



202: Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth in the Child Welfare System

A Training Outline

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**For The
Pennsylvania Child Welfare Resource Center**

**University of Pittsburgh, School of Social Work
Pittsburgh, PA**

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**Agenda for the One-Day Workshop on
202: Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ)
Youth in the Child Welfare System**

Day One

Estimated Time	Content	Page
30 minutes	Section I: Welcome and Introductions	1
55 minutes	Section II: Myths vs. Facts	5
20 minutes	Section III: Four Areas of Support	8
30 minutes	Section IV: Definitions	11
1 hour	Section V: Homophobia and Heterosexism	14
1 hour, 15 minutes	Section VI: Assessing Needs	18
1 hour	Section VII: Strategies	21
30 minutes	Section VIII: Closing and Evaluation	24

202: Lesbian, Gay, Bisexual, Transgender and Questioning Youth in the Child Welfare System

Section I: Welcome and Introductions

Estimated Length of Time:

30 minutes

Learning Objectives:

- ✓ Identify the workshop rationale, learning objectives and agenda.

Method of Presentation:

Lecture, individual and small group activity, large group discussion

Materials Needed:

- ✓ CD of Melissa Etheridge
- ✓ CD Player
- ✓ DVD/VHS Player
- ✓ External Speakers for Laptop
- ✓ Fidget Toys for Tables (optional)
- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ Name Tents
- ✓ Post-It Notes
- ✓ Question Baskets (optional)
- ✓ Stickers (optional)
- ✓ Trainer-Prepared Flip Chart: Parking Lot
- ✓ Trainer-Prepared Flip Chart: What's In It For Me?
- ✓ Television
- ✓ **Appendix #1: LGBTQ (Lesbian, Gay, Bisexual, Transgender & Questioning) Resource Manual**
- ✓ **Appendix #2: Coming Out of Shame: Transforming Gay and Lesbian Lives (book)**
- ✓ **Appendix #3: Counseling for Empowerment (book)**
- ✓ **Appendix #4: Terms Index Cards**
- ✓ **Handout #1: PowerPoint Presentation: PowerPoint Presentation: 202: Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth in the Child Welfare System**
- ✓ **Handout #2: Aha!**
- ✓ **Handout #3: Find Someone Who...**
- ✓ **PowerPoint Slide #1: Title**
- ✓ **PowerPoint Slide #2: Agenda**
- ✓ **PowerPoint Slides #3-4: Learning Objectives**
- ✓ **PowerPoint Slides #5-6: Find Someone Who...**

Section I: Welcome and Introductions

Step 1: Welcome

(10 minutes)

Trainer Note: Arrange chairs around the tables in the room, with 4 to 6 participants at each table. Place name tents, markers, folders, and curriculum, and stickers (optional) on each table. Also, you may (optionally) place containers of various fidget toys on each table. Specific items to include may be silly putty, legos, small toys, and koosh balls.

Place one **Appendix #4 (Terms Index Cards)** card and one blank index card by each participant's seat.

Set up the laptop, projector and screen in front/center of the room, with two easels with flip charts on either side of the screen. Hang the Trainer-Prepared Flip Charts entitled *Parking Lot* and *What's In It For Me?* on the wall.

Place **Appendix #2 (Coming Out of Shame: Transforming Gay and Lesbian Lives book)** and **Appendix #3 (Counseling for Empowerment book)** on the resource table, along with any other trainer-provided resources.

Play music by Melissa Etheridge (or an alternate trainer-provided selection, such as K.D. Lang) prior to the beginning of the training as the participants arrive and during each break.

Before participants arrive, display **PowerPoint Slide #1 (Title)**, which is the introductory slide for the training.

Start the training session promptly at 9:00 AM. Turn off music immediately prior to the start of training.

Ask participants to create name tents. Instruct participants to write their name in the center of their name tent with a marker. Ask participants to stand their name tents in front of them so they are visible to the trainer.

As participants arrive, welcome them and ask them to complete their name tents utilizing the materials on the tables, following the format below:

- Name (Center)
- County (Top-Right Corner)
- Position (Top-Left Corner)
- Number of Years with the Agency (Bottom-Left Corner)

- One thing they want to know about working with youth affected by sexual orientation or gender identity issues. (Bottom-Right Corner)

When the name and four corners are complete, ask participants to place their name tent in front of them.

After all participants have arrived and completed their names tents, introduce yourself including your name, area of expertise, current position, years of experience and any other information related to the content. Then ask the participants to introduce themselves to the large group using the information they have written on their name tents.

As the participants share the one thing that they want to learn about youth affected by sexual orientation or gender identity issues, write these thoughts on a Post-It note and place it on the *What's In It For Me?* (WIIFM) flip chart. Tell participants that, at the end of the training, they will review the *WIIFM* flip chart to ensure that all of the concepts/questions have been addressed. Move Post-Its items that will not be addressed/are not addressed in the training to the *Parking Lot*. Explain to participants that the items posted on the *Parking Lot* are items that may not be addressed in this training; however, you will direct them to resources that can meet their needs, as available.

Explain that this training is a safe space and every question is welcomed and encouraged. To encourage questions, tell the let participants that you have provided them an index card. If, at any time during the day, they have a question they may write their questions on the card, if they prefer, and place it on the trainer's podium during a break or group activity. Inform the participants that you will review the cards and answer questions throughout the day.

Step 2: Orientation to the Training (5 minutes)

Discuss the following training room guidelines:

- The 15-Minute Rule
- Training Schedule – 9:00 to 4:00 with Breaks and Lunch
- Document your Presence via the sign-in sheet
- Provide Constructive and Motivational Feedback
- Show Respect
- Take Risks
- Practice Makes Permanent
- Focus on Learning – Cell phones on vibrate and only contact office for emergencies

Distribute **Handout #1 (PowerPoint Presentation)** to assist participants in capturing learning and action items for the day. Distribute and review the appendices **Appendix #1**

(LGBTQ (Lesbian, Gay, Bisexual, Transgender & Questioning Resource Manual) and Appendix #5 (Toolkit to Support Child Welfare Agencies in Serving LGBTQ Children, Youth, and Families. Then introduce them to **Appendix #2 (Coming Out of Shame: Transforming Gay and Lesbian Lives)** and **Appendix #3 (Counseling for Empowerment)** books and other items on the resource table.

Step 3: Preparation for the Day (15 minutes)

Refer participants to their workshop packets and review the agenda and learning objectives for the workshop using **PowerPoint Slide #2 (Agenda)** and **PowerPoint Slides #3-4 (Learning Objectives)**. Distribute **Handout #2 (Aha!)** and inform participants that this handout should be used throughout the day to jot down ideas that they may want to save from the day.

Discuss the rationale of the training: In 2016, four percent of American Gallup poll responders self-identified as LGBT (Gates, 2017). Among millennials, that number was slightly over seven percent. Based on these statistics it is estimated that more than seven percent of adolescents encountered by child welfare workers and other human services professionals, identify as gay, lesbian, bisexual, transgender, or questioning. To best assist these youth, child welfare professionals must know the proper definition of terms such as gender identity, sexual behavior and sexual orientation. They also must have an understanding of their own values and biases, and how their own values and biases may influence their behavior toward these youths. In addition, they must provide the same quality services to all youth, regardless of sexual orientation or identity. Child welfare professionals must also recognize the unique issues and challenges that LGBTQ youth experience. Finally, child welfare professionals must locate and refer youth to available resources.

Distribute **Handout #3 (Find Someone Who...)** and review the instructions listed on the handout. Instruct participants to circulate around the training room as they seek answers, having participants meet as many people as possible during the activity. Explain that each person is to ask other participants to find a statement on the handout that they know the answer to and to have that person initial it for them. Give the group about 10 minutes to try to get as many initials on their handouts as possible.

Once people have completed the task or if 10 minutes has passed, ask the group to return to their original seats. Ask the group as a whole if anyone would like to share an answer to the statements. After several answers are shared, display **PowerPoint Slides #5-6 (Find Someone Who...Answers)** and review responses.

Ask the group how many persons got every statement initialed. Congratulate the person(s) with the most answers.

Having given participants an overview of the content and an introduction to the topic, it is now time to move into the next section of the training.

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Section II: Myths vs. Facts

Estimated Length of Time:

55 minutes

Learning Objectives:

Participants will be able to:

- ✓ Describe the prevalence of LGBTQ youth.
- ✓ Explain issues and health disparities facing these youth.
- ✓ Articulate existing myths and inaccurate beliefs about LGBTQ persons.

Method of Presentation:

Video, Brainstorming, Lecture, Small Group Discussion, Large Group Discussion

Materials Needed:

- ✓ **DVD #1, Clip #1: *It's Elementary: Talking About Gay Issues in School***
- ✓ DVD/VHS Player
- ✓ External Speakers for Laptop
- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ Television
- ✓ **Handout #2: Aha! (revisited)**
- ✓ **Handout #4: Beliefs and Sources of Information**
- ✓ **PowerPoint Slide #7: Myths vs. Facts**

Section II: Myths vs. Facts

Step 1: Stereotypes

(20 minutes)

Introduce the discussion of myths versus facts about LGBTQ persons by describing several rather prevalent stereotypes that may continue to exist in today's society. Ask the participants to identify any examples of stereotypes that they have heard.

Emphasize that stereotypes can have a negative impact on the child welfare professional's ability to support LGBTQ youth.

Note that, by viewing a video and completing an activity, participants will begin identifying myths they carry about LGBTQ people and how these misconceptions can affect their direct practice with clients.

Distribute **Handout #4 (Beliefs and Sources of Information)** and instruct participants to list on the handout any beliefs that they may have had, either now or in the past, and what the sources of that information were/are. Ask participants to work individually and provide participants approximately 10 minutes to complete the handout.

Distribute one sheet of flip chart paper, along with masking tape or poster putty, to each table. Ask table groups to spend 5 to 10 minutes compiling their lists on a piece of flip chart paper. Have each table group also identify a spokesperson. Once lists are completed, the spokesperson from each group hangs the compiled list on the wall and reports out to the larger group for discussion.

Reconvene the large group and conduct a large group discussion about misconceptions and truths in relation to LGBTQ people, using participants' examples. Once all groups have reported out, check off those items that are common to each list. Then identify common themes and discuss how prevalent myths and stereotypes are among various groups of people, and how there are many primary sources of myths and misinformation.

Summarize the discussion by stating to the group that it is important that we demystify these stereotypes because these stereotypes perpetuate false beliefs, which affects how LGBTQ youth and adults are viewed. In addition, emphasize that, as child welfare professionals, it will be more difficult to serve the needs of LGBTQ youth, as well as be considered a resource to these youth if we have inaccurate information.

Step 2: Development of Beliefs

(30 minutes)

Introduce **DVD/Video #1 (*It's Elementary: Talking About Gay Issues In School*)** by telling the group briefly about the content of the video, which is an overview of school classrooms and their discussions related to gay issues. In the video, one of the student groups creates a list of beliefs about gay persons.

The purpose of the video is to keep in mind how young children begin to receive either positive or negative messages, as well as both accurate and inaccurate information, about others, including those who identify as LGBTQ. Instruct participants to keep in mind their own lists that they created as they view the list in the video. Inform participants that the portion of the video shown is approximately 20 minutes long.

Trainer Note: Start the video at the beginning and end at counter number 25:02 before the Cambridge Quaker School. The video will show excerpts from four different schools, in four different classrooms, discussing gay and lesbian persons in some context.

After viewing the video, invite any questions or comments from the group about the video. Ensure that participants have an understanding of how children of this young age receive and believe information, highlighting the importance of children and adolescents receiving the most accurate of information. Make the point that, since many hours a day are spent at school by LGBTQ youth, their support systems will be more limited if the majority of their peers have negative views about gay, lesbian, transgender and questioning youth. Emphasize the power that early messages about other persons in our community and society have on our children.

Refer back to the lists of beliefs on flip chart paper on the wall and facilitate a large group discussion about some of the myths that are on each group list, distinguishing between accurate and inaccurate information. Conclude the discussion by emphasizing to the group that, in order to help the LGBTQ youth effectively, child welfare professionals need to be willing to acknowledge their own misconceptions and to be open to new and accurate information about gay persons.

Remind participants to use **Handout #2 (Aha!)** to jot down any ideas they wish to remember for future use.

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Section III: Four Areas of Support

Estimated Length of Time:

20 minutes

Learning Objectives:

- ✓ List the four areas of support that need to exist for positive adolescent development.
- ✓ Describe how Lesbian, Gay, Bisexual, Transgender, and Questioning youth are often lacking support in all four areas.
- ✓ Describe issues that arise to create difficulty for Lesbian, Gay, Bisexual, Transgender, and Questioning youth.

Method of Presentation:

Lecture, Large Group Discussion

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Handout #2: Aha! (revisited)**
- ✓ **PowerPoint Slide #8-11: Four Areas of Support**

Section III: Four Areas of Support

Step 1: Background

(5 minutes)

In addition to misconceptions that exist about LGBTQ persons in our society, an LGBTQ youth also faces daily challenges to getting the support that they need. As a minority group, LGBTQ youths and adults experience discrimination and negative attitudes toward them within our society. At times, it may be quite a challenge to find a consistent source of support for an LGBTQ youth.

Ask for a scribe to write on the flip chart as the group brainstorms and discusses as a large group the following question: "Remembering back to your own youth or thinking back over your cases, what were the most essential supports you or children/adolescents needed?"

Then guide the discussion so that participants are giving possible groups or institutions that would be most helpful as support systems. As the participants give each idea of support, ask the group to describe what it would look like for that particular support to be supportive; for example, for a family to be an essential support for a youth, they would provide unconditional love, understanding, compassion, necessities of food, clothing and other basics. Help participants gain a clear picture of the importance of these supports.

Step 2: Solutions

(15 minutes)

Begin by asking participants to consider the repercussions if the above-named support systems, with their positive components, are not in place for a youth. Note how support is necessary for positive adolescent development and how these areas do not necessarily exist for LGBTQ youth. State that lack of support and other issues can affect their development.

Discuss how discrimination against LGBTQ youth is in many aspects of their life experiences. A Human Rights Campaign Report, *Growing Up LGBTQ in America*, reports that:

- Non-LGBTQ youth are nearly twice as likely as non-LGBTQ youth to say they are happy
- LGBTQ youth are one-third more likely to report not having an adult to talk to about personal problems
- LGBTQ youth are more than twice as likely to experiment with drugs and alcohol
- LGBTQ youth are twice as likely as peers to report having been physically assaulted, shoved, or kicked at school
- Nearly half feel they do not belong

Reinforce that, in order for any youth to grow into a better well-balanced individual, it is essential that they have support in four key areas: Family, School, Community, and Religious Organizations. Display **PowerPoint Slides #8- 11 (Four Areas of Support)** and review these areas of support one at a time, making sure to discuss the positive influences with the participants:

- Family Support - Many LGBTQ youth lack support from their families once his/her sexual orientation is known. Many of these youths end up leaving their family's home as a result of this lack of support.
- School Experiences - Many LGBTQ youth do not have a quality school experience, due to negative attitudes towards individuals who identify as or are perceived as LGBTQ, being harassed or ridiculed by students, and a lack of intervention on the part of school personnel when problems occur.
- Community Participation - There are few available groups or activities in most communities for LGBTQ youth, especially within the gay community itself - most events are for LGBTQ adults.
- Religious Community Participation - Some faith-based organizations do not support LGBTQ persons in their struggles. Some religious community members who struggle with their own identity believe that they need to choose between their own truth and identity or their religious communities.

Emphasize that, due to the nature of these systems being a constant influence in the LGBTQ youth's life, if they do not exist as positive supports, the results could be very dramatic on the LGBTQ youth. The consequences of an LGBTQ youth not getting the support that they need, could be severe isolation, increased risk of substance use and abuse, higher occurrence of runaway behavior or dropping out of school, truancy, and higher risk of suicide attempts and completions. Inform the group that these risk factors will also be discussed in more detail later in the day in relation to assessing the needs of LGBTQ youths.

Encourage any questions or comments about the material in this section. Remind participants to use **Handout #2 (Aha!)** to jot down any ideas they wish to remember for future use.

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Section IV: Definitions

Estimated Length of Time:
30 minutes

Learning Objectives:

Participants will be able to:

- ✓ Describe the differences between the terms gender identity, gender role, sexual orientation, sexual behavior, and other terms.
- ✓ Demonstrate their use of these terms.
- ✓ Describe the importance of using terms and language properly.

Method of Presentation:

Large Group Activity, Dyad/Triad Activity, Lecture, and Large Group Discussion

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ Trainer-Prepared Flip Chart: Terms
- ✓ **Appendix #4: SOGIE Cards**
- ✓ **Handout #2: Aha! (revisited)**
- ✓ **Handout #5: Definitions**
- ✓ **PowerPoint Slide #12: Definitions**

Section IV: Definitions

Step 1: SOGIE

(20 minutes)

Trainer Note: Create five flip charts and hang them all in a row on one side of the room. Each chart should have one of the following headers: Biological Sex, Gender Identity, Gender Expression, Gender Presentation, and Sexual Orientation.

Explain to the whole group that they are going to match terms into groups using cards to illustrate how sometimes confusing terms should be defined. Distribute all twenty cards from **Appendix #4: SOGIE Cards** along with **a piece of tape or putty**. Note: in small classes, some participants may need to take more than one card, and in larger classes some participants may want to work with a partner. Keep the final trainer page for your reference.

Ask participants to decide which flip chart relates most closely to their card. After a few moments, ask participants to tape their card on the flip chart they think corresponds to the card they were given.

Let everyone finish, even if something is incorrect. Then review each flip chart using explanation, **Handout #5 (Definitions)** for terms people may be less familiar with, and participant feedback until everyone agrees on the groupings.

Explain that these five continuums are sometimes used to illustrate the concepts of SOGIE (Sexual Orientation, Gender Identity, and Gender Expression). No one is defined only by their sexual orientation or acts. There are countless ways we each define ourselves and these continuums are a way to begin to understand that individuals who identify as LGBTQ are all more than that label.

In addition to understanding SOGIE and how people prefer to identify themselves, it is important for child welfare professionals to understand other terms that may relate to individuals in the LGBTQ community. Display **PowerPoint Slide #12 (Definitions)**. Explain to participants that, to best assist LGBTQ youth, we need to know the meanings of various terms, and how to properly use those terms.

Step 2: Proper Terms

(10 minutes)

Refer participants to **Handout #5 (Definitions)**. Ask all participants to compare the definitions listed on the handout to the definitions that they created, noting any major differences or similarities. Let the group know that they will be using the definitions list later on in the day when the group discusses strategies.

Introduce the topic of gender pronoun usage, including a reference to **HO#5 (Definitions) page 1**, and ask participants for examples of how to determine the preferred pronoun for a youth they are working with. After the participants provide their examples, emphasize that the best way to determine a youth's preference is to ask.

Emphasize with the group the importance of the use of proper terms and language, to assist in preventing stereotypical beliefs about LGBTQ persons and to treat persons in a respectful manner. Note that the next section will further explore beliefs and attitudes.

Have participants return to their original seats and ask them to use **Handout #2 (Aha!)** (revisited) to jot down any ideas they wish to remember for future use.

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Section V: Homophobia and Heterosexism

Estimated Length of Time:

1 hour

Learning Objectives:

Participants will be able to:

- ✓ Define homophobia and heterosexism.
- ✓ Give examples of homophobia and heterosexism.
- ✓ Recognize the prevalence of attitudes in our daily lives, and the potential negative impact, on LGBTQ youth.
- ✓ Recognize any homophobic/heterosexist attitudes that they may presently have, or existence of those attitudes in the child welfare system.
- ✓ Describe the connection between homophobic/heterosexist attitudes and a person's behavior, as well as the connections to other "isms" in society.

Method of Presentation:

Lecture, Group Discussion, Small Group Activity

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Appendix #2: *Coming out of Shame: Transforming Gay and Lesbian Lives***
- ✓ **Appendix #3: *Counseling for Empowerment***
- ✓ **Handout #2: Aha! (revisited)**
- ✓ **PowerPoint Slide #13: Homophobia**
- ✓ **PowerPoint Slide #14: Heterosexism**
- ✓ **PowerPoint Slides #15-18: Homophobic Levels of Attitude: Negative**
- ✓ **PowerPoint Slides #19-22: Homophobic Levels of Attitude: Positive**

Section V: Homophobia and Heterosexism

Step 1: Introduction

(5 minutes)

Having looked at some global terms related to persons who are LGBTQ, now introduce the terms homophobia and heterosexism. Explain that, although part of this section will be to review definitions of each of these terms, they have been set aside for a specific reason. While the other definitions and terms reviewed were important to discuss in terms of using proper language and in order to be well informed and better prepared to work with LGBTQ youths. Explain that homophobia and heterosexism are two issues that are greatly influential in the negative attitudes and stereotypes that exist toward and about LGBTQ youth and adults. State, as an example, that jokes about persons who are gay and lesbian are typically tolerated.

Begin the discussion of homophobia or heterosexism by stating the need to look at oneself and one's own personal views, biases and prejudices. Help the participants recognize that homophobic/heterosexist attitudes may exist for them personally, in the child welfare system and in our society at large. This discussion of homophobia and heterosexism is not just about educating participants in how to define them but in how we can all overcome prejudice and bias toward LGBTQ persons.

Step 2: Tuning In to Homophobia

(15 minutes)

Explain to the group that the excerpt is a description of what a LGBTQ youth may experience in a typical day for them. This excerpt is an introduction to homophobia. Read the excerpt from the book, ***Coming Out of Shame (Appendix #2)***, pages 3-5.

Then ask participants for any comments or feedback, including if any participants had ever worked with a LGBTQ youth that had disclosed this or similar circumstances in their lives. Process out with participants how they handled the situation at the time and if there is anything they would do differently now. Summarize the discussion by their key role as child welfare professionals in providing needed support directly to youth as well as addressing any systemic prejudices and biases that may exist within the child welfare system.

Step 3: Definitions

(5 minutes)

Display **PowerPoint Slide #13 (Homophobia)**. Read the definition aloud. Display **PowerPoint Slide #14 (Heterosexism)** and review the definition. Explain that, as with the other “isms” in society, most people possess a certain level of homophobic and heterosexist attitudes, regardless of sexual orientation.

Step 4: Impact on Youth

(10 minutes)

Ask each table group to spend 2-5 minutes creating a list of any examples, either general or specific, of homophobia or heterosexism, delineating how these examples could have a negative impact on LGBTQ youth.

Once groups have completed this task, reconvene the large group. Then ask each table group to offer their examples and possible impacts with the large group. Facilitate a discussion based on each group's contributions.

If not offered by the group, cite these additional examples of homophobia:

1. Legal: Lack of allowances for domestic partners, insurance, custody, adoption.
2. Employment: Many LGBTQ persons are fearful to be "out" on the job.
3. Public Attitudes: Jokes, movies, stereotypes, oppressive attitudes, offensive language and slurs.
4. Psychiatry and Medicine: Homosexuality was believed to be a mental illness until the 1970's; heterosexist attitudes exist in the medical community about men and women.
5. Religion
6. Family
7. Harassment/Attacks/Hate Crimes/Threats
8. Invisibility

Explain that ignorance is most often the main reason that persons have strong homophobic and heterosexist attitudes, due to lack of accurate information. Summarize the discussion by emphasizing that people are not born with genetic homophobic or heterosexist attitudes: attitudes develop throughout people's lives and through various socialization experiences.

Step 5: Tuning In to Others Prejudice and Bias

(5 minutes)

Then read an excerpt from *Counseling for Empowerment*, the top of page 87 in italics. The purpose of this excerpt is to connect homophobia and heterosexism to all of the other "isms" that exist, such as racism, ageism and sexism. Child welfare workers need to push themselves to be trained and educated in the proper information, so that they can avoid the "isms" and treat persons as individuals and with respect.

After reading the excerpt, ask the group for any feedback from the reading. Also ask the group, by a show of hands, to identify if they believe that they still have some learning to do in the area of heterosexism and homophobia. Summarize the discussion by emphasizing that, no matter what their personal life experiences are, child welfare professionals need to focus on the "isms" that exist in society, in order to ensure that all

persons are treated fairly and with respect.

Step 6: Levels of Attitude

(20 minutes)

Explain that while these charts mention homophobia and gay people, the same principles apply to all phobias against LGBTQ community members. Display and review the homophobic levels of attitude, using **PowerPoint Slides #15-18: Homophobic Levels of Attitude: Negative** and **PowerPoint Slides #19-22: Homophobic Levels of Attitude: Positive**.

Explain that ultimately the goal would be for a person to become more culturally competent in terms of levels of attitude, moving from a negative level of attitude to a more positive, embracing attitude.

Explain that a child welfare professionals' duty includes remaining informed and to seeking correct information when needed. When they are better informed, child welfare professionals can possess a more positive attitude and treat the LGBTQ youths on their caseloads in a more respectful, accepting manner. They are also better able to provide direct support to these youths.

Ask participants to jot down any ideas they wish to remember for future use on **Handout #2 (Aha!)**.

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Section VI: Assessing Needs

Estimated Length of Time:

1 hour, 15 minutes

Learning Objectives:

Participants will be able to:

- ✓ Describe the needs of LGBTQ youth.
- ✓ Address the needs of LGBTQ youth.
- ✓ Utilize developmental perspectives for these youths.
- ✓ Describe risk factors that exist for many LGBTQ youth.

Method of Presentation:

Individual Activity, Lecture

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Handout #2: Aha! (revisited)**
- ✓ **Handout #6: An Experience With Being Different**
- ✓ **Handout #7: Developmental Models**
- ✓ **Handout #8: As Told By LGBTQ Youth**
- ✓ **PowerPoint Slide #23: Developmental Models: Troidan's Model**
- ✓ **PowerPoint Slide #24: Developmental Models: Cass' Model**
- ✓ **PowerPoint Slide #25: Risk Factors**

Section VI: Assessing Needs

Step 1: Experiencing Differentness

(15 minutes)

Begin by asking all participants to change their seats for the rest of the day, as a way to meet others in the group and to change their perspective. Once all participants are settled into their new seats, pass out **Handout #6 (An Experience With Being Different)**. Ask participants to think individually about an experience with a LGBTQ youth on their caseload and when the youth felt very different from those around them and, if desired, to record it on the handout. Emphasize that this is an individual activity and participants will not be asked to share (unless they wish to do so) what the specific experiences were.

At the end of the activity, ask participants to share what they recall about their responses to that experience, such as what they were thinking, feeling and experiencing in their bodies. Also, ask participants to talk about what changes they have made, if any, since those experiences occurred. Point out that their experiences are probably similar to what LGBTQ youth experience on a daily basis.

Explain to the group this exercise was a way in which participants can begin to have a sense of empathy for LGBTQ youths and their feelings of isolation, secrecy, and pressure to be more like their peers and “the norm”. The importance of this empathy on the part of the child welfare professional is to be able to be a consistent support for the youth.

Step 2: Developmental Models

(30 minutes)

Then state that “coming out” is not an event, as much as it is a process. This process may occur over several years. A child welfare worker that is working with an LGBTQ youth must offer support, empathy and a plan of safety dependent on which stage the youth is presently in.

Introduce two models of Sexual Identity Development for LGBTQ youth using **PowerPoint Slide #23 (Developmental Models: Troidan’s Model)**, **PowerPoint Slide #24 (Developmental Models: Cass’ Model)** and **Handout #7 (Developmental Models)**. Review both models and ask the group to give examples of which stage they suspect youths that they have worked with have been in.

After answering any group questions or hearing contributions to the material, inform participants they will now review one youth’s perspective.

Step 3: Personal Experience

(30 minutes)

The trainer will distribute **Handout #8 (As Told by LGBTQ Youth)** and review with the

large group.

Display **PowerPoint Slide #25 (Risk Factors)** and review each of them individually. A child welfare worker will encounter one or more of these factors with LGBTQ youths on their caseload. Ask participants to brainstorm additional factors/feelings exhibited by LGBTQ youth. Be sure to include: internal conflict between expectations of heterosexuality and feelings of homosexuality; fear of discovery; few relationship role models; and low self-esteem.

After this review and discussion, state that child welfare professionals often work with youths who have many of these risk factors. Therefore, workers need to be aware that some of these youths are LGBTQ youth. Child welfare professionals need to establish themselves as a source of support for these youths who may not have made their orientation known to anyone. Due to lack of support, many LGBTQ youth may be more prone to suicide, runaway behaviors or drug or alcohol use due to having little or no support.

Ask the group for any final questions, discussion or comments. Then ask participants to jot down any ideas they wish to remember for future use on **Handout #2 (Aha!)** (revisited).

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Section VII: Strategies

Estimated Length of Time:

1 hour

Learning Objectives:

Participants will be able to:

- ✓ Demonstrate using consistent, appropriate language in regard to LGBTQ youth.
- ✓ Describe resources available to LGBTQ youth.
- ✓ Demonstrate more inclusive thinking regarding LGBTQ youth.
- ✓ Recognize negative attitudes about LGBTQ youth, and possibly educate others about their needs.

Method of Presentation:

Lecture, Small Group Activity, Role Play

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Handout # 2: Aha! (revisited)**
- ✓ **Handout #9: What Would I Do?**
- ✓ **Handout #10: What We Need to Do**
- ✓ **Handout #11: The Other Team**
- ✓ **Appendix #1: LGBTQ (Lesbian, Gay, Bisexual, Transgender & Questioning) Resource Manual**
- ✓ **Appendix #5: Toolkit to Support Child Welfare Agencies in Serving LGBTQ Children, Youth**
- ✓ **Appendix #6: Scenarios/Questions**
- ✓ **PowerPoint Slide #26: Strategies**

Section VII: Strategies

Step 1: Critical Thinking Using Scenarios

(25 minutes)

Explain that participants are going to work in table groups to discuss a scenario and identify possible solutions. Assign each group one of the scenarios from **Appendix #6: Scenarios/Questions from Session on Caring for LGBTQ Youth on 9/20/13**. Have each group review and discuss the pros and cons of the listed options for their assigned scenario.

Remind participants that no two youth are the same, so considering a range of solutions within the context and each youth's unique strengths and needs is very important. Groups may also incorporate information from **Appendix #1: LGBTQ (Lesbian, Gay, Bisexual, Transgender & Questioning) Resource Manual** and **Appendix #5: Toolkit to Support Child Welfare Agencies in Serving LGBTQ Children, Youth**.

Reconvene into a large group and ask participants for solutions resulting from the group discussion that they feel may be useful in their work the LGBTQ youth.

Step 2: Steps to Take

(35 minutes)

Introduce another group activity to be completed with the entire group at each table.

Pass out **Handout #9 (What Would I Do?)**. Inform participants that the handout has three different scenarios on it. Each group will review all three scenarios and brainstorm ideas on how persons in the group would handle each situation, based in part on information learned in throughout the day. One person in each group will be the scribe and write down the ideas created for each scenario.

After each group has completed their review of all three scenarios, the full group will review each scenario and share ideas about how to handle each situation.

Refer to **Handout #10 (What We Need to Do)**, which includes actions and ways of thinking, in order to best offer support to the LGBTQ youth that child welfare professionals will most likely encounter. These actions may include advocating on behalf of LGBTQ youth; create a safe environment for LGBTQ youth; show signs of support; and know what the available resources are. Review the entire list with participants.

Refer to Handout # 11: (What Would I Do) and review the three scenarios asking for participant input regarding their thoughts and feeling regarding each situation. What physical responses might they experience?

Give out a copy of **Handout #12 (The Other Team)**, which is a young gay male telling a part of his story and experiences. After providing participants with time to review the handout, invite the group for any questions or comments.

Provide participants with 1-2 minutes for silent reflection on the handout. Then encourage participants to record on **Handout #2 (Aha!)** any thoughts they wish to remember for the future.

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Section VIII: Closing and Evaluations

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify available books and journal resources.
- ✓ Demonstrate increased knowledge and awareness since the beginning of the training session.
- ✓ Complete a plan for further development.

Method of Presentation:

Music, Individual Activity, Group Discussion

Materials Needed:

- ✓ Evaluation forms
- ✓ **CD#1, Clip #1: Melissa Etheridge CD, Scarecrow**
- ✓ **CD #2: LGBTQ Resource Manual CD**
- ✓ **Handout #2: Aha! (revisited)**
- ✓ **Handout #12: What I've Learned... What I Plan to Use Right Away...**
- ✓ **Handout #13: Triangle Sign**
- ✓ **Handout #14: Standup Quote**
- ✓ **Handout #15: Reference List**
- ✓ **PowerPoint Slide #27: Standup Quote**
- ✓ **PowerPoint Slide #28: Conclusions and Evaluations**

Section VIII: Closing and Evaluations

Step 1: Review Questions

(5 minutes)

Review the index cards and if any of the written questions have not been answered use this time to discuss the questions and provide answers, if know. Be sure to ask participants for their suggested answers.

Step 2: Changes Planned

(5 minutes)

Pass out **Handout #13 (What I've Learned...What I Plan to Use Right Away...)** and ask participants to take a few minutes to complete the handout. Encourage participants to review the information they recorded on **Handout #2 (Aha!)** throughout the day.

Then ask several participants to share what they have learned and how they plan to use the information they received during this workshop.

Step 3: Resources

(15 minutes)

Pass out **Handout #14 (Triangle Sign)** for participants to use as a sign of support. Also tell the group the origin of the black and pink triangles, and how they came to represent persons in the LGBTQ community.

Display **PowerPoint Slide #27 (Standup Quote)** and give out **Handout # 15 (Standup Quote)**, which helps to make the point that child welfare professionals need to stand up for and advocate on behalf of persons that are oppressed, whether or not they belong to that oppressed group.

Give out **Handout #16 (References)** as well as **CD #2 (LGBTQ Resource Manual CD)**. Explain that the CD contains the same information as the hard copies of the manual that are on their tables. State that the handout offers the resources used to create the training and the resource manual offers terminology associated with the curriculum in addition to valuable resource websites, periodicals, scholarships and hotlines that will assist child welfare professionals in serving LGBTQ youth in the child welfare system.

Point out the resource table, with books and other resources. Invite participants to browse the items on the table prior to their departure.

Step 4: Conclusion

(5 minutes)

In closing, tell the story of Matthew Sheppard and his untimely death, pointing out that his death was the result of homophobia. Talk about the protests that happened and still happen at his memorial marker, which relate to the discrimination LGBTQ youth see and deal with daily.

Asks if there are any further questions or comments.

Thank the volunteers for their participation throughout the day and encourage them to continue their commitment to application of knowledge an awareness relating to LGBTQ youth. Pass out the evaluations and play Melissa Ethridge's *Scarecrow* (**CD #1, Clip #1**) as the participants complete their evaluations before leaving

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