

Notes from Brian J.'s presentation to the Prevent Suicide Wisconsin teleconference

January 17, 2017

What steps are schools taking to create welcoming and supportive environments that allow all students, including LGBT students, to thrive?

- Really important -
 - o DCYA 2015 – (Trans)
 - Sad or hopeless for 2 weeks in past year (61% v 22%)
 - Self injury in past year (52% v 15%)
 - Suicide ideation past 30 days (65% v 18%)
 - Suicide attempt in past year (35% v 5%)
 - o 2013 YRBS – (LGB only)
 - 28.2 v 4.2 – Attempt one or more times in past 12 months
 - 49 v 10.6 – Seriously considered in past 12 months
 - Sad or hopeless – 57.1 v 22.1
 - Attempt with injury – 14.2 v 1.7
- Reduced rejection improves health and wellness and life aspirations
- Intersections of identity -
- Student clubs
- Professional Development for staff
- Comprehensive bullying and discrimination policy for students and staff

How can community organizations connect with and support this work?

- Provide opportunities for learning for your own groups/organizations about creating supportive environments.
- Ask schools what they are doing to support the health and well-being of LGBT youth, including how these topics are being included in the curriculum, and let them know that you support efforts (from it as a mental health and wellness)
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- Reach out to your local schools and see if they have student clubs, ask them how you can be helpful or support their efforts
- Hold community education events aimed at increasing awareness and providing accurate information
- About 200 districts have some form of policy protection – does yours? If not, ask for them. Samples of districts across the state.
- Speak out about the impact legislation that seeks to target or limit the freedoms of youth, particularly transgender youth and LGBT youth of color

What are simple steps anyone can do tomorrow to improve the health and wellness of LGBT youth?

- Don't have to know everything, perfection is over rated, just try
- If you mess up, apologize, correct yourself, and move one
- Respectful language – not lifestyle, choice, transgender (not tranny. Not transgendered)
- Assume that with any group with which you work, there are LGBT people (or someone who knows and loves someone who is LGBT) involved – notice how that affects how you think about creating a welcoming space
- Use inclusive language – don't assume sexual orientation, avoid “boys and girls/ladies and gentlemen,”
- Listen and question gender role stereotypes, talk about respecting differences with the young people in your life – patterns not rules
- Point out disrespectful language – name it, claim it, stop it
- Seek to understand what both rejection and acceptance looks and sounds like, and understand what impact that has on a person's health and well-being.
 - o Family Acceptance Project, Acceptance Journeys (D&R)