

# ***Servicing, Supporting and Allyship to LGBTQIA+ Homeless youth/students***

## ***TOOLKIT***

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- ***In Collaboration with Contra Costa County Office of Education- HETAC Program.***



**RAINBOW**  
COMMUNITY CENTER

## TABLE OF CONTENTS:

### I. WELCOMING SCHOOLS HELPFUL GUIDE-

[www.welcomingschools.org](http://www.welcomingschools.org) - Pages 3-5

### II. HELPFUL TIP SHEETS- Pages 6-12

### III. RESOURCES- Pages 13-15

### IV. LGBTQIA+ ACRONYMS- Pages 16-17

### V. SEXUAL ORIENTATION GENDER IDENTITY AND EXPRESSION (SOGIE)- GENDER TERMS- Page 18-19

### VI. SCENARIO'S- Pages 20-25

This toolkit was written and created by Dana "TherActivist" Johnson (they/ them/ he) to provide a supportive resource for K-12 educators, school administrators and administration staff, school liaisons, counselors and housing professionals and providers working with LGBTQIA+ homeless youth. The goal of this Toolkit is to continue our partnership with the Contra Costa County Office of Education and Housing professional communities to build a collaborative network to support the most vulnerable population of LGBTQIA+ homeless youth/ students. We hope that this toolkit guides you through successful ways to support and act as an ally to your LGBTQIA+ Homeless youth/ students.

*In Community,*

*Dana TherActivist Johnson, MSW (they/ them/ he)*

*Director of Youth Housing, Rainbow Community Center of Contra Costa County*



## **Helpful Steps to take when working with LGBTQIA+ youth/ students on campuses from the Welcoming Schools Community:**

### **PLANNING AND COMMUNICATIONS:**

- Social transitioning goes more smoothly for a student when school personnel and parents/ guardians (when affirming) work together and maintain regular communication and check-ins.
- Assess steps needed for your particular school and district to become more gender affirming.
  - What will help transgender and non-binary students—and all students—to feel safe at school?
  - Do you need [professional development](#) or advice to understand gender transitions and develop specific steps that your school could take?
  - Who do you need to communicate with in your school or district?
  - What policies or forms need to be reviewed, such as dress codes, bullying and harassment policies and student information systems?
- Develop common language on gender and social transitions that educators can use when talking with parents, families and colleagues while maintaining confidentiality for students. Help people understand the [meaning of words](#) related to gender and transitioning.
- Have [resources](#) available for adults to help them understand transgender and non-binary children.
- Each student and each family have different concerns about privacy and confidentiality around social transition. Ensure privacy and share information with school staff only on a need-to-know basis. Legally, it should be handled the same as a medical issue under FERPA and a student's right to privacy.



- Educators should support students on their gender journey even if they do not have affirming family. School can be a supportive, affirming space for children to be themselves.
- Children are more resilient and able to cope when they feel affirmed and supported. Often, students who are transgender or non-binary have endured teasing and may not have felt safe to report it. Identify a safe person or people on staff for a student to talk to who will check in with them weekly while at school.
- Students have the right to talk about their transition with other students, but adults must carefully guard confidentiality. It is possible to have gender affirming schools without compromising the privacy of individual students.
- In school, it is the adults' responsibility to help other students understand transitioning and gender, not the students.
- Identify key personnel responsible for answering more difficult [questions or concerns](#) parents and families may have and who can serve as a resource to others.
- If the media contacts your school or district, make sure that someone is prepared to respond and protect student privacy.

## RESPECTING A STUDENT'S AFFIRMED GENDER

- Honor a student's pronoun and name. Discuss with the student and their affirming parents/caregivers what name to use on forms and which gender marker to check. (Note: ensure your forms allow students' gender identity to be written in rather than including only M or F as options.) Allow students and families to have the name that a student uses on lists that could be seen by other students or families, such as class lists, grade postings or seating charts.
- Ensure that students are welcome and safe to wear the clothes, hairstyle



and accessories that reflect their affirmed gender.

- Be thoughtful about class placement for transgender or non-binary students. Take into consideration the classroom teacher's experience and training—in particular, their skills at developing a gender inclusive, welcoming classroom. Think about peer connections for the student.
- Be clear about restroom accessibility. Allow students to use the facilities that correspond with their gender identity. Have gender neutral restrooms available for all students who desire privacy for any reason.
- Avoid situations that force children to make gendered choices, such as lining up by boys and girls. Instead, divide students by last names, colors they're wearing or common interests.

**Source:**

[www.welcomingschools.org](http://www.welcomingschools.org)

[https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS\\_Affirming\\_Gender\\_in\\_Elementary\\_School.pdf?mtime=20200713131702&focal=none](https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS_Affirming_Gender_in_Elementary_School.pdf?mtime=20200713131702&focal=none)

**AFFIRMING GENDER IN ELEMENTARY SCHOOL: SOCIAL TRANSITIONING**



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# HELPFUL TIP SHEETS

## Gender and Pronoun Best Practices- Tip Sheet

- **Pay attention to gendered language.** Instead of addressing a group as “ladies and gentlemen” or “guys,” try “team,” “class,” “folks,” “y’all,” or “everyone.” Avoid “he or she” binaries.

- **Practice using gender neutral pronouns like they/them when posing hypotheticals,** like “If a student needs extra support, *they* can reach out to a counselor, who can assist *them*.”

- **When possible, integrate sharing gender pronouns into group introductions.** Ask individuals to share their name and what pronouns they prefer (she/her/hers, he/him/his, they/them/theirs, etc.) at the beginning of meetings, events, and classroom introductions. You can also include your gender pronouns in your email signature.

- **What if I call someone by the wrong pronoun?** Best practice is to acknowledge the mistake, apologize, and move on, saying something like, “I’m sorry, I meant to say [insert pronoun.]” I’m learning about pronoun usage. Then continue the conversation. **If you don’t catch your mistake until later,**

**GENDER PRONOUNS**

RESPECTING PEOPLE’S SELF-IDENTIFICATION MEANS USING THE GENDER PRONOUN THAT THEY MOST IDENTIFY WITH. HOW DO YOU KNOW WHAT SOMEONE PREFERS? ASK THEM (POLITELY)!

<b>HE</b>	he laughs	i called him	his eyes	that is his	he likes himself
<b>SHE</b>	she laughs	i called her	her eyes	that is hers	she likes herself
<b>THERE ARE MORE THAN TWO. HAVE YOU HEARD OF THESE?</b>					
<b>ZE</b>	ze laughs	i called hir	hir eyes	that is hirs	ze likes hirsself
<b>SINGULAR THEY</b>	they laugh	i called them	their eyes	that is theirs	they like themselves
<b>ZIE</b>	zie laughs	i called zir	zir eyes	that is zirs	zie likes zirsself
<b>XE</b>	xe laughs	i called xem	xyr eyes	that is xyrs	xe likes xemself

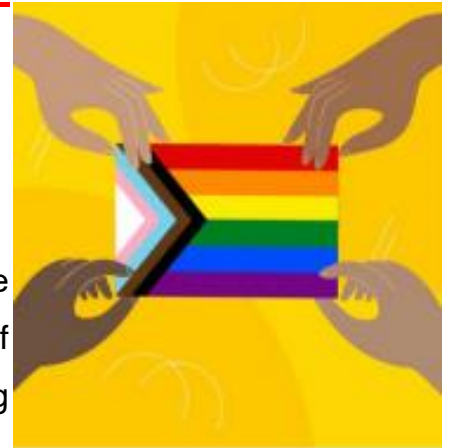
apologize to the person in private. Effusive or repetitive apologies can make things more uncomfortable! *Try to have compassion for yourself in making a mistake.*

- **What if someone else uses the wrong pronoun for another person?** If possible, model the correct pronoun for the person in the moment, (e.g. “I agree, *they* have been a joy to teach.” However, we are working on enforcing better study skills).
- **Be mindful of confidentiality and disclosure of someone’s identity.** If a student or colleague has come out as transgender, ask them if and how you can support them while respecting their journey and safety. Never disclose someone’s gender identity without their permission.

## **LAW'S SUPPORTING LGBTQIA+ STUDENTS- TIP SHEET**

- **SB 48 - Fair, Accurate, Inclusive, and Respectful Education Act**

Adds “LGBT Americans” to the California Education Code regarding groups to be included in the teaching of California of US History, specifically “with particular emphasis on portraying the role of these groups in contemporary society.”



- **SB 71 – The California Comprehensive Sexual Health and HIV/AIDs Prevention Act** If a school teaches sex education and HIV/AIDS prevention, the teachings must “be appropriate for students of all races, genders, sexual orientations, ethnicities, and backgrounds.”

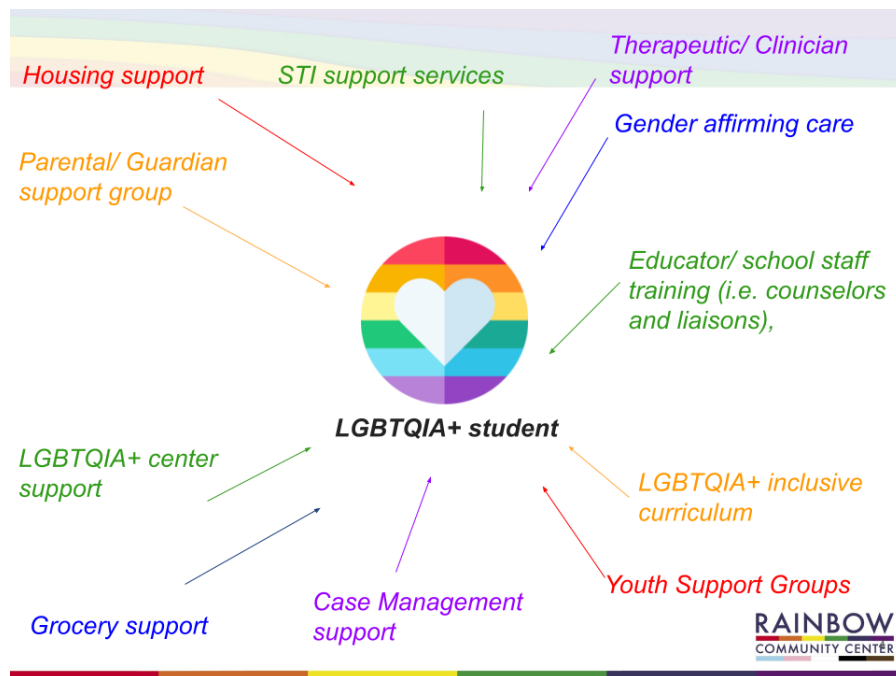
- **AB 9 – Seth’s Law**

Adds "intimidation and bullying based on the actual or perceived characteristics" to previous laws requiring “local educational agencies” to adopt policies to prevent and respond to discrimination and harassment. Specifies that school employees who witness discrimination, harassment, intimidation or bullying based on the aforementioned characteristics are required to “take immediate steps to intervene when safe to do so.”



- **AB 537 – Student safety and Violence Protection Act:** Adds gender, gender identity, and gender expression & sexual orientation to classes protected from discrimination & harassment. Schools must identify procedures and staff designated for receiving and responding to complaints. Complainants have the right to be protected by schools and their confidentiality maintained. Must be responded to in writing within 60 days of the complaint after the school investigates and determines a solution to the issue. Complainants have the right to appeal a school's decision or report a school's lack of response to a complaint to the California Department of Education. The California Department of Education has 60 days to investigate and make a decision.
- **AB 1266 – School Success & Opportunities Act:** Amends the California Education Code to allow students to participate in sex-segregated school programs, such as athletics, in accordance with their gender identity and to use restrooms in accordance with their gender identity, regardless of the gender listed on their school records.

# **How Wraparound Services Can Support LGBTQIA+ Youth on Campuses- TIP SHEET**



## **Ten Fundamental Wraparound Element for supporting LGBTQIA+ Homeless Youth:**

- Strength Centered Family Involvement
- Team Oriented
- Adaptability in Resources and Services
- Personalized Programming
- Resilience
- Results Oriented

- Community Centered
- Culturally Sensitive and Aware
- Organic Support Systems (i.e. families and relevant, involved adults and caregivers)
- Collective and Collaborative

LGBTQ+ youth are a vulnerable population with higher likelihood of being hungry and homeless. According to the Williams Institute at the UCLA School of Law, one in five LGBT high school students experienced hunger last month due to lack of food at home. **1**

Additionally, LGBT youth are 120% more likely to experience homelessness compared to their non-LGBT peers. It is estimated that 7% of youth in the United States are LGBT, while 40% of youth experiencing homelessness are LGBT. The disparities in hunger and **2**

homelessness among LGBT students can have negative impacts in the educational outcomes of LGBT students. To mitigate these outcomes, we recommend engaging with wrap-around services with local or national community-based organizations to provide students with academic, social, and behavioral support.

**Sources:** 1) Williams Institute <https://williamsinstitute.law.ucla.edu>

In 1997, wraparound services were established in California under Senate Bill 163 which allows California counties to develop wraparound service programs by using state and county aid. Wraparound services are always voluntary, family-centered, individualized, culturally relevant, trauma **3.**

informed, and needs driven programs designed to support a student. The developed program is focused on ensuring children and youth are in the least restrictive environment. These programs strive to provide creative solutions to meet the needs of children, youth, and families.

**Sources:**

- 1) Williams Institute <https://williamsinstitute.law.ucla.edu>
- 2) True Colors Fund <https://truecolorsunited.org/portfolio/serving-our-youth/>
- 3) Burns and Goldman, 1998 <https://files.eric.ed.gov/fulltext/ED429422.pdf>



The following checklist are helpful signs that a student may need additional support outside of the classroom:

- Sleeping in class
- Wearing the same clothes
- Hygiene and general cleanliness
- Absenteeism
- Taking extra food from cafeteria
- Hunger
- Substance abuse
- Linger around campus
- Stealing and petty theft
- Issues with family connection
- Change in mood or personality

existing community support to meet the evolving

## What happens when you engage a community-based organization for wrap around support?

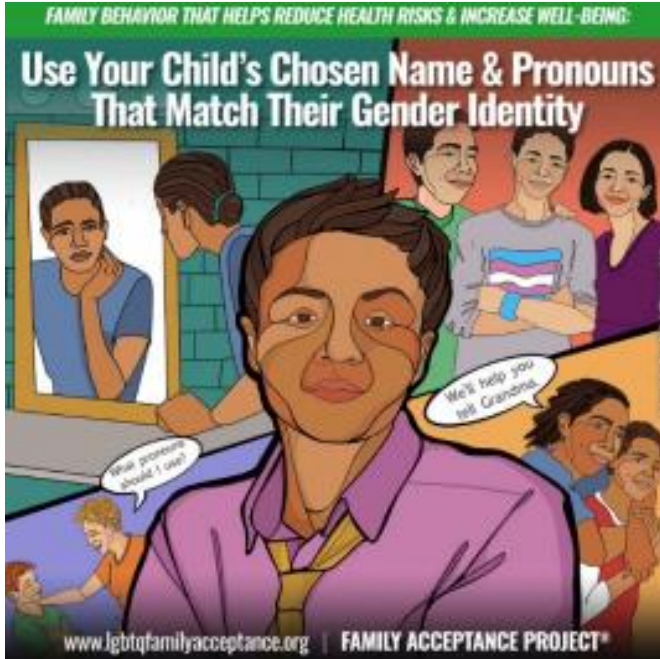
Whether it's your local LGBTQ center or a national organization, community-based organizations follow a strengths-based planning process when engaging students, parents, and school staff. Engagement in wrap around services are given at a time and location convenient to the family. Together a plan is created to identify family strengths and service needs. Community based organizations can provide services such as support for groceries, housing, sexually transmitted infections, therapy, school staff training, LGBTQ inclusive curriculum, youth support groups, and parent or guardian support. The plans developed by professionals are flexible, creative, and build on



needs of children, youth, and families. Wrap around support is a philosophical approach and practice. It is important to acknowledge campus staff wear a number of hats in supporting the success of students and play an integral role in the lives of our students. By engaging wraparound services, organizations can help fill the gaps for what students need to be their best selves in the classroom.



# RESOURCES



## **Human Rights Campaign**

<https://www.hrc.org>

By inspiring and engaging individuals and communities, the Human Rights Campaign strives to end discrimination against LGBTQ people and realize a world that achieves fundamental fairness and equality for all. HRC envisions a world where lesbian, gay, bisexual, transgender and queer people are ensured equality and embraced as full members of society at home, at work and in every community.

## **PFLAG**

<https://pflag.org>

Founded in 1973 after the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization. PFLAG is the first and largest organization for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) people, their parents and families, and allies.

## **Trevor Project**

<https://www.thetrevorproject.org>

Founded in 1998 by the creators of the Academy Award®-winning short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25.

## **Gender and Sexual Alliance (GSA) Network**

<https://gsanetwork.org>

GSA Network is a next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities.



### ***Our Family Coalition***

<https://ourfamily.org>

Our Family Coalition advances equity for the full and expanding spectrum of LGBTQ families and children through support, education, and advocacy.

Uniquely situated at the intersection of LGBTQ+ and family justice work, OFC is powered by community and inspired by a love of children and families and a vision of a just society where we all belong and thrive.

### ***Rainbow Community Center***

<https://www.rainbowcc.org>

#### **Vision**

Rainbow envisions a society that advocates for and celebrates gender and sexual diversity, racial justice, safety, and liberation for all through healing centered engagement. Rainbow transcends its vision from inclusive to expansive\*, as we will be able to represent by centering and reaching a wider scope of Marginalized LGBTQIA+ and Intersectional Identities more effectively.

Historically Marginalized and Intersectional LGBTQI+ Identities encompass:

Transgender and Gender Non-

conforming, Black, Indigenous and People of Color, Women, Neurodiversity & Mental Health Abilities, Physical Abilities, Body Diversity, HIV Status, Elders, Youth, Immigrants, Interfaith, Familial Composition & Class/Socioeconomic Status

\*'inclusive' with its implied power differential, whereas 'expansive' refers to centering power with marginalized people.

### ***True Colors United***

<https://truecolorsunited.org>

True Colors United implements innovative solutions to youth homelessness that focus on the unique experiences of LGBTQ young people. In the United States, 4.2 million youth experience homelessness each year, with lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) youth 120% more likely to experience homelessness than their non-LGBTQ peers. We believe that youth homelessness is a community issue. Real change can happen when people come together with a shared vision.





## Family Acceptance Project

<https://familyproject.sfsu.edu>

The Family Acceptance Project® is a research, intervention, education and policy initiative to prevent health and mental health risks and to promote well-being for lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) children and youth, including suicide, homelessness, drug use and HIV — in the context of their families, cultures and faith communities.

<b>Family Behaviors that Increase Your LGBTQ Child's Health &amp; Well-Being</b> <small>Research from the Family Acceptance Project® found more than 50 family accepting behaviors that help protect your lesbian, gay, bisexual, transgender and queer identified (LGBTQ) child against health risks like depression, suicide and illegal drug use and help to increase your LGBTQ child's self-esteem, health and well-being. A little change makes a difference in decreasing your child's isolation and risk and giving them hope that their family will be there for them.</small> <b>Family support saves lives!</b> <b>BEHAVIORS THAT HELP...</b>				
Tell your LGBTQ / gender diverse child that you love them	Support your child's gender expression	Talk with your child or foster child about their LGBTQ identity and listen respectfully – even when you feel uncomfortable or think that being gay or transgender is wrong	Require other family members to treat your child with respect	Show affection when your child tells you or when you learn that your child is LGBTQ
Ask your child if – and how – you can help them tell other people about their LGBTQ identity	Welcome your child's LGBTQ friends to your home	Use your child's chosen name and the pronoun that matches their gender identity	Bring your child to LGBTQ groups and events	Get accurate information to educate yourself about your child's sexual orientation, gender identity and expression
Find a congregation that welcomes your LGBTQ / gender diverse child and family	Participate in family support groups and activities for families with LGBTQ and gender diverse children to get support for yourself and your family and guidance for supporting your LGBTQ child	Talk with your religious leaders to help your congregation become supportive of LGBTQ people	Tell your LGBTQ / gender diverse child that you're proud of them	Speak openly about your child's LGBTQ identity
Tell your LGBTQ / gender diverse child that you will be there for them – even if you don't fully understand	Welcome your child's LGBTQ partner to family events and activities	Express enthusiasm for your child having an LGBTQ / gender diverse partner when they're ready to date	Stand up for your child when others mistreat them because of their LGBTQ identity or gender expression – at home, at school, in your congregation and in the community	Believe that your child can be a happy LGBTQ adult – and tell them they will have a good life

<b>Family Behaviors that Increase Your LGBTQ Child's Risk for Serious Health &amp; Mental Health Problems</b> <small>Research from the Family Acceptance Project® shows that more than 50 family rejecting behaviors contribute to serious health risks for lesbian, gay, bisexual, transgender and queer (LGBTQ) youth. These include depression, suicidal behavior, illegal drug use, HIV and sexually transmitted infections (STIs). Family rejection increases risk for homelessness and placement in foster care and juvenile justice facilities.</small> <small>Most parents and families that engage in these behaviors do so out of care and concern – to help their LGBTQ / gender diverse child fit in, have a good life and to protect them from harm. Help families understand that these and other rejecting behaviors are harmful!</small> <b>BEHAVIORS THAT HURT...</b>				
Prevent your child from having an LGBTQ friend	Don't talk about your child's LGBTQ identity	Blame your child when others mistreat them because of their LGBTQ identity / gender expression	Try to change your child's LGBTQ identity or gender expression	Exclude your LGBTQ child from family events & activities
Tell your LGBTQ child that you're ashamed of them	Pressure your child to be more (or less) masculine or feminine	Don't use the name or pronoun that matches your child's gender identity	Don't let your child participate in LGBTQ support groups or services	Let others speak badly about LGBTQ / gender diverse people in front of your child
Tell your child that being LGBTQ is "just a phase"	Take your child to a therapist or religious leader to try to change their LGBTQ identity	Hit, slap or physically hurt your child because they are LGBTQ / gender diverse	Don't let your child talk about their LGBTQ identity	Don't let your child wear clothes or hairstyles that express their gender identity
Use religion to reject your child's sexual orientation, gender identity and expression	Make your child pray or attend religious services to change or prevent their LGBTQ identity	Call your child negative names because they are LGBTQ / gender	Tell your child that God will punish them because of their sexual orientation or gender identity	Make your child leave home because they are LGBTQ



# LGBTQIA+ ACRONYM

*Please note the acronyms are constantly evolving and the words may differ from other sources that you may view.*

**Lesbian:** A woman who is emotionally, romantically, or sexually attracted to other women. Women and non-binary people may use this term to describe themselves.

**Gay:** A person who is emotionally, romantically, or sexually attracted to members of the same gender. Men, women, and non-binary people may use this term to describe themselves.

**Bisexual:** A person emotionally, romantically, or sexually attracted to more than one sex, gender, or gender identity, though not necessarily simultaneously, in the same way, or to the same degree.

**Transgender:** An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay,

lesbian, bisexual, etc.

**Queer:** A term people often use to express fluid identities and orientations. Queer is often used interchangeably with LGBTQ.

**Questioning:** A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

**Intersex:** An umbrella term used to describe a wide range of natural bodily variations. In some cases, these traits are visible at birth, and in others, they are not apparent until puberty. Some chromosomal variations of this type may not be physically apparent at all.

**Ally:** A term used to describe someone who is actively supportive of LGBTQ people. It encompasses straight and cisgender allies, as well as those within the LGBTQ community who support each other (for example, a lesbian who is an ally of the bisexual community).

**Asexual:** Asexual describes someone who lacks a sexual attraction or desire for other people.

**Pansexual:** Pansexual describes someone who has the potential for emotional, romantic, or sexual attraction to people of any gender, though not





necessarily simultaneously, in the same way, or to the same degree.

**Two-Spirit:** “2-S” refers to a person who identifies as having both a masculine and a feminine spirit and is used by some indigenous people to describe their sexual, gender, and/or spiritual identity.

**LGBTQ:** LGBTQ is a common acronym for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex. This term is often used to refer to individuals whose sexual orientation is not heterosexual or whose gender identity is not cisgender.

**SOURCE:**

The above terms and definitions were drawn from the Human Rights Campaign—LGBTQ+ Glossary of Terms, for a list of more terms please view the following website:  
<https://www.hrc.org/resources/glossary-of-terms>



# SEXUAL ORIENTATION GENDER IDENTITY AND EXPRESSION (SOGIE)- GENDER TERMS

## **Sexual Orientation (Who you're attracted to)**

- Gay
- Lesbian
- Same-gender-loving
- Bisexual
- Heterosexual
- Pansexual
- Asexual
- Queer
- Questioning
- Two-Spirit

## **Gender Identity (How you understand yourself)**

- Transgender
- Cisgender
- Nonbinary
- Gender non-conforming
- Genderqueer
- Gender fluid
- Pangender
- Agender
- Questioning
- Two-Spirit



## What does SOGIE stand for?

**SEXUAL ORIENTATION:** is a person's physical, romantic, emotional, aesthetic, and/or other form of attraction to others. Gender identity and sexual orientation are not the same.

*Who you love or are attracted to?*

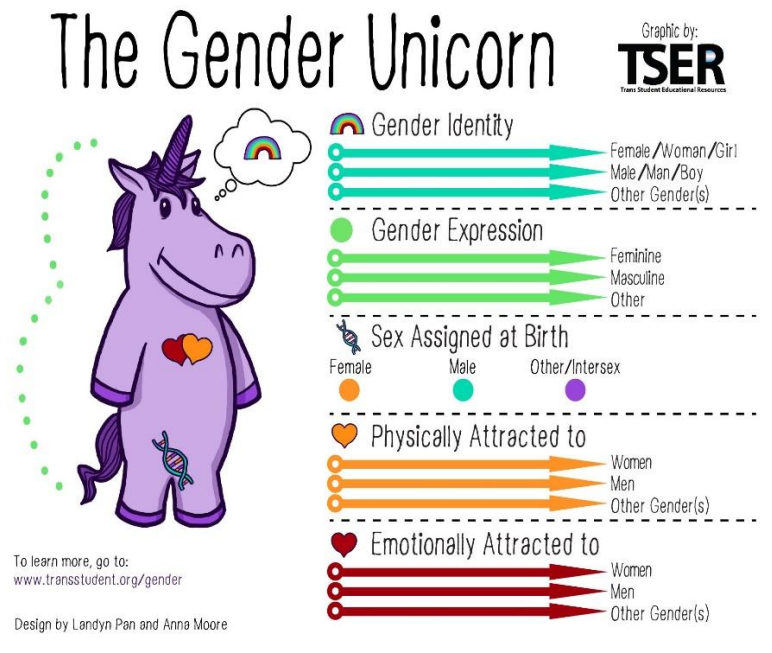
**GENDER IDENTITY:** refers to the individual identification of a person's gender, as defined by that person, and can differ from their sex assigned at birth. It is one's internal sense of being a "man or woman", neither of these, both, or other genders. *It is your deeply held sense of who you are.*

**GENDER EXPRESSION:** refers to the way one expresses their gender identity. It is the physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. *It is how you communicate your gender to the world.*

## Actions Educators Can Take

- Create a welcoming and supportive school environment that practices gender inclusive language.
- Some examples being:
  - Avoid always using phrases such as boys and girls, you guys, ladies and gentlemen and other gendered expressions to get attention. Use things like "hey folks," "listen up students"
  - Help them find a quiet and supportive place to work and study.

- Partner with your wellness staff to support your LGBTQIA+ identified students.
- Intervene early when they are missing a lot of school.
- Learn the laws in your state that protect your LGBTQIA+ students and yourself.



## **Rainbow Community Center Scenarios - Discussion Questions**

*PLEASE BE ADVISED: The scenario below does not reflect client's personal information nor confidential information of clinical and/ or youth housing client 1:1 sessions. They are scenarios that were created to best support how you can be an ally to LGBTQIA+ youth/ students. Rainbow Community Center respects client 1:1 sessions and confidential information shared during clinical and/ or youth housing 1:1 sessions. There may be triggering content in the scenario please get the care that you may need.*

### **Scenario #1 - Junior Doe**

\*\* Junior is a 17-year-old high school senior student who identifies as Vietnamese, pansexual and questioning his gender identity. Junior uses he/him pronouns but is open to using others as he becomes more comfortable. Junior is very nice and comes off a bit shy initially. He generally has a positive attitude, is resilient and does well in school. Junior is physically healthy and currently has no immediate medical concerns.

Junior lives in Newberry Land in a housing shelter with other transitional age youth. His parents kicked him out of the house on his 17th birthday because of his SOGIE identity. He works in customer service, making minimum wage while taking senior classes to graduate. He is receiving wrap around services from the local LGBTQ+ Center.

Junior has two siblings, an older brother and sister who are supportive and respectful of his SOGIE identity and is an advocate for him to his parents. His parents do not agree with Junior's SOGIE identity. His parents don't think he is responsible enough and think that his SOGIE identity is a phase. He is interested in going to the local community college when he graduates; his parents stated they will pay for him to go to college if he changes his SOGIE identity. Currently, the local LGBTQ+ center is providing transportation services and other resources to support Junior needs.

Junior communicated that he wants family counseling and resources for his parents. He wants to move back home but it's a toxic living environment. He wants to relocate out of the housing shelter and find more permanent housing. He also wants to get a car, so he doesn't have to keep taking public transportation. And he hopes to graduate with his classmates.



1. *What are some of the barriers the youth is facing?*

2. *How do these barriers affect the youth housing stability?*

3. *How do these barriers affect the youth education?*

4. *How can you support this youth?*

5. *Additional observations:*



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## **Scenario #2 - Rian Doe**

\*\* Rian is a 15-year-old student who is transgender non-binary and lesbian. They use they/ them/ theirs pronouns. Every month, they show up to school with different colored hair and are proud to show it off. Rian is a likable kid and is vocal when they believe something is discriminatory or prejudice.

Rian's parents do not accept their identity as non-binary and stated that while in the family home they cannot identify as transgender nonbinary, or they will send them to conversion camp. Rian often gets bullied for their identities at school. Students have called Rian an "alien", "freak", and "faggot." Rian also has been bullied by some school staff members.

During one of their classes, Rian had the courage to tell a teacher to stop talking about LGBTQ+ people in negative ways. The teacher replied with, "stop being gay because it's a sin."

Due to not being able to be their authentic self at home or school; and the constant bullying Rian frequently runs away from home; and has a high absence rate. When Rian runs away, they couch hop with close friends.

Rian confides in an ally teacher, who has tried their best to advocate and support LGBTQ+ students, especially transgender and gender nonconforming, non-binary students. The ally teacher is often dismissed when reporting the harm to their administration.



1. *What are some of the barriers the youth is facing?*

2. *How do these barriers affect the youth housing stability?*

3. *How do these barriers affect the youth education?*

4. *How can you support this youth?*

5. *Additional observations:*



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### Scenario #3 - Brenda Jose Doe

\*\* Brenda Jose, 13 years old, assigned male at birth, uses both She/Her/Hers and They/Them/Theirs pronouns (however she prefers She/Her/Hers pronouns). Brenda Jose identifies as a Bisexual, Genderqueer person, and is privately questioning if she is a Trans Female.

Brenda comes to your class real upset; and you overhear Brenda talking to another peer telling the peer her teacher in the 3rd period continues to call Brenda by their legal name – a name typically associated with males. Brenda never uses their legal name while at school; and has shared with classmates and school staff that they prefer to be called Brenda Jose. When Brenda corrected her 3rd period teacher and asked the teacher to call her Brenda Jose, the teacher asked Brenda in front of the entire class if she is transgender.

Brenda Jose said she responded to the teacher with a laugh and nervously saying “it’s complicated”, but really felt like “running out of the classroom and never returning to the class.”

Since this encounter, the teacher has continued to refer to Brenda Jose's “*dead name*” (*assigned at birth name that the person no longer uses*) when referring to her. The teacher feels they don’t have to use the name that Brenda chose because they are using the name that’s on a legal document. Brenda Jose does not feel affirmed on campus. Brenda Jose's attendance rate and grades are declining, and they start arriving at your class late. Sometimes when Brenda Jose is late you think you smell marijuana on her. She also seems a lot more tired than when you first met her and seems to be losing a lot of weight.





1. *What are some of the barriers the youth is facing?*

2. *How do these barriers affect the youth housing stability?*

3. *How do these barriers affect the youth education?*

4. *How can you support this youth?*

5. *Additional observations:*

