




## Special Considerations for Maximizing Student Success: Supporting LGBTQIA+

Developed by Psyched Services  
November 2023



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## Training Guidelines

To get the most out of this training, please take a moment to review the following guidelines:

- Download all training materials prior to starting video.
- Have pen and paper ready.
- Learn, so that you can *do*!



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## Learning Objectives

- Become familiar with LGBTQ+ and gender-inclusive terminology.
- Examine factors to consider when working with LGBTQ+ students.
- Learn strategies to address specific needs of LGBTQ+ students when providing services.
- Learn how to promote schoolwide gender inclusivity.



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## What do we mean when we say LGBTQ+?

LGBTQ+ youth inclusive of all students who identify as lesbian, gay, bisexual, transgender, and/or questioning, and/or who express diverse sexual orientations, gender identities, and/or gender expression.

- "Youth" includes all children, adolescents, and young adults (NASP, 2017).

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## Gender-Inclusive Language

*Reminder: Terminology is continually evolving!*

- Sex - assigned at birth.
- Gender - presumed based on sex.

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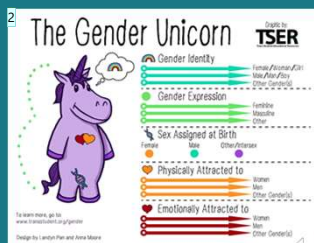
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## Gender-Inclusive Language

- Gender Identity - one's internal sense.
- Gender Expression/Presentation - physical manifestation of gender identity.



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## Slide 6

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- 3 I switched the graphic from the genderbread man to the unicorn--it seems to be the most current image in use.  
Alicia Yamashita, 10/24/2023
- 2 sounds great! @alicia.y@psychedservices.com  
Renee Bustos-Laughlin, 10/24/2023

## Gender-Inclusive Language

- Cisgender ("cis") - gender identity aligns with sex at birth.
- Transgender ("trans") - gender identity differs from sex at birth.
- Agender - seeing oneself as not having a gender.

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## Gender-Inclusive Language

- Gender Binary - gender as two separate and opposite categories.
- Gender Expansive - broader than the binary.
- Gender-fluid - genders that are dynamic rather than static.
- Genderqueer - does not identify with conventional gender.

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## Reflection:

What terms or definitions were new to you?

How can you stay current?

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Become familiar with and follow these organizations:

- Trevor Project (<https://www.thetrevorproject.org>)
- Gender Spectrum (<https://www.genderspectrum.org/home>)
- GLSEN (<https://www.glsen.org/>)

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## Gender-Inclusive Language - Pronouns

- Gender pronouns are not a preference.
- Write inclusively. Try using names and they/them pronouns.



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## Gender-Inclusive Language - Pronouns

*He is to they as mankind  
is to humankind.*

Why use inclusive pronouns?

- Confidentiality.
- Appropriate for all audiences.
- Younger children may not yet have the vocabulary.
- Some youth may not feel comfortable disclosing yet.

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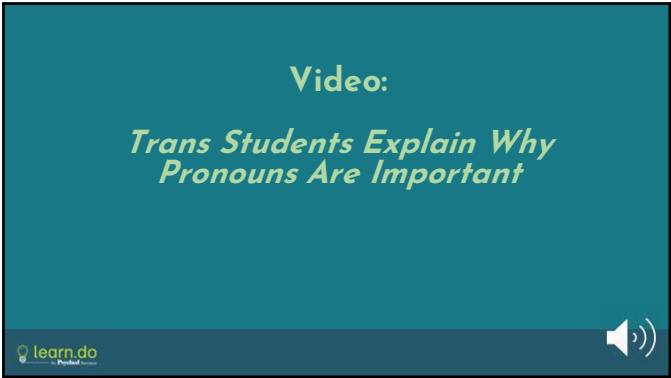
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## Factors to Consider

- Professional Responsibility
- Federal and State Laws and Regulations
- Risk Factors
- Family and Culture

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## Factors to Consider: Professional Responsibility

*Ethical obligation "to ensure all youth with diverse sexual orientations, gender identities, and/or gender expressions, are able to develop and express their personal identities in a school climate that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse"*  
(NASP, 2017, p. 1)

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## Factors to Consider: Federal Laws

- Every Student Succeeds Act (ESSA) - school climate, bullying
- Equal Protection Clause (14th Amendment)
- Title XI and Title IX - prohibits discrimination
- Section 504 of the Rehabilitation Act - access
- Individuals with Disabilities Education Act (IDEA) - FAPE

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### Factors to Consider: State Laws

- California Education Code (220, 2215) - prohibits discrimination
- School Success & Opportunity Act (AB 1266) - participation in sex-segregated activities and use facilities consistent with gender identity
- California Guidance - usage of preferred names and pronouns

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### Reflection:

**Does your school provide all-gender restrooms and private changing rooms?**

**Do you know where they are?**

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### Factors to Consider: Risk Factors

- Identifying as LGBTQ+ a heterosexist, homophobic, sexist, and transphobic environment can negatively impact developmental trajectories (NASP, 2017).
- 2015 study reported - 85% verbally harassed, 27% physically assaulted (Rosciw, et al, 2015).

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### Factors to Consider: Risk Factors

- Bullying and discrimination is associated with:
  - Poorer school engagement,
  - Substance abuse,
  - Depression,
  - Suicidal thoughts and behaviors.
- Transgender and gender-diverse youth face more barriers in accessing resources and experience greater victimization than sexual minority peers.

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### Factors to Consider: Risk Factors

- LGBTQ+ students with disabilities
  - Being LGBTQ+ is not a disability!
  - LGBTQ+ students with disabilities report feeling *less safe* overall.

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### Video:

*LGBTQ Youth Suicide:  
A Necessary Conversation*

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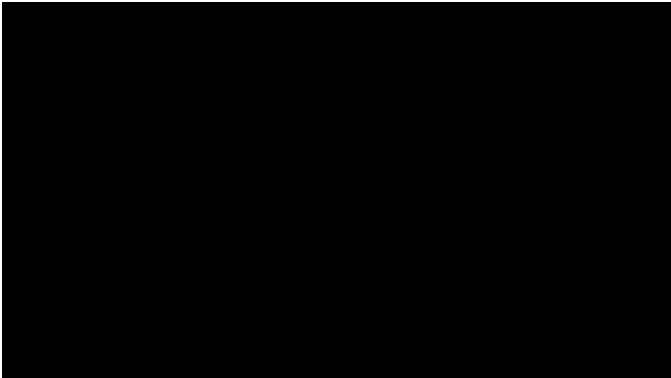
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**Journal:**

**What feelings does the video bring up for you?**

**How have you helped support students who are struggling emotionally?**



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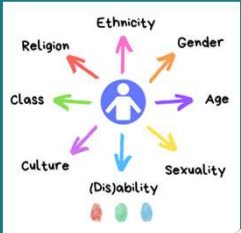
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**Factors to Consider: Family and Culture**

LGBTQ+ youth experience intersecting identities and associated risk factors.





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## Factors to Consider: Family and Culture

Within the home environment, some LGBTQ+ youth experience family rejection, which is associated with a higher risk for:

- Depression,
- Suicide,
- Substance Abuse (Ryan et al., 2009).

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## Pop Quiz!

What other important elements of a student's identity may intersect with their gender identity/sexuality?

- A. Religion
- B. Ethnicity/Race
- C. Language
- D. All of the above

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## Pop Quiz!

What other important elements of a student's identity may intersect with their gender identity/sexuality?

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## Effective Strategies

- Develop protective factors.
- Promote schoolwide gender inclusivity.
- Provide affirmative counseling.
- Support families.



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## Effective Strategies: Protective Factors

- Youth are resilient and can thrive when they feel:
  - Safe,
  - Supported,
  - Valued.
- Having at least one adult who is a supportive ally can make a difference.



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## Effective Strategies: Schoolwide Inclusivity

- Personal
  - Self-reflect
  - Learn - continuing education, terminology, history, resources



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## Effective Strategies: Schoolwide Inclusivity

- Structural
  - Inclusive Policies
  - Affirmative Settings
  - Student Groups
  - Integration Within Communities



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## Effective Strategies: Schoolwide Inclusivity

- Interpersonal
  - Affirmative Stance
  - Pronoun Buttons
  - Modeling



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## Effective Strategies: Schoolwide Inclusivity

- Instructional
  - Existing Curricula
  - Targeted Lessons

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**Scenario:**

**An elementary student asks you about another student - "Why is her hair so short? She looks like a boy."**




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**How could you respond in a way that promotes gender inclusivity?**




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**Responding to biased comments:**

- Speak up.
- Use a calm, neutral tone.
- Ask simple questions.
- Educate.




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### Effective Strategies: Affirmative Counseling

- Be supportive.
- Recognize and acknowledge.
- Understand confidentiality.
- Meet them where they are and follow their lead.

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### Effective Strategies: Affirmative Counseling

- Facilitate self-exploration and self-acceptance.
- Teach preventative measures.
- Support internal resiliency.
- Ensure realistic safety plans.

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### Effective Strategies: Affirmative Counseling

- Consider the unique needs of LGBTQ+ students with disabilities.
- Address the whole student when developing IEPs and 504 plans.

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# Gender Support Plan



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CONFIDENTIAL  
GENDER SUPPORT  
PLAN

Instructions: School teams should use this form to acquire accurate information about an individual student and to develop a meaningful action plan to support the student in the school environment. Team members can collaboratively add to the document as they gather information from the student. Once information is gathered and agreed upon, the form serves as a scaffold for team documents and documentation of the action plan.

Today's Date \_\_\_\_\_  
School District \_\_\_\_\_ Home School \_\_\_\_\_  
Meeting Participants \_\_\_\_\_

IDENTIFYING INFORMATION

Name Student Uses \_\_\_\_\_ Pseudonym \_\_\_\_\_  
Legal Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Sex Assigned at Birth \_\_\_\_\_ Current Grade \_\_\_\_\_ Homeroom \_\_\_\_\_

FAMILY

Parent(s), Guardian(s), or Caregiver(s)

Name \_\_\_\_\_ Relationship \_\_\_\_\_  
Name \_\_\_\_\_ Relationship \_\_\_\_\_

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# Effective Strategies: Families



- Never assume that a family is aware of their child's LGBTQ+ identity.
- Find connections.
- Increase family acceptance by helping families understand the risk factors associated with family rejection.



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# Effective Strategies: Families



- Provide culturally responsive resources.
  - PFLAG
  - Trans Youth Family Allies
  - Family Acceptance Project
  - Institute for Welcoming Resources



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# Gender Support Plan



**MY STUDENT SUPPORT PLAN**

Name Student User \_\_\_\_\_ School \_\_\_\_\_

Previous Student User \_\_\_\_\_ Grade \_\_\_\_\_

Date of Birth \_\_\_\_\_ Meeting Date \_\_\_\_\_

Age at Time of Plan \_\_\_\_\_ GSR Date \_\_\_\_\_

**PROVIDE YOUR SUPPORT**

**You have the right to:**

- Be referred to by your authentic name and pronoun
- Use the locker room and restrooms that corresponds to your gender identity
- Dress in a safe school without harassment, bullying, and intimidation
- Express a reasonable level of privacy

**My Safe People for Support at my School and District**

- My safe person at school is \_\_\_\_\_
- My safe person's contact info is \_\_\_\_\_
- My district support person is \_\_\_\_\_
- Additional support people are \_\_\_\_\_

**Transcript Project provides information and support to LGBTQ+ young people for hours a day, 7 days a week all year. [Hear more about us](#)**

**Learn about the Trans District if I need help I can call or text 1-800-456-7890**

**Trans District resources include:**

- The information about legal support and advocacy Transgender Law Center
- [transgenderlawcenter.org](#)
- National LGBTQ+ Agencies here

Transcript Project is a 501(c)(3) nonprofit organization

Transcript Project | (800) 456-7890

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# Conclusion

- LGBTQ+ and gender-inclusive terminology.
- Factors to consider when working with LGBTQ+ students.
- Strategies to address specific needs when providing services.
- How to promote schoolwide gender inclusivity.



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# Next Steps

- Investigate and advocate.
- Become familiar with community resources.
- Utilize the Confidential Gender Support Plan.



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## References

Gay, Lesbian and Straight Education Network. (2019). Mental health support and advocacy for LGBTQ youth [handout]. <https://www.glsen.org/>



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Human Rights Campaign Foundation. (2020). Advocating for LGBTQ students with disabilities a guide for educators and parents/guardians on supporting LGBTQ students with an IEP or 504 plan. National Association of School Psychologists. <https://www.nasponline.org>

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Rock, M. Carlson, T. S. & McGeorge, C. R. (2010). Does affirmative training matter? Assessing CFT students' beliefs about sexual orientation and their level of affirmative training. *Journal of Marital and Family Therapy*, 36(2), 171-184. <https://doi.org/10.1111/j.1752-0606.2009.00172.x>

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# THANK YOU

[www.learn.do.us](http://www.learn.do.us)



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