

Working Respectfully with LGBTQ Youth and Adults



HCHN Training

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Objectives

Be familiar with common terms related to sexual orientation and gender identity

Understand risk factors and common concerns regarding gender expansive youth

Understand best practice in supporting LGBTQ youth and young adults

Increase skills and comfort in working wonderfully with LGBTQ Youth



Definitions Activity

- Biological Sex
- Gender Identity
- Sexual Orientation
- Sexual Behavior

Trans*



An umbrella term that refers to all of the identities within the gender identity spectrum. Trans* includes all transgender, non-binary, and gender nonconforming identities.

(Trans)Gender Identity Development

0-5



Gender Identity established

6-10



May begin living as other gender

May begin hormone blockers

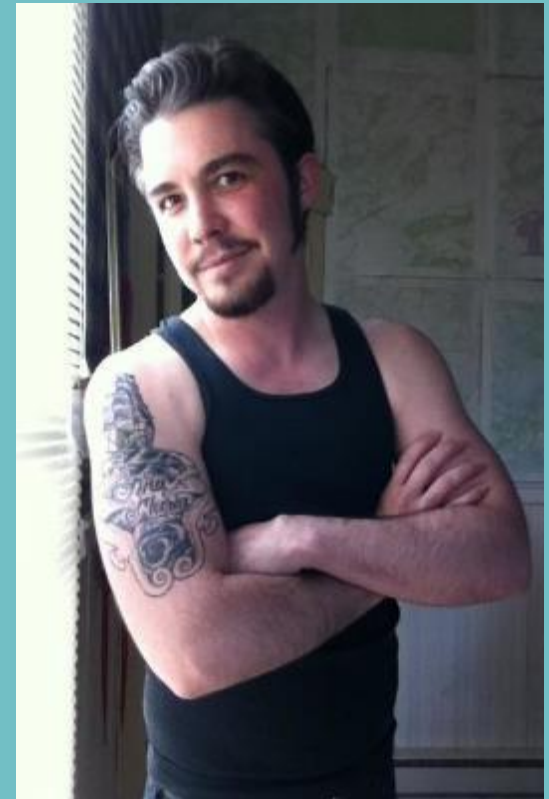
11-17



May begin hormone therapies

Risk of adverse outcomes high

18 and beyond

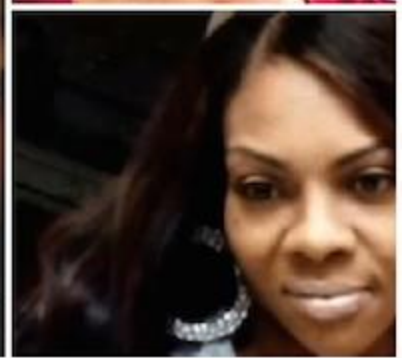
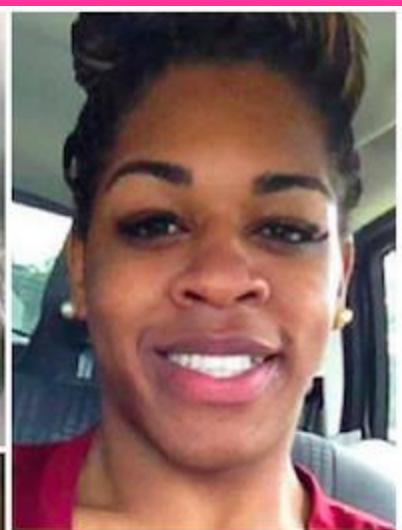


Transgender kids with good support go on to do well

Others continue to face adverse outcomes



1:250 – 1:500
children are transgender
or significantly
gender variant



Gender Non-Conforming Behavior ≠ Mental Illness

No inherent connection to:

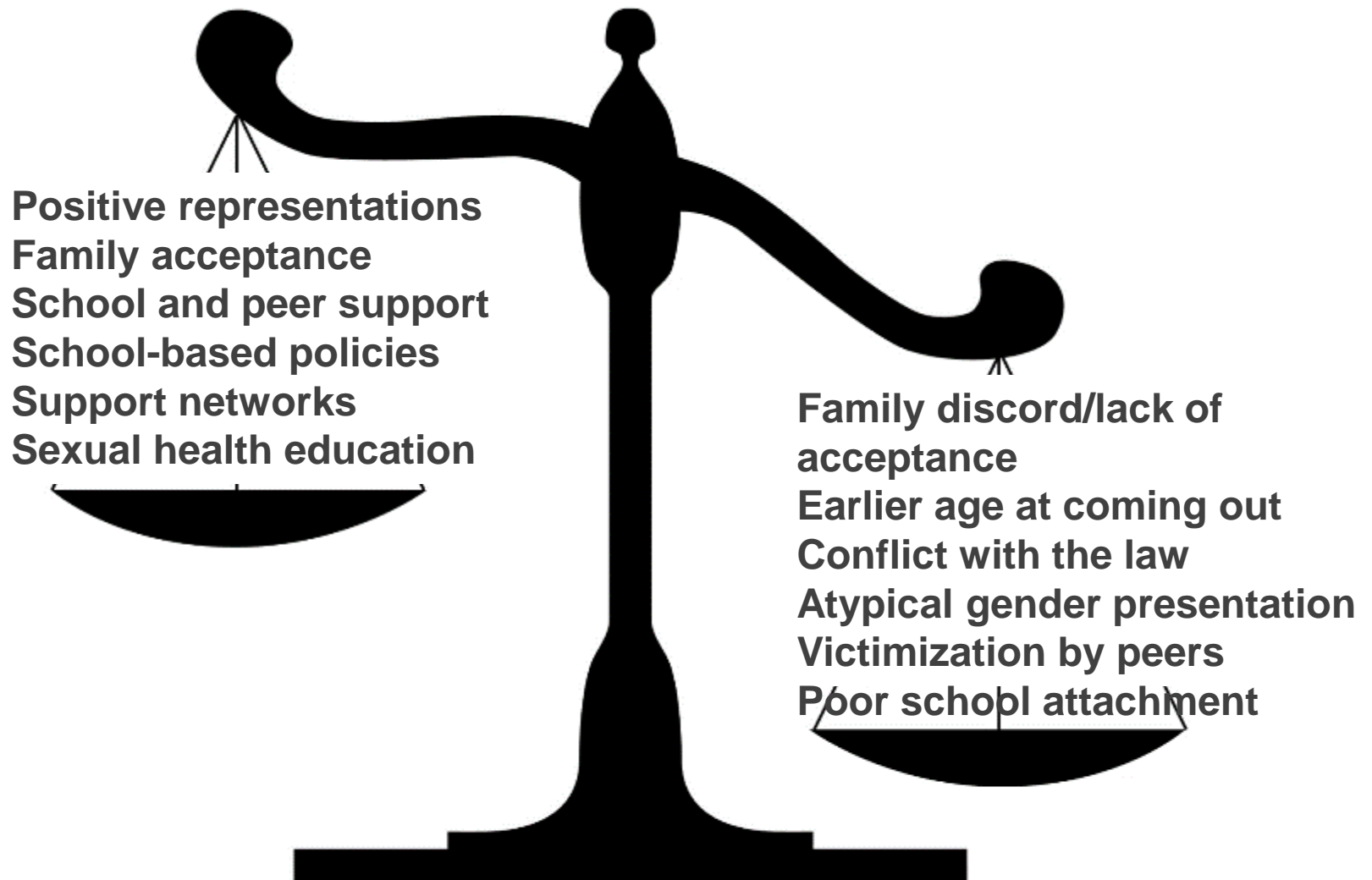
- Mental Illness
- Sexually Predatory Behavior

Risk and Protective Factors

Adverse outcomes across domains

- Mental health (depression, suicidality)
- Sexual health (STDs, HIV and pregnancy)
- Academic achievement (truancy, dropout, GPA, post-secondary)
- Substance use (alcohol, drugs, tobacco)
- Basic safety (abuse, homelessness, school violence, sexual violence)

Risk and Protective Factors



Protective Factors

Certain protective factors have significant impact especially on suicidality



Family
Connectedness



Adult
Caring



School safety

**Trans Youth
with
Supportive Parents**



**Reported
Life
Satisfaction**

72%

33%

**Trans Youth
with Unsupportive
Parents**

**Reported
High
Self-Esteem**



64%

13%



**Described
Mental Health
As “Very Good”
or “Excellent”**

70%

15%

**Faced
Housing
Problems**



0%

55%

**Suffered
Depression**



23%

75%



**Attempted
Suicide**

4%

57%







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Shouldn't we
help them learn
to live with the
gender they
were assigned?

Aren't we
putting them in
danger?





OPINIONS

OPINIONS EVERYWHERE

DIYLOL.COM



Now what?





HELLO

PLEASE ADDRESS ME AS

PLEASE
USE: **THEY, THEM, THEIRS**







**ALL GENDER
RESTROOM**

Anyone can use this restroom,
regardless of gender identity
or expression

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Additional Tips!

- Follow the client's lead and use the language that the client chooses for pronouns and physical body.
- Know your own personal biases and limitations and your organizational limits
- Your *personal opinion or belief* about someone's gender identity (sexual orientation) is not relevant
- Don't make assumptions about gender identity, sexual orientation, pronouns, surgery and hormone plans, or words used to define body parts.

1

You are working with someone and are unsure of which gender they are and which pronoun they use. How do you proceed?

2

You overhear a client call another client a faggot and tell them that they are disgusting. What do you do?

3

You misgender a client who walks into your office. How do you proceed?

4

A transgender woman comes into your office and is very upset. She just used the bathroom and someone told her she was in the wrong bathroom. Aside from offering emotional support, what additional ways can you support her?

Other Scenarios / Questions?

Resources

- A Place of Respect: A Guide for Group Care Facilities Serving Transgender and Gender Non-conforming Youth
<http://www.nclrights.org/legal-help-resources/resource/a-place-of-respect-a-guide-for-group-care-facilities-serving-transgender-and-gender-non-conforming-youth/>
- Family Acceptance Project
<http://familyproject.sfsu.edu/home>
- Gender Spectrum
<https://www.genderspectrum.org/resources/>
- Trans* Access Guide
<http://www.demonstrateaccess.org/2014-trans-guide/>