



New England (HHS Region 1)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# A TRIPLE P PERSPECTIVE

**PERSONAL, PARENTAL, AND PROFESSIONAL PERSPECTIVES ON PROMOTING INCLUSIVITY AND POSITIVE MENTAL HEALTH FOR LGBTQ YOUTH**



# Acknowledgement

Presented in 2024 by the Mental Health Technology Transfer Center (MHTTC) Network.

This presentation was prepared by the New England Mental Health Technology Transfer Center (MHTTC) Network under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this publication, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this publication for a fee without specific, written authorization the New England MHTTC.

At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed in the presentation are the views of our speakers and do not reflect the official position of the Department of Health and Human Services or SAMHSA.

This work is supported by grants SAMHSA #1H79SM081775-01

Presented 2024

**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**

# Housekeeping Items



## Security Measures:

We have taken all necessary measures to ensure the security of this session. In the unlikely event that we need to end the presentation unexpectedly, we will reach out to you using your registration information.



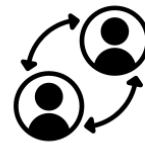
## Technical Support:

If you experience any technical difficulties during the session, please send a message in the Chat, and our support team will assist you promptly..



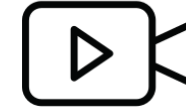
## Questions and Comments:

If you have any questions or comments during the session, please use the Chat feature. We will address as many questions as time allows.



## Engagement:

We encourage active participation. Feel free to use the Reactions feature to engage with the presentation.



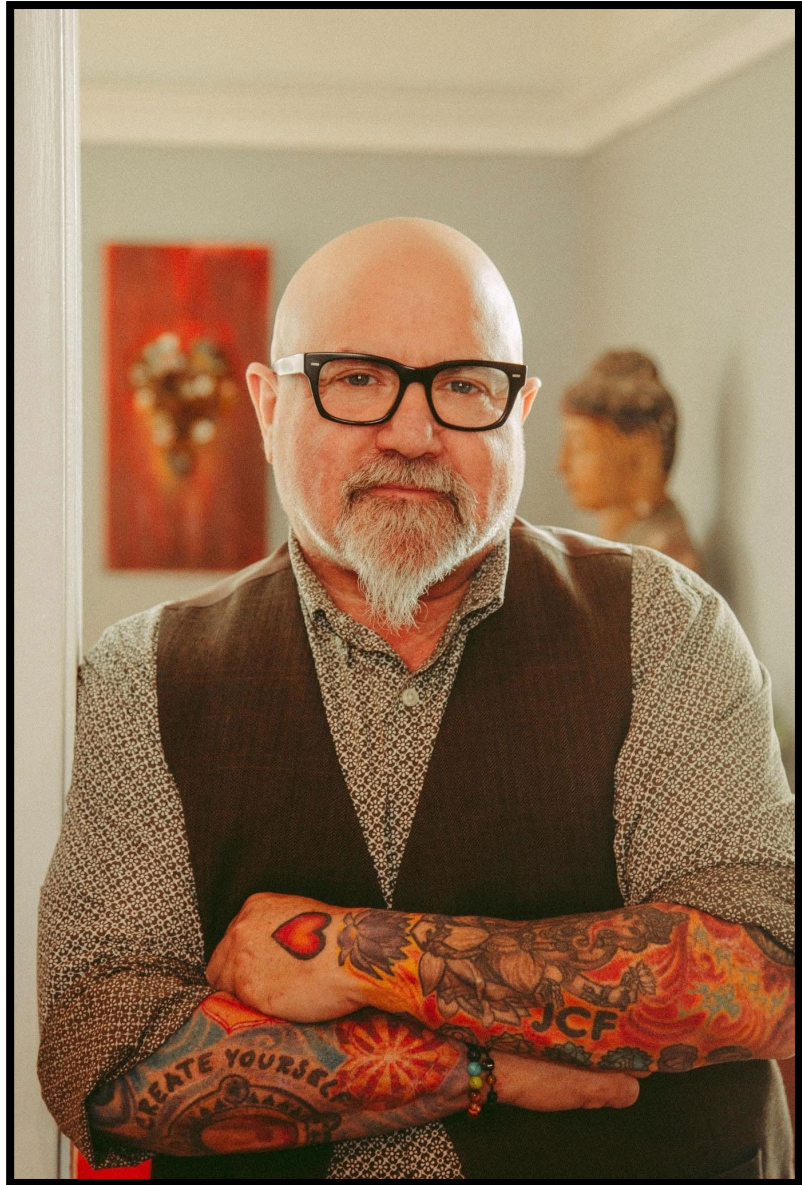
## Recording:

This session will be recorded and will be available on the New England MHTTC website under Resources. By participating, you consent to being recorded



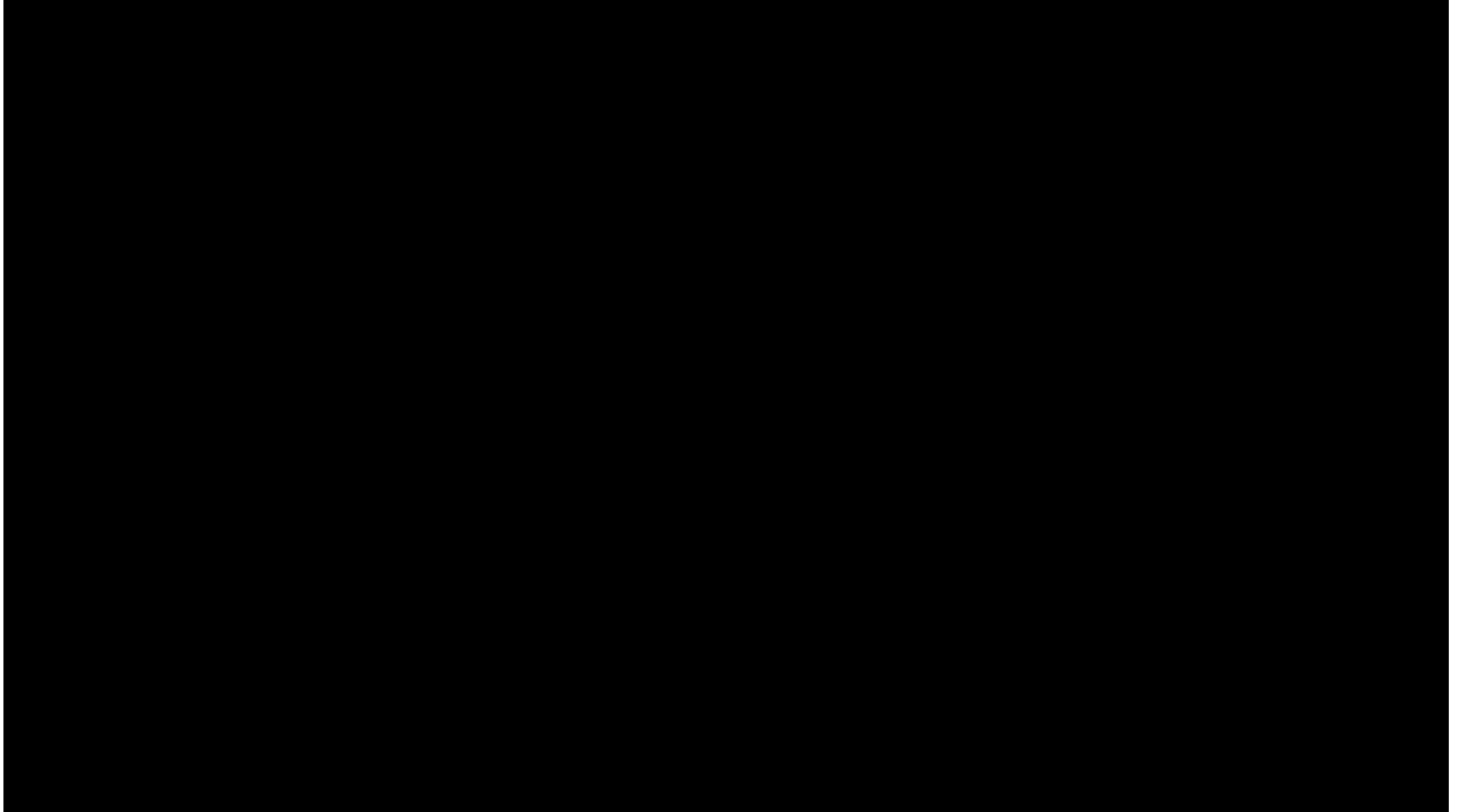
## Feedback:

Your feedback is valuable to us. After the session, you will receive a brief survey. Please take a few minutes to share your thoughts and suggestions





Tony  
Ferraiolo

Inspiring you to live the life you've always imagined





# The Genderbread Person



## Gender Identity

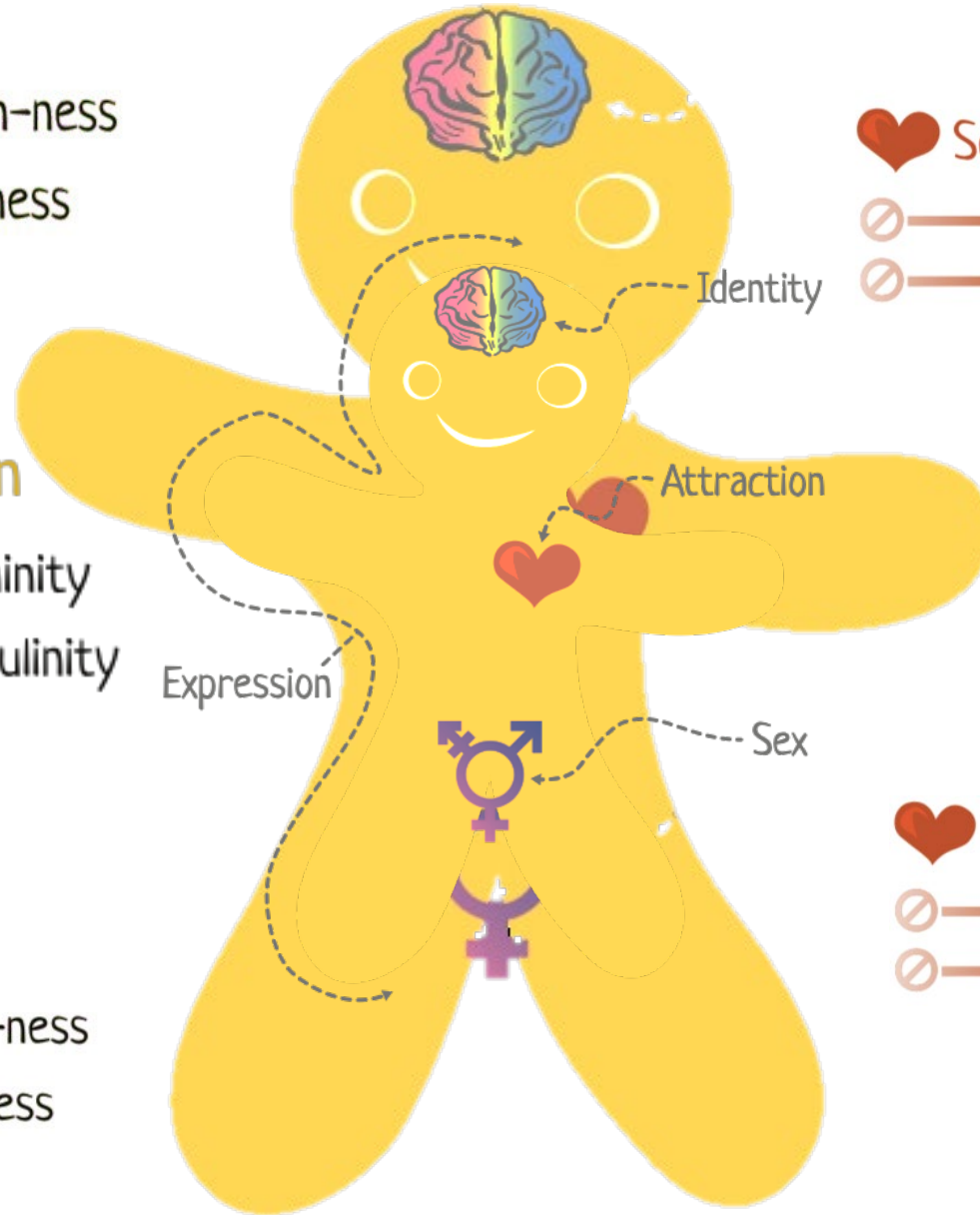
-  Woman-ness
-  Man-ness

## Gender Expression



-  Femininity
-  Masculinity

## Anatomical Sex



-  Female-ness
-  Male-ness



## Sexually Attracted to... and/or (a/o)

-  Women a/o Feminine a/o Female People
-  Men a/o Masculine a/o Male People

## Romantically Attracted to...

-  Women a/o Feminine a/o Female People
-  Men a/o Masculine a/o Male People

# Misconceptions transgender

a transgender (trans) person is someone who has a

different sex, gender identity, and/or gender expression than the one assigned to them at birth, regardless of their sexual orientation

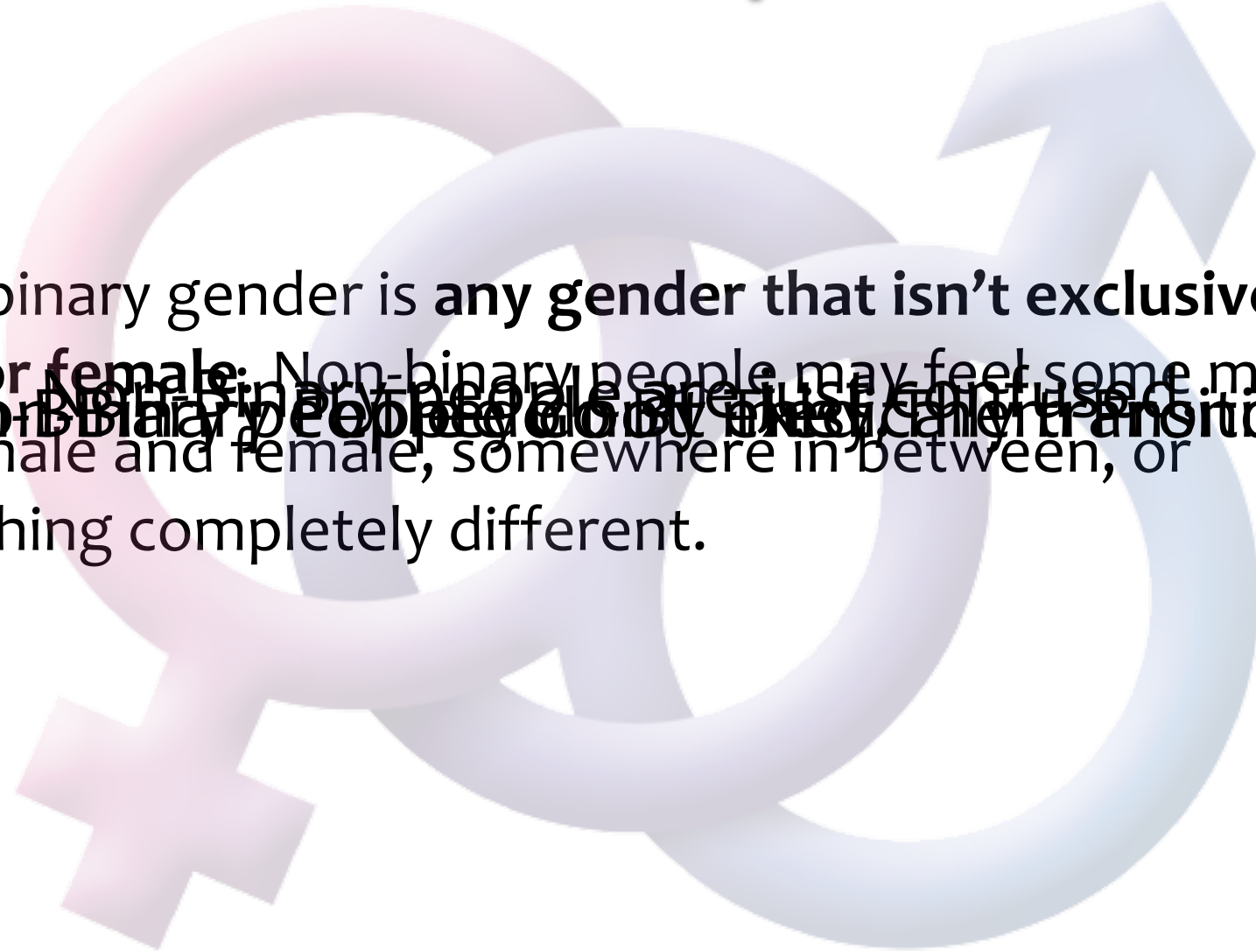
Transgender children are too young to know that they are transgender or identify as transgender people.



# Misconceptions

## Non-Binary

"Non-binary gender is **any gender that isn't exclusively male or female**. Non-binary people may feel some mix of both male and female, somewhere in between, or something completely different. **All non-binary people do not use pronouns.**





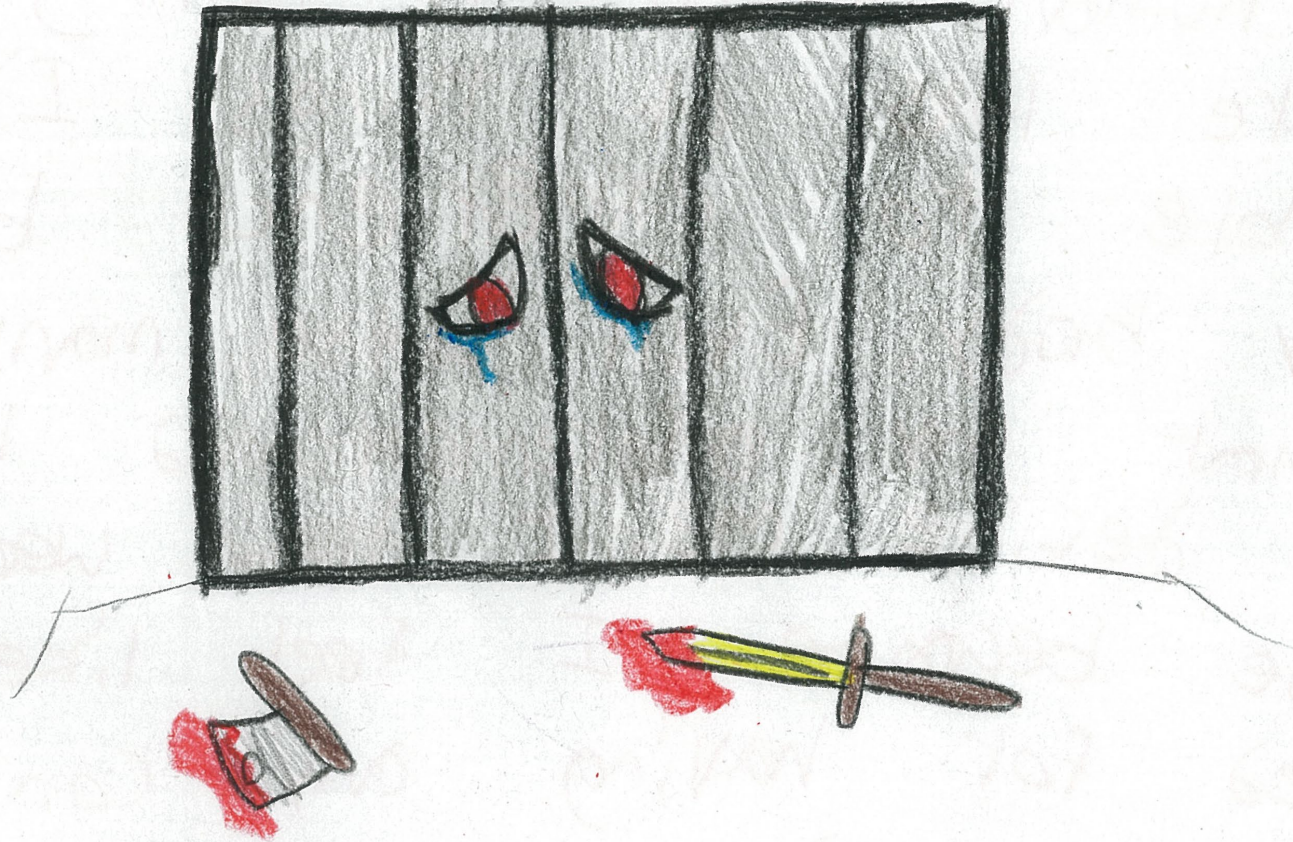
**Learning the struggle through  
Artistic Expressions**

**What Does Body Dysphoria feel like?**

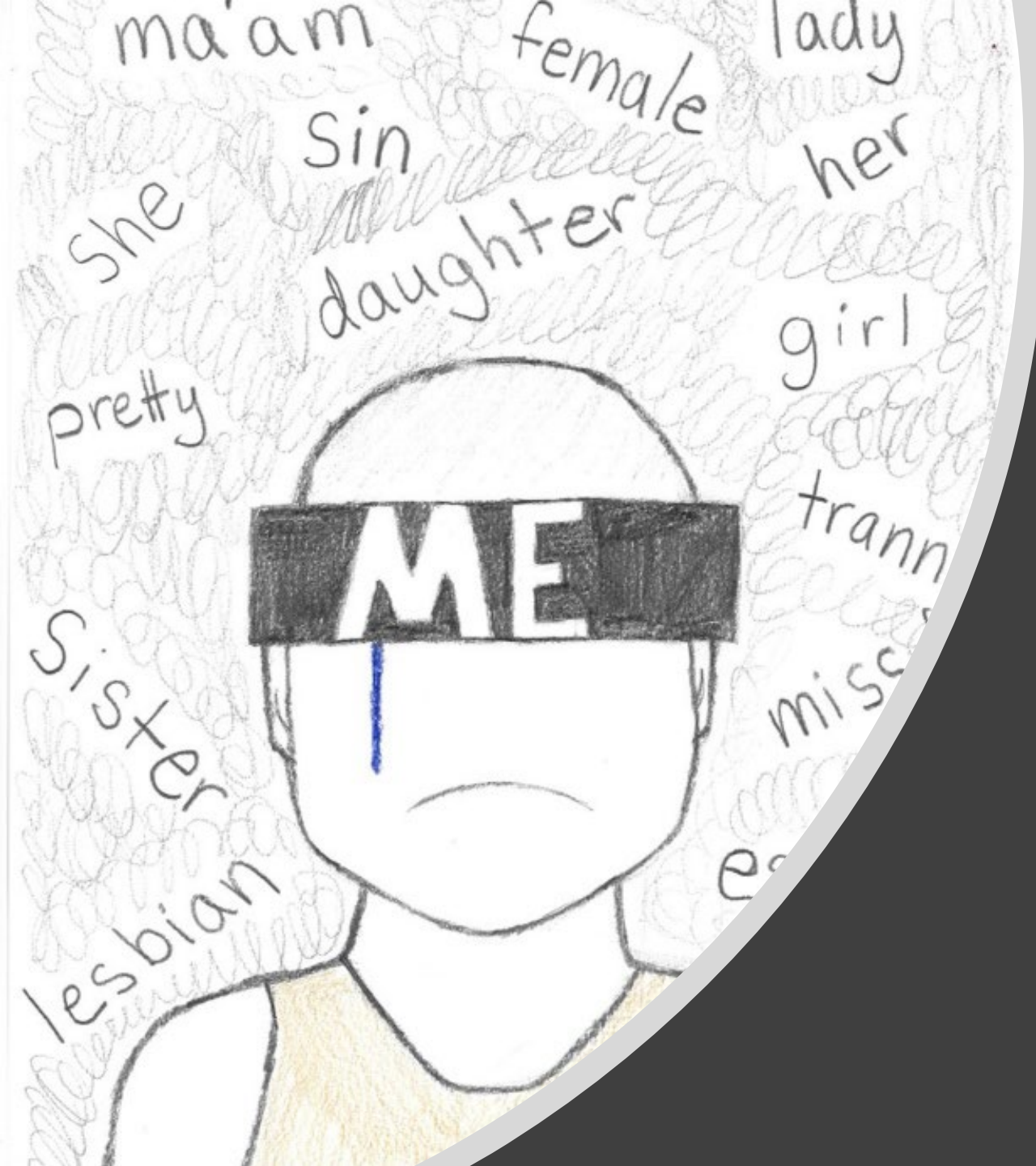
# Body Dysphoria



is a term used to describe the distress, unhappiness, and anxiety that transgender and non-binary people may feel about the mismatch between their bodies and their gender identity.



Edgar age 14



What Does it  
feel like to be  
misgendered?



pound girl

what's possible not

what does that mean

that doesn't make sense

what

LUC age 9





What You're Actually Saying When You Ignore A Someones Gender Pronouns

[letsqueerthingsup.com](https://letsqueerthingsup.com)



Your sense of safety is not important to me.

When you misgender someone, you run the risk of threatening their personal safety. If you correct yourself using the wrong name and the person does not correct you, they may feel invalidated or disrespected, they may not feel safe or comfortable in the space.





**THANK YOU**

# *Working with Transgender and Gender Diverse Youth: A Provider's Perspective*

Christy Olezeski, PhD

June 28, 2024



# Yale Pediatric Gender Program

## **Director:**

Christy L. Olezeski, PhD

## **Medical Director:**

Susan D. Boulware, MD

## **Endocrinology:**

Anisha Patel, DO

Stuart A. Weinzimer, MD

Jasmine Gujral, MBBS

## **Psychology:**

Nicolas Meade, PsyD

## **Nursing:**

Renea Koval, RN

## **Psychiatry:**

Ruby Lekwauwa, MD

## **Legal:**

Mallory James Sanchez, JD

## **Medical Ethicist:**

Dave Hersch, MD

## **Repro Endo:**

Pinar Kodaman, MD

## **Gynecology:**

Iman Berrahou, MD

Amanda Rostkowski, MD

## **Chaplain:**

Rev. Aaron Miller

## **Community Liaisons:**

Tony Ferraiolo

Jillian Celentano

October Mohr

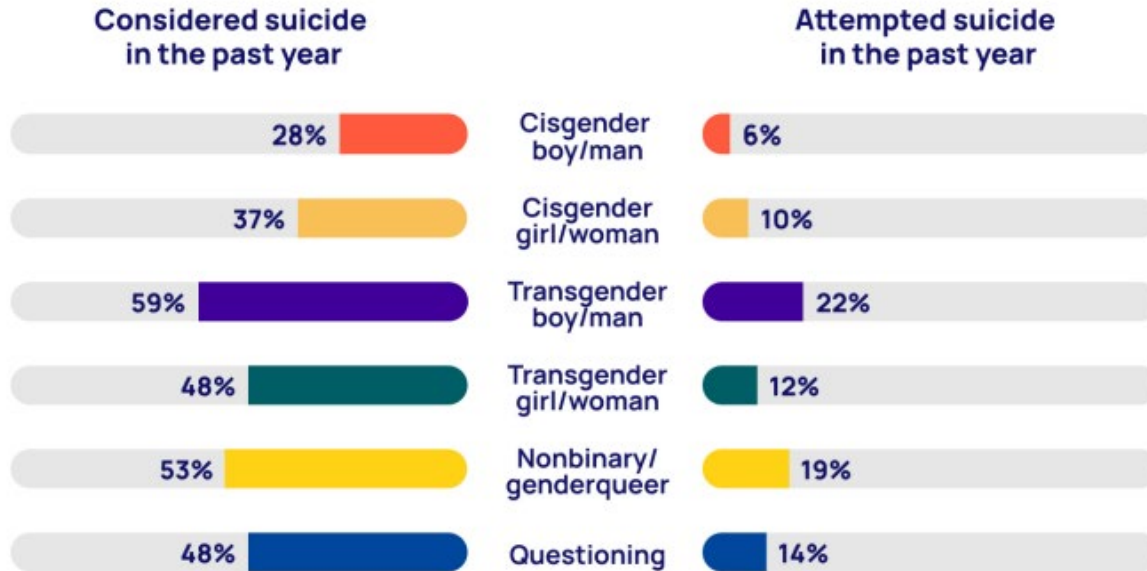


Yale SCHOOL OF MEDICINE

Yale  
NewHaven  
**Health**  
Yale New Haven  
Children's Hospital

# Rates of considered and attempted suicide among LGBTQ youth by gender identity

Trevor Project 2022 Survey  
44,828 LGBTQ youth ages 13-24



**12%** of white youth attempted suicide in the past year

compared to...

**21%** of Native/Indigenous youth

**20%** of Middle Eastern/Northern African youth

**19%** of Black youth

**17%** of Multiracial youth

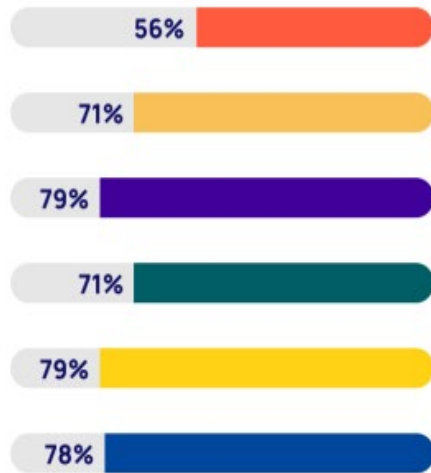
**16%** of Latinx youth

**12%** of Asian American/Pacific Islander youth

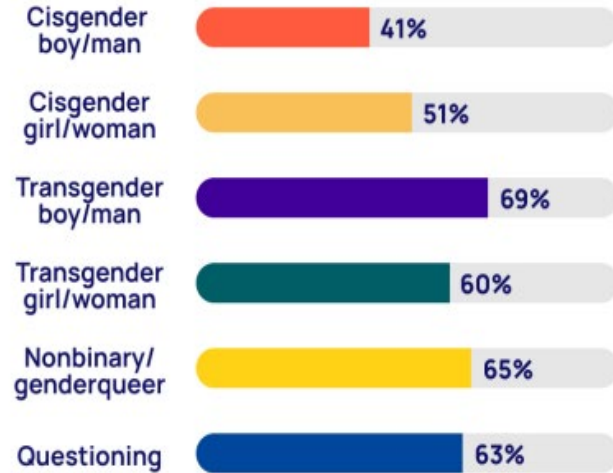
<https://www.thetrevorproject.org/survey-2022/>

## Anxiety & depression symptoms reported among LGBTQ youth by gender identity

### Experienced symptoms of anxiety



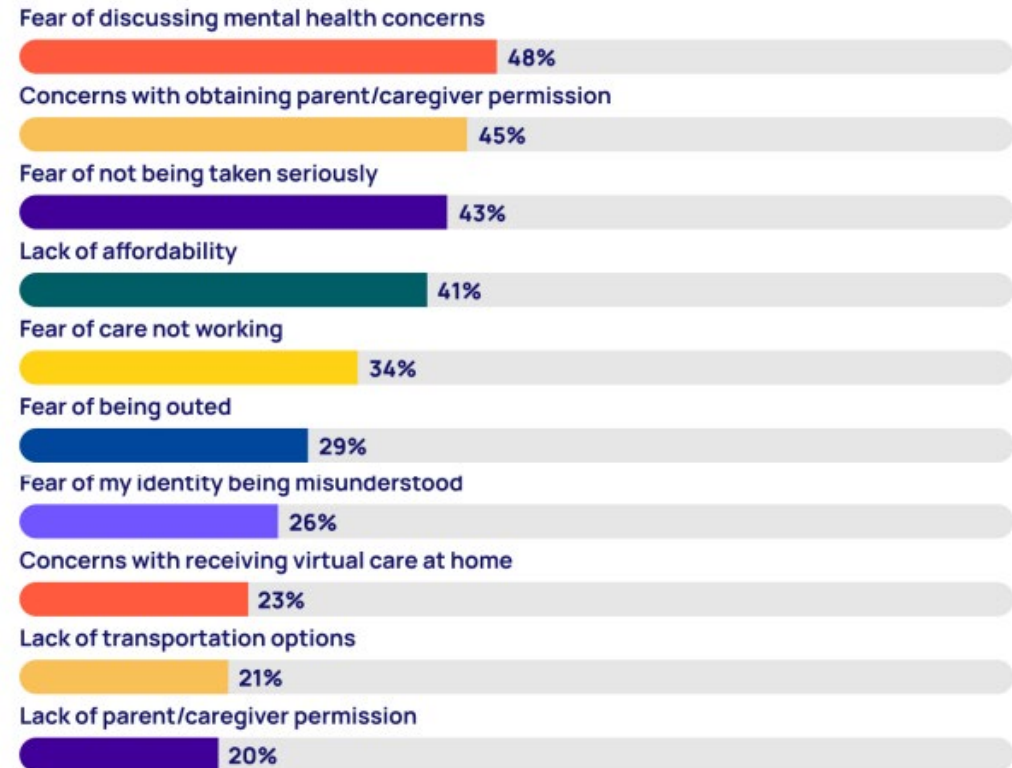
### Experienced symptoms of depression



## 60% of LGBTQ youth who wanted mental health care in the past year were not able to get it

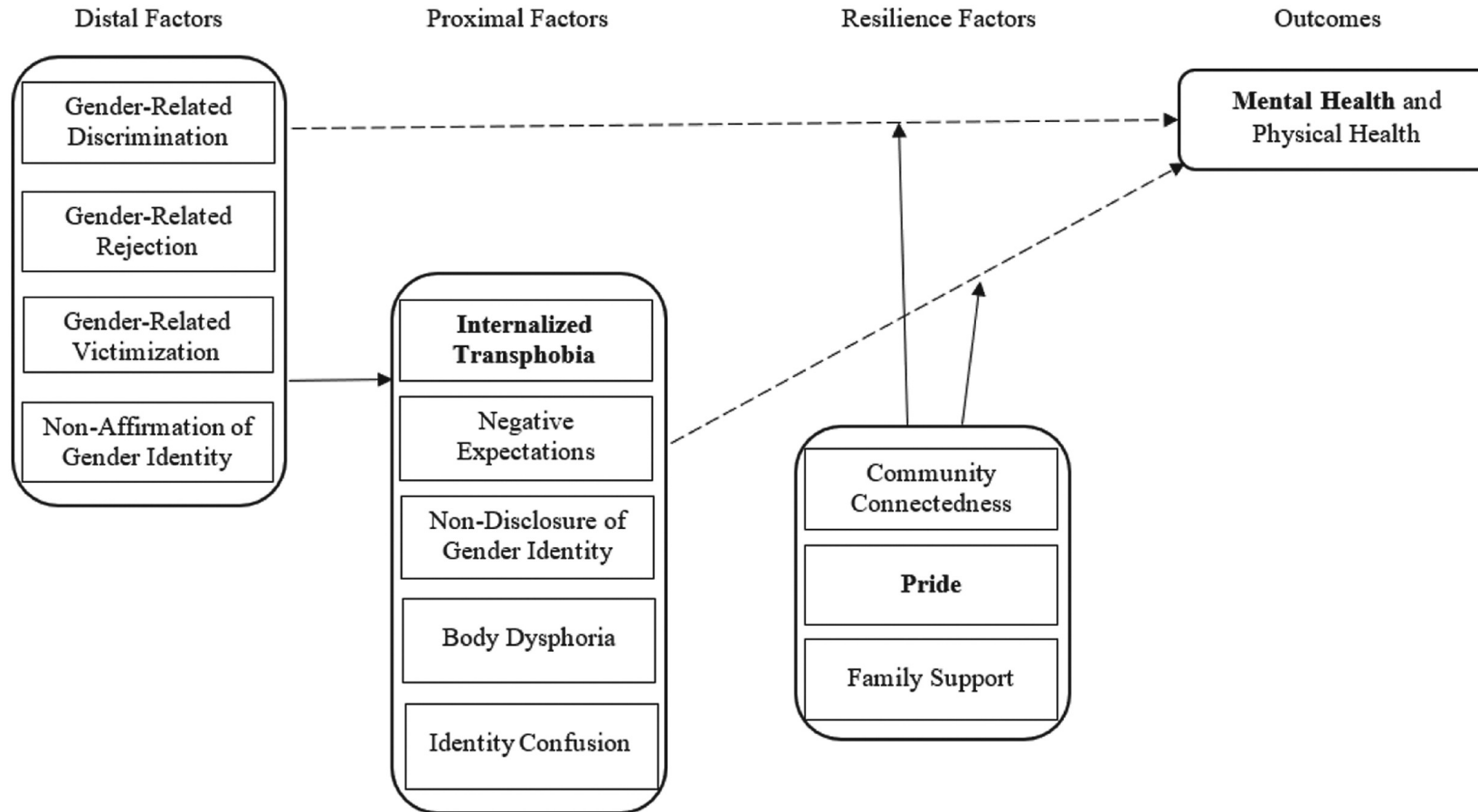
including nearly 3 in 5 transgender and nonbinary youth (58%) and more than 3 in 5 cisgender youth (62%).

## LGBTQ youth who wanted mental health care but were unable to get it cited the following top ten reasons



<https://www.thetrevorproject.org/survey-2022/>

# Gender Minority Stress Model



Minority stress and resilience factors in transgender and gender non-conforming people. Dashed line indicates inverse relationships.

Hendricks ML, Testa RJ. A conceptual framework for clinical work with transgender and gender nonconforming clients: An adaptation of the Minority Stress Model. *Professional Psychology: Research and Practice*. 2012 Oct;43(5):460-7. Testa, R. J., Habarth, J., Peta, J., Balsam, K., & Bockting, W. (2015). Development of the Gender Minority Stress and Resilience Measure. *Psychology of Sexual Orientation and Gender Diversity*, 2(1), 65-77. <http://dx.doi.org/10.1037/sgd0000081>

# US Transgender Survey 2015 Connecticut Report

N=319

17% housing discrimination

12% denied equal tx in public spaces

- 20% verbally harassed

54% avoided public restrooms

- 11% verbally harassed

10% subjected to reparative therapy

23% fired, denied position or promotion

- 9% verbally harassed
- 1% physically or sexually assaulted

29% experienced negative tx in medical setting

- 20% did not see Dr. due to fear

<http://www.transequality.org/sites/default/files/docs/usts/USTSCTStateReport%281017%29.pdf>



# National School Climate Survey 2021

22,298 students

- 67% white
- 87% AFAB
- 28.8% LG
- 30.1% Bisexual
- Avg age: 15.4

- 33.8% cis-gender
- 26.9% transgender
- 31.5% non-binary
- 7.9% questioning

Figure 1.3 Percentage of LGBTQ+ Students Who Avoid Spaces at School Because They Feel Unsafe or Uncomfortable

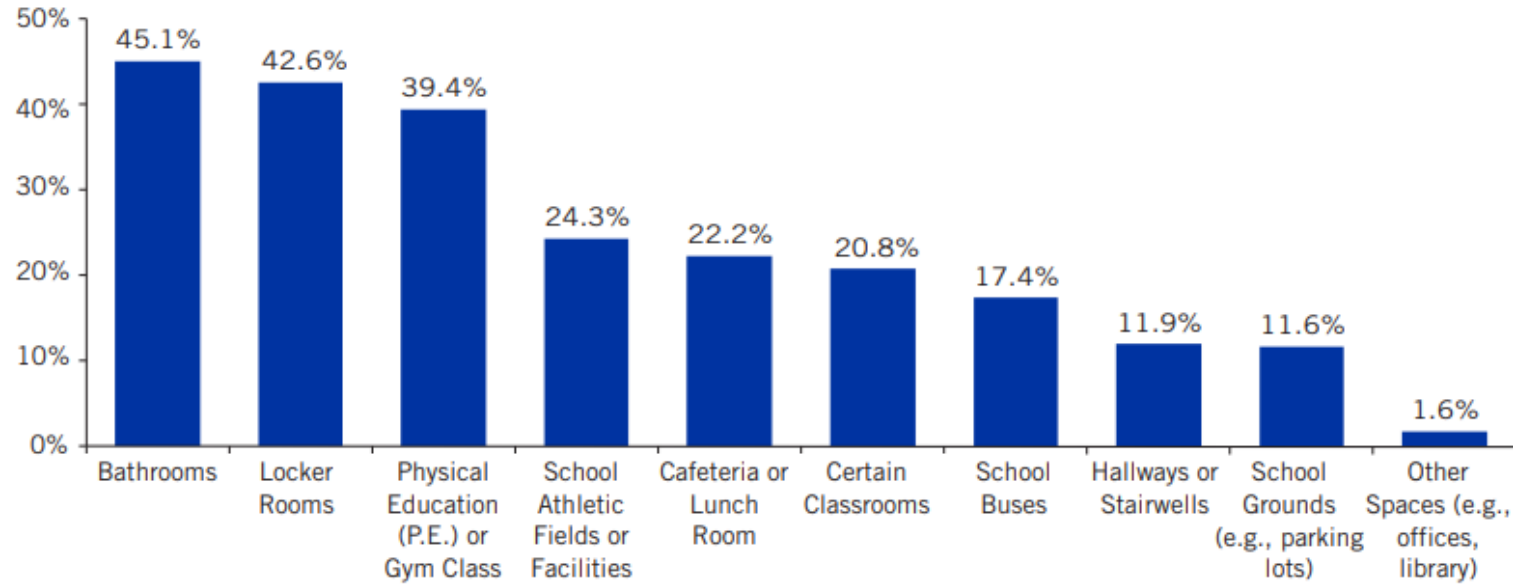
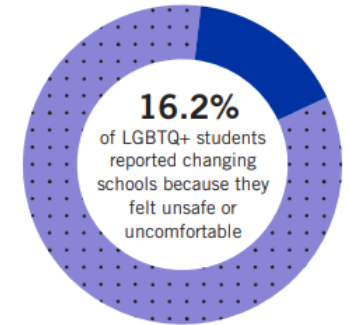


Figure 1.6 Percentage of LGBTQ+ Students Who Changed Schools Because of School Safety Concerns



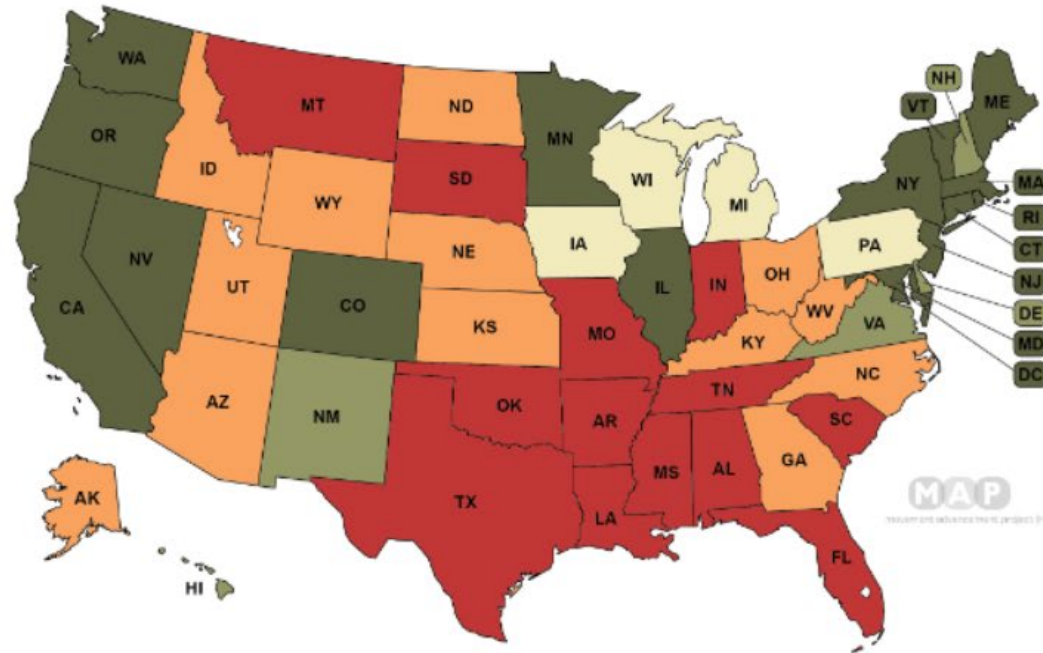
Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation's schools. New York: GLSEN.

# Anti-Transgender Legislation

2022: 300 bills across US

2023: 510 bills

2024: 522... as of 6/21/2024



- High Overall Policy Tally (15 states + D.C.)
- Medium Overall Policy Tally (5 states)
- Fair Overall Policy Tally (4 states, 2 territories)
- Low Overall Policy Tally (13 states, 3 territories)
- Negative Overall Policy Tally (13 states)

## U.S. Territories



<https://www.lgbtmap.org//>

<https://www.aclu.org/legislation-affecting-lgbtq-rights-across-country>

# Negative Impact of Legislation/ Media

Barbee, H., Deal, C., & Gonzales, G. (2022). Anti-transgender legislation—a public health concern for transgender youth. *JAMA pediatrics*, 176(2), 125-126. Hughes, L. D., Kidd, K. M., Gamarel, K. E., Operario, D., & Dowshen, N. (2021). “These Laws Will Be Devastating”: Provider Perspectives on Legislation Banning Gender-Affirming Care for Transgender Adolescents. *Journal of Adolescent Health*, 69(6), 976-982. Hughto, J. M., Pletta, D., Gordon, L., Cahill, S., Mimiaga, M. J., & Reisner, S. L. (2021). Negative transgender-related media messages are associated with adverse mental health outcomes in a multistate study of transgender adults. *LGBT health*, 8(1), 32-41. McInroy, L. B., & Craig, S. L. (2015). Transgender representation in offline and online media: LGBTQ youth perspectives. *Journal of Human Behavior in the Social Environment*, 25(6), 606-617. Park, B. C., Das, R. K., & Drolet, B. C. (2021). Increasing criminalization of gender-affirming care for transgender youths—a politically motivated crisis. *JAMA pediatrics*, 175(12), 1205-1206. Selkie, E., Adkins, V., Masters, E., Bajpai, A., & Shumer, D. (2020). Transgender adolescents' uses of social media for social support. *Journal of Adolescent Health*, 66(3), 275-280.

- Increased violence/harassment
- Increased anxiety, depression, psychosocial distress
- Increased internalized transphobia

In Texas, an unrelenting assault on trans rights is taking a mental toll

February 25, 2022 · 3:30 PM ET

***Texas Governor Pushes to Investigate Medical Treatments for Trans Youth as ‘Child Abuse’***

ELECTIONS + POLITICS LGBTQ+

## Florida moves to ban gender-affirming care for transgender youth

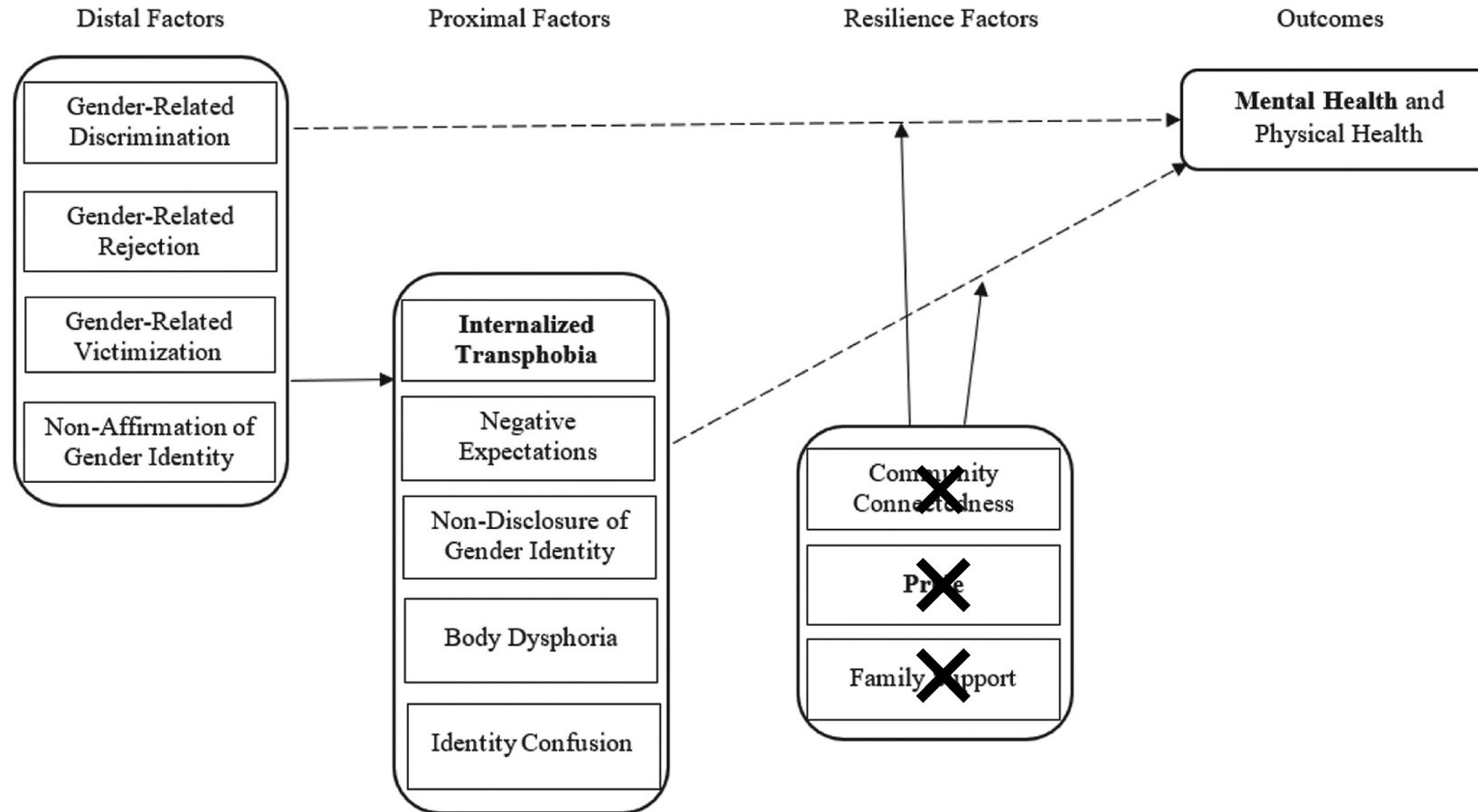
The Florida Board of Medicine advanced a plan that would ban doctors from providing treatments to transgender minors

CRIME ▶

## Trans Teen Victim of Vicious Anti-LGBTQ+ Assault for Second Time

Pediatricians Who Serve Trans Youth Face Increasing Harassment. Lifesaving Care Could Be on the Line

# Gender Minority Stress Model



Minority stress and resilience factors in transgender and gender non-conforming people. Dashed line indicates inverse relationships.

Testa, R. J., Habarth, J., Peta, J., Balsam, K., & Bockting, W. (2015). Development of the Gender Minority Stress and Resilience Measure. *Psychology of Sexual Orientation and Gender Diversity*, 2(1), 65-77. <http://dx.doi.org/10.1037/sgd0000081>

# What is Provider's Role?

**Great Resource:** Austin, A., & Craig, S. L. (2015). Transgender affirmative cognitive behavioral therapy: Clinical considerations and applications. *Professional Psychology: Research and Practice*, 46(1), 21-29.

Given the systematic barriers encountered by TGNC youth, we cannot just focus on **individual** work if hoping to improve mental health outcomes

Clinicians should consider ways to target environmental supports, at multiple levels, when working with TGNC youth



# Treatment – Pre-Pubescent Children



Assessment and exploration

Support

Social transition

Assessment of safety

Family/community support

Understanding of flexible stance

## Mental Health of Transgender Children Who Are Supported in Their Identities

Kristina R. Olson, PhD, Lily Durwood, BA, Madeleine DeMeules, BA, Katie A. McLaughlin, PhD

Durwood, L., Eisner, L., Fladeboe, K. et al. Social Support and Internalizing Psychopathology in Transgender Youth. *J Youth Adolescence* 50, 841-854 (2021). <https://doi.org/10.1007/s10964-020-01391>

Durwood, L., McLaughlin, K. A., & Olson, K. R. (2017). Mental health and self-worth in socially transitioned transgender youth. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(2), 116-123.

Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, 1-8.

# Socialization Agents

- Parents
- Teachers
- Siblings
- School
- Peers
- Books
- Religion
- TV

Attuned to reactions: fear/shame vs acceptance/support



---

CHILD DEVELOPMENT PERSPECTIVES

## Early Findings From the TransYouth Project: Gender Development in Transgender Children

Kristina R. Olson and Selin Gülgöz

*University of Washington*

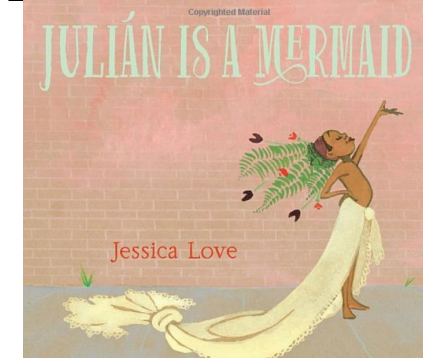
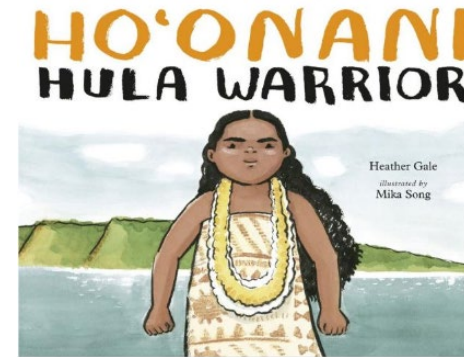
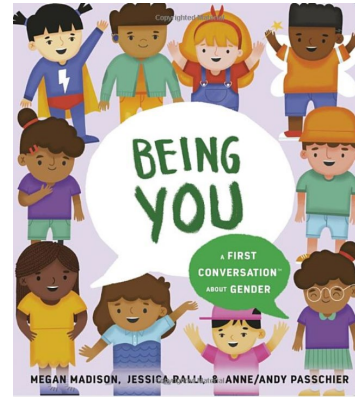
# Ways to Support

Options for play/dress/books

Watchful of reactions

Support interests

Ensure safety



© 2019 American Psychological Association  
2169-4826/19/\$12.00

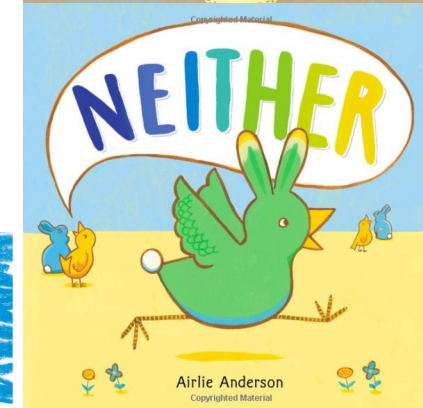
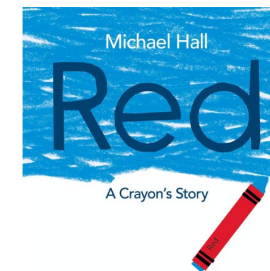


Clinical Practice in  
Pediatric Psychology

2019, Vol. 7, No. 3, 229–240  
<http://dx.doi.org/10.1037/cpp0000289>

## Family Discussions of Early Childhood Social Transitions

Kristina R. Olson, Charlie Blotner, Daniel Alonso, Kayla Lewis, Deja Edwards,  
and Lily Durwood  
University of Washington





# In Practice

<https://depts.washington.edu/dbpeds/healthy-gender-development.pdf>

*“Why does Diego always want to dress like a girl?”*

- “There are lots of different ways that boys can dress and lots of different ways that girls can dress.”
- “Clothes are clothes. He likes to wear the clothes that he feels comfortable in.”

*“Why does she always play with the boys?”*

- “Those are the games that she likes to play, just as there are different games that you like to play.”
- “She can play with whoever she wants to, just like you.”

*“You’re a girl!” (said in an insulting tone to a child who identifies as a boy).*

- “It’s not okay to call someone a ‘girl’ to make them feel bad.”

*“Boys are better at sports than girls.”*

- “Some boys and girls are good at sports, and some are not. All children have different things that they are good at.”



Inclusive language: students, learners, friends, everyone

Grouping children in ways other than by ASAB/gender

Watching play assumptions; offering a range of examples of roles, play, families, etc

Support interests of all learners

Stepping in when comments are made - everyone can wear/play with, etc; some people like a, b, c

# Pubescent Children

Onset of puberty might increase GD

- Puberty suppression

If not, support GNC behaviors



# Common Parental Reactions

## Grief

- Loss of internalized (hetero, cis gender) story of their child

## Helplessness and Fear:

- Loneliness, violence - protectiveness

## Own “coming out”

- Moving from privilege to minority status. Feelings of failure, shame, stigma

## Complications

- Marital problems, cultural conflict

Chen D, Hidalgo MA, Garofalo R. Parental perceptions of emotional and behavioral difficulties among prepubertal gender-nonconforming children. *Clinical Practice in Pediatric Psychology*. 2017 Dec;5(4):342-52. Dierckx M, Motmans J, Mortelmans D, T'sjoen G. Families in transition: A literature review. *International Review of Psychiatry*. 2016 Jan 2;28(1):36-43. Hill DB, Menvielle E. “You have to give them a place where they feel protected and safe and loved”: The views of parents who have gender-variant children and adolescents. *Journal of LGBT Youth*. 2009 Jul 20;6(2-3):243-71. **Malpas J. Between pink and blue: A multi-dimensional family approach to gender nonconforming children and their families. *Family Process*. 2011 Dec;50(4):453-70.** Menvielle E, Hill DB. An affirmative intervention for families with gender-variant children: A process evaluation. *Journal of Gay & Lesbian Mental Health*. 2010 Dec 29;15(1):94-123. Wahlig JL. Losing the child they thought they had: Therapeutic suggestions for an ambiguous loss perspective with parents of a transgender child. *Journal of GLBT Family Studies*. 2015 Aug 8;11(4):305-26.

# Family Acceptance Project

Without family support:

More than 8X as likely to have attempted suicide

Nearly 6X as likely to report high levels of depression

More than 3X as likely to use illegal drugs

More than 3 X as likely to be at high risk for HIV and sexually transmitted diseases



Supportive Families,  
Healthy Children

Helping Families with Lesbian, Gay,  
Bisexual & Transgender Children



Ryan C. Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender Children. San Francisco, CA: Marian Wright Edelman Institute, San Francisco State University. 2009 Family education booklet available online at <http://familyproject.sfsu.edu/publications>; Veale JF, Peter T, Travers R, Saewyc EM. Enacted stigma, mental health, and protective factors among transgender youth in Canada. *Transgender Health*. 2017 Dec 1;2(1):207-16. Wilson EC, Iverson E, Garofalo R, Belzer M. Parental support and condom use among transgender female youth. *Journal of the Association of Nurses in AIDS Care*. 2012 Jul 1;23(4):306-17.

## BEHAVIORS THAT HELP...

Tell your LGBTQ / gender diverse child that you love them	Support your child's gender expression	Talk with your child or foster child about their LGBTQ identity and listen respectfully	Require other family members to treat your child with respect	Show affection when your child tells you or when you learn that your child is LGBTQ
Ask your child if – and how - you can help them tell other people about their LGBTQ identity	Welcome your child's LGBTQ friends to your home	– even when you feel uncomfortable or think that being gay or transgender is wrong	Bring your child to LGBTQ groups and events	Get accurate information to educate yourself about your child's sexual orientation, gender identity and expression
Find a congregation that welcomes your LGBTQ / gender diverse child and family	Participate in family support groups and activities for families with LGBTQ and gender diverse children to get support for yourself and your family and guidance for supporting your LGBTQ child	Use your child's chosen name and the pronoun that matches their gender identity	Tell your LGBTQ / gender diverse child that you're proud of them	Speak openly about your child's LGBTQ identity
Tell your LGBTQ / gender diverse child that you will be there for them – even if you don't fully understand	Connect your child with LGBTQ adult role models	Talk with your religious leaders to help your congregation become supportive of LGBTQ people	Stand up for your child when others mistreat them because of their LGBTQ identity or gender expression – at home, at school, in your congregation and in the community	Believe that your child can be a happy LGBTQ adult – and tell them they will have a good life
Speak up when others make negative comments about LGBTQ people		Volunteer with organizations that support LGBTQ people		

*The more of these behaviors that parents and families do, the better your LGBTQ child's health & well-being*

## BEHAVIORS THAT HURT...

Prevent your child from having an LGBTQ friend	Don't talk about your child's LGBTQ identity	Blame your child when others mistreat them because of their LGBTQ identity / gender expression	Try to change your child's LGBTQ identity or gender expression	Exclude your LGBTQ child from family events & activities
Tell your LGBTQ child that you're ashamed of them	Pressure your child to be more (or less) masculine or feminine	Don't use the name or pronoun that matches your child's gender identity	Don't let your child participate in LGBTQ support groups or services	Let others speak badly about LGBTQ / gender diverse people in front of your child
Tell your child that being LGBTQ is "just a phase"	Take your child to a therapist or religious leader to try to change their LGBTQ identity	Hit, slap or physically hurt your child because they are LGBTQ / gender diverse	Don't let your child talk about their LGBTQ identity	Don't let your child wear clothes or hairstyles that express their gender identity
Use religion to reject your child's sexual orientation, gender identity and expression	Make your child pray or attend religious services to change or prevent their LGBTQ identity	Call your child negative names because they are LGBTQ / gender	Tell your child that God will punish them because of their sexual orientation or gender identity	Make your child leave home because they are LGBTQ

*The more of these behaviors that parents and families do, the higher your LGBTQ child's risk*

# Work with Families

Malpas, J. (2011). Between pink and blue: A multi-dimensional family approach to gender nonconforming children and their families. *Family Process*, 50(4), 453-470.  
McLaughlin, R. J., & Sharp, R. N. (2018). Working with parents and caregivers when conflicts arise. In C. K.-M. D. Ehrensaft (Ed.), *The gender affirmative model: An interdisciplinary approach to supporting transgender and gender expansive children*. (pp. 157-172). Washington, DC, US: American Psychological Association.

## Using clinical expertise to identify with family barriers to support

Do parents need....

Support and validation with the grieving process?

Psychoeducation on their child's transition?

Connections to support (both parental and legal), to help them with the transition?

Counseling to assist with relational issues that may arise?

Economic supports for the transition process?

Published in final edited form as:

*J Adolesc Health*. 2018 October ; 63(4): 503–505. doi:10.1016/j.jadohealth.2018.02.003.

## **Chosen Name Use is Linked to Reduced Depressive Symptoms, Suicidal Ideation and Behavior among Transgender Youth**

**Stephen T. Russell, Ph.D.**,  
University of Texas at Austin

**Amanda M. Pollitt, Ph.D.**,  
University of Texas at Austin

**Gu Li, Ph.D.**, and  
University of British Columbia

**Arnold H. Grossman, Ph.D.**  
New York University

# Work with Families and Schools

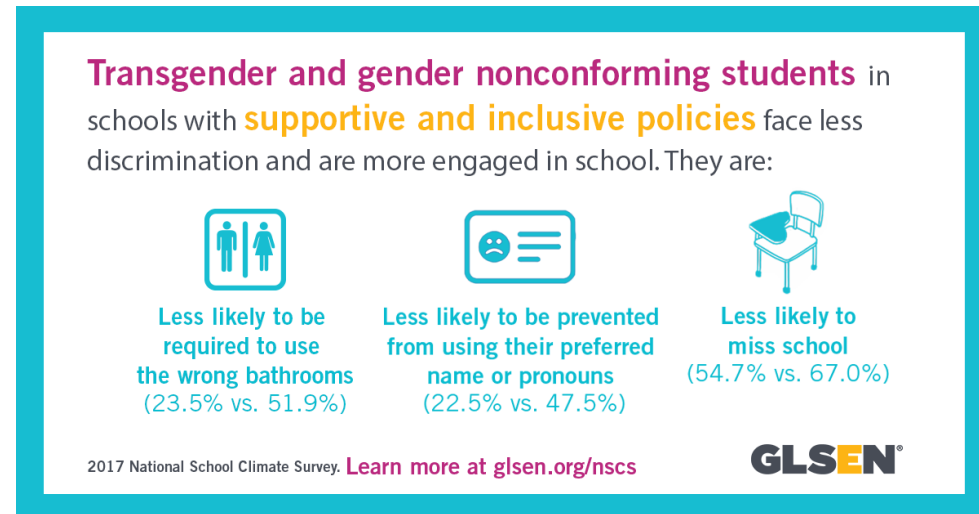
- Families may not be aware of supports they are legally entitled to at school
- Schools sometimes are not always aware of these legal standards, and benefit from reminders
- Connecting families with teams with medical-legal partnerships, who can advocate on youths' behalf, if needed





# Good News!

## School Based Interventions



Lavender graduation, pink proms

What about in middle schools??



# All sources of joy for LGBTQ youth:

Therapy & medication

Learning I'm not alone and there are more people like me

LGBTQ clubs on campus

Gender affirming clothing

Athletics & exercise

Family & parental support

Protective laws/victories for LGBTQ rights

Going to college

The LGBTQ community

Supportive teachers

Drag shows

Accepting & affirming friends

Having a safe space to express gender, gender identity, and sexuality

Dance

Hope & excitement for the future

Living as their authentic self

Happy LGBTQ elders & married couples

All gender restrooms

Escapism/fantasy/fandom

Online communities & support

Queer role models

Gender affirming hormones

Learning about LGBTQ history

Pets/Animals

Financial stability

Faith & spirituality

Taking care of younger siblings

LGBTQ celebrities, influencers & representation in media

Music (BTS, Lil Nas X, etc)

Art, art expression, art therapy/ crafting/drawing

Self-love & acceptance

Partners/falling in love

Cooking

# Environment

Gender neutral bathrooms

Gender neutral magazines/photos

LGBT-friendly symbols

LGBT health brochures

Non-discrimination statement



# Service-Based Settings

Intake forms/agency forms

Assigned sex at birth

Gender identity

Chosen name

Pronouns

Gendered terms “handsome,” “pretty”

Is there another name your chart may be under?

What words do you prefer?

Sharpies are your friend!!

*Don't forget to train everyone, including front-desk and custodial staff!*



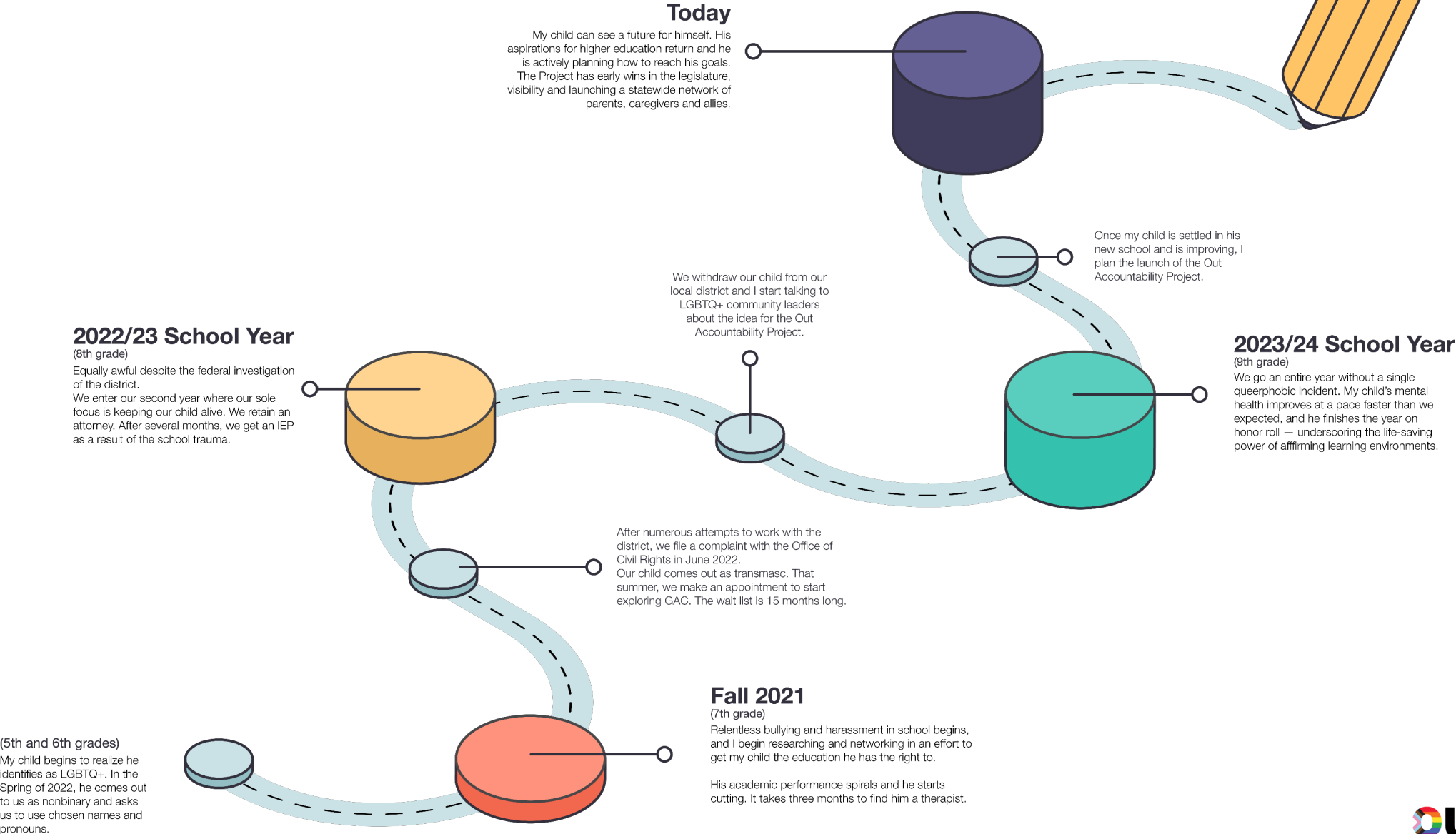
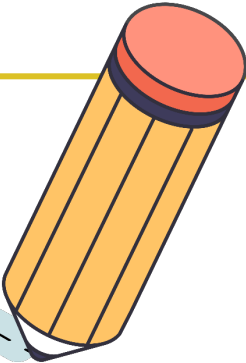


# A Parent's Journey

---

From Rage to Change

# OUR STORY



# OUR STORY

---

All the feelings, trials, and intrusive thoughts

- Both of us started from a position of support
- Mourning the birth name and letting go of gendered expectations
- Navigating fear and concern for his future
- Dealing with the bullying and harassment
- Countering societal attitudes
- Decision-making about gender-affirming care
- Managing disagreement between mental health professionals
- How we have to think differently as parents now



# ALL THE RAGE

---

From parent to statewide advocate

- I reacted with rage and hostility to the school's inaction, lack of understanding, refusal to follow state and federal laws, and trauma they inflicted on my child
- I had a choice – I could let the rage fester or I could redirect that energy into something positive
- I am profoundly affected by the lack of support for students who aren't out and/or whose parents are not supportive. Who speaks for them?
- I saw a gap in services – there was no “one-stop” place for parents and caregivers in CT to go to understand what their expectations of their school should be and what options they have for action

# SAY WHAT?

---

An organization with a queer mission run by a cis/het person?

- Collaborate, collaborate, collaborate.
- Build trust. Actively listen. Know when to shut up. Gracefully accept criticism and own mistakes.
- Be visible in queer spaces.
- Be an upstander, all day, every day. Queer people have to validate their humanity every day; it's exhausting and painful.
- Seek leadership from the community you aim to serve.
- Collaborate, collaborate, collaborate.

# THE PROJECT

---

An organization shaped by the queer community

- Matt Blinstrubas, EqualityCT
- Mel Cordner, Q Plus
- Tony Ferraiolo, HCAI
- William Ollayos, LGBTQ+ Justice and Opportunity Network
- Ace Ricker, ACE Consulting
- Gina Rosich, Professor, University of St. Joseph
- Mallory James Sanchez, Center for Children's Advocacy and YGP

## Three main goals:

- Create a statewide network of parents, caregivers, allies, and educators
- Be a one-stop resource for parents and caregivers (Accountability Index)
- Policy

# THE PROJECT

---

An organization led by parents, caregivers, allies and educators

Lisa De Sousa  
Parent, Therapist

Lindsay Evermore  
Parent, PR Consultant

Bridgette Gordon-Hickey  
Parent, Educator

Chrissy Gray  
Parent, University Residential Life

Jessica Harrison  
Ally, DEI Executive

Lynn Hetrick  
Parent, Retired

Kayla Iannetta  
Educator

Brandon Iovene  
MSW

Kelly Kancyr  
Stepparent, Youth Services

Lisa Roberts  
Parent, Attorney

Mallory James Sanchez  
Education Law Attorney

Suzanne Truong-Hoyer  
Ally, Project Management

# THANK YOU

---

This is the face of a child whose life was saved by professionals like you.

Thank you for the important work you are doing.



# Additional Link and Resources

## Articles:

1. **Transgender affirmative cognitive behavioral therapy: Clinical considerations and applications.** Professional Psychology: Research and Practice, 46(1), 21-29.
2. **Between pink and blue: A multi-dimensional family approach to gender nonconforming children and their families.** Family Process, 50(4), 453-470. McLaughlin, R. J., & Sharp, R. N. (2018). Working with parents and caregivers when conflicts arise. In C. K.-M. D. Ehrensaft (Ed.), The gender affirmative model: An interdisciplinary approach to supporting transgender and gender expansive children. (pp. 157-172). Washington, DC, US: American Psychological Association.

## Web-based resources:

1. GLSEN (Gay, Lesbian & Straight Education Network) Educator Resource Page <https://www.glsen.org/resources/educator-resources>
2. Health Gender Development and Young Children: A Guide for Early Childhood Programs and Professionals <https://depts.washington.edu/dbpeds/healthy-gender-development.pdf>
3. Supportive Families, Healthy Children: Helping Latter-day Saint Families with Lesbian, Gay, Bisexual & Transgender Children <https://familyproject.sfsu.edu/sites/default/files/documents/FAP%20LDS%20Booklet%20pst.pdf>
4. Supportive Families, Healthy Children report: <https://www.glsen.org/resources/educator-resources>
5. The Trevor Project: <https://www.thetrevorproject.org/>
6. Tony Ferraiolo : <https://tonyferraiolo.com/>
7. OUT Accountability Project CT: <https://outaccountabilityproject.org/>
  - Best Practices: <https://outaccountabilityproject.org/best-practices/>
8. Trans Health Consulting: <https://www.transhealthconsulting.com/mentalhealth>
9. San Francisco State University | Family Acceptance Project: <https://familyproject.sfsu.edu/publications>
10. Welcoming Schools: <https://welcomingschools.org/resources/books>
11. Transgender Legal Defense & Education Fund: <https://transgenderlegal.org/about-tldef/>

# Evaluation

Scan the QR code to provide your valuable feedback through our evaluation survey. Your input helps us improve our services. Thank you for your participation!



<https://ttc-gpra.org/P?s=370917>