

Affirming Care for Transgender and Gender Expansive Youth

October 2019

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Learning Objectives

At the conclusion of this webinar, participants will:

1. Learn about the language of gender, gender identity, and gender expression.
2. Build awareness around the types of trauma that transgender and gender expansive youth are affected by most frequently.
3. Gain techniques for building an affirming practice and supportive culture when working with transgender and gender expansive youth who have experienced trauma.

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Speakers

- Kalie Lounds, LCSW, Hillside Connections Foster Care
- Saprina Matheny, LICSW, Matheny Therapy and Consulting
- Megan Mooney, PhD
- Andrew Weinberg, LCSW, Persad Center

Who We Are

Kalie Lounds, LCSW

- She/Her/Hers
- Cisgender, white, queer woman
- From a rural Midwestern, middle-class family

Megan Mooney, PhD

- She/Her/Hers
- Cisgender, white, lesbian woman
- From a family of Northern transplants to the South

Saprina Matheny, MSW, LICSW

- She/Her/Hers
- Cisgender, white, lesbian woman
- From rural, Northern Midwest

Andrew Weinberg, LCSW

- He, Him, His
- Cisgender, white, gay male
- From a middle-class family

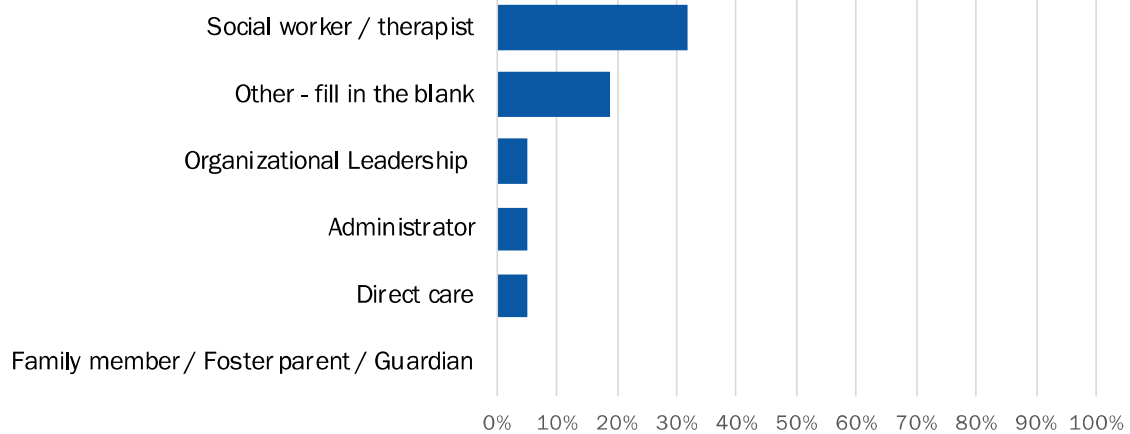
Who is in the Room?

Question: What role most closely represents your job and responsibilities?

Answers:

- Social worker / therapist
- Direct care
- Administrator
- Organizational Leadership
- Family member / Foster parent / Guardian
- Other - fill in the blank

Who is in the Room?



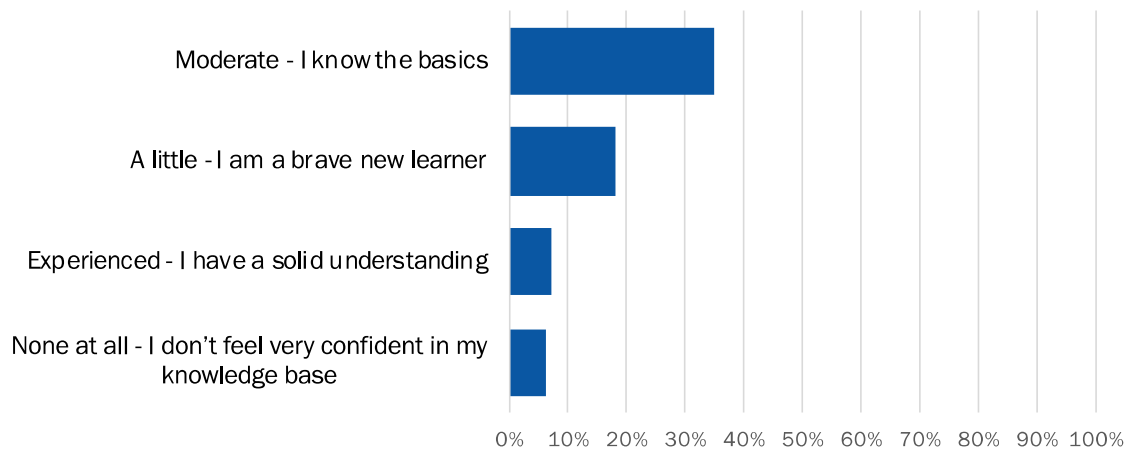
What is Your Experience Level?

Question: How much experience do you have working with transgender and gender expansive youth?

Answers:

- None at all - I don't feel very confident in my knowledge base
- A little - I am a brave new learner
- Moderate - I know the basics
- Experienced - I have a solid understanding

What is Your Experience Level?



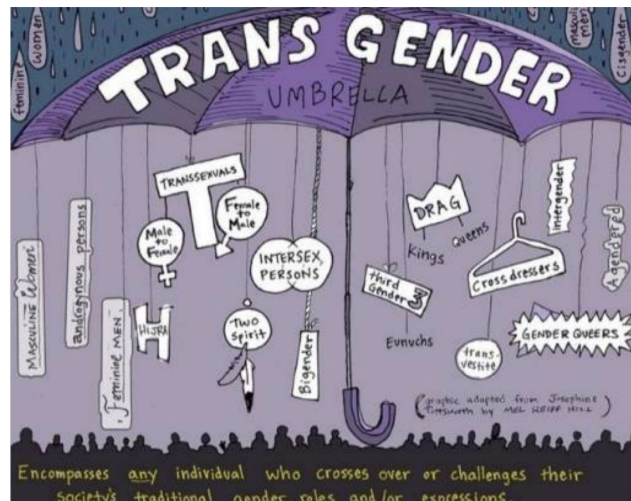
Six Principles of Trauma Informed Care

- Safety
- Trustworthiness and Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment, Voice, and Choice
- Cultural, Historical, and Gender Issues

SAMHSA's Trauma and Justice Strategic Initiative, July 2014

Familiar Terminology and Handy Definitions

- This webinar is focused on advanced learner practices, so we will not be going into in-depth definitions.
- If you are unfamiliar with a term check out the link in the chat box where you can find a link to our learner dictionary.



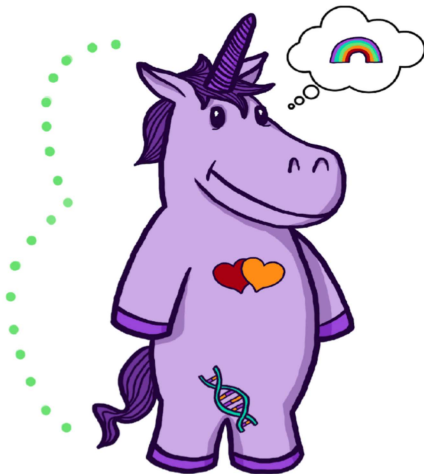
www.thetrevorproject.org/trvr_support_center/glossary/

Gender and Sexuality

Sex Category assigned by medical practitioners based on various aspects of biology	Gender Identity How you feel about your assigned sex in relationship to the social construction of the roles of that sex in society	Gender Expression How you express your gender	Sexual Identity/Orientation Your affinity (emotional, romantic, sexual) to others
Female Intersex Male	Man Woman Transgender Transwoman Transman Trans Genderqueer Non-binary Gender-fluid Gender non-conforming	Masculine Feminine Androgynous	Lesbian Bisexual Same-Gender-Loving Queer Gay Heterosexual Asexual Pansexual Straight Homosexual
Queer Two-Spirit			

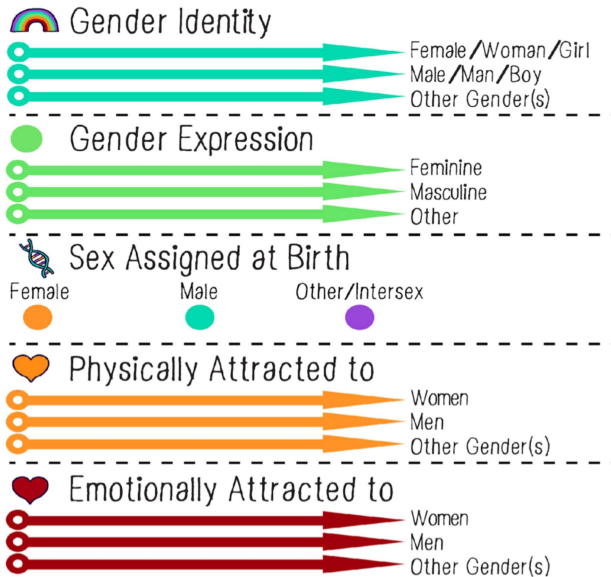
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



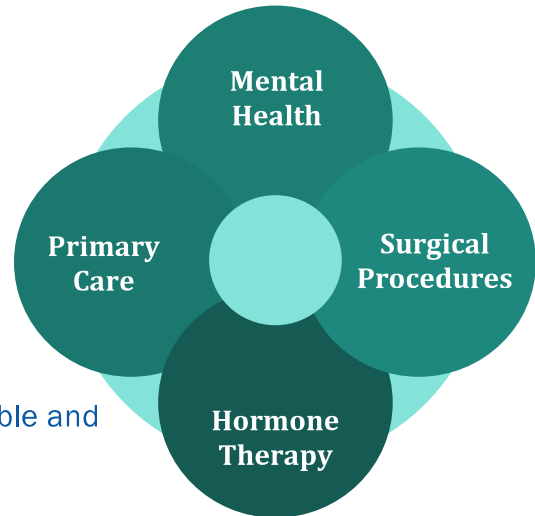
To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore



Social and Medical Transitions

- Mental Health
- Primary Care
- Hormone Therapy
- Surgery



Affirming Practice: Find out who the knowledgeable and affirming providers are in your area to help with collaboration around your clients' care.

Intersection of Trauma & Gender Identity in Youth

- Experience in schools
- Family rejection and homelessness
- Self-harm and suicidality
- Peer rejection
- Employment opportunities
- Legal documents

Affirming Practice: Connect your clients with local support groups.

Experiences of Gender Diverse Youth in Schools

- 62.2% heard negative remarks about gender expression (not acting “masculine enough” or “feminine enough”) frequently or often. 94% of students had ever heard such remarks.
- 45.6% heard negative remarks specifically about transgender people, like “tranny” or “he/she,” frequently or often. 87.4% had ever heard these remarks.
- 71.0% of students reported hearing negative remarks about gender expression from teachers or other school staff

GLSEN School Climate Survey (2017)
 NCTSN The National Child Traumatic Stress Network

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Experiences of Gender Diverse Youth in Schools

- 42.1% of transgender/gender diverse students had been prohibited from using their name or pronouns.
- 46.5% of transgender/gender diverse students had been required to use a bathroom of their legal sex.
- 43.6% of transgender/gender diverse students had been required to use a locker room of their legal sex.
- 22.6% of transgender students had been prevented from wearing clothes considered inappropriate based on their legal sex .

Affirming Practice: Help youth and their families advocate for their rights in schools. Connect them with local advocacy services or attend meetings yourself.



GLSEN School Climate Survey (2017)
 NCTSN The National Child Traumatic Stress Network

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Typical Experiences of Gender Diverse People

Nationally, those who expressed a transgender identity or gender nonconformity (n = 6,450) reported:

- While in grades K-12:
 - harassment (78%)
 - physical assault (35%)
 - sexual violence (12%)
 - 15% experienced harassment so severe that it led them to leave school



Injustice at Every Turn: A Report of the National Transgender Discrimination Survey, Executive Summary.

Lifetime Trauma Experiences of Transgender People

Sixty-three percent (63%) of participants in a study of the experiences of transgender people had experienced a serious act of discrimination including:

- Teacher bullying
- Physical assault due to bias
- Sexual assault due to bias
- Lost job due to bias
- Eviction due to bias
- Homelessness because of gender identity/expression
- Lost relationship with partner or children due to gender identity/expression
- Denial of medical service due to bias
- Incarceration due to gender identity/expression

Source: Injustice at Every Turn: A Report of the National Transgender Discrimination Survey, Executive Summary.

Effects of Victimization

LGBT students who experienced higher levels of victimization because of their *gender expression*:

- Were more than three times as likely to have missed school in the past month than those who experienced lower levels (61.6% vs. 23.2%)
- Had lower GPAs than students who were less often harassed (2.9 vs. 3.3)
- Were twice as likely to report that they did not plan to pursue any post-secondary education (e.g., college or trade school; 9.6 vs. 4.9%)
- Had higher levels of depression and lower levels of self-esteem
- LGBT victimization is associated with self-harm in gender-nonconforming teens
- Verbal and physical abuse in transgender youth are significantly related to suicide attempts.

Sources: GLSEN School Climate Survey (2017); Grossman & D'Augelli (2007), Liu & Mustanski (2012).

Gender Nonconformity, Abuse, & PTSD

- Gender nonconformity in children accounts for some of the disparities in abuse = kids who don't look like they "should" tend to experience more verbal, sexual, and physical abuse.
- Gender nonconformity is associated with significantly more symptoms of PTSD and depression as compared even to other LGBTQ youth, especially for males.



Affirming Practice: Do not make assumptions about a young person's gender identity or sexual orientation based on gender expression/appearance.

Issues and Concerns for Treatment Providers of Gender Diverse Youth

- Lack of familiarity or comfort working with youth with diverse gender identities/expressions
- Lack of willingness to examine their own beliefs and experiences
- Clients' curiosity about the provider's gender identity

NCTSN: LGBTQ Youth and Sexual Abuse: Information for Mental Health Professionals

Affirming Practice: Ask yourself these questions:

- How do I really feel about gender diverse people?
- What type of supervision/support might I need to work with these clients?
- Have I explored my own gender?
- How will a provider respond if a client asks about their gender?

Treatment-Related Challenges for Gender Diverse Youth Who Have Experienced Trauma

- Discrimination when a potential client requests services that are related to their gender identity from a non-LGBTQ focused agency:
 - The person may be given inaccurate information about resources or legal matters in general.
 - They may automatically be referred to an LGBTQ service provider because the agency feels uncomfortable dealing with transgender issues.

Minter & Daley (2003). *TransRealities*.

Treatment-Related Challenges for Gender Diverse Youth Who Have Experienced Trauma

- Clients may also experience bias when they go to an LGBTQ-focused agency with questions that are not necessarily directly related to sexual orientation or gender identity issues, or that are perceived not to be directly related.
 - Some LGBTQ agencies may feel narrowly limited to sexual orientation and gender identity issues and may be unwilling to address issues related to abuse and trauma that they perceive to fall outside of those limits.
 - Or while they want to provide services, they may give incorrect information due to unfamiliarity with the topic or be unable to provide services in a culturally competent manner.

Minter & Daley (2003). *TransRealities*.

Affirming Practice: Consider gender identity/expression as well as trauma to be potentially relevant. Talk with the young person about their views and try not to make assumptions.

The Importance of Family Acceptance

In a national sample of people who expressed a transgender identity or gender nonconformity (n = 6,450), 57% experienced significant family rejection. Of those who had experienced family rejection:

- 26% experienced homelessness
- 19% experienced incarceration
- 19% engaged in sex or “underground work” to make money
- 51% attempted suicide
- 32% used drugs or alcohol to cope with mistreatment
- But family acceptance had a protective effect against many threats to well-being including health risks such as HIV infection and suicide.

Injustice at Every Turn: A Report of the National Transgender Discrimination Survey, Executive Summary.

Affirming Practice: Identify accepting family members that can take part in trauma-focused treatment and provide support to the young person outside of sessions.

Organizational Culture - Are you Trauma Informed?

- Where is everyone, not just a few providers who may specialize.
- It starts with the first contact, via the website, brochure, email, or phone call, may not be from provider
 - Photographs
 - Statements about working with gender expansive and transgender individuals
 - Assumptions of gender in emails or on phone calls
 - Dear Mr. or Ms
 - Male or Female rather than
 - “How would you identify/does your child identify their gender?”

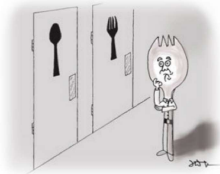
Affirming Practice: Does your organization’s marketing and educational materials include services to and images of gender nonconforming individuals?

Political Climate and Social Stigma

- Landscape of policy here in the United States
 - Current and ongoing sociopolitical context
 - Varying cultural climates within states and geographic regions
- Systemic oppression and access to care
 - What messages do our clients receive
 - Feelings of safety within treatment

Treatment-Related Problems for Gender Diverse Youth

- Difficulties for transgender people in gender-segregated residential facilities :
 - Difficulty in gaining access to the appropriate facility
 - Insulting grooming policies
 - Required disclosure of private medical information
 - Failure to protect transgender clients from other clients.



Minter & Daley (2003). *TransRealities*.



Finding the Right Provider

- Finding Trans-competent/affirming providers can be a challenge depending on where one lives.
- Many people seek out groups on facebook and/or utilize other social media platforms to connect with others and share resources.
- Sometimes the best place to start is to find people who have utilized services and can better attest to the providers credentials/competency/experience.
- How can you tell if someone is a trans or GNC affirming provider?
 - Call the office and speak to the receptionist - Ask Questions!

Roles of a Clinician

- Directly assess gender identity concerns in children and adolescents
- Provide family counseling and supportive psychotherapy
- Assess and treat any co-existing mental health concerns
- Refer adolescents for additional physical interventions to alleviate symptoms of gender dysphoria if they desire, make sure to include guardians and caregivers in any decision making process
- Educate and advocate on behalf of trans or gender expansive children, adolescents, and their families in their community
- Provide children, youth, and their families with information and referral for peer support

Competency of a Clinician

Recommended minimum credentials:

- Ability to recognize and diagnose co-existing mental health concerns and to distinguish these from gender identity
- Knowledgeable about gender expansive identities and expressions, and the assessment and treatment of gender identity related concerns
- Engages in continuing education and training to improve practice and remain up to date with research

Assessing Children and Adolescents

- Intentionally express a positive and affirming attitude towards expansive gender identities
- Offer a thorough assessment for gender identity related concerns and any co-existing mental health concerns
- Educate clients and their families about therapeutic options
- The assessment phase should also be used to inform youth and their families about the possibilities and limitations of different treatments

Treatment Considerations for Children and Adolescents

- Gender identity and expression in children vs. adolescents
- Children as young as age two may show features that could indicate gender incongruence with their assigned sex at birth
 - Social transition in early childhood
- Not all trans and gender fluid adolescents have a strong wish for hormones and surgery
- It is more common for adolescents with gender identity concerns to have coexisting internalizing disorders such as anxiety and depression

Trauma Treatment and Social Supports

- Help families to have an accepting and nurturing response
- Focus on reducing distress related to the gender dysphoria and on ameliorating any other psychosocial difficulties
- Support for clients and families in making difficult decisions regarding the timing and safety concerns of transitioning
- Support clients and their families as educators and advocates
- Ongoing care throughout any subsequent social changes or physical interventions

Affirming Practice—Physical Spaces

- Bathrooms
- Waiting room decorations
- Posted organizational policies
- Magazine choices
- Bulletin board announcements
- Personal offices

Affirming Practice: Ensure that the physical space is welcoming.

Intake Processes

- Inclusive Language
- On forms
 - Name they wish to be called by
 - Preferred pronouns
 - Options for transgender and gender diverse youth
 - Options to describe parents relationship

Affirming Practice: Forms and intake materials consistently allow individuals to describe their gender identity. Information about documentation, privacy, and confidentiality is available.

Intake Processes

- Intake Interview
 - Don't make assumptions about a person's gender or sexual orientation
 - Don't make assumptions about how they label the the gender of the person they may be dating/interested in dating
- In addition to a general screening for traumatic experiences and/or traumatic stress, implement the:
 - Screening for the Intersection of Trauma and Sexual Orientation and Gender Identity for all youth

Affirming Practice: Ask about a significant other or partner instead of boyfriend and girlfriend. Screen for Sexual Orientation and Gender Identity related traumatic events

Intake Processes

- Assess for role of co-occurring mental health concerns
- Assess if or how sexual orientation and gender identity may have been effected by traumatic experiences
- Sexual orientation and gender identity may be a cultural issues rather than core concerns of treatment

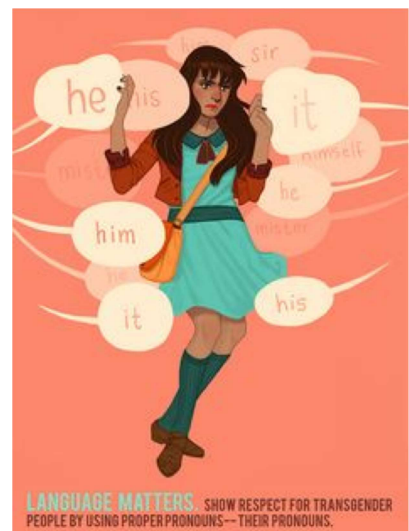
Affirming Practice: Gain skills in conceptualizing treatment needs of youth who identify as transgender or gender expansive.

Creating Affirming Practices: Pronouns

- He Him His
- She Her Hers
- They Them Theirs
- Ze Hir Hirs
- Xe Xem Xyrs

Affirming Practice:

- Use the pronouns that young people and clients identify for themselves.
- Experiment with new pronouns:
www.minus18.org.au/pronouns-app/



Creating Affirming Practices

- Allow the process to unfold for both youth and their families
- Address issues of confidentiality in interacting with:
 - Caregivers
 - Different entities within various systems
 - Documentation
- What support do you get from your senior admin or as senior admin?
- What support do you give your staff?

Familiar Terms and Handy Definitions

- **Sexual Orientation:** Describes a person's physical, romantic, emotional, and/or spiritual attraction to another person. Everyone has a sexual orientation.
- **Gender Identity:** Our internal, personal sense of what our gender is, which can include male, female, neither, or somewhere in between
- **Gender Expression:** How we express our gender identity on the outside. This can include how a person may dress or style their hair.

Affirming Practice: Getting familiar with these terms can help you open a dialogue with clients. It can also help you gain a better understanding of who you are working with. Remember, we work with the whole person.

Familiar Terms and Handy Definitions

- **Binary System:** A binary system is something made up of two opposing parts. Gender (man/woman) and sex (male/female) are examples of binary systems.
- **Indefinite / Enigmatical System:** A system delineating gender as fluid and self-defined beyond binary categories such as masculine or feminine.
- **Gender:** An idea created by society (a.k.a. a social construct) that tells us what certain genders are “supposed” to be like, based on a group of emotional, behavioral and cultural characteristics (like how we express our feelings or how we dress).

Familiar Terms and Handy Definitions

- **Transgender:** An umbrella term used to describe people whose true gender identity does not “match” the sex or gender they were assigned at birth. Many identities fall under the transgender umbrella. Not all genderqueer or non-binary people identify as transgender – and some people who have transitioned to their true gender choose to identify as just a “man” or “woman” instead of transgender.
- **Cisgender:** A person who identifies with the sex they were assigned at birth. For example, if you were told you were “male” at birth and still identify that way, you would be cisgender.
- **Non-binary:** Anything that falls outside of the binary system (eg. Man/woman, male/female). Intersex, genderqueer, and bisexuality are all examples of non-binary identities.

Familiar Terms and Handy Definitions

- **Gender Non-Conforming:** Describes a person whose gender expression is, or appears to be, different from what we would expect from their assigned gender. Other terms include “gender variant” or “gender diverse.”
- **Genderqueer:** A term that describes someone whose gender identity is not just a man or a woman. This identity can mean different things to different people.
- **Intersex:** Describes a condition in which a person is born with a sex that doesn’t fit the typical definitions of female or male due to genetic, hormonal or anatomical differences.

Affirming Practice: Understand and recognize that terminology is changing everyday. Be open to having conversations with clients about what meaning such terms have for them.

Familiar Terms and Handy Definitions

- **Transitioning:** The social, legal, and/or medical process a trans* person may go through to make their gender identity fit their gender expression, presentation, or sex. This word means many different things to different people, and a person doesn’t have to experience all or any of these common transitioning elements to identify as their true gender.
- **Queer:** A broad term that is inclusive of people who are not straight and/or cisgender. In the past this word was used as discriminatory. Today the word is often used in a positive way by folks who identify as queer as well as by allies of queer/LGBTQ people, however, some people still feel that it is a word that carries negative weight.
- **Questioning:** A person who may be processing or questioning their sexual orientation and/or gender identity.

All terminology can be resourced from **The Trevor Project** : [www.thetrevorproject.org/trvr_support_center/glossary/!](http://www.thetrevorproject.org/trvr_support_center/glossary/)

Screening for Gender Identity, Sexual Orientation, Prevalent Traumas and Risks for LGBTQ Youth

NCTSN The National Child Traumatic Stress Network

Identifying the Intersection of Trauma and Sexual Orientation and Gender Identity (SO/GI):

Part I: Key Considerations

WHY SCREEN LGBTQ YOUTH AND THEIR CAREGIVERS?

There is a growing body of evidence showing that Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) youth suffer from elevated traumatic events (PTEs) at significantly higher rates than their straight and cisgender peers. Among the most prevalent PTEs affecting LGBTQ youth are parental rejection, bullying, physical and sexual harassment, victimization, and rape crimes. Consequently, LGBTQ youth experience a wide array of health disparities, such as increased rates of anxiety, depression, suicidal ideation and attempts, drug and alcohol misuse, sexually transmitted diseases/ infections (STD/STIs), homelessness, posttraumatic stress disorder (PTSD), and posttraumatic stress symptoms (PTSS). Nevertheless, neither screening for sexual orientation and gender identity (SO/GI)—with or without the aforementioned PTEs—has been common practice among national, state, and local schools or in child-serving systems and organizations.

In order to better serve the LGBTQ population, we must screen for essential and basic information as to their gender identity, their sexual orientation, their traumatic events and experiences, and their needs. Without using these important questions, we cannot provide trauma-informed services that truly meet the unique needs of LGBTQ youth and their families.

THE SCREENERS FOR THE INTERSECTION OF TRAUMA AND SEXUAL ORIENTATION AND GENDER IDENTITY (SO/GI)

This tool was designed to help organizations gather this information in a secure, supportive way and to present treatment options from resulting in more trauma. LGBTQ youth's increased risk for trauma is partly due to societal stigma and prejudice. As trauma treatment providers, we have an obligation to provide safe and affirming spaces for LGBTQ youth to express themselves honestly—without fear of judgment or ridicule, or exposure—and to take proactive steps to address and reduce a youth's sexual orientation, gender identity and expression, and trauma history.

Just as organizations should provide a supportive environment for LGBTQ youth, providers must respect and value all aspects of a youth's identity and experience including maintaining confidentiality about their sexual orientation and gender identity. Providers should not address the possibility of confidentiality—especially that services provided to youth or their others will not be kept confidential—so that a youth can make an informed decision about what to share. Prior to implementing screening with youth, both providers and agencies should establish consistent policies of confidentiality, in accordance with local and state laws and ethical guidelines.

When determining these policies, agencies need to consider documentation and protocols for when a youth requests to keep aspects of their sexual orientation or gender identity confidential from their caregivers and/or other members of the treatment team.

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Identifying the Intersection of Trauma and Sexual Orientation and Gender Identity (SO/GI):

Part II: The Screener

SCREENING FOR GENDER IDENTITY, SEXUAL ORIENTATION, PREVALENT TRAUMAS AND RISKS FOR LGBTQ YOUTH

Below you will find a brief screener that we would like to see administered to every youth (and caregiver) receiving services in your organization. We understand that each organization is unique, that some might already be administering a similar screener or a more comprehensive one, and that for others this might be novel or not aligned with your discipline practice. You may use this tool in conjunction with other screening or assessment tools focused on more general traumatic experiences faced by all youth (e.g., UCLA PTSD risk), for those of you who believe your organization is not quite ready to implement the Screener for the Intersection of Trauma and Sexual Orientation and Gender Identity, consider presenting it for discussion at a staff meeting or meeting a "study group" to consider how it might be used in the future. Importantly, we are hopeful that this screener does not stand in itself, it is just one tool an organization can use to create safe and affirming spaces for LGBTQ youth and their caregivers.

For more information about why it is important to use this tool with all children and families, we invite you to watch the following:

- LGBTQ Youth: Voices of Trauma, Lines of Promise - <https://www.nctsn.org/resources/lgbtq-youth-voices-trauma-lines-promise>
- Safe Places, Safe Spaces: Creating Safe and Welcoming Environments for Traumatized LGBTQ Youth - <https://www.nctsn.org/resources/safe-places-safe-spaces-creating-safe-and-welcoming-environments-for-traumatized-lgbtq-youth>

Please make sure to read the accompanying screener for the Intersection of Trauma and Sexual Orientation and Gender Identity (SO/GI) Part I: Key Considerations before you administer this screener.

THE GOALS FOR ADMINISTERING THE SCREENERS FOR THE INTERSECTION OF TRAUMA AND SEXUAL ORIENTATION AND GENDER IDENTITY ARE:

- To provide early, effective trauma-focused screening and intervention to LGBTQ youth
- To provide mental health professionals working with LGBTQ youth a screening tool to assess (a) sexual orientation (SO), (b) gender identity (GI), and (c) the presence of potentially traumatic events (PTEs). The Screener for the Intersection of Trauma and Sexual Orientation and Gender Identity can augment a more general trauma screening and should be used in a safe, affirming, and validating manner
- To promote a shared language and mutual understanding of the strengths and challenges faced by—and to facilitate meaningful engagement with—LGBTQ youth
- To contribute to the visibility of the alarming prevalence of violence and abuse against LGBTQ youth in our society
- To highlight the common risk factors for LGBTQ youth and the critical importance of screening for trauma exposure, PTSD, and PTSS symptoms, while keeping in mind that the experiences of LGBTQ youth are not one-dimensional and may vary significantly according to race/ethnicity, socioeconomic status, religious affiliation, and area of residency (urban centers vs. rural areas)

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<https://www.nctsn.org/what-is-child-trauma/populations-at-risk/lgbtq-youth>

NCTSN Resources

NCTSN The National Child Traumatic Stress Network

LGBTQ Youth and Sexual Abuse: Information for Mental Health Professionals

Mental health professionals should understand the following terms when working with LGBTQ youth:

Sexual Orientation describes the gender of the person to whom someone is attracted emotionally, romantically, or physically. Sexual orientation exists on a continuum and is NOT necessarily congruent with behavior. Examples of lesser-recognized labels include gay, bisexual, or heterosexual. Sexual orientation involves a process of discovery over time. It is not a superficial choice.

Gender Identity refers to the gender with which someone identifies, regardless of the biological sex assigned at birth. Gender identity is a psychological or spiritual sense of one's gender, whereas biological sex refers to biology and includes male, female, and intersex. It is having your biological characteristics of both male and female. Examples of gender identity may include: man, woman, or gender queer (i.e., does not identify with a gender label). Gender identity is expressed in a range of ways, such as dress, behavior, speech, appearance, among others. Non-conforming gender behavior or identity can be confusing to everyone and may or may not reflect the person's gender identity or sexual orientation.

The terms "sexual orientation" and "gender identity" often mistakenly used interchangeably with "sexual orientation" and "gender identity" are not interchangeable. They are not the same.

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Safe Places, Safe Spaces: Creating Welcoming and Inclusive Environments for Traumatized LGBTQ Youth

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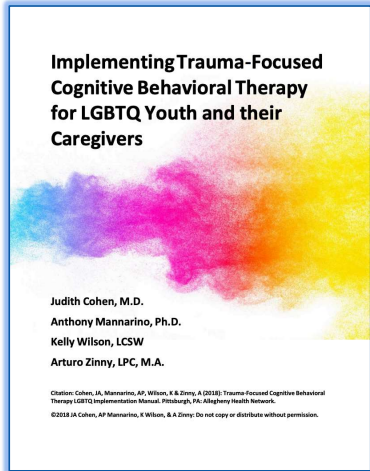
ENHANCING RESILIENCE IN MILITARY LGBTQ YOUTH: TIPS FOR PARENTS AND CAREGIVERS

Military youth are generally resilient. However, military members and their families often face unique challenges that can impact their mental health. Resilience is the ability to bounce back from adversity. Military members, their families, and their communities can help build resilience by providing support and resources. This poster provides tips for parents and caregivers to help their military youth build resilience.

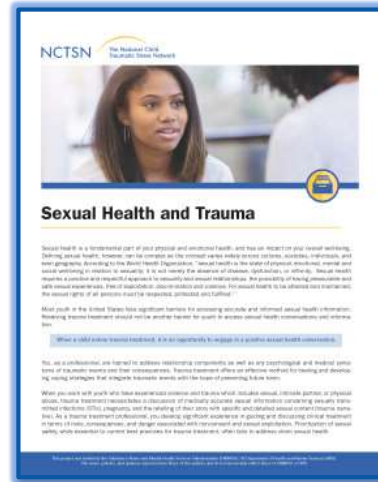
I want you to know that:	You can help me when you:
1. I often worry about my child's safety when they are deployed.	1. Listen to my concerns about my child's safety when they are deployed.
2. I have a hard time talking to my child about their experiences in the military.	2. Tell me how important your child's safety is to you and how you can help me when they are deployed.
3. I have a hard time talking to my child about their experiences in the military.	3. Tell me how important your child's safety is to you and how you can help me when they are deployed.
4. I have a hard time talking to my child about their experiences in the military.	4. Tell me how important your child's safety is to you and how you can help me when they are deployed.
5. I have a hard time talking to my child about their experiences in the military.	5. Tell me how important your child's safety is to you and how you can help me when they are deployed.
6. I have a hard time talking to my child about their experiences in the military.	6. Tell me how important your child's safety is to you and how you can help me when they are deployed.
7. I have a hard time talking to my child about their experiences in the military.	7. Tell me how important your child's safety is to you and how you can help me when they are deployed.
8. I have a hard time talking to my child about their experiences in the military.	8. Tell me how important your child's safety is to you and how you can help me when they are deployed.

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Other Resources



<https://tfcbt.org/tf-cbt-implementation-manuals/>



www.nctsn.org/resources/sexual-health-and-trauma

NCTSN Webinars

- November 20, 2019 – **Implementing TF-CBT with LGBTQ Youth Impacted by Trauma**
- December 11, 2019 – **Screening for Sexual Orientation, Gender Identity, and Prevalent Traumas Among LGBTQ Youth**

Email: help@nctsn.org to sign up for the NCTSN Ebulletin to receive updated information about these and future webinars

Resources

- Gender Infinity: genderinfinity.org
- American Psychological Association: Apa.org
- Family Acceptance Project: familyproject.sfsu.edu
- Gender Spectrum (CA). www.genderspectrum.org/
- GLAAD (national). www.glaad.org/transgender/allies
- Legal Resource for Transgender Youth: www.transgenderlawcenter.org
- PFLAG's Transgender Family Site: pflag.org/Our_Trans_Children_-_Intro.otc.0.html
- National Gay and Lesbian Task Force: www.thetaskforce.org
- National Center for Transgender Equality: transequality.org
- Human Rights Campaign: Hrc.org
- World Professional Association for Transgender Health: www.wpath.org

Resources

- www.spectrumscores.org: Helps people find LGBTQ+ competent healthcare providers and seeks to make healthcare more accessible and inclusive.
- www.psychologytoday.com: Allows one to search for providers who deal specifically with transgender related issues/concerns.
- <http://transhealth.ucsf.edu>: Option to search for providers.
- www.glma.org: Allows users to search for providers.
- www.wpath.org: Option to search for providers

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- National Child Traumatic Stress Network, Child Sexual Abuse Collaborative Group (2014). *LGBTQ Youth and Sexual Abuse: Information for Mental Health Professionals*. Los Angeles, CA and Durham, NC: National Center for Child Traumatic Stress.

The Gay, Lesbian, and Straight Education Network (GLSEN)
2017 National School Climate Survey:
The Experiences of Lesbian, Gay,
Bisexual, Transgender, and Queer Youth in Our Nation's Schools

Questions?