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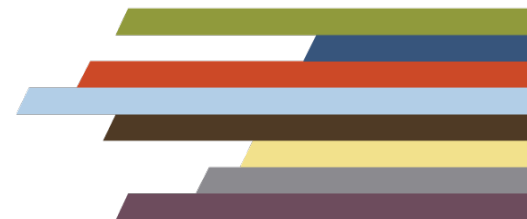
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AFFIRMATIVE INTERVENTIONS FOR LGBTQ+ LATINX YOUTH

Yovanska Duarte-Vélez, PhD

June 25, 2021

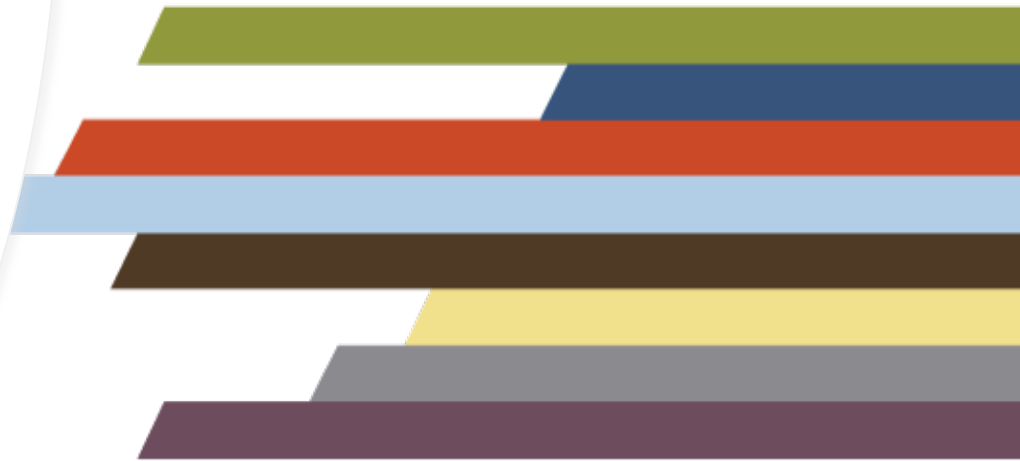
12:00PM EDT



Presenter:

Yovanska Duarte-Vélez, PhD

- Dr. Duarte received her PhD from the University of Puerto Rico and is currently an assistant professor in the Department of Psychiatry and Human Behavior at Brown University and Bradley Hospital. Dr. Duarte-Vélez is also a licensed clinical psychologist with extensive experience with children and families from diverse backgrounds. Her work has focused on the assessment and treatment of Latinx youth with suicidal behaviors in the context of their family and society.



The MHTTC Network uses
affirming, respectful and
recovery-oriented language in
all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

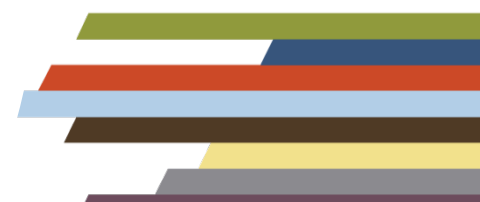
CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Disclaimer

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At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Author Disclose Conflicts of Interest

Dr. Duarte-Velez does not have
any conflicts of interest.

Grant Funding:

NIMH F31 MH12708: Suicide risk in Puerto Rican Adolescents;

AFSP1YIG-00047: Development of a treatment protocol for suicidal Latino/a adolescents;

NIMH 5K23MH097772: Treatment for Latino/a Adolescents with Suicidal Behavior;

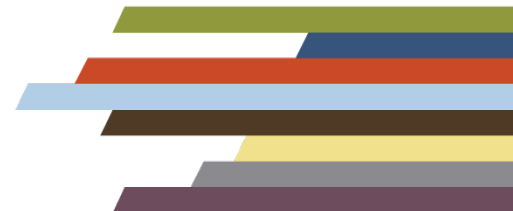
NIMHD 5R01MD013907: A culturally centered CBT protocol for suicidal ideation and suicide attempts among Latinx youth



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Objective

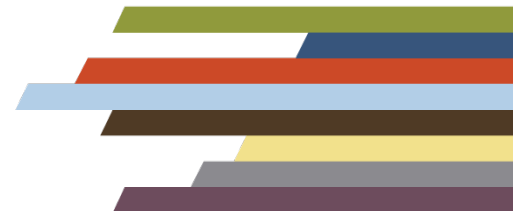
- ✓ To provide some ideas about affirmative interventions to use with LGBTQ+ Latinx youth.



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Sexual and Gender Identity

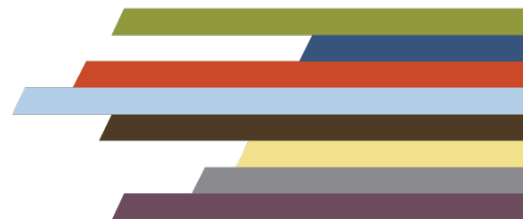
- LGBTQ+ expressions are natural variations of humanity.
- Latinx families can learn to support their children even if they do not agree with their sexual orientation or gender identity.



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Where Did I Come From? Who am I?



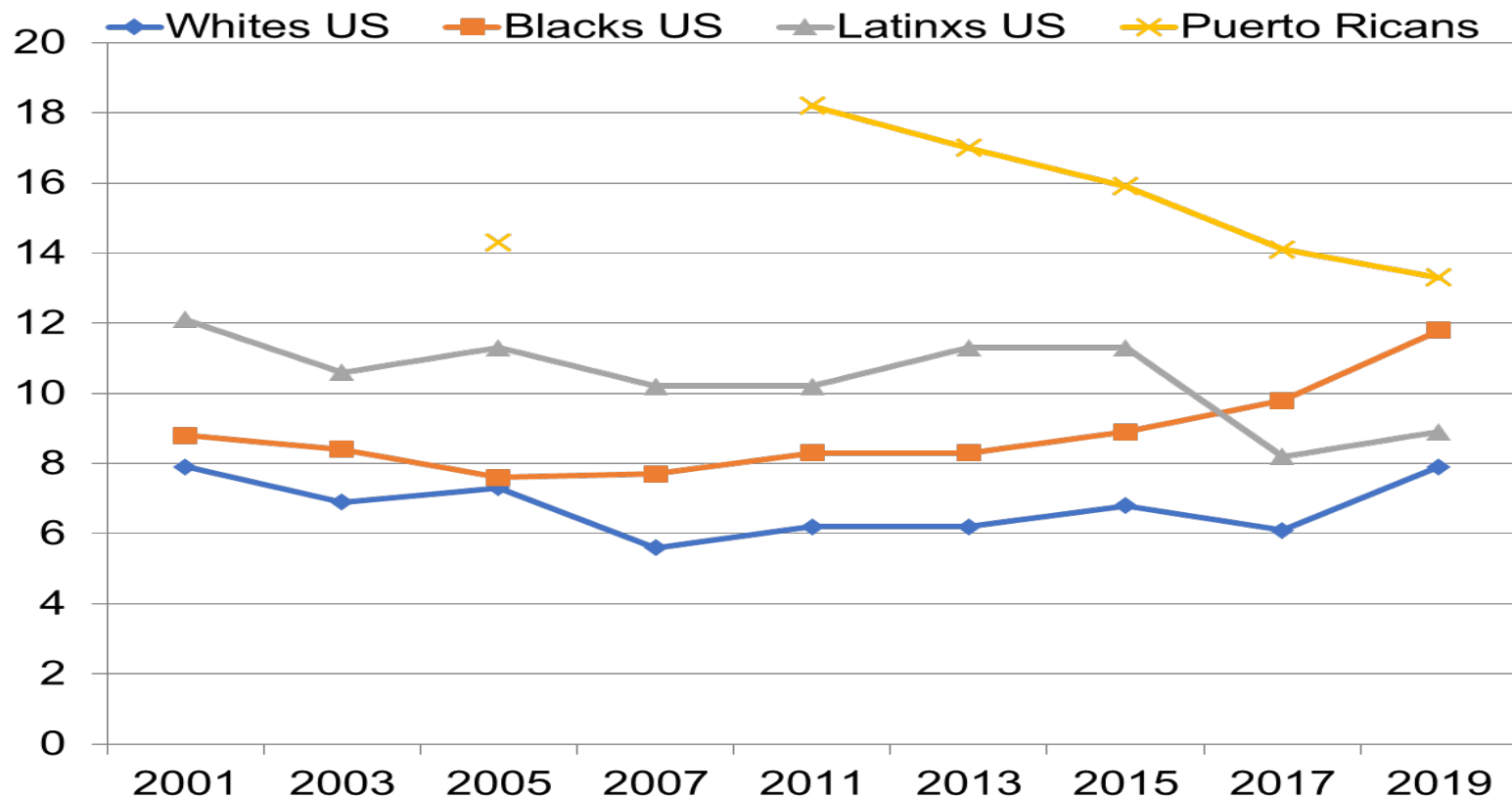
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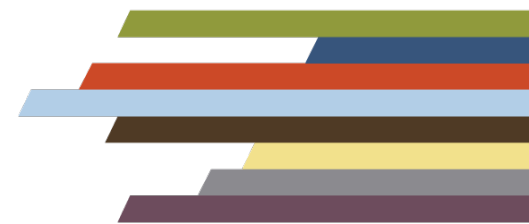
High School Students: Suicide Attempts by Race/Ethnicity, 2001-2019



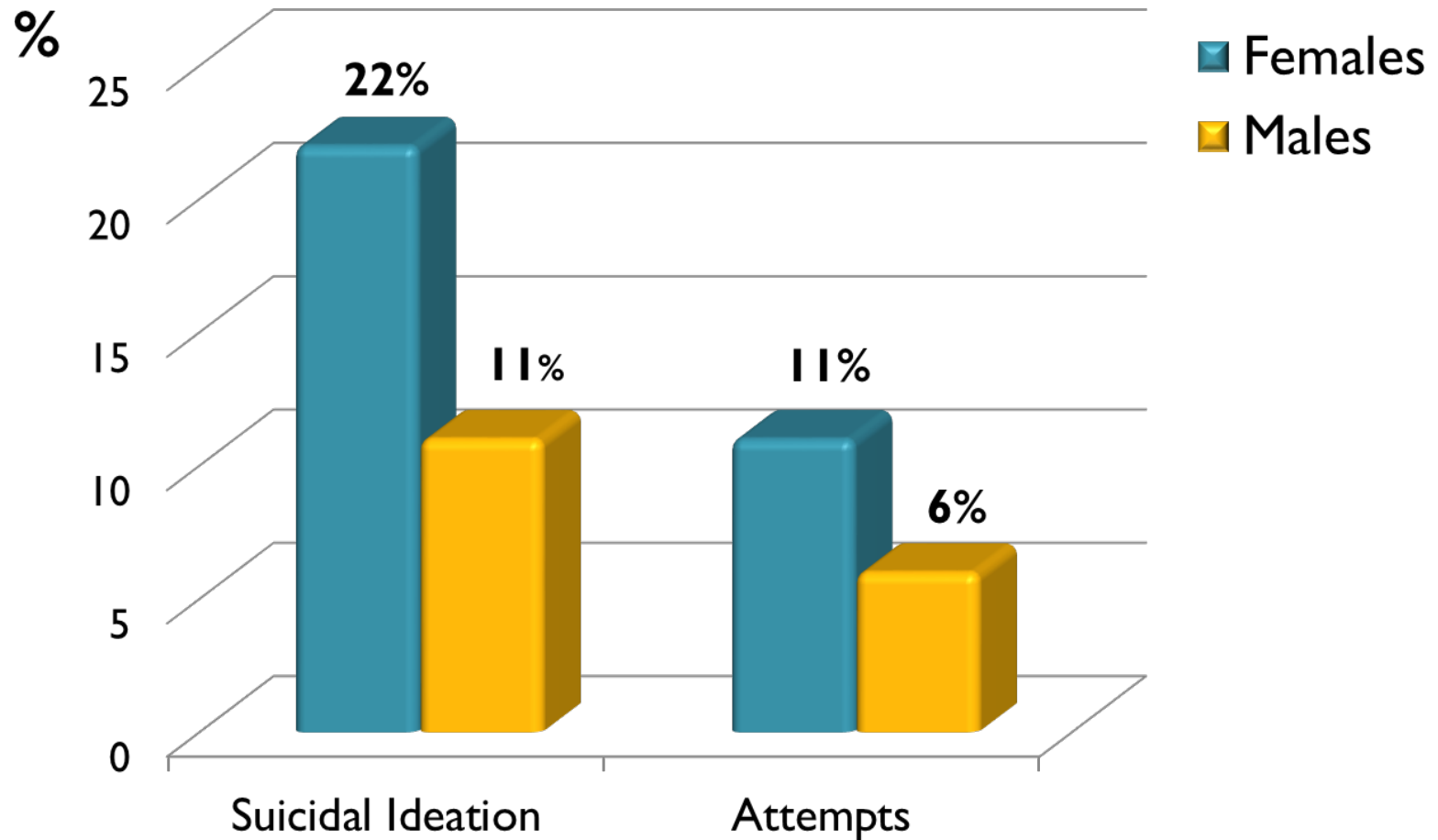
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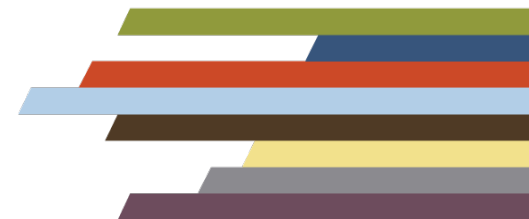
Percentage of High School Latinx Students who Report Suicidal Ideation and Attempts by Sex, 2017



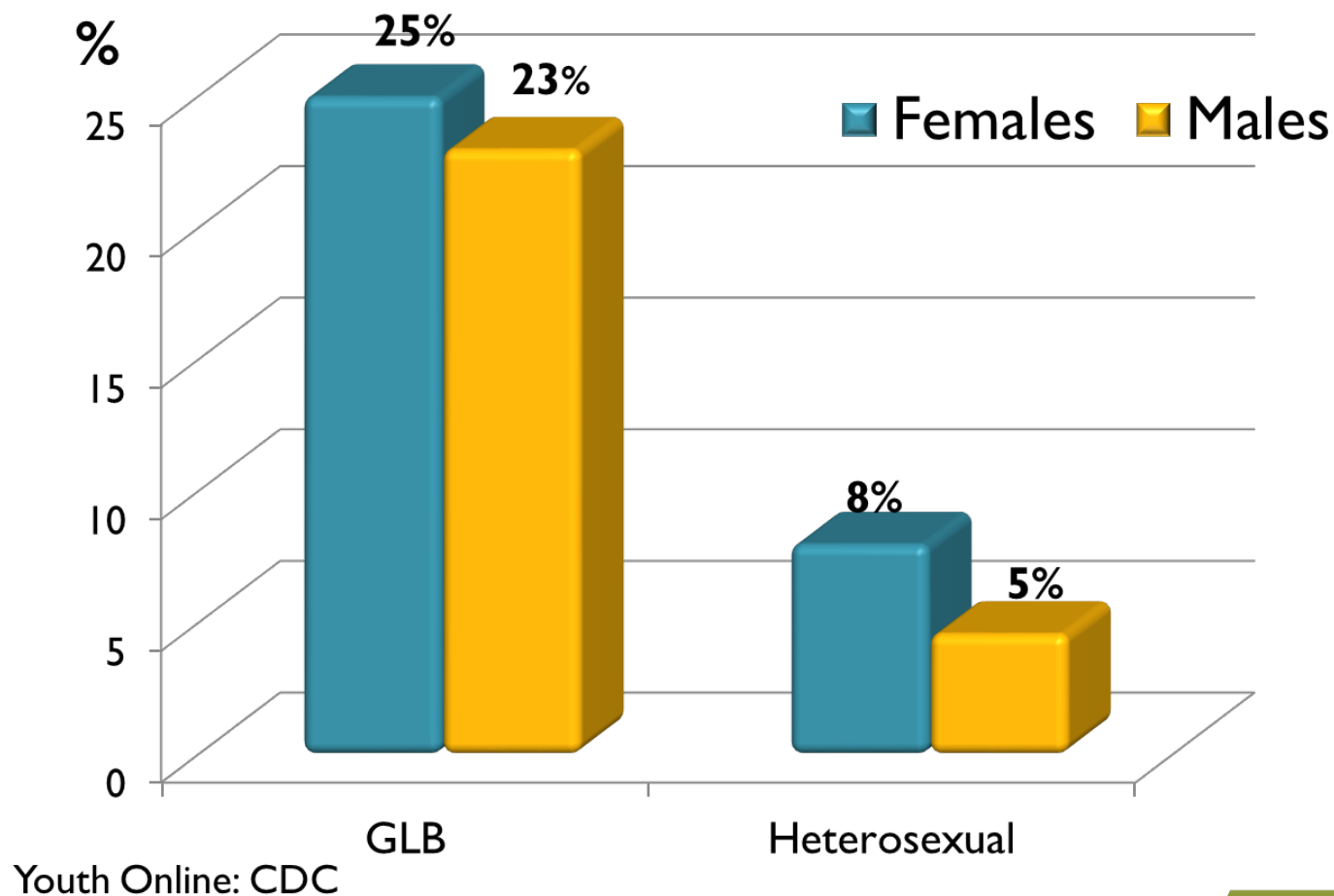
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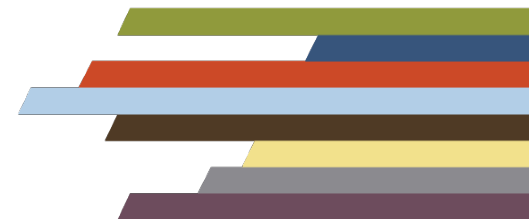
Percentage of High School Latinx Students who Report Suicide Attempts by Sexual Identity, 2017



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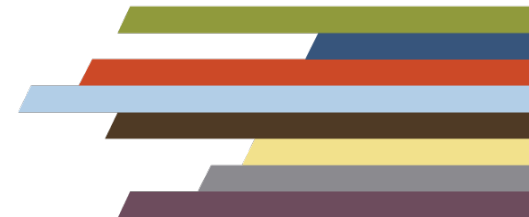
Inclusion & Exclusion Criteria

INCLUSION:

- Self-identify as Latino, Latina, Latinx, of Hispanic
- Ages of 12 to 17
- **Active suicidal ideation** (past month) or have made an **attempt** within the past three months
- Participation of a legal guardian

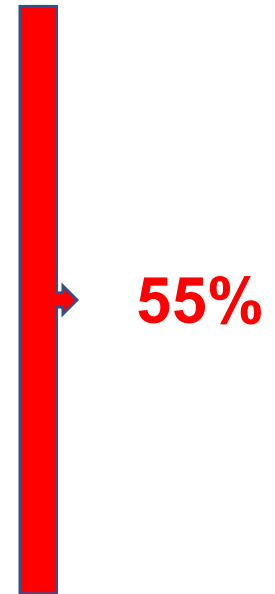
EXCLUSION

- Psychotic disorder, Substance dependence
- Pervasive developmental disorder, IQ below 70
- Receiving psychotherapy (psychiatric care was acceptable)
- Mandated psychological care by the judicial system.



Sexual Orientation in a Clinical Sample of Latinx Youth with Suicidality

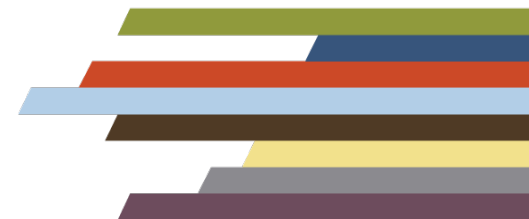
Total N = 88	Number	Percentage
Heterosexual	40	45%
Bisexual	26	30%
Unsure/None/ Don't Know	15	17%
Gay or Lesbian	2	2%
Pansexual	5	6%



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Gender in a Clinical Sample of Latinx Youth with Suicidality

Total N = 88	Number	Percentage
Cis-Female	69	78%
Cis-Male	11	13%
Trans-male	4	4.5%
Trans-female	1	1%
Gender fluid/ Non-binary	5	6%
Not Sure	2	2%

14%

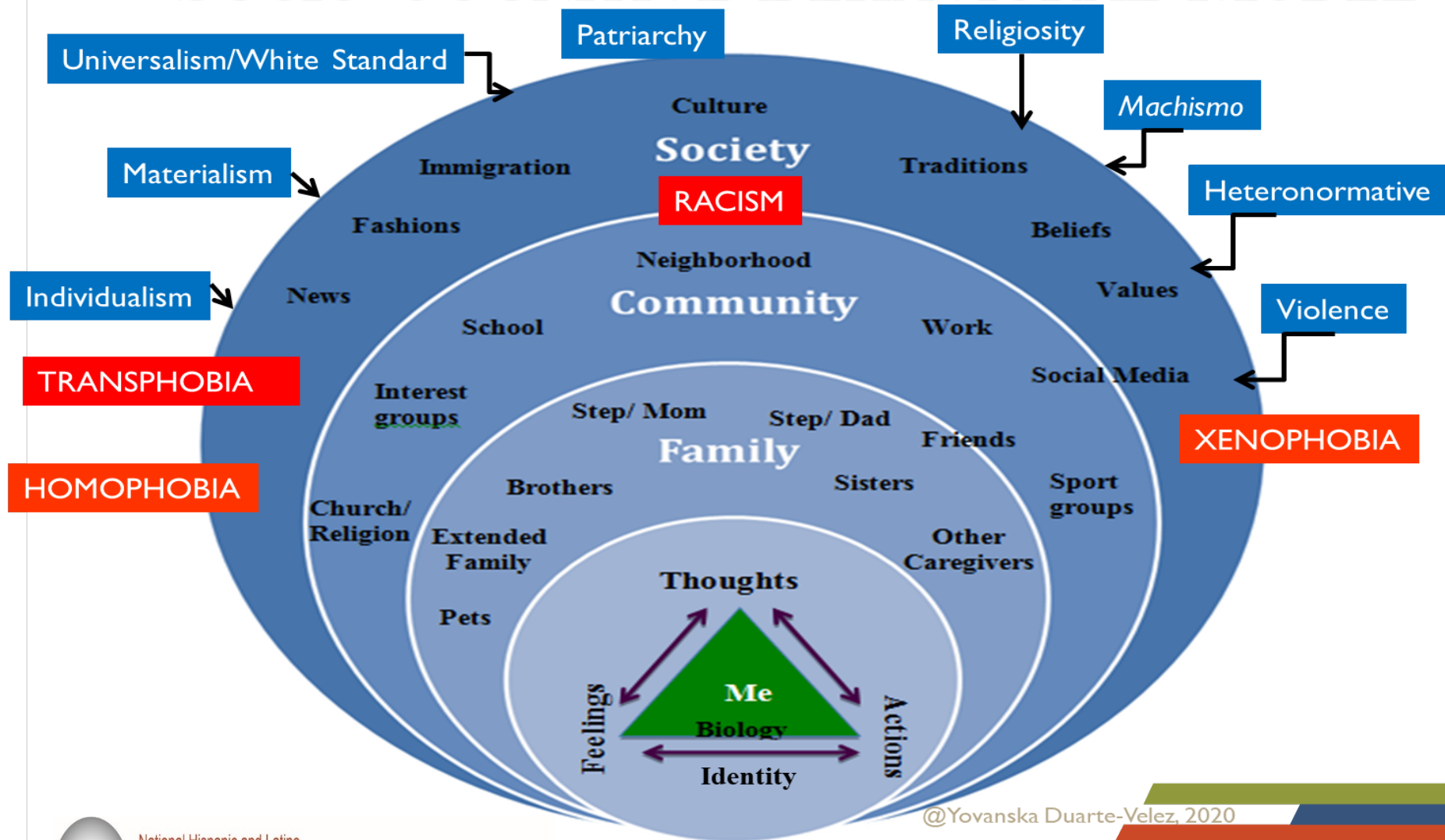


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UNDERSTANDING THE SUICIDAL CRISIS: SOCIO-COGNITIVE BEHAVIORAL MODEL



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Social Biases Produce...

Externally:

- Discrimination
- Micro-Aggression
- Acts of Aggression

Internally:

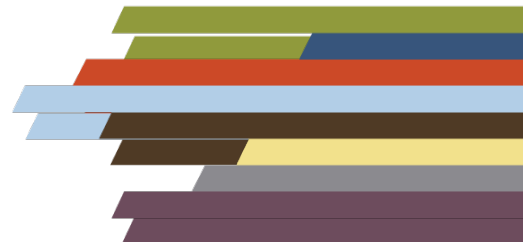
- Minority / Multiple Minority Stress (unique, chronic, socially-based)
- Internalized Racism
- Internalized Homo/Bi/Trans-phobia



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DISTINCTIVE FACTORS

- Latinx Values
 - Familismo – centrality of the family
 - Spirituality – “everything is in God’s hand”
 - Machismo vs Marianismo – gender roles
 - Personalismo – valuing close connections
- Spanish Language
- Acculturation / Enculturation
 - Acculturation Conflicts: “our ways”, “in my country”, “in my times” versus “the American way”, “these times”



Identity Integration

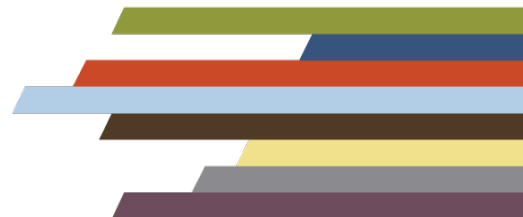


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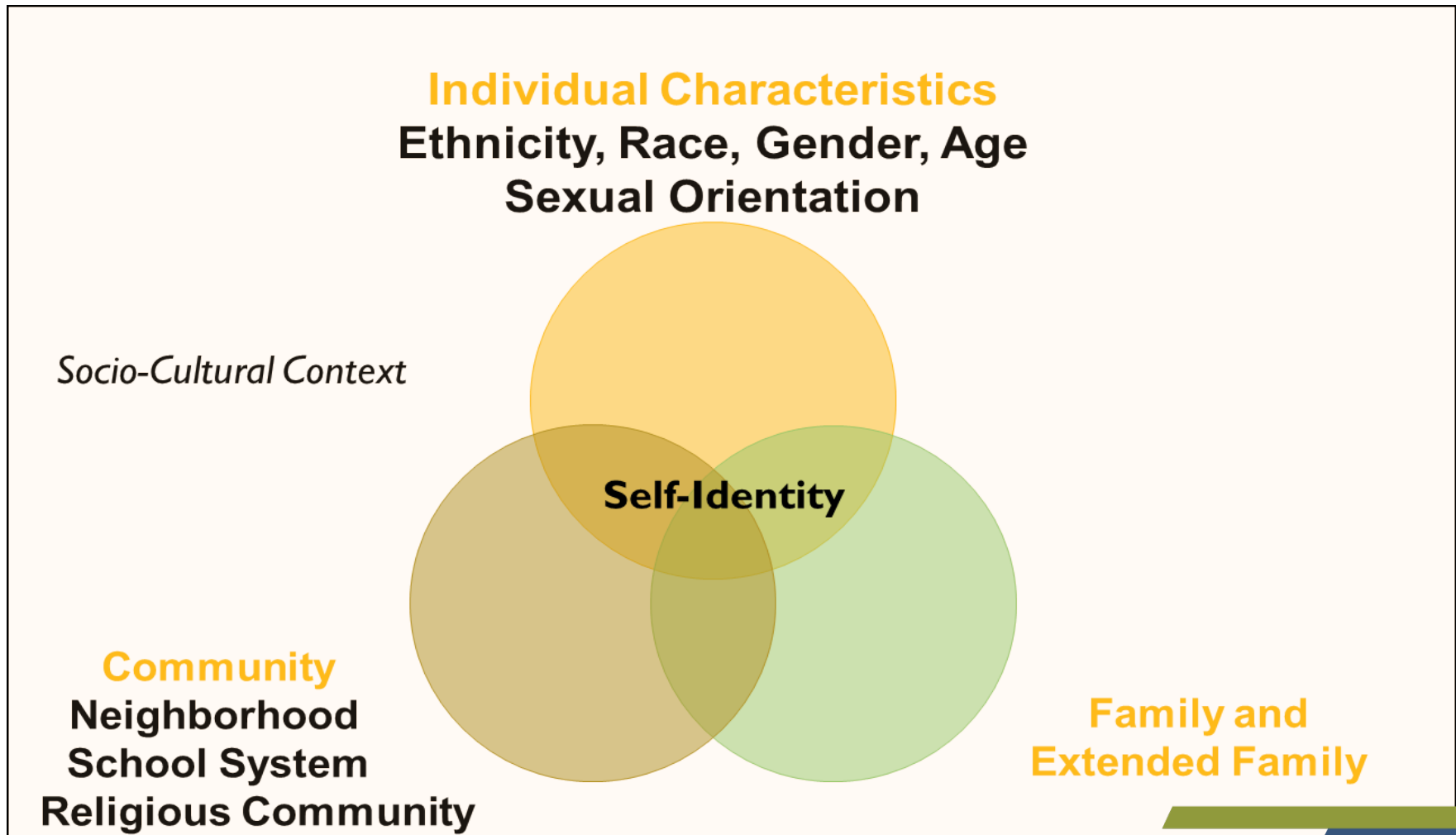
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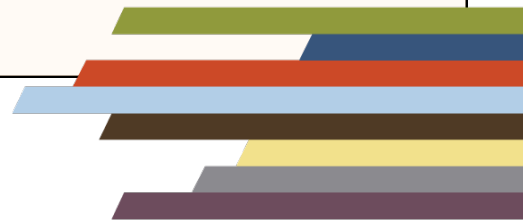
Identity Development: Who am I?



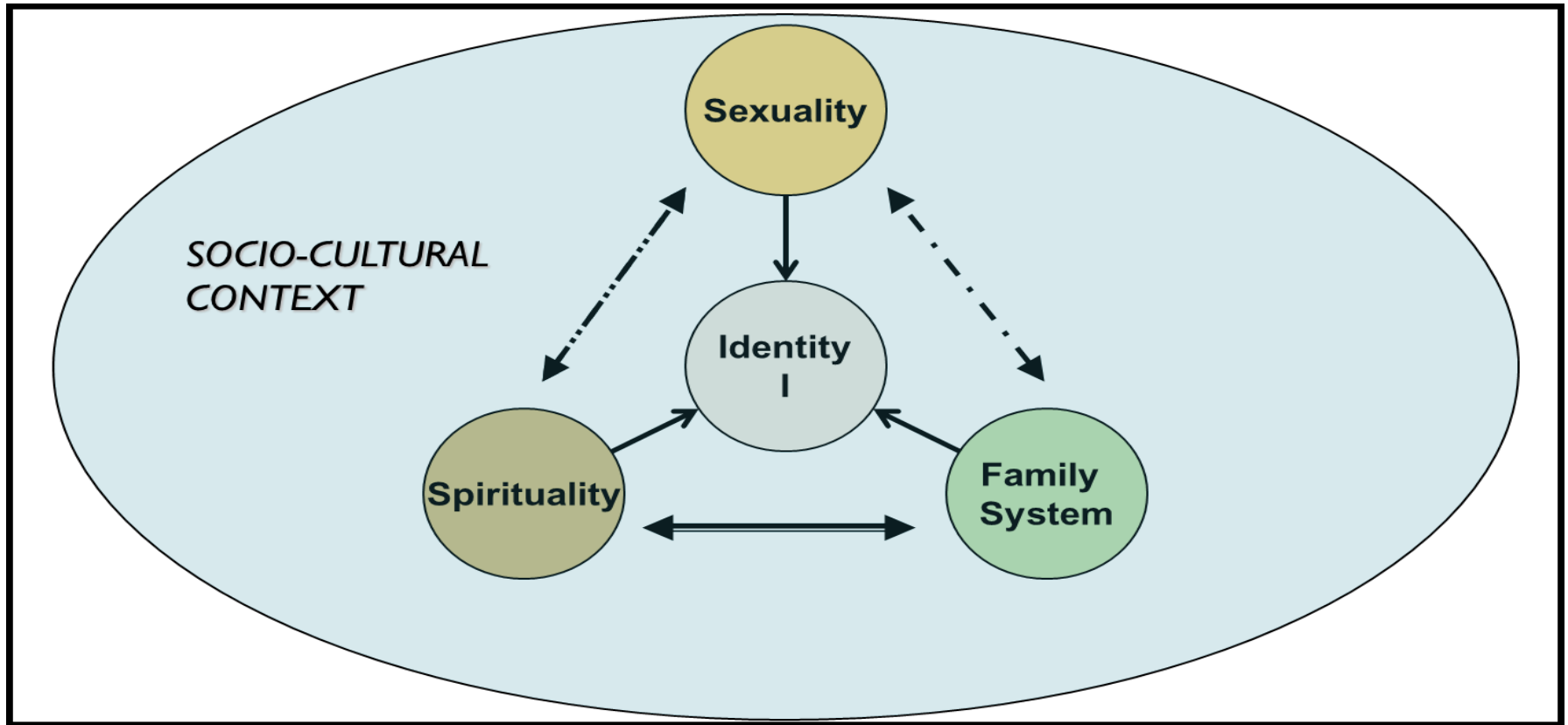
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Identity Development: Conflicts



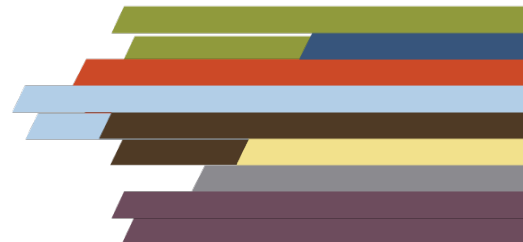
Duarte-Vélez, Y., Bernal, G. & Bonilla, K. (2010). Culturally Adapted Cognitive-Behavior Therapy: Integrating Sexual, Spiritual, and Family Identities in an Evidence-Based Treatment of a Depressed Latino Adolescent. *Journal of Clinical Psychology: In session*, 66, 895-906.



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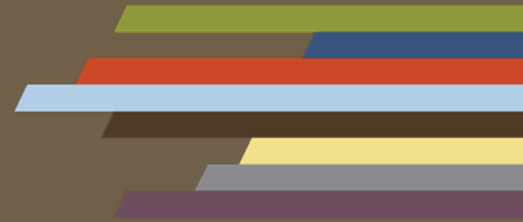
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**EMPATHY: PUTTING
YOUR SELF IN THEIR
SHOES...**



AFFIRMATION

Inclusive language

Correct pronounces

Prefer name

Do not make assumptions

Embrace diversity in your
messages & comments

Words of Affirmation

You are brave, intelligent,
funny...

I appreciate you

Count on me.

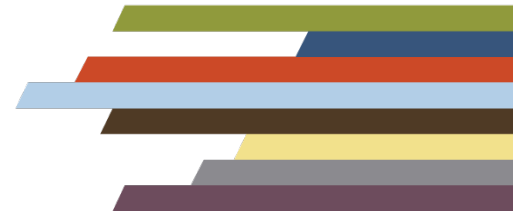


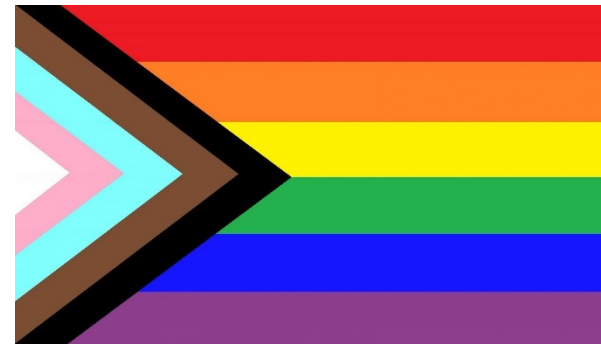
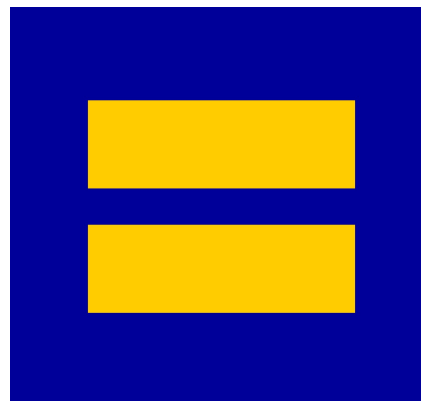
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Provide Support Create **SAFE ENVIRONMENTS**

Diversity is Cool!



CRISIS MODULE

Family Session: Understanding the suicidal crisis

Individual Sessions

- Identity - Who am I?
- Chain Analysis
- Power of Thoughts & Cognitive restructuring
- **Communication Skills**
- Decision-Making: SOLVE

Caregivers Sessions

- Raising in different cultures
- Parenting skills
- **Family Communication**

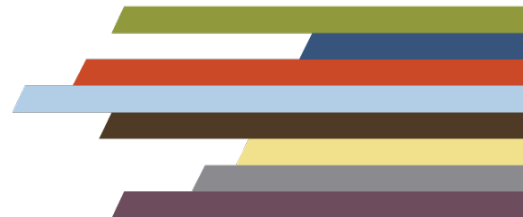


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Developmental perspective: Identity



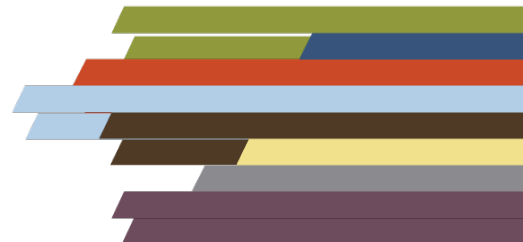
- Establish empathy and rapport with the adolescent.
- Ask adolescent to observe themselves, define who they are, how they feel, and their reasons for living.
- How does the adolescent see themselves in the future?
- **Identify areas of adolescent's identity that may influence suicidality or may be in conflict.**
- Define adolescent's therapeutic goals.
- Personal project: Hope Box



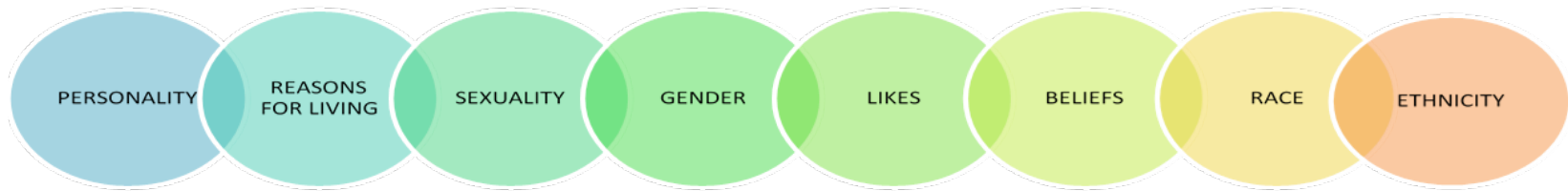
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WHO AM I?



I AM _____

serious happy communicative participatory slow dreamer
honest creative patient
demanding irritable restless calm quiet cautious
smart impatient I say what I think obedient aggressive
sweet decided bossy animated disobedient active
extrovert empathic introvert leader
worry-free think things through insistent sentimental adventurous
detailed-orientated dependent sociable loner realistic
independent sure of myself resourceful boring self-disciplined
impulsive indecisive I ask for a lot entertaining

REASONS FOR LIVING/ THINGS THAT MOTIVATE ME:

1. _____
2. _____



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1. SEXUALITY:

What does sexuality mean to you?

What's your sexual orientation?

Are you comfortable with your sexuality?

What do like about people you're attracted to?

How do you behave or get close to a person you're attracted to?



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2. *GENDER:*

What's your gender?

Where do you fall in your gender expression (E.g. dress, behaviors)? Make a mark.

What are your pronouns?



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3. *LIKES:*

What do you like? (Music, movies, books, clothes, hobbies, food)



What type of social media do you use (Facebook, Twitter, Snapchat, etc.)?

Are there specific websites you log on to? Why?

4. *LANGUAGE:*

What language do you prefer?

For Media (reading books, TV shows, music, etc...)? _____

To communicate with your friends? _____

To communicate with your family? _____

What language does your nuclear and extended family use? _____

5. *BELIEFS:*



Do you have spiritual beliefs? _____

What do you believe in? _____

Do you have a political belief or stance? What is it?

Are your beliefs similar or different from your parents? _____



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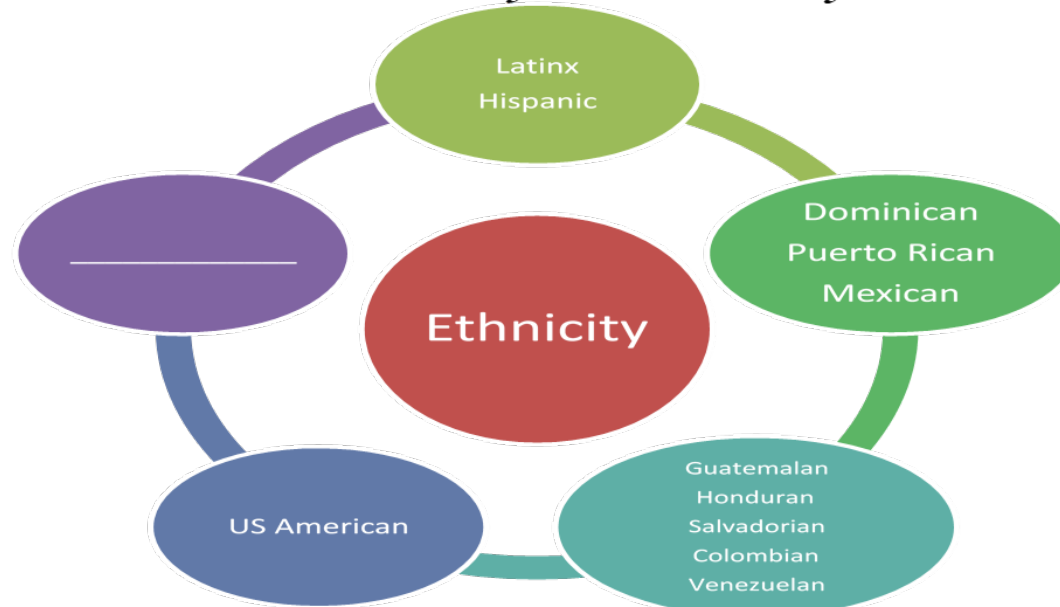
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6. RACE: What does race mean to you?



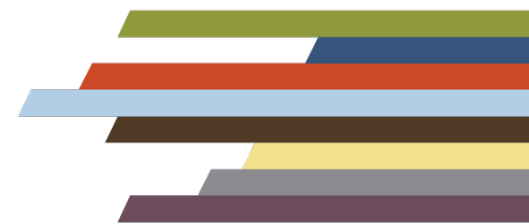
7. ETHNIC GROUP: What do you like about your culture?



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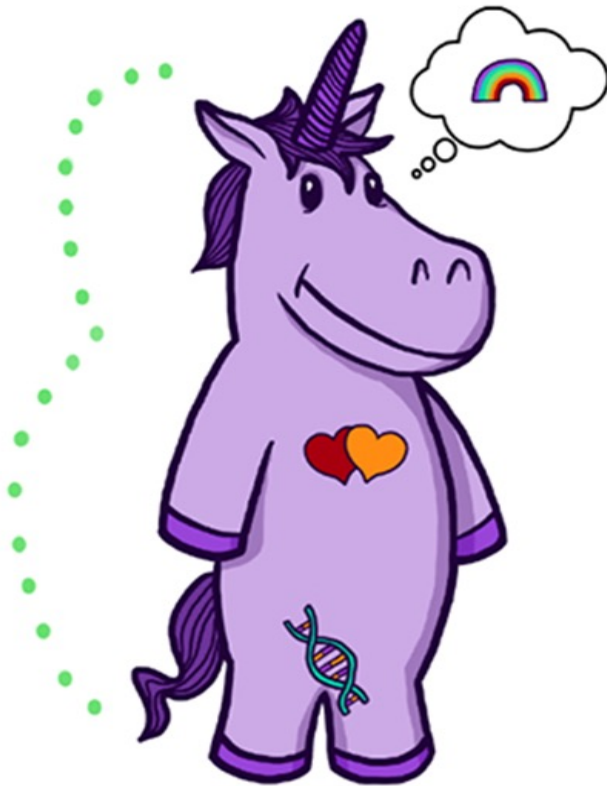
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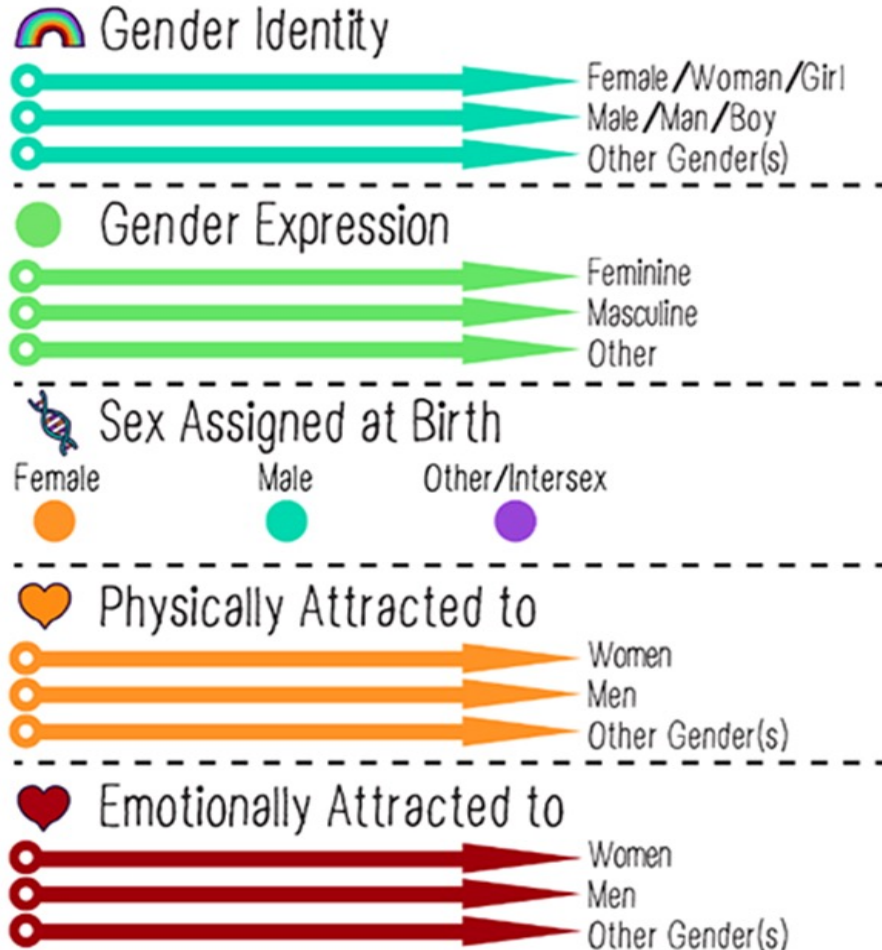
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



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

Design by Landyn Pan and Anna Moore

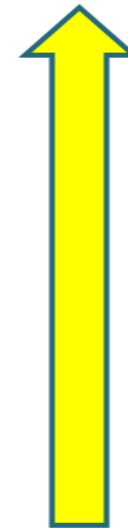
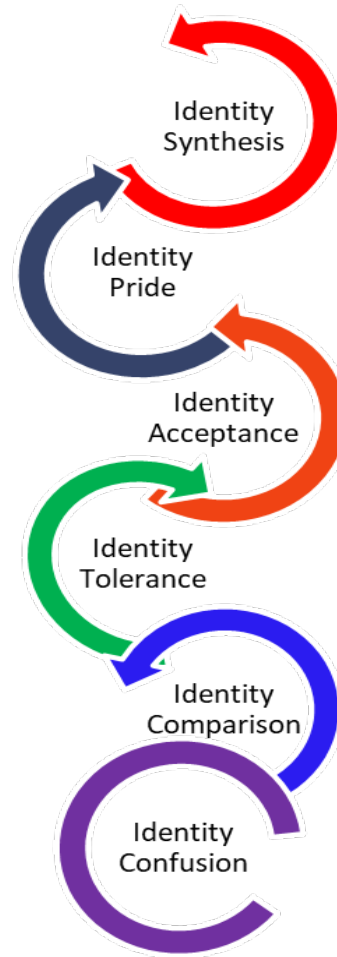
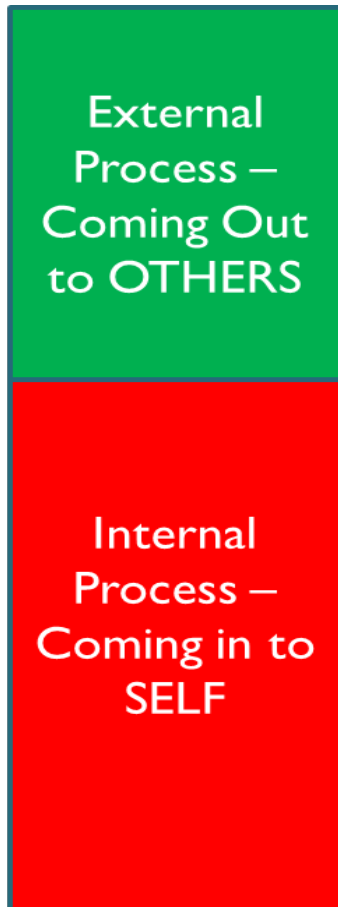


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LGBTQ Identity Development Process



PARENTS

SUPPORTIVE
FAMILY MEMBER

CLOSE FRIEND

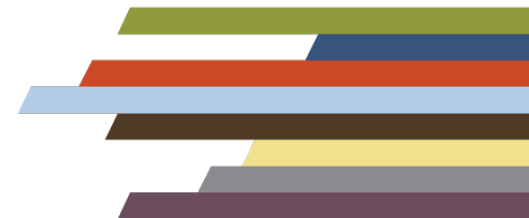
(Cass, 1979; Halpin & Allen, 2004).



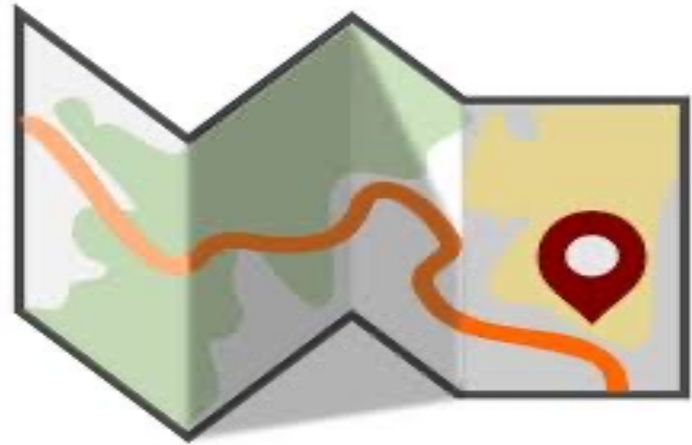
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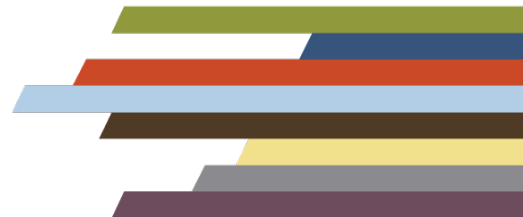
SEXUAL IDENTITY DEVELOPMENT – A ROAD TRIP



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Conclusions: Interventions

- We can make a difference in someone's life.
- We all can intervene by providing Affirmation and Support.
- We can create safe spaces.
- We can openly explore sexual orientation and gender as a normal aspect of human development.

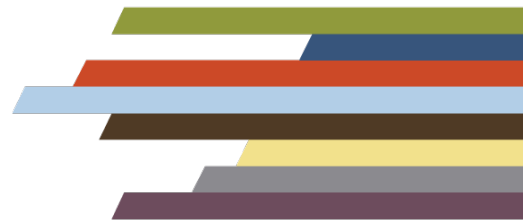


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HOTLINE: The Trevor Project (866-488-7386)

Crisis intervention & suicide prevention for LGBTQ+ and questioning youth.
www.TheTrevorProject.org

WORKBOOKS

- Gray, L. (2018). *LGBTQ+ YOUTH A Guided Workbook to Support Sexual Orientation and Gender Identity*. Pesi Publishing & Media.
- Testa, R. J., Coolhart, D. & Peta, J. (2015). *The Gender Quest Workbook: A Guide for Teens & Young Adults exploring gender identity*. New Harbinger Publications, Inc.

Resources to work with caregivers

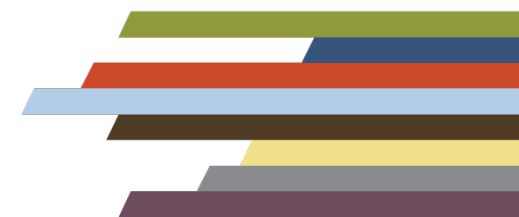
- English: ***Lead with Love*** Film (35 mins)- Real stories about LGB teens
- Family Acceptance Project <https://familyproject.sfsu.edu>
 - ✓ *A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children, 2014*



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- THANK YOU AND QUESTIONS

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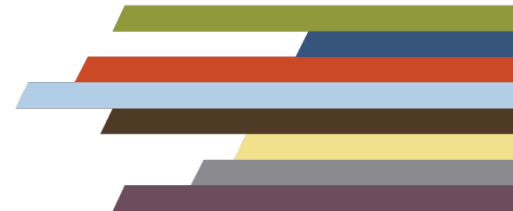
- For more information and papers
ResearchGate: Yovanska Duarte-Velez



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scan this code with
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email will be sent to you
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