



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	6
20 minutes	Section III: Four Areas of Support	9
30 minutes	Section IV: Definitions	12
1 hour	Section V: Homophobia and Heterosexism	15
1 hour, 15 minutes	Section VI: Assessing Needs	19
1 hour	Section VII: Strategies	22
30 minutes	Section VIII: Closing and Evaluation	25

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:

- ✓ Instructor Selected Music by LGBTQ Artists
- ✓ 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
- ✓ Trainer-Prepared Flip Chart: What's In It For Children and Families?
- ✓ **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**
- ✓ **PowerPoint Slide #1: Title**
- ✓ **PowerPoint Slide #2: Agenda**
- ✓ **PowerPoint Slides #3-4: Learning Objectives**

Section I: Welcome and Introductions

Step 1: Welcome

(10 minutes)

Instructor 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 place containers of various fidget toys on each table (if situationally safe to do so).

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 Chart entitled *What's In It For Children and Families?* 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.

Select and play music by current LGBTQ artists prior to the beginning of the training as the participants arrive and during each break.

Do: 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.

Do: As participants arrive, welcome them and ask them to complete their name tents utilizing the materials on the tables, as follows:

- Name (Center)
- County (Top-Right Corner)
- Position (Top-Left Corner)
- Number of Years with the Agency (Bottom-Left Corner)
- If they so choose, their pronouns (Bottom-Right Corner)

Say: Welcome to today's training, Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in the Child Welfare System! Please know that sometimes the Q initial in the acronym refers to Queer, which brings us to our first learning points. Labels are selected by youth themselves and it is their choice whether or not they share their identities with us. We cannot make assumptions based on outward expressions. Different terms mean different things to each individual, so our best approach is to ask for clarification.

Do: After all participants have arrived and completed their names tents, introduce yourself including your name, pronouns if you so choose, area of expertise, current position, years of experience and any other information related to the content.

Say: Introduce yourselves to the large group using the information you have written on your name tents as well as how you attending this training session helps children and families.

Say: Here we offer space for you to share your personal pronouns, if choose, because we don't want to make assumptions and cause trauma to anyone. We don't call pronouns preferred, because they are your pronouns, and we respect you and your identity. Some people may not wish to share their personal pronouns or may ask us to use their name, and that is okay too. Please show mutual respect for one another. For more about personal pronouns, check out mypronouns.org.

Do: As the participants share how or why their attendance at this training helps children and families, record these thoughts on the *What's In It For Children and Families?* (WIIFCF) flip chart. Tell participants that, at the end of the training, they will review the WIIFCF flip chart.

Say: We are striving to build a brave and respectful learning space and I welcome and encourage every question. I have provided each of you with index cards. If, at any time during the day, you have a question, you may write it on the card, if you prefer, and place it on the podium during a break or group activity. I will review the cards and answer questions throughout the day.

Step 2: Orientation to the Training (5 minutes)

Do: Discuss the following training room guidelines:

- The 15-Minute Rule
- Training Schedule – 9:00 to 4:00 with Breaks and Lunch
- 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

Do: Distribute **Handout #1 (PowerPoint Presentation)** to assist participants in capturing learning and action items for the day. Distribute and review **Appendix #1 (LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning Resource Manual))** and **Appendix #5 (Toolkit to Support Child Welfare Agencies in Serving LGBTQ Children, Youth, and Families.)**

Do: 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)**.

Say: In 2020, 7.1 percent of American Gallup poll responders self-identified as LGBT (Jones, 2022). Among Gen Z Americans who were born between 1997 and 2004, that number increased to 21%.

Studies have found that LGBTQ+ youth make up about 30% of youth foster care, although as we just said, they make up only 21% of the population. That disproportionality in foster care is compounded further for LGBTQ+ youth of color who also stay longer in the child welfare system, and experience increased risk of both discrimination and violence (Youth.gov, n.d.).

To best assist these youth, child welfare professionals must know the proper definition of terms such as gender identity, sexual behavior and sexual orientation. We must also understand our own values and biases, and how they may influence our behavior toward these youth. In addition, we must provide the same quality services to all youth, regardless of sexual orientation or identity.

We must also recognize the unique issues and challenges that LGBTQ youth experience, and must locate and refer youth to available resources that best meet their unique needs.

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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:

- ✓ External Speakers for Laptop
- ✓ What Do You Know? 6 to 12-Year-Olds Talk About Gays and Lesbians (link provided)
- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **PowerPoint #5: Beliefs and Sources of Information**

Section II: Myths vs. Facts

Step 1: Stereotypes

(20 minutes)

Do: Introduce the discussion of myths versus facts about LGBTQ persons by describing a few stereotypes that may continue to exist in today's society. (Strive to select examples that are least likely to trigger traumatic feelings).

Say: Stereotypes can have a negative impact on the child welfare professional's ability to support LGBTQ youth, and on the youth's well-being.

Say: By viewing a video and completing an activity, we will begin identifying myths we carry about people who identify as LGBTQ and how these misconceptions can affect our direct practice with children and families.

Do: Display **PowerPoint #5 (Beliefs and Sources of Information)**

Say: Working individually, note any beliefs that you may have had about people who identify as LGBTQ, either now or in the past, and the sources of that information. You'll have approximately 5 minutes.

Do: Distribute one sheet of flip chart paper, along with masking tape or poster putty, to each table.

Say: Now, as a group at your tables, take about 10 minutes to talk about your beliefs and where they came from and compile your groups findings on the piece of flip chart paper. Then a spokesperson from each group will hang the compiled list on the wall and report out to the rest of us.

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

Say: It is important that we demystify these stereotypes that perpetuate false beliefs, which affect how LGBTQ identifying youth and adults are viewed. In addition, as child welfare professionals, it is more difficult to serve the needs of LGBTQ youth and be resources for these youth if we have inaccurate information.

Step 2: Development of Beliefs

(30 minutes)

Say: Now we are going to watch a video **What Do You Know? 6 to 12-Year-Olds Talk About Gays and Lesbians**

(<https://welcomingschools.org/resources/what-do-you-know-lgbtq-video>) which is compilation of clips of children talking about their impressions of gays and lesbians and how they gained that knowledge.

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. Keep in mind your own lists that you created as you view the video which is 13 minutes long.

Ask: What did you learn about how children acquire information about people who are LGBTQ? How did this video make you feel about our work with LGBTQ youth?

Do: 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.

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
- ✓ **PowerPoint Slides #6-9: Four Areas of Support**

Section III: Four Areas of Support

Step 1: Background

(5 minutes)

Say: In addition to misconceptions that exist about people who identify as LGBTQ in our society, LGBTQ youth also face daily challenges to getting the support that they need. As a minority group, LGBTQ youth and adults experience discrimination and negative attitudes. It may be quite challenging to find a consistent source of support for an LGBTQ youth.

Ask: Who is willing to volunteer to record on this flip chart our ideas as we brainstorm an activity?

Ask: “Remembering back to your own childhood or thinking back to children and youth with whom you have worked, what were the most essential supports you or the children and youth needed?”

Do: Guide the discussion so that participants list 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 how that group or institution can be most 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)

Ask: What are possible repercussions if the above-named support systems, with their positive components, are not in place for a youth?

Say: Support is necessary for positive adolescent development and these areas do not necessarily exist for LGBTQ identifying youth. Lack of support and other issues can affect their development.

Say: LGBT youth experience discrimination in many aspects of their lives. A Human Rights Campaign Report, *Growing Up LGBT in America*, reports that:

- Non-LGBT youth are nearly twice as likely as LGBT youth to say they are happy
- LGBT youth are one-third more likely to report not having an adult to talk to about personal problems
- LGBT youth are more than twice as likely to experiment with drugs and alcohol
- LGBT 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

Say: LGBTQ youth also face significantly higher rates of mental health concerns than their heterosexual peers. A 2017 CDC study of high school students found that:

- 63% of lesbian, gay, or bisexual students and 46.4% of questioning students reported persistent feelings of sadness or hopelessness versus 27.5% of their peers
- 47.7% of lesbian, gay, or bisexual students and 31.8% of questioning students reported seriously considered attempting suicide versus 13.3% of their peers
- 23% of lesbian, gay, or bisexual students and 14.3% of questioning students attempted suicide in the year preceding the study versus only 5.4% of their peers

Say: 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.

Do: Display **PowerPoint Slides #6-9 (Four Areas of Support)** and review these areas of support, making sure to discuss the positive influences:

- Family Support - Many LGBTQ youth lack support from their families once their sexual orientation is known. Many of these youth end up leaving their family 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.

Say: These systems are a constant influence in the lives of youth, and if they do not serve as positive influences, the consequences can be significant. For example, if an LGBTQ youth does not get needed support, they could be severely isolated, at increased risk of substance use and have a higher occurrence of runaway behavior or dropping out of school, truancy, and higher risk of suicide attempts death by suicide. We will discuss these risk factors further later in relation to assessing the needs of LGBTQ youth.

Ask: Thinking about family, school, community participation, and religious communities, how can these areas contribute to positive outcomes for LGBTQ youth? What questions or comments do you have about the material in this section?

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: 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.

For remote delivery for this section, please see Appendix #7—pages 4-6

Say: For this activity you are going to match terms and definitions using cards to illustrate how sometimes confusing terms should be defined.

Do: Distribute all twenty cards from **Appendix #4: SOGIE Cards** along with **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.

Say: Decide which flip chart relates most closely to your card.

Do: After a few moments, direct participants to tape their card on the flip chart they think corresponds to the card they were given.

Do: Let everyone finish, even if something is incorrect. Then review each flip chart using the explanations on **Handout #2 (Definitions)** for terms people may be less familiar with, soliciting participant feedback until everyone agrees on the groupings.

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

Do: Minimize PowerPoint.

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: Compare the definitions on the handout to the definitions you created.

Ask: What major differences or similarities do you see?

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.

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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***
- ✓ **PowerPoint Slide #10: Homophobia**
- ✓ **PowerPoint Slide #11: Heterosexism**
- ✓ **PowerPoint Slides #12-15: Homophobic Levels of Attitude: Negative**
- ✓ **PowerPoint Slides #16-19: Homophobic Levels of Attitude: Positive**

Section V: Homophobia and Heterosexism

Step 1: Introduction

(5 minutes)

Say: Having looked at some global terms related to people who are LGBTQ, now we are going to examine the terms homophobia and heterosexism. These terms have been set aside because they greatly influence the negative attitudes and stereotypes that exist toward and about LGBTQ youth and adults. For example, jokes about people who are gay and lesbian are typically tolerated.

Say: Each of us needs to look at ourselves and our own personal views, biases and prejudices. Only then can we each recognize that homophobic/heterosexist attitudes may exist for us personally, in the child welfare system, and in our society at large. It is not enough to learn definitions. Rather, we need to learn how we can all overcome prejudice and bias toward LGBTQ persons.

Step 2: Tuning In to Homophobia

(15 minutes)

Say: I am going to read an excerpt from a book, *Coming Out of Shame*, that is a description of what a LGBTQ youth may experience in a typical day. This excerpt is an introduction to homophobia.

Do: Read the excerpt from the book, ***Coming Out of Shame (Appendix #2)***, pages 3-5.

Ask: What comments or feedback do you have? Without disclosing personal details or traumatizing information, in what ways is this similar or different from youth with whom you have worked?

Do: 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)

Do: Display **PowerPoint Slide #10 (Homophobia)**. Read the definition aloud. Display **PowerPoint Slide #11 (Heterosexism)** and review the definition.

Say: As with the other “isms” in society, most people possess a certain level of homophobic and heterosexist attitudes, regardless of their own sexual orientation.

Step 4: Impact on Youth

(10 minutes)

Say: In your table groups, spend about 5 minutes creating a list of any examples either general or specific heterosexism and specify 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. Facilitate a discussion based on each group's contributions.

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

1. Legal - Lack of allowances for domestic partners, insurance, custody, adoption; lack of acceptance of trans identity or job protection; lack of trans healthcare; increased anti-trans legislation; increased anti-gay legislation in schools
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; lack of supportive healthcare
5. Religion – Rejection from faith organization due to sexual orientation
6. Family – Overrepresentation in foster care due to rejection or abuse by family; prescribed gender roles
7. Harassment/Attacks/Hate Crimes/Threats – increased harassment of and violence towards trans community
8. Invisibility -Lack of or barred access to restrooms matching gender identity
9. School/Sports - Exclusion from sporting teams matching gender identity; dress code issues; book bans; lack of education on SOGIE issues

Say: People are not born with homophobic or heterosexist attitudes: attitudes develop throughout people's lives and through various socialization experiences. We can provide accurate information and positive experiences.

Step 5: Tuning In to Others Prejudice and Bias (5 minutes)

Do: Read the excerpt from *Counseling for Empowerment*, the top of page 87 in italics. The purpose of this excerpt is to connect homophobia and heterosexism to other "isms" that exist, such as racism, ageism, ableism, and sexism. We need to push ourselves to be trained and educated in the proper information, so we can avoid the "isms" and treat

people respectfully as individuals.

Ask: What feedback do you have?

Step 6: Levels of Attitude

(20 minutes)

Say: We're going to examine some positive and negative attitudes towards gays. While these slides use the words homophobia and gay, the same principles apply to attitudes against all LGBTQ community members.

Do: Display and review the homophobic levels of attitude, using **PowerPoint Slides #12-15: Homophobic Levels of Attitude: Negative** and **PowerPoint Slides #16-18: Homophobic Levels of Attitude: Positive**.

Say: Ultimately the goal is to become more culturally competent in attitude, moving from a negative level of attitude to a more positive, embracing attitude.

A child welfare professionals' duty includes remaining informed and to seeking correct information. When better informed, we can possess a more positive attitude and treat the LGBTQ youths on our caseloads in a more respectful, appreciative manner. We are also better able to provide direct support to these youth.

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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
- ✓ **PowerPoint Slide #20: An Experience With Being Different**
- ✓ **PowerPoint Slide #21: Developmental Models: Troidan's Model**
- ✓ **PowerPoint Slide #22: Developmental Models: Cass' Model**
- ✓ **PowerPoint Slide #23: As Told By LGBTQ Youth**
- ✓ **PowerPoint Slide #24: Risk Factors**

Section VI: Assessing Needs

Step 1: Experiencing Difference

(15 minutes)

Do: Direct all participants to change their seats for the rest of the day, as a way to meet others in the class and to change their perspective.

Do: Reference **PowerPoint #20 (An Experience With Being Different)**.

Say: Think individually about an experience with an LGBTQ youth on your caseload and when the youth felt very different from those around them and, if desired, record some key thoughts such as what the youth shared they were thinking, feeling and experiencing in their bodies. This is an individual activity, and you will not be asked to share (unless you wish to do so) what the specific experiences were.

Say: If you would like and without sharing identifying information or traumatizing details, let's dig a little deeper. How did you respond to the youth sharing how they felt so different? What changes have you made, if any, since those experiences occurred or what do you wish you had done differently?

Say: It is important to tune in to the youth who are likely to experience feelings of isolation, secrecy, and pressure to be more like their peers and "the norm". We each have the opportunity and responsibility to be a consistent support for the youth.

Step 2: Developmental Models

(30 minutes)

Say: "Coming out" is not an event, as much as it is a process that may occur over several years. When we work with an LGBTQ youth we must offer support, empathy, and a plan of safety dependent on which stage the youth is presently in.

Say: There are two models of Sexual Identity Development for LGBTQ youth.

Do: Display **PowerPoint Slide #21 (Developmental Models: Troidan's Model)**, **PowerPoint Slide #22 (Developmental Models: Cass' Model)**.

Do: Review both models.

Ask: What stages do you suspect youth with whom you have worked belong?

Do: 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)

Do: Display and review **PowerPoint Slide #23 (As Told by LGBTQ Youth)**.

Do: Display **PowerPoint Slide #24 (Risk Factors)**.

Say: A child welfare worker will encounter one or more of these factors with LGBTQ youth on their caseload.

Say: Please brainstorm additional factors and feelings exhibited by LGBTQ youth.

Additional items could include:

- internal conflicts between expectations of heterosexuality and feelings of homosexuality
- fear of discovery
- few relationship role models
- low self-esteem
- lack of trusted adults

Say: Child welfare professionals often work with youth who face many of these difficulties. We need to establish ourselves as a sources of support for these youth who may not have made their orientations or gender identities known to anyone. Due to lack of support, many LGBTQ youth may be more prone to attempting suicide, runaway behaviors, or drug or alcohol use due to having little or no support.

Do: Ask the group for any final questions, discussion or comments.

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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 #3: What Would I Do?**
- ✓ **Handout #4: What We Need to Do**
- ✓ **Handout #5: 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 #25: Strategies**

Section VII: Strategies

Step 1: Critical Thinking Using Scenarios

(25 minutes)

Say: Now you are going to work in your groups and discuss a scenario and identify possible solutions.

Do: Distribute **Appendix #6: Scenarios/Questions from Session on Caring for LGBTQ Youth on 9/20/13** and assign each group one scenario.

Say: Each group is to review their assigned scenario and discuss the pros and cons of the listed options. No two youth are the same, so it is important to consider a range of solutions within the context and each youth's unique strengths and needs as you consider this activity.

Do: Instructor may wish to offer access to 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](#).

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

Step 2: Steps to Take

(35 minutes)

Say: Now we are going to work in our groups again and each group is going to look at three more scenarios.

Do: Distribute **Handout #3 (What Would I Do?)**.

Say: Each group will review all three scenarios on the handout and answer the questions for each scenarios as well as the questions in the introduction about how your body is feeling. One person in each group should be prepared to take notes and report out on the ideas created for each scenario. You may have one team-member report out on all three scenarios or split them up.

Do: After each group has reviewed all three scenarios, facilitate a large group discussion of the three scenarios and have all groups share how their bodies reacted to each situation and their ideas about how to handle each situation

Do: Distribute **Handout #4 (What We Need to Do) and Display PowerPoint Slide #25: Strategies**.

Say: Handout #4 is a list of reminders which includes actions and ways of thinking for how we can best offer support to the LGBTQ youth with whom we work in child welfare. These actions may include advocating on behalf of LGBTQ youth; striving to create a safer,

trustworthy environment for LGBTQ youth; showing signs of support; and knowing about available resources. It is important for you to identify strategies to support LGBTQ youth.

Do: Distribute **Handout #5 (The Other Team)**.

Say: This is a young gay male telling a part of his story and experiences. Please take time to review this handout, taking time to tune in to his feelings, experiences, and how his story may or may not be similar to those of youth with whom you work.

Do: This would be a good time to approve attendance in Bridge so that evaluations are ready at the end of the day.

Do: After providing participants with time to review the handout, invite the group for any questions or comments.

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

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
- ✓ Instructor Selected Music by LGBTQ Artists
- ✓ **Handout #6: Triangle Sign**
- ✓ **Handout #7: Reference List**
- ✓ **PowerPoint Slide #26: Standup Quote**
- ✓ **PowerPoint Slide #27: Conclusions and Evaluations**

Section VIII: Closing and Evaluations

Step 1: Review Questions

(5 minutes)

Do: 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 and get input from participants when appropriate.

Step 2: Changes Planned

(5 minutes)

Say: Take a few minutes to think about what we've talked about today. Specifically, what have you learned? And what is something you've learned that you already have plans to use? Ask for some volunteers to share their key takeaways. (Examples could include: ask every youth their pronouns; know that available supports vary depending upon location etc.; each youth defines their own identity...)

Step 3: Resources

(15 minutes)

Do: Pass out **Handout #6 (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.

Do: Display **PowerPoint Slide #26 (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.

Do: Display **PowerPoint Slide #27: Conclusions and Evaluations.**

Say: References are available via the link in the PowerPoint Conclusions and Evaluations Slide #27 or on the <http://www.pacwrc.pitt.edu/Curriculum/> under **202: LGBTQ Youth in the Child Welfare System Handout #7 (References)**.

Say: There are additional resources available for this course – there are some copies available on the table that are also available for you online any time. Please take a moment to navigate to the Resource Manual for this course. If you have not already done so, you will want to bookmark this compilation. It is located at <http://www.pacwrc.pitt.edu/Curriculum/> under **202: LGBTQ Youth in the Child Welfare System, Appendices, Appendix #1 LGBTQ Resource Manual CD**. The resource manual includes terminology associated with the curriculum as well as valuable resource websites, periodicals, scholarships, and hotlines that will help you serve LGBTQ youth in the child welfare system. At the same location you can also find [Appendix 5, which is a Toolkit to Support Child Welfare Agencies in Serving LGBTQ Youth, Children, and Families in the Child Welfare System.](#)

Do: 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)**Ask:** What questions or comments do you have?

Say: Thank you for your participation today. A March 2022 bulletin from the Administration for Children and Families sums up our role like this. We must be

“...prepared and competent to address trauma-related issues that have occurred as a result of the child or youth facing rejection, discrimination, or harassment because they are LGBTQI+, especially in their family of origin. Children’s Bureau also strongly encourages agencies to focus attention on ensuring that each LGBTQI+ child has access to affirming medical care. This includes working with and providing services and training opportunities to parents who are struggling to accept that their child or youth is LGBTQI+ or has a non-conforming gender identity, especially when that is either the cause of the child or youth being removed or a barrier to a safe, healthy reunification.

Say: I encourage you to continue your commitment to applying this knowledge and increasing your awareness around issues relating to LGBTQ youth.

Say: Workshop evaluations should now be available in your home screen in Bridge. Each of you needs to log into Bridge and complete your evaluation now that we’ve concluded. Play instructor selected music by LGBTQ artists as the participants complete their evaluations before leaving.

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