



202:

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

**An Appendix to Standard Curriculum for Remote
Training Delivery**

Developed by:

The Pennsylvania Child Welfare Resource Center

University of Pittsburgh,

School of Social Work

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Overall

1. Moderator shares the links to the handouts in the chat when handouts need to be provided
2. Where there are references to flip chart paper or prepared flip chart paper use Word documents and have pre-prepared Word documents created when possible
3. Consider displaying the PowerPoint slides sparingly for remote delivery to help with participant engagement, and so the instructor and moderator can see participants on the screen more frequently. Moderator and instructor should discuss who will share the PowerPoint slides on the screen
4. Use breakout rooms for small team activities
5. Ask participants to turn their videos on to participate in training. Encourage participants to use the chat, raise hand feature, and unmute themselves to ask questions
6. There may be places where the curriculum says to display the curriculum where you may wish to refer to it so that you can keep the participant or handout sharing view on. You may want to review the curriculum and make some of these decisions ahead of time to suit your preferences.

Section 1: Welcome and Introductions

Step 1: Welcome

(10 Minutes)

Page 3:

Instructor Note: Divide the participant list into groups so that there are 4 to 6 participants in each, and the moderator will set up each group in its own breakout room. If it seems like it would be helpful, allow extra few minutes during the first breakout room activity for participants to introduce themselves to each other.

NAME TENTS: Instead of participants completing their name tent, ask participants to rename themselves in Zoom and to include their name, county, and if they so choose their pronouns:

Zoom Example: Jenny, Cumberland County (she/her)

Introductions will include Name, County, Position, Number of years with the agency, pronouns if they choose, and how attending this training session helps children and families.

Page 4: WIIFCF: Instead of the instructor recording answers to how or why attendance at the training session helps children and families on the flip chart, the moderator should record that information on a shared screen Word document. (The moderator should save the Word document to revisit at the end of the training session).

Page 4: Inform participants that if they have questions they'd like to ask privately, they may send the instructor a private chat or the instructor may offer their email if they wish to be available to answer follow up questions after the training.

Step #2: Orientation to the Training

Page 5: **Appendix #2 (*Coming Out of Shame: Transforming Gay and Lesbian Lives*)** and **Appendix #3 (*Counseling for Empowerment*)** are books that would normally be placed on the resource table – mention them as recommended resources; perhaps place the titles in the chat or pull them up on a shared screen, giving participants the opportunity to note the information for future reference. (Do the same for any other Resource Table items).

Step #3: Preparation for the day

Page 5: Use the Poll feature in Zoom to ask the following questions to the large group:

1. Have you worked with an adolescent who identifies as LGBTQ+?
2. Do you know the difference between sexual orientation and gender identity?
3. Did you attend a school that openly supported students who identified as LGBTQ?

Participants will answer **Yes** or **No**. Hold a discussion around the poll results for each question.

Setting up Polls in Zoom:
(To be done by the instructor or the moderator)

Step 1. Select **Polls** from the bottom tab
Step 2. Select **Create** - Your browser will open
Step 3. Select **Untitled Poll** to name the Poll: LGBTQ+ Poll
Step 4. Select **Untitled Questions** to add questions #1: Have you worked with an adolescent who identifies as LGBTQ+?
Step 5. Select **Choice 1** to add the first choice: YES
Step 6. Select **Choice 2** to add the second choice: NO
Step 7. Select **+ Add Question** to add question #3 (Do you know the difference between sexual orientation and gender identity?) and again for #4 (Did you attend a school that openly supported students who identified as LGBTQ?)
Step 8. Select **Save**
Step 9. When ready to start the Poll, select **Poll** from the bottom tab and hit **Launch**
Step 10: Once all participants have entered their responses, select **End Poll**
Step 11: Select **Share Results** to start discussion regarding each question

Section II: Myths vs. Facts

Step 1: Stereotypes

(20 Minutes)

Page 7: Instead of distributing flip chart paper to the table groups, send participants into their breakout rooms for about 10 minutes to discuss their beliefs and sources of information. Each team should identify the common themes for both beliefs and where those beliefs came from and be prepared to report out to the main group in a large group discussion.

Ensure that you bottom-line the activity with the importance of ensuring that it is important for child welfare professionals to have accurate information and to dispel stereotypes.

Section III: Four Areas of Support

Step 1: Background

(5 Minutes)

Page 10: The moderator will record ideas on a shared Word document instead of a volunteer.

Section IV: Definitions

Step 1: SOGIE (20 Minutes) and Step 2: Proper Terms (10 Minutes)

Pages 13-14: Instead of the flip chart and SOGIE card activity, begin by showing the video Learning About Sexual Orientation, Gender Identity and Expression (SOGIE): [Learning About Sexual Orientation, Gender Identity and Expression \(SOGIE\)](#)



Note: When playing the video ensure that ‘Share Computer Sound’ is enabled in Zoom by clicking on the green “Share Screen” icon, then making sure the box in the lower left corner of the pop-up window that says “Share computer sound” is checked. Once that is complete, open the link on the shared Zoom screen.

After the video, the instructor asks participants to share a few answers to each of the questions in a large group discussion.

This video defines the terms: Sexual Orientation, Gender Identity, and Gender Expression.

Say: Continuums are sometimes used to illustrate the concepts of SOGIE.

Do: Display and screen share the continuums on **page 6 of Appendix 4** and explain the similarities and differences of the continuums.

Say: 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 us to understand other terms that may relate to individuals in the LGBTQ community.

Say: 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)

Do: Distribute **Handout #2 (Definitions)**.

Say: Take a few minutes to review the definitions on Handout #2.

Say: You will use these definitions later in the training and may find this handout to be a useful job aid.

Say: Notice that on page 1 there is an entry for Gender pronouns which we talked about briefly during introductions.

Ask: How have you determined the pronouns for youth with whom you work?

Do: After the participants provide their examples, emphasize that the best way to determine a youth's preference for terminology including gender identify, sexual orientation, and pronouns is to ask. It is also important to remember that preferences may change, and that expression may not match identity.

Say: It is essential to use proper terms and language, to assist in preventing stereotypical beliefs about LGBTQ persons and be respectful. In the next section we will further explore beliefs and attitudes.

Section V: Homophobia and Heterosexism

Step 2: Tuning In to Homophobia

(15 minutes)

Pages 16: For the excerpt from the book, ***Coming Out of Shame (Appendix #2)***, pages 3-5. Please access electronic PDF.

Step 4: Impact on Youth

(10 minutes)

Pages 16-17: Ask the large group for example of general or specific examples of homophobic or heterosexist behaviors that they have observed and ask follow-up questions about how those behaviors can have negative impacts on LGBTQ youth. If necessary, refer to the examples on page 17.

Step 5: Tuning In to Others Prejudice and Bias

(5 minutes)

Pages 17: For the excerpt from *Counseling for Empowerment (Appendix #3)*, read the top of page 87 in italics provided as an electronic PDF.

Section VI: Assessing Needs

Step 1: Experiencing Difference

Page 20: Do not remix groups or breakout rooms for virtual delivery

Section VI: Conclusions and Evaluations

Step 3: Transfer of Learning

Instructor Note: Evaluations are now completed in Bridge. They will be accessible for participants once you have confirmed their attendance and closed the workshop attendance. If you would prefer, you may complete the attendance a little earlier in the day. That would give participants a chance to complete their evaluations at or around 4pm. Participants do not need to stay on camera to complete their evaluations.

Page 68: After LO Review, revisit WIIFCF – moderator will reshare WIIFCF Word Doc and instructor will re-review and ascertain if all items were covered during training session and answer any remaining questions.