

WEBINAR

Personal Responsibility Education Program



FYSB Family & Youth
Services Bureau

Adolescent Pregnancy
Prevention Program



Creating Safe and Inclusive Spaces for LGBTQ+ Youth

February 10, 2022

Catherine Schaefer, Child Trends
Brandon Stratford, Child Trends
Lael Bach, Cook Inlet Tribal Council
Peri Sanders, Cook Inlet Tribal Council
Melissa Perkins, Persad Center
Lizette Caldera, AltaMed Health Services
Logan Sand, Lutheran Social Service of Minnesota

Webinar Logistics

- Mute when not talking
- Turn off video if you experience any connection issues
- Type questions in the chat
- Time reserved for Question & Answer at the end
- Take off “everyone” if you want to directly message with someone
- Transcript & recording will be available



Agenda

- Welcome & Introductions
- LGBTQ+ Definitions
- The Importance of Inclusivity
- Grantee Spotlight - Cook Inlet Tribal Council
- Grantee Spotlight- Persad Center
- Grantee Spotlight – AltaMed Health Services
- Grantee Spotlight - Lutheran Social Service of Minnesota
- Assessing LGBTQ+ Inclusivity
- Q&A and Closing



Webinar Objectives

At the conclusion of this 90-minute webinar, participants will be able to:

1. Define sex, gender and the various labels included in the LGBTQ+ spectrum
2. Define LGBTQ+ inclusivity
3. Identify at least two benefits of LGBTQ+ inclusion in learning settings
4. Identify at least one strategy for supporting LGBTQ+ inclusivity within grantees' programs using the suggested assessment tools



Introductions

Catherine Schaefer, MS

She/they

Brandon Stratford, PhD

He/him



Introductions



Lael Bach, BS, NCAC

Peri Sanders, BA

Cook Inlet Tribal Council, TPREP

Melissa Perkins, MEd, MPPM

Persad Center, State PREP

Lizette Caldera, MPH

AltaMed Health Services,

State PREP

Logan Sand, MEd

Lutheran Social Service of

Minnesota, State PREP

Land Acknowledgement

“We acknowledge that we are guests on the traditional territory and unceded homelands of tribal nations.”

For more information:

<https://www.csusm.edu/cicsc/land.pdf>

Poll: How confident are you in your LGBTQ+ vocabulary?

1. Very Confident
2. Somewhat Confident
3. A Little Unsure
4. Very Unsure

Key Terms

Sex

Gender

Transgender

Cisgender

L

G

B

T

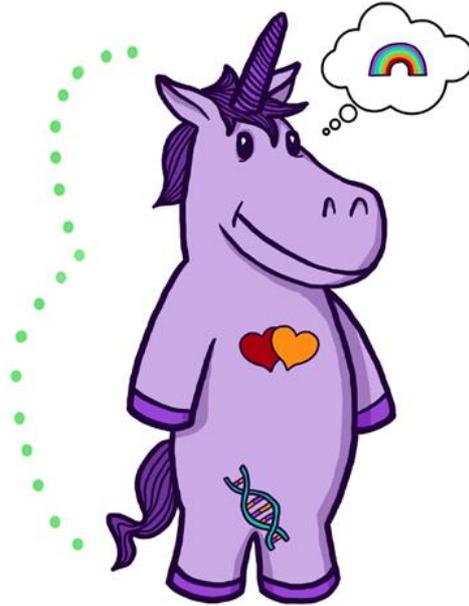
Q

+

Spectra of Gender and Sexuality

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

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.



Why is inclusivity important?

Relevance

LGBTQ+ youth are more likely to learn and apply skills that are relevant to their lives.

Respect

Inclusive environments promote positive environments for all students.

Resilience

LGBTQ+ youth experience stigma and discrimination that increases their risk for poor health outcomes. Addressing stigma and discrimination through programming can improve these outcomes.

See handout for full citations.

Goldfarb, E. S., & Lieberman, L. D. (2021). Three decades of research: The case for comprehensive sex education.

O'Farrell, M., Corcoran, P., & Davoren, M. P. (2021). Examining LGBTI+ inclusive sexual health education from the perspective of both youth and facilitators: A systematic review.

Proulx, C. N., Coulter, R. W. S., Egan, J. E., Matthews, D. D., & Mair, C. (2019). Associations of lesbian, gay, bisexual, transgender, and questioning–inclusive sex education with mental health outcomes and school-based victimization in U.S. high school students.

“

*Chat: Why do you
think inclusivity is
important?*

Creating an Inclusive Physical Space

Lael Bach
Peri Sanders
Cook Inlet
Tribal Council
TPREP



- Grantee since 2016
- Located in Anchorage, Alaska.



Strengthening Our Youth- Tribal PREP

Healthy Relationships & Sexual Health Education

Biological Sex, Gender Identity, Sexual Attraction & Orientation, Sexual Behavior



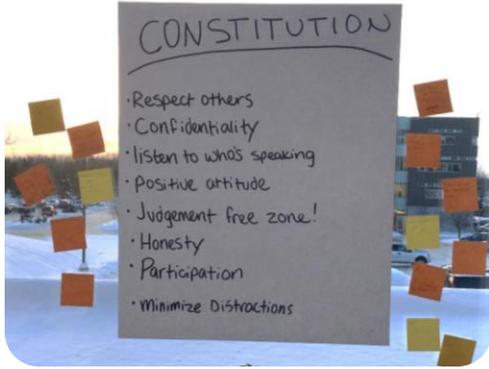
Lesson 2



- The program is reliant upon inclusivity, especially in terms of recognizing and respecting the many ways that a person can self-identify.
- Careful focus is given to the differentiation of biological sex, gender identity, sexual orientation, and sexual behavior.
- We aim to hold space for marginalized voices to speak in a community that feels safe while providing resources that may continue to offer support.
- We make special efforts to incorporate Alaska Native and Native American ways of knowing into our lessons in order to speak more directly to these oftentimes less recognized populations.

Strengthening Our Youth- Tribal PREP

Healthy Relationships & Sexual Health Education



- The participants create the classroom expectations, resulting in a stronger sense of personal responsibility to uphold the rules they establish.
- The lessons are in great part delivered by Peer Educators, who are closer to the participants in age. This is crucial in establishing connection and comfortability while discussing topics that can feel sensitive and awkward to address with adults. The Peer Educators are also more naturally able to speak in youthful, current terms with the participants.
- We are always working to keep content relevant and meaningful for our youthful audience while responsibly sharing medically accurate information.

Getting to Know Students



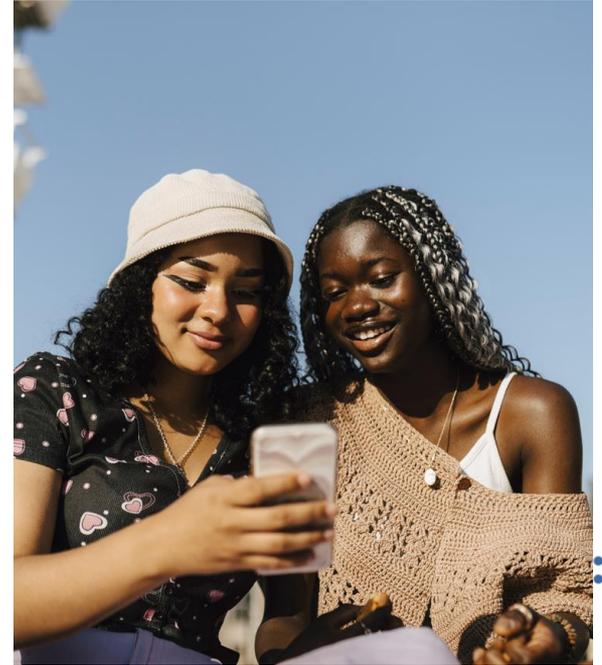
Melissa Perkins
Persad Center
State PREP

- Grantee since 2012
- Located in Pennsylvania



Building Relationships

- Ask inclusive questions to start the relationship
- Creates a feeling of safety
- Allows the individual to open up to you



Name

- A common start to a relationship
- Introduce yourself and ask the individual what they like to be called
- This is an individual's **name**...use it
- This will naturally lead into the next question... pronouns



Pronouns

- Ask everyone what pronouns they use
- Asking everyone 'normalizes' it – makes it routine
- Wrongly *assuming* pronouns hurts the individual
- By not asking pronouns, we are making **assumptions** about gender



Gendered vs. Gender Neutral Pronouns

- Gender Binary Pronouns **Do Not Fit All**
- He/Him/His
- She/Her/Hers
- Commonly used gender neutral pronouns
- They/them/theirs
- Ze/zir/zirs



Addressing Discrimination



Lizette Caldera
*AltaMed Health Services
State PREP*



Addressing Discrimination

AltaMed Health Services, Los Angeles CA

Lizette Caldera, MPH

- CA State PREP grantee since 2015
- Service roughly 1,000 students per year
- Los Angeles County, primarily Southeast LA



Some ways our team promotes
a safe and inclusive space for
our students to prevent
discrimination...



GROWSTRONG

AltaMed

Establish Group Agreements

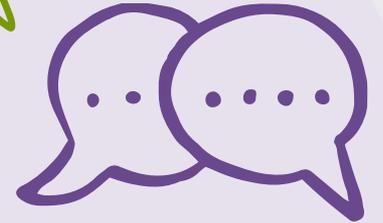
Our team provides youth with time to think of group agreements. We ask students who feel comfortable to share any agreements they brainstormed; we embrace their responses by elaborating and discussing what examples of their agreement may look like.

Some of our favorites-

- Don't yuck my yum (i.e., avoid categorizing things that people like as "gross" or unacceptable)
- Respect diversity
- Feelings happen, teachers and educators can help
- Be kind to one another
- Equality- everyone will be treated fairly and just
- Step Up, Step Back
- Body Language (i.e., eyes rolling)



may



Establish Group Agreements (cont.)

- Maintain the group agreements posted or on the whiteboard throughout program implementation.
- For virtual sessions, creating the slide with group agreements together and routinely reminding youth of the agreements.
 - Post-it option
- Referring youth back to the Group Agreements any time inappropriate comments or stereotyping take place and using them as teachable moments.
- Resources for youth

Teaching by Example

From the moment we first walk into the classroom or join a virtual session, as Health Educators we do our best to fill the room with positive energy and enthusiasm.

Participants pick up on attitudes, we make sure to teach by example and demonstrate-

- Importance of addressing and respecting pronouns
- Enthusiasm for medically-accurate and unbiased (sexual reproductive) health information
- An open-mind and validation toward differences in beliefs and attitudes
- Inclusive language (e.g., partner vs. boyfriend/girlfriend)
- Listening to others and not interrupting (listen to understand, not respond)



Building Rapport

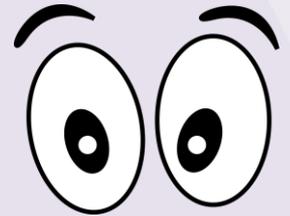
As Health Educators introduce themselves, they make sure to share with students as much information about themselves as they feel comfortable, including- who they are, what their role is and why they do what they do. The more they share about themselves the more authentic they are in the eyes of students.

Health Educators do their best to make a great first impression to break the ice, remove any awkwardness and promote a safe space- this helps us establish that initial connection of trust and support, and most importantly, demonstrate comfort with who we are and empower them to feel comfortable as well.

Maintaining Eye Contact

During in-person program implementation, our team makes sure to maintain the right amount of eye contact with program participants while teaching, to let them know that we are taking each one of them into consideration as we teach.

We believe they are less likely to cause trouble and more likely to interact in discussions when they feel that we are directly speaking to them as opposed to just the whole classroom. This also adds to building rapport.



Thank you!

Lizette Caldera, MPH
Women's Health, Health Promotion and Outreach Manager
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Improving Staff Knowledge



***Logan Sand,
Lutheran Social
Service of
Minnesota
State PREP***

- Grantee since 2018
- Serving 1000 students per year
- Located in Minneapolis, Minnesota



Creating Safer Spaces for LGBTQIA+ Youth: Staff Knowledge

Logan Sand (they/them), M. Ed. | LSS SELF Program



**Lutheran
Social Service**
of Minnesota

About SELF

- Seeing and Exploring Life's Future (SELF) has been providing education on sexual health and decision making since 1986
 - SELF serves roughly 1000 youth annually in school and community settings as well as working with roughly 100 parents/care givers and roughly 300 professionals who work with youth.
 - Target populations include: Youth in the Twin Cities, youth of color, youth with disabilities, LGBTQIA2S+ youth



Is This Term or Phrase Microaggressive?

Sometimes it's hard to know; these hints can be helpful to keep in mind.

“Trans” or “transgender” is an adjective that describes a person.

People are born trans.

Someone's gender/orientation is not a choice.

Body parts \neq gender.

Am I asking a question that I would ask a cisgender person?

Are non-binary people included?

Am I making any assumptions about relationships/ relationship styles?



Review your curricula with the following in mind:

Not all people who become pregnant are women.

Not all people who have penises/make sperm are men.

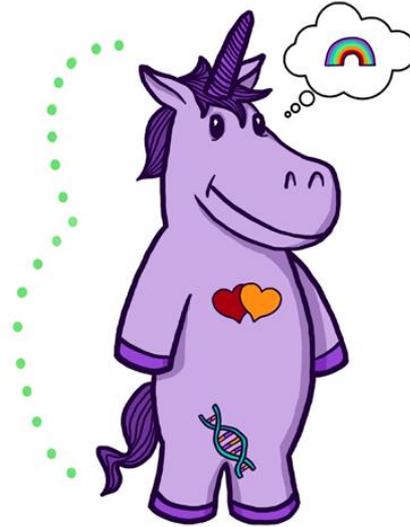
Using language like male assigned, female assigned, people with vaginas/uteruses, people with penises/testicles, men, and women are all appropriate, depending on what exactly you're trying to communicate.



Explaining Gender and Orientation

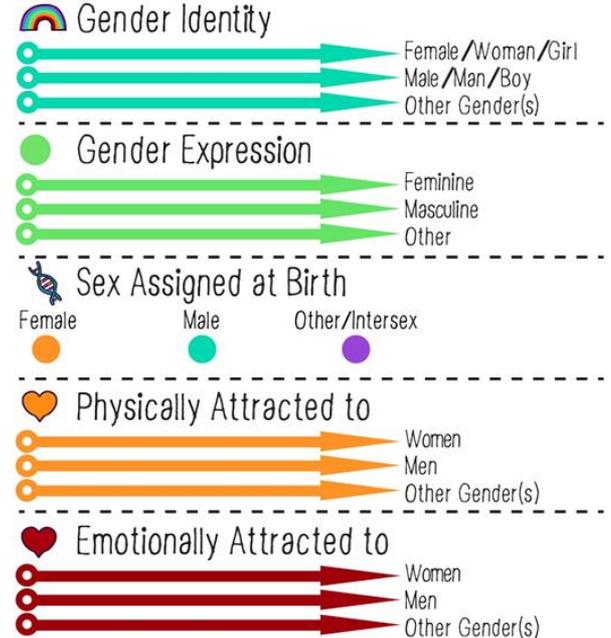
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



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

Design by Landyn Pan and Anna Moore



Poll: How can we update this language?

On average, *a woman* will carry her pregnancy for 9 months before she gives birth.

What should we replace “a woman” with?

1. A female assigned person
2. A pregnant person
3. There is no need to replace this term, it is inclusive already.



Summary

- Physical Space
- Getting to Know Students
- Addressing Discrimination
- Staff Knowledge



Assessing Inclusivity

1.1 Beliefs, assumptions, & biases

Assessment Areas

1.1a—I recognize that gender, gender identity, and sexual orientation can be complex, are unique to an individual, and can be experienced on a continuum.

Response Options/Rating: A, B, or C

A—This statement applies to me a great deal.

B—This statement applies moderately to me.

C—This statement applies minimally **OR** not at all to me.

1.1b—I am aware of how my own and others' attitudes toward LGBTQ students can impact our interactions.

A—This statement applies to me a great deal.

B—This statement applies moderately to me.

C—This statement applies minimally **OR** not at all to me.

1.1c—I cannot assume a student's gender, gender identity, or sexual orientation.

A—I do not presume to know a student/s gender, gender identity, or sexual orientation.

B—I can sometimes determine a student's gender, gender identity, or sexual orientation.

C—I can always determine a student's gender, gender identity, or sexual orientation.

LGBTQ Inclusivity in Schools: A Self-Assessment Tool



Mostly C's
"Commit to Change"
(Minimally Inclusive)

Mostly B's
"Beginning to Break
Through"
(Moderately Inclusive)

Mostly A's
"Awesome Ally"
(Highly Inclusive)



Poll: Assessing Inclusivity

Alex has been teaching at Central High School for 3 years. A Gender and Sexuality Alliance (GSA) was recently started at the school. Alex doesn't have a problem with the GSA, but also doesn't think it is really necessary because there aren't any gay students at the school.



Assessing Inclusivity

- ❑ **Beginning:** Initial stages of change; Very little to no implementation; Limited or vague understanding of the issues.
- ❑ **Exploring:** Early stages of understanding of student needs (evidence-based) and benefits of change. Beginning stages of implementation and change that include, but not limited to student needs assessment, staff training, and identifying useful LGBTQ-focused organizations and resources.
- ❑ **Developing:** Intermediate stages of strategic planning for on site training, facilities overhaul and transformation, policy and procedures implementation, inclusive registration and gender-affirming student information system.
- ❑ **Excelling:** Well developed, comprehensive, and consistent implementation and enforcement of policies and procedures that foster inclusion and affirmation of students' academic and personal needs and priorities as determined by students.

GLSEN

LGBTQ INCLUSIVE SCHOOL ASSESSMENT

Assessing Inclusivity



YOUR SCHOOL'S POLICIES & PROCEDURES	Beginning	Exploring	Developing	Excelling
Fairly and consistently enforced non-discrimination and anti-bullying/harassment policies that explicitly protect LGB students				
Fairly and consistently enforced non-discrimination and anti-bullying/harassment policies that explicitly protects trans, nonbinary, and gender nonconforming students				
Fairly and consistently enforced non-discrimination and antibullying/harassment policies that serve as alternatives to "ZeroTolerance" policies				
Policies distributed/posted in all languages used by families with students at the school				

Poll: Assessing Inclusivity

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Questions?



Contact Information



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Thank you!



We Want to Hear from You!

Please complete a short survey about your experience with today's webinar.

<http://s.alchemer.com/s3/Webinar-Feedback-Survey-Creating-Safe-and-Inclusive-Spaces-for-LGBTQ-Youth>

If you attended the webinar with other team members, please share the link and complete the evaluation separately.