



**Tools for Working with
LGBTQ2S Youth and their
Families**


Children's Mental Health Grand Rounds
Jessie Fullenkamp, LMSW






Goals for Presentation


- Understand your role
- Basic Language overview, how to ask about identity
- How to facilitate coming out with youth and families
- How to facilitate maintaining confidentiality for youth
- How to facilitate advocating for youth's identity
- How to facilitate youth's understanding of support with biological and named family





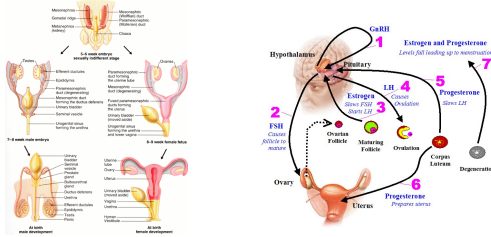
Your Role

- To provide quality services for all youth and families
- Ensure the health and safety of youth
- Follow best practices
- Look to the NASW, APA, AMA



Biological Sex

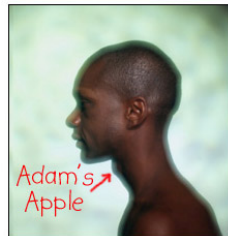
Physical body; internal and external reproductive organs, hormone levels, chromosomes and sexual characteristics.



Biological Sex

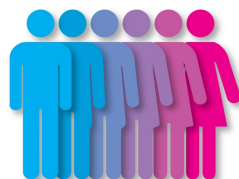
Words we use to describe biological sex:

- Male
- Female
- Intersex
- Transsexual
- Questioning
- Transitioning



Gender Identity

How a person, in their head and heart, understands their identity. (different than biological sex)



Gender Identity

Words we use to describe gender identity:

- Girl/ Woman
- Boy/Man
- Transgender
- Gender Queer
- Fluid
- Questioning



Gender Expression

How one demonstrates their gender based on traditional gender roles, dress, body language, voice, behavior and interactions.



Gender Expression

Words we use to describe gender expression:

- Masculine
- Feminine
- Androgenous
- Fluid
- Gender Queer



Gender Expression Examples

Example 1=read as feminine

Person in
America



Around
2010

Gender Expression Examples

Example 2=read as masculine

Person in
Scotland



Around
2010

Gender Expression Examples

Examples 1 and 2: same time + different communities = different reads on similar gender expression



Gender Expression Examples

Example 3=read as masculine

Person in
America



Around
1776

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Gender Expression Examples

Example 4=read as feminine

Person in
America



Around
2010

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Gender Expression Examples

*Examples 3 and 4: Different Time + Same
community=different reads on similar
gender expression*



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Sexual/ Attractional Orientation

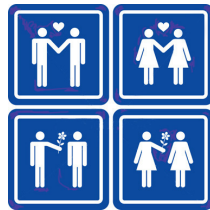
Who an individual is spiritually, emotionally, socially, physically, sexually attracted to based on their sex/gender in relation to their own.



Sexual/ Attractional Orientation

Words we use to describe:

- Lesbian
- Gay
- Bisexual/biatractional
- Pansexual
- Questioning
- Heterosexual
- Queer
- Asexual
- Fluid



Sexual Activity

Actions associated with sexual intercourse and/or sexual arousal.



Photo from a sex education Comic, "Not Your Mother's Meatloaf."

Sexual Activity

Words we use to name:

- Anal Intercourse
- Vaginal Intercourse
- Oral Intercourse
- Outercourse
- None



| | | | | |
|--|---|--|--------------------------|--------------------------|
| Biological Sex | Primary Race/Ethnicity: | Sexual Orientation | | |
| 1 <input type="checkbox"/> Female | 1 <input type="checkbox"/> African American | 1 <input type="checkbox"/> Lesbian | | |
| 2 <input type="checkbox"/> Male | 2 <input type="checkbox"/> Am. Indian/ Alaskan Native | 2 <input type="checkbox"/> Gay | | |
| 3 <input type="checkbox"/> Transsexual FTM | 3 <input type="checkbox"/> Asian/ Pacific Islander | 3 <input type="checkbox"/> Biattractional/sexual | | |
| 4 <input type="checkbox"/> Transsexual MTF | 4 <input type="checkbox"/> Latino/a | 4 <input type="checkbox"/> Asexual | | |
| 5 <input type="checkbox"/> Intersex | 5 <input type="checkbox"/> More than one race | 5 <input type="checkbox"/> Questioning | | |
| 6 <input type="checkbox"/> _____ | 6 <input type="checkbox"/> White | 6 <input type="checkbox"/> Heterosexual | | |
| | 7 <input type="checkbox"/> _____ | 7 <input type="checkbox"/> _____ | | |
| Gender Identity | Gender Expression | Sexual Activity | Past | Current |
| 1 <input type="checkbox"/> Girl/ Woman | 1 <input type="checkbox"/> Feminine | 1 <input type="checkbox"/> Anal Sex | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 <input type="checkbox"/> Boy/ Man | 2 <input type="checkbox"/> Masculine | 2 <input type="checkbox"/> Vaginal Sex | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 <input type="checkbox"/> Transgender | 3 <input type="checkbox"/> Androgynous | 3 <input type="checkbox"/> Oral Sex | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 <input type="checkbox"/> Genderqueer | 4 <input type="checkbox"/> Fluid | 4 <input type="checkbox"/> Outercourse | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 <input type="checkbox"/> _____ | 5 <input type="checkbox"/> _____ | 5 <input type="checkbox"/> None | <input type="checkbox"/> | <input type="checkbox"/> |
| | | 6 <input type="checkbox"/> _____ | <input type="checkbox"/> | <input type="checkbox"/> |





Coming Out

- Safety when coming out is unfortunately a serious concern. Many youth face physical violence, being kicked out or other traumatic events when first coming out
- Opportunity for a vulnerable moment to be meaningful and healthy
- Supporting coming out by offering space in your facility or presence if the youth is interested



Coming Out Analysis

| | | |
|---|--|--|
| Person/ People coming out to: Dad | | |
| Spaces this could affect: home, grandparent's house, school, church | | |
| | Coming Out | NOT Coming Out |
| Positive Things | 1. no more lying 2. I can know what he thinks 3. I can be myself 4. I could go to prom with my girlfriend | 1. don't have to worry 2. still live at home 3. have a lot of school 4. I can go to church 5. |
| Negative Things | 1. dad might yell at me 2. not let me hang w/ friends 3. not pay for school 4. could kick me out 5. | 1. sometimes I feel like I can't 2. praying 3. feel alone 4. don't know how to be me 5. can't find friends like me |

If a persona decides to come out after reflecting on the above items, other planning to take place before coming out:

Times that would be best to have conversation: after dinner on fri or sat

Location/ spaces that would be best to have conversation: home when brother is out

Mood/ conditions that would be best to have conversation: when dad isn't stressed


What do you want to make sure you say? that I'm telling him this because I love him


Best possible reaction: he supports me, gives me a hug

Worst possible reaction: he kicks me out

Safety plan: go to the neighbor's house


Support name and contact: Mike Hall: 847-5309






"Coming Out Analysis" Guidelines


- We can NEVER recommend that a person does or does not come out
- Coming out or not coming out must be the individual's choice
- Our role is to help youth understand the possible benefits and risks so they make an informed decision
- Always make sure you have facilitated a safety plan with a young person before they come out






Identity Safe Spaces

- Safety is paramount, outing someone can be dangerous
- Fluid Identity calls for respecting how identity and space might interact
- Respecting gradual process of sharing self, knowing that there are complicated reasons for deciding to come out or not




Identity Safe Spaces 

Documented Name: Jessica Fullenkamp


| Date: | School | Family | Living Space | Public (Ex: Mall) | Other: friends |
|-------------------------|---------|--------|---------------------------|-------------------|----------------|
| Gender Pronouns | she/her | he/him | he/him | she/her | he/him |
| Name | Jessie | Jessie | Jessie | Jessie | Jessie |
| Sexual Orientation Out? | NO! | yes | yes-parents no-brother | NO | yes |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |


People who can see this chart are:



"Identity Safe Spaces" Guidelines


- Ensure this document is private if youth requests
- Youth can be self-conscious about sharing differences in spaces
- It is important to share that having differences in spaces is not bad, it could be related to safety, fluid identity or not being ready to come out to certain people






Name Cards

- Use with doctors, health professionals, teachers, etc.
- Quick, confidential, documentation of notification
- Tools for conversation if identity is not respected repeatedly





Thank you for your support in protecting youth


Dear service provider,

Please note that as you work with Jessica Fullenkamp (documented/ given name)
 it is a requirement related to safety that you use the name they go by:
Jessie and the pronouns: he / him.

This applies to:


- All direct interactions with the youth in public or private
- All internal service conversations if speaking about the youth
- Any non-official paper work/labels


Please contact the youth's counselor with any questions about their case. For more information about affirming gender identity, please contact the Ruth Ellis Center at 313-252-1950 or info@ruthelliscenter.org



"Name Cards" Guidance

- Never use without the youth's permission
- Ask the youth how they would like you to utilize it
- Consider the setting and if using the name card will need to be or could be shared with the guardian
- Know that it is the youth's right to use the name card when they are being directly served, but you will want them to do a cost benefit analysis





Spectrum of Reactions

- People's reactions are complicated and ever changing
- Rare that people fall into the "hate" or "celebration" categories
- Ambiguity can be especially difficult for youth

