

Office of Adolescent Health

How to Make It Happen: LGBTQ Inclusivity

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At the end of this webinar, attendees will be able to:

- Identify at least two curricula changes that can make TPP programs more LGBTQ inclusive
- Identify at least two organizational policies that can make TPP programs more LGBTQ inclusive
- Identify at least two strategies for incorporating youth perspectives to make TPP programs more LGBTQ inclusive



LGBTQ Inclusivity: Making it Happen

- Introduction
- Language
- Content
- Recruitment and Retention
- Professional Development
- Organizational Policies & Practices
- Navigating Bumps in the Road
- Q&A with Presenters
- Closing Remarks

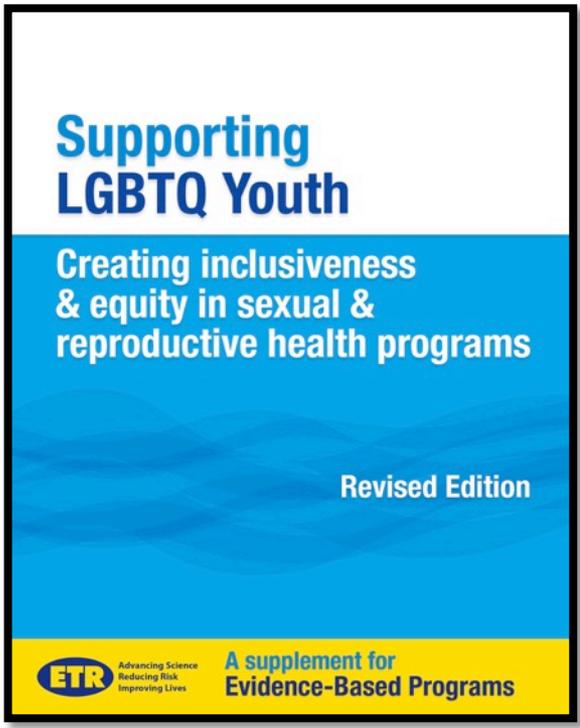
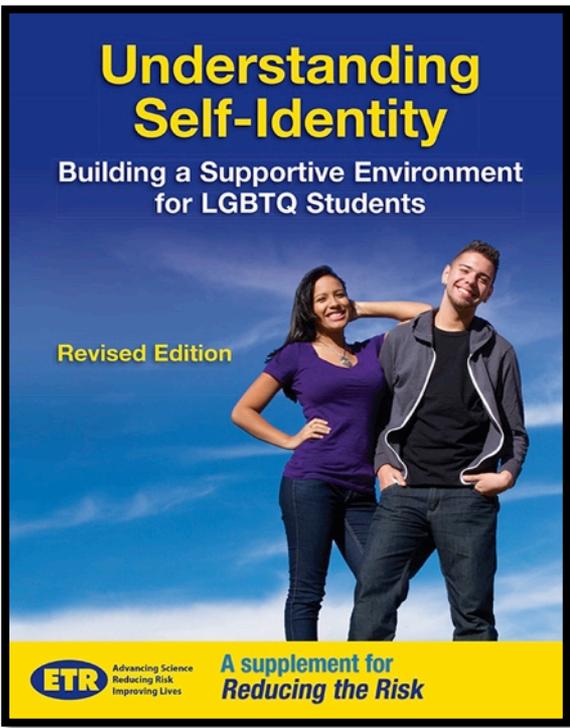


- A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs:

<http://www.hhs.gov/ash/oah/oah-initiatives/assets/tpp-grantee-orientation/guide-for-lgbtq-inclusivity.pdf>



- It takes a team...



...to build an effective curriculum



■ Leadership, vision & follow-through!

- NYC Dept. of Health & Mental Hygiene
 - Jane Bedell
- Bronx Teens Connection
 - Karen Stradford, Dionna Walters
- Office of School Wellness Programs, New York City Dept. of Education
 - Betty Rothbart

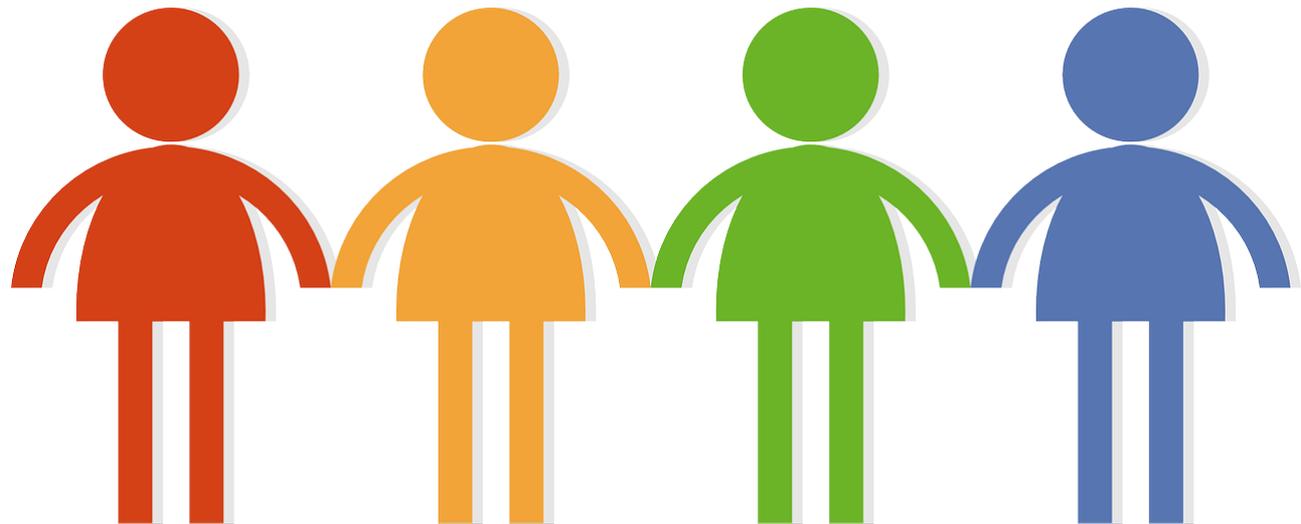




■ Teamwork!

■ Know the issues

- Research
- Theory
- Practice
- Policy



- Teamwork! (cont.)
 - Classroom experience
 - Competent writing
 - Opportunity to pilot & test
 - Distribution capacity
 - Buy-in from district-level champions/advocates



■ What we did

- Overview
- Fact sheet & resources for educators
- Supplement class (1-2 sessions *before* the intervention)
- Resources for students
- Discussion guide





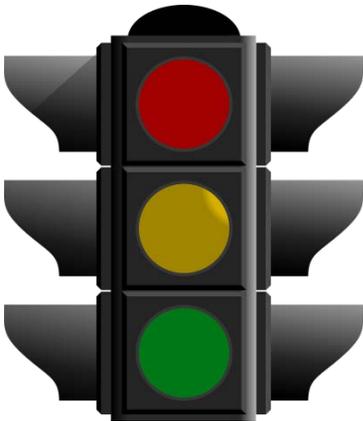
LANGUAGE

- Language is powerful. It matters.
 - Inclusivity
 - Responsiveness
 - Equity
 - Fairness



- Language is powerful. It matters.
 - Use language to set the tone
 - Ground rules/agreements
 - No put-downs
 - Respect
 - Consider discussing personal gender pronouns at the start of the program

- Abundant opportunities for gender-neutral, diversity-affirming language
 - Use gender-neutral names in role plays
 - Instead of **boyfriend** use **partner**
 - Instead of **woman's vagina** use **vagina**



Say This!	Not That!
Internal and external condoms	Male and female condoms
You can use dental dams or flat latex barriers (no mention of oral sex on females)
Partner	Boyfriend, girlfriend
Penis, vagina, person's penis	Male's penis, woman's vagina
Then the person would remove their penis from the vagina	Then the male would remove his penis
All sex comes with risks. If you choose to have sex, it's important to use a barrier such as a condom or dental dam every time.	You shouldn't engage in sex. It's much too risky.

- Provide an opportunity for all to share PGNs
- This allows all to define how others refer to them and ensures that no is misgendered
- A brief explanation of PGNs may be needed
- Using this aspect of language shows that the program is respectful of all gender identities, which is especially important for inclusion of the T in LGBT

- Youth perspective
 - Use gendered examples sparingly, if at all
 - Acknowledge mistakes frankly

- Grantee perspective
 - Provide a statement of inclusion
 - Be aware of homophobic/anti-LGBTQ statements and how to address them
 - Mistakes will occur, but practice will make inclusive language second nature





CONTENT

- Address self-identity
 - We *all* have self-identity
 - We *all* have sexual identity
 - We *all* have gender identity
 - We *all* have gender expression



- Expand discussions in natural, responsive, positive ways
 1. Ask questions about gender
 2. Ask questions about sexual identity
 3. Invite students to use personal terms that work for them
 4. Encourage all students to think about consequences
 5. Adapt language to enhance responsiveness, create equity, and avoid bias

- Let's break out of our heteronormative ruts!
 - Offer examples and possibilities
 - Listen to youth—LGBTQ and allies



- Youth perspective
 - Go over the risks of different types of sexual activity and address where these risks come from
 - Discuss sex in terms of possible physical and emotional reactions, not just reproductive
 - Check in with LGBTQ people in the group when discussing sensitive or personal topics

- Grantee perspective
 - Create a safe space
 - Inclusion statement
 - Safe grouping for activities
 - Identity and relationship terminology



RECRUITMENT & RETENTION



- LGBTQ youth often feel that TPP programs do not apply to them, so it's important to reach out
- Asking for the group's (or a person's) pronouns when conducting introductions
- Inclusivity is beneficial to all those involved, not just LGBTQ youth



- Positive affirmations
- Ability to opt in or out of all conversations
- Build trust before delving into sensitive topics
 - Demonstrate mutual respect: facilitators going by first names
 - Joking around a little bit or doing a fun activity will help the group open up
- Actively try not to be condescending – redirect rather than correct

- Meet youth where they are
- Recruit within GSA groups, support groups, equality center
- Retention rates increase when we teach inclusively
- Allow questions
- All youth want to feel heard and validated





PROFESSIONAL DEVELOPMENT



- Implementers need support!
 - New programs
 - New materials
 - Revisions to existing programs & materials
- Understanding implicit/unconscious bias

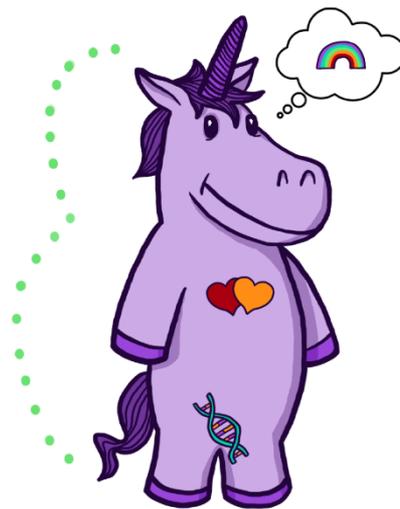
- Additional attention to:
 - Attitude shifts
 - Skill-building
 - Confidence-building & support
 - Skill-sharing
 - Community building: finding allies
- Funders, developers and program coordinators:
 - Build professional development into your programs



- Mandatory training
- Gender inclusive language
- Understand differences between assigned sex, gender identity, gender expression, physical attraction, and emotional attraction
- Resources like the gender unicorn

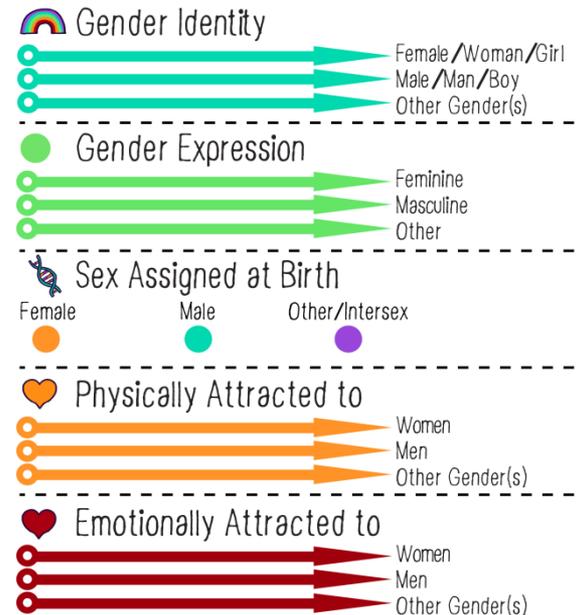
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore





POLICIES & PRACTICES

- Non-discrimination statement
- Inclusive in programming paperwork
- Required training for all staff
- Best practices

- Data is powerful
- Youth rights
- Inclusivity integrated into our mission
- Community buy-in
- Staff buy-in



BUMPS IN THE ROAD

- Constraints of curriculum
- Continued updates
- Support from agency
- Continuing education
- Inclusivity is noticed by youth



Options for asking a question:

- Q&A box at the top of your screen
- *1 on your phone



OAH Resources

A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs:

www.hhs.gov/ash/oah/oah-initiatives/assets/tpp-grantee-orientation/guide-for-lgbtq-inclusivity.pdf

A Practical Guide for Creating Safe and Supportive Environments in Teen Pregnancy Prevention Programs:

www.hhs.gov/ash/oah/oah-initiatives/assets/ta-9-safe-and-supportive-environments.pdf

Why LGBTQ Inclusivity Matters for Teen Pregnancy Preventions & How to Get Started (webinar):

www.hhs.gov/ash/oah/snippets/508%20documents/lbgtq_inclusivity_webinar_slides.pdf

A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs

What is Inclusivity?

LGBTQ inclusivity refers to the degree to which programs are sensitive toward, responsive to, and encompassing of the diverse experiences and needs of LGBTQ youth and families. Inclusivity is best envisioned on a spectrum. On one end, at the most fundamental level, is an inclusive program, a program that has made efforts to include LGBTQ youth. On the other end is an affirming program, which validates, supports, and values the identities of all youth.

Establishing an environment in which LGBTQ youth feel safe and supported is a key goal of all inclusive curricula in school report feeling safe and supported in school. While assessing how your organization is doing on this task, the accompanying Prevention (TPP) Programs is designed to help you.

Six LGBTQ Inclusive Practices:

1. **Organizational policies and procedures:** Organizational policies and procedures that facilitate, and other staff are held accountable for, the safety and well-being of LGBTQ individuals.
2. **Points of entry:** The avenues and recruitment strategies (e.g., outreach, orientation, and greeting upon arrival).
3. **Physical space:** The characteristics of the physical space that the program takes place in.
4. **Staff competency:** A reflection of the training and other staff related to working with LGBTQ youth.
5. **Language:** The terminology used in the program.

A Practical Guide for Creating Safe and Supportive Environments in Teen Pregnancy Prevention Programs

Overview

Ensuring that adolescents feel safe and supported is key to creating a teen pregnancy prevention (TPP) program culture that enhances self-esteem, self-confidence, and autonomy in order to equip youth with the skills and knowledge they need to make healthy decisions. This practical guide provides research-based tips to help TPP programs create safe and supportive environments for the youth they serve.

As you work to ensure that your TPP program is successfully creating a safe and supportive environment for all youth, keep the following points in mind:

1. Youth often feel uncomfortable talking about relationships and sexual health. Safe and supportive environments help build the **trust, self-confidence, and self-esteem** that all youth, especially those that have experienced trauma, need to discuss sensitive topics.

Why LGBTQ Inclusivity Matters for Teen Pregnancy Prevention & How to Get Started

Stephen T. Russell, Eli Green, Megan Winn
Date: October 28, 2015 2:00-3:00pm ET
Dial-in Number: 888-390-1454
Conference Passcode: OAH

...and supportive environment for all youth. Youth often feel uncomfortable talking about relationships and sexual health. Safe and supportive environments help build the trust, self-confidence, and self-esteem that all youth, especially those that have experienced trauma, need to discuss sensitive topics.

...S. have experienced at least one form of sexual violence. Youth who have experienced at least one form of sexual violence always talk about difficult or traumatic experiences. Youth who have experienced at least one form of sexual violence foster a safe and supportive environment for all youth.

...safe and supportive environments help build the trust, self-confidence, and self-esteem that all youth, especially those that have experienced trauma, need to discuss sensitive topics.

...sexual harm or threat. Youth who have experienced at least one form of sexual violence always talk about difficult or traumatic experiences. Youth who have experienced at least one form of sexual violence foster a safe and supportive environment for all youth.

...K. A. Zins, J. E. Griggs, & M. J. Green (2000). A comprehensive meta-analysis of the effects of social competence training on school psychology. *Journal of School Psychology, 38*, 129-145. <http://www.sagepub.com/journalsPermissions.nav>



Additional Resources

- Why Inclusive, Responsive Education is Necessary
 - [A Call to Action](#): LGBTQ Youth Need Inclusive Sex Education
 - [Including LGBTQ Youth in Pregnancy Prevention](#): Why It Matters—Karen Stradford & Madeline Travers
- Professional Development
 - ETR Professional Development [Online Request Form](#), or email robin.perlas@etr.org
 - [Teaching Transgender Toolkit: A Facilitator's Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills](#) by Eli R. Green & Luca Maurer
 - [GLSEN](#) (Gay, Lesbian & Straight Education Network)
- Gender Pronouns
 - [Gender Pronouns](#) (LGBT Resource Center at University of Wisconsin, Milwaukee)
- LGBTQ Curriculum Supplements from ETR
 - [Supporting LGBTQ Youth](#): Creating inclusiveness & equity in sexual & reproductive health programs (appropriate for all SRH programs).
 - [Understanding Self-Identity](#): Building a Supportive Environment for LGBTQ Students (tailored to *Reducing the Risk*).
- Unconscious or Implicit Bias
 - [Teaching Tolerance overview](#) with links to Harvard's "Project Implicit." Take a test!

This is a list of some, but not all, of the relevant resources available to support organizations in providing safe and supportive environments for ALL youth. OAH does not endorse any of the resources listed other than those developed by OAH.



- Personal Gender Pronouns

Some programs have the introduction of personal gender pronouns built into the introductory lesson. If a program doesn't have it built in, consider doing it in the first lesson where there are student introductions or a "getting to know you" type of segment.

The educator can start by introducing themselves and at some point saying, "My personal gender pronouns are _____."

Then they can give a brief explanation such as:

Personal gender pronouns are a set of pronouns that an individual prefers others to use when referring to them. A person's personal gender pronouns may be reflective of that person's gender identity. Some common examples are she/her/hers, he/him/his, they/them/their. There are other gender neutral pronouns like ze and hir that some might prefer.

I am bringing this up because I want to be respectful of your personal pronouns and I'd like for all of us to be respectful of others' in the class. Now, as you introduce yourselves, you may identify your personal gender pronouns if you wish.



- Identified curricula changes that can make TPP programs more LGBTQ inclusive
- Identified organizational policies that can make TPP programs more LGBTQ inclusive
- Identified strategies for incorporating youth perspectives to make TPP programs more LGBTQ inclusive

FEEDBACK



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