






Spring Training Event  
June 8, 2017

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Introductions

Mykel Selph- PRC Training  
and Technical Assistance  
Provider




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PREA Standards

- Standard 115. 31, Provision 9- Communicating effectively with *all* residents including LGBTI, and gender non-conforming residents
- Standard 115. 341- Obtaining information from residents
- Standard 115. 342- Placement of residents in housing, bed, program, education, and work assignments

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### Lesson One- What is SOGIE?

- Sexual Orientation
- Gender Identity
- Gender Expression



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### Lesson One- What is SOGIE?

**SOGIE SCALE**



Male ← Sex Assigned at Birth → Female  
 Male ← Gender Identity → Female  
 Masculine ← Gender Expression → Feminine  
 Attracted to Women ← Sexual Orientation → Attracted to Men

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### Common Terminology

**Fill in the Blank**

<b>SEX</b>	<b>GENDER</b>	<b>SEXUAL ORIENTATION</b>
Biology	Identity      Expression	Attraction



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True or False

**TF** Few, if any, youth in juvenile detention are LGBT.

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True or False

**FALSE-** Approximately 20% of youth in juvenile detention facilities are LGBT, compared to approximately 5%-7% in the general population. Additionally, the data show that LGBT youth are more likely to enter juvenile detention for status offenses such as running away, truancy, and violations of probation.

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## True or False

TF

By virtue of their age,  
youth cannot know they  
are LGBT.

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## True or False

**FALSE:** Individuals become aware of their sexual orientation and gender identity at very young ages. Recent studies show the average age at which gay and lesbian teenagers first self-identify has dramatically decreased over the past several decades. While 16 is the average age of coming out, children have an understanding of their sexual orientation much earlier, usually by the age of ten, and most children have an understanding of their gender identity by age three.

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## True or False

TF

LGBT youth are mentally  
ill and sexually predatory.

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## True or False

**FALSE:** Over 35 years of objective scientific research shows that LGBT identities fall within the range of normative development and are neither associated with any mental or emotional disorders, nor caused by prior sexual abuse or trauma.

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## True or False

**TF**

Transgender youth are just “acting out” and trying to get attention through gender non-conforming clothing, hairstyles, and name choices.

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## True or False

**FALSE:** Most transgender youth are gender-conforming once they are able to express their affirmed gender. The medical and mental health fields recognize that when transgender youth experience incongruence between their sex assigned at birth and their gender identity, the appropriate, medically accepted response is to allow youth to express their core gender identity. Suppression of these behaviors can have severely negative effects on a youth's mental health.

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True or False



People's gender expression always reflects their gender identity.

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True or False

**FALSE/IT DEPENDS:** Not always. For example, a person with an assigned sex of female who identifies as male may still express a female identity and lives as a girl to stay "in the closet" or conform to societal pressure. This is especially true in detention and commitment environments, where issues of physical safety or short-term convenience may be the driving factors. The key take-away is that you cannot make assumptions about a person's gender identity based solely on that person's gender expression.

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Lesson Two- Dismantling Bias and Fostering Equity



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### Negative Effects of Stigma: The Impact of Silence

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- Important People
- Important Places
- Important Activities/Events

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### Exploring Personal Values and Beliefs

- Everyone has personal beliefs and biases.
- We all have implicit bias about race, gender, religion, age, sexual orientation, gender identity, gender expression, etc.



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### Messages about SOGIE - Small Group Discussion

1. When you were growing up, what messages did your family send about LGBT people?
2. What were the rules in your family regarding gender? What gender "transgressions" (*i.e.*, expressing gender in a way that falls outside of the traditional societally constructed gender norms, such as a man wearing a skirt) make you uncomfortable?
3. Have you **not** spoken up when you heard an anti-gay remark or joke? Would you have spoken up if it had been another form of prejudice? What make speaking up difficult?

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## Personal Attitude Assessment

1. I would be comfortable knowing that my child's third grade teacher is gay.
2. If I found out that my daughter or son was lesbian or gay, I would have difficulty telling other people.
3. I would feel comfortable dating a bisexual person.
4. I should be informed if a co-worker is transgender.
5. It would not bother me at all if someone thought I was gay.
6. I would feel uncomfortable if my young son wanted to wear dresses.

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## Video

**Fabian**

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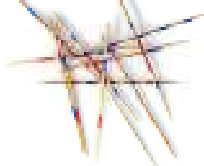
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## Intersectionality Theory

- People may be subjected to multiple forms of discrimination on the basis of distinct aspects of their identity.
- Discrete forms of prejudice—such as homophobia, transphobia, sexism, classism, and racism—do not act independently.
- Different forms of bigotry interact and are shaped by one another, creating unique and magnified manifestations of disadvantage.



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## Why is Intersectionality Important?

- To understand the lived experience of young people who embody multiple oppressed identities
- To ensure that services and interventions do not sacrifice one aspect of a young person's life in service of another
- To increase self-awareness and systemic equity



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## Small Group Discussion

### Reacting to Behavior versus Identity

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## Lunch




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### Lesson Three- Enhancing Communication and Building Trust with LGBT Youth

## Developmental Considerations when Communicating with All Youth

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### Communicating with youth

- Discuss some things that make the way you interact with youth different from the way you interact with adults.
- Discuss some things you like about communicating with youth and list some things you find challenging.

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### Heteronormative Language/Environment

- **Heteronormative:** The assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to homosexuality and bisexuality.
- Heteronormativity often manifests itself in language, images, and symbols that reinforce the notion that everyone is or should be heterosexual.
- Every day, we are all bombarded with images of heterosexuality and gender conformity in the media and in public discourse.

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### Practice Non-Heteronormative Language

- Divide yourselves into pairs/groups.
- Each person in the pair/group will take turns explaining to the other person what they did during a memorable moment in their life that was shared with a spouse or romantic partner. It can be anything from a recent date to a family holiday. The speaker should share where they went, who they were with, what they did, etc.

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### Effects of Heteronormative Language

- Learning to identify heteronormative language is not to demonstrate "political correctness," but rather, the point is to use language that facilitates effective communication with LGBT youth.
- Youth, in general, are particularly sensitive to criticism. They read subtle cues from their peers and adults about how others perceive their SOGIE.
- Some youth may simply note the heterosexism without any overt reaction, but will immediately consider that person as someone not worth talking to or as someone who will never understand what they are going through.

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### Language to Avoid with ALL Youth

- *Lifestyle*
- *Choice*
- *Friend* (when referring to someone's romantic partner)
- *Homosexual*
- Incorrect names and pronouns



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## Asking Youth about SOGIE

- In the juvenile justice context, understanding a youth's SOGIE may be critical to protecting the youth's safety, as well as providing appropriate services.
- PREA Standard 115.341, requires that confinement facilities ascertain whether residents are, or are perceived to be, LGBTI or gender non-conforming as part of an intake safety screening.
- These provisions mirror the trend across service sectors in which professionals working with youth are required to ask questions about SOGIE along with other demographic and biographical information.

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## BREAK



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## Lesson Four

### Reducing Risk and Promoting Protection

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## Lesson Four- Reducing Risk and Promoting Protection

# Juvenile Injustice

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## Pathways to Juvenile Justice

- Family
- Child Welfare
- Community



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## Child Welfare

Lack of family or caregiver support that youth can often experience in the child welfare system may contribute to their eventual entry into delinquency court. It is important to understand how involvement in one system can impact LGBT youth in the other.



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## Residential Placement

- When LGBT youth are in out-of-home placements, either through the child welfare system or the juvenile justice system, harassment from staff and peers and other lack of support may lead to running away.
- Running away from a placement often results in more restrictive placements, bench warrants, or detention.



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## Community

- Lack of positive community ties can lead to low self-esteem, depression, and substance abuse—which, in turn, may result in involvement in the juvenile justice system. Alternatively, positive community programs and feeling connected to community can have the opposite effect.



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## Video

### George's Story

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## Lesson Five

## Ensuring Safety and Equity in Secure Settings

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## State Laws

- There are few state laws in Michigan that protect against discrimination based on sexual orientation and gender identity. The only protections are through federal laws and the U.S. Supreme Court decision that allows same sex couples to marry and requires states to recognize marriages of same sex couples from other jurisdictions.
- There are 36 cities in Texas that have protections including East Grand Rapids.



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## Standards of Care

### Intake and Classification

- All facilities must have a classification system for screening youth and making housing, bed, program, education, and work assignments.
- Intake staff should consult with youth about how they want their SOGIE recorded and with whom they wish this information to be shared.

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## Standards of Care

### Classification

- Staff should make housing and classification decisions on a case-by-case basis and should not automatically house youth solely on the basis of their actual or perceived sexual orientation.
- Staff should not house LGBT youth in units reserved for sexual offenders unless they have been adjudicated delinquent for a sexual offense.
- Staff should not automatically house transgender youth according to their sex assigned at birth.

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## Standards of Care

### Confidentiality

- Staff should only share information about a youth's SOGIE internally on a need to know basis, and never with other youth.
- Information about a youth's SOGIE should be considered private and confidential.
- Staff should not disclose information about a youth's SOGIE to anyone, including the youth's parents, without obtaining the youth's consent, unless disclosure is required by a court order.

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## Standards of Care

### Health and Safety

- Youth in state custody have a constitutional right to emotional, mental, and physical safety. The most common basis for liability of juvenile facilities and their personnel is failure to protect the safety and welfare of youth.
- Staff should promptly intervene to stop name-calling, bullying, or other forms of harassment.
- Staff should model respectful behavior.
- Staff should not isolate LGBT youth to protect their safety.

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**Q & A**

## Questions?

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**For More Information**

For more information about the **National PREA Resource Center**, visit [www.prearesourcecenter.org](http://www.prearesourcecenter.org). Direct questions to [info@prearesourcecenter.org](mailto:info@prearesourcecenter.org)

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