



202-3
Lesbian, Gay, Bisexual, Transgender, and
Questioning (LGBTQ) Youth in the Child Welfare
System

A Training Outline

Developed by:
Vanessa Leigh White

For The
Pennsylvania Child Welfare
Training Program

University of Pittsburgh
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202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

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202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

An Overview of the Curriculum

Rationale:

It is estimated that one out of every ten persons in this country has a gay/lesbian sexual orientation. For child welfare workers and other human services professionals, this means that possibly ten percent of the adolescents that we encounter could be gay, lesbian, bisexual, transgender, or questioning youths. In order to best assist these youths, child welfare workers need to know the proper definition of terms such as gender identity, sexual behavior, and sexual orientation. They also must have an understanding of their own values and biases, and how that may influence their behavior toward these youths; the issues and challenges that face these youths; and the resources and assistance that may be available to help these youths.

Competency:

202-3: The Child Welfare Professional can develop case plans that address the emotional, social, and developmental factors contributing to the child's behavior.

Learning Objectives:

Participants will be able to:

- Recognize the prevalence of LGBTQ youth and their knowledge of the issues and health disparities facing these youth.
- Describe the differences between gender identity, gender role, sexual orientation, and sexual behavior, and will be able to correctly use sexual minority terms.
- Define and cite examples of homophobia and heterosexism, and understand the impact that these issues have on LGBTQ youth.
- Describe the needs of sexual minority youth, and how to address these needs.
- Develop intervention strategies for responding to the issues that arise in child welfare placements with LGBTQ youth.

Length of Workshop:

6 Hours

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An Overview of the Curriculum (continued)

Materials Needed to Present Workshop:

- ✓ Color Markers
- ✓ Name tents
- ✓ Question baskets
- ✓ Overhead projector and screen, overheads
- ✓ Television and VCR
- ✓ 2 Easel Stands
- ✓ 2 Flip Chart Pads
- ✓ Handouts
- ✓ Appendix #1, (LGBTQ Resource CD) (Enough for participants and 2 extra)
- ✓ Video: "It's Elementary"
- ✓ Book: Coming Out of Shame: Transforming Gay and Lesbian Lives
- ✓ Book: Counseling for Empowerment
- ✓ CD Player, CDs, Scarecrow by Melissa Etheridge, K.D. Lang
- ✓ Masking Tape
- ✓ Fidget Toys
- ✓ Index Cards
- ✓ Books and Newsletters for Resource Table
- ✓ Various Stickers (optional)
- ✓ Rainbow/White Ribbons (optional)

Target Audience:

Child Welfare Caseworkers, Supervisors, and Foster Parents

Summary:

Child welfare caseworkers encounter a variety of children and adolescents in their daily work with a variety of adjustment and developmental needs. This workshop was created to assist these workers in how to be aware of the needs of LGBTQ youths that are already or may potentially come to their attention, and how to best address and meet those needs. The focus of the day will be to create an awareness of, and to discuss the attitudes or beliefs that workers already possess regarding lesbian, gay, bisexual, transgender, and questioning youth, and how to transform those beliefs into accurate information. In addition, the goal of the group is to transform that accurate information into action and sensitivity, in order to best help these youths cope with the daily, oppressive challenges that they face in the child welfare system and in society in general.

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An Overview of the Curriculum (Continued)

Expectations of the Trainer:

The trainer should be aware of the societal issues of homophobia and heterosexism, and how these issues potentially affect our attitudes toward gay persons. The trainer should also be aware of his/her own personal values regarding sexual orientation, and also have a working knowledge of definitions of terms such as gay, lesbian, bisexual, transgender, sexual orientation, gender role, and other relevant terms. The trainer should also have knowledge of the specific developmental considerations for gay, lesbian, bisexual, transgender, and questioning youth, as well as the various risk factors for these youths. In addition, the trainer needs to be knowledgeable in how the child welfare system can best assist and support these youths in need.

PA Standards:

IF Assess Interrelationships of Critical Issues
IH Consider Culture

CFSR Issues:

Well Being 3

Diversity/Social Work Values:

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(LGBTQ) Youth In The Child Welfare System**

Agenda

**Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth
In the Child Welfare System**

Estimated Time	Content	Page
30 Minutes	Section I: Introduction	5-8
55 Minutes	Section II: Myths vs. Facts	9-13
20 Minutes	Section III: Four Areas of Support	14-16
30 Minutes	Section IV: Definitions	17-19
1 Hour	Section V: Homophobia/Heterosexism	20-25
1 Hour, 15 Minutes	Section VI: Assessing Needs	26-29
1 Hour	Section VII: Strategies	30-33
30 Minutes	Section VIII: Closing	34-36

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section I: Introduction

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ✓ Define the rationale, learning objectives, and agenda.
- ✓ List their needs as participants for this workshop.

Method of Presentation:

Lecture, Individual and Small Group Activity

Materials Needed:

Name tents, markers, and stickers

Fidget toys for tables

Flip chart/paper, masking tape

Flip Chart #1 - Agenda

Flip Chart #2 - Learning Objectives

Flip Chart paper on wall - Parking Lot

Question Basket

Post-It Notes

Music CDs or cassette tapes of K.D. Lang and or Melissa Etheridge

CD player or cassette player

Handout #1 (Ah-hah!)

Handout #2 (Find Someone Who...)

Overhead #1 (Agenda)

Overhead #2 (Find Someone Who... answers)

Resources Used:

None

PA Standards:

None

CFSR Issues:

None

Interactional Skills:

Tuning into Self

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Section I. Introduction

Outline of Presentation:

Arrange chairs around the tables in the room, four to six participants at each table. Place name tents, markers, and stickers on each table. Also, place containers of various fidget toys on each table. Specific items to include may be silly putty, legos, small toys, and koosh balls.

Set up the overhead projector/screen in front/center of the room, and two easels with flipcharts on either side of the overhead projector. Also, set up TV/VCR cart at the front of the room. Also, hang some wall charts/posters with Agenda, Needs for the Day, Parking Lot, etc., as well as posters with various relevant quotes.

Trainer Note: Play music by Melissa Etheridge or K.D. Lang prior to the beginning of the training and as the participants arrive. Also, play music selections during each break.

- ✓ Welcome participants to the training day.
- ✓ Introduce self as the trainer.
- ✓ Review house rules, such as breaks, lunch, questions, 15-minute rule, etc.
- ✓ Discuss the rationale of the training.
- ✓ Review learning objectives using **Overhead #1 (Agenda)**, as well as flipcharts on the easels and the wall.
- ✓ Ask participants to create nametags.
- ✓ Distribute **Handout #1 (Ah-hah!)**.
- ✓ Have participants identify one current belief or myth that they currently possess about G/L/B/T/Q persons.
- ✓ Distribute **Handout #2 (Find Someone Who...)** and complete activity.
- ✓ Review **Overhead #2 (Find Someone Who...Answers)** to reveal some of the responses.

Step 1	♪	Arrival of Participants
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Step 1:

Play music from either Melissa Etheridge or K.D. Lang as participants enter the room. Direct participants to find their seats and get their beverages prior to the start of training. Turn off music immediately prior to the start of training.

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Section I: Introduction (continued)

Step 2		Welcome and Introduction
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Step 2:

Trainer welcomes participants to the training day and introduces self. Trainer then reviews the house rules, such as breaks, lunch, questions, 15-minute rule, etc. Trainer then discusses the rationale of the training and reviews **Overhead #1 (Agenda)**, as well as flipcharts on the easels and the wall, to point out the Learning Objectives, Agenda for the day, and Parking Lot. Distribute **Handout #1 (Ah-hah!)** and inform participants of its purpose and that this handout should be used throughout the day to jot down ideas that they may want to save from the day.

Step 3		Name Tents
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Step 3:

Trainer asks participants to create name tents utilizing the materials on the tables. Instruct participants to write their name in the center of their name tent with a marker. Ask participants to stand their name tents in front of them so they are visible to the trainer.

Step 4		Individual Activity
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Step 4:

Trainer instructs participants to take a blank index card that can be found in front of each person's seating area at their table and asks each participant to write down one current belief or myth that they currently possess about G/L/B/T/Q persons. Then instruct the participants to put it away until the end of the day. Emphasize to the group that participants will not be asked to share what they write on the cards.

Step 5		Large Group Activity (Ice Breaker)
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Step 5:

Trainer distributes **Handout #2 (Find Someone Who...)** as he/she instructs the participants to each take one handout, and circulate around the training room. Trainer explains that each person is to ask other participants to find a statement on the handout that they know the answer to, and initial it for the other participant. The trainer makes sure to have participants move throughout the training room having participants meet as many people as possible during the activity. Give the group about ten minutes to try to get as many initials on their handouts as possible.

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Section I: Introduction (continued)

Step 5 continued:

Once people have completed the task or if ten minutes has passed, ask the group to return to their original seats. Ask the group as a whole if anyone would like to share an answer to the statements. After several answers are shared show **Overhead #2 (Find Someone Who...Answers)**, to reveal some of the responses.

Ask the group how many persons got every statement initialed. Congratulate the person(s) with the most answers.

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Section II: Myths vs. Facts

Estimated Length of Time:

55 minutes

Learning Objectives:

Participants will be able to:

- ✓ Describe the prevalence of LGBTQ youth.
- ✓ Explain issues and health disparities facing these youth.
- ✓ Articulate existing myths and inaccurate beliefs about LGBTQ persons.

Method of Presentation:

Video, Brainstorming, Lecture, Small Group Discussion, Large Group Discussion

Materials Needed:

Handout #3 (Beliefs and Sources of Information)

Video-“It’s Elementary, Talking About Gay Issues in School”

Resources Used:

Bart, M. (1998). Creating A Safer School Environment for Gay Students. Counseling Today: 26-28.

Chasnoff, D., and Cohen, H. (Producers). (1998). It’s Elementary, Talking About Gay Issues in School (film). (Available from Women’s Educational Media, 2180 Bryant Street, #203, San Francisco, CA 94110)

Child Welfare Administration, Council of Family and Child Caring Agencies. (1994, April). Improving Services to Gay and Lesbian Youth in New York City’s Child Welfare System: A Task Force Report. New York, NY: Author.

Ryan, C., and Futterman, D. (1998). Lesbian and Gay Youth: Care and Counseling. New York: Columbia University Press.

PA Standards:

I.H.1.a, b, c

I.H.2.a, c, d, e.

CFSR Issues:

None

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Section II: Myths vs. Facts (continued)

Interactional Skills:

Tuning into Self

Tuning Into Others

Tuning Into the Specific Environmental Situation

Supporting Client in Taboo Areas

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Section II: Myths vs. Facts

Outline of Presentation:

The trainer introduces the discussion of myths versus facts about LGBTQ persons by describing several rather prevalent stereotypes that exist, to a great extent, in today's society. The trainer, by showing a video and facilitating an activity will assist participants in identifying myths they carry about LGBTQ people and how these misconceptions can affect their direct practice with clients.

- ✓ Introduce myths that exist in today's society surrounding LGBTQ people.
- ✓ Distribute **Handout #3 (Beliefs and Sources of Information)** and complete individual activity to assist participants in seeing how stereotypes negatively impact LGBTQ people's lives.
- ✓ Discussion about misconceptions and truths in relation to LGBTQ people.

Step 1	☺	Lecture
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Step 1:

The trainer introduces the discussion of myths versus facts about LGBTQ persons, by pointing out that several stereotypes still exist to a great extent about this group of people. The trainer will emphasize that these inaccurate beliefs can negatively impact on our ability to meet the needs of GLBTQ youth.

The trainer makes sure that these prevalent myths and stereotypes are discussed: all child molesters are gay; gay couples have one person as the "man" and the other as the "woman" in the relationship; gay relationships are all about sex; all gay men are florists or interior decorators and all lesbians are truck drivers or laborers; all lesbians have short hair; all lesbians hate men.

The trainer will also state to the group that it is important that we demystify these stereotypes because these stereotypes perpetuate false beliefs, which effects how LGBTQ youth and adults are viewed.

In addition, the trainer should emphasize, as child welfare professionals it will be more difficult to serve the needs of LGBTQ youth, as well as be considered a resource to these children, if we have inaccurate information about them.

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Section II: Myths vs. Facts (Continued)

Step 2		Individual Activity
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Step 2:

The trainer distributes **Handout #3 (Beliefs and Sources of Information)**, and instructs all participants to list on the handout any beliefs that they may have had, either now or in the past, and what the sources of that information were/are. The trainer asks the participants to work individually and gives them about ten minutes to complete the exercise.

The trainer instructs the participants to compare their lists with the others that are seated at their table, and to create one total list for their table group, and as they create that one list, do away with any duplicate responses. The trainer asks for a scribe and a representative from each table. The scribes write on the flipchart the total list for the group. The groups will utilize five to ten minutes to compile their lists. Once the lists are completed, one person from each group hangs the compiled list on the wall and reports out to the larger group for discussion.

The trainer asks the designated representative to read the items on their list. Once all groups have reported out the trainer checks off those items that are common to each list.

The trainer then discusses how prevalent myths and stereotypes are among various groups of people, and how there are many primary sources of myths and misinformation. Make sure to include in your discussion the myth/belief that you can tell a person is gay or lesbian simply by their appearance or mannerisms.

Step 3		Video
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Step 3

The trainer introduces the video, **It's Elementary, Talking About Gay Issues In School** by telling the group briefly about the content of the video, which is an overview of school classrooms and their discussions related to gay issues. In the video, one of the student groups creates a list of beliefs about gay persons. The purpose of the video is to keep in mind how young children begin to receive either positive or negative messages, as well as accurate vs. inaccurate information, about gay persons. The trainer will instruct participants to keep in mind their own lists that they created as they view the list in the video. The trainer will also emphasize the power that early messages about other persons in our community and society have on our children. The trainer informs the participants that the portion of the video shown is approximately 20 minutes long.


Section II: Myths vs. Facts (Continued)

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Step 3 (continued):

Trainer Note: Start the video at the beginning and end at counter number 25:02 before the Cambridge Quaker School. The video will show excerpts from four different schools, in four different classrooms. Each classroom is involved in a discussion of gay and lesbian persons in some context.

After viewing the video, the trainer will invite any questions or comments from the group about the video. The trainer will ensure that participants have an understanding of how children of this young age receive and believe information. This example shows the importance that children and adolescents receive the most accurate of information. The trainer should also make the point that since many hours a day are spent at school by LGBTQ youth, their support systems will be more limited if the majority of their peers have negative views about gay, lesbian, transgender and questioning youth.

Step 4		Large Group Discussion
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Step 4:

The trainer references back to the lists of beliefs on flipchart paper on the wall and facilitates a group discussion about some of the myths that are on each group list, and distinguish between accurate and inaccurate information.

The trainer emphasizes with the group that, in order to help the LGBTQ youth effectively, we need to be willing to acknowledge our own misconceptions, and be open to new and accurate information about gay persons.

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Section III: Four Areas of Support

Estimated Length of Time:

20 Minutes

Learning Objectives:

Participants will be able to:

- ✓ List the four areas of support that need to exist for positive adolescent development.
- ✓ Describe how Lesbian, Gay, Bisexual, Transgender, and Questioning youth are often lacking support in all four areas.
- ✓ Describe issues that arise to create difficulty for Lesbian, Gay, Bisexual, Transgender, and Questioning youth.

Method of Presentation:

Lecture, Group Discussion

Materials Needed:

Overhead #3 (Four Areas of Support)

Resources Used:

Children from the Shadows. (1991). Lifting the Shadows of Ignorance: Organizing as Empowerment. Manchester, CT: Author.

Marino, T.W. (1995). To Be Young and Gay in America. Counseling Today.

PA Standards:

I.F.1.a, b, f,
I.H.1.a, b, c
I.H.2. a, b, c, d, e.

CFSR Issues:

WB3

Interactional Skills:

Tuning into the specific environmental situation
Supporting client in taboo areas

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Section III: Four Areas of Support

Outline of Presentation:

The trainer introduces the four areas of support necessary for positive adolescent development, how these areas do not necessarily exist for LGBTQ youth and how this and other issues can effect their development

- ✓ Discuss daily challenges LGBTQ youth face.
- ✓ Discuss how discrimination against LGBTQ youth is in many aspects of their life experiences.
- ✓ Define the four areas of support needed for positive adolescent development and how this is usually lacking for LGBTQ youth.

Step 1	☺	Lecture and Large Group Discussion
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Step 1:

The trainer introduces to the group, that in addition to misconceptions that exist about LGBTQ persons in our society, a LGBTQ youth also faces daily challenges to getting the support that they need.

The trainer will also state that as a minority group, LGBTQ youths and adults experience discrimination and negative attitudes toward them within our society. At times, it may be quite a challenge to find a consistent source of support for him/her.

The trainer asks for a scribe to write on the flipchart as the group brainstorms and discusses, "Remembering back to your youth, or even thinking back over your cases, what were the most essential supports you or the children/adolescents needed?" The trainer guides the discussion so that participants are giving possible groups or institutions that would be most helpful as support systems. As each idea of support is given by the participants, the trainer will ask the group to describe what it would look like for that particular support to be supportive; for example, for a family to be an essential support for a youth, they would provide unconditional love, understanding, compassion, necessities of food, clothing, etc. The trainer wants the participants to have a clear picture of the importance of these supports.

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Section III: Four Areas of Support (continued)

Step 2	☺	Lecture
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Step 2:

The trainer begins by asking participants to consider the repercussions if these support systems just discussed, with their positive components, were not in place for a youth. The trainer introduces the four areas of support needed by adolescents that aid in positive development. In order for any youth to grow into a better well-balanced individual, it is essential that they have support in four key areas: Family, School, Community, and Religious Organizations. (Trainer will show **Overhead #3- Four Areas of Support**).

The trainer will review these areas of support one at a time, making sure to discuss the positive influences with the participants:

1. Family Support- Many LGBTQ youth lack support from their families once his/her sexual orientation is known. Many of these youths end up leaving their family's home as a result of this lack of support.
2. School Experiences- Many LGBTQ youth do not have a quality school experience, due to negative attitudes toward homosexuality, being harassed, or ridiculed by students, and a lack of intervention on the part of school personnel when problems occur.
3. Community Participation- There are few available groups or activities in most communities for LGBTQ youth, especially within the gay community itself- most events are for LGBTQ adults.
4. Religious Community Participation- Most Faith-Based organizations do not support LGBTQ persons in their struggles, and many of these persons believe that they need to choose between their own truth and identity or their religious communities.

The trainer will emphasize that, due to the nature of these systems being a constant influence in the LGBTQ youth's life, if they do not exist as positive supports, the results could be very dramatic on the LGBTQ youth. The consequences of an LGBTQ youth not getting the support that they need, could be severe isolation, increased risk of substance use and abuse, higher occurrence of runaway behavior or dropping out of school, truancy, and higher risk of suicide attempts and completions. The trainer informs the group that these risk factors will also be discussed in more detail later in the day in relation to assessing the needs of LGBTQ youths.

The trainer will encourage any questions or comments about the material in this section.

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Section IV: Definitions

Estimated Length of Time:

30 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Describe the differences between the terms gender identity, gender role, sexual orientation, sexual behavior, and other terms.
- ✓ Demonstrate their use of these terms.
- ✓ Describe the importance of using terms and language properly.

Method of Presentation:

Large Group Activity, Dyad/Triad Activity, Lecture, and Large Group Discussion

Materials Needed:

Handout #4 (Definitions)

Index cards with various terms

Prepared flipchart “Terms”

Flipchart paper

Markers

Masking tape

Book: Coming out of Shame: Transforming Gay and Lesbian Lives

Book: Counseling for Empowerment

Resources Used:

Federation of Parents and Friends of Lesbian and Gays. (1991). Respect All Youth Project-Issue Paper. Washington, DC: Author.

Feinberg, L. (1992). Transgender Warriors. Boston: Beacon Press.

PERSAD. (1992). Notes on Sexual Minorities. Pittsburgh, PA: Author.

Ryan, C., and Futterman, D. (1998). Lesbian and Gay Youth: Care and Counseling. New York: Columbia University Press.

PA Standards:

I.H.1.a, b, c

CFSR Issues:

None

Interactional Skills:

Supporting client in taboo areas

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Section IV: Definitions

Outline of Presentation:

The trainer introduces terms that relate to gay persons. The trainer will discuss:

- ✓ The importance of using the proper terms when working with and for LGBTQ youth.
- ✓ Using the terms incorrectly can perpetuate existing stereotypes.

Step 1		Dyad/Triad Activity
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Step 1:

The trainer explains to participants in order to best assist LGBTQ youth, we need to know the meaning of various terms, and how to properly use those terms.

The trainer goes to the prepared flipchart paper titled “Terms.” On that flipchart, there will be a variety of word groups, such as: Gay/Lesbian, Gender Identity/Gender Role, Ally/Alliance, Sexual Orientation/Sexual Behavior, Transgender/Transsexual/Transvestite, Heterosexuality/Homosexuality, and Bisexual/Questioning.

The trainer points out to each participant that there is an index card in front of each person’s place at his or her table, with part of each listed word grouping on each card. The trainer will direct the participants to move around the room, and to find the person(s) who has the card or cards that is the match for their word grouping.

Once each person has found their card matches, they need to find a place to sit at any table, and will be given a blank flipchart page and markers.

The trainer will instruct the group members to write their word grouping at the top of their flipchart page, and with their partner or partners, list any words that they believe helps to describe or define the word grouping that they have been assigned.

The purpose of this part of the activity is to determine how well participants can define some of the terms that are related to LGBTQ youth.

Once each group has completed their list, they will hang up their flipchart paper on the wall. One person from each small group will read their term/terms and the definitions that they created for each. The trainer will also ask each group as this process proceeds, if they had any extensive difficulty in creating a definition, or if they learned anything they hadn’t known in the process.

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(LGBTQ) Youth In The Child Welfare System**

Section IV: Definitions (continued)

Step 2	☺	Lecture
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Step 2:

The trainer will then pass out **Handout #4 (Definitions)**. The trainer asks all participants to review the definition and compare the definitions that they created with those listed, to note any major differences, or how accurate each group was. The trainer lets the group know that they will be using the definitions list later on in the day when we discuss strategies.

The trainer will emphasize with the group the importance of the use of proper terms and language, to assist in preventing stereotypical beliefs about LGBTQ persons, and to treat persons in a respectful manner.

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Section V: Homophobia and Heterosexism

Estimated Length of Time:

60 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Define homophobia and heterosexism.
- ✓ Give examples of homophobia and heterosexism.
- ✓ Recognize the prevalence of attitudes in our daily lives, and the potential negative impact, on LGBTQ youth.
- ✓ Recognize any homophobic/heterosexist attitudes that they may presently have, or existence of those attitudes in the child welfare system.
- ✓ Describe the connection between homophobic/heterosexist attitudes and a person's behavior, as well as the connections other "isms" in society.

Method of Presentation:

Lecture, Group Discussion, Small Group Activity

Materials Needed:

Overhead #4 (Homophobia/Heterosexism definitions)

Overhead #5 (Homophobic levels of attitude, negative)

Overhead #6 (Homophobic levels of attitude, positive)

Book: Coming Out of Shame: Transforming Gay and Lesbian Lives

Book: Counseling for Empowerment

Resources Used:

Anderson, D.A. (1994) Lesbian and Gay Adolescents: Social and Developmental Consideration. The High School Journal, 77(1-2): 13-19.

Harbeck, K.M. (Editor). (1992). Coming Out of the Classroom Closet: Gay and Lesbian Students, Teachers, and Curricula. New York: Harrington Park Press.

Hunter, J., and Schaecher, R. (1995). Gay and Lesbian Adolescents. The Encyclopedia of Social Work, 19: 1055-1063.

Kaufman, G., and Raphael, L. (1996). Coming Out of Shame: Transforming Gay and Lesbian Lives. New York: Doubleday.

McWhirter, E. H. (1994). Counseling for Empowerment. American Counseling Association : Alexandria, VA.

Sears, J.T. and Williams, W.L. (Eds.). (1997). Overcoming Heterosexism and Homophobia: Strategies that Work. New York: Columbia University Press.

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Section V: Homophobia and Heterosexism (continued)

PA Standards:

I.H.1.a, b, c

I.H.2.a, c, d, e.

CFSR:

None

Interactional Skills:

Tuning into specific environmental situation

Supporting client in taboo areas

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Section V: Homophobia and Heterosexism

Outline of Presentation:

The trainer introduces the discussion of the terms homophobia and heterosexism and their impact on LGBTQ youth and attitudes related to gay persons.

- ✓ Discuss the terms homophobia and heterosexism.
- ✓ Discuss the impact of these terms on attitudes and stereotypes of gay persons.
- ✓ Read and reflect on excerpt from Coming Out of Shame.
- ✓ Read and reflect on excerpt from Counseling for Empowerment.
- ✓ Discuss impact of homophobia and heterosexism on LGBTQ youth.

Step 1	☺	Lecture
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Step 1:

The trainer will introduce the discussion of the terms homophobia and heterosexism. The trainer explains that, although part of this section will be to review definitions of each of these terms that they have been set aside for a specific reason. While the other definitions and terms reviewed were important to discuss in terms of using proper language and in order to be well informed and better prepared to work with LGBTQ youths. The trainer explains that homophobia and heterosexism are two issues that are greatly influential in the negative attitudes and stereotypes that exist toward and about LGBTQ youth and adults. Trainer then states, as an example, the only jokes that are typically tolerated about any specific minority group are gay and lesbian jokes.

The trainer begins the discussion of homophobia or heterosexism, by stating the need to look at oneself and one's own personal views, biases and prejudices. The trainer helps the participants recognize their own homophobic/heterosexist attitudes that they may possess, and to better recognize these attitudes in the child welfare system, and in our society at large. This discussion of homophobia and heterosexism is not just about educating participants in how to define them, but actually how we can all overcome prejudice and bias toward LGBTQ persons.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section V: Homophobia and Heterosexism (continued)

Step 2		Guided Imagery
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Step 2:

The trainer explains to the group that the excerpt is a description of what a LGBTQ youth may experience in a typical day for them. This excerpt is an introduction to homophobia. Trainer reads excerpt from the book, Coming Out of Shame, pages 3-5.


Trainer then asks participants for any comments or feedback. The trainer also asks the group if anyone had ever worked with a LGBTQ youth that had disclosed this or similar circumstances in their lives.

Step 3		Lecture
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Step 3:

Trainer puts up **Overhead #4 (Homophobia and Heterosexism definitions)**. The trainer reads the definitions out loud.

After reviewing each definition, the trainer explains as with the other “isms” in society, most of us possess a certain level of homophobic and heterosexist attitudes, whether we have a heterosexual or homosexual orientation.

Step 4		Small Group Activity
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The trainer asks the group to spend 2-5 minutes and create a list with the others at their table, of any examples, either general or specific, of homophobia or heterosexism, and how these examples could impact negatively on LGBTQ youth.

The trainer then asks each group to offer their examples and possible impacts with the large group, and will facilitate a discussion based on each group’s contributions.

The trainer emphasizes that people are not born with genetic homophobic or heterosexist attitudes. Our attitudes develop throughout our lives, and through our various socialization experiences.

Trainer, then explains, ignorance is most often the main reason that persons have a strong homophobic and heterosexist attitudes, due to them having a lack of accurate information.


Section V: Homophobia and Heterosexism (continued)

Step 4 (Continued):

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The trainer then cites these additional examples of homophobia:

1. Legal: Lack of allowances for domestic partners, insurance, custody, adoption.
2. Employment: Many LGBTQ persons are fearful to be “out” on the job.
3. Public Attitudes: Jokes, movies, stereotypes, oppressive attitudes, offensive language and slurs.
4. Psychiatry and Medicine: Homosexuality was believed to be a mental illness until the 1970’s; heterosexist attitudes exist in the medical community about men and women.
5. Religion
6. Family
7. Harassment/Attacks/Hate Crimes/Threats
8. Invisibility

Step 5		Guided Imagery
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Step 5:

Trainer then reads an excerpt from Counseling for Empowerment, top of page 87 in italics. The purpose of this excerpt is to connect homophobia and heterosexism to all of the other "isms" that exist, such as racism, ageism and sexism. As child welfare workers, we need to push ourselves to be properly trained and educated in the proper information, so that we can avoid the isms and treat persons as individuals and with respect.

After the trainer reads the excerpt, he/she will ask the group for any feedback from the reading. The trainer will also ask the group for a show of hands, of how many persons believe that they still have some learning to do in the area of heterosexism and homophobia. The trainer emphasizes that no matter what our personal life experiences are, we all need to focus on the "isms" that exist in our society, in order to ensure that persons are treated fairly and with respect.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section V: Homophobia and Heterosexism (continued)

Step 6	☺	Lecture
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Step 6:

The trainer puts up on the overhead and reviews the homophobic levels of attitude (**Overheads #5 and #6**).

The trainer explains that ultimately, the goal would be for a person to evolve, in terms of levels of attitude, from a negative level of attitude to a more positive, embracing attitude.

The trainer then explains that as child welfare professionals, it is our duty to remain informed, and to seek correct information when needed. When we are better informed, child welfare professionals can possess a more positive attitude, and treat the LGBTQ youths on their caseloads in a more respectful, accepting manner. We are also better able to provide direct support to these youths.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VI: Assessing Needs

Estimated Length of Time:

1 Hour, 15 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Describe the needs of LGBTQ youth.
- ✓ Address the needs of LGBTQ youth.
- ✓ Utilize developmental perspectives for these youths.
- ✓ Describe risk factors that exist for many LGBTQ youth.

Method of Presentation:

Individual Activity, Lecture

Materials Needed:

Overhead #7 (Developmental Models)

Overhead #8 (Risk Factors)

Handout #5 (An Experience With Being Different)

Handout #6 (Developmental Models)

Handout #7 (As Told By LGBTQ Youth)

Resources Used:

Anderson, D.A. (1994). Lesbian and Gay Adolescents: Social and Developmental Considerations. The High School Journal, 77(1-2): 13-19.

Cass, V.C. (1979). Homosexual Identity Formation: A Theoretical Model. Journal of Homosexuality, 4: 219-235.

Federation of Parents and Friends of Lesbians and Gays. (1991). Respect All Youth Project-Issue Paper. Washington, DC: Author.

Grossman, A. H. (1994). Homophobia: A Cofactor of HIV Disease in Gay and Lesbian Youth. JANAC, 5(1): 39-43.

Hunter, J., and Schaecher, R. (1995). Gay and Lesbian Adolescents. The Encyclopedia of Social Work, 19: 1055-1063.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VI: Assessing Needs (continued)

PA Standards:

I.F.1.a, b, c, e, f

I.H.1.a, b, c

I.H.2.a, c, d, e

CFSR:

WB3

Interactional Skills:

Tuning into others

Tuning into specific environmental situation

Supporting client in taboo areas


202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VI: Assessing Needs

Outline of Presentation:

The trainer introduces how caseworkers assess the needs of LGBTQ Youth.

- ✓ Establishing an understanding and empathy for the LGBTQ youths' experience.
- ✓ Discussing two models of Sexual Identity Development.
- ✓ Explanation of the risk factors LGBTQ youth face.
- ✓ Explanation of what caseworkers can do in working with LGBTQ youth to help them get their needs met.

Step 1		Individual Activity
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Step 1:

The trainer will begin by asking all group members to change their seats for the rest of the day, as a way to meet others in the group, and to change their perspective.

Once all participants are settled into their new seats, the trainer will pass out **Handout #5 (An Experience With Being Different)**. All participants will be asked to think about an experience with a LGBTQ youth on their caseload and when the youth felt very different from those around them. The trainer will emphasize that this is an individual exercise, and participants will not be asked to share (unless they wish to do so) what the specific experiences were.

At the end of the exercise, ask participants to share what they recall about their responses to that experience, such as what they were thinking, feeling, and experiencing in their bodies. The participants will also be asked to talk about what changes they have made, if any, since those experiences occurred.

The trainer will point out that our “experiences” are probably similar to what LGBTQ youth experience on a daily basis.

The trainer explains to the group this exercise was a way in which participants can begin to have a sense of empathy for LGBTQ youths, and their feelings of isolation, secrecy, and pressure to be more like their peers and “the norm”. The importance of this empathy on the part of the child welfare professional is to be able to be a consistent support for the youth.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VI: Assessing Needs (Continued)

Step 2	☺	Lecture
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Step 2:

The trainer will then state that “coming out” is not an event, as much as it is a process, one that can occur over several years. A child welfare worker that has a LGBTQ youth on their caseload must offer support, empathy, and a plan of safety dependent on which stage the youth is presently in.

The trainer will introduce two models of Sexual Identity Development for LGBTQ youth using **Overhead #7 (Developmental Models)** and **Handout #6 (Dev. Models)**.

The trainer will review both, similar models, and ask the group to give examples of which stage they suspect youths that they have worked with have been in.

After any group questions or contributions to the material, the trainer will begin to provide information to the group about specific risk factors for LGBTQ youth.

Step 3	☺	Lecture
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Step 3:

The trainer will distribute **Handout #7 (As Told by LGBTQ Youth)** and review with large group.

The trainer will refer to **Overhead #8 (Risk Factors)** and review each of them individually. A child welfare worker will encounter one or more of these factors with LGBTQ youths on their caseload. Trainer asks participants to brainstorm additional factors/feelings exhibited by LGBTQ youth. Trainer should be sure to include: internal conflict between expectations of heterosexuality, and feelings of homosexuality; fear of discovery; few relationship role models; low self-esteem.

After this review and discussion, the trainer states that as child welfare professionals, we often work with youths who have many of these risk factors. Therefore, workers need to be aware that some of these youths are LGBTQ youth, and need to establish themselves as a source of support for these youths, who may not have their orientation known to anyone. Due to lack of support, many LGBTQ youth may be more prone to suicide, runaway behaviors, or drug or alcohol use due to having little or no support.

The trainer asks the group for any final questions, discussion or comments.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VII: Strategies

Estimated Length of Time:

1 Hour

Learning Objectives:

Participants will be able to:

- ✓ Demonstrate using consistent, appropriate language in regard to LGBTQ youth.
- ✓ Describe resources available to LGBTQ youth.
- ✓ Demonstrate more inclusive thinking regarding LGBTQ youth.
- ✓ Recognize negative attitudes about LGBTQ youth, and possibly educate others about their needs.

Method of Presentation:

Lecture, Small Group Activity, Role Play

Materials Needed:

Handout #4 (Definitions), Previously used in Section IV.

Handout #8 (What Would I Do?)

Handout #9 (What We Need to Do)

Handout #10 (The Other Team)

Resources Used:

Bart, M. (1998). Creating a Safer School Environment for Gay Students.

Counseling Today: 26-28.

Child Welfare Administration, Council of Family and Child Caring Agencies.

(1994, April). Improving Services to Gay and Lesbian Youth in New York City's

Child Welfare System: A Task Force Report. New York, NY: Author.

Federation of Parents and Friends of Lesbians and Gays. (1991). Respect All Youth Project- Issue Paper. Washington, DC: Author.

McWhirter, E. H. (1994). Counseling for Empowerment. Alexandria, VA: American Counseling Association.

Sears, J. T., and Williams, W.L. (Eds.). (1997). Overcoming Heterosexism and Homophobia: Strategies That Work. New York: Columbia University Press.

Stranko, J.J. (2002). The Other Team. The Columbia Spectator. Retrieved October 6, 2004, from

http://www.columbiaspectator.com/vnews/display.v/ART/2002/10/16/3dad1c407e2b5?in_archive=1

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VII: Strategies (continued)

PA Standards:

I.F.1.a, b, c, e, f

I.H.1.a, b, c

I.H.2.a, c, d, e

CFSR:

WB3

Interactional Skills:

Tuning into self

Tuning into the specific environmental situation

Supporting client in taboo areas


202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VII: Strategies

Outline of Presentation:

The trainer will outline strategies caseworkers can take in working with LGBTQ youth.

- ✓ Activity demonstrating the importance of using the proper terms appropriately when working with LGBTQ youth.
- ✓ Activity demonstrating the actions and ways of thinking that are necessary to properly support LGBTQ youth on a caseworker's caseload.

Step 1		Small Group Activity
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Step 1:

The trainer states to the group that one of the main goals for the day is to be able to transfer learning and awareness into action. Part of effective learning, is to practice new behaviors and to integrate them into our daily living.

The trainer instructs participants to break into small groups of 3 at their tables. Instruct participants to take out their definitions handout from earlier in the day.

The trainer states the purpose of this activity is to become more comfortable using words or phrases that we may not normally use. For example, some people have difficulty just saying the words gay, lesbian, homosexual, etc.

One at a time within the small groups, each participant will choose a word or a phrase from the definitions list, or from the definitions exercise on the flipcharts on the wall.

After choosing a word or phrase, one of the group members will read the definition or the bulleted words on the flipchart. This should assist in raising the comfort level for participants in using the language. As each person takes a turn, they can imagine that they are actually teaching that particular concept to other members of their small group, so their awareness of the topic and comfort discussing it will help the lesson to be effective.

Each participant will take several turns reading a variety of words or phrases. Allow this activity to go on for approximately 10 minutes.


202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VII: Strategies (continued)

Step 1 (continued):

The trainer asks the groups to spend 2-3 minutes processing the experience with their small group. When the full group comes back together, the trainer will ask each group to share what was helpful about the exercise.

The trainer leads a discussion that brings the group to conclusion that language is a powerful tool in communicating our messages to others, and in feeling sure that we understand what others are telling us. When we misuse language or words, we may send a negative or damaging message to LGBTQ youth.

Step 2		Group Activity
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Step 2:

The trainer will introduce another group activity. This activity will be completed with the entire group at your table.

The trainer passes out **Handout #8 (What Would I Do?)**. The trainer will instruct each group that the handout has three different scenarios on it. Each group will review all three scenarios, and brainstorm ideas; based in part on information learned in today's session, on how persons in the group would handle each situation. One person in each group will be the scribe and write down the ideas created for each scenario.

After each group has completed their review of all three scenarios, the full group will review each scenario, and share ideas about how each one could be handled.

The trainer will refer to **Handout #9 (What We Need to Do)**, which includes actions and ways of thinking, in order to best offer support to the LGBTQ youth that we will most likely encounter. These actions may include: advocate on behalf of LGBTQ youth; create a safe environment for LGBTQ youth; show signs of support; and know what the available resources are. The trainer will review the entire list with the group.

The trainer will also give out a copy of **Handout #10 (The Other Team)**, which is a young gay male telling a part of his story and experiences.

The trainer will invite the group for any questions or comments.

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VIII: Closing

Estimated Length of Time:

30 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify available books and journal resources.
- ✓ Demonstrate increased knowledge and awareness since beginning of the training session.
- ✓ Complete a plan for further development.

Method of Presentation:

Music, Individual Activity, Group Discussion

Materials Needed:

CD: Melissa Etheridge, Scarecrow

CD Player

Index cards

Evaluation forms

Resources and Resource Table

Appendix #1, (LGBTQ Resource CD)

Overhead #9 (Stand Up Quote)

Handout #11 (What I've Learned... What I Plan to Use Right Away...)

Handout #12 (Triangle Sign – pink paper)

Handout #13 (Stand Up Quote)

Handout #14 (Reference List)

Resources Used:

None

PA Standards:

None

CFSR:

None

Interactional Skills:

Tuning into self

Supporting client in taboo areas


202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

Section VIII: Closing

Outline of Presentation:

The trainer reinforces the learning from the day.


- ✓ Review index cards from the beginning of the day.
- ✓ Give various resources and signs of support and advocacy.
- ✓ Complete and Action Plan.

Step 1		Group Discussion
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Step 1:

The trainer will ask participants to take out their index cards from earlier in the day, with a belief that they possessed about LGBTQ persons.


The trainer will ask the group if any participants wish to comment or share on how that original belief has changed or been influenced by the information received during the day.

Step 2		Individual Activity
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Step 2:

The trainer passes out **Handout #11 (What I've Learned...What I Plan to Use Right Away...)** and asks participants to take a few minutes to complete the handout.

The trainer then asks several participants to share what they have learned and how they plan to use the information that received today.

Step 3		Group Discussion
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Step 3:

The trainer gives out various resources to utilize as signs of support and reviews them one at a time.

The trainer will pass out **Handout #12 (Triangle Sign)** as a sign of support. The trainer will also tell the group the origin of the black and pink triangles, and how they came to represent persons in the LGBTQ community.

The trainer places **Overhead #9 (Stand Up Quote)**, and gives out **Handout # 13 (Stand Up Quote)**, which helps to make the point that we need to stand up for an advocate on behalf of persons that are oppressed, whether or not we belong to that oppressed group.


Section VIII: Closing (Continued)

Step 3 (continued):

202-3: Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth In The Child Welfare System

The trainer gives out **Handout #14 (Reference List)** as well as the LGBTQ Resource Manual – which is found on **Appendix #1 (LGBTQ Resource CD)**. The trainer states that the reference list offers the resources used to create the training and the resource manual offers terminology associated with the curriculum in addition to valuable resource websites, periodicals, scholarships, and hotlines that will assist Child Welfare Professionals in serving LGBTQ youth in the child welfare system.

The trainer points out the Resource Table, with books, journals, articles, newsletters, magazines, and symbols of support, and invite participants to browse the items on the table.

Step 4		Lecture
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Step 4:

The trainer, in closing, tells the story of Matthew Sheppard and his untimely death. Trainer is sure to point out that his death was the result of homophobia. The trainer talks about the protests that happened and still happen at his memorial marker and the discrimination LGBTQ youth see and deal with daily.

The trainer asks if there are any further questions or comments.

The trainer thanks the participants for their participation throughout the day. The trainer passes out the evaluations and plays Melissa Ethridge's Scarecrow as the participants complete their evaluations and leave for the day.