



Creating Safer & More Affirming Systems of Care for LGBTQ+ Youth

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Center for Children & Youth Justice (CCYJ)

Our Mission

To create better lives for generations of children and youth by reforming the child welfare and juvenile justice systems.

Our Work Is...

- ▶ Youth-centered
- ▶ Collaborative
- ▶ Data-driven
- ▶ Innovative



Center for Children & Youth Justice

Our Work



Empowering Foster and Homeless Youth

Building pathways to education, housing, and employment for foster and homeless youth



Keeping Kids in School

Activating education and justice communities to support youth in crisis



Reducing Gang Violence

Uniting partners to redirect gang-involved youth and get them on a positive path



Stabilizing Families

Combining legal, parent, and social services to strengthen King County families



Supporting LGBTQ Youth

Building capacity for foster care and juvenile courts to provide safe, affirming support




Combating Child Sexual Exploitation



Connecting sexually exploited children to resources and advocacy



CCYJ's eQuality Project

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Listening to Their Voices


Enhancing Successful Outcomes for LGBTQ Youth in Washington State's Child Welfare and Juvenile Justice Systems.

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eQuality Project

Protocol for Safe & Affirming Care

Improving the Lives of LGBTQ+ Youth in Washington
State's Child Welfare and Juvenile Justice Systems

1st Edition / January 2017

Nicholas Oakley, JD



Objectives (Discussion Questions 1-4)

You will begin to understand:

- Why we need specific protections and supports for LGBTQ+ youth;
- What it means to be LGBTQ+, including the definitions of sexual orientation, gender identity, and gender expression (SOGIE), as well as some LGBTQ+ identities;
- Some fundamental protections and supports for LGBTQ+ youth;
- One step you can take toward making your court, agency, or organization safer and more affirming.

Lesson 1: Know Your *Why*

“IF YOU WANT TO BUILD A SHIP, DON’T DRUM UP PEOPLE TO COLLECT WOOD AND DON’T ASSIGN THEM TASKS AND WORK, BUT RATHER TEACH THEM TO LONG FOR THE ENDLESS IMMENSITY OF THE SEA.”

--ANTOINE DE SAINT-EXUPERY



Purpose: Page 19

- The purpose of the Protocol is to improve the safety, health, and well-being of all youth in Washington's child welfare and juvenile justice systems. Professionals, volunteers, and caregivers will *not* be able to improve the safety, health, and well-being of all youth unless and until they address the specific needs of LGBTQ+ youth. LGBTQ+ youth are overrepresented in these systems, experience unique forms of trauma, and have specific needs related to their sexual orientation and gender identity. Therefore, ensuring appropriate care for *all* youth necessitates a focused effort on behalf of LGBTQ+ youth.



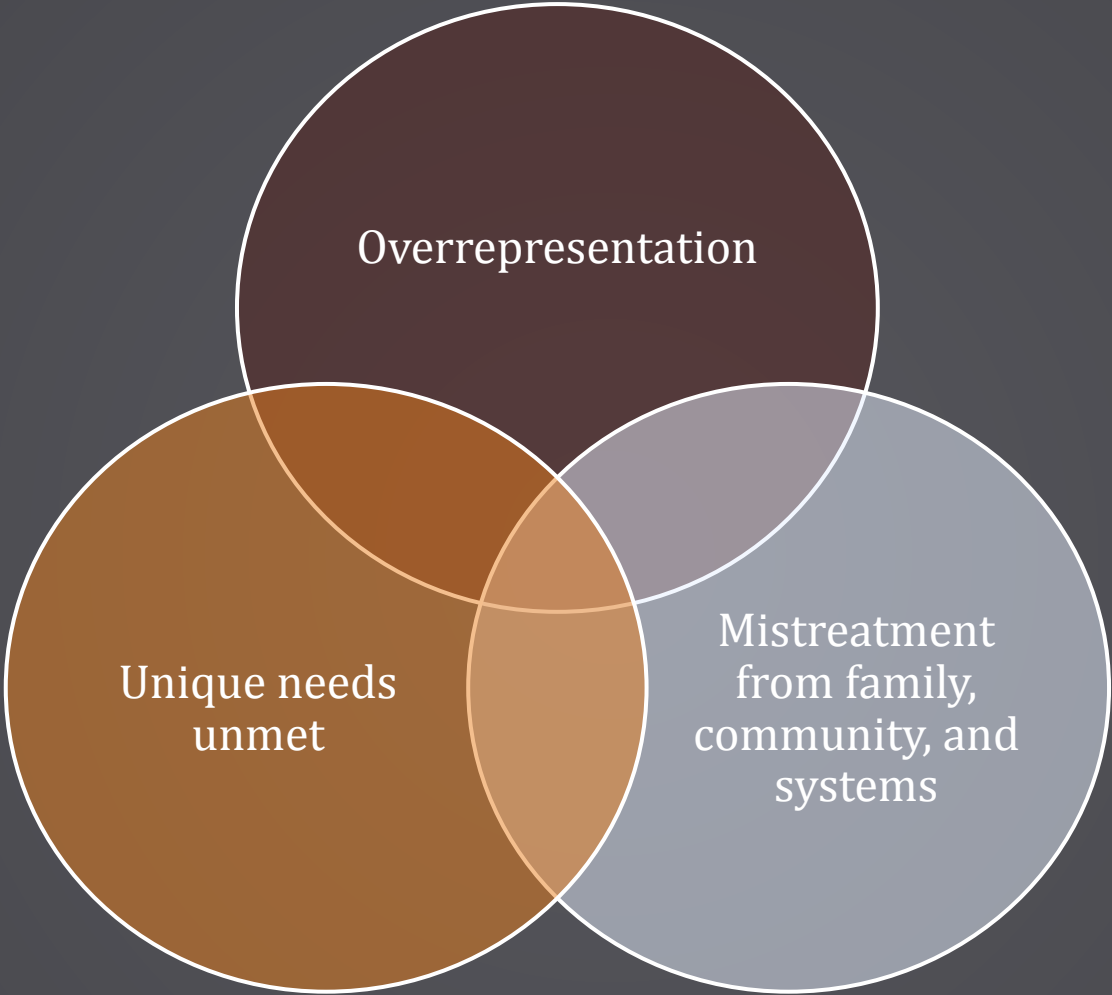
Self-Reflection & Sharing

- ▶ Spend 2 minutes considering the following questions:
 - ▶ 1. Is it important to have a specific effort to support LGBTQ+ youth? If so, why?
 - ▶ 2. What is one question you have/something you want to learn more about?

- ▶ Optional: Share one or both of your responses in the chat box.



To visualize...





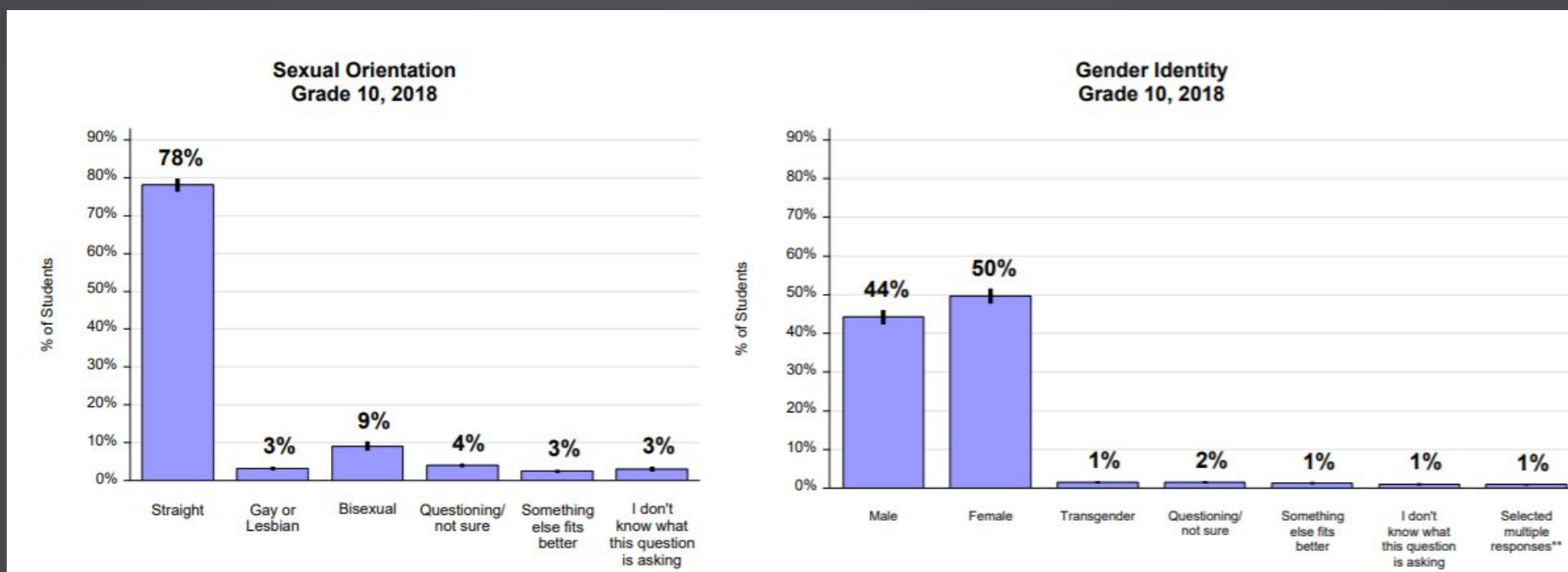
Vision: Page 19

- Professionals, contracted providers, caregivers, and volunteers in Washington's child welfare and juvenile justice systems will support each and every youth in the development of the youth's sexual orientation and gender identity and recognize that such support is critical to the youth's safety, health, and well-being.



LGBTQ+ Youth Are Part of Our Community

Healthy Youth Survey: 10th Grade Statewide



Source: <https://www.askhys.net/FactSheets>

Lesson 2: Know Your Terms

“THE LIMITS OF MY LANGUAGE MEAN THE LIMITS OF MY WORLD”

-- LUDWIG WITGENSTEIN



Sex and SOGIE (Discussion Questions 5-8)

Review:

- Sex
- Gender Identity
- Gender Expression
- Sexual Orientation



Sex & SOGIE: Everyone Has Them!

Category	Questions Answered	Relates to
Sex	What did the doctor mark on my birth certificate?	Anatomy , chromosomes, and hormones.
Gender Identity	How do I feel on the inside?	Identity and sense of self.
Gender Expression	How do I present myself to and how I am perceived by others?	Communication of gender, including dress and appearance.
Sexual orientation	Who am I attracted to?	Romantic and erotic responses.



Sex assigned at birth

Male

Female

Gender Identity

Man/Boy

Male

Woman/Girl

Female

Gender Expression

Masculine

Man/Boy

Male

Feminine

Woman/Girl

Female



Sexual Orientation

Attracted to women

Masculine

Man

Male

Attracted to men

Feminine

Woman

Female



Sexual Activity

Engages in sex with women

Attracted to women

Masculine

Man

Male

Engages in sex with men

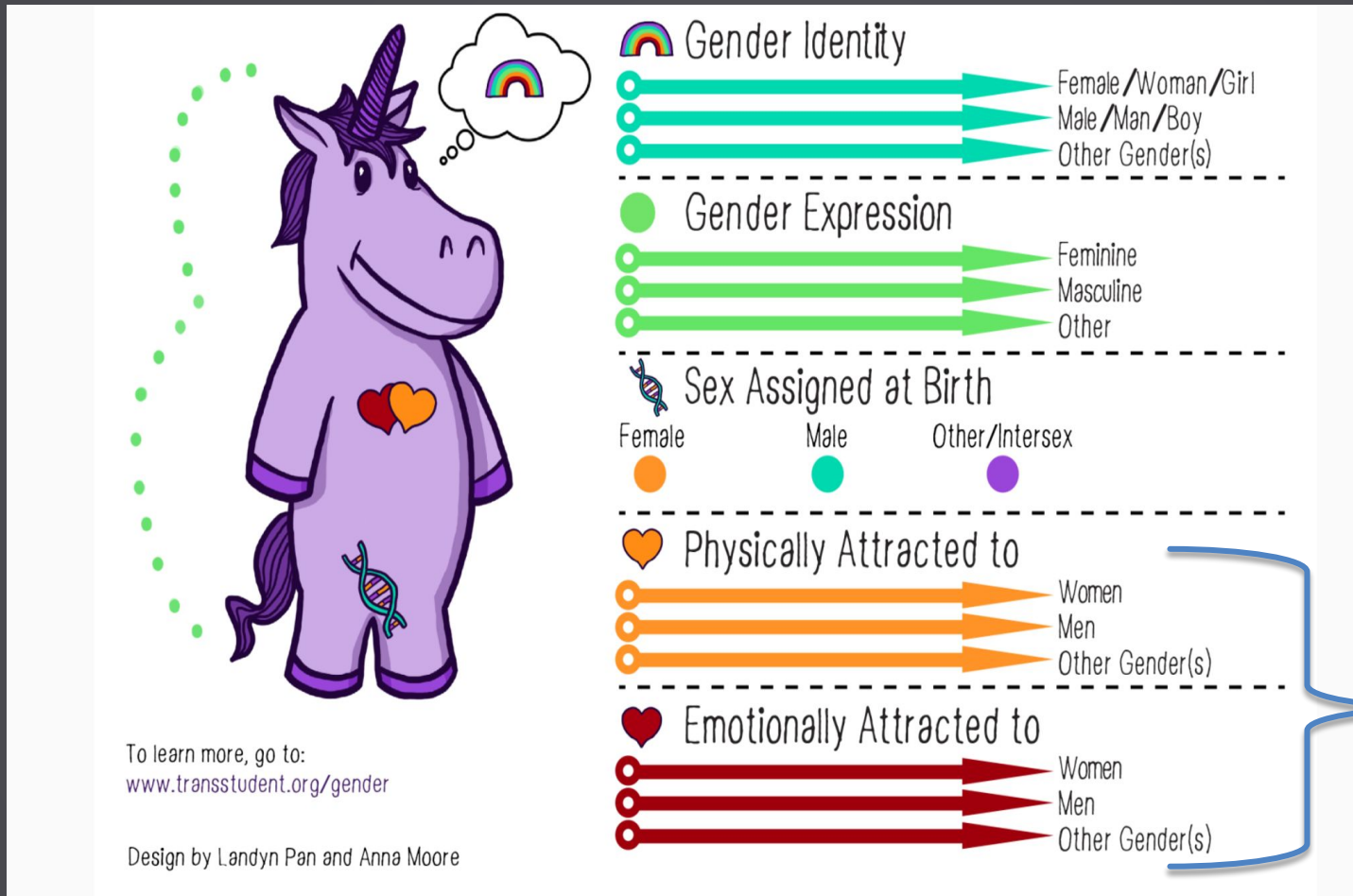
Attracted to men

Feminine

Woman

Female

The SOGIE Spectrum





Match Game





Intersex	Cisgender	Transgender	Non-Binary
Two-Spirit	Bisexual	Asexual	Gender Non-Conforming
Pansexual	LGBTQ+	Queer	Gender-Fluid

1. Describes a person who does not identify exclusively as a man or a woman. This person may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories.	Non-binary	Gender Identity
2. An umbrella term that describes a person whose gender identity does not correspond to their sex assigned to them at birth.	Transgender	Gender Identity
3. Describes a person who identifies as gay, lesbian, bisexual, transgender, gender neutral, questioning, and/or many other identities. While this term has been used in a derogatory way in the past, many individuals and groups are reclaiming it as an all-encompassing way to describe those who do not identify as heterosexual and/or cisgender.	Queer	Sex, Gender Identity, Gender Expression, Sexual Orientation



Intersex	Cisgender	Transgender	Non-Binary
Two-Spirit	Bisexual	Asexual	Gender Non-Conforming
Pansexual	LGBTQ+	Queer	Gender-Fluid

4. The potential to be attracted-- romantically and/or sexually-- to people of more than one sex and/or gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.	Bisexual	Sexual Orientation
5. An umbrella term for differences in sex traits or reproductive anatomy. Describes people who are born with these differences or develop them in childhood. There are many possible differences in genitalia, hormones, internal anatomy, or chromosomes, compared to the usual two ways that human bodies develop.	Intersex	Sex
6. Describes a person who does not experience sexual attraction, but may experience emotional or romantic attraction.	Asexual	Sexual Orientation



Intersex	Cisgender	Transgender	Non-Binary
Two-Spirit	Bisexual	Asexual	Gender Non-Conforming
Pansexual	LGBTQ+	Queer	Gender-Fluid

7. A term sometimes used to describe indigenous North American individuals who have a gender identity and/or gender expression that does not traditionally align with their sex assigned at birth, or have a culturally distinct gender apart from man or woman.	Two-Spirit	Gender Identity, Sexual Orientation
8. A broad term referring to individuals who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.	Gender Non-Conforming	Gender Expression
9. An umbrella term that describes a person who identifies as lesbian, gay, bisexual, transgender, and/or queer/questioning. In some cases, I, for intersex, A, for asexual, 2, for two-spirit, and/or +, to reflect a broader sense of inclusivity, is added.	LGBTQ+	Sex, Gender Identity, Gender Expression, Sexual Orientation



Intersex	Cisgender	Transgender	Non-Binary
Two-Spirit	Bisexual	Asexual	Gender Non-Conforming
Pansexual	LGBTQ+	Queer	Gender-Fluid

10. Describes a person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.	Gender-fluid	Gender Identity
11. Describes a person whose gender identity corresponds with the sex assigned to them at birth.	Cisgender	Gender Identity
12. Is an identity term for romantic and/or sexual attraction to people regardless of gender identity or to people of all genders. For some people, gender is not a defining characteristic of the attraction they feel to others. Other folks may feel the gender is a significant part of their experience of attraction.	Pansexual	Sexual Orientation



Discussion Question 9 and Questions?



Lesson 3: Know the Law

“IF WE DESIRE RESPECT FOR THE LAW, WE MUST FIRST MAKE THE LAW
RESPECTABLE.”

--LOUIS D. BRANDEIS



Anti-Discrimination Law and Policy (Discussion Question 10)

Prison Rape Elimination Act (PREA)

RCW 49.60.030

WAC 110-145-1710; 110-147-1595;
110-148-1525(6)

DCYF Policy 6900



PREA

Mandates that facilities respond to distinct needs of transgender and intersex inmates and residents in the following areas.

- ▶ **Housing and Programming Placement: §§115.42, 115.242, and 115.342—**
 - ▶ **Decisions for transgender and intersex people must be made on a case-by-case basis**
 - ▶ **Inmates' views of their own safety must be given serious consideration**
 - ▶ **Transgender and intersex inmates must be given an opportunity to shower separately**
- ▶ **Cross-Gender Viewing and Searches: §§115.15, 115.115, 115.215, and 115.315—**
 - ▶ **No transgender or intersex inmate can be searched for the sole purpose of determining genital status**
 - ▶ **This information can be ascertained through conversations with the inmate or by reviewing medical records**
 - ▶ **If necessary, an exam can be conducted by a medical professional**



RCW 49.60.030

Freedom from discrimination -- Declaration of civil rights.

- (1) The right to be free from discrimination because of race, creed, color, national origin, **sex, sexual orientation (including gender identity)**, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a disabled person is recognized as and declared to be a civil right. This right shall include, but not be limited to:
 - (b) The right to the full enjoyment of any of the *accommodations*, advantages, *facilities*, or privileges of any place of public resort, accommodation, assemblage, or amusement;



Washington Administrative Code

WAC	Applies to:	Language
110-145-1710	Group Care Facilities and Services	You must follow all state and federal laws regarding nondiscrimination while providing services to children in your care. You must treat foster children in your care with dignity and respect regardless of race, ethnicity, culture, sexual orientation and gender identity.
110-147-1595	Child Placing Agency and Adoption Services	
110-148-1525(6)	Licensing for Child Foster Homes	



DCYF Policy 6900

Key Components	Summary of Key Points
Purpose	<ul style="list-style-type: none">•To address the specific needs of LGBTQ+ children and youth and assist staff in identifying, supporting, and referring to appropriate services
Policy	<ul style="list-style-type: none">•Children and youth will not be subject to discrimination or harassment•Use gender neutral and inclusive language•Allow use of chosen name and pronoun•Allow expression of gender identity•Encourage dialogue with children and youth about disclosure of LGBTQ+ identity
Procedure	<ul style="list-style-type: none">•Document preferred name•Discuss and refer to LGBTQ+ related services if child or youth desires•Consider LGBTQ+ identity in making placement decisions•Support transgender youth in seeking gender affirming medical services if youth desires•Assist youth in updating name or gender on birth certificate

Questions?

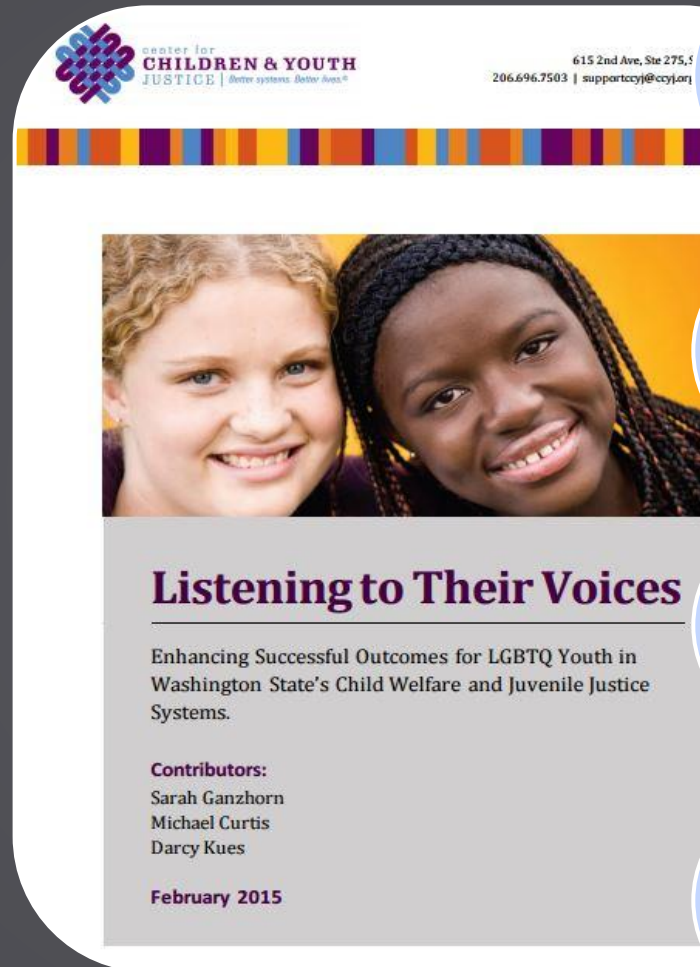


Lesson 4: Sweat the “Small” Stuff

*“IT IS THE SMALL THINGS IN LIFE WHICH COUNT; IT IS THE
INCONSEQUENTIAL LEAK WHICH EMPTIES THE BIGGEST
RESERVOIR”*

-- NAPOLEON HILL

Listening to Their Voices: Page 12



LGBTQ System
Alumni Focus
Groups & Surveys

System
Professional
Surveys

Community-Based
Service Provider
Interviews

Law & Policy
Reviews



How do your different identities impact your experiences?





The Experiences of LGBTQ+ Individuals

Explosions



Erosions



Erosions

- Assumptions Made

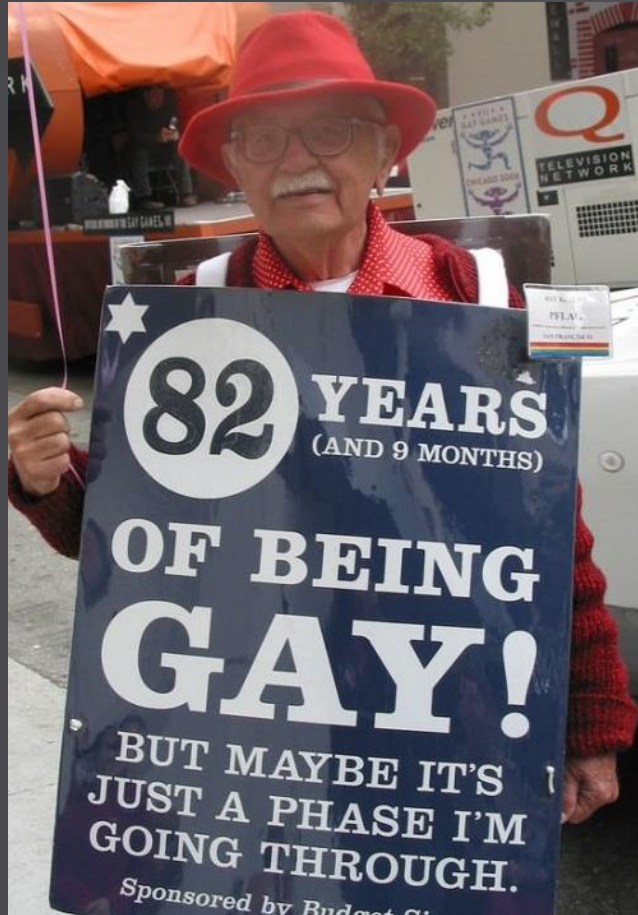


- Simultaneously Conspicuous and Unrecognized

It would be too easy to say that I feel invisible. Instead, I feel painfully visible, and entirely ignored.

- David Levithan

Erosions



“It’s just a **phase**”

“They will **get over it**”

“I just don’t **understand** how to help you”

Erosions



LGBTQ youth are on a “shorter leash.”

“In detention, I was perceived as a butch lesbian....People just assume that you’re like a predator. Like you can’t be housed with other girls because you’re going to sleep with them.”

Or Explosions?



Your gender identity is a
“symptom of psychological illness”

You need to “pray to God” and
“accept Jesus” (in response to
coming out)



Considerations for Bisexual/Pansexual Youth





Experience in Bias, Exclusion, And Invisibility Within the Bisexual/Pansexual Youth Population

- ▶ Others often assume bisexual/pansexual youth to be either straight or gay based on the gender of the person they are currently dating
- ▶ Bisexual/pansexual youth are often told to be either gay or straight



*“I tried coming out to my mother, but she adamantly claimed that you could only be gay or straight and that **there was no in-between**”*

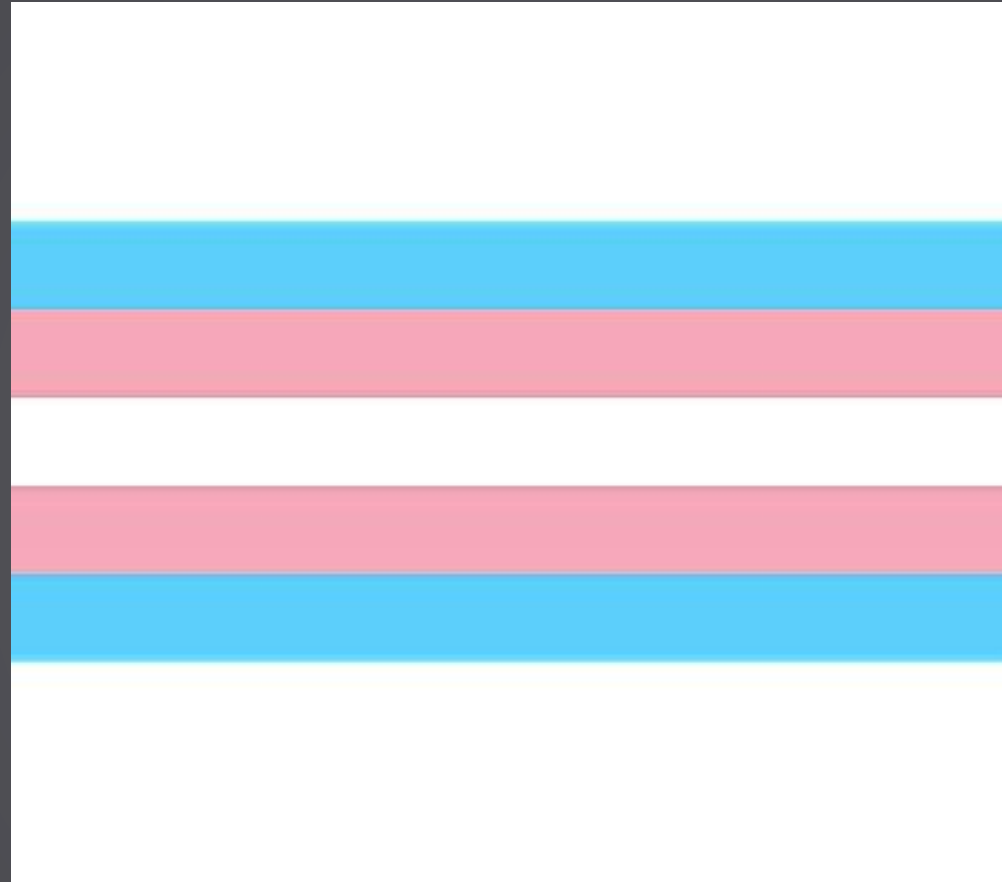
*“As a bisexual, I **feel shunned** by the gay and lesbian community.”*

*“I feel like if I were to come out as bisexual, **people would just think I'm a slut.**”*

- Survey Participants from Human Rights Campaign's 2012 survey of more than 10,000 LGBT youth



Considerations for Transgender Youth





Use of Chosen Names

Key Finding:

Transgender youth who were able to use their **chosen names** in multiple contexts (home, school, work, with friends) reported **fewer depressive symptoms** and **less suicidal ideation and behavior**.

Using chosen name in just **one context** resulted in:

- ▶ **29% decrease** in suicidal ideation
- ▶ **56% decrease** in suicidal behavior

Citation: Chosen Name Use Is Linked to Reduced Depressive Symptoms, Suicidal Ideation, and Suicidal Behavior Among Transgender Youth, Russell, Stephen T. et al., Journal of Adolescent Health , Volume 63 , Issue 4.



Activity: Practicing Pronouns

- ▶ He/Him/His
- ▶ She/Her/Hers
- ▶ They/Them/Theirs

Hello
my name is

my pronouns are

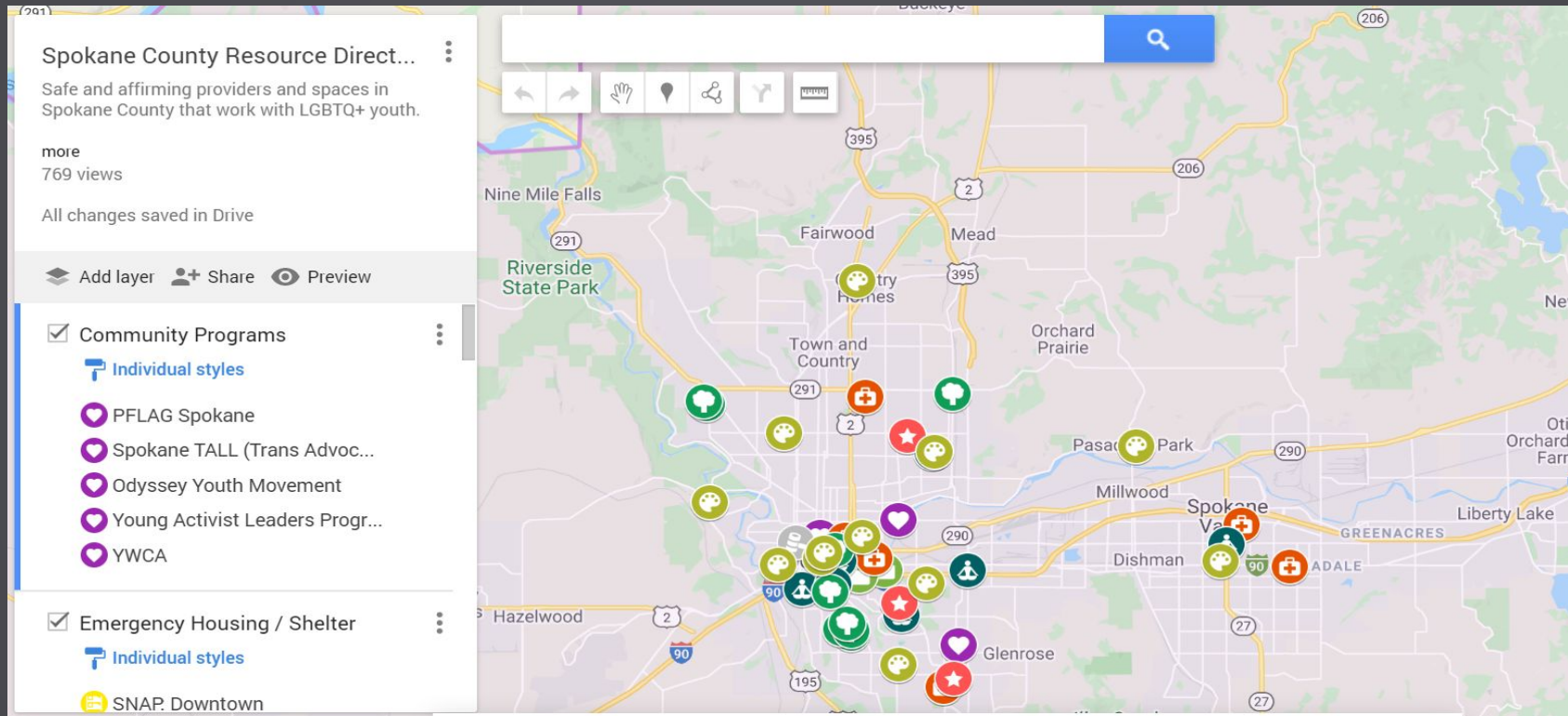


Discussion Questions 12-13 and Questions?



Resources

- Link to statewide map:
<https://ccyj.org/our-work/supporting-lgbtq-youth/maps/>





Questions?



Lesson 5: Start With the Fundamentals

“IF WE CAN’T BEGIN TO AGREE ON THE FUNDAMENTALS...THEN WE REALLY
ARE NOT READY TO MARCH FORWARD INTO THE FUTURE”

-- ALEXIS HERMAN



Principles of Safe & Affirming Care (Discussion Question 14)

1. LGBTQ+ youth exist.
2. Meeting the specific needs of LGBTQ+ youth is a matter of health, safety, and well-being.
3. The health, safety, and well-being of youth is the priority.
4. Youth have a right to self-determination
5. LGBTQ+ youth are individuals.
6. LGBTQ+ youth are entitled to equitable services and resources.
7. Understanding LGBTQ+ youth is a core competency for every professional, volunteer, and caregiver.
8. Youth have expertise in their own lives.
9. Making assumptions is harmful.
10. Collaboration is the key to success.



Fundamental Rights (Pg. 22) (Discussion Question 15)



We have the right to:

1. Be openly LGBTQ+.
2. Refrain from disclosing our sexual orientation or gender identity, or any other identity.
3. Live free from discrimination.
4. Wear clothing consistent with our gender identity.
5. Use our chosen names.
6. Use our pronouns.
7. Use the restroom that is consistent with our gender identity.

Lesson 6: The Time For Change Is Now

“IF YOU DON’T LIKE THE ROAD YOU’RE WALKING, START PAVING ANOTHER ONE.”

– DOLLY PARTON



What, So What, Now What

- ▶ **WHAT? What is one observation you have from today? (objective)**
 - ▶ E.g. What stood out the most? What was new for you?
- ▶ **SO WHAT? What conclusion can you draw from your WHAT? (subjective)**
 - ▶ E.g. What does your WHAT mean? Why is it important?
- ▶ **NOW WHAT? What action will you take as a result of your SO WHAT?**
 - ▶ What can you do without significant additional resources or authority?
 - ▶ What will you try to do that would require additional resources or authority?



Assessment (Discussion Questions 16-19)

I have begun to understand?

- Why we need specific protections and supports for LGBTQ+ youth;
- What it means to be LGBTQ+, including the definitions of sexual orientation, gender identity, and gender expression (SOGIE), as well as some LGBTQ+ identities;
- Some fundamental protections and supports for LGBTQ+ youth;
- One step you can take toward making your court, agency, or organization safer and more affirming.



THANK YOU!!!

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