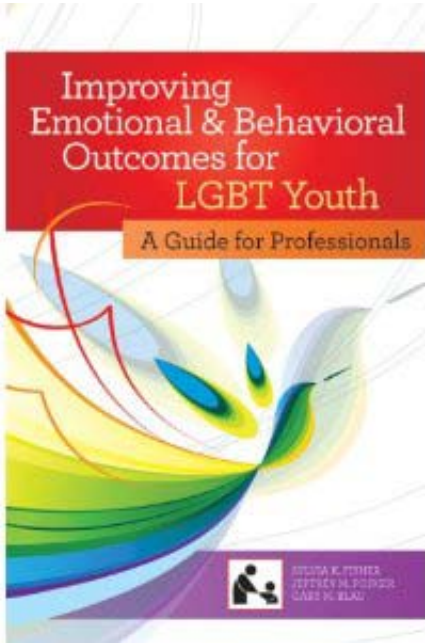
An Individual and Organizational Self-Assessment Tool (Chapter 3)

Sylvia Fisher



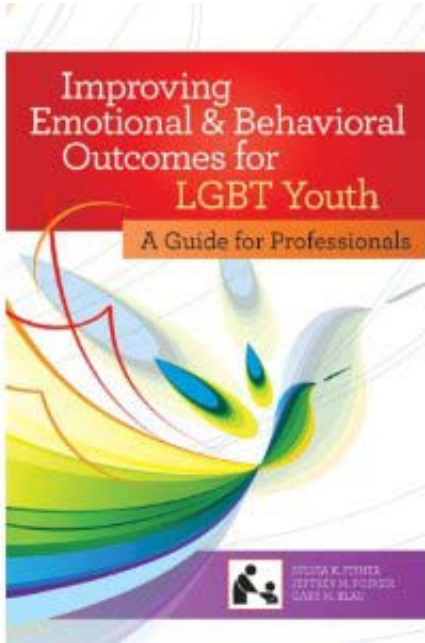
Cultural and Linguistic Competence (CLC) Organizational Self-Assessment

- Practice and research literature has not addressed integration of CLC assessment into delivery of services and supports for LGBT youth & families
- CLC self-assessment includes both the organizational and individual levels, both of which are key to moving cultural and linguistic competence (CLC) forward in systems of care (Cross, Bazron, Dennis, & Isaacs, 1989)
- Organizational self-assessment is a necessary, effective, and systematic way to plan for and incorporate CLC and benefits systems of care, organizations, and agencies seeking to provide culturally and linguistically competent services and supports to this population



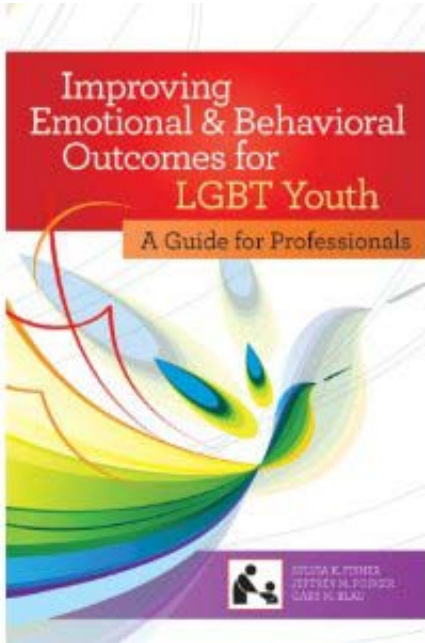
CLC Organizational Self-Assessment

- A CLC self-assessment should address the values, attitudes, behaviors, policies, structures, and practices of an organization, including its board, staff, consultants, contractors, advisory groups, and volunteers and elicit the experiences and opinions of youth, families, and communities served
- Information gathered from a CLC self-assessment can:
  - Inform strategic planning and decision making relative to service delivery
  - Help individuals gain personal insight about their commitment and capacity to serve diverse cultural groups



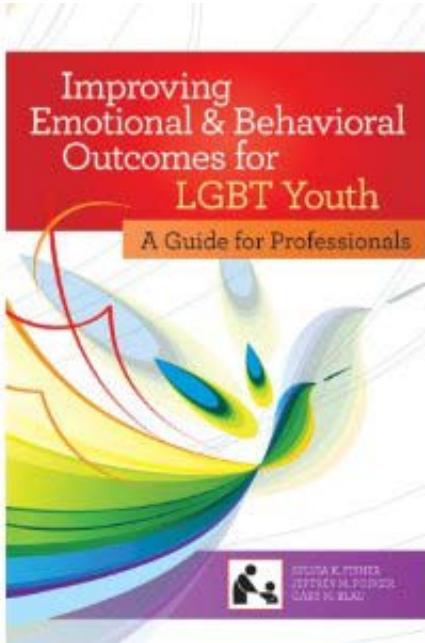
CLC Organizational Self-Assessment

- Self-assessment tools allow organizations to critically examine their vision, mission, goals, policies, procedures, governance structure, and service delivery mechanisms to determine strengths and areas to be enhanced to advance and sustain CLC (Goode, Trivedi, & Jones, 2010)
- Few organizational instruments, tools, and checklists that assess CLC include items that address LGBT youth; these few tools generally address "gay identity and culture," but ***not*** race, ethnicity, language, socioeconomic status, and other cultural factors that influence within-group diversity



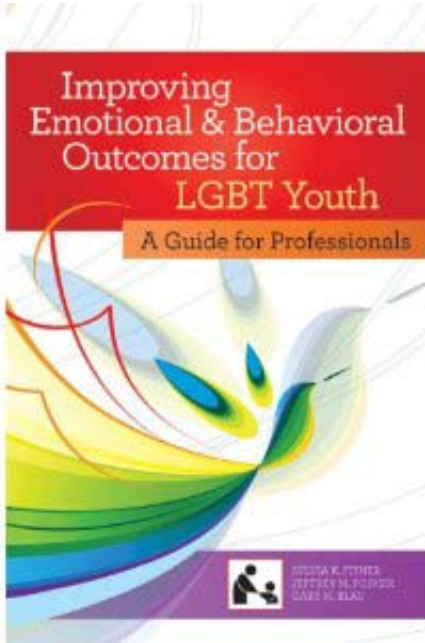
CLC Organizational Self-assessment

- Self-assessment can:
  - Benefit service providers by heightening awareness; influencing attitudes toward practice and the provision of services and supports; and motivating the development of knowledge, skills, and core competencies (NCCC, 2002)
  - Serve as a catalyst to address the social inequities that contribute to disparities in the provision of services and supports



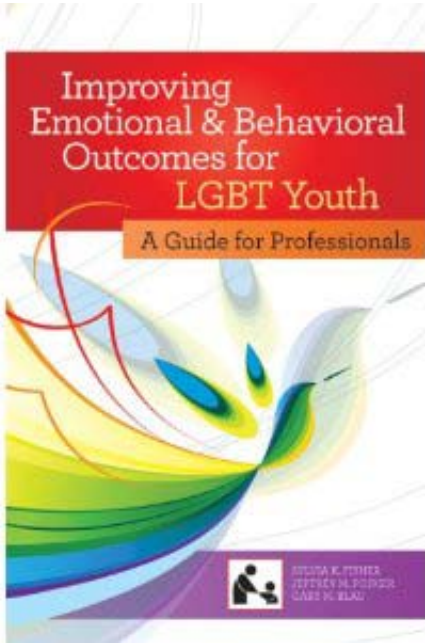
CLC Organizational Self-assessment

- Self-assessment can help organizations achieve positive outcomes including:
  - Gauging the extent to which they are effectively addressing the preferences, interests, and needs of diverse populations and communities
  - Establishing partnerships that will meaningfully involve diverse populations, communities, and constituency groups
  - Improving access to, utilization of, and satisfaction with services and supports in youth-serving systems)



Making CLC Organizational Self-Assessment Work: Lessons Learned from the National Center for Cultural Competence

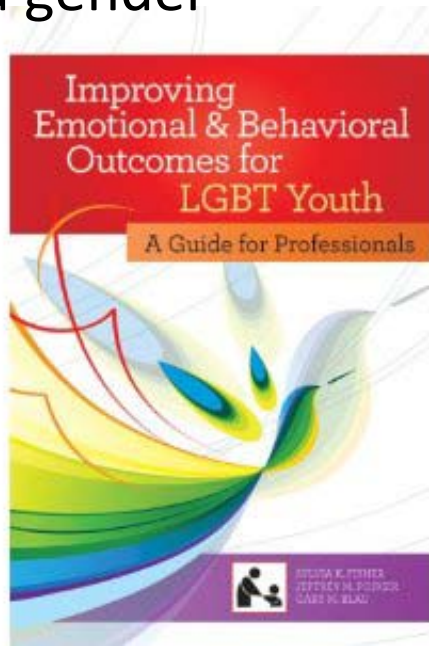
- Ensure a safe and respectful environment for work group members to share their thoughts, perspectives, and feelings (e.g., about sexual orientation, gender identity or expression, or stigma)
- Let the group "be" before it "does" - all groups go through a process of "storming, forming, and norming"
- Ensure that the "storming" is neither harmful to individual group members nor the group process (Tuckman, 1965)



CARING FOR EVERY CHILD'S MENTAL HEALTH
Systems of Care

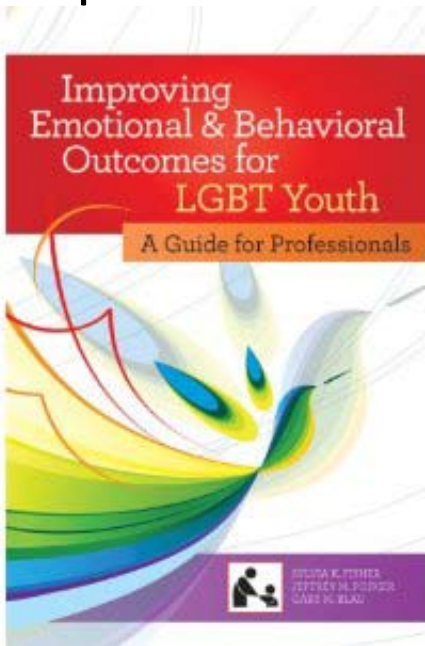
Making CLC Organizational Self-assessment Work: Lessons Learned from the National Center for Cultural Competence

- Attend to and address issues of language, including:
  - Literacy and language preferences and needs of all group members
  - Appropriate and preferred terms for the continuum of experiences and multiple cultural identities under the umbrella of LGBT, including use of self-identified gender pronouns and preferred proper names
  - Culturally defined colloquialisms, including language associated with “youth LGBT culture”



Making CLC Organizational Self-Assessment Work: Lessons Learned from the National Center for Cultural Competence

- Attend to members' cultural practices, different experiences, and preferences for getting work done
- Reach agreement on approaches for communication, conflict resolution, and decision making to help the group do its work
- Acknowledge and address issues associated with power (i.e., historical, perceived, actual) among and between group members
- Although integrating LGBT capacity within a CLC organizational assessment process can be challenging, positive outcomes can be achieved



CARING FOR EVERY CHILD'S MENTAL HEALTH
Systems of Care

Phases for Conducting a CLC Organizational Self-Assessment of LGBT Capacity

(1) Establish a structure to guide the work

- Assemble work group to coordinate organizational self-assessment of LGBT capacity
- Primary entity to plan, implement, and provide oversight to the process
- Group should include representation from all organizational levels, LGBT youth and families, etc.

(2) Create a shared vision and shared ownership

- Convene groups to define CLC and relevance to serving LGBT children, youth, and their families
- Explore rationale, value, and meaning of these concepts and issues for your organization
- Ensure broad participation and diverse perspectives about what is needed to serve LGBT youth and their families effectively and ensuring respect for their multiple cultural identities

Adapted with permission from the author and the National Center for Cultural Competence, from *A Four-Phase Approach to Self-Assessment in A Guide for Using the Cultural and Linguistic Competence Family Organization Assessment Instrument, Goode, T.D. [2010]. National Center for* Cultural Competence, Georgetown University Center for Child & Human Development.

Phases for Conducting a CLC Organizational Self-Assessment of LGBT Capacity

(3) Collect, analyze, and disseminate data

- Create a plan of action using organizational self-assessment results; identify priorities
- Determine strategies, activities, partners, resources, timetables, and responsible parties to achieve desired goals of improving services and supports
- Establish benchmarks to monitor and assess progress during and after plan implementation

(4) Develop and implement a plan of action

- Tap multiple data sources for self-assessment process (e.g., focus groups; interviews; state/local homeless & dropout rates; bullying; out-of-home placements; health/MH status; SOC national evaluation GI/SO questions; services/support use)
- Review and analyze these data to identify findings; create a comprehensive report for dissemination to diverse audiences and constituents

Adapted with permission from the author and the National Center for Cultural Competence, from *A Four-Phase Approach to Self-Assessment in A Guide for Using the Cultural and Linguistic Competence Family Organization Assessment Instrument, Goode, T.D. [2010]. National Center for* Cultural Competence, Georgetown University Center for Child & Human Development.

BREAK

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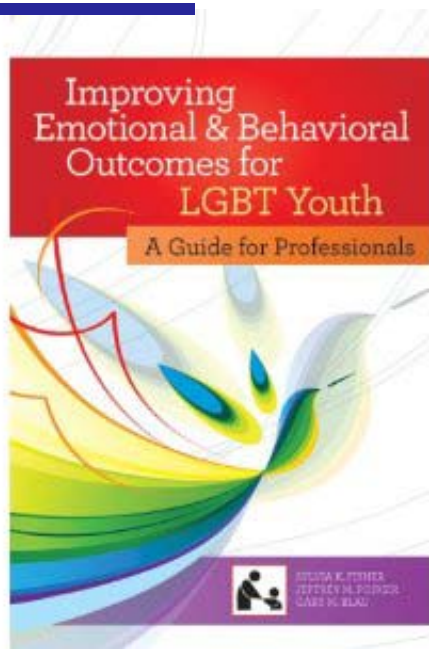
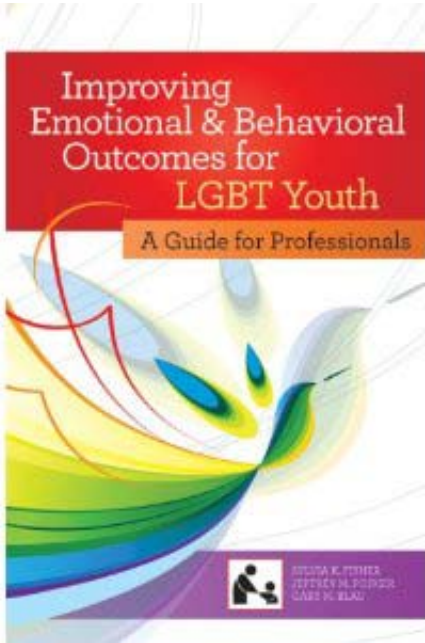
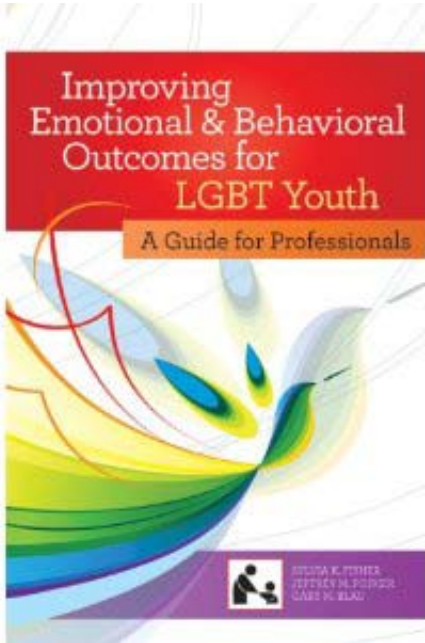


Small and Large Group Discussion



Culturally and Linguistically Competent Services, Supports, and Behaviors

Jeffrey Poirier
Sylvia Fisher

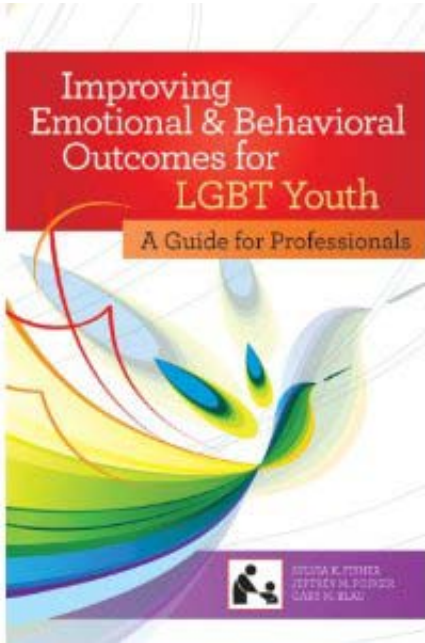


Practices for Providers

- Community members and other stakeholders building the foundation of a successful system of care are encouraged to:
  - Take a stand on behalf of LGBT youth and advocate for equality and culturally and linguistically responsive treatment, services and supports
  - Enhance their own understanding and that of others around about LGBT youth and their experiences
  - Connect with community-based provider organizations to provide training and information about community resources for LGBT – when supports are limited - work with other communities, technical assistance providers, and LGBT-affirming organizations outside the local area to develop these resources

Practices for Providers

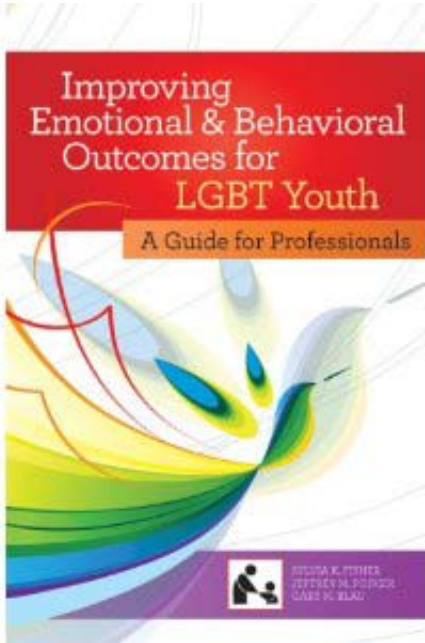
- Identify and connect with welcoming, affirming faith-based organizations to raise awareness around providing ongoing support for LGBT youth and related information to youth and families
- Promote the display symbols of support (e.g., rainbow flags, pink triangles) throughout provider organizations and facilities that are, in practice, safe environments for youth and their families



CARING FOR EVERY CHILD'S MENTAL HEALTH
Systems of Care

Create a Safe, Welcoming Environment

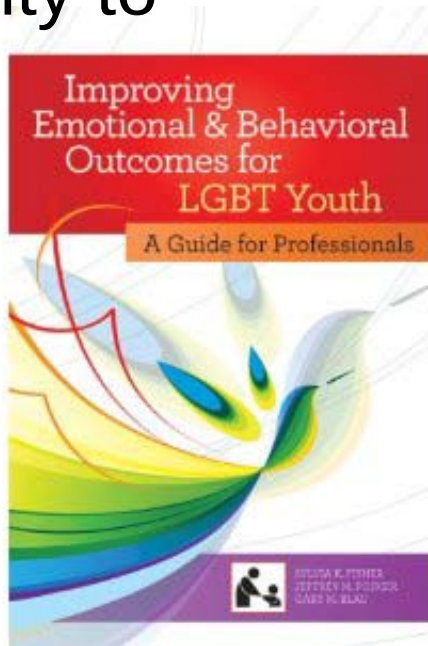
- Assess community or agency to identify needs, barriers, challenges, strengths, and readiness to develop a welcoming environment
- Provide opportunities for youth to discuss and exchange their experience and ideas in a nurturing, safe environment
- Provide services and supports that are linguistically competent



CARING FOR EVERY CHILD'S MENTAL HEALTH
Systems of Care

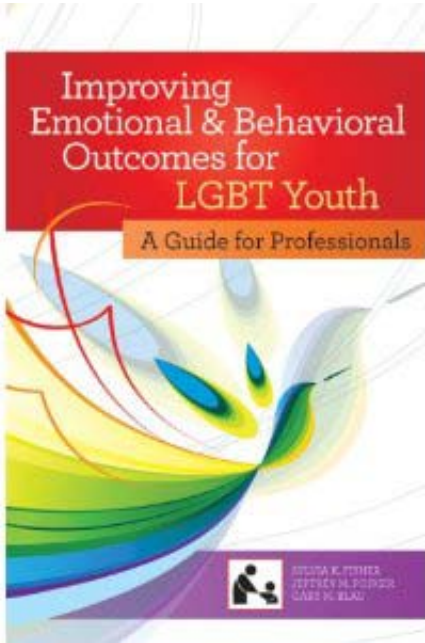
Protect Youth

- Include protections in agency nondiscrimination policies
- Maintain confidentiality and privacy
- Assess foster care families
- Offer safe places within the community to obtain resources



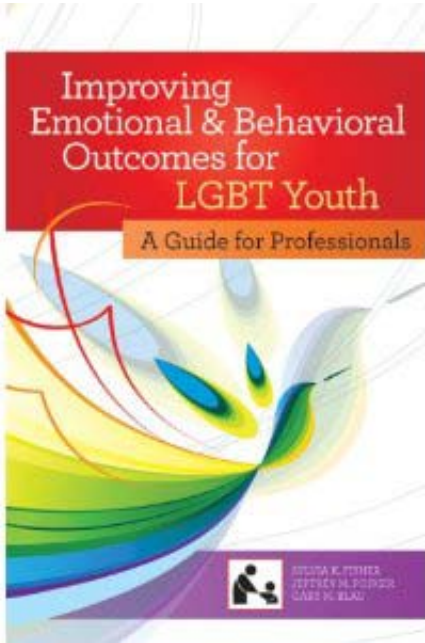
Engage Communities

- Understand how LGBTQI2-S identities are perceived within the community
- Identify and provide information about services and supports within and outside the local community
- Provide a community center or other safe meeting place for information and social opportunities



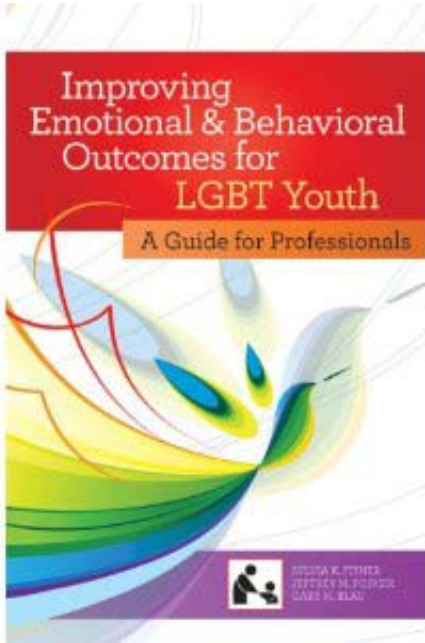
Strengthen Staff and Supports

- Include protections in agency nondiscrimination policies
- Provide resources, information, and training to service providers
  - Partner with LGBTQI2-S organizations
- Encourage staff self-assessments of current level of CLC



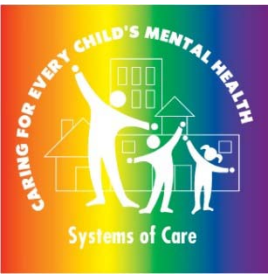
Support Youth Who Are Transgender or Gender Nonconforming

- Expand staff knowledge about working with youth who identify as transgender—or do not conform to gender expectations
- Design or revise agency forms with gender-neutral language
  - Asking these youth to identify as male or female is especially problematic if they are in crisis
- Offer safe, non-gendered bathrooms



Family Acceptance Project

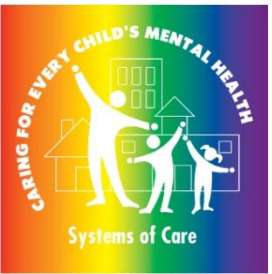
- Includes first major study of LGBT adolescents and their families to understand how family reactions to adolescents' LGBT identities affect their health, mental health, and well-being
  - Led by Caitlin Ryan at San Francisco University (fap@sfsu.edu, http://familyproject.sfsu.edu)
  - Research links family acceptance and rejection with adolescent outcomes
  - Research uses a range of research methods with LGBT and their families including in-depth individual interviews, surveys, and case studies
  - Interviews focused on family history and child development, sexual and gender identity, religious beliefs and practices, sexual orientation, culture and ethnicity, coming out, family response and adaptation over time, school-based experiences and victimization, resiliency and strength, sources of support, future goals and aspirations.



Family Acceptance Project: Behaviors That Help

http://familyproject.sfsu.edu/files/FAP_English%20Booklet_pst.pdf

- Talk with their child or foster child about their LGBT identity
- Express affection when their child tells them or when they learn that their child is gay or transgender
- Support their child's LGBT identity even though they may feel uncomfortable
- Advocate for their child if they are mistreated because of their LGBT identity



Family Acceptance Project: Behaviors to Avoid

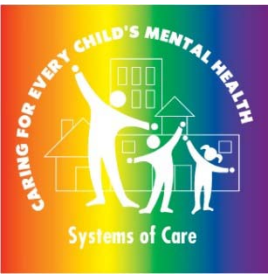
http://familyproject.sfsu.edu/files/FAP_English%20Booklet_pst.pdf

- Verbal harassment or name-calling because of their child's LGBT identity
- Excluding LGBT youth from family and family activities
- Blocking access to LGBT friends, events, and resources
- Blaming their child when they are discriminated against because of their LGBT identity

Family Acceptance Project: Behaviors to Avoid

http://familyproject.sfsu.edu/files/FAP_English%20Booklet_pst.pdf

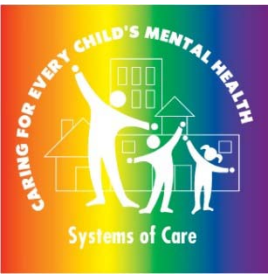
- Pressuring their child to be more (or less) masculine or feminine
- Telling their child that God will punish them because they are gay
- Telling their child that they are ashamed of them or that how they look or act will shame the family
- Making their child keep their LGBT identity a secret in the family and not letting them talk about it



Family Acceptance Project: Behaviors That Help

http://familyproject.sfsu.edu/files/FAP_English%20Booklet_pst.pdf

- Require that other family members respect their child
- Talk with clergy and help their faith community to support LGBT people
- Welcome their child's LGBT friends and partners to their home
- Believe their child can have a happy future as an LGBT adult

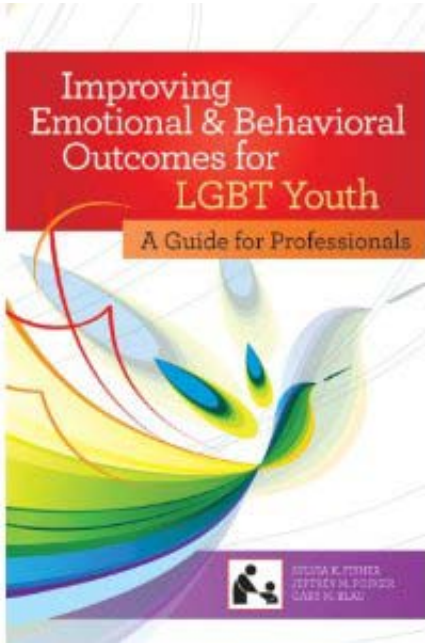


What Caregivers/Family Members Can Do to Support Themselves

- Address your fears and concerns, perhaps with support from a counselor or other family members and friends who are LGBT friendly and supportive

- You are entitled to your feelings and concerns; it helps to acknowledge them with supportive individuals who can provide guidance about how to proceed in a manner that will help youth

- Avoid comments and jokes that may be hurtful to those who are LGBTQI2-S; let others know that you find these comments offensive



Support Families

- Expand staff knowledge about working with youth who identify as transgender—or do not conform to gender expectations
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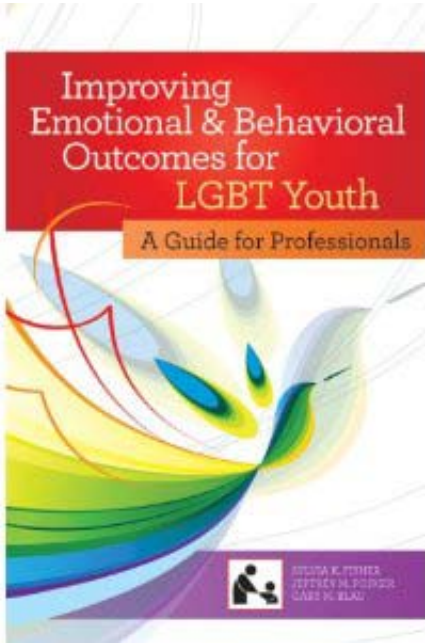
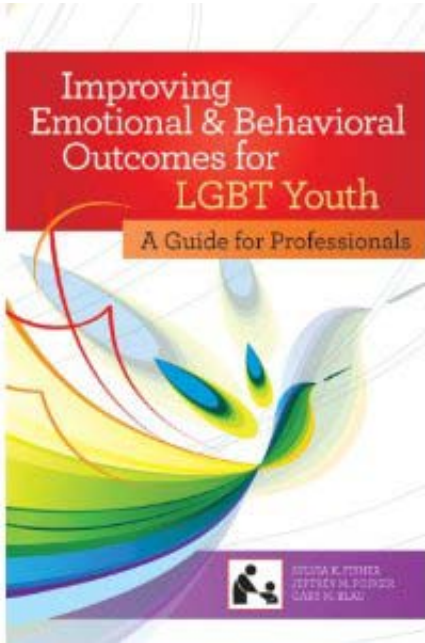


Fostering Safe, Supportive, and Welcoming Schools (Chapter 11)

Jeffrey Poirier
Tessa Cayce



Social and Emotional Conditions for Learning

Students are safe

- Physically safe
- Emotionally and socially safe
- Treated fairly and equitably
- Avoid risky behaviors
- School is safe and orderly

Students are supported

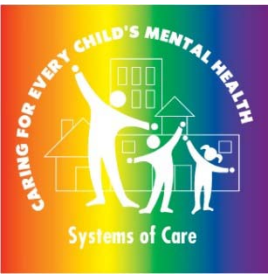
- Meaningful connection to adults
- Strong bonds to school
- Positive peer relationships
- Effective and available support

Students are challenged

- High expectations
- Strong personal motivation
- School is connected to life goals
- Rigorous academic opportunities

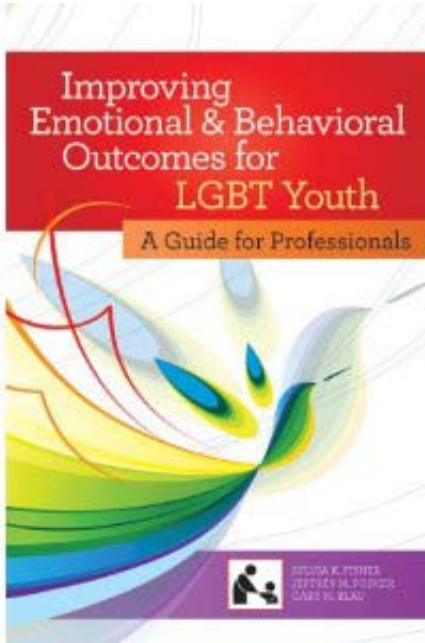
Students are socially capable

- Emotionally intelligent and culturally competent
- Responsible and persistent
- Cooperative team players
- Contribute to school community



2009 GLSEN National School Climate Survey

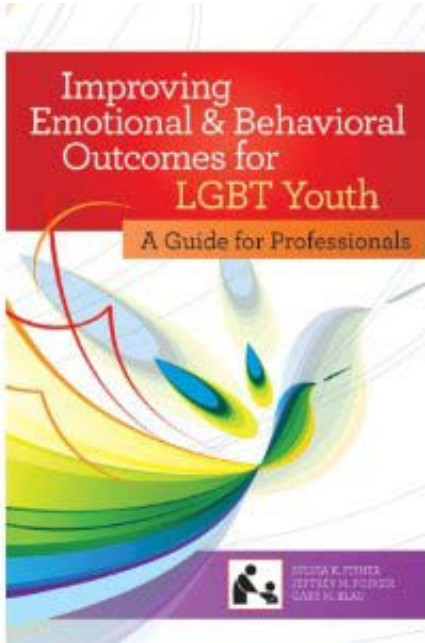
- Harassment impacts achievement, attendance, and student well-being
- GLSEN survey of 7,261 middle & high school students found:
  - 72% reported hearing anti-LGBT remarks in their schools often or frequently; most felt distressed by this
  - Approximately 30% missed a day of school during the previous month because of safety concerns (compared to 6.7% from a national sample)



2009 GLSEN National School Climate Survey

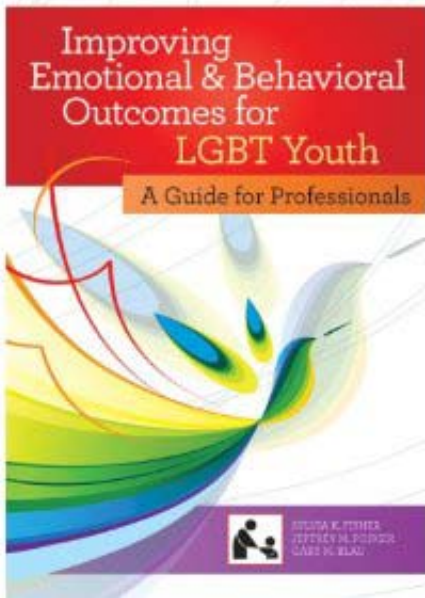
- 84.6% of students reported being verbally harassed, 40.1% physically harassed, and 18.8% physically assaulted at school in the past year because of their **sexual orientation**.

- 63.7% of students reported being verbally harassed, 27.2% physically harassed and 12.5% physically assaulted at school in the past year because of their **gender expression**.



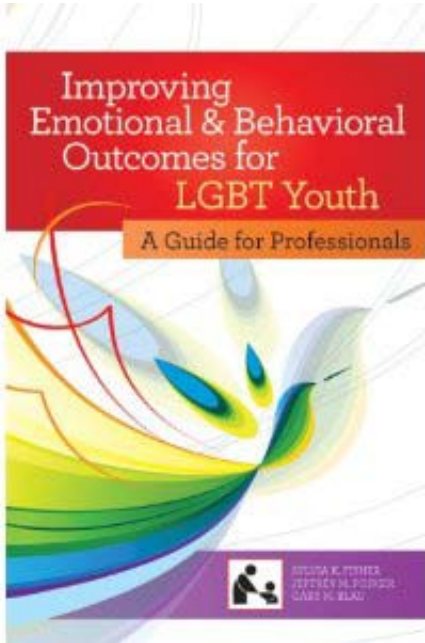
What Can Schools Do?

- Address disparities in treatment (e.g., bullying)
- Assess current school climate, including concerns related to students who are LGBT
- Engage and support families of students who are LGBT
- Enhance student access to age-appropriate LGBT-related information (e.g., access to Internet websites)
- Implement Gay-Straight Alliances or similar clubs/safe zones that foster a positive, safe environment for students who are LGBTQ
- Identify adult allies and involve them



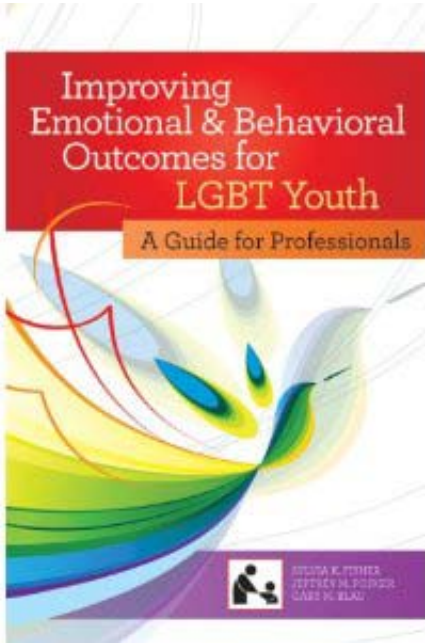
Strategies to Address Bullying

- Examine your office or school through the eyes of an LGBT student…are there visible signs to indicate a welcoming area?
  - Office: Rainbow sticker, SafeZone pass, books that indicate comfort/interest with LGBT issues.
  - Personal belongings of adults in the school: how might pictures of family, quotations, religious symbols, art be seen through other eyes?



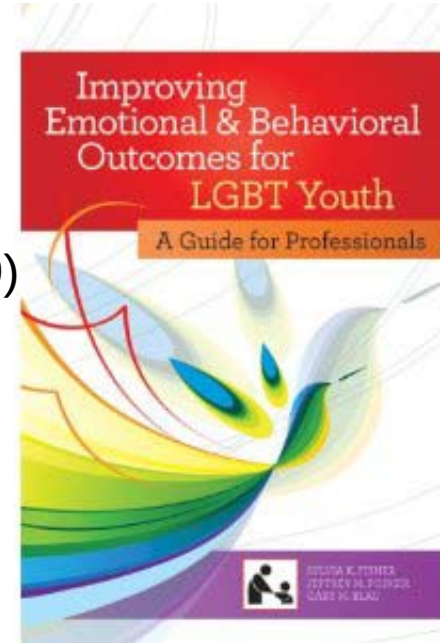
Take a Stand Against Bullying

- Name it, claim it, and stop it!
  - This technique is great in most situations where someone is being teased, name called, or verbally bullied. It gives you an opportunity to spotlight the behavior, take a personal stand and attempt to keep it from happening again.
- GLSEN Public Service Announcements (on toolkit)



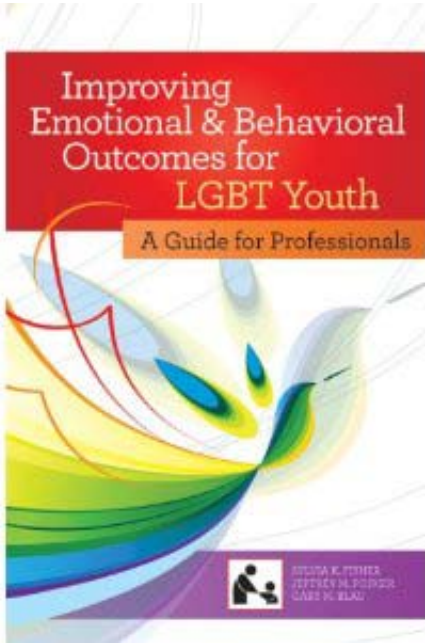
Sample School Resources

- A growing body of resources/supports for enhancing school climate for students who are LGBTQ and their families; some examples include:
  - Strengthening the Learning Environment: A School Employee's Guide to Gay, Lesbian, Bisexual, & Transgender Issues; National Education Association (2006)
  - Safe Space Kit: Guide to Being an Ally to LGBT Students; GLSEN (2009)
  - The GLSEN Workbook: A Development Model for Assessing, Describing and Improving Schools for Lesbian, Gay, Bisexual and Transgender (LGBT) People; GLSEN (2001)
  - An Introduction to Welcoming Schools: An Inclusive Approach for Addressing Family Diversity, Gender Stereotyping and Name-Calling in K-5 Learning Environments; Human Rights Campaign Foundation (2009)



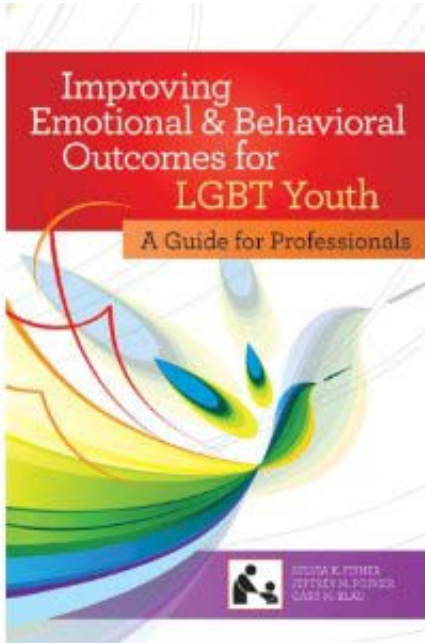
Social Marketing Efforts with and for LGBT Youth to Promote Social Inclusion and Help-Seeking Behavior (Chapter 15)

Lisa Rubenstein



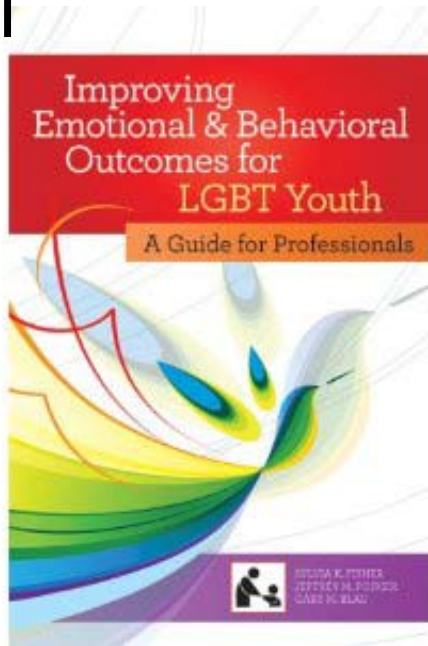
Social Marketing Efforts to Promote Social Inclusion and Help-Seeking Behavior

- No evaluated social marketing campaigns in literature
- Take lessons learned from risk reduction campaigns
- Interviews and case studies of current campaigns
- Need to document and evaluate campaigns



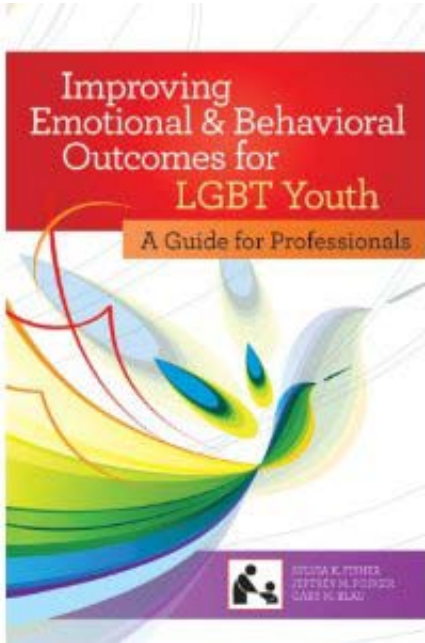
Lesson 1: When Promoting Resilience Among LGBT Youth, One Size *Does Not* Fit All

- Create messages to reach LGBT youth in ways that are sensitive to community, culture, language
- Understand the unique challenges LGBT youth face
- Promote a sense of community



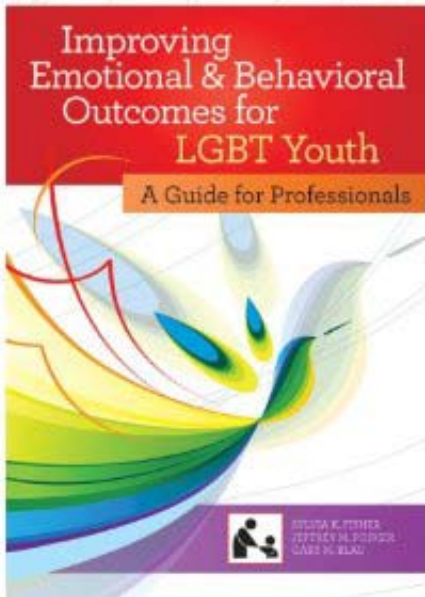
Lesson 2: Collaboration with Youth and LGBT Advocacy and Like-Minded Organizations Is Crucial for Success

- Collaborate with youth and LGBT organizations
- Recruit opinion leaders who combine peer education and social marketing
- Work with child- and family-serving organizations, schools, child welfare, and other stakeholder groups



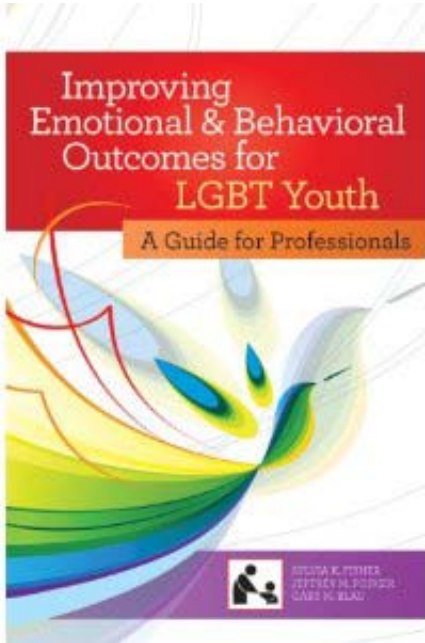
Lesson 3: Messages for Youth Should Be Perceived as Authentic, Current, and Aligned with Culture and Language

- Make use of and respect youth- and LGBT-friendly images and language
- Construct messages which retain an edgy and attention-grabbing component
- Consider the unique experiences of youth with LGBT family members
- Establish partnerships with existing community organizations and leaders to understand culture of American Indian/ Alaska Native LGBT youth



Lesson 4: Increase Campaign Impact by Optimizing When, Where, and How Messages Are Delivered

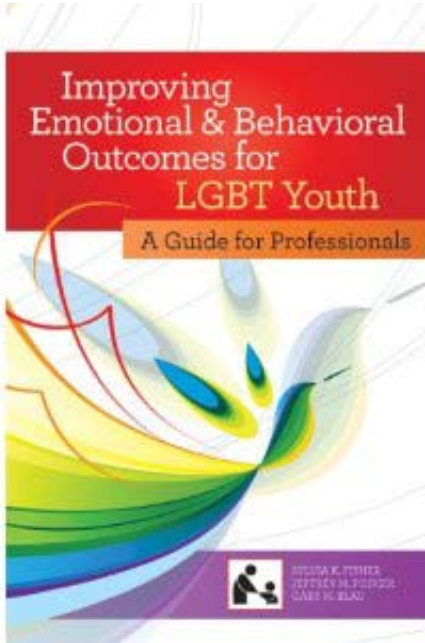
- Time delivery of messages with consideration of season, political and social climate, and partnership events
- Deliver your message through channels tailored to your audience



CARING FOR EVERY CHILD'S MENTAL HEALTH
Systems of Care

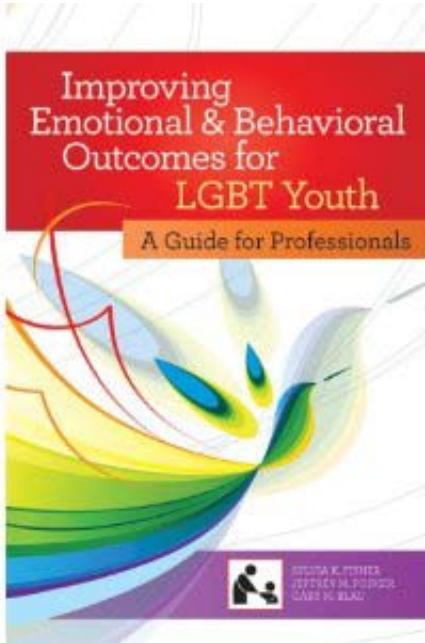
Lesson 5 : Additional Audiences Should Be Engaged, Ready, and Able to Accommodate Behavior Change

- Communities
- Providers
- Schools
- Families



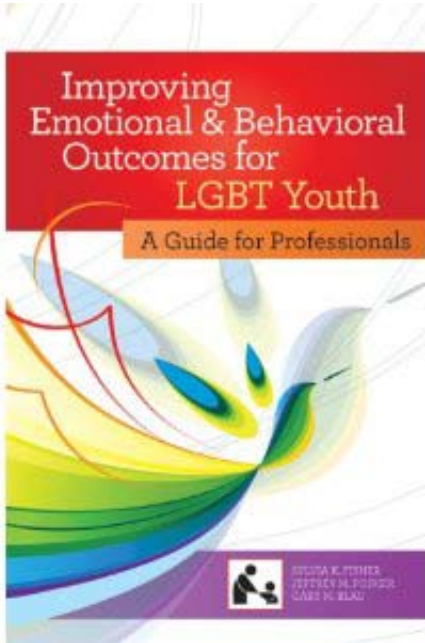
Concluding Thoughts

Sylvia Fisher

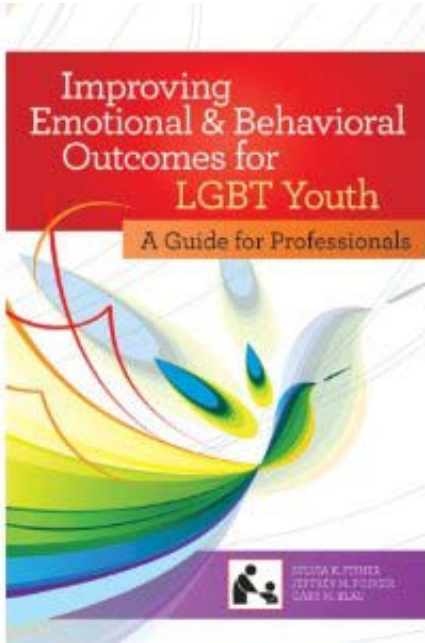


Conclusions – Moving Forward

- System of care communities are increasingly committed to improving the well-being of LGBT youth and their families by providing culturally and linguistically competent services and supports in a comprehensive, community-based service array and actively promoting positive change within their communities
- An array of policies, practices, and interventions can and should be implemented within system of care communities to effectively and successfully address the behavioral health needs of LGBT youth and their families
- Positive outcomes will include:
  - Reduced health care disparities among LGBT youth
  - Positive behavioral and emotional outcomes (e.g., decreases in substance use, suicide attempts, and homelessness; increased well-being and integration and full inclusion within the larger community)

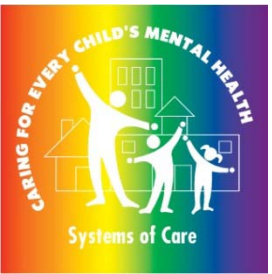


Discussion
and
THANK YOU FOR COMING!

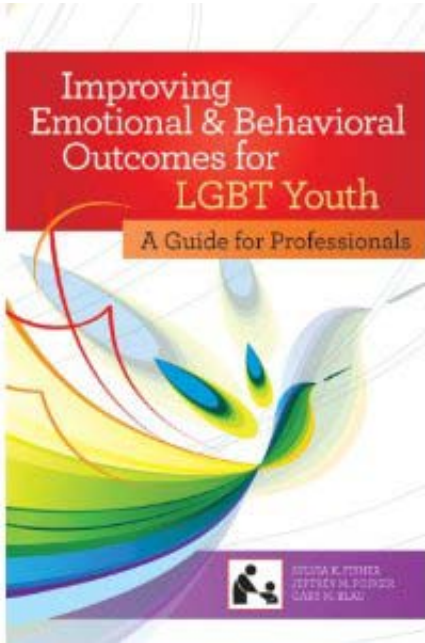


Enjoy Your Toolkit of More Than 100 Resources…

- Examples include:
  - American Psychological Association, *Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients* (2010)
  - Georgetown University Center for Child and Human Development, National Center for Cultural Competence, *Helping Families Support Their LGBTQ Children* (2009)
  - GLSEN, *The Safe Space Kit: Guide to Being an Ally to LGBT Students* (2009)
  - National Alliance on Mental Illness, *A Mental Health Recovery and Community Integration Guide for GLBTQI Individuals: What You Need to Know* (2009)
  - National Association of Social Workers, *Moving the Margins: Training Curriculum for Child Welfare Services with Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Out-of-Home Care* (2009)
  - PFLAG, *Our Daughters & Sons: Questions & Answers for Parents of Gay, Lesbian & Bisexual People* (2006)
  - SAMHSA Suicide Prevention Resource Center, *Suicide Prevention among LGBT Youth: A Workshop for Professionals Who Serve Youth* (2011)



Interested in receiving training or technical assistance in your community?

Please contact:

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