



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*



## **Understanding and Responding to Policies that Impact LGBTQ+ Youth Mental Health**

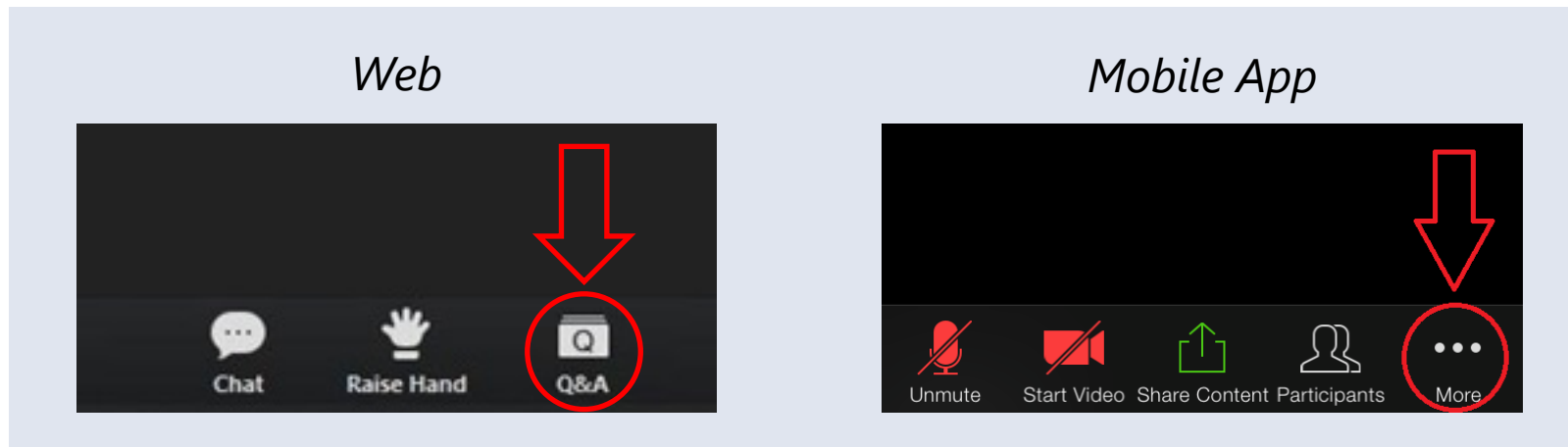


August 8, 2023



# Technology Support

- **Slides will be posted** on the NCSMH website: [www.schoolmentalhealth.org](http://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](mailto: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:**

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- Name, Role, Location
- Why is this topic– *Understanding and Responding to Policies that Impact LGBTQ+ Youth Mental Health* – important to you?



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# THE DANYA INSTITUTE



**Oscar Morgan**  
Executive Director  
MHTTC Project Director



**Michael Thompson**  
MHTTC Senior TA  
Coordinator



**Dave Brown**  
Senior Associate:  
School-Based Training &  
Behavioral Health Equities



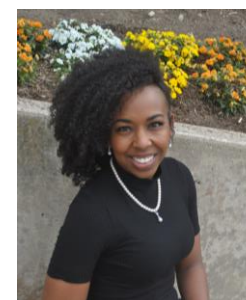
**Dana Cunningham**  
PGSMHI Director



**Sharon Hoover**  
NCSMH Co-Director



**Nancy Lever**  
NCSMH Co-Director



**Brittany Patterson**  
NCSMH Faculty



**Cameron Sheedy**  
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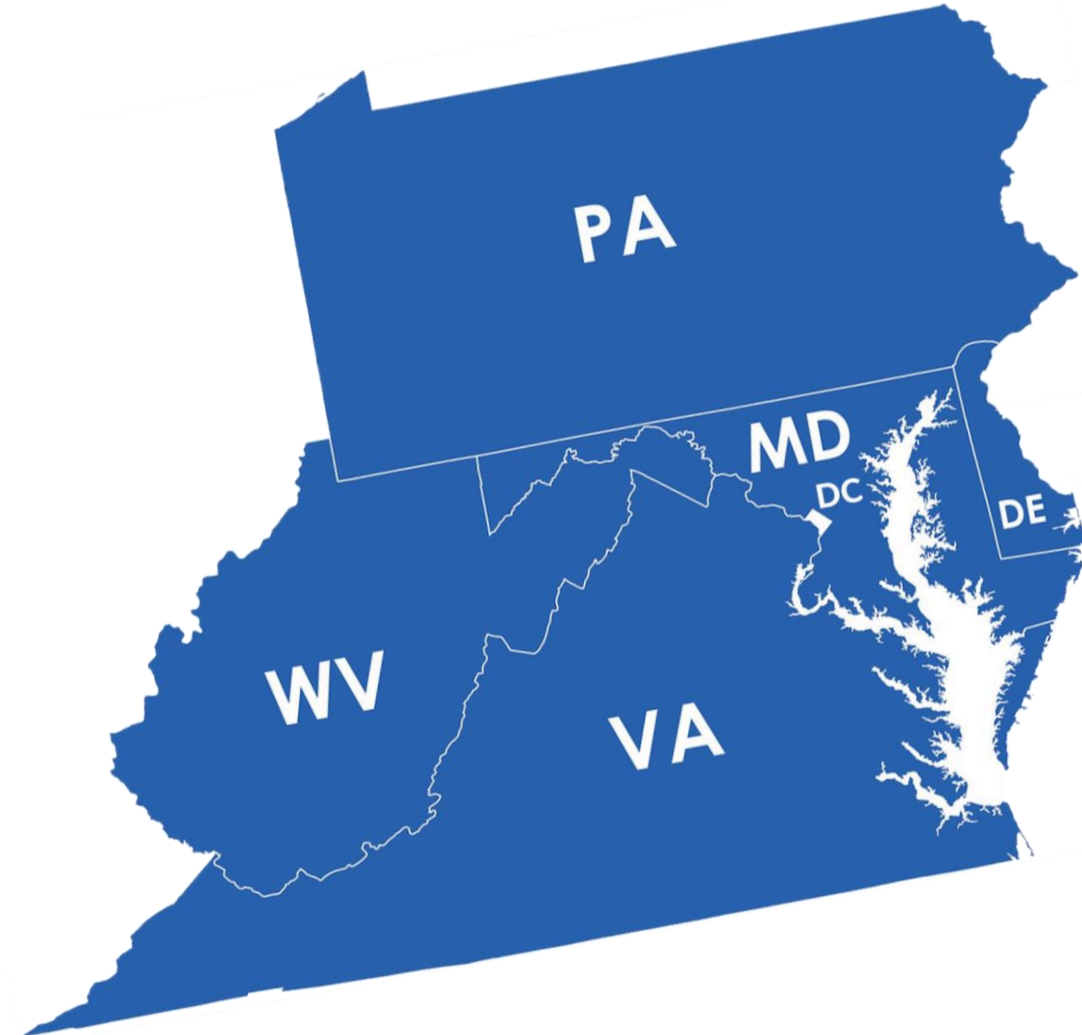


# Central East Geographical Area of Focus

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## HHS REGION 3

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



# What Does Central East MHTTC Do?

## *Actions*

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- **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**

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# Commitment

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- 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*

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- **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](http://www.SchoolMentalHealth.org)**



2023 CONFERENCE

# Part 1

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*Overview and impact of inclusive schools and  
current LGBTQ+ policies*

# Sensitive Content

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Art by [Meenal Patel](#)



# Gabby Doyle

## MA

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### My Roles

- **Advocacy Campaign Manager,**  
The Trevor Project

### My Lens

- Cisgender woman
- Queer
- White
- Midwestern
- Middle Class
- Non-disabled

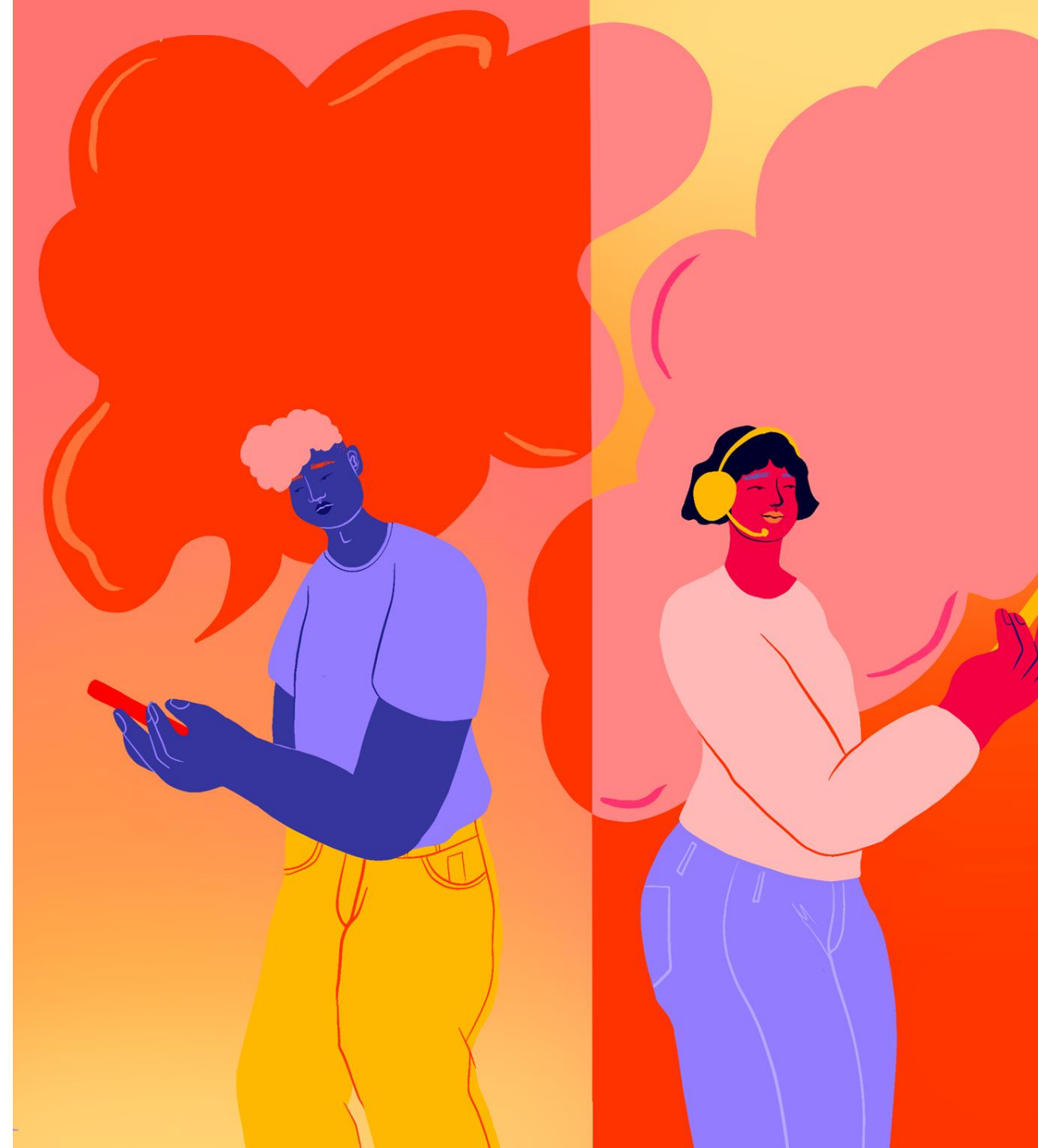
# Gabby Doyle (she/her)

Advocacy Campaign Manager  
The Trevor Project



The Trevor Project is the leading suicide prevention and mental health organization for LGBTQ young people.

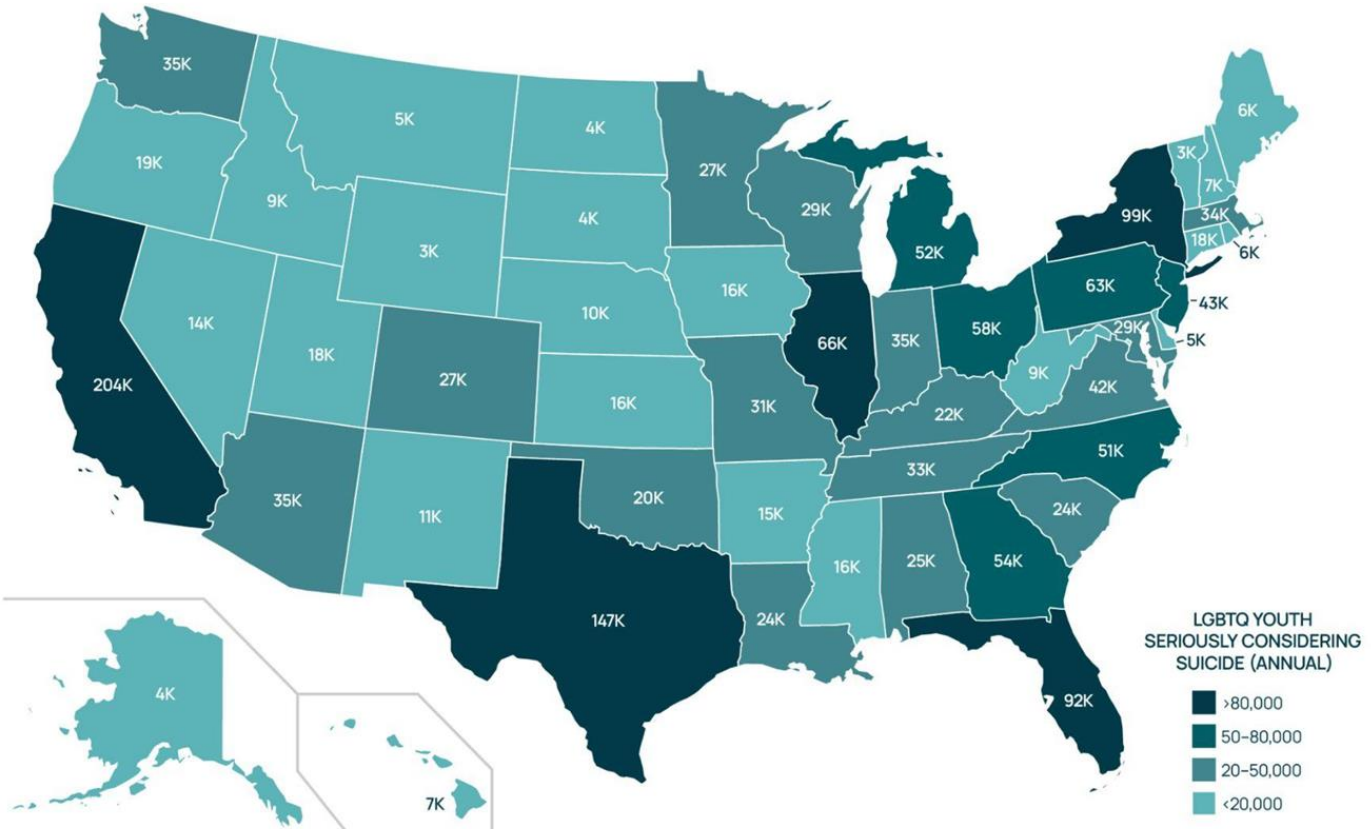
Our mission is to end LGBTQ youth suicide — and it is urgent.





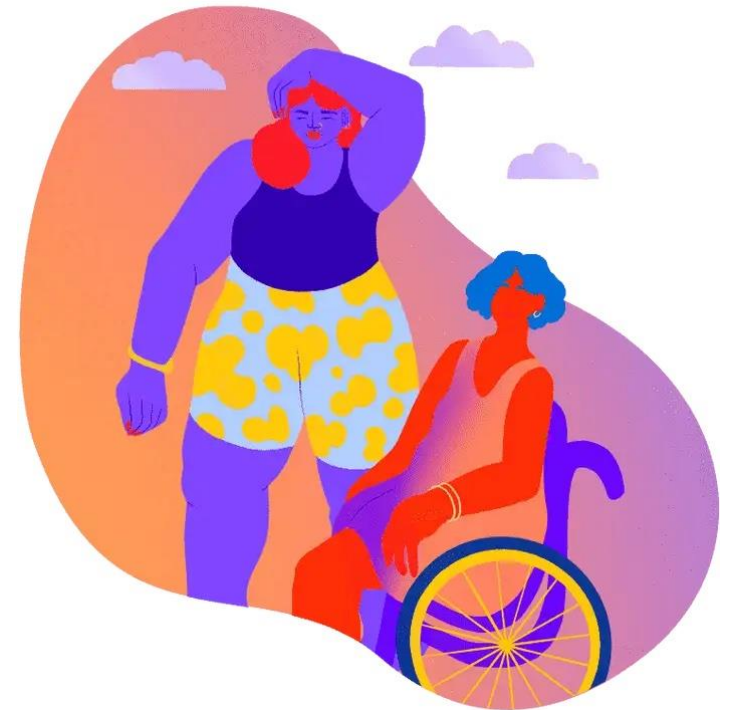
The Trevor Project estimates that **more than 1.8 million LGBTQ youth** seriously consider attempting suicide each year in the U.S.

LGBTQ youth are **more than 4x more likely** to attempt suicide than their straight, cisgender peers.



# Overview

- 2023 National Survey Data
- Power of Inclusive Schools
- Impact of 2023 State Legislative Session



LGBTQ young people are not inherently prone to suicide risk because of their sexual orientation or gender identity but rather placed at higher risk because of how they are mistreated and stigmatized in society.

# 2023 National Survey



# 2023 U.S. National Survey on the Mental Health of LGBTQ Young People

**More than 28,000 LGBTQ young people ages 13-24 in the United States**

- 50% LGBTQ young people of color
- 51% transgender or nonbinary

**Our fifth annual U.S. national survey is one of the most diverse surveys of LGBTQ young people ever conducted.**

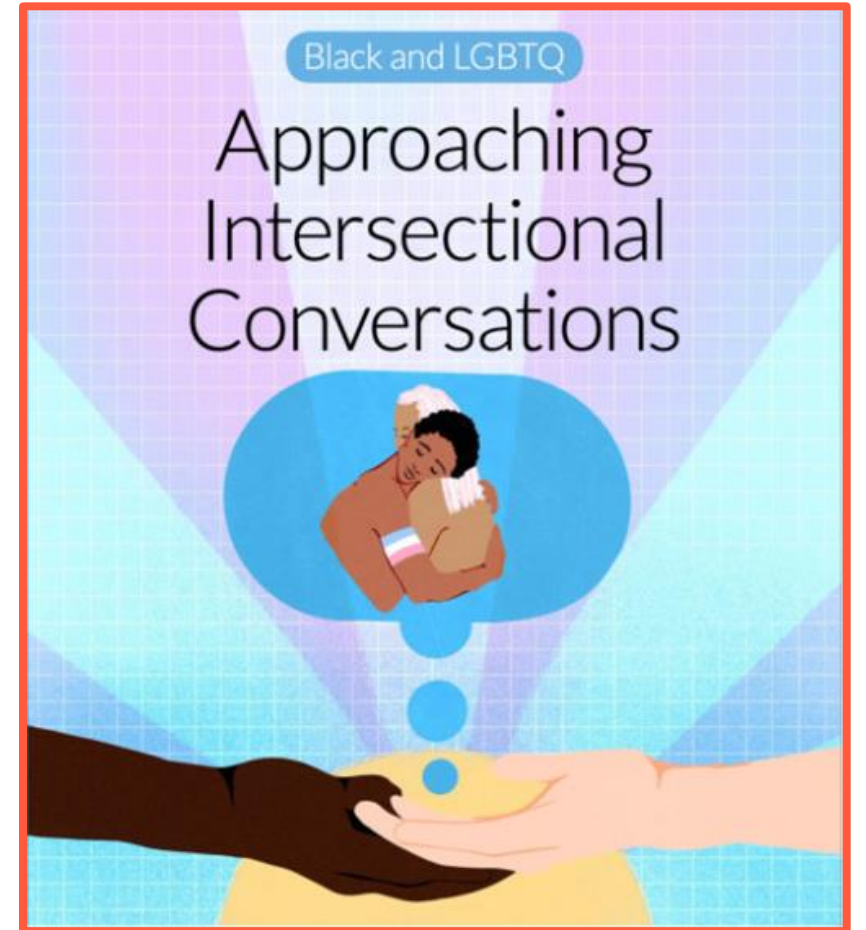


# National Data

- **41% of LGBTQ youth seriously considered attempting suicide** in the past year, including half of transgender and nonbinary youth and nearly 3 in 10 cisgender young people.
- **14% of LGBTQ youth attempted suicide** in the past year, including nearly 1 in 5 transgender and nonbinary youth and nearly 1 in 10 cisgender young people.

# LGBTQ Youth of Color Face Added Challenges

- The 2023 National Survey found that LGBTQ youth of color reported higher rates of attempting suicide in the past year compared to their white peers.
  - **44%** of Black young people seriously considered attempting suicide in 2023
  - **53%** of Native/Indigenous young people seriously considered attempting suicide in 2023
- The Trevor Project has **published youth resources**, such as “Supporting Black LGBTQ Youth Mental Health” and “Black LGBTQ: Approaching Intersectional Conversations.”

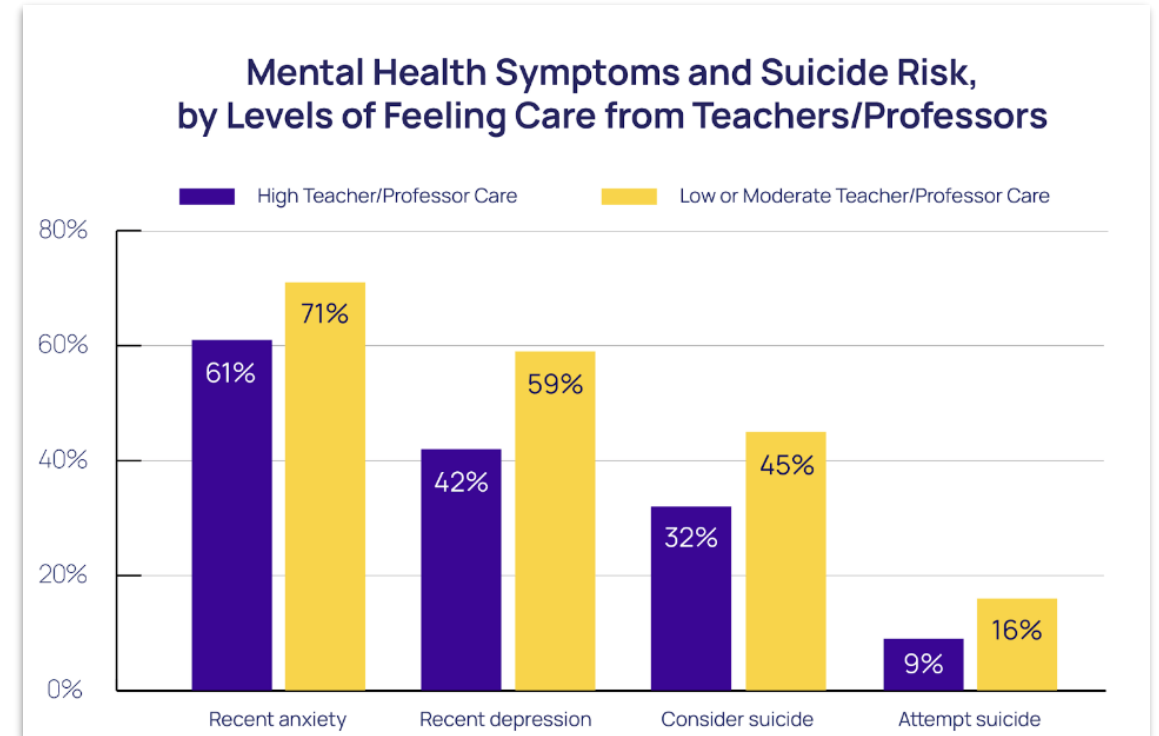


LGBTQ youth who lived in an accepting community,  
had access to LGBTQ-affirming spaces,  
and/or felt high social support from family  
and friends **reported significantly lower  
rates of attempting suicide in the past  
year.**

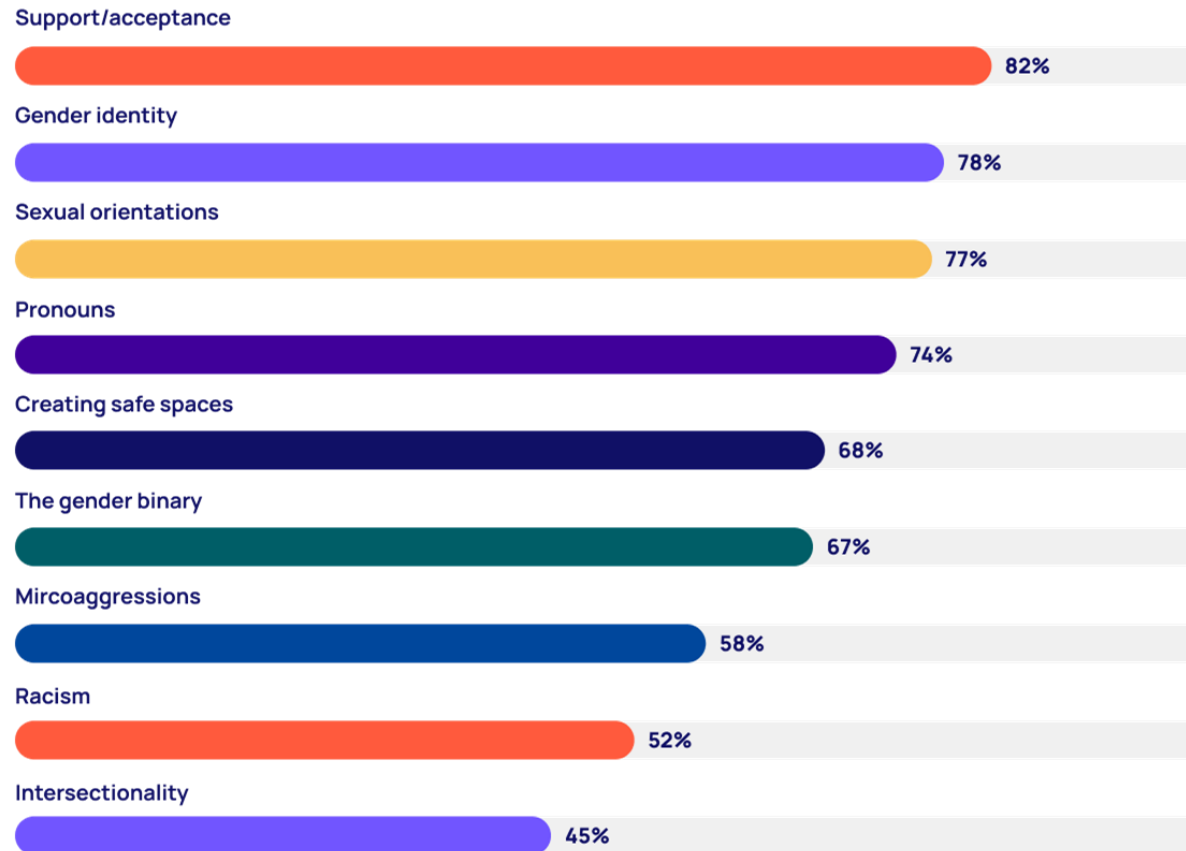


# Caring Teachers and Mental Health

Feeling that their teachers or professors cared a lot or very much about them was associated with 34% lower odds of attempting suicide in the past year for LGBTQ young people.



LGBTQ young people reported that the following LGBTQ topics would be helpful for the people in their lives to know more about:





# Supporting LGBTQ Youth in Schools

- ✓ Anti-discrimination and bullying policies that include sexual orientation and gender identity.
- ✓ Comprehensive suicide prevention policy that enumerates meeting needs of young people at an increased risk of suicide, including LGBTQ young people.
- ✓ LGBTQ inclusive state curriculum standards.
- ✓ School non-discrimination laws that protect LGBTQ young people's access to school facilities, sports teams, or student organizations.



# Supporting LGBTQ Youth in Schools

- ✓ **Correct names and pronouns of students and school staff members are communicated and respected.** Correct names and pronouns are able to be updated within school systems without legal name change occurring.
- ✓ **Visual cues of allyship are prominent on the school campus, such as ‘safe space’ stickers or rainbow flags.**
- ✓ **School-based health care services are responsive to the needs of LGBTQ youth.**
- ✓ **Schools are able to provide resources to families to support and affirm their LGBTQ children.**

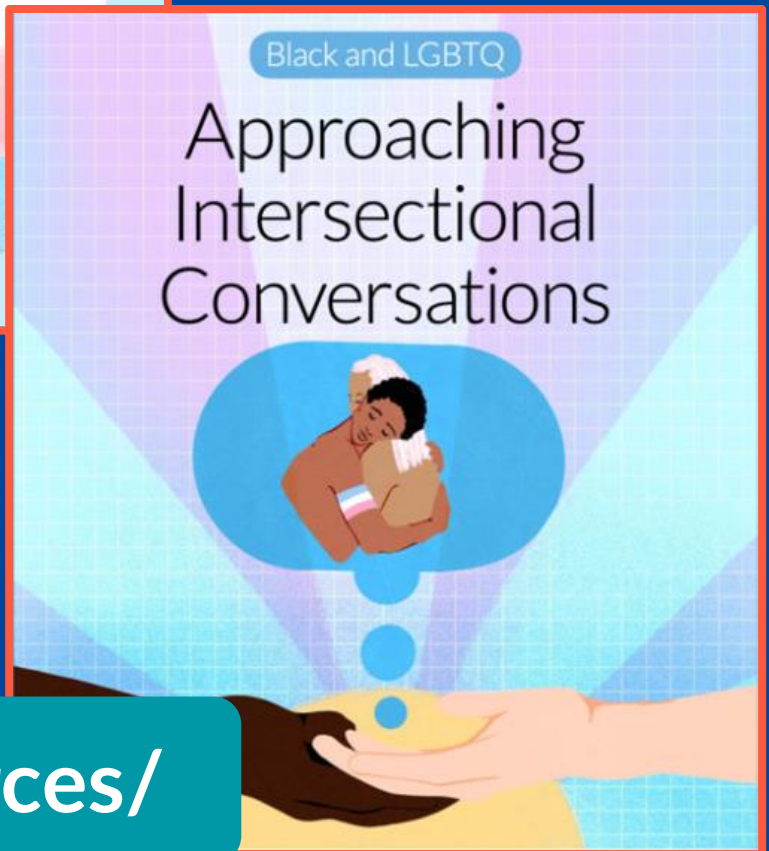
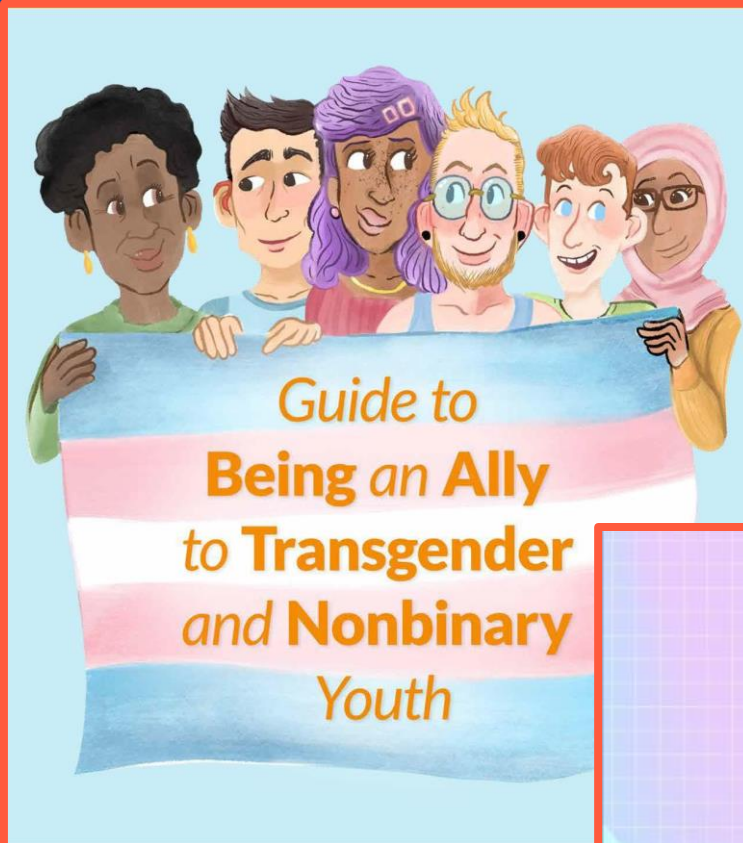
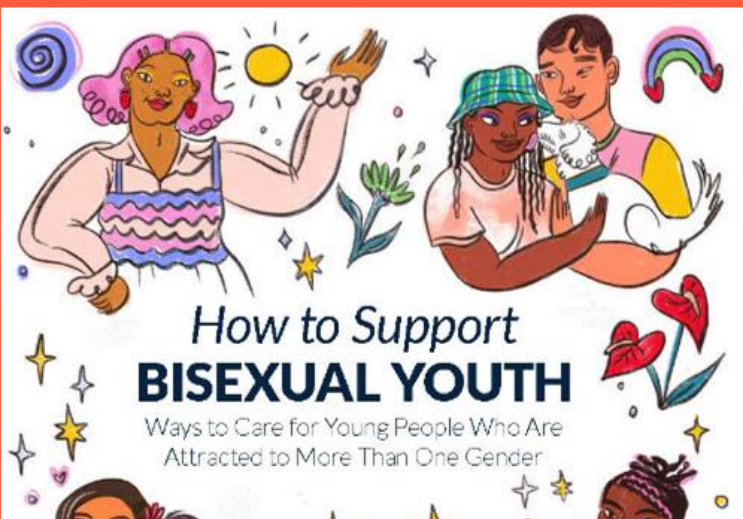
# Supporting LGBTQ Youth in Your Programming

## → Pronouns and Names

- Explicitly sharing your pronouns and creating a space for young people to share theirs is essential in creating a safe, welcoming space for LGBTQ young people. Whenever you are introducing yourself for the first time, share your pronouns and ask the program participants to share theirs when doing introductions.

- “Hi! My name is Gabby Doyle, my pronouns are she/her.  
Welcome to 6th grade!”
- Some students may have multiple pronouns





[thetrevorproject.org/resources/](https://thetrevorproject.org/resources/)

# Impact of Current Events



### **“Don’t Say Gay/LGBT/Black”:**

Curriculum censorship bills, often dubbed “Don’t Say \_\_\_\_\_”, restrict the ability of educators to provide instruction on specific topics, whether it be sexual orientation, gender identity, the history of racism in America, or even all three. These bills often prohibit curriculum within specific grades, such as K-8.

### **“Parent’s Bill of Rights”:**

Better classified as School Mandates, these bills seek to increase requirements for schools prior to providing instruction or programming on a wide range of topics. These bills often require parental notification or consent prior to providing instruction on sexual orientation or gender identity, referring to transgender students by their correct name and pronouns, and administering student health data surveys such as the Youth Risk Behavior Survey.

### **“Encouraged Outing”:**

Often included in School Mandate bills, these bills often prohibit educators from withholding information about a student from the student’s parents or guardians. While often vague in nature, these bills may be used to “encourage” an educator to disclose a transgender student’s identity to their parents or guardians.

### **“Bathroom Bans”:**

Such bills prohibit transgender students from using bathrooms and facilities such as locker rooms that best align with their gender identity.

### **“Forced Outing”:**

Forced outing measures are also often included in School Mandate bills. Such bills require an educator to relay information about a transgender student’s identity to a parent or guardian, if the student provides such information to the educator.

### **“Sport Bans”:**

Similar to bathroom bans, sport bans prohibit transgender students from participating in sporting teams that best align with their gender identity.



# Attacks on Inclusive Schools

## → National Policy Landscape:

- **At least 250 anti-LGBTQ school bills introduced, 29 enacted**
- **AR:** Permitting student misgendering, bathroom ban
- **MT:** Forced outing, permitting student misgendering, school mandate
- **FL:** K-8 “Don’t Say Gay”, bathroom ban
- **IN:** K-3 “Don’t Say Gay”
- **ID:** Bathroom ban
- **KS:** Bathroom ban
- **KY:** Sports ban, school mandate
- **MO:** Sports ban
- **ND:** Curriculum censorship, sports ban, school mandate
- **TN:** Permitting student misgendering, sports ban, school mandate
- **IA:** Forced outing, K-6 “Don’t Say Gay”, bathroom ban, gender affirming care ban, school mandate
- **UT:** School mandate, forced outing, sports ban
- **WY:** Sports ban
- **LA:** book bans re: “explicit” materials



# Inclusive School Advancements

## → National Landscape:

- **At least 56 pro-LGBTQ school bills introduced**
- **CO:** Anti bullying and harassment in schools
- **CT:** LGBTQ inclusive suicide prevention policies, Title IX compliance
- **NY:** New state guidance in supporting transgender young people
- **WA:** Anti bullying and harassment in schools



PRESS

# New Poll Emphasizes Negative Impacts of Anti-LGBTQ Policies on LGBTQ Youth

JAN. 19, 2023

BY: TREVOR NEWS



- **71% of LGBTQ youth — including 86% of trans and nonbinary youth — say state laws restricting the rights of LGBTQ young people have negatively impacted their mental health.**
  
- **As a result of anti-LGBTQ policies and debates in the last year, transgender and nonbinary youth reported that they have had a range of harmful experiences, including:**
  - cyberbullying or online harassment (45%)
  - stopped speaking to a family member or relative (42%)
  - didn't feel safe going to the doctor or hospital when I was sick or injured (29%)
  - bullying at school (24%)
  - their school removed Pride flags or other LGBTQ-friendly symbols (15%)
  - physical assault (10%)

# Impact of Pro-LGBTQ Policies

- Conversely, **79%** of LGBTQ young people said hearing about potential state and local laws trying to ban conversion therapy made them feel a little or lot better.
  - This year, The Trevor Project supported the passage of conversion therapy bans in Michigan, Pennsylvania, Arizona, Minnesota



# What's Next

- Through both inclusive policy advancements and affirming school practices, we can work to ensure LGBTQ young people can thrive.
- LGBTQ youth who report having at least one accepting adult were **40% less likely** to report a suicide attempt in the past year.



# Part 2

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*Engaging parents, families, and caregivers to support  
LGBTQ+ youth mental health*



# Caitlin Ryan

## PhD, ACSW

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### My Roles

- **Director, Family Acceptance Project** – San Francisco State University
- **Clinical Social Worker, Educator, Researcher**

### My Lens

- Irish American
- Her, hers
- Artist
- Lesbian
- Culturist
- Change Agent

# Q & A

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# Resources

1. [The Trevor Project](#)
2. [Model School District Policy on Suicide Prevention](#), *American Foundation for Suicide Prevention (AFSP), American School Counselor Association (ASCA), National Association of School Psychologists (NASP), and The Trevor Project*
3. [The 2023 U.S. National Survey on the Mental Health of LGBTQ Young People](#), *The Trevor Project*
4. [The 2022 U.S. National Survey on LGBTQ Youth Mental Health by State](#), *The Trevor Project*
5. [A Guide to Testifying Against Harmful Bills for Parents and Supportive Adults](#), *The Trevor Project*
6. [Supporting Black LGBTQ Youth Mental Health](#), *The Trevor Project*
7. [Black & LGBTQ: Approaching Intersectional Conversations](#), *The Trevor Project*
8. [The Family Acceptance Project](#)
9. [LGBTQ Youth & Family Resources](#),  
*Innovations Institute at University of Connecticut  
School of Social Work, The Family Acceptance Project,  
and National SOGIE Center*
10. [Helping Diverse Families Learn to Support Their LGBTQ Children](#), *The Family Acceptance Project*
11. [Family Acceptance Project Family Education Booklets](#)
12. [Family Acceptance Project Introductory Video](#)
13. [NCSMH SMH Webinar Series](#)





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# Upcoming Webinars

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

Register at: [schoolmentalhealth.org/webinars](https://schoolmentalhealth.org/webinars)



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# Please Share Your Feedback!

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Evaluation



*Thank you!*