

# Exploring and Experiencing a Positive Mental Health Promotion Program for LGBT2Q+ Youth

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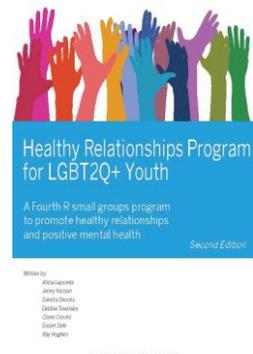


**The Fourth R**  
Strategies for Healthy  
Youth Relationships

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## Agenda

- Introductions
- Group Guidelines
- Program Development and Focus
- Program Overview: Dotmocracy
- Sample Activities: Session #2, #4, and #12
- HRP for LGBT2Q+ Youth Resources
- Questions



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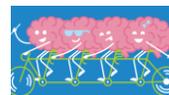
## Name, Noise, Fun!

- Name
- Pronouns (Optional)
  - (e.g., They/them/their; she/they; he/him/his; she/her/hers, no pronouns, etc.)
- Favorite noise and when it's made



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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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# 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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# HRP for LGBT2Q+ Youth (2<sup>nd</sup> 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**

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## Session #5

### MY MIND MATTERS: MENTAL HEALTH AND WELL-BEING

I BELONG		MY SUPER-POWER		WE ALL HAVE A SAY		MY VOICE YOUR VOICE	

**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

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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

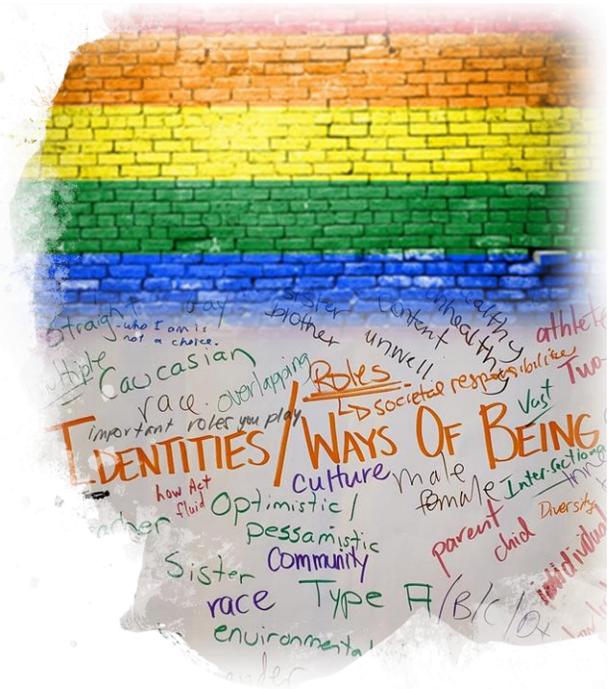
**Skill:** I am aware of the many identities/ways of being, and expressions in communities

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

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## 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



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## 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

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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

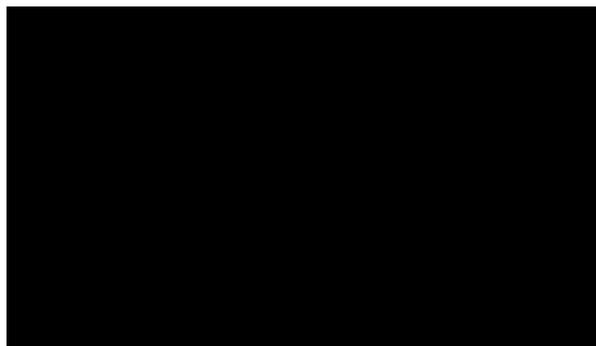
**Practice:** Using the assertive communication style in low-pressure situations

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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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# Poster, Overview, and FAQ

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



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*Healthy Relationships Program for LGBTQ2Q+ (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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