Providing Services to LGBTQ Youth

Start time: 2:00 p.m. ET

Find audio connection information under the “Quick Start” tab near the top left corner of your screen. Connect to audio using your computer’s microphone and speakers, or use the following details to dial in:

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Access code: 310 997 176

Everyone is muted and you will not hear any sound until we begin the presentation. Thanks for joining us!
Quick Reminder!

• Everyone is muted in “listen only mode” but we still want to hear your questions and feedback! Please use the “Q&A” panel to submit your questions in the top right hand corner of your screen.

• Find audio connection information under the “Quick Start” tab near the top left corner of your screen.

• All registrants will be emailed a link to the recording and a copy of the presentation slides.
RELIAS BY THE NUMBERS
AS OF JULY 2017

7,000+ clients around the world

387,000+ custom courses created by customers on the RLMS

OVER 5,000 unique courses

40 Net Promoter score

97% customer satisfaction

17.69 MILLION+ course completions, first half of 2017

657 employees in four countries

135 accreditation board licenses supported by Relias Learning

114 distinct course libraries

9 MILLION+ CE hours taken in the first half of 2017
Presenters: National Council Trauma-Informed Faculty

Linda Henderson-Smith, PhD, LPC’
Director of Children and Trauma-Informed Services

Sarah Flinspach
Project Coordinator
Linda Henderson-Smith Bio

Linda has over 16 years of clinical and administrative experience in community-based mental health.

She joined the National Council in May 2016 after working at the Georgetown University National Technical Assistance Center for Children’s Mental Health as the Director of Mental Health Planning and Policy. While at Georgetown she helped develop training regarding Trauma-Informed Systems, especially for people with co-occurring developmental and behavioral health disorders.

Prior to working at Georgetown, Linda worked at the Georgia Department of Behavioral Health and Developmental Disabilities in numerous roles, the most recent being the Director of the Office of Children, Young Adults and Families, where she spearheaded the implementation of high fidelity wraparound, care management services, and mobile crisis services throughout the state, and worked with other state agencies to strengthen the service systems for vulnerable populations.

As a trauma-survivor herself, Linda brings a distinct perspective and knowledge base to mental health and addiction disorders services and is passionate about helping organizations and systems move towards becoming trauma-informed.
Sarah Flinspach Bio

Sarah Flinspach serves as a Project Coordinator of Practice Improvement at the National Council for Behavioral Health. She provides logistical support for trauma-informed services trainings and technical assistance, coordinates the Whole Health Action Management (WHAM) training program, and manages the National Council’s official partnership with the National Suicide Prevention Lifeline.

Prior to joining the National Council, Sarah graduated summa cum laude from the University of Minnesota with a Bachelor of Arts in Political Science with a focus on Gender, Women, and Sexuality Studies.

In addition to her studies, Sarah served as a sexual assault crisis counselor and coordinated the University’s bystander intervention and sexual violence education program, training more than 1500 students, staff, and faculty in the topics of sexual assault, relationship violence, and consent.

She is dedicated to understanding the intersection of health and social justice and to changing the health care system to increase access to and improve the quality of care, particularly for vulnerable and marginalized populations.
Providing Services to LGBTQ Youth

Linda Henderson-Smith, PhD, LPC
Sarah Flinspach
Lesbian
Gay
Bisexual
Transgender
Queer, also Questioning

Intersex is not a sexual orientation or a gender identity!
Sex and Gender

**Sex**
- Assigned at birth
- Based on physical characteristics
- Biological definition
- Male/Female/Intersex

**Gender**
- Societal construction and expectations of appearance and behavior based on categories
- Identity that one aligns with
- Woman/Man/Transgender/Non-binary

*Neither sex nor gender determine sexual orientation!*
Understanding Sexual Orientation

• How one characterizes their sexuality
• Physical attraction, desire, love and affection
• Sexuality is a spectrum
  • Lesbian
  • Gay
  • Bisexual
  • And more!

Transgender and gender non-binary are not categories of sexual orientation!
Performing Gender

Gender identity

Gender expression

Gender role

The individual defines their experience!
Victimization and Discrimination at School

- Had their safety threatened at school: 85.2%
- Missed school because they felt in danger: 31.8%
- Reported they were planning to drop out due to harassment and assaults: 42.5%
- Did not report to staff because they doubted there would be an effective response: 57.6%

MENTAL HEALTH CONCERNS & ISSUES FOR LGBT

2X
LGBT youth are twice as likely as their peers to say they have been physically assaulted, kicked or shoved at school.

4 in 10 LGBT youth (42%) say the community in which they live is not accepting of LGBT people.

26% of LGBT youth say their biggest problems are not feeling accepted by their family, trouble at school/bullying, and a fear to be out/open. 22% of non-LGBT youth say their biggest problems are trouble with class, exams and grades.
Social Media

• Social media plays an important role in the lives of adolescents and young adults and provides many outlets for social connection, learning, and creativity.

• 95% of teens either have a computer or computer access, and 81% of these teens utilize social media.

• Most commonly, teens use social media to extend existing friendships, engage in self-directed learning, and post photos on networking sites.

• Teens have also reported using the Internet and social media to gain knowledge of health-related information.
Access and Coordination

- Identification of staff to serve as subject matter experts for this population
- Empathetic
- Assertive
- Patient
- Development of transition protocols
- Training and best practices
Treatment Considerations

• Use inclusive language
• Know the difference
• Peer Connections
• Learn about the stages of sexual identity development
• Remember
Service and Supports

• LGBTQI Friendly
• Engaging Families & “Framily”
• Non-Stigmatizing Environments
Cultural Considerations
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Do you have a support system within your family?</td>
<td></td>
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<tr>
<td>• Have you told anyone in your family about your feelings?</td>
<td></td>
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<tr>
<td>What have you heard about lesbian, gay, bisexual, and transgender people from your family?</td>
<td></td>
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<tr>
<td>• Can you name someone in your family or extended family who might be a source of support?</td>
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<tr>
<td>Are you newly arrived in the United States?</td>
<td></td>
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<tr>
<td>• How many generations has your family been in the United States?</td>
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<tr>
<td>Were you concerned about issues of sexual orientation in your country of origin?</td>
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<tr>
<td>• How were you received in your country of origin?</td>
<td></td>
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<tr>
<td>Do you have the language capabilities to discuss sexual orientation with your family?</td>
<td></td>
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<tr>
<td>• What are your family’s expectations for you within your family?</td>
<td></td>
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<tr>
<td>Is there a conflict regarding your role in the family apart from sexual orientation?</td>
<td></td>
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<tr>
<td>• How do you feel about those conflicts?</td>
<td></td>
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<tr>
<td>How do you feel about yourself in the family structure?</td>
<td></td>
</tr>
<tr>
<td>• How do you think your sexual orientation will affect your role in the family?</td>
<td></td>
</tr>
<tr>
<td>How do you think your sexual orientation will affect your family’s expectations?</td>
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Mental Health Toolbox

• Engage LGBTQI youth to address MH/ SUD as well as life skills
• Language is important
• EBP/Evidenced Informed practices
• Clarity not Clinical
• Empower youth with personal choice and dignity to risk
Practice What You Teach

• Build on strengths to educate LGBTQI on community resources

• Educate and practice life skills with LGBTQI youth that are developmentally appropriate

• Coach and guide LGBTQI in effective interpersonal and communication skills
Connect the Dots

• With the patient
• With other involved providers
• With other community Stakeholders

• Make every moment count!
Trauma-Informed Organizational Environment
Just Be Kind

LGBT youth are twice as likely to report being physically assaulted at school. 92% of LGBT youth say they regularly hear negative messages about being LGBT through school, the media, and peers. And 42% say the community they live in is not accepting of LGBT people.

No matter if you agree with someone’s beliefs or opinions, just please try to be kind and respectful to them. Whether you are straight or on the spectrum, binary, or non binary, we really are all just human beings.

Facts from Huffington Post article “Growing Up LGBT in America”
References and Resources

  http://www.genderjusticeleague.org/resources/


  https://srlp.org/resources/.

  http://www.transyouthequality.org/for-youth-1/.

  https://www.thetrevorproject.org/about/.

- WCASA. “Sexual Orientation”. 
Find out more about Relias

Go to the “Polling” panel at top right hand corner of the screen to answer the poll
Questions?

Please use the Q&A function on the ride side of your screen to submit questions.
Final Reminders

• You will be sent an email with the replay and copy of the slides (be sure to check your junk or spam folders)

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• There are no certificates of completion for this event
THANK YOU!