Office of Adolescent Health
How to Make It Happen:
LGBTQ Inclusivity

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Today’s Objectives

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
Today’s Agenda

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:

- 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
<table>
<thead>
<tr>
<th>Say This!</th>
<th>Not That!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal and external condoms</td>
<td>Male and female condoms</td>
</tr>
<tr>
<td>You can use dental dams or flat latex barriers</td>
<td>.... (no mention of oral sex on females)</td>
</tr>
<tr>
<td>Partner</td>
<td>Boyfriend, girlfriend</td>
</tr>
<tr>
<td>Penis, vagina, person’s penis</td>
<td>Male’s penis, woman’s vagina</td>
</tr>
<tr>
<td>Then the person would remove their penis from the vagina</td>
<td>Then the male would remove his penis</td>
</tr>
<tr>
<td>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.</td>
<td>You shouldn’t engage in sex. It’s much too risky.</td>
</tr>
</tbody>
</table>
Personal Gender Pronouns (PGPs)

- 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 PGPs 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
Language: Advice on making it work

- 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
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
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.
Recruitment and Retention: Youth perspective

- 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
Recruitment and Retention: Grantee perspective

- 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
Organizational Policies and Practices

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

- Data is powerful
- Youth rights
- Inclusivity integrated into our mission
- Community buy-in
- Staff buy-in
BUMPS IN THE ROAD
Navigating: Grantee perspective

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

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:

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):
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
  - 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.
Summary

- 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
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