

Improving Emotional and Behavioral Outcomes for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth in Kentucky

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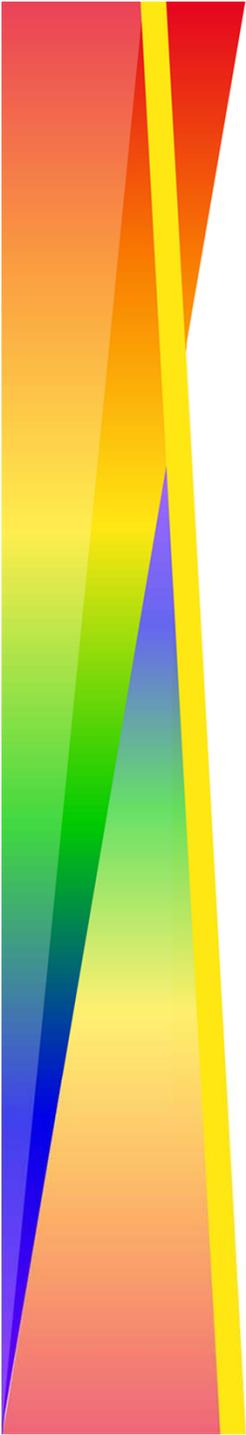
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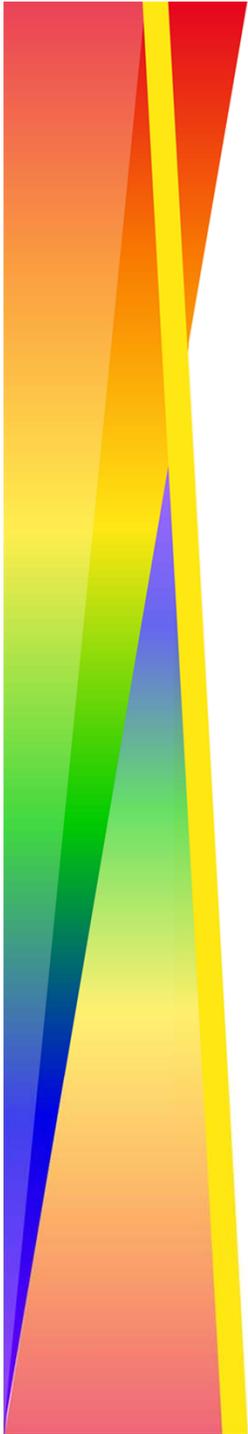
System of Care Academy
Lexington, KY
June 26, 2014





Acknowledgements

- ▶ The Kentucky Department of Behavioral Health, Developmental and Intellectual Disabilities (KY DBHDID) Workgroup to Eliminate Health Disparities for Individuals who are LGBTQI2-S and Their Families.
- ▶ SAMHSA National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families.



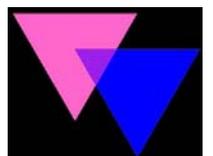
<http://www.youtube.com/watch?v=YVWp01qEECo>

Workgroup, N. L.-S. (2013, May 29). *Resources to Support Children and Youth Who Are LGBTQI2-S and Their Families*. Retrieved June 26, 2014, from LGBTQI2-S Resource Toolkit: <http://lgbtqi2stoolkit.org/index.html>

Definitions and Key Terms

▶ LGBTQI2-S ?

- ❖ **Lesbian** - a woman who is physically, mentally, or emotionally attracted to other women
- ❖ **Gay** – a man or woman who is physically, mentally, or emotionally attracted to the same gender; this term is either used to only identify men or all sexual minority individuals
- ❖ **Bisexual** – a man or woman who is physically, mentally, or emotionally attracted to both genders
- ❖ **Transgender** – an umbrella term used to describe a person whose self-identity as male or female differs from their anatomical sex determination at birth

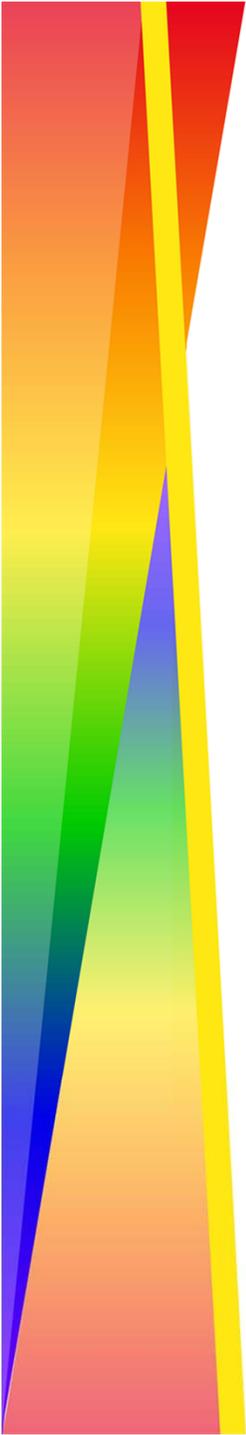


Definitions and Key Terms

LGBTQI2-S ?

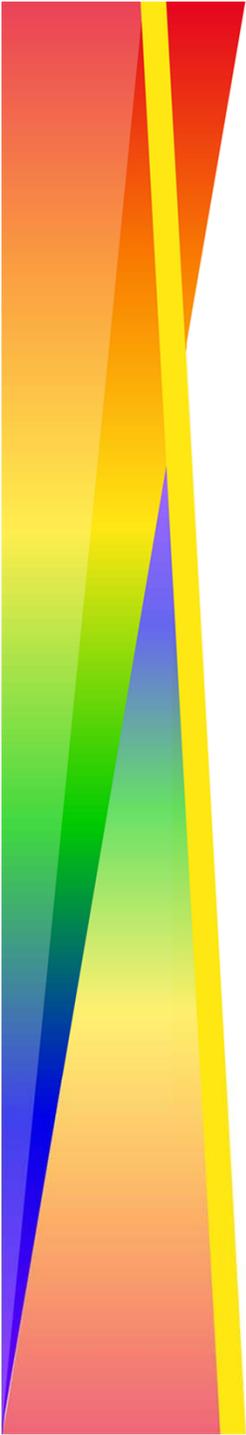
- ❖ **Questioning** – a person, often an adolescent, who has questions about their sexual orientation or gender identity and does not necessarily identify as gay
- ❖ **Intersex** – people born with an indeterminate sexual anatomy or developmental hormone pattern/chromosome pattern that is neither exclusively male nor exclusively female; the conditions that cause these variations are sometimes grouped under the terms “intersex” or “DSD” (Differences of Sex Development)
- ❖ **Two-Spirit** – a contemporary term used to describe North American Aboriginal People who possess the sacred gifts of the female-male spirit
 - ❖ Two-spirit people were respected, contributing members of traditional Aboriginal societies; today, Aboriginal people who are two-spirit may also identify as being LGBT





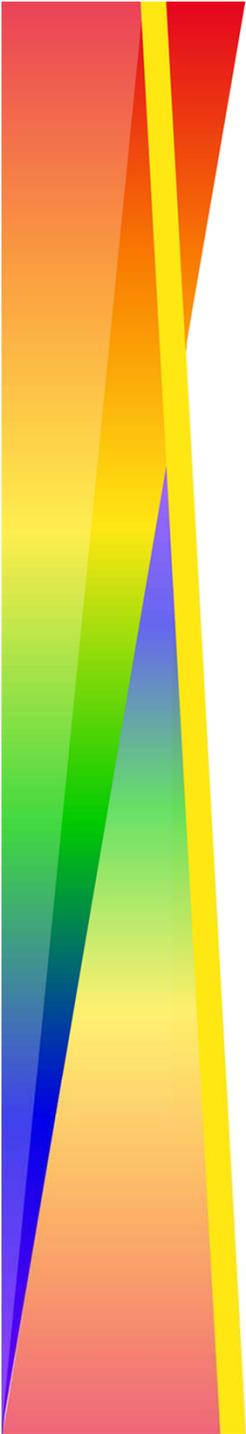
What is an ALLY?

- ▶ An ally is an individual who speaks out and stands up for a person or group that is targeted and discriminated against.
- ▶ An ally works to end oppression by supporting and advocating for people who are stigmatized, discriminated against or treated unfairly.



What is Sexual Identity?

- ▶ Sexual identity refers to how you see yourself as a sexual being and how you express yourself to other persons in your life.
- ▶ Sexual identity is not the same as gender identity
- ▶ Sexual identity includes your sexual orientation or how you label yourself regarding the gender or genders of those with whom you form romantic/sexual relationships
- ▶ It is not behavior alone; identity doesn't always match behavior



Importance of Healthy Sexual Identity Development

- ▶ Identity development is a critical task of adolescence
- ▶ Unhealthy identity formation is associated with developmental problems
- ▶ Better sexual identity integration is associated with better outcomes:
 - ▶ Lower depression
 - ▶ Lower anxiety
 - ▶ Fewer behavior problems
 - ▶ Higher self-esteem
 - ▶ Less substance abuse

Sex, Gender and Sexual Orientation

Biological

SEX

- CHROMOSOMES
- GENITALIA
- REPRODUCTIVE ORGANS
- SECONDARY SEX CHARACTERISTICS

Psycho-Social

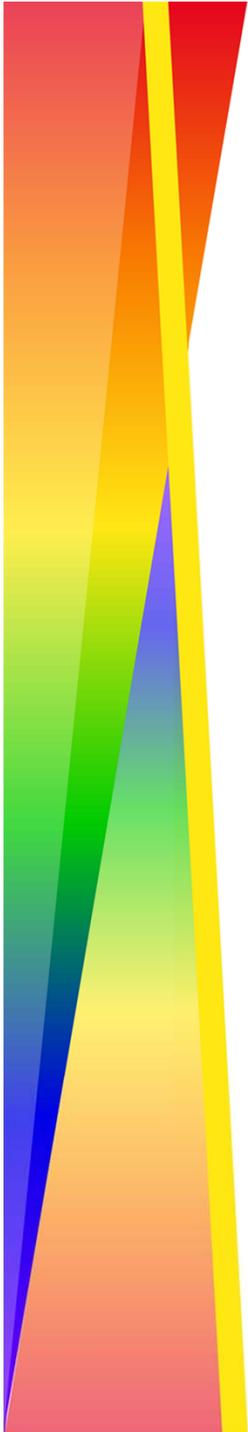
GENDER

- IDENTITY: SELF-CONCEPT AS MALE/FEMALE/OTHER
- EXPRESSION: COMMUNICATING YOUR GENDER TO OTHERS
- ATTRIBUTION: WHAT OTHERS SEE AND RESPOND TO

SEXUAL
ORIENTATION

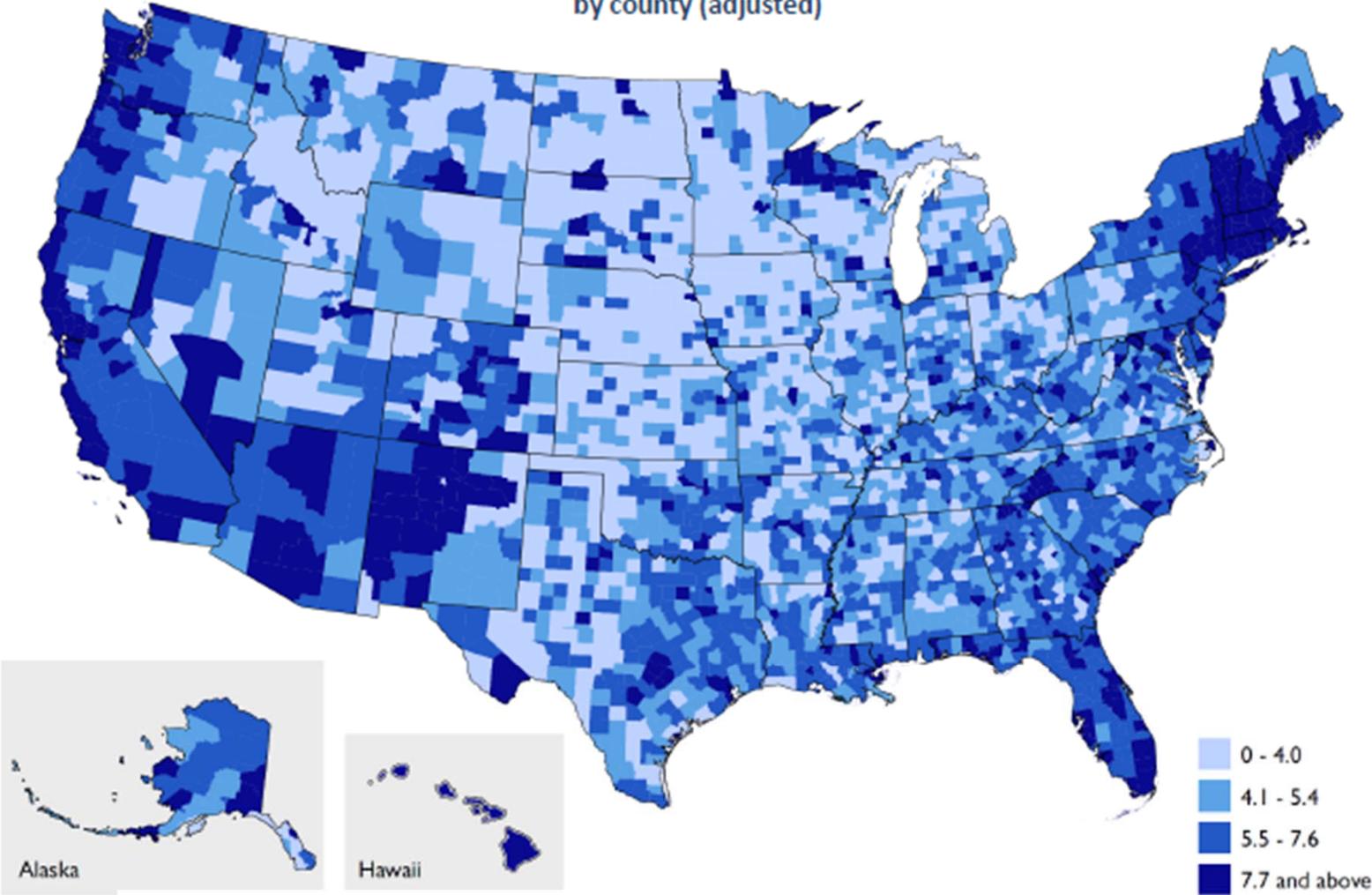
EROTIC & EMOTIONAL
ATTRACTION TO OTHERS

Biological and Psycho-Social



U.S. Same-Sex Couples per 1,000 Households, by County

Same-sex couples per 1,000 households
by county (adjusted)

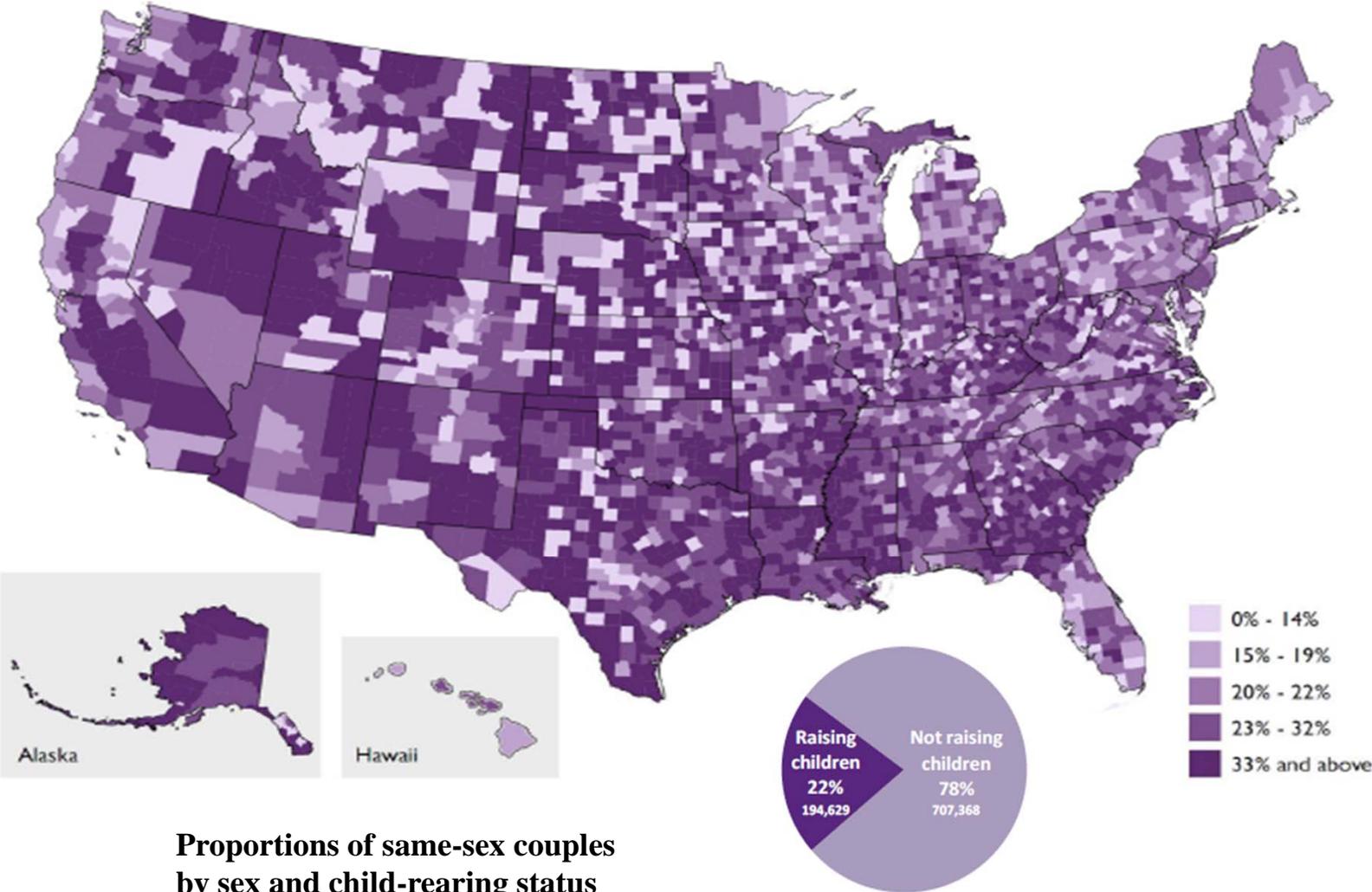


Same-sex couples 901,997

Same-sex couples per 1,000 households 7.7

Percent of Same-Sex Couples Raising Children, by County

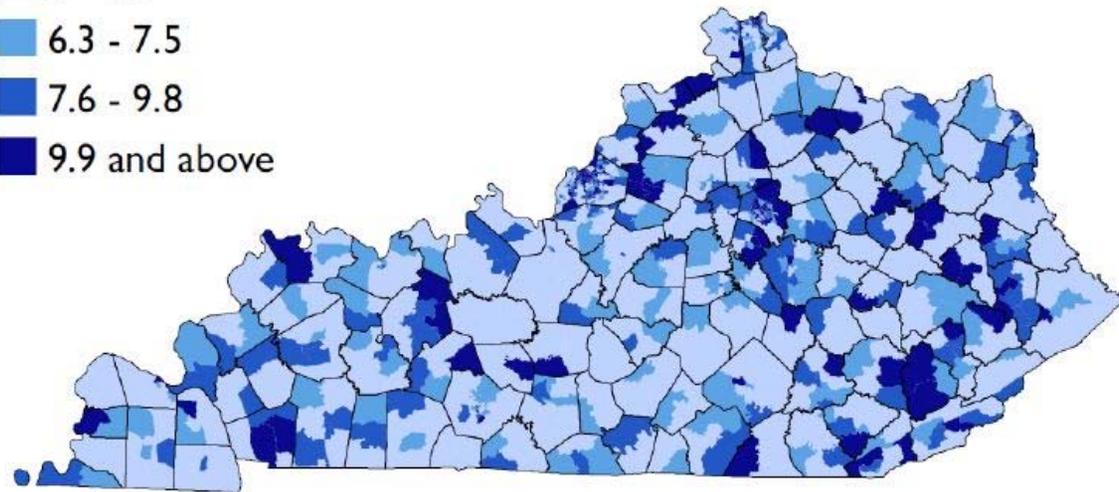
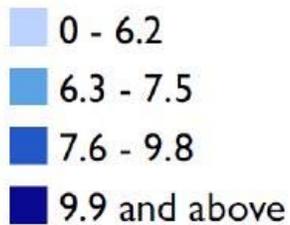
Percent of same-sex couples raising children by county (adjusted)



Proportions of same-sex couples by sex and child-rearing status

Kentucky Same-Sex Couples

Same-sex couples per 1,000 households
by census tract (adjusted)



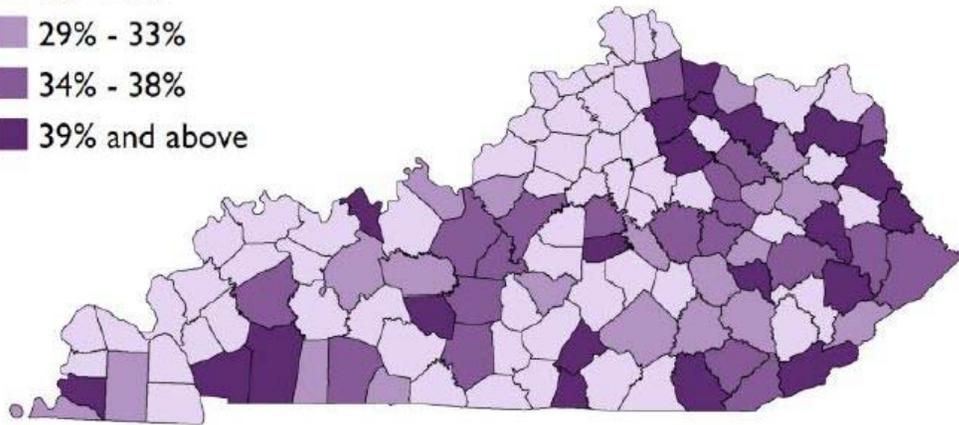
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Same-sex couples	11,572
Same-sex couples per 1,000 households	6.7

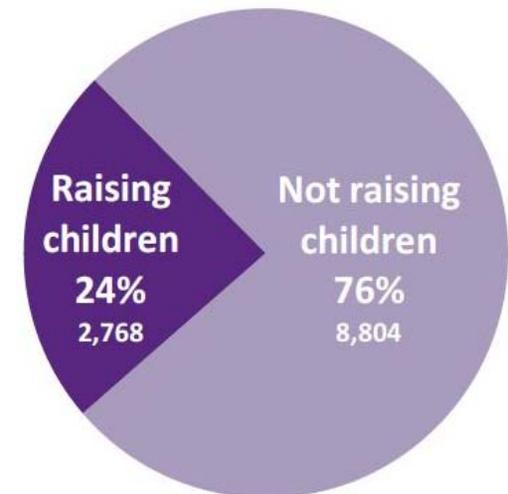
Kentucky Same-Sex Couples Raising Children

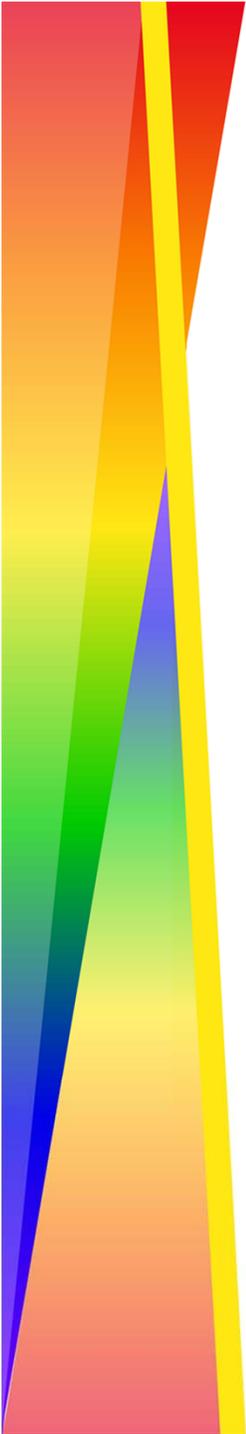
Percent of same-sex couples raising children by county (adjusted)

- 0% - 28%
- 29% - 33%
- 34% - 38%
- 39% and above



Proportions of same-sex couples by sex and child-rearing (adjusted)

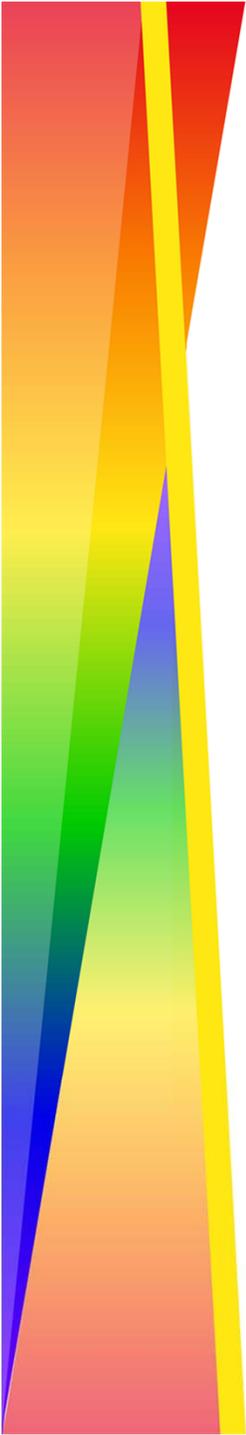




How Many LGBTQ Youth?

- ▶ Statistics from multiple studies show that 4.5% of youth identify as LGBT in high school and an additional 4.5% identify as Questioning.
- ▶ So, we're looking at about 9% (this number may be low due to issues with self reporting).

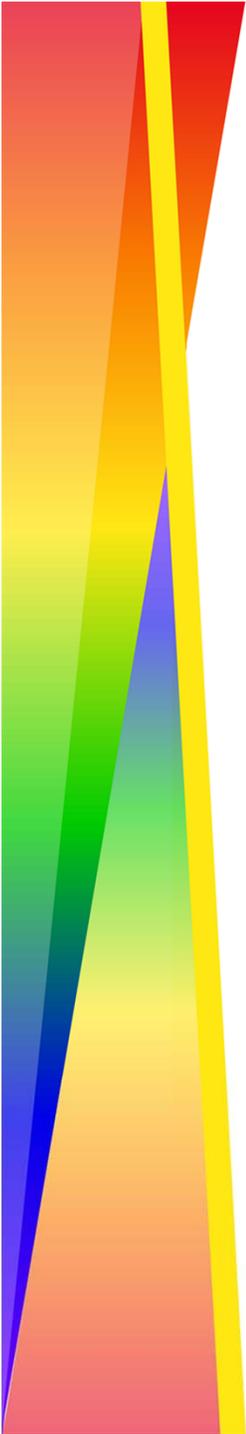
Source: Youth Suicide Prevention Program (2014) http://www.yspp.org/about_suicide/gay_lesbian_FAQs.htm



“Coming Out”

- ▶ “Coming out” is the process of revealing one’s sexual orientation to others.
 - ▶ Family Acceptance Project found that adolescents self-identified as LGB, on average, at age 13.4.
- ▶ It is possible to have emotional and romantic attractions without being sexually active

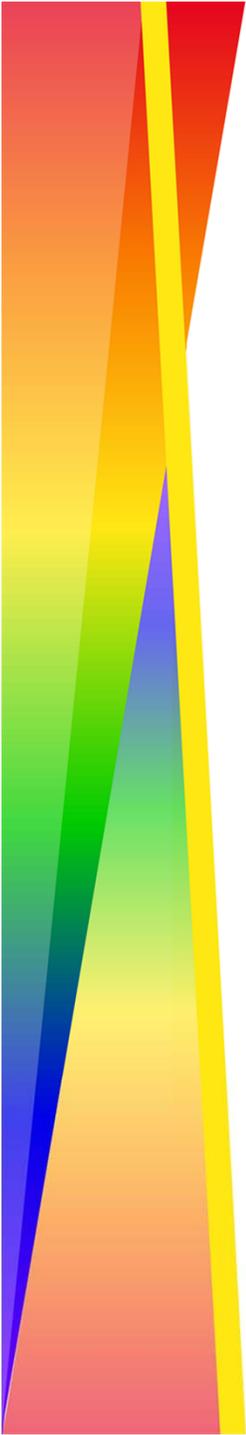
Source: Substance Abuse and Mental Health Services Administration, *A Practitioner’s Resource Guide: Helping Families to Support Their LGBT Children*. HHS Publication No. PEP14-LGBTKIDS. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.



“My son is a gift. My role as a parent has been to give him space to unfold – just as he is – into a happy, caring young gay man. I’ve learned so much from him. He’s helped me grow as a parent and as a person.”

Hugo, father of 14-year old gay youth

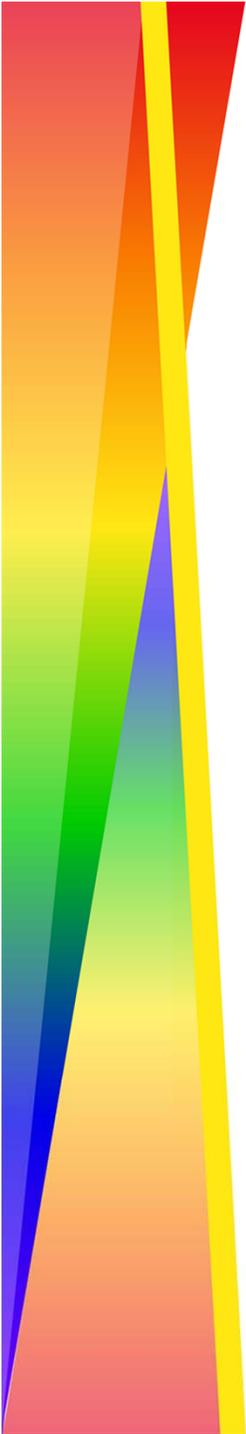
Source: Substance Abuse and Mental Health Services Administration, *A Practitioner’s Resource Guide: Helping Families to Support Their LGBT Children*. HHS Publication No. PEP14-LGBTKIDS. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.



Gender

- ▶ Practitioners who work with transgender and gender non-conforming children and youth note that gender identity is expressed at early ages (Brill & Pepper, 2008), most often by age 3 (Leibowitz & Spack, 2011).
- ▶ It is possible to have emotional and romantic attractions without being sexually active

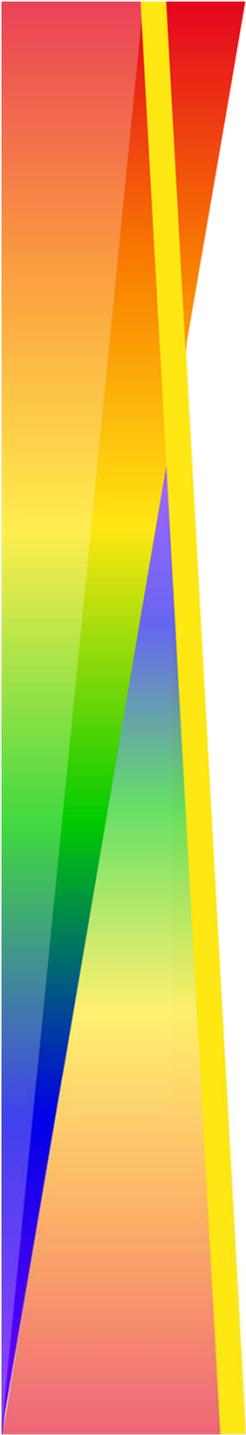
Source: Substance Abuse and Mental Health Services Administration, *A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children*. HHS Publication No. PEP14-LGBTKIDS. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.



“When my daughter was little I spent so much time fussing over how she looked. I should have been concerned about how she felt. We didn’t know about transgender – but I know how sad and depressed she got right before middle school. The school helped us find a counselor and that’s when we found out how hopeless she felt. I wanted to make sure she wasn’t rejected by others, but instead, I was the one who was rejecting her. I’m so grateful I could change things before it was too late.”

Brianna, mother of 12-year old transgender youth

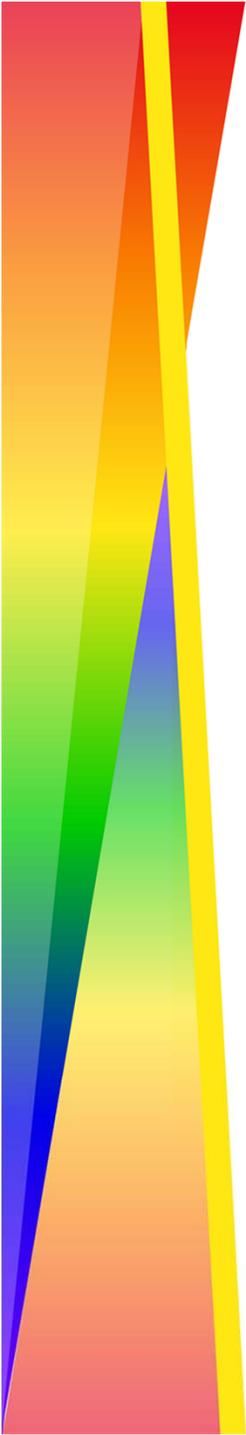
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Self Assessment Exercise

- ▶ Take a moment to complete the “*Self-Assessment Checklist for Personnel Providing Services and Supports to LGBTQ Youth and Their Families*”

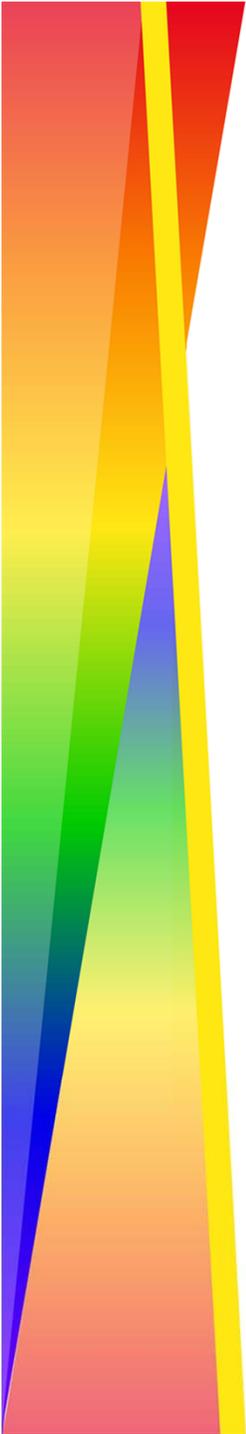
Source: Tawara D. Goode, M.A. and Sylvia K. Fisher, PhD. National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Adapted from *Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and Their Families* © 2009.



Self Assessment Exercise

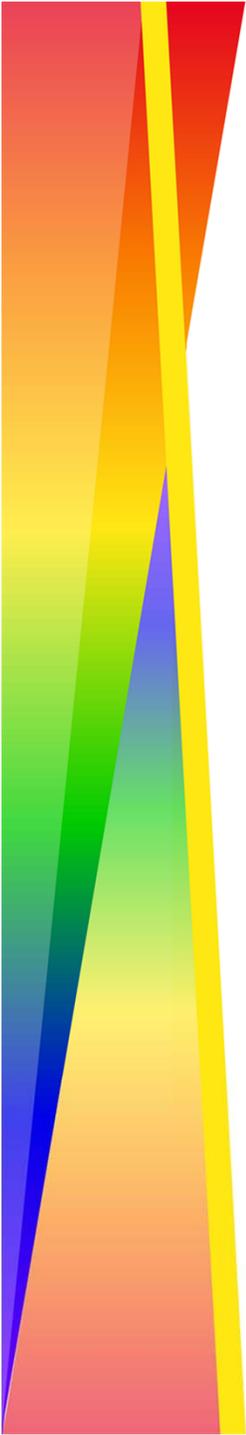
- ▶ After Completing the Assessment, talk with others at your table.
- ▶ What are the areas of strength?
- ▶ What challenges?
- ▶ What personal bias may be at play?

Source: Tawara D. Goode, M.A. and Sylvia K. Fisher, PhD. National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Adapted from *Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and Their Families* © 2009.



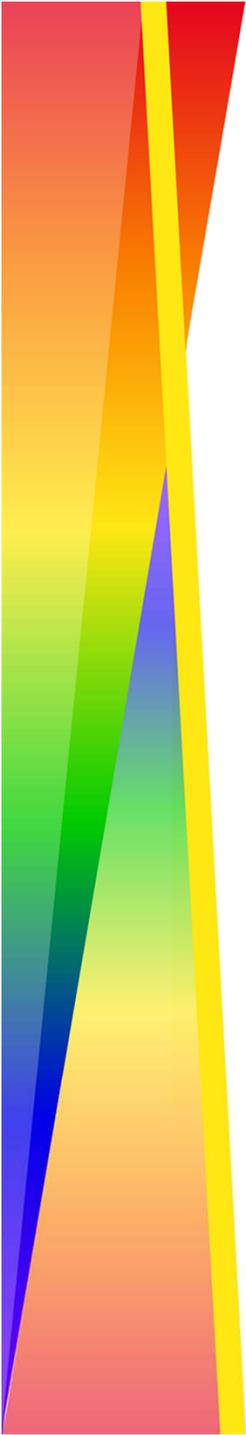
Project SPEAK Out

- <http://lexfair.org/index.php/project-speak-out>



LGBT Youth Experience and Risk in Kentucky

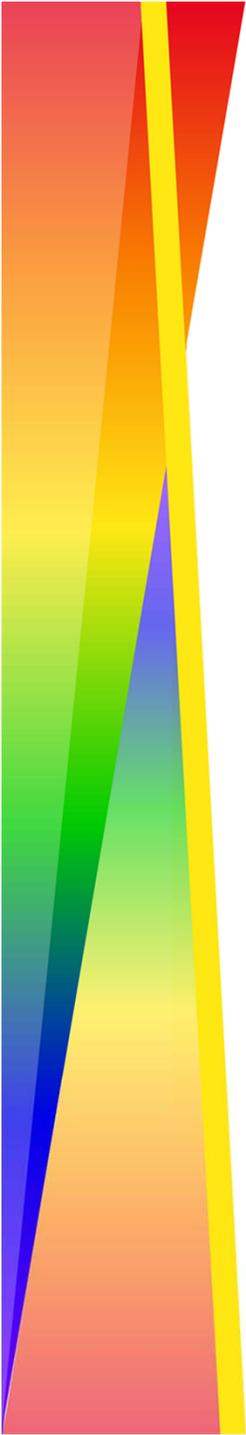
- ▶ 2011 GLSEN School Climate Survey
- ▶ 2013 Youth Risk Behavior Results



Importance of Family Acceptance

- ▶ Compared to peers from families that reported no or low levels of family rejection – LGBT young adults who reported high levels of family rejection during adolescence were:
 - ▶ 8.4 times more likely to report having attempted suicide
 - ▶ 5.9 times more likely to report high levels of depression
 - ▶ 3.4 times more likely to use illegal drugs
 - ▶ 3.4 times more likely to report having engaged in unprotected sexual intercourse

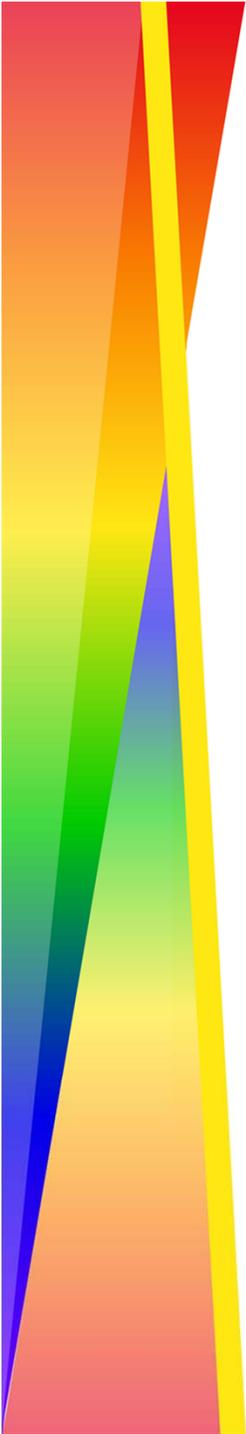
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Importance of Family Acceptance

- ▶ Family acceptance helps:
 - ▶ Protect against depression, suicidal behavior, and substance abuse
 - ▶ promote self-esteem, social support, and overall health

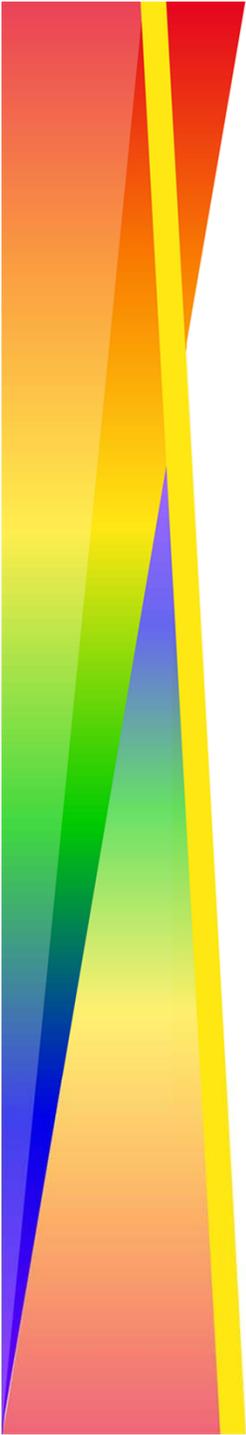
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“When I put my head on the pillow at night, I think about my daughter and just hope she’s safe. I don’t know where she is. I haven’t heard from her since I threw her out of the house when she told me she was lesbian. I didn’t know what to do. I wish I had acted differently. I would give anything to be able to change that now.”

Monica, mother of 16-year old lesbian youth

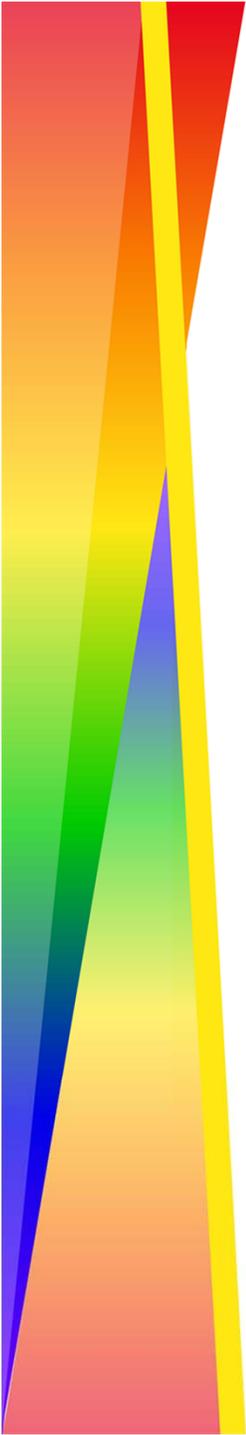
Source: Substance Abuse and Mental Health Services Administration, *A Practitioner’s Resource Guide: Helping Families to Support Their LGBT Children*. HHS Publication No. PEP14-LGBTKIDS. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.



Working with Families

- ▶ Engage, approach, and connect with families and caregivers by meeting them “where they are,” and view each family as an ally.
- ▶ Let parents and caregivers tell their story.
- ▶ Give families respectful language to talk about sexual orientation and gender identity.

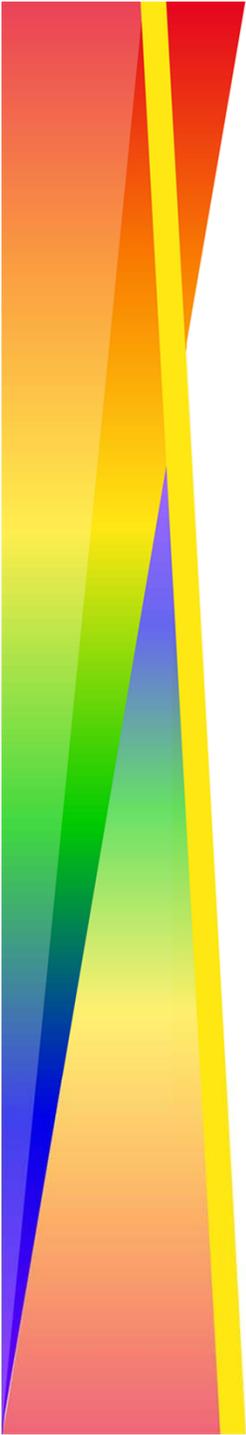
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Working with Families

- ▶ Educate families on how family rejecting behaviors affect their LGBT child.
- ▶ Educate families on how supportive and accepting behaviors affect their LGBT child.
- ▶ Families that don't accept their children's sexual orientation or gender identity can still support their LGBT children and decrease rejecting behaviors to protect them by harm.
- ▶ A little change makes a difference!!

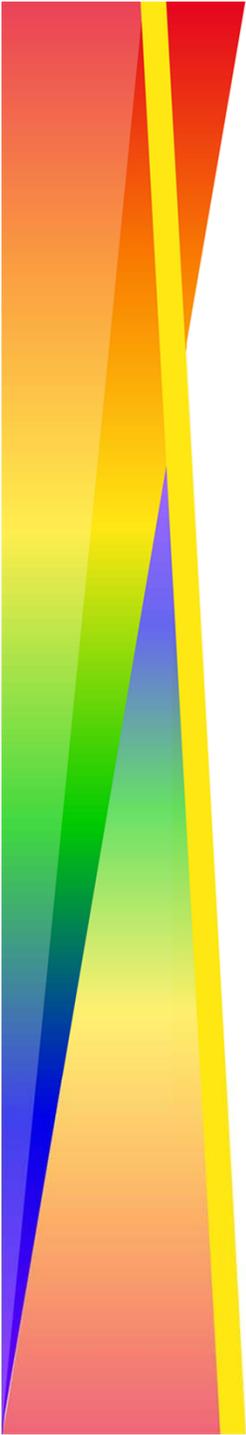
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“I didn’t understand how hurtful it was to tell my son that being bisexual was just a fad. I pushed him away when he was trying to share an important part of himself with me. I didn’t understand about sexual orientation – I thought I could pressure him to be straight. But instead, I made him think I was rejecting him. I’ve spent a lot of time listening to him now – and learning.”

Ben, father of 14-year old bisexual youth

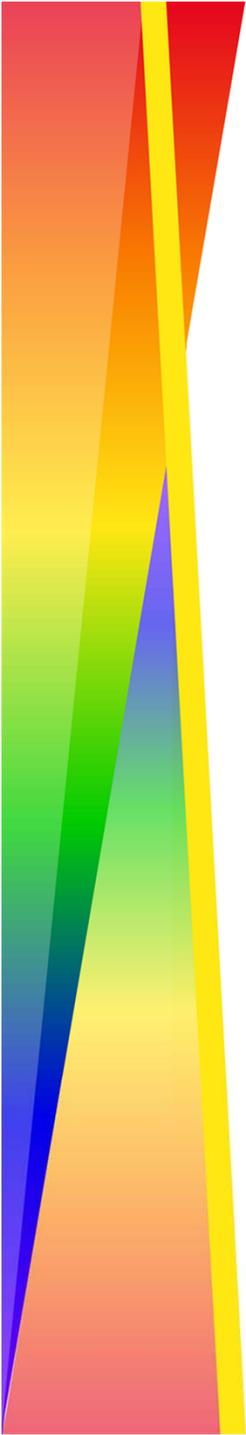
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Standards of Care

- ▶ 1) Assessment and CQI
- ▶ 2) Nondiscrimination Policies
- ▶ 3) Staff Knowledge and Development
- ▶ 4) Documentation, Data Collection and Information Sharing
- ▶ 5) Safe and Supportive Environments

Source: Helfgott, K.P., & Gonsoulin, S.G. (2012). Standards of care for LGBT youth. In S.K. Fisher, J.M. Poirier, & G.M. Blau, J.M. Poirier (Eds.), *Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals* (pp. 141-157). Baltimore, MD: Brooks Publishing Company.



Standards of Care

- ▶ 6) Practices that Affirm Identity
- ▶ 7) Healthy and Supportive Peer Connections
- ▶ 8) Family Connections
- ▶ 9) Access to Affirming Services and Supports
- ▶ 10) Community Outreach and Engagement

Source: Helfgott, K.P., & Gonsoulin, S.G. (2012). Standards of care for LGBT youth. In S.K. Fisher, J.M. Poirier, & G.M. Blau, J.M. Poirier (Eds.), *Improving Emotional and Behavioral Outcomes for LGBT Youth: A Guide for Professionals* (pp. 141-157). Baltimore, MD: Brooks Publishing Company.

Resources

Technical Assistance Partnership for Child and Family Mental Health

<http://tapartnership.org/COP/CLC/lgbtqi2s.php>

<http://lgbtqi2stoolkit.org>

The Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Two-Spirit (LGBTQI2-S) Learning Community (LC) provides a forum for Systems of Care and their partners to collaborate, exchange knowledge, network and share best practices to advance the development of culturally and linguistically competent mental health systems for children and youth who are LGBTQI2-S and their families. This learning community will share information on children and adolescents with same-sex and (or) LGBTQI2-S parents/caregivers. The LGBTQI2-S Learning Community will collaborate with the Child, Adolescent and Family Branch's National Workgroup to Address the Needs of Youth Who Are LGBTQI2-S; national organizations; and other individuals with expertise in enhancing community knowledge and providing appropriate services and supports.



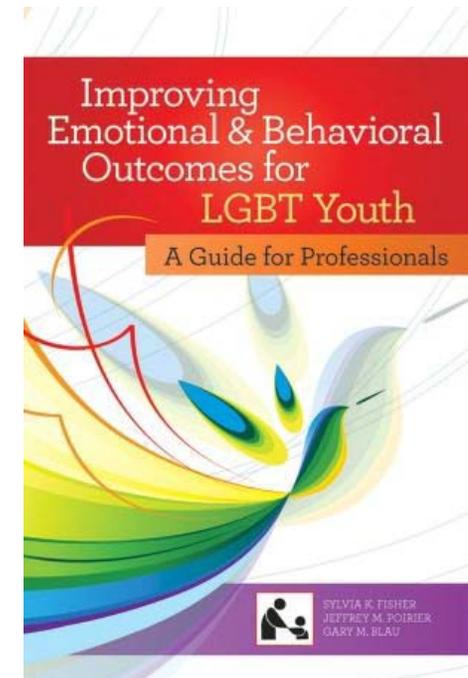
Improving Emotional & Behavioral Outcomes for LGBT Youth: A Guide for Professionals

► Topics Include:

- Providing Culturally and Linguistically Responsive Services and Supports
- Conducting CLC self assessment
- LGBT Youth in Out of Home Care
- Building Resilience
- Safe environments for LGBT youth
- Standards of Care

► Includes internet resources

► Paul H Brookes Publishing



Providing Services and Supports for Youth Who Are LGBTQI2-S: A Practice Brief

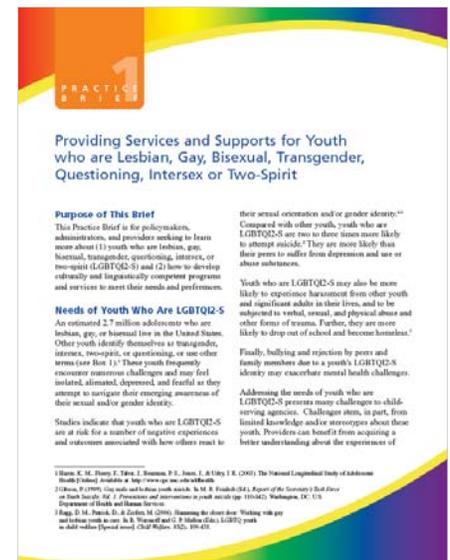
- ▶ Presents recommendations and strategies across six areas (which are applicable to settings serving and supporting youth):

- Creating a welcoming environment
- Protecting youth
- Strengthening staff and supports
- Supporting youth who are transgender
- Enhancing practice and service delivery
- Engaging communities

- ▶ Includes internet resources

- ▶ Available online at:

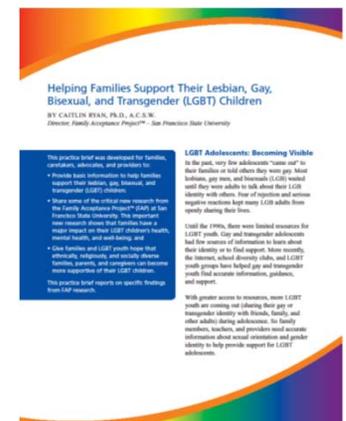
<http://www11.georgetown.edu/research/gucchd/nccc/documents/lgbtqi2s.pdf>



Helping Families Support Their LGBT Children

- ▶ Developed for families, caretakers, advocates, and providers
- ▶ Provides basic information to help families support their LGBT children
- ▶ Provides data demonstrating that higher family acceptance leads to reduced risk

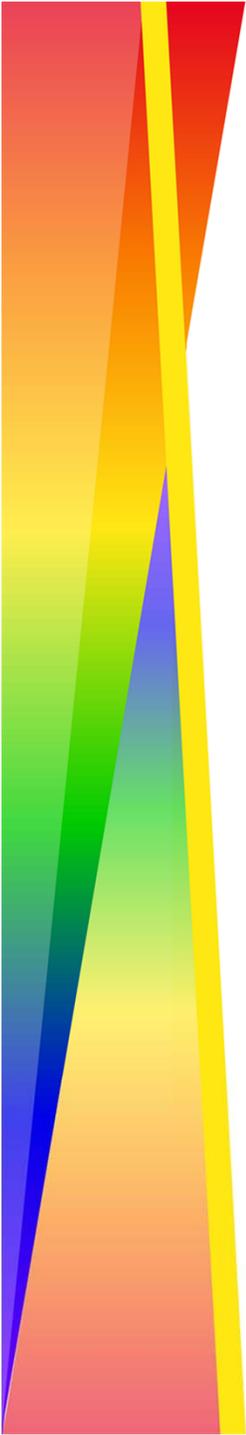
- ▶ Available online at:
http://nccc.georgetown.edu/documents/LGBT_Brief.pdf



Resources



<http://www.youtube.com/watch?v=iWbTk-Bblk8&feature=plcp>



Resources



<http://www.glsen.org/cgi-bin/iowa/all/about/index.html>

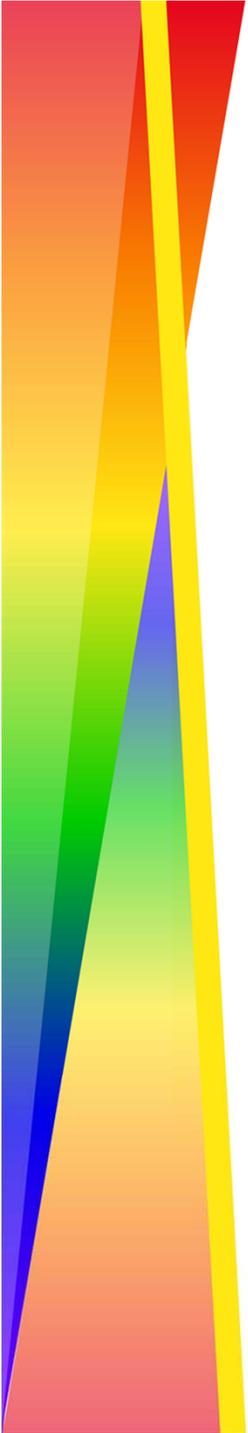
Resources



Louisville  
YOUTH *Group* 

LYG boosts the self-esteem of GLBT youth by providing a safe space that encourages positive life choices, teaches healthy interactions with peers and adults, and develops activities in which youth are challenged to reach their full potential. We envision a universal community that accepts, affirms and uplifts all young people, no matter what their identity

<https://sites.google.com/a/louisvilleyouthgroup.com/the-louisville-youth-group/Welcome>



Questions and Discussion