

Embracing our LGBTQ Students:
Sexuality and Gender in Promoting
Social and Emotional Wellbeing

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What is the purpose of this discussion?

- LGBTQ Identities and Terms
- LGBTQ Students' Experiences
- LGBTQ Youth Voices
- Specific Considerations and Resources

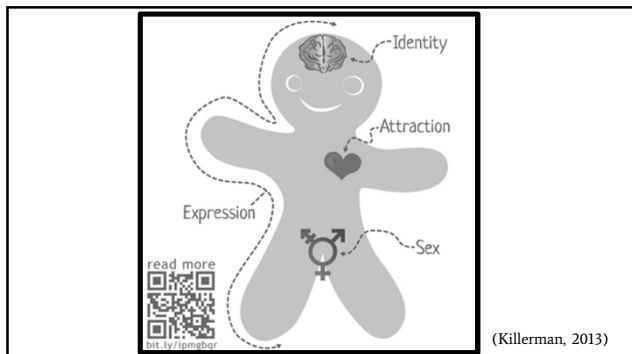
Gender

- Sex - parts, chromosomes, hormones
- Gender Identity - internal sense of who you are
- Gender Role/Expression - how you navigate the world

Different than...

Sexuality/Sexual Orientation

- Attraction to another based on multiple domains



Gender Identity

Congruence = cisgender
Incongruence = transgender

Identity is self-defined!

Definitions

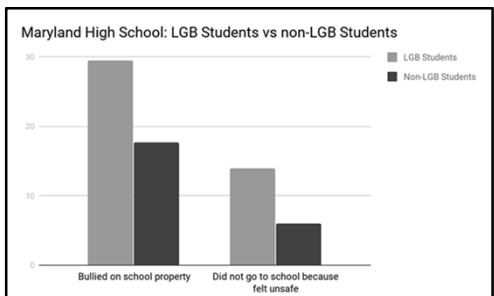
Alphabet soup
Lesbian, Gay, Bisexual, Transgender, Queer/Questioning

Constantly changing and expanding

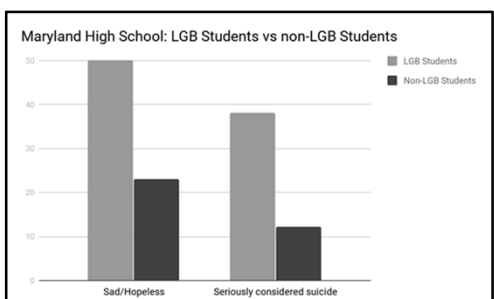
Respect individual's choice of language and identity

11.2% of Maryland high school students identified as gay, lesbian, or bisexual

(CDC - MD YRBS 2014)



(CDC - MD YRBS 2014)



(CDC - MD YRBS 2014)

Protective Factors in Schools

- Gay-Straight Alliances or similar clubs
- School anti-bullying/harassment policies
- Supportive school staff
- Curricular resources that are inclusive of LGBT-topics

(GLSEN 2015 National School Climate Survey)

Desire to be Accepted and Embraced in Authentic Identities

- Importance of being able to be your yourself and living without judgment
 - Having to deny who you are is a significant stressor
 - Extraordinarily aware of whether and how their sexual orientation and/or gender identity will be accepted by others

“Feeling safe is being able to self-identify...just being able to express yourself without having that backlash from someone or people.”

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“Patience from medical providers would be awesome. Flexibility in that I am discovering myself, I am deciding what I want for my body and my life and who I am going to sleep with, and so being patient with me and not getting eyes as big as flying saucers when I am sleeping with this kind of person when I come to one appointment and this kind of person the next appointment. Being patient, rolling with the punches, and seeing me the same as anyone else...”

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<h2 style="text-align: center;">Coming Out</h2> <p>The process of self-disclosing your sexual orientation or gender identity</p>	<ul style="list-style-type: none"> > Every LGBTQ person does this > It's a process, not a single event > Significant to a person's identity > <input type="checkbox"/> Has to be directed by the individual
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<p><i>"It has been a hard transition accepting who I am personally and then being out to my family and friends was difficult, so it was accepting to some people and to some it was not, but especially when it comes to the people you are closer to, they influence you or tell you that what you think or who you are is not normal or is not okay so that is when it is like 'oh, I am not healthy with myself or I am not well, something is wrong with me.'"</i></p> <p style="font-size: small;">WWH Youth Focus Group - 2015</p>	
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<h2 style="text-align: center;">Pronouns</h2> <p style="text-align: center;">He/Him/His She/Her/Hers They/Them/Their Ze/Zir/Zirs</p>	<ul style="list-style-type: none"> > Ask all students > Significant in messaging trust and respect > Mistakes happen - apologize and move on <p style="text-align: center;"><input type="checkbox"/></p>
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<h2>Confidentiality</h2>	<ul style="list-style-type: none">➤ Maintain confidentiality around any disclosures of sexual orientation and gender identity➤ Set and manage expectations➤ Focus on presenting concern or challenge <input type="checkbox"/>
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<p><i>“And then there is confidentiality, especially for underage LGBT people. I was in therapy in high school and there were things I did not tell my therapist, and even though she said that ‘oh, I would never tell your parents,’ I was not ready to tell her anything that I was not ready to have my parents know.”</i></p> <p>WWH Youth Focus Group - 2015</p>
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<h2>Other Considerations</h2>	<ul style="list-style-type: none">➤ Awareness of gendered language➤ Avoid judgments or assumptions➤ Provide affirming resources <input type="checkbox"/>
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What you can do:

- Assess your personal beliefs/values
- Increase knowledge of LGBTQ history/issues
- Challenge homophobic/transphobic remarks
- Connect youth with supportive resources
- Model appreciation for ALL youth

“They also need to be open to learning. So if you encounter someone who you have never encountered anyone like them before, you should be open to learning about their experience and should be open to researching data about their experience, if there is any out there, and if there is not, find someone who can lead the research team, I don’t know.”

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