Sexual and Gender Minority (Lesbian, Gay, Bisexual, Transgender, Non-binary, and Queer) Youth

Kamryn Holtz, BS & Keri A. Frantell, PhD

March 24, 2022

Disclaimer and Funding Statement

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).
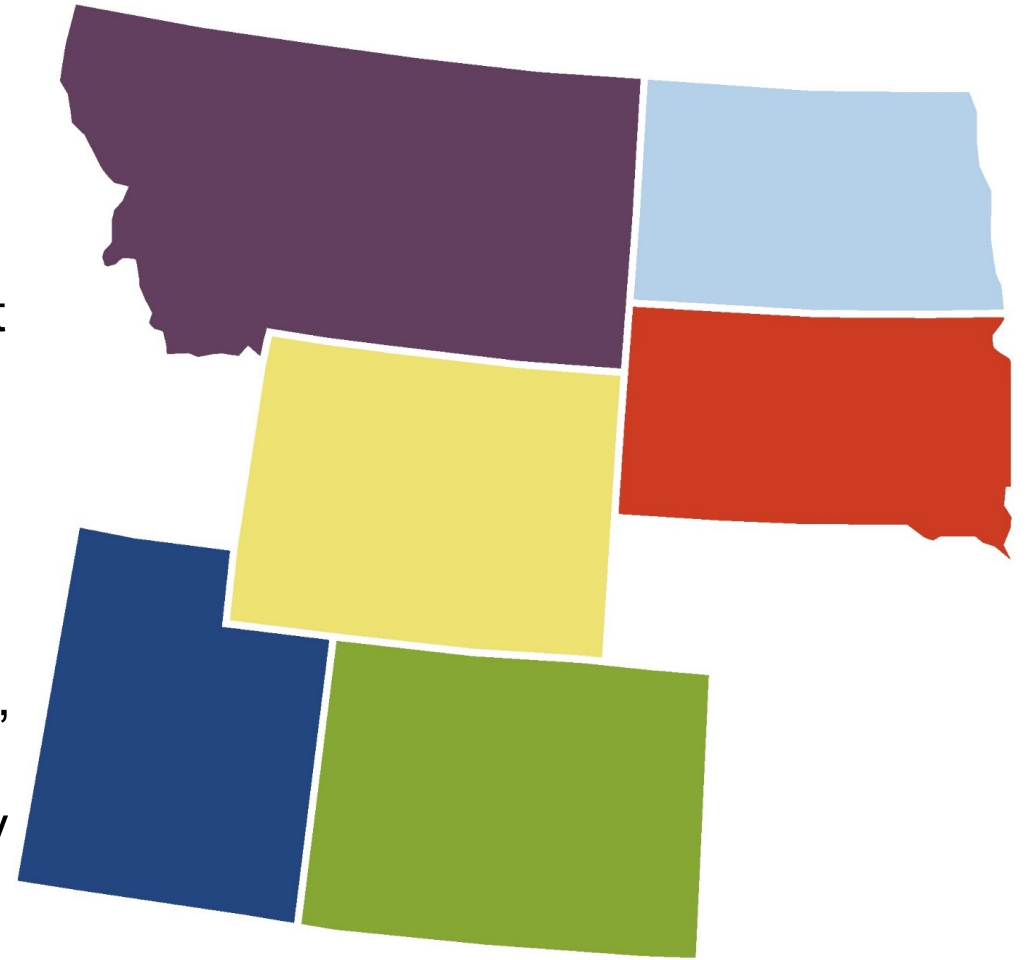
Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

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

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

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Outline of Presentation

Sexual orientation

Development of sexuality

Development of gender identity

Coming out

Heteronormativity

Prevalence

Impacts of school environment

Aspects of Sexual Orientation
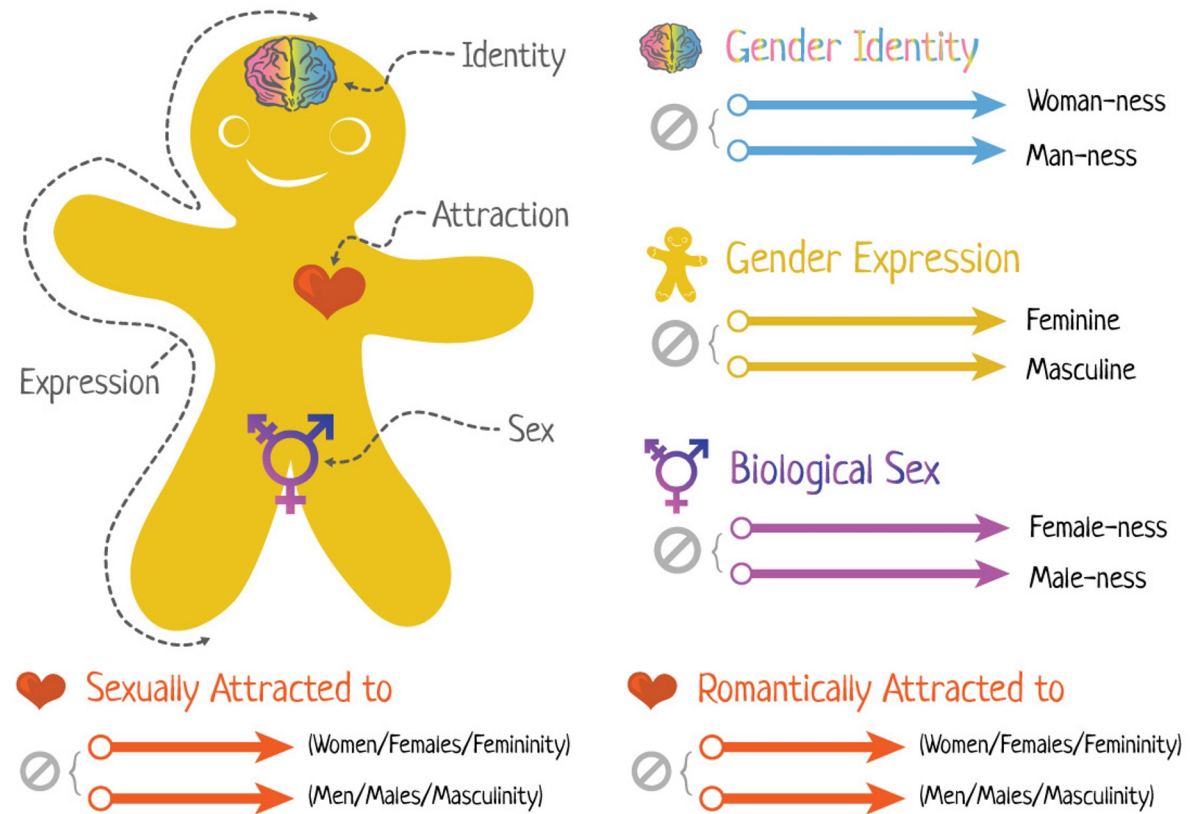
Sexual Orientations

- Heterosexuality
- Queer Identities
  - Asexual
  - **Bisexual**
  - Gay
  - **Lesbian**
  - Pansexual
  - Queer

Sprott & Hadcock, 2018
LGBTQ+ Glossary

Development of Sexuality

Age 12
Awareness of/Able to Define
Attraction to Same Gender

Age 17
Self-Identify
Or Label

Age 19
Starting to
Come Out

Age 13
Question Sexual
Orientation

Age 18
Sexual
Activity

Age 20
Romantic
Relationships

Hall et al., 2021
Kar et al., 2015

Gender Identities

Cisgender

Transgender

- Trans Man
- Trans Woman
- Non-binary, non-conforming, agender
- Two Spirit

Linell, 2018

Development of Gender Identity

Age 10
Disconnection between gender identity and sex assigned at birth

Age 18 - 44
Living by affirmed gender

Age 15
Identifying as Transgender

Kar et al., 2015
Puckett et al., 2021
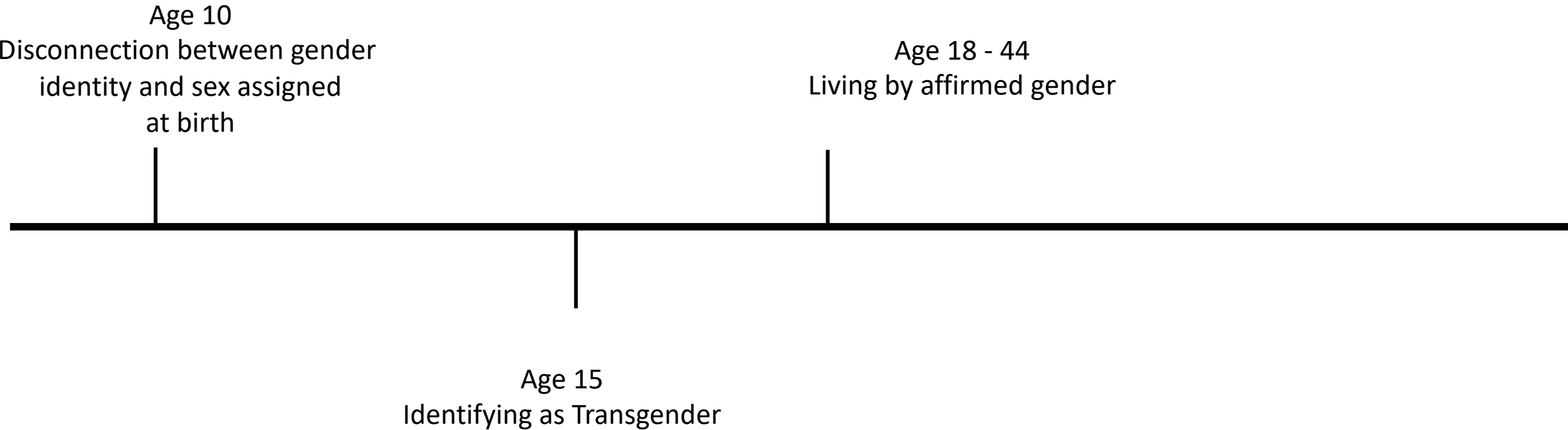
Activity and discussion
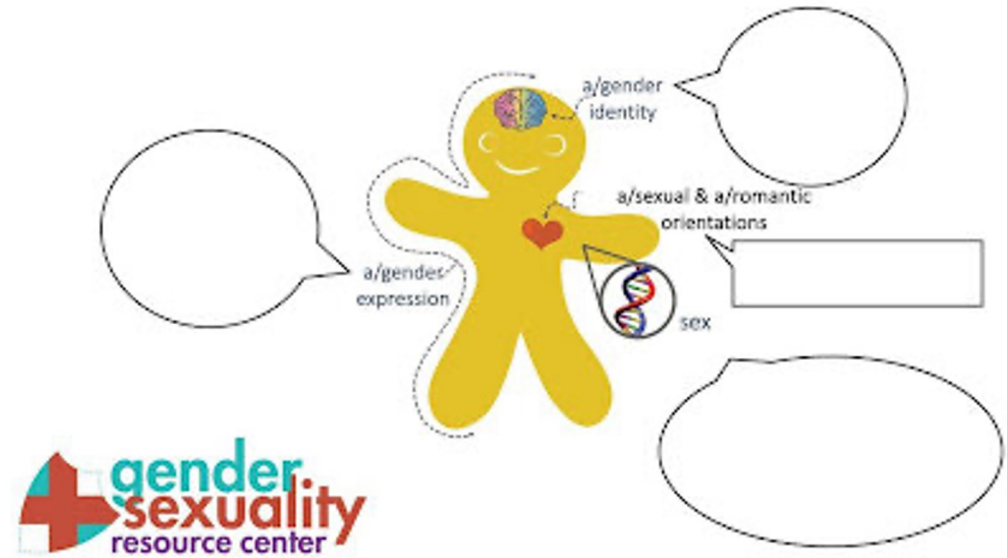
Coming Out

"Coming out"- an ongoing process that can occur with every new person an individual meets.

Moskowitz et al., 2021
Caba et al., 2022

Heteronormativity

Heteronormativity: expectation that all people are heterosexual and that to be heterosexual is the norm

Bain & Podmore, 2020
Surette, 2019

1/6 of Gen Z identify as a sexual minority

Moskowitz et al., 2021
Caba et al., 2022

School Impact

Schools help shape students into members of society

Schools are not politically or socially neutral spaces

Many LGBTQ+ students view school as hostile and unsafe

Surette, 2019

School Experiences & Health outcomes
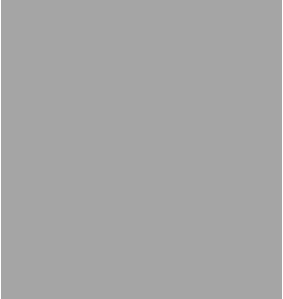
- 59.1% of LGBTQ students felt unsafe and targeted because of their sexual orientation, 42.5% because of their gender expression

- 77.6% avoided school functions and extracurricular activities because they felt unsafe or uncomfortable

- 13.7% reported that school staff intervened most of the time or always when overhearing homophobic remarks

- 60.5% of students who reported an incident stated that the school staff did nothing in response or told the student to ignore it

- LGBTQ students 4-7x more likely to attempt to take their own life

Surette, 2019
Johns et al., 2019
Kosciw et al., 2020
Higa et al., 2014
Lyte et al, 2018

What are some ways that you've helped make your school a safe place for LGBTQ+ students?
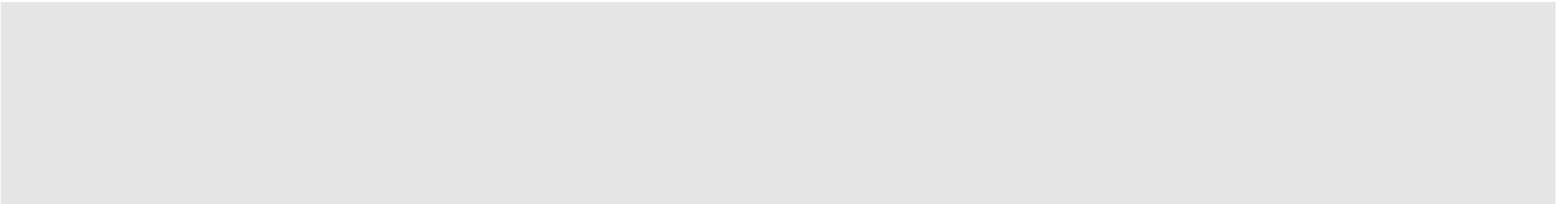
Creating an Affirming School Environment

- Language
- Acknowledging history days
- Physical space
- Policy
- Gay-Straight Alliances

Vignette

Billy is a gay student in your class. While discussing this week's reading, Billy tells the class that he connected with the story's protagonist because he also feels isolated at times. Mike, one of Billy's classmates, interjects and says that Billy doesn't fit in because "he's a sissy and not a real man." How do you respond?

Creating an Affirming Classroom Environment

Language

Curriculum
- LGBTQ history
- Representative media
- Sex education

Group work

Discussions

Privacy

Lytle et al., 2018

Addressing Anti-Gay Bullying

Address it immediately

Name the behavior

Teachable moments

Support the targeted student

Hold student accountable

Key Takeaways

There are many different gender identities and sexual orientations that are normal, valid, and common among youth

There are many easy ways to incorporate gender and sexuality diversity in the classroom and in school

Mindful attention to the spectrum of diversity helps develop inclusive and welcoming environments for everyone

Where Do We Go Next?

1

Understanding and Addressing Mental Health Needs of *Transgender and Gender Expansive Youth* in Schools

• April 5, 2022 2:00-3:00

2

Understanding and Addressing Mental Health Needs *of Sexual Minority (Lesbian, Gay, Bisexual and Queer) Youth* in Schools
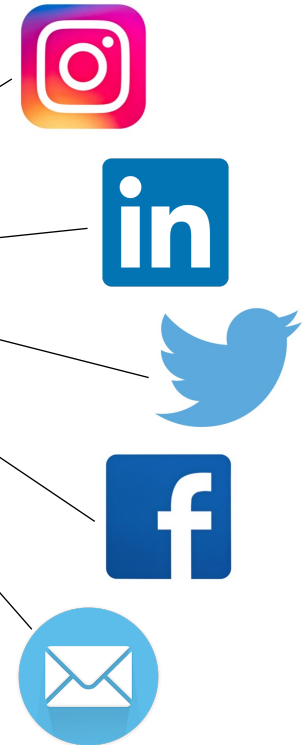
• April 14, 2022 2:00-3:00

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Thank You!