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

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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
Introductions

Introduce Yourself:

- Name

- Pronouns (optional)
  (e.g., they/them/their; she/her; he/him/his, etc.)

- Motivation for Attending Workshop

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

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 Mispronouncing
- Excessive Discipline
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)
Genders and Sexualities Alliance

• Safer Space

• Support

• Education

• Advocacy

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)
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
HRP for LGBT2Q+ Youth (2nd ed.)

SESSION 1: I HAVE A VOICE: Introduction to the Program
SESSION 2: MINE TO NAME: Identities/Ways of Being
SESSION 3: RECOGNIZE AND RESPECT: Values and Boundaries
SESSION 4: MY JOURNEY: Coming Out
SESSION 5: MY MIND MATTERS: Mental Health and Well-Being (Part 1)
SESSION 6: MY MIND MATTERS: Mental Health and Well-Being (Part 2)
SESSION 7: THINKING AHEAD: Making Safer Choices About Substance Use
SESSION 8: I BELONG: Communities and Connections
SESSION 9: MY SUPER-POWER: Coping with Challenges
SESSION 10: WE ALL HAVE A SAY: Rights/Responsibilities/Consent
SESSION 11: MY VOICE, YOUR VOICE: Active Listening and Communication
SESSION 12: RIGHT AND TRUE: Communication Styles
SESSION 13: WORDS AND ACTIONS: Communicating Through Conflict
SESSION 14: SHIPS: Healthy and Unhealthy Relationships
SESSION 15: (RE)BUILDING TIES: Addressing Relationship Violence
SESSION 16: MY SAFETY: Exits and Safety Plans
SESSION 17: ALLIES: Being There for Others
SESSION 18: CONCLUDING CIRCLE: Share and Celebrate

Session #5

MY MIND MATTERS:
MENTAL HEALTH AND WELL-BEING

**Affirmation:** I AM NOT STUCK; MENTAL HEALTH CAN CHANGE OVER TIME

**Skill:** I understand that mental health exists on a grid and I can identify and access supports that can help me

**Practice:** Locating your mental health on the mental health grid; learning about mental health resources in my community
Getting to Know the Program Dotmocracy

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

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
Graffiti Activity

• Six pieces of chart paper
  • Sexual Orientation
  • Romantic Orientation
  • Assigned Sex at Birth
  • Gender Identity
  • Gender Expression
  • Identities/Ways of Being

• In small groups, brainstorm and record words, symbols, and images that represent each concept

• Rotate

• Repeat

Session #4

MY JOURNEY: COMING OUT

Affirmation: MY JOURNEY, MY WAY, MY TIME

Skill: Recognize that coming out is a process that looks and feels different to different people

Practice: Creating your own coming out affirmation
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

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
Communication Styles Video

Passive, Assertive, and Aggressive

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

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
Conflict Resolution Skills Video

Delay, Negotiation, and Refusal

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

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
Results

Facilitators
• Structure
• Focus

Youth
• Topics and discussions
• Exploration and affirmation
• Share and learn
• Coping strategies

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.”
Youth’s Experiences with the HRP for LGBT2Q+ Youth

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)
**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)

**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)
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)

Future Directions

• Scaling-up

• Further evaluation

• Ongoing updates
Poster, Overview, and FAQ

• https://youthrelationships.org/hrpp

Healthy Relationships Program for LGBT2Q+ (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)

Publications

Published


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