2024
School Mental Health Virtual Learning Series

Implementing Policies and Practices to Support LGBTQ+ Youth in Schools
Part 2

July 9, 2024

Introductions

Cameron Sheedy, MS (she/her)
Senior Research Coordinator, The National Center for School Mental Health at the University of Maryland School of Medicine

Share in the chat box:

- Name, Role, Location

- Why is this topic – *Implementing Policies and Practices to Support LGBTQ+ Youth in Schools* – important to you?

Technology Support

- **Slides & recording will be posted in** ~one week on the NCSMH website

<div align="center">

www.schoolmentalhealth.org/Webinars

</div>

- Type **questions for the presenters into the Q&A box**

- Message **"*Hosts and panelists*"** in the chat box **for technical support**

- Message **"*Everyone*"** in the chat box **to share resources and provide general comments**

* Note: CE credits are <u>not</u> available for this series, but **Certificates of Attendance** are

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4 Expect to receive Certificate within 30-45 days from webinar

- You must attend **at least 50%** of webinar *in real time*

- Your Zoom name **must match** name on evaluation

- **If you are calling in**, email **csheedy@som.umaryland.edu** & confirm your phone number

- To access evaluation, use **any code** you are comfortable with & will easily remember:

Provide the last 3 digits of your personal zipcode; last 4 digits of your phone number; 2 digit birth year; first 3 letters of preferred name.
Personal Code (please use uppercase letters): Ex. 734036172BRI

Last 3 digits of your personal zipcode:
123

Last 4 digits of your phone number:
4321

2 digit birth year:
55

First 3 letters of preferred name
DOG

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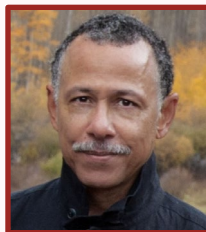
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Oscar Morgan
Executive Director
MHTTC Project
Director

Michael Thompson
MHTTC Senior TA
Coordinator

Dave Brown
Senior Associate:
School-Based Health &
Behavioral Health
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PGSMHI Director

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Central East MHTTC

- **Accelerates** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services

- **Strengthens** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders

- **Fosters** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community

- **Ensures** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field
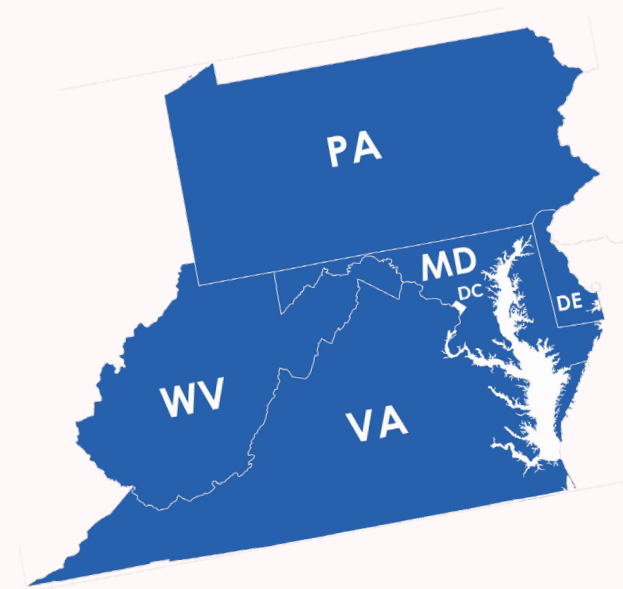
National Center for School Mental Health

Mission

To strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

Goals

1. Advance high-quality, sustainable comprehensive school mental health systems at school, district, state, regional, and national levels.

2. Conduct research and evaluation on mental health promotion, prevention, and intervention in schools and other aspects related to the planning, delivery, and continuous quality improvement of high quality, sustainable school mental health systems.

3. Train and support diverse stakeholders and a multidisciplinary workforce in understanding, promoting, and advancing child, adolescent, and young adult mental health and wellbeing.

Directors   **Nancy Lever**, *Ph.D.*, & **Sharon Hoover**, *Ph.D.*,

Faculty   **Tiffany Beason**, *Ph.D.*, **Jill Bohnenkamp**, *Ph.D.*, **Elizabeth Connors**, *Ph.D.*, **Aijah K. B. Goodwin**, *Ph.D.*, **Jerica Knox**, *Ph.D.*, **Britt Patterson**, *Ph.D.*, **Sam Reaves**, *Ph.D.*, **Cindy Schaeffer**, *Ph.D.*

Commitment

- Racial and social justice lens

- Cultural responsiveness and equity

- Developing and modeling equitable and anti-racist policies and practices

- Learn, heal, grow together

Upcoming Events

August 13, 2024, 3-4pm ET: *Keynote Presentation by* **Dwayne Ray Cormier, PhD**

*Register **here***

Founder & CEO
Culturally Responsive Solutions, LLC

Today's Objectives

1 Describe systemic and environmental variables that contribute to mental health disparities among LGBTQ+ youth.

2 Identify anti-discrimination policies and inclusive practices that can be implemented in schools and other youth-serving settings.

3 Explore strategies to develop safe, welcoming, and LGBTQ+-affirming environments for youth.

Our Presenters

Gabby Doyle, MA (she/her)
*Senior Manager of State Advocacy,
The Trevor Project*

Alecia Rodriguez, PhD, LMFT, MHC, CSOT (she/her)
*Psychotherapist,
Unique Therapy*

Discussion and Q&A facilitated by:

Britt Patterson, PhD (she/her)
*Core Faculty & Assistant Professor of Psychiatry,
National Center for School Mental Health at the
University of Maryland School of Medicine*

Dana Cunningham, PhD (she/her)
*Director of the Prince George's School Mental Health
Initiative, National Center for School Mental Health
at the University of Maryland School of Medicine*

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Central East (HHS Region 3)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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Changing Communities Through Change in Practice™

Gabby Doyle
(she/her)
MA

MY ROLES

- **Senior Manager of State Advocacy**,
  The Trevor Project

MY LENS

- Cisgender Woman
- White
- Queer
- Able Bodied
- Middle Class

Gabby Doyle

**Senior Manager of State Advocacy
She/her**

Gabby.Doyle@TheTrevorProject.org

THE TREVOR PROJECT

Agenda

- About Trevor

- 2024 National Survey

- Impact of Current Events

- LGBTQ+ Youth in Schools

- Ways to Get Involved and Q&A

The Trevor Project is the leading suicide prevention and crisis intervention organization for LGBTQ+ young people.

Trevor offers 24/7 crisis services, connecting highly trained counselors with LGBTQ+ young people whenever they need support.

THE TREVOR PROJECT

LGBTQ+ young people are not inherently prone to suicide risk because of their sexual orientation or gender identity, but rather are placed at **higher risk because of how they are mistreated and stigmatized** in society.

The Trevor Project estimates that **more than 1.8 million LGBTQ youth** seriously consider attempting suicide each year in the U.S.

LGBTQ youth are **more than 4x more likely** to attempt suicide than their straight, cisgender peers.

LGBTQ YOUTH
SERIOUSLY CONSIDERING
SUICIDE (ANNUAL)

- >80,000
- 50–80,000
- 20–50,000
- <20,000

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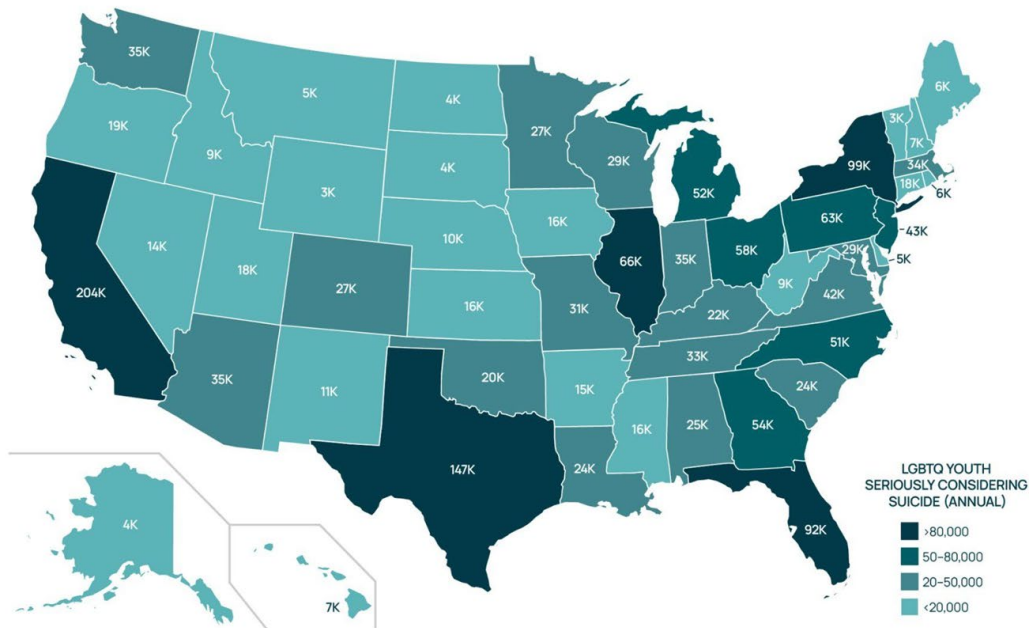
2024 U.S National Survey on the Mental Health of LGBTQ+ Young People

Suicide Risk

39% of LGBTQ+ young people seriously considered attempting suicide in the past year, including almost half of transgender and nonbinary young people (46%) and 3 in 10 cisgender young people (30%).

12% of LGBTQ+ young people attempted suicide in the past year, including 14% of transgender and nonbinary young people and 7% of cisgender young people.

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Anxiety & Depression

66% of LGBTQ+ young people reported experiencing recent symptoms of anxiety, including over 7 in 10 transgender and nonbinary young people (71%) and nearly 3 in 5 cisgender young people (58%)

53% of LGBTQ+ young people reported experiencing recent symptoms of depression, including nearly 3 in 5 transgender and nonbinary young people (59%) and more than 2 in 5 cisgender young people (44%)

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Anti-LGBTQ+ Discrimination

60% of LGBTQ+ young people reported that they have felt **discriminated against** in the past year due to their sexual orientation or gender identity

46% of LGBTQ+ young people reported that they have felt **discriminated against** in the past year due to their sexual orientation

65% of transgender and nonbinary young people reported that they **have felt discriminated against** in the past year due to their gender identity

Impact of Current Events

Anti-LGBTQ Policies

The overwhelming majority (90%) of LGBTQ+ young people said their well-being was **negatively impacted due to recent politics. Over half (53%) said their well -being was negatively impacted by politics a lot**

Nearly 2 in 5 (39%) LGBTQ+ young people said that they or their family have **considered moving to a different state because of anti   -LGBTQ+ politics and laws**

Nearly half (45%) of transgender and nonbinary youth **reported that they or their family have considered moving to a different state due to anti   -LGBTQ+ politics and laws**

Inclusive School Advancements

➔ **National Landscape in 2024:**

- ○ **At least 261 pro-LGBTQ+ youth bills**
- ○ **At least 106 pro-LGBTQ school bills introduced, some successes include…**
  - ■ **MN:** Inclusive health education framework
  - ■ **OK:** Removed sexual orientation from topics considered to be "sexual conduct"
  - ■ **CO:** Requires schools to use transgender students correct names, gender affirming graduation attire
  - ■ **MD:** School employee anti-bias training
  - ■ **WA:** anti-book banning, inclusive learning standards
  - ■ **CT:** Effects of bullying task force, DEI in state school climate survey
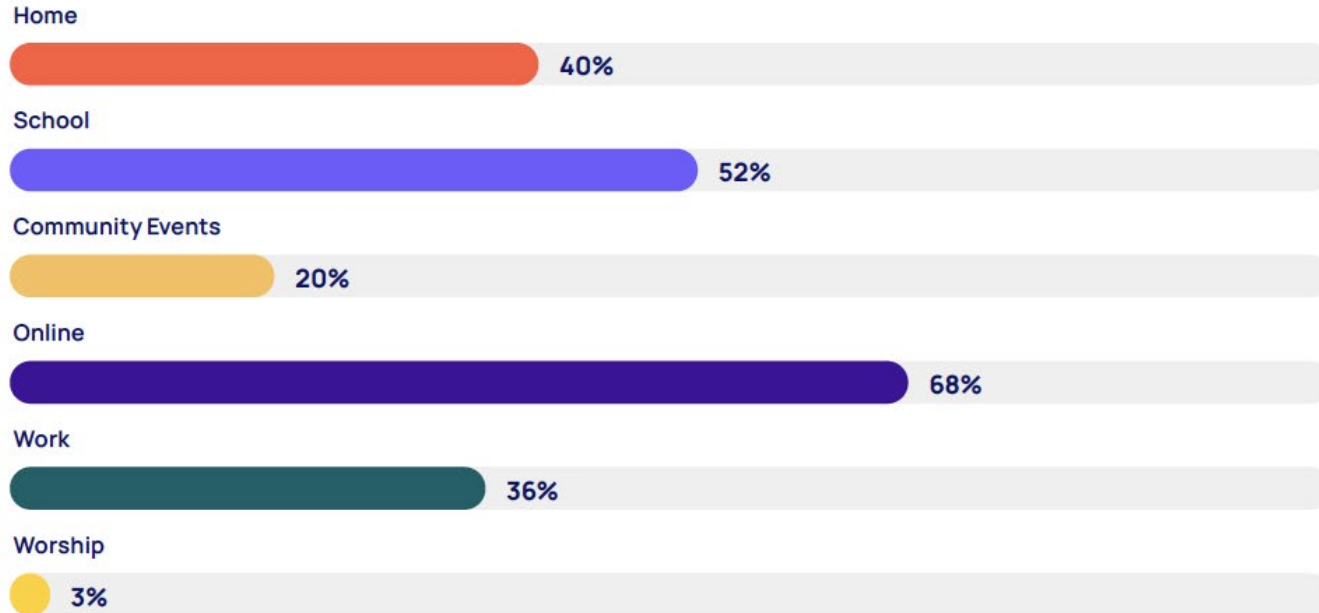 - ■ **VT:** Anti-book censorship

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LGBTQ+ Youth in Schools

Affirming Communities & Spa

Affirming spaces among LGBTQ+ young people:

Home
40%

School
52%

Community Events
20%

Online
68%

Work
36%

Worship
3%

Negative Experiences at Scho

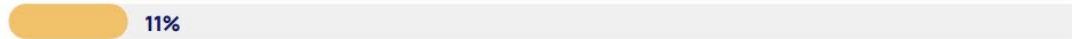Among those enrolled, LGBTQ+ young people reported that these negative experiences happened to them while in school:

I was verbally harassed because people thought I was LGBTQ+

32%

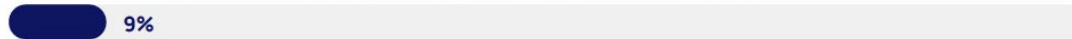I wasn't allowed to dress in the way that fit my gender identity or expression

21%

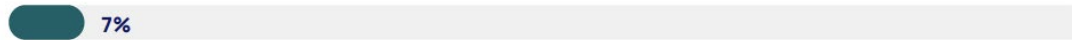I was disciplined for fighting back against bullies

11%

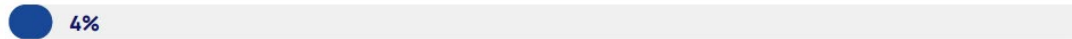I experienced unwanted sexual contact because people thought I was LGBTQ+

9%

I believe I was disciplined more harshly because teachers/staff thought I was LGBTQ+

9%

I left a school because the mistreatment was so bad

7%

I was physically attacked because people thought I was LGBTQ+

4%

LGBTQ+ young people who attempted suicide in the past year, comparison across those who:

Experienced physical threat or harm based on sexual orientation or gender identity in the past year

25%

Have not experienced physical threat or harm based on sexual orientation or gender identity in the past year
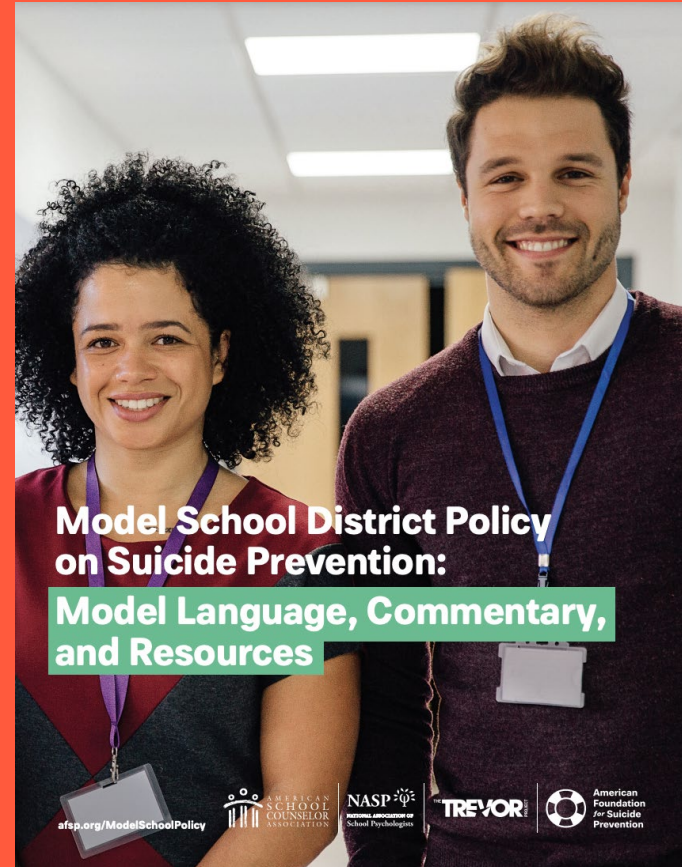
8%
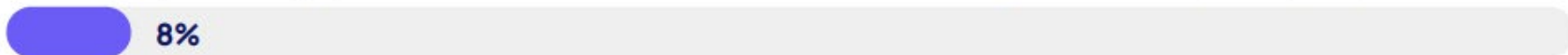
Is Your School LGBTQ-Affirming?

Your school should have policies and practices that....

☐ Specifically **prohibit bullying and harassment** on the basis of sexual orientation and gender identity.

☐ Enforce **Title IX**, protect LGBTQ young people from discrimination, and ensure **equal access** to school facilities, sports teams, or student organizations, and all other extracurricular activities.

☐ Follow the **Model School District Policy on Suicide Prevention**, including **protocols for intervention and postvention**, and specialized services for marginalized groups of students like LGBTQ young people who are placed at elevated risk for suicide.

☐ Promote LGBTQ-inclusive **lesson plans and curriculums**, especially for classes involving health and wellness, social studies, history, literature, and culture.

☐ Standardize respecting **correct names and pronouns** across students and school staff, and allow for this information to be updated within school systems **without** legal documentation.

☐ Encourage LGBTQ student organizations and clubs, such as **Gender & Sexuality Alliances (GSAs)**, to be active on campus.

☐ Encourage **visual cues** of allyship across the school campus, such as 'safe space' stickers or rainbow flags.

☐ Provide **resources** to families about how to support and affirm their LGBTQ children.

☐ Provide **physical and mental health care services** that are affirming and responsive to the unique needs of LGBTQ students.

☐ Provide teachers with **regular training** on LGBTQ competencies and how to create a safe and affirming learning environment for LGBTQ students.

Model School District Policy on Suicide Prevention:
Model Language, Commentary, and Resources

afsp.org/ModelSchoolPolicy

Supporting LGBTQ Youth in Your Classroom

✅ Anti-discrimination and bullying rules that include sexual orientation and gender identity.

✅ LGBTQ inclusive instruction – regardless of the subject.

✅ Correct names and pronouns of students and school staff members are communicated and respected. Correct names and pronouns are able to be updated within school systems without legal name change occuring.

✅ Visual cues of allyship are prominent on the school campus, such as 'safe space' stickers or rainbow flags.

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Supporting LGBTQ Youth in Your Programming

→ **Pronouns and Names**

○ Explicitly sharing your pronouns and creating a space for young people to share theirs is essential in creating a safe, welcoming space for LGBTQ young people. Whenever you are introducing yourself for the first time, share your pronouns and ask the program participants to share theirs when doing introductions.

■ "Hi! My name is Gabby Doyle, my pronouns are she/her. Welcome to 6th grade!"

■ Some students may have multiple pronouns

Support for LGBTQ+ Identity

LGBTQ+ young people who had access to LGBTQ+ -affirming spaces, and transgender and nonbinary youth who had access to gender-affirming spaces, reported **lower rates of attempting suicide** compared to those who did not
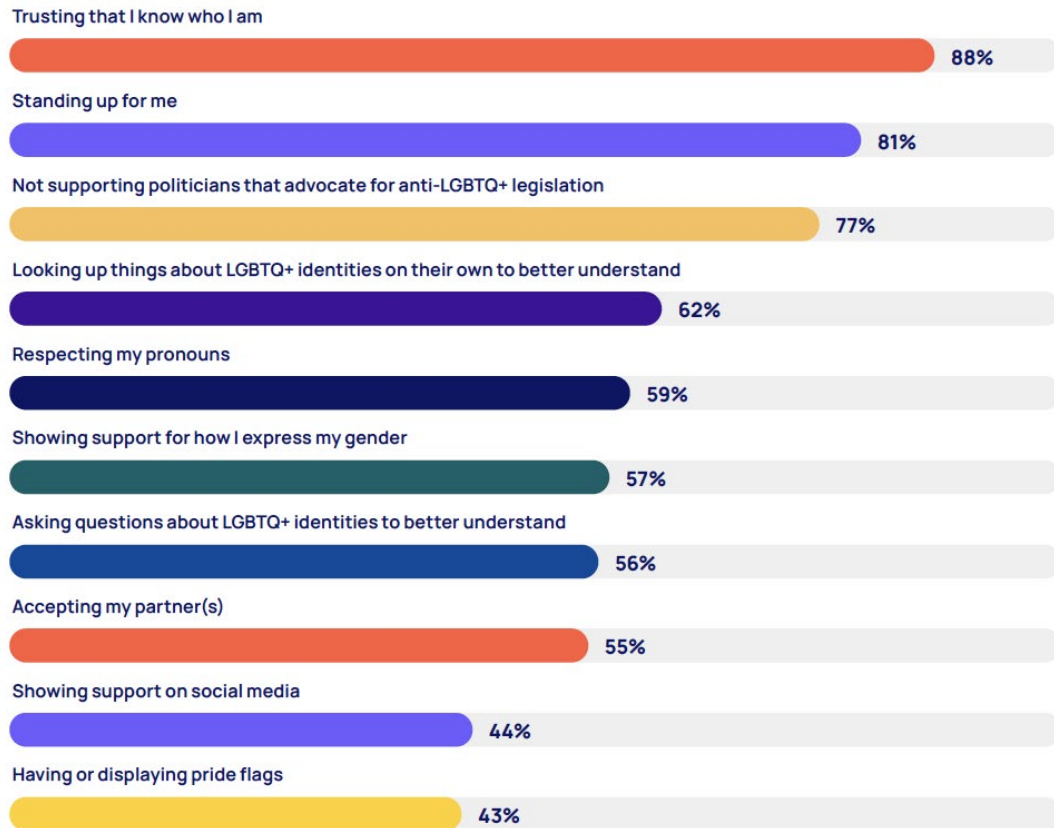
Transgender and nonbinary young people who had access to gender -affirming clothing, gender -neutral bathrooms at school, and had their **pronouns respected** by the people they live with had **lower rates of attempting suicide** compared to those who did not

Most LGBTQ+ young people who attend school (78%) reported having at least one adult at school who is supportive and affirming of their LGBTQ+ identity

LGBTQ+ young people reported the following top ten actions as ways people in their life can best show their support and acceptance:

Trusting that I know who I am
88%

Standing up for me
81%

Not supporting politicians that advocate for anti-LGBTQ+ legislation
77%

Looking up things about LGBTQ+ identities on their own to better understand
62%

Respecting my pronouns
59%

Showing support for how I express my gender
57%

Asking questions about LGBTQ+ identities to better understand
56%

Accepting my partner(s)
55%

Showing support on social media
44%

Having or displaying pride flags
43%

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Ways to Get Involved

Where you can learn more:

TRVR.org/Resources

- [Guide to Being an Ally to Transgender and Nonbinary Young People](#)

- [Coming Out: A Handbook for LGBTQ+ Young People](#)

- [Supporting Black LGBTQ+ Youth Mental Health](#)

- [Understanding Gender Identities](#)

- [Supporting LGBTQ+ Young People with Disabilities](#)

- [A Guide to Testifying Against Harmful Bills for Parents and Supportive Adults](#)

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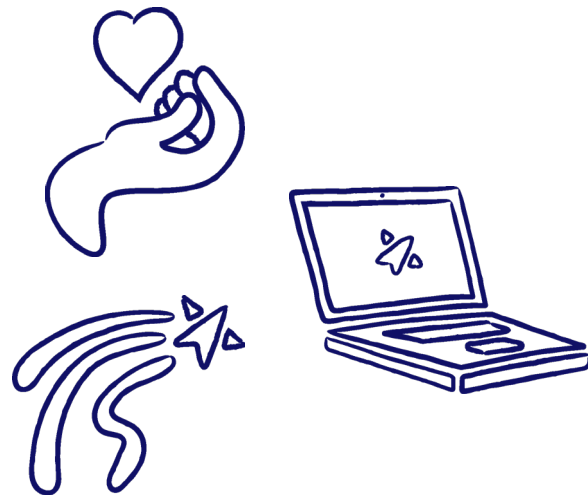
Until next time!

Text TREVOR to 50457

Alecia Rodriguez
PhD, LMFT, MHC, CSOT

MY ROLES

- **Psychotherapist**, Unique Therapy
- **President-Elect,** Florida Counseling Association
- **Mental Health Coordinator**,
  Miami-Dade County Public Schools

MY LENS

- Jamaican American
- She/Her/Hers
- Middle Class
- Focused on youth advocacy through empowerment, support, and systemic change.
- Committed to amplifying marginalized youth voices and creating safe, inclusive spaces for them to thrive.

SUPPORTING LGBTQ+ YOUTH IN FLORIDA SCHOOLS

- Best practices
- Lessons learned

WHAT CAN PARENTS AND FAMILIES DO?

SAFE SPACES

SCHOOLS

- Support
- Resources
- Linkage to Services

FACULTY & STAFF

- Mental Health Services
- Training Opportunities
- Parental Education

PARENTS/FAMILIES

Inclusive Language

Accountability

Advocacy

Acceptance

Engagement

Respect

Supportive Environment

Education

Alliances

RESOURCES

Parenting with Pride
- https://parentingwithpride.org

Equality Florida
- https://www.eqfl.org

Alliance for LGBTQ Youth
- https://all4lgbtqyouth.org

PRISM Florida
- https://www.prismfl.org

Supporting LGBTQ+ Rights and Inclusion
- https://www.learningforjustice.org/supporting-lgbtq-rights-and-inclusion

Extensive List of LGBTQ+ Organizations in Florida
- https://outcoast.com/florida-lgbt-organizations-that-are-making-a-difference/

Discussion

What do LGBTQ+-inclusive policies and suicide prevention strategies look like at the school level?

How do we support LGBTQ+ youth when facing resistance at the school, organizational, or district level?

What is one concrete step that can be taken today to provide a safe and affirming school environment for LGBTQ+ students?

Audience, please share in the chat box:

What is one action step that you've taken away from today's session?

Audience Q & A

Resources

- **[Ways to Support LGBTQ Young People](#)**, *The Trevor Project*

- **[Supporting LGBTQ+ Youth in School, Health, and Child Welfare Settings](#)**, *The National SOGIE Center*

- **[State Legislative Tracker 2024: Pro-LGBTQI+ Legislation Affecting Schools](#)**, *GLSEN*

- **[Gender Affirming and Inclusive Athletics Participation Issue Brief](#)**, *GLSEN*

- **[Supporting Transgender & Gender Diverse Students and Staff: Resource Guide](#)**, *NCSMH*

- ***[School Mental Health Virtual Learning Series](#)***

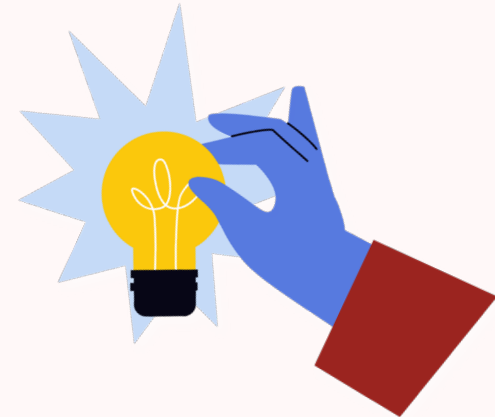## National Crisis Support Lines

988 Suicide & Crisis Lifeline	**Trevor Lifeline** (for LGBTQ+ youth)	**Trans Lifeline** *(Mon-Fri, 1-9pm ET)*
Call or text 9-8-8	Call 1-866-488-7386 Text START to 678-678	Call 1-877-565-8860

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by completing the **post-webinar evaluation**

(link shared in chat box)

THANK YOU!