



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Virtual Learning Series

January through September 2023



Creating Supportive Spaces for Gender and Sexually Diverse Youth

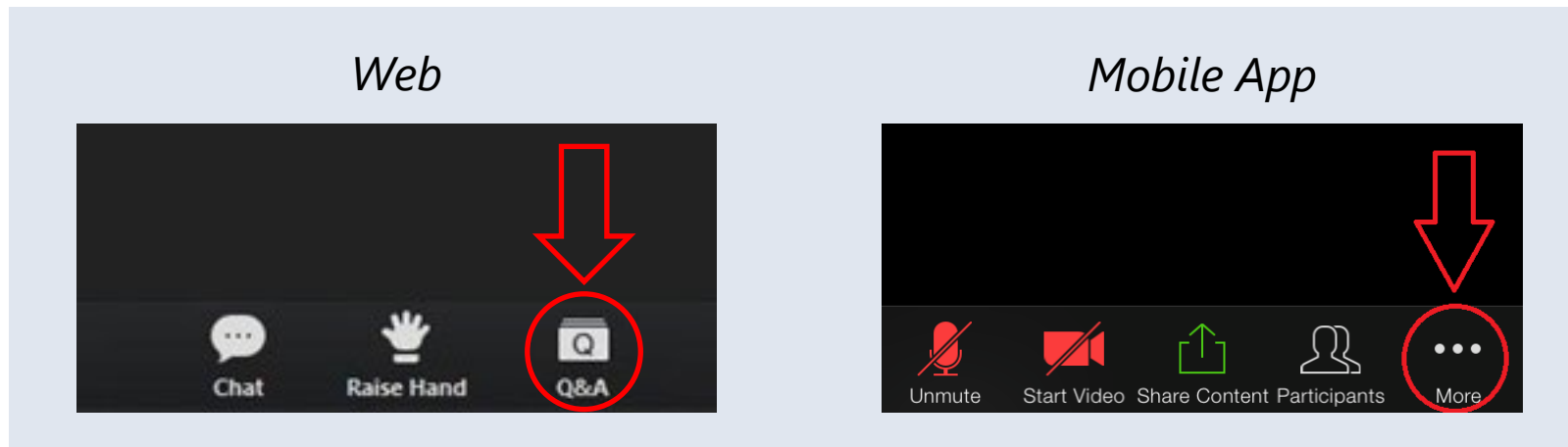


June 13, 2023



Technology Support

- **Slides will be posted** on the NCSMH website: www.schoolmentalhealth.org
- Please type questions for the presenters into the **Q&A box**:



- Use **chat box** for sharing resources, comments, and responding to speakers

* CE credits not available for this series



Certificates of Attendance

Process:

1. Complete GPRA Post-Event Evaluation
2. Redirected to a *Certificate Request* form
3. Submit name and email address
4. Expect to receive Certificate within 30-45 days from webinar

Notes:

- You must attend **at least 50%** of webinar *in real time*
- Your Zoom name **must match** name on registration form
- **If you are calling in**, email csheedy@som.umaryland.edu & confirm your phone number
- To access evaluation, use **any code** you are comfortable with & will easily remember:

Provide the last 3 digits of your personal zipcode; last 4 digits of your phone number; 2 digit birth year; first 3 letters of preferred name.
Personal Code (please use uppercase letters): Ex. 734036172BRI

Last 3 digits of your personal zipcode:

Last 4 digits of your phone number:

2 digit birth year:

First 3 letters of preferred name



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Please Introduce Yourself

Type your responses in the chat box:

- Name, Role, Location
- Why is this topic — *Creating Supportive Spaces for Gender and Sexually Diverse Youth* — important to you?



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THE DANYA INSTITUTE



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Oscar Morgan
Executive Director
MHTTC Project Director



Michael Thompson
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School-Based Training &
Behavioral Health Equities



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NCSMH Research Coordinator



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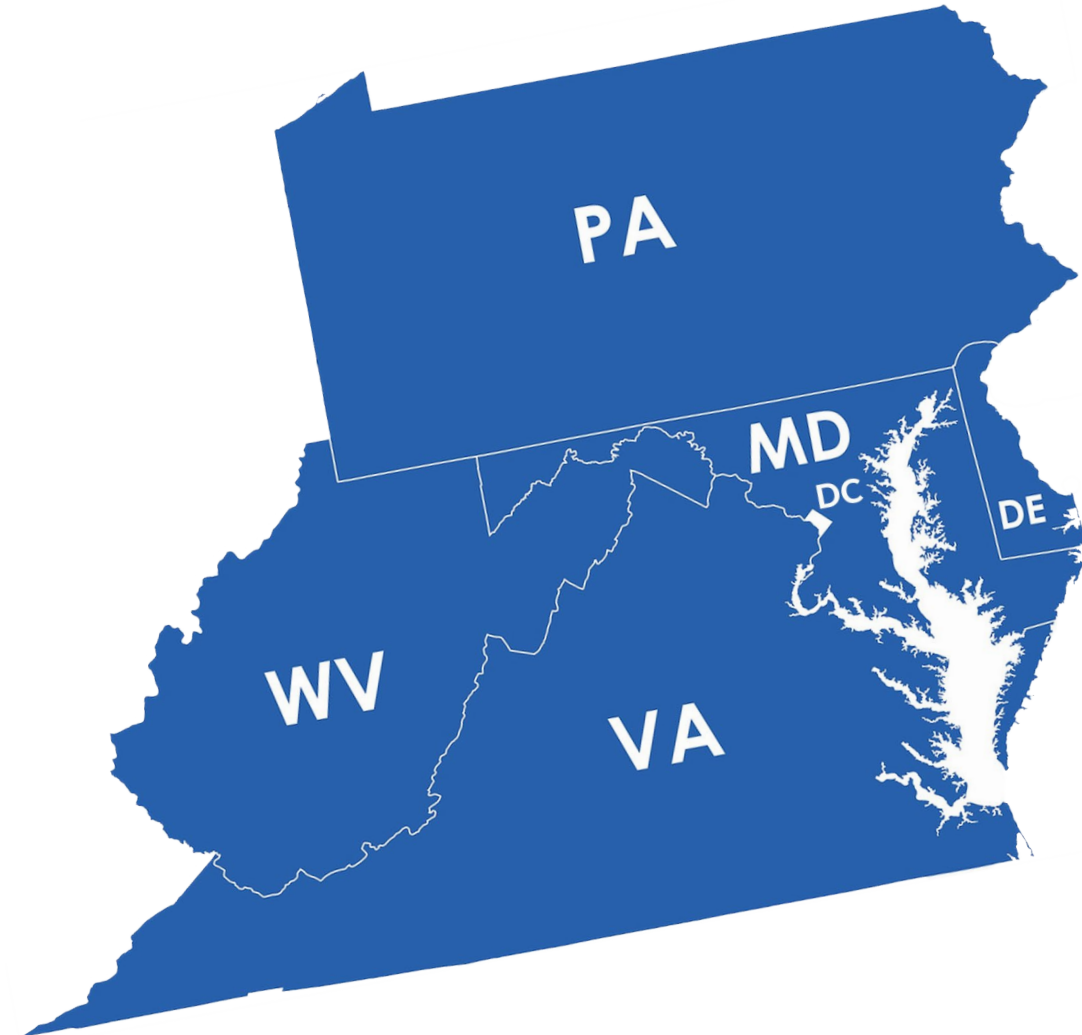
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Central East Geographical Area of Focus

HHS REGION 3

- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia





What Does Central East MHTTC Do?

Actions

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field



National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Tiffany Beason, *Ph.D.*, Jill Bohnenkamp, *Ph.D.*, Elizabeth Connors, *Ph.D.*, Britt Patterson, *Ph.D.*, Sam Reaves, *Ph.D.*, Kris Scardamalia, *Ph.D.*, Cindy Schaeffer, *Ph.D.*





**BLACK
LIVES
MATTER**

Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together



School Mental Health Virtual Learning Series

Objectives

- **Gain increased awareness of school well-being** within a multi-tiered system of school mental health supports and services
- **Support trauma-informed systems** in schools
- **Increase understanding of strength-based practices** that promote student academic and social-emotional-behavioral success
- **Learn to provide more culturally responsive and equitable** services and supports
- **Hear perspectives on school mental health** from school, district and state levels
- **Obtain insight into how youth, families, schools and communities can best work together** to address student mental health needs



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The 2023 Annual Conference on Advancing School Mental Health

Building Hopeful Futures for All Youth

December 5-7, 2023 · New Orleans, LA



**Share and learn about
national best practices
in school mental health!**

- 100+ conference sessions
- 9 conference tracks focused on building effective multi-tiered systems of support (MTSS)
- Poster and networking reception
- School mental health awards

**Register and reserve your
hotel room today!**



www.SchoolMentalHealth.org



2023 CONFERENCE

Meet Our Presenter



Jasmine Pope

My Roles

- **Director of Programs,**
STAR TRACK Adolescent
Health Program

My Lens

- Black
- She/her/hers
- Cisgender
- Queer
- Middle class
- Non-disabled

Creating Safe and Affirming Spaces for Gender and Sexually Diverse Youth



Jasmine Pope, Director of Programs
STAR TRACK Adolescent Health Program
University of Maryland School of Medicine



WHO WE ARE

A community health program supported by a team of health educators, peer navigators, nurses, clinicians, linkage to care specialists, and outreach workers.



@startrackbaltimore



startrackhealth.org



@startrackhealth



(410) 706-6000



STAR TRACK Squad | Baltimore Pride 2019

WHAT WE DO

MEDICAL
CARE

+

COMMUNITY
HEALTH
OUTREACH

STAR TRACK has been catering to adolescents ages 12-24 since 1989. We provide medical and non-medical services, including HIV and STI testing, case management, and community outreach.

We also offer training sessions on a range of topics relating to LGBT issues, HIV, healthy relationships, and cultural competency.



Address	120 North Penn Street
Hours	9:30am - 4:30pm Monday - Friday
Phone	(410) 706-2000

FRAMEWORKS



Client/Youth Centered

Strengths Based

Harm Reductionist

Community Driven

Sex Positive

Social Justice, with a heavy

emphasis on **Racial Justice**



OBJECTIVES

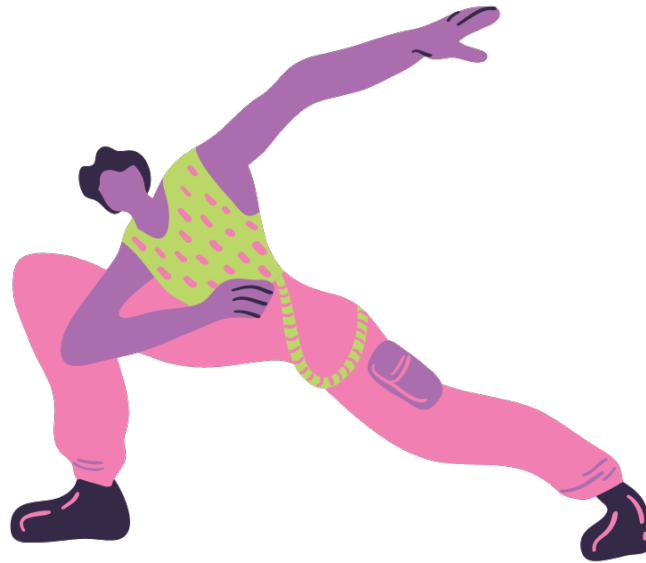
Explore gender identity concepts and foundations

Become familiar with basic terminology

Examine ways that institutionalized marginalization impacts LGBTQ individuals

Increase tools and skills to implement affirming and culturally responsive practices within your profession

Key Terms and Concepts



Affirming Spaces

A space that offers a welcoming, non-discriminatory environment for LGBTQ youth; support staff competent in working with diverse populations; and inclusive and non-discriminatory policies

Fenway Health

Intersectionality

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

@sylviaaduckworth

Marginalization

the peripheralization of individuals and groups from a dominant, central majority.
Marginalization was seen as a sociopolitical process, producing both vulnerabilities (risks) and strengths (resilience).



WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylviaduckworth

whatever you're into, we are too.

Implicit bias

A form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors.

Internalized Stigma

Negative feelings a person has towards oneself due to their own sexuality, race, sex, gender, or class.



- Can lead to suppression of feelings and isolation.
- Identifying internalized stigma can help as one processes external stigma from family, friends, and communities.

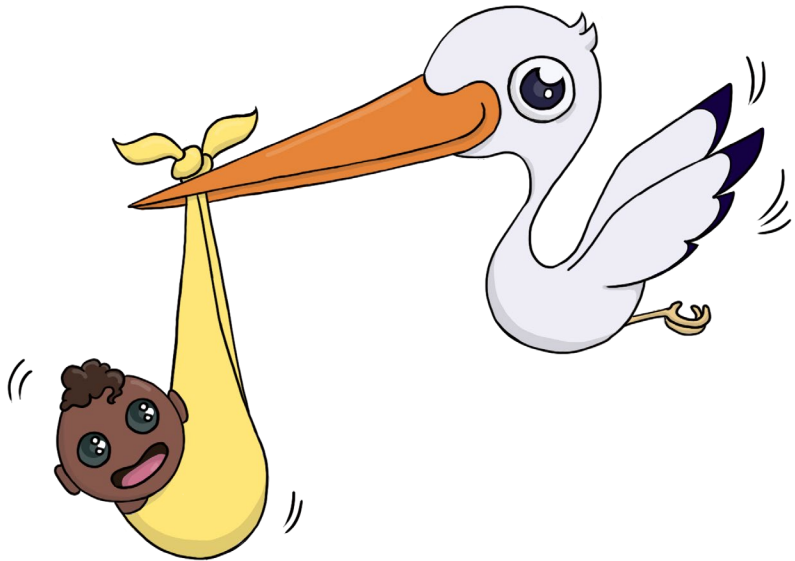
Sex + Sexual Orientation + Gender Identity



whatever you're into, we are too.

Sex Assigned at Birth

The sex assigned to a child at birth. Usually based on the child's external anatomy.



Sex Assigned at Birth

4733604

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HEALTH – DIVISION OF VITAL RECORDS

CERTIFICATE OF LIVE BIRTH

STATE FILE NUMBER: 145-87-047818

NAME OF REGISTRANT: ERIKA ATZL NUGENT

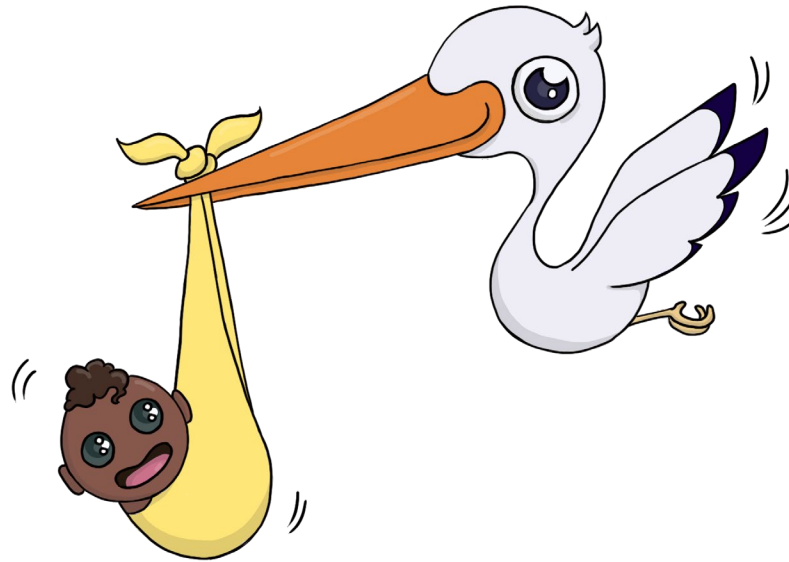
DATE OF BIRTH: JULY 31, 1987 SEX: FEMALE

PLACE OF BIRTH: PRINCE WILLIAM COUNTY, VIRGINIA

VOID IT

Biological Sex

The sex assigned to a child at birth based on assumed hormonal and chromosomal factors.



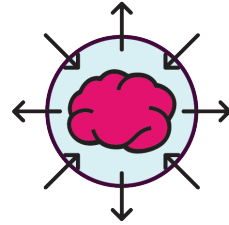
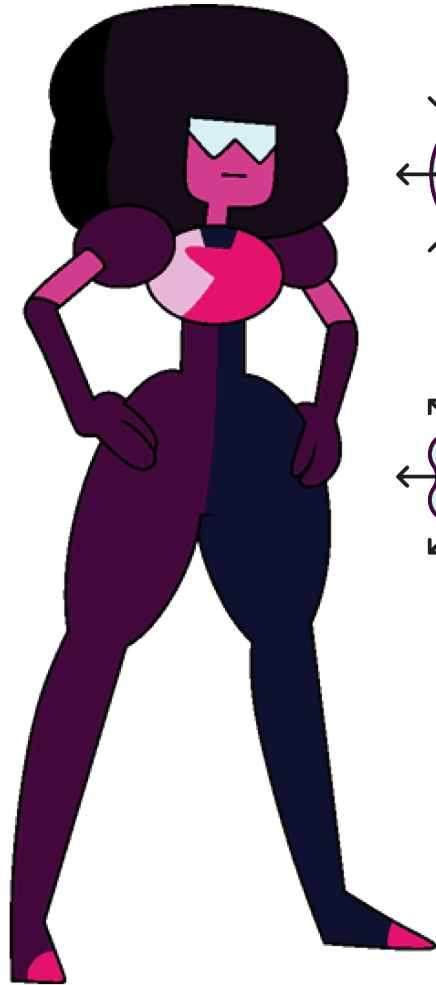


Research has expanded our understanding of the range of variables that produce sex.

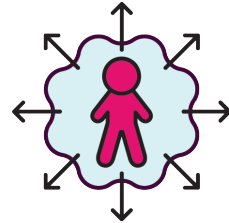
➔ Someone with what are understood as female-typical genitals and 46,XY chromosomes would be classified as female if genitals are used as the indicator but male if chromosomes are used.

"Even the biological categories of male and female are blurred; we know today that not just the X and Y chromosomes but at least 12 others across the human genome govern sex differentiation, and at least 30 genes are involved in sex development."

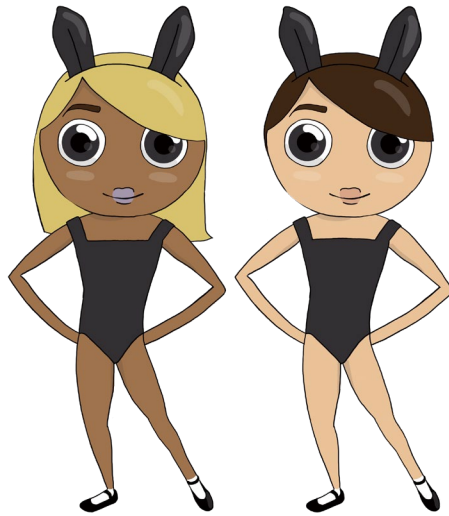
*--Simona Giordano, Director of Medical Ethics,
Manchester University Medical School*



GENDER IDENTITY



GENDER EXPRESSION



GENDER IDENTITY

1. A person's internal sense of their own gender.
2. This term is used to call attention to the fact that gender is a self-identified internal sense vs. the medical, anatomical category of biological sex.

Gender Expression

How a person publicly presents and expresses their gender



whatever you're into, we are too.

People whose **gender identity** remains in alignment with their **sex assigned at birth** are

CISGENDER



People whose **gender identity** is **not** in alignment with their **sex assigned at birth** are

TRANSGENDER

Transgender is an adjective, not a noun

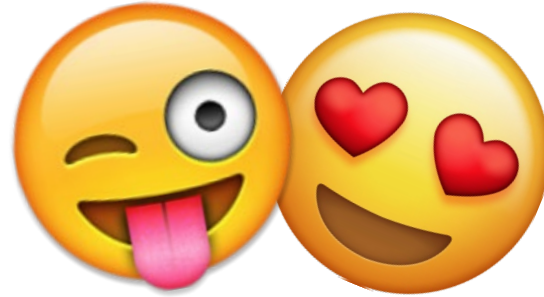
If used as a noun ALONE = dehumanizing
If used as an adjective = humanizing



PRONOUNS: WORDS THAT REPLACE NOUNS

Get comfortable with the singular use of **They/Them/Theirs**

Use the **name, pronoun, and gender identity people use for themselves**

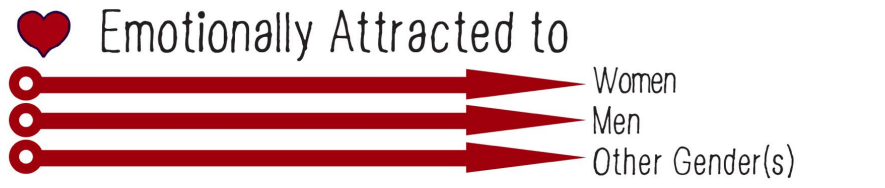
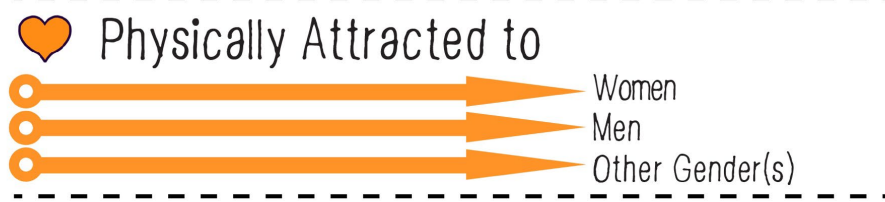
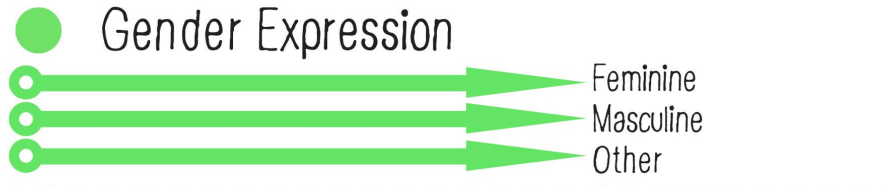
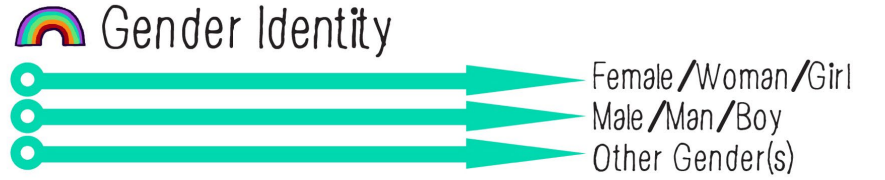
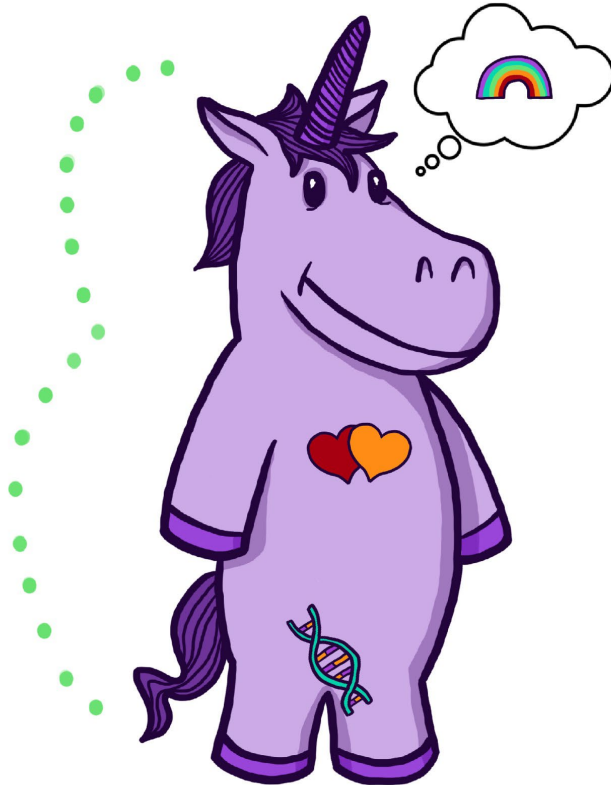


SEXUAL ORIENTATION

an enduring emotional, romantic, sexual, and/or affectional attraction. Terms that fit under this umbrella include gay, lesbian, heterosexual, bisexual, pansexual, queer, and asexual. Can be fluid for an individual across their lifespan.

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



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

Design by Landyn Pan and Anna Moore

whatever you're into, we are too.

Why affirming spaces matter





Ally

The act of making a commitment and effort to recognize one's own privilege (race, class, gender, sexual orientation, etc.) and work in solidarity with oppressed groups in the struggle for justice and equity.

Personal Best Practices

*What can I
do?*



What can I do?

Do your best to show empathy, **open-mindedness** and nonjudgement.

Use the **name, pronoun, and gender identity people use for themselves** (even when they are not present). Correct others when they slip up.
If you don't know someone's name or pronouns → ask them!

What can I do?

Get clarity on terms and behaviors. Repeat terms with your own words to make sure you understand their meaning. Stay unbiased and don't yuck your student's/client's yum!

Remember that identities and behaviors are different. It's safest to ask people how they identify and what their identity means to them.

What can I do?

OWN YOUR MISTAKES



Institutional Best Practices



*What can we
do?*

What can we do?

Use forms that include optional questions about sexual orientation/gender identity. Program forms should always have space to indicate and highlight the name that clients use. Their legal or government name can be recorded to help reconcile paperwork.

Post a **non-discrimination statement** specific to LGBTQ students/clients.

What can we do?

Remember you don't have to be the expert, but you need to know the experts! Make a referral or resource list easily available, **take responsibility for your referrals**, and participate in social service provider referral programs through LGBT organizations. **Create community connections** within your program and with other programs.

Do not segregate LGBTQ people from the rest of your class, or client base.

What can we do?

Display LGBT supportive images throughout your space and offer LGBTQ specific materials and media.

Have **gender neutral options** available within your space!

Regularly **provide in-depth trainings** for ALL staff.



Questions?



THANK YOU!



Jasmine Pope

Director of Programs

jpope@som.umaryland.edu

Resources

1. [STAR TRACK Adolescent Health Program](#)
2. [Trans Student Educational Resources](#)
3. [The Gender Unicorn](#), Trans Student Educational Resources
4. [Students and Gender Identity: A Toolkit for Schools](#), USC Rossier School of Education
5. [Supporting Transgender & Gender Diverse Students and Staff: Resource Guide](#), NCSMH
6. [Advocates for Youth](#)
7. [Human Rights Campaign](#)
8. [NCSMH SMH Webinar Series](#)





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Upcoming Webinars

July 11, 3pm-4pm EST: *Seeing Ourselves Alongside (Not Beyond) Our LGBTQ+ Students: Self-Aware Frameworks for Inclusivity*

August 8, 3pm-4pm EST: *Understanding and Responding to Policies that Impact LGBTQ+ Youth Mental Health*

September 12, 3pm-4pm EST: *From Assessment to Action: Enhancing Organizational Well-Being in Schools*

Register at: schoolmentalhealth.org/webinars



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Please Share Your Feedback!

Evaluation



Thank you!