

# Promoting Resiliency and Well-Being Among **LGBT2Q+ Youth** Through a Group Intervention

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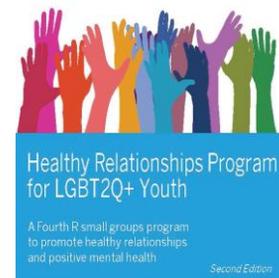


**The Fourth R**  
Strategies for Healthy  
Youth Relationships

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## Agenda

- Introductions
- Group Guidelines
- Experiences of LGBT2Q+ Youth
- Protective Factors
- GSAs – Standard and Structured Programming
- Program Development and Focus
- Session #1 Activity
- Session #2 Activity
- Session #4 Activity
- HRP for LGBT2Q+ Youth Pilot and Results
- Future Directions



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## Introductions

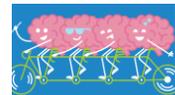
### Introduce Yourself:

- Name
- Pronouns (optional)  
(e.g., they/they/their; she/they; he/him/his, etc.)
- Motivation for Attending Workshop



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## Group Guidelines



### What would help:

- make this workshop a safe and supportive place to discuss LGBT2Q+ topics and issues?
- create an environment where you feel comfortable attending and participating?

\* ASK \* CONFIDENTIALITY \* MINDFUL \* BEST INTENTIONS \*

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## What are Some Issues that LGBT2Q+ Youth Experience in and Beyond School?



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## Issues that LGBT2Q+ Youth Experience in and Beyond School

- Harassment
- Discrimination
- Stigma
- Intersectionality (e.g., Racism, Ableism, Colonialism, etc.)
- Heteronormativity
- Cisnormativity
- Mental Health Issues
- Acceptance/Belonging
- Precarious Housing
- Coming Out
- Minority Stress
- Misgendering and Misprounouncing
- Excessive Discipline

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## Impetus for Action

- Canadian **schools are oppressive** places for LGBT2Q+ youth  
(Taylor et al., 2011; Taylor et al., 2016)
- **Prejudice, discrimination, and stigma** are strongly linked to **mental health concerns** and problematic substance use among sexual (e.g., pansexual, gay, queer, etc.) and gender (e.g., gender nonconforming, trans, genderqueer, etc.) minorities  
(Lowry, Johns, Gordon, Austin, Robin, & Kann, 2018; Padilla, Crisp, & Rew, 2010; Russell & Fish, 2016; Toomey, Ryan, Diaz, Card, & Russell, 2013)



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## Genders and Sexualities Alliance

• Safer Space

• Education



• Support

• Advocacy

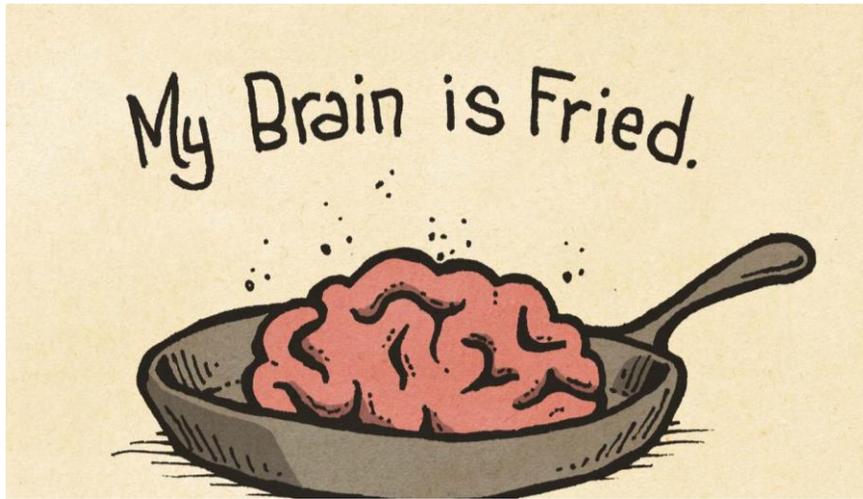
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## LGBT2Q+ Youth Programming

- **GSAs** are relevant venues to **reach LGBT2Q+ youth** and deliver mental health promotion programs (Heck, 2015; Lapointe, Dunlop, & Crooks, 2018)
- GSAs should offer **structured programming** (e.g., guided questions) to encourage LGBT2Q+ youth to cope with victimization in healthy ways (Poteat, Heck, Yoshikawa, & Calzo, 2017)



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## Time to Uncook

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## HRP for LGBT2Q+ Youth

### Program Development

- Adapted from the Healthy Relationship Plus Program (HRPP)
  - Evidence-informed, small group universal prevention program



### Program Focus

- Affirms, validates, and celebrates LGBT2Q+ identities, expressions, and experiences
- Builds a caring and supportive community
- Explores stressors unique to LGBT2Q+ youth
- Promotes healthy coping strategies
- Encourages student-led dialogue



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## Getting to Know the Program Dotmocracy

- Place your stickers on program sessions that you are most interested in delivering to youth in your care



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### Session #2

#### MINE TO NAME:

#### IDENTITIES/WAYS OF BEING



**Affirmation:** MY IDENTITY IS REAL, VALID, AND MINE TO NAME

**Skill:** I am aware of the many identities/ways of being, and expressions in communities

**Practice:** Reflecting on my ways of being

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## My Journey: Coming Out

### • Opening Circle

- Name
- Pronouns
- What does coming out mean to you?

### • Coming Out Activity

- Affirmative messages about coming out

### • Closing Circle

- Share your best piece of advice for coming out



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## Session #12

### RIGHT AND TRUE: COMMUNICATION STYLES



**Affirmation:** I have the communication tools to do what is right and true for me

**Skill:** I know different communication styles for dealing with difficult situations

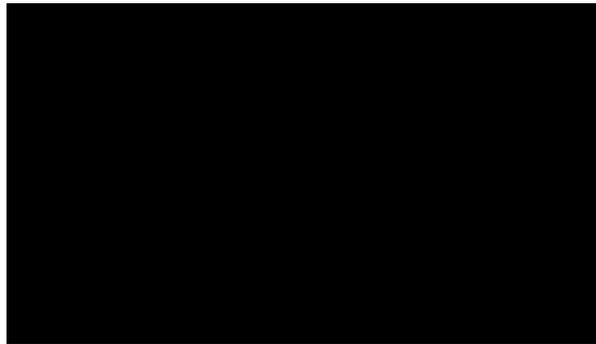
**Practice:** Using the assertive communication style in low-pressure situations

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## Communication Styles Video

### Passive, Assertive, and Aggressive

- Student asks a teacher not to use the name on the attendance



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### Session #13

#### WORDS AND ACTIONS:

#### COMMUNICATING THROUGH CONFLICT



**Affirmation:** My words and actions can help me in any situation

**Skill:** I am able to choose a communication skill based on the situation I am in

**Practice:** Using communication skills to delay, negotiate, and refuse based on personal values, boundaries, and circumstances

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## Conflict Resolution Skills Video

### Delay, Negotiation, and Refusal

- Two youth ask their friend to help them get a binder back from his cousin



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## HRP for **LGBT2Q+** Youth Pilot (2016 - 2017)

### Facilitator Training

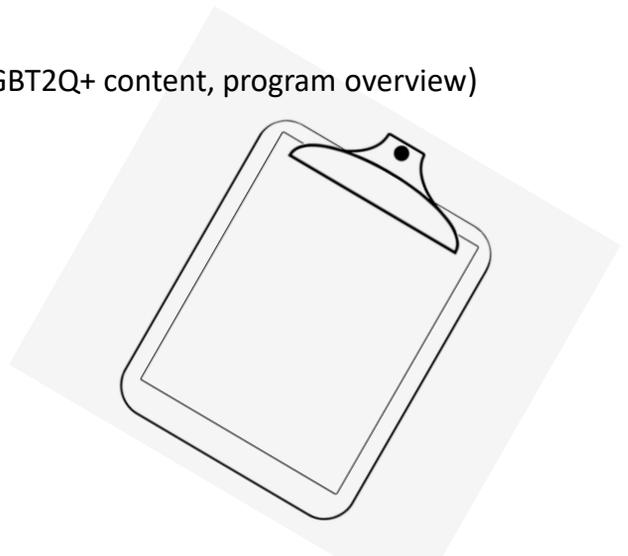
- 1 day (mental health and well-being, LGBT2Q+ content, program overview)
  - N=11

### Program Delivery

- 8 public high school GSAs
- 1 social/support group for LGBTQ+ Youth

### Program Evaluation

- Facilitator focus group (n=1)
  - N=8 educators
- Youth focus group (n=6)
  - N=16 youth



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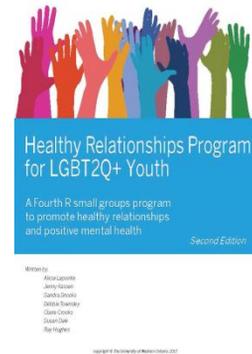
# Results

## Facilitators

- Structure
- Focus

## Youth

- Topics and discussions
- Exploration and affirmation
- Share and learn
- Coping strategies



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## Facilitators' Experiences with the HRP for LGBT2Q+ Youth

### Structure and Focus



"I found it **very easy to follow** – the sessions are all organized very clearly and the **sample responses** are helpful as well."

"I loved how everything was framed in the program and so thoughtfully done...I loved having positive affirmations at the end [of sessions] and a sense of closure. I loved it. I think the kids in my group loved it...just those **positive affirmations** at the end...the **guiding questions**, having **established rules**. I thought it was all really incredibly wonderful and **I definitely think having it available for a GSA is brilliant.**"

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## Youth's Experiences with the HRP for LGBT2Q+ Youth

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## Results



### Introducing Important Topics and Promoting In-Depth Discussions

“...I feel like the program helped to prompt some topics and guide some of the conversations; whereas...we might not have brought up the same topics...**the program sort of brought up some topics we wouldn't have considered by ourselves...it did a better job at, like, promoting topics and discussion than, like, we would have by ourselves**” (Sidney, School 2)

“I find the structure is really useful. Especially when we don't have the sessions or don't have a set thing to talk about during the meetings. We just sort of talk about our own lives. Which in some cases is good, but **I find the structure is useful and we sort of learn more things than we would just talking**” (Casey, School 1)

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## Results



### Exploring and Affirming Sexual and Gender Diversity

“...I liked session two, the mine to name one, because I liked having...a space where **I could describe my own identity, and it would be valid and people wouldn't be like, 'that's not real'** (Sidney, School 2)

“**I think I discovered a little more of myself. You know, I started kind of realizing, 'Hey, like, maybe there's more to gender for me, personally...kind of like figuring out who I am...**because, you know, when you talk about...the spectrum and, you know, where you can fit...I was kind of imagining in my head and I was like, 'hey, this kind of make sense'...just helping me personally with things like that” (Cori, School 2)

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## Results



### Sharing with and Learning From Peers

“...[the program] kind of gives us a way to **talk to each other and share opinions...**” (Jean, School 4)

“...the coming out lesson got us all talking and maybe learning more about each other and our situations at home, which **led to better support systems**” (Harley, School 5)

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## Results

### Developing Coping Strategies

“Like honestly, it’s all stuff to help you in life...it’s to help you be...a stronger person...it was all...really good to see, like, different ways of coping and dealing with stuff” (Jesse, School 6)

“I mean some of [the sessions] got heated ‘cause we’d get talking about our family and then the rage would appear...But **we did...get to talk about like, ‘oh, how should I handle my peers doing this’? ‘How should I handle my family doing this’? How should I handle my partner doing this’?**” (Cass, School 5)

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## Future Directions

- Scaling-up
- Further evaluation
- Ongoing updates



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## Poster, Overview, and FAQ

- <https://youthrelationships.org/hrpp>



The Fourth R  
Strategies for Healthy  
Youth Relationships

*Healthy Relationships Program for LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer/Questioning) Youth* - an adapted version of HRPP, appropriate for gender, sexual, and romantic minority youth.



- [Program Poster](#)
- [Program Overview](#)
- [Frequently Asked Questions \(FAQs\)](#)



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## Publications

### Published

Lapointe, A., & Crooks, C. V. (2018). GSA members' experiences with a structured program to promote well-being. *Journal of LGBT Youth*. [doi: 10.1080/19361653.2018.1479672](https://doi.org/10.1080/19361653.2018.1479672)

Lapointe, A., Dunlop, C., Crooks, C. V. (2018). Feasibility and fit of a mental health promotion program for LGBTQ+ youth. *Journal of Youth Development*, 13(4), 100-117. [doi: https://doi.org/10.5195/jyd.2018.585](https://doi.org/10.5195/jyd.2018.585)

### Submitted

Lapointe, A., & Crooks, C. V. (2018). Supports and strategies suggested by educators to enhance the delivery of a mental health promotion program offered in GSAs.

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## POST-IT PARADE

What is the most significant learning that you gained from this workshop and how will you utilize this knowledge as an educator/practitioner/researcher?



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