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Standards of Care for Improving Outcomes for LGBTQI2-S Youth: A Framework for Action

*Mississippi LGBTQI2-S 2012...Integrity in Services and
Supports: Engaging Youth, Families, and Communities*

Jeffrey M. Poirier, Ph.D.(c), M.A., American Institutes for Research



TECHNICAL ASSISTANCE PARTNERSHIP
for Child and Family Mental Health



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<http://www.tapartnership.org>

AIR's Human and Social Development (HSD) Program

Purpose:

- We promote well-being and improve outcomes for children, youth, families, and communities by building individual, workforce, and organizational capacity.

Approaches:

- We work within and foster collaboration across systems—mental health/substance abuse, juvenile justice, child welfare, health, and education—strengthening their capacity to use evidence-based strategies.
- Using research and data, we plan, transform, and evaluate policies and practices and design new studies to measure impact and generate new knowledge.
- We engage stakeholders and consumers, enabling their voices to shape the policies and services that affect them.

Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals

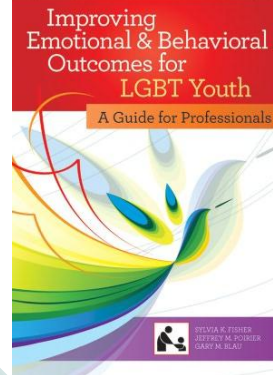
Understanding Particular Populations

- Sexual identity development
- Transgender and gender nonconforming
- Native American, two-spirit, tribal LGBT
- Disorders or differences of sex development
- Youth who are homeless

Supporting Youth in Youth-Serving Settings

- Resilience U-Turn: Understanding Risks and Strengths
- Therapeutic interventions
- Cultural and linguistic competence
- Youth in out-of-home care
- Fostering safe, supportive schools

Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals



Standards/ Interventions

- Standards of care for LGBT youth
- Addressing suicide and self-harming behaviors

Tools/ Resources

- Cultural and linguistic competence self-assessment tool*
- Social marketing
- Internet-based resources

* This tool is available online at <http://nccc.georgetown.edu/documents/Final%20LGBTQ%20Checklist.pdf>

A Trajectory to System Involvement and (or) School Failure

Challenges such as:

Family rejection

School/peer rejection

Abuse/assault

Homelessness

Entry into child welfare and (or)
juvenile justice systems, school failure

School Experiences Contributing to a Healthy School Climate and Positive Student Outcomes

Protection

- Connection
- Safety
- Positive relationships with adults and peers
- Caring interactions
- Academic challenges
- Academic support
- Academic engagement
- Positive role modeling
- Social emotional learning
- Positive behavioral supports
- Access to needed services and supports

Conditions for Learning: The Important Role of Schools

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

School Experiences Contributing to Poor School Climate and Poor Student Outcomes

Risk



- Lack of connection
- Danger
- Teasing, bullying, gangs
- Negative relationships with adults and peers
- Uncaring interactions
- Low expectations
- Academic disengagement
- Academic frustration
- Poor role models
- School-driven mobility
- Reactive punitive approaches to discipline

Benefits of Improved School Climate

- Improved test scores
- Improved graduation rates
- Improved school safety
- Improved student attendance
- Reduced drop-out rate
- Improved working environment (student-teacher and peer relationships)
- Higher rates of teacher satisfaction

Losing our Youth to Suicide

- For youth between the ages of 10 and 24, suicide is the third leading cause of death. It results in approximately 4600 lives lost each year.
- Deaths from youth suicide are only part of the problem. More young people survive suicide attempts than actually die.
- A nationwide survey of youth in grades 9–12 in public and private schools in the U.S found that 16% of students reported seriously considering suicide, 13% reported creating a plan, and 8% reporting trying to take their own life in the 12 months preceding the survey.

(Centers for Disease Control, 2012)

Losing Our Youth to Suicide

- Each year, approximately 157,000 youth between the ages of 10 and 24 receive medical care for self-inflicted injuries at Emergency Departments across the U.S.
- Boys are more likely than girls to die from suicide. Of the reported suicides in the 10 to 24 age group, 81% of the deaths were males and 19% were females.

(Centers for Disease Control, 2012)

Losing Our Youth to Suicide

- Two youth (ages 10-17) are treated for suicide attempts every day in Utah.
- Three young adults (ages 18-24) are treated for suicide attempts every day in Utah.
- Youth who completed suicide were more likely to have school and other relationship problems
- Young adults were more likely to have intimate partner problems.

(Utah Department of Health, 2012)

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.

You...an ALLY in This Important Work!

- Someone who confronts heterosexism, biphobia, transphobia, and heterosexual privilege in themselves and others
- A concern for the wellbeing of LGBTQI2-S people
- A belief that heterosexism, homophobia, biphobia and transphobia are social justice issues

Overview of the Standards of Care

1. Agency assessment and continuous quality improvement (CQI)
2. Nondiscrimination policies
3. Staff knowledge
4. Processes: Intake, data collection, information sharing
5. Safe, supportive environments
6. Practices that support identity
7. Healthy, supportive peer connections
8. Family connections
9. Access to affirming services and supports
10. Community outreach

Standard 1: Conduct an Agency Assessment and Establish Ongoing CQI Efforts

- Monitor the effectiveness of agency implementation of services, supports, policies and procedures
- Evaluate agency progress toward its goals
- Obtain feedback for programs to institute appropriate changes to meet its goals on an ongoing basis

2011 GLSEN National School Climate Survey

- GLSEN survey of 8,584 students aged 13-20 found:
 - 71% reported hearing anti-LGBT remarks in their schools often or frequently—57% from school staff; most felt distressed by this
 - 64% felt unsafe because of their sexual orientation; 44% because of their gender expression

2011 GLSEN National School Climate Survey

- 82% of students reported being verbally harassed, 38% physically harassed (e.g., pushed, shoved), and 18% physically assaulted (e.g., punched, kicked) at school in the past year because of their sexual orientation.
- 64% of students reported being verbally harassed, 27% physically harassed and 12% physically assaulted at school in the past year because of their gender expression.
- How does this impact youth outcomes...

2011 GLSEN National School Climate Survey

- 30% skipped a class at least once in the past month because they felt unsafe or uncomfortable
 - 32% missed at least one entire day of school in the past month
- Students who experienced higher levels of victimization because of their sexual orientation were 3 times as likely to have missed school in the past month than those who experienced lower levels.

Standard 2: Establish and Enforce Nondiscriminatory Policies

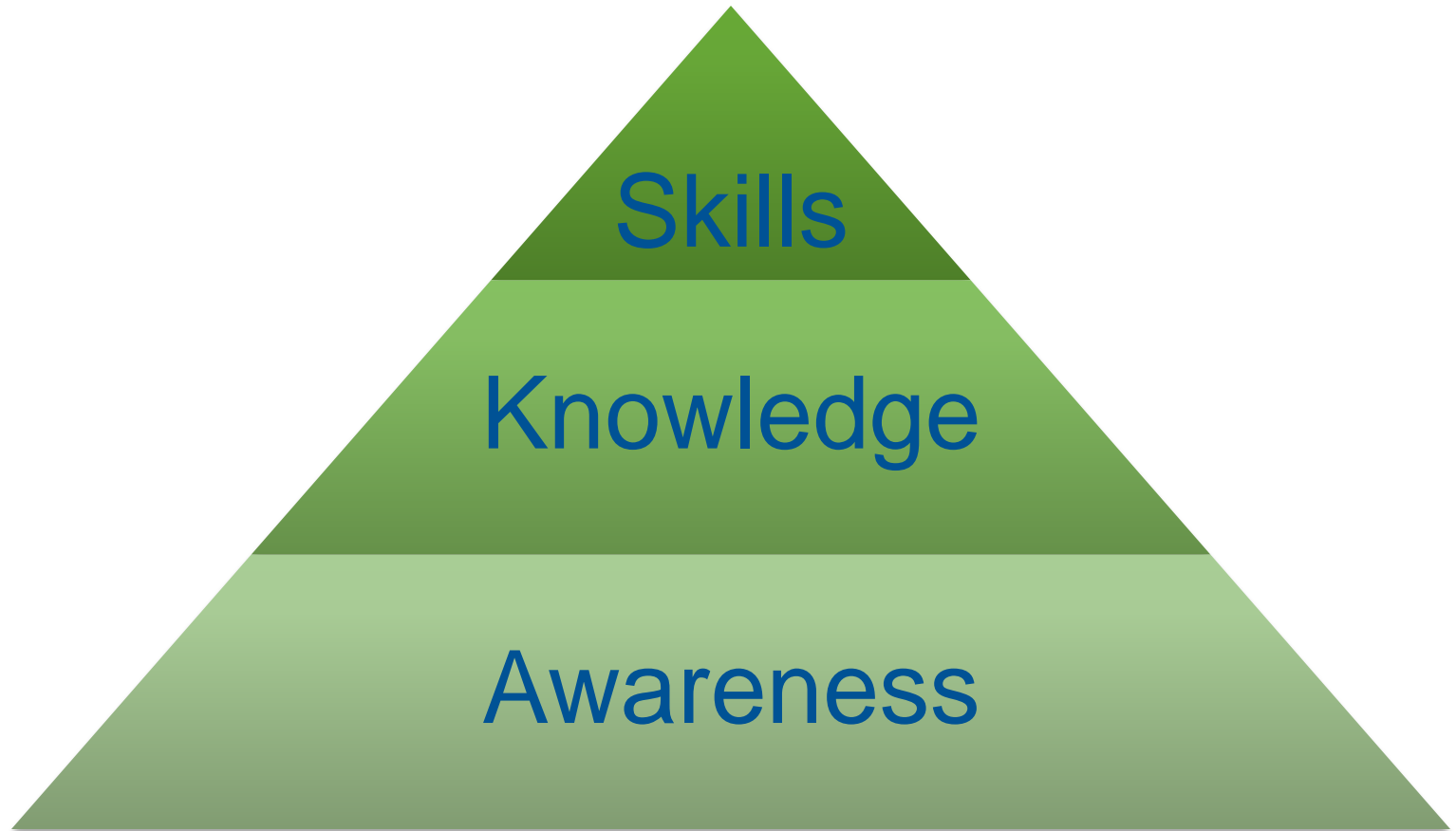
- Prohibit all forms of harassment and discrimination
- Preclude contracting with service providers who discriminate
- Inform youth and staff about formal grievance procedures
- Designate an office to review complaints and make determinations regarding graduated disciplines

Standard 3: Promote Staff Capacity

Training curricula should inform staff about LGBT youth and address:

- Vocabulary and definitions relevant to LGBT and questioning youth
- Myths and stereotypes
- Developmentally appropriate concerns
- How to support a young person in understanding their LGBT identity
- Approaches to working with families of LGBT youth
- Agency and community resources

Promoting Staff Capacity



Standard 4: Incorporate Appropriate Intake and Data Collection Processes

- Intake forms and screening procedures
- Confidentiality in data collection and information sharing for program planning and placement considerations



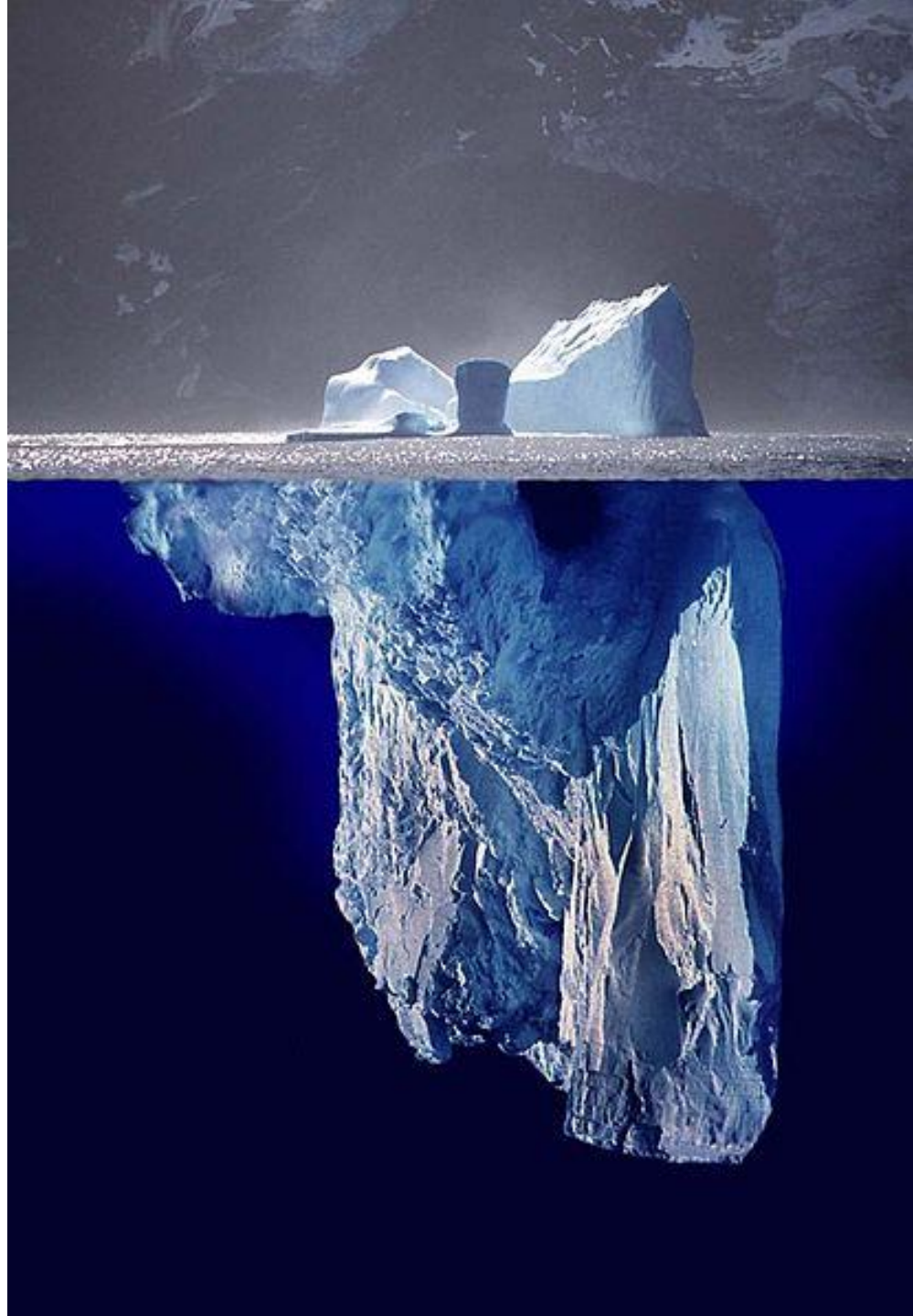
Standard 5: Promote a Safe, Supportive and Culturally Competent Environment

- Engage LGBT youth and adults on boards, advisory groups
- Encourage youth to participate in identifying policies, procedures, and practices
- Be sensitive to how youth self identify and use language that respects and acknowledges their preferred identity
- Display symbols that positively represent the LGBT community



How Is an Iceberg Like Culture and Identity?





What Is Culture?

- Integrated patterns of human behavior that are transmitted across generations, including thoughts, communication styles, languages, practices, beliefs, values, customs, manners of interacting, roles, relationships and expected behaviors of particular groups (National Center for Cultural Competence, 2006)
- Influenced by: where we live, important people and communities in our lives, and what we learn
Includes spirituality and one's world view
- It is connected to the social world we live in, multi-faceted, and evolves!

Linguistic Competence, What Is That?



Reflection Question

What assumptions do you think people make about your identity and cultural background based on how you look or behave?

Cultural and Linguistic Competence (CLC): A Definition

Combination of **capacity** (e.g., knowledge, skills), **attitudes**, and **commitment** to work effectively in different contexts and enhance **equitable** access to **quality** services/care for all cultural groups.



Why Focus on CLC?

- To reduce and eliminate disparities and disproportionalities
- To acknowledge and respond to the history of trauma
- To address racism, power, ethnocentrism, privilege, stigma, discrimination, and injustice
- To develop best practices and promising programs

CLC Values: A Fundamental Commitment to...

- Improving child and family services and supports from a cultural perspective
- Honoring the contributions and strengths of all cultures
- Addressing disparities in access, availability, utilization, quality, outcomes, culturally competent care—and reducing stigma and bias
- Addressing disproportionalities in child-serving systems and outcomes

Who Is Responsible for Building Cultural and Linguistic Competence?

EVERYONE

Standard 6: Implement Practices that Support Preferences and Affirm Identity

- Provide the same quality of services and care as delivered to other youth
- Do not require youth to participate in religious activities that condemn/reject LGBT identity
- Allow youth to express their gender identity
- Refer to youth using their preferred pronouns and names (rather than legal names)
- Provide access to counseling
- Be clear with youth about how information about their LGBT identity will and will not be shared

Support Students Who Are Gender Variant and Nonconforming



Standard 7: Promote Healthy Peer Connections



- Opportunities for LGBT youth to meet and support one another
- Mutual support
- Personal development
- Recreational activities

8. Strengthen Family Connections

- Share information about LGBT identity with families
- Increase their knowledge about needs, interests, and perspectives of LGBT youth and importance of family connections
- Decrease rejection, promote nonjudgmental attitudes and behaviors that demonstrate respect and concern
- Encourage families to allow youth to participate in family activities

Standard 9: Promote Access to Affirming Services

- Create collaborative partnerships and coordination to increase the array and access to services needed to meet specific needs of youth:
 - Job placement
 - Mental health
 - Housing
- Access web-based resources, such as the Trevor Project lifeline (866.488.7386), Trevorchat, Trevorspace, Ask Trevor...

Standard 10: Community Outreach

- Identify and distribute resource lists and community contacts for LGBT services and information
- Engage youth in conducting community outreach and promoting awareness of issues such as bullying, self-acceptance, identity formation, depression and suicide, and tolerance
- Collaborate and foster relationships with other organizations supporting these students (e.g., youth and family organizations)

Questions and Discussion

Websites

- Advocates for Youth: <http://www.advocatesforyouth.org>
- Findyouthinfo.gov: <http://findyouthinfo.gov/youth-topics/lgbtq-youth>
- Gay, Lesbian, and Straight Education Network (GLSEN): www.glsen.org
- National Association of School Psychologists: <http://www.nasponline.org/advocacy/glb.aspx>
- Safe Schools Coalition: www.safeschoolscoalition.org
- Technical Assistance Partnership for Child and Family Mental Health: <http://tapartnership.org/content/education/publications.php?id=topic15#topic15>; and <http://tapartnership.org/COP/CLC/lgbtqi2s.php>
- Trevor Project: www.thetrevorproject.org

Thank you!

**Jeffrey M. Poirier, Ph.D.(c), M.A., PMP | Senior Researcher
Human and Social Development Program Lead of Youth and
Family LGBT Initiatives**

1000 Thomas Jefferson St., NW | Washington, DC

202.403.5368

jpoirier@air.org