



**Juvenile Justice Training Academy
Lesson Plan**

Program: Juvenile Probation Supervision Officer Course	Citation Source: TAC Chapter 344
Required by: <input type="checkbox"/> Texas Statute <input checked="" type="checkbox"/> Texas Administrative Code <input type="checkbox"/> Professional Development	
Course Title: Cultural Competency MODULE 2 Gender and Sexuality A Changing Perspective	
Developed By: Delisha McLain, TJJD Curriculum Developer	Date: September 1, 2017

PARAMETERS

Training Duration: 3.00 Hours	Minimum/Maximum Number of Participants Recommended: 5 - 50
Instructional Setting: Classroom	Target Audience: Juvenile Probation Supervision Officers completing mandatory training in compliance with Texas Administrative Code 344.

TRAINING DESCRIPTION

This course examines sexual orientation, gender identity, and gender expression (SOGIE) related issues in the juvenile justice system. Strategies needed to create safe and nurturing environments for lesbian, gay, bisexual, and transgender (LGBT) juveniles are described.

APPROVALS

Technical Authority

Dr. Madeleine Byrne, Director of Treatment
State Programs and Facilities Date

Technical Authority

Rebecca Walters, Senior Director
Youth Placement, Re-Entry and Program Development Date

Training Authority

Chris Ellison, Manager
Juvenile Justice Training Academy Date

Training Authority

Kristy Almager, Director
Juvenile Justice Training Academy Date

PERFORMANCE OBJECTIVES

At the conclusion of this course, participants will be able to:

1. Explain the differences between sexual orientation, gender identity, and gender expression (SOGIE).
2. Examine the impact of bias on the lesbian, gay, bisexual, and transgender (LGBT) community.
3. Outline strategies for supporting LGBT juveniles in the juvenile justice system.

INSTRUCTOR MATERIALS

1. TJJD Approved Lesson Plan, September 1, 2017
2. Power Point Show, September 1, 2017
3. Copy of Participant Guide, September 1, 2017
4. Handout: Statement Cards (Classroom Set), September 1, 2017

PARTICIPANT MATERIALS

1. Participant Guide, September 1, 2017

REFERENCES

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ACKNOWLEDGEMENTS

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- 2. Woronoff, Rob. Independent Child Welfare Consultant. Subject Matter Expert.
- 3. Ibid. *Email: Approval of SOGIE Curriculum Package.* July 18, 2017.

EQUIPMENT AND SUPPLIES

- | | |
|---|--|
| <input checked="" type="checkbox"/> Projector | <input checked="" type="checkbox"/> Screen |
| <input checked="" type="checkbox"/> Laptop computer | <input checked="" type="checkbox"/> Post-it® Notes |
| <input checked="" type="checkbox"/> External speakers | <input checked="" type="checkbox"/> Laser Remote |
| <input type="checkbox"/> Chart Pad(s): | <input checked="" type="checkbox"/> Batteries for Laser Remote |
| <input type="checkbox"/> Easel Stand (s): | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Marker(s): | |

SCHEDULE

Introduction	20:00
Understanding SOGIE	50:00
Challenging Bias	50:00
LGBT Support in Juvenile Justice.....	30:00
Reflections.....	20:00
Final Thoughts	10:00

LEGEND



For Your Eyes Only

This is information for the Trainer only – it is facilitator guidance (i.e. Activity Instructions)



Speaker Notes

This will indicate information to be shared with participants



Action

This will direct facilitator when to do something (i.e. click to activate bullets, start media if necessary, chart participant responses)



Activity

This will indicate activity (small or large; individual or collaborative) before continuing on with presentation

Note: Unless otherwise indicated in the lesson plan and based on class size, the trainer has the discretion to use a designated group activity as an individual activity. The trainer shall process the activity, whether as designated or individually in an effort to maximize the learning environment for the participants.

IMPORTANT TRAINER INFORMATION

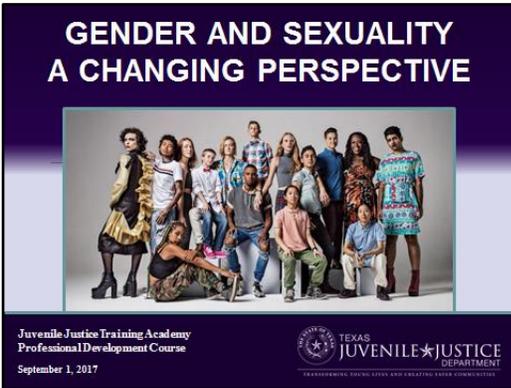
1. Prepare a **Parking Lot**. If a particular training course lends itself to potentially lengthy discussions that compromise training time, trainers are encouraged to prepare and use a Parking Lot in an effort to manage questions and time constraints efficiently. The Parking Lot is a piece of blank chart paper, titled **Parking Lot**. Paper is placed on a wall at the beginning of the training session, easily accessible to everyone. If the Parking Lot is used, place several pads of post-it® notes on participant tables for use during the training session and provide participants instructions on how a Parking Lot is used during training.

The Parking Lot's purpose is to track questions asked by participants and allows trainer to either research an appropriate answer or respond to the question at the applicable time during the lesson plan. Prior to ending the training session, the trainer will review questions posted on the Parking Lot to determine if all have been answered or if additional research is needed. Trainer will either ask participants to confirm all posted questions have been answered satisfactorily or will acknowledge to participants the need to seek additional clarification from a subject matter expert (SME), the curriculum developer (CD), or other approved resource. A follow-up email should be provided to participants in the training session.

2. Cover all activities unless marked Optional.
3. Time noted for an activity represents the entire activity process: introducing the activity, performing the activity steps, and debriefing the activity. During assigned activities, participants should be informed they have a “few” minutes to complete an activity instead of a set number of minutes (example: 10 minutes). This allows the trainer to shorten or lengthen time as needed.
4. During question and answer sessions or activities:
 - a. Questions followed by the (*Elicit responses.*) statement – should be limited to 1 or 2 participant responses. These questions are used to gain audience acknowledgement and not meant to be a lengthy group discussion.
 - b. Questions followed by an italicized (suggested) response – are to be covered by the trainer or participants. If participant responses do not cover the complete italicized response, the trainer will provide participants with the remaining information. The responses provided are suggested best answers as approved by the Technical Authority. If participants suggest other responses, encourage them to explain their choices

Disclaimer:

The following curriculum is based on new January 1, 2018 rules included in Chapter 37 of the Texas Administrative Code; developed by the Texas Juvenile Justice Department in collaboration with the Regional Training Officer Group of the Sam Houston State University Correctional Management Institute of Texas. Approved curriculum is signed by both a Technical and Training Authority. The Certification exam is based on approved TJJD standardized curricula. TJJD is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however, enhancements that explain local policy and procedure without breaching the fidelity of the information are supported. If a participant requires additional information beyond the scope of this curriculum, refer the participant to his (or her) immediate supervisor.



Slide 1: Introduction

Instructor's Corner:

PG: 5

👁️ Click for statistics to appear, video to play, and for picture to reappear when prompted in the lesson plan (LP).

Trainer Notes:



INTRODUCTION

(Welcome participants to the course. Discuss the agenda. Inform participants of breaks, lunch time, and other pertinent information. If using the "Parking Lot," prior to class, prepare a chart to use later as noted in the lesson plan. Place Post-it® notes on the tables or next to the Parking Lot chart for participant use.)

(The Texas Juvenile Justice Department is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations from this TJJD approved curriculum are discouraged; however, enhancements explaining local policy and procedure without breaching fidelity of the information are acceptable.)

Today's course on *Gender and Sexuality | A Changing Perspective* may create challenging dialogue. As participants, be respectful of others and consider this a safe place to get clarification on concepts or ideas you may not understand. Questions and personal opinions must be met with respect and understanding. Remember, there are no stupid questions and chances are if you have a question, someone else has the same one.

Supervising juveniles can be demanding; not only must you remain professional during

their emotional outbursts; you are charged with remaining firm and consistent regarding decisions you make about them. As a juvenile justice professional, you will also work with juveniles who may identify their gender and sexuality in a different way than you do. While some participants may not have any issues with this topic, others may have some reservations so please be courteous of each other. Regardless of your personal views about gender and sexuality, all juveniles must be treated with respect. Today's course aims to provide you with tools you need in your role as a juvenile justice professional, particularly when working with LGBT juveniles. The acronym LGBT will be used throughout the course today and is meant to be inclusive of all identities within the SOGIE spectrums.

Along with hormonal changes during the development process, juveniles are discovering their self-identification, figuring out their own values and morals, coping with physical changes, and maturing. Being a teenager is difficult, particularly when on top of these developmental changes, the stigma of their sexual orientation, gender identity, or gender expression is questioned and criticized. You may be wondering why a course is needed specifically focusing on LGBT juveniles. Let me share with you some statistics about LGBT juveniles in this country.

(Click for each statistic, beginning with homeless children, to appear they are mentioned.)

Although LGBT children comprise just 5-7% of the general population, they represent 50% of homeless children, 25% of foster care children, and 20% of the juvenile justice system. Think about those stats for a moment. Imagine experiencing family conflict at the place where you should feel the most safe, being abused by the very people you love, simply because you identify in a different way. Juveniles depend on their families for basic needs and when those needs are not met, they become especially vulnerable,

especially if they turn to the streets for support. Because LGBT juveniles are overrepresented in the juvenile justice system, we are charged with expanding our understanding of their specific needs and creating safe spaces while they are in our care. Remember, chances are high we may be the only role model or mentor a LGBT juvenile has. This is true for all juveniles, but LGBT juveniles in particular are often in need of positive support and allies invested in their success in life.

Q: What questions do you have about the topic today? (*Answer questions, if any.*)



Let's watch a video called *Love Is All You Need*. While watching the video, write down one word to describe how you feel about it in your participant guide.

(Click to play video. Length of video is 4 minutes and 31 seconds.)

Q: What was the word you wrote down to describe the video? (*Elicit responses.*)

Ashley, the young girl in the video, was bullied and harassed, simply for identifying in a different way. Many LGBT children experience this type of harassment and may either contemplate or commit suicide like Ashley did. The video is hard to watch; but it shows what LGBT juveniles often experience in their own lives. Hopefully, the words you heard describing the video motivates you to empathize with LGBT juveniles and to do what you can to create equitable, or needs specific spaces when they enter into the juvenile justice system. Creating those safe spaces will require strategic communication, a willingness to respond to personal biases, and a spirit of cultural equity with the LGBT community.

Let's take a moment and review the course objectives.

Performance Objectives

- Explain the differences between sexual orientation, gender identity, and gender expression (SOGIE).
- Examine the impact of bias on the lesbian, gay, bisexual, and transgender (LGBT) community.
- Outline strategies for supporting LGBT juveniles in the juvenile justice system.

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Slide 2: Performance Objectives

Instructor's Corner: PG: 5

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Trainer Notes:



Performance Objectives

(Click for the objectives to appear as they are mentioned.)

At the end of the course today, you should be able to:

1. Explain the differences between sexual orientation, gender identity, and gender expression (SOGIE).
2. Examine the impact of bias on the lesbian, gay, bisexual, and transgender (LGBT) community.
3. Outline strategies for supporting LGBT juveniles in the juvenile justice system.

Q: What questions or comments do you have before we continue? *(Answer questions, if any.)*

What it means to be a boy or a girl has dramatically changed over the years. Some people identify as heterosexual and others may instead identify as transgender, cisgender, genderqueer, or even agender. Facebook, the popular social media site, offers users more

than 50 identifying terms such as those just mentioned for their personal profiles. All of us claim at least one identity, if not more, defining who we are, some of those related to sexual orientation, gender identity and expression, or SOGIE. Let's begin with gaining a better understanding of SOGIE and how it relates to LGBT juveniles.

Trainer Notes:

**For Your Eyes Only – Statement Cards**

1. Before beginning the first section, hand out the four laminated numbered statement cards to various participants that have both the desire to participate and are competent at reading in a group setting.
2. All statement cards should be handed out until gone no matter the size of your class, and if necessary, assign yourself one or two statement cards.
3. The statement cards are meant to be read when noted in the lesson plan.
4. So everyone is focused on the speaker, have participants stand while they read so the group can hear and see clearly.

Activity Point: The statement cards are meant to help participants engage in the training as well as make a connection with LGBT juveniles.

**Statement Cards**

I am handing out some statement cards I will need you to read later. Silently read your card so you are familiar with what you are going to say but please do not share it with the group. After you have familiarized yourself with your statement card, put it aside until I call on you to read it. A statement card will be read before the start of each section. For your reference, these are true statements made by LGBT juveniles.

Q: What questions do you have about the statement cards? (*Answer questions, if any.*)



Slide 3: Understanding SOGIE

Instructor's Corner:

PG: 5

Trainer Notes:

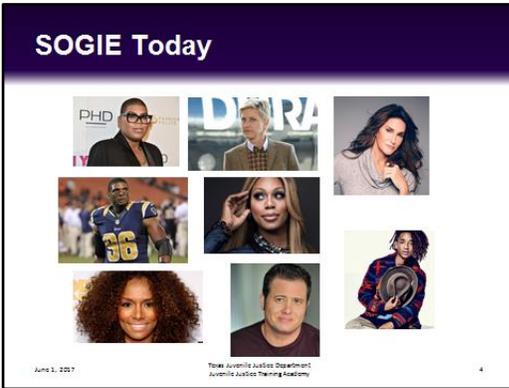


UNDERSTANDING SOGIE

(Have a participant read Statement Card 1.) “Sometimes people go out of their way to mention my femaleness, to sort of advertise they ‘know what's up’ (i.e. that I'm a butch lesbian) and that they are very accepting of it. This is both frustrating and hilarious, because they could not be more wrong. I'm far more attracted to men than I am to women and I've never been a part of the lesbian community.”

Q: What thoughts do you have about the statement you just heard? *(Elicit responses.)*

There is a common saying, “never judge a book by its cover” and although true, we often make the mistake of thinking we know someone based only on their outward appearance. Likewise, assumptions are often made about LGBT juveniles. Assumptions and biases are usually based on stereotypes, which cloud our ability to make fair decisions. This is one reason why we need an understanding of SOGIE. We cannot allow biases we may have about LGBT juveniles influence the decisions we make while they are in our care.



Slide 4: SOGIE Today

Instructor's Corner:

PG: 6

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Trainer Notes:



SOGIE Today

I want to show you a short video called *Reteaching Gender and Sexuality*. While watching the video, think about your personal views on LGBT juveniles and how you will interact with them in your professional role.

(Click to play video. Length of video is 2 minutes and 47 seconds.)

Q: What are some of your thoughts about the video? *(Elicit responses.)*

Traditionally, the way a person expresses themselves outwardly, including dress style, accessories, hairstyle choices, make-up, and even jewelry selections, aligns with their sexual orientation and gender identity. However, in today's world, people express their SOGIE in unique ways and thinking you know everything about a person based on their outward appearance is naive.



Let's take a look at a few people who express their SOGIE in different ways. When the picture appears, let me know if you know who the person is.

(Click for each of eight celebrity pictures to appear. Pause after each picture to give participants an opportunity to identify the celebrity and to provide additional information about each one.)

The celebrities are:

- E.J. Johnson. Openly gay son of Magic Johnson; who expresses himself with a more feminine aesthetic.
- Ellen DeGeneres. The first lesbian to portray a lesbian on television. She now has her own talk show.
- Caitlynn Jenner. A transgender woman, formerly known as Bruce Jenner.
- Laverne Cox. A transgender woman and actress; first transgender person to be nominated for an Emmy Award and stars on the show, *Orange is the New Black*.
- Jaden Smith. Son of Will and Jada Smith, who although heterosexual, often wears women's clothes and recently appeared in a women's fashion advertisement.
- Chaz Bono. A transgender man; son of Cher and Sonny Bono.
- Janet Mock. A transgender woman and advocate, who wrote the first autobiography from the perspective of a transgender girl.
- Michael Sam. The first openly gay National Football League (NFL) football player.

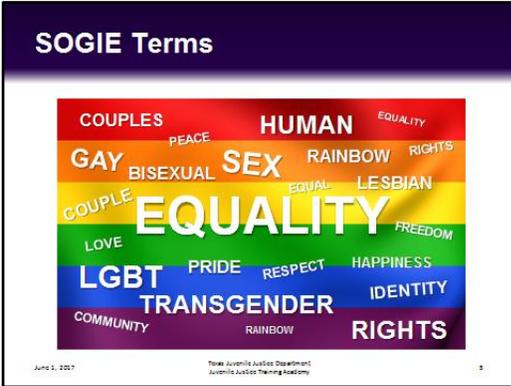
Q: Why do you think people are now more comfortable when expressing their SOGIE? *(Elicit responses.)*

The world is changing. When Ellen DeGeneres announced to the world she was a lesbian, it was new territory for the country. Identifying as anything other than

heterosexual was looked at as taboo back then. Just a short time ago, the military had a “don’t ask, don’t tell” policy with regard to LGBT and would not allow an openly gay, lesbian, or bisexual individual to serve. Today, beliefs about SOGIE have radically shifted. Young people in particular are questioning ideas about gender and often categorize themselves outside of societal expectations. Despite this progressive cultural shift, opposition toward the LGBT community still exists. LGBT juveniles are particularly vulnerable.

(Click for a five picture collage of LGBT teenagers to appear.)

These LGBT juveniles are similar to those you may encounter professionally. LGBT juveniles often have to hide their identities for fear of being misunderstood, bullied, or of being disowned by their family and friends. In addition to struggling with judgments about their SOGIE, other aspects of their identity, such as race, socioeconomic status, and religion often lead to additional forms of discrimination, like racism, classism, and religious persecution. These intersecting identities or intersectionality create magnified disadvantages for LGBT juveniles, leading to pathways to the juvenile justice system. We will examine those pathways later, but now let’s consider some SOGIE-related terms and their definitions.



Slide 5: SOGIE Terms

Instructor's Corner:

PG: 6

 This slide appears with a picture. Click for video to play and again for picture to reappear when prompted in the LP.

Trainer Notes:



SOGIE Terms

One way to demonstrate respect for the LGBT community is by having an understanding of SOGIE terms, necessary for effective communication. Terminology typically evolves over time; so there is no need to memorize terms. Simply having an open mind and a willingness to learn unfamiliar terms is the first step in having meaningful dialogue.



Q: Who watches the Showtime series *Shameless*? (Elicit responses.)

On the show, the character Ian is a young man who identifies as gay and is navigating his way through various relationships. We're going to watch a short clip in which Ian is hanging out with his new friend, who happens to be a transgender male. As you watch, listen for unfamiliar terms.

(Click to play video. Length of video is 1 minute and 30 seconds.)

Q: What is your reaction to the video? (Elicit responses.)

Q: What are some unfamiliar terms you heard? (*Elicit responses.*)

The video emphasizes the myriad of SOGIE terms that exist. Ian, a young gay man, was not even aware of all the terms the group was using. Let's do an activity now which will identify some other common SOGIE terms.

(*Click to return to picture on the slide.*)



For Your Eyes Only – Activity: SOGIE Terms

1. Individually have participants match the term on the left together with the correct definition on the right.
2. Participants should place a letter from the definitions column on the blank line next to appropriate term in their participant guide.
3. Once participants are finished, ask different participants to share their answers.
4. After each participant reads their answer indicate whether it is correct or not and encourage participants to correct any errors they may have.

Activity Point: This activity is designed to provide a common understanding of SOGIE terms, essential when having conversations with the LGBT community.



Activity: SOGIE Terms

Time: 10 Minutes

In your participant guide, turn to the activity entitled *SOGIE Terms*. There you will find a matching activity describing some SOGIE-related words. Take some time to match the

term on the left with the correct definition on the right by placing a letter from the definitions column onto the blank line next to the appropriate term. We will discuss the answers as a group when everyone has finished.

Debrief

(Ask for volunteers to answer each question. As each participant reads their answer indicate whether it is correct or not. Encourage participants to correct any errors. After each definition is revealed, share the additional information as shown below, if time permits.)

SOGIE Terms Answers

1. Sexual Orientation | I

An attraction to others shaped at an early age (usually by about the age of ten). Sexual orientation falls on a spectrum ranging from exclusive attraction of men or women, to varying degrees of attraction to both men and women, or asexual, meaning no attraction to men or women.

2. Ally | A

A person who does not identify as LGBT but supports and promotes rights and equality for LGBT people. An ally confronts and challenges sexism, homophobia, transphobia, and heterosexual privilege, or the automatic benefits received from identifying as heterosexual but which are denied to people of other sexual orientations.

3. Gender Identity | G

A person's internal identification or self-image as male, female, something in between, or outside of the male/female binary, defined as the belief there are only two options for gender, male or female. Everyone has a gender identity; but one's gender identity may or may not be consistent with one's sex at birth.

4. Cisgender | J

A person whose gender identity matches his or her sex assigned at birth.

5. Transsexual | F

A person whose gender identity does not conform to their gender assigned at birth and who often seek medical treatment to bring their body and gender identity into alignment.

6. Drag Queen | H

A male/man who dresses as a female/woman, typically as a performance. The man/male may or may not identify as gay or transgender.

7. Gender Expression | B

How individuals communicate their gender to others. People express and interpret gender through hairstyles, clothing, physical expressions and mannerisms, physical alterations to their body, or by choosing a name reflecting their own idea of gender identity.

8. Queer | E

An umbrella term used to refer to all LGBT people. Although for some LGBT people the word has a negative connotation, other LGBT individuals have reclaimed the word and use it as a positive term.

9. Transgender | D

A person whose gender identity and sex assigned at birth do not match.

Transgender people can be heterosexual, gay/lesbian, bisexual, or asexual.

10. Questioning | C

Being unsure of, or in the process of, or discovering sexual orientation, gender identity, or gender expression.

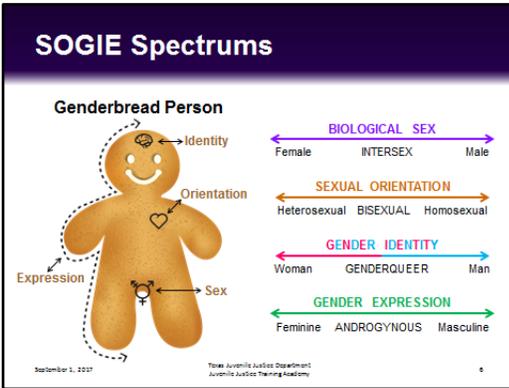
Q: What surprised you most about these definitions? (*Elicit responses.*)

Keep in mind; words often evolve and are used differently among cultural, generational, and regional groups. For your reference, there is a SOGIE glossary in the appendix section of your participant guide. The glossary is merely a reference and not a comprehensive list.



When you are not sure of a term, just ask. Remember, it's okay to make mistakes! You may use a word inaccurately, but be open to correction if you do. LGBT juveniles may even have their own way of interpreting words and phrases unbeknownst to you. As we said earlier, never make assumptions about words you don't know. If you are nervous or afraid of offending someone by asking a question, have the courage to ask anyway. If you do offend someone, apologize and seek the answer to your question elsewhere. If you do find a person open and willing to have a conversation, take advantage of it. This is the only way to get answers to unanswered questions.

Let's take some time now and dissect the meanings of sexual orientation, gender identity, and gender expression and the spectrums existing within each one.



Slide 6: SOGIE Spectrums

Instructor's Corner:

PG: 7

👁️ This slide appears with a picture. Click for each of the four spectrums to appear when prompted in the LP.

Trainer Notes:



SOGIE Spectrums

Sexual orientation, gender identity, and gender expression may seem to be the same concepts, but in fact, the three are independent of one another with each having its own spectrum, or scale. To explain the SOGIE spectrums, the Genderbread Person will be our guide. Let's begin with a review of basic biology or sex assigned at birth.

(Click for the biological sex highlight to appear.)

Biological sex refers to organs, hormones, and chromosomes present in a person. A female has a vagina, ovaries, two X chromosomes, estrogen, and can bear children. A male has a penis, testes, an X and Y chromosome, and testosterone. The biological spectrum ranges from exclusively female to exclusively male.

Biological sex is considered by many to be a binary concept, meaning there are only two options, male or female. Typically, a doctor holds a baby up and declares whether it's a boy or a girl; setting in motion a set of standard expectations, such as what colors are acceptable, what clothes to wear, and what bathrooms to use; that if not followed may lead to discrimination and harassment. This binary does not consider intersex, in which

organs present are not strictly male or female. (*Intersex was previously known as hermaphrodite; however, this term is considered derogatory today*).

Q: What questions do you have about biological sex? (*Answer questions, if any.*)

Next, let's talk about the SO in SOGIE or sexual orientation.

(*Click for the sexual orientation highlight to appear on the Genderbread Person.*)

Sexual orientation describes who a person is physically, spiritually, and emotionally attracted to, typically thought to be to a person of the opposite sex (i.e., a man to a woman or a woman to a man). The sexual orientation spectrum ranges from exclusively heterosexual or being attracted to the opposite sex, to exclusively being attracted to the same sex, typically identified as gay or lesbian. Some people identify in the middle of the spectrum, considered bisexual and alternatively, there are people who don't identify with anything on the spectrum, or are asexual.

Q: What happens to a person when they are physically and emotionally attracted to someone? (*Elicit responses.*)

Typically if attracted to someone, people experience involuntary responses such as sweaty hands, a fast heartbeat, low concentration, stomach butterflies, and probably think about the person all the time. Just like heterosexuals, LGBT individuals experience the same involuntary responses toward people they are attracted to, but because they fall outside of society's expected norms, they are often misunderstood. Again, if you do not

agree with or have a certain perception of the sexual orientation of LGBT individuals, as a juvenile probation or supervision officer, your professional obligations must prevail.

Q: What questions or comments do you have about sexual orientation? (*Answer questions, if any.*)

Moving along, let's talk about the GI in SOGIE, or gender identity.

(*Click for the gender identity highlight to appear on the Genderbread person.*)

Q: How do you think gender identity is defined? (*Elicit responses.*)

Gender identity is how a person thinks about themselves internally, whether it's as a woman, man, genderqueer, somewhere in the middle, or somewhere outside of those lines. Typically, gender identity is formed around age three, with hormone and environmental influences playing a part in its formation. Often people believe there are only two ways to identify, as either a boy or girl; however, some people identify as both boy and girl, while others do not identify with either.

A word you may hear more often is cisgender, which is a person whose gender identity is consistent with the sex they were assigned at birth. For example, if a child assigned as a male at birth identifies as a boy, he is cisgender. A transgender person's assigned gender at birth does not align with how they identify internally. This includes Caitlynn Jenner, Janet Mock, and Chaz Bono; all of whom we talked about earlier.

Q: What questions do you have about gender identity? *(Answer questions, if any.)*

(Click for the gender expression highlight to appear on the Genderbread person.)

Let's move on to the E in SOGIE, gender expression, or how a person demonstrates who they are by dress, behavior, mannerisms, and interactions with others. This spectrum ranges from feminine to masculine, with most people identifying as either exclusively feminine or exclusively masculine. Androgynous people fall in the middle of the spectrum, defining themselves with both feminine and masculine expressions.

Alternatively, some people do not identify with any of these expressions, instead identifying as gender-nonconforming, meaning they do not subscribe to gender roles and expressions imposed by society. For example, a girl referred to as a tomboy because she expresses herself by wearing masculine clothing would be gender-nonconforming.

Gender expression is a fluid concept, meaning for an individual, it could change from masculine to feminine day-to-day or even setting to setting. Remember earlier, we talked about Jaden Smith? He identifies as male and is attracted to women, but chooses to express himself in a more feminine manner.

Expectations about gender expression are taught at an early age and are influenced by family, culture, peers, school, the media, and even religion. Children are expected to play with "boy" or "girl" toys, wear certain colors, dress a certain way, and are often told what sports are acceptable. Children expressing their gender outside of traditional expectations often experience pressure to conform from family members as well as bullying at school.

Remember, gender expression is different from gender identity; never assume an individual's gender identity based on their gender expression.

Q: Out of the previous categories, biological sex, sexual orientation, gender identity, and gender expression, which can be observed when working with juveniles?

A: You can only observe a juvenile's gender expression. Remember, this is the only part of SOGIE expressed by physical expression and mannerisms, clothing, or hairstyle.

Q: What questions do you have about gender expression? *(Answer questions, if any.)*

Let's do a quick activity now to test your understanding of SOGIE.

(Be sure to leave the graphic on the screen to allow participants to reference it as they are completing the activity.)



For Your Eyes Only – Activity: SOGIE Match-Up

1. Individually have participants place terms from the word bank in the appropriate category on the chart. Words may be placed in more than one category.
2. Once participants are finished, ask different participants to share their answers.
3. After each participant reads their answer, indicate whether it is correct or not and encourage participants to correct any errors.
4. Discussion during this activity is not meant to be long or drawn out, just a review of the material previously covered in the lesson plan.

Activity Point: This activity is designed to help participants understand SOGIE and its spectrums.



Activity: SOGIE Match-Up

Time: 10 Minutes

Turn in your participant guide to the activity entitled *SOGIE Match-Up*. There you will find a matching activity about SOGIE and its spectrums. Take some time to place the terms in the word bank under the appropriate category, keeping in mind a word may be placed in more than one category. We will then discuss the answers as a group.

(If time permits, allow participants to discuss their answers with a neighbor before discussing it in the large group.)

Word Bank:

<i>Lesbian</i>	<i>Heterosexual</i>	<i>Woman</i>
<i>Intersex</i>	<i>Gender Non-Conforming</i>	<i>Masculine</i>
<i>Gay</i>	<i>Asexual</i>	<i>Transgender</i>
<i>Female</i>	<i>Androgynous</i>	<i>Genderqueer</i>
<i>Bisexual</i>	<i>Man</i>	<i>Queer</i>
<i>Male</i>	<i>Feminine</i>	

Debrief

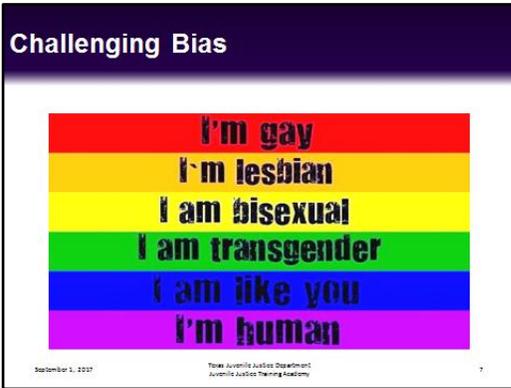
(Give various participants a chance to provide the answers. As each participant reads their answer indicate whether it is correct or not. Encourage participants to correct any errors.)

The answers are as follows:

SEX	SEXUAL ORIENTATION	GENDER	
Biology	Attraction	Identity	Expression
<i>Male</i>	<i>Gay</i>	<i>Man</i>	<i>Masculine</i>
<i>Female</i>	<i>Lesbian</i>	<i>Woman</i>	<i>Feminine</i>
<i>Intersex</i>	<i>Bisexual</i>	<i>Transgender</i>	<i>Transgender</i>
	<i>Heterosexual</i>	<i>Genderqueer</i>	<i>Genderqueer</i>
	<i>Asexual</i>	<i>Androgynous</i>	<i>Androgynous</i>
	<i>Queer</i>	<i>Gender Non-Conforming</i>	<i>Gender Non-Conforming</i>
		<i>Queer</i>	<i>Queer</i>

Q: What questions do you have about SOGIE and its spectrums? (*Elicit responses.*)

This is a lot of information to digest. This course may or may not shift the way you think about sexual orientation, gender identity, and gender expression. Remember your equitable behavior and treatment of all juveniles is important, not your personal thoughts and feelings about a group in particular. Along with an understanding of SOGIE and its spectrums, we must also be aware of biases the LGBT community experiences and how our personal biases may impact interactions with LGBT juveniles. Let's listen to our second quote.



Slide 7: Challenging Bias

Instructor's Corner:

PG: 8

Trainer Notes:



CHALLENGING BIAS

(Have a participant read Statement Card 2.) "It's all about having an open mind. LGBT youth want people who will support them and treat them like they belong. They're normal. Just because they label themselves as something else doesn't mean anything. They just want somebody to accept that, 'I am Mary. This is me. This is how I am.'"

Q: What thoughts do you have about this statement? *(Elicit responses.)*

Q: How do you think biases affect LGBT juveniles? *(Elicit responses.)*

Biases are personal, generalized preferences that interfere with the ability to be impartial or objective and create barriers for effective treatment. Oftentimes, people may not even realize how their biases about SOGIE impact the LGBT community. As a juvenile justice professional, it's important to make equitable decisions, or decisions based on individual needs of all juveniles and not on biases we may have.

Let's spend a few minutes dissecting some myths about SOGIE and LGBT juveniles, which often contribute to the biases we may have.



Slide 8: Activity: Just the Facts

Instructor's Corner:

PG: 8

Trainer Notes:



For Your Eyes Only – Activity: Just the Facts

1. Individually, have participants read a statement, decide if it's myth or fact, and circle M for myth and F for fact.
2. Once finished, ask various participants to share their answer.
3. After each participant reads their answer, indicate whether the statement is actually a myth or fact, then read the additional information located in the debrief section.
4. Discussion during this activity is not meant to be long or drawn out, just a glimpse of some existing myths regarding the LGBT community.

Activity Point: This activity is designed to help participants think about biases regarding the LGBT community.



Activity: Just the Facts

Time: 10 Minutes

In your participant guide, turn to the activity entitled *Just the Facts*. Read each statement and then indicate whether it is a myth or a fact by circling M for Myth or F for Fact. When you are finished we will discuss the answers as a large group.

Debrief

(Ask for volunteers to read each statement and provide their answer. Encourage participants to correct any errors. Clarify whether the statement is a myth or fact and provide additional information about the statement to participants.)

Statements:

1. Based on their age, juveniles cannot know they are LGBT. | Myth
Remember, individuals are aware of their sexual orientation, usually by age ten and gender identity by the age of three. Research shows the average age of coming out is 16 years old.
2. Being transgender is different from being gay. | Fact
A transgender is someone whose gender identity does not align with his or her sex at birth. As we talked about earlier, being gay directly relates to sexual orientation, or who the individual is attracted to.
3. In the LGBT community, sexual orientation and gender identity are matters of personal choice. | Myth
In the LGBT, both sexual orientation and gender identity are considered integral parts of a person that cannot be changed. While some may not share this belief, the LGBT community believes a person is born with their SOGIE.
4. Transgender kids are just “acting out” and trying to get attention. | Myth
Once most transgender juveniles are able, they express themselves in their preferred gender. Denying a transgender child the ability to express themselves

as they identify may take a severe emotional toll on their well-being.

5. LGBT juveniles are mentally ill and sexual predators. | Myth

Simply identifying as LGBT is not associated with having a mental health disorder, nor is it caused by prior sexual abuse or trauma. It is possible for transgender juveniles to be diagnosed with Gender Dysphoria; however this merely relates to emotional distress associated with gender identity not aligning with sex assigned at birth. Additionally, while the LGBT community is often criminalized for their sexual activities, labeled sexual deviates, and scapegoated as sexual predators and child molesters, the vast majority of sexual assaults are committed by heterosexual men.

6. People's gender expression always reflects their gender identity. | Myth

Remember, gender expression and gender identity are separate concepts. Jaden Smith is an example of this. He identifies as a heterosexual male, however expresses himself with feminine clothes. Assumptions should not be made about someone based on their gender expression.

Q: What questions or comments do you have about these myths and facts? (*Elicit responses.*)

This activity provides a glimpse into some of the common myths people reference when talking about the LGBT community. These misunderstandings form biases people have, often leading to unequal treatment of the LGBT community. We all have biases, they are part of human nature, but how we respond to them is key. Let's talk about bias types and how they could affect your interactions with LGBT juveniles.



Slide 9: Types of Bias

Instructor's Corner:

PG: 8

Trainer Notes:



Types of Bias

LGBT juveniles want to be treated just like everyone else. Sounds easy enough, but biases we have often create unnecessary barriers. LGBT juveniles not only have to contend with biases against their age, race or other identifiers, but must also cope with preconceived notions about SOGIE. Specific types of bias and how they may manifest regarding LGBT juveniles include:

- Overt bias

Evident and apparent preferences which may appear as hostility to those not part of a preferred group. For example, being against LGBT beliefs and demonstrating it openly by using discriminatory language.

- Internal bias

Having a private view or belief about someone's identity but not sharing those views with anyone. For example, believing all gay men are flamboyant and loud, but not telling anyone how you feel.

- Unconscious or Implicit bias

A lack of awareness of a preference for or against certain people or group typically

based on assumptions or stereotypes. For example, a male teacher who normally gives high-fives or back pats to male students, unknowingly avoids these actions with male students he perceives to be gay.

Q: What questions do you have about biases? (*Elicit responses.*)

Let's take a closer look at our own personal biases, or beliefs and how they may manifest when interacting with LGBT juveniles.



Slide 10: Personal SOGIE Bias

Instructor's Corner:

PG: 8

 Click for video to play when prompted in the LP.

Trainer Notes:



Personal SOGIE Bias

Everyone has their own personal beliefs regarding the LGBT community. In fact, we all have personal views about groups we don't identify with or that are different from us. This is normal. As was said earlier, this course is not designed to change your personal beliefs; however, professional duties require us as juvenile justice professionals to provide all juveniles with fair or equitable, treatment. One way to do that is to recognize what biases we hold personally, especially those that are implicit, or unconscious.

As I read the next few statements, reflect silently and be honest with yourself about whether you would answer yes or no to each one.

(Read the following statements, pausing a few seconds after each, to allow for silent reflection.)

- I would be comfortable knowing my child's second grade teacher is gay.
- If I found out my son or daughter was gay or a lesbian, I would be fine telling other people.
- I would feel comfortable dating a bisexual person.
- I should be informed if a colleague is transgender.

- It would bother me if someone thought I was gay.

Q: For anyone feeling comfortable enough to share, what is your reaction to any one of these statements? (*Elicit responses.*)

These statements not only allow you to reflect on your own LGBT beliefs, they also are an indication of how your biases may manifest when working with LGBT juveniles. For example, an unconscious bias against LGBT juveniles may lead someone to:

- Say something, unintentionally or not, a LGBT juvenile finds offensive.
- Avoid a juvenile or perhaps not work as diligently on a case, consciously or not, because a juvenile identifies as LGBT.

On the other hand, an unconscious bias supporting LGBT juveniles may lead someone to:

- Give special attention to juveniles believed to be gay, lesbian, bisexual, or transgender.
- Look the other way when a LGBT juvenile misbehaves.

Of course everyone is individual; these are merely examples of how biases could manifest themselves. You may believe you have no preference about LGBT juveniles. No biases would lead someone to:

- Treat all juveniles, LGBT or not, with fairness and equity.
- Extend privileges to juveniles who earn them.

Remember, there are no right or wrong answers here. You may feel uncomfortable with all of the statements read to you and that's okay. The point of this reflection is to clarify

your own LGBT beliefs, become conscious of what you actually feel, and reflect on how those feelings may influence your decisions with regard to LGBT juveniles. Notice we keep coming back to remaining professional and treating everyone with equity; regardless of your personal reflections on these statements, professional obligations must be your top priority.



Remember, as juvenile justice professionals, we have a duty to treat all juveniles with respect while they are in our care, despite personal biases. Let's take a moment to watch a video called *Always My Son*. The video shows a family's journey in accepting a gay member of their family, despite having certain SOGIE biases. While watching, think about how you would react if this were your son.

(Click to show video. Length of video is 10 minutes and 12 seconds.)

Q: What are your thoughts regarding this video? *(Elicit responses.)*

Q: What surprised you about E.J.'s father, Edward? *(Elicit responses.)*

Edward was able to reflect on the biases he had about the LGBT community and was able to challenge his belief system because he knew his son was in pain. Though the conversation about E.J. being gay was difficult, the family pushed through their issues and now E.J. is able to just be himself. This video also illustrates how all children, LGBT or not, simply long to be accepted. Many times fear keeps LGBT juveniles quiet about their feelings, so they suffer silently.

Let's look at some effective strategies for responding to bias, particularly when it's implicit.



Slide 11: Responding to Bias

Instructor's Corner:

PG: 9

Trainer Notes:



Responding to Bias

If your biases conflict with providing a safe environment for LGBT juveniles, professional obligations must prevail. There are some strategies we can use if we realize we are treating a LGBT juvenile differently because of biases, including:

- Keeping treatment of LGBT juveniles in perspective. Use the “My Child” test. Think about how you would feel if your child or loved one was being mistreated based on unfair perceptions. For example, telling a LGBT juvenile they are going through a phase and being gay is wrong will likely cause feelings of isolation and sadness.
- Using a systematic approach with all juveniles. Be objective in the decisions you make and treat all juveniles fairly.
- Being self-aware. If you feel uncomfortable around a LGBT juvenile, ask yourself why you feel this way and explore ways to respond to your feelings. When feeling uncomfortable, talking through how you feel with someone you are close to may help; they may be able to provide a different perspective. Reflect on your feelings, which are valid, and ask yourself whether you want to change how you feel.

- Not participating in jokes or comments about LGBT or other identifiers and let people know these types of comments are unacceptable. For example, people often say things such as, “You’re acting like a girl” to a boy or “That’s so gay” when ideas are challenged. Do not accept this kind of language among juveniles or peers.
- Being supportive and nonjudgmental. Juveniles should know you have an open mind and are willing to listen, regardless of personal beliefs. Building trusting relationships involves listening to juvenile stories, peeling the layers and getting to know them and their specific struggles.

Q: How do you think these strategies will help when working with LGBT juveniles?

(Elicit responses.)

This brings us to the next section of the course; creating safe and equitable environments in juvenile facilities for LGBT juveniles. First, let’s listen to our third quote of the day.



Slide 12: LGBT Support in Juvenile Justice

Instructor's Corner:

PG: 9

Trainer Notes:



LGBT SUPPORT IN JUVENILE JUSTICE

(Have a participant read Statement Card 3.) “And even when I got really close with a staff member who was sensitive about the fact that I was queer, they made it so I could no longer talk to that staff member because they thought the relationship was getting inappropriate. There was nothing inappropriate; it’s just that I found someone who would support me. People often label us as sex-offenders and whatever. And the truth really is that we’re no different than anyone else.”

Q: What thoughts do you have about this statement? *(Elicit responses.)*

Young people are often searching for allies who will support and guide them. This is one of the critical roles you will exercise as a juvenile justice professional, particularly for LGBT juveniles in our system. A study of 2100 pre-adjudicated juveniles in six juvenile justice jurisdictions across the country revealed 11% identified as LGBT; however, that number only reflects juveniles comfortable enough to disclose their SOGIE. What about the ones fearful to reveal their SOGIE? We must provide all juveniles a safe environment, so they are comfortable enough to reveal their SOGIE, if they so desire. Juveniles should

be encouraged to be forthcoming about their SOGIE; it not only fosters feelings of respect, but also determines the safest housing options.

Before we look at some supportive strategies to use with LGBT juveniles, we need to talk about the pathways leading to their overrepresentation in our system.

Q: What circumstances may lead LGBT juveniles into the juvenile justice system?

(Elicit responses.)

Several pathways lead LGBT juveniles into the juvenile justice system. As we move through our discussion, think about how these pathways might impact a juvenile's behavior or progress in assigned programs.

- Family rejection

LGBT juveniles may be rejected by their families because of their SOGIE. This often leads to homelessness, survival crimes such as theft or prostitution, and/or suicide. LGBT juveniles are 8.4 times more likely to commit suicide because of family rejection.

- Harassment in school

Bullying, especially among peers in school may result in poor attendance, as LGBT juveniles attempt to avoid harassment. Fighting may also occur in an effort to protect themselves, but this may lead to an arrest, court, community supervision, or facility placement.

- Harassment in prior foster care or temporary placements

A lack of understanding or persecution by caregivers or other juveniles may lead

to a LGBT juvenile absconding or running away. This is considered a status offense for juveniles possibly leading to arrest.

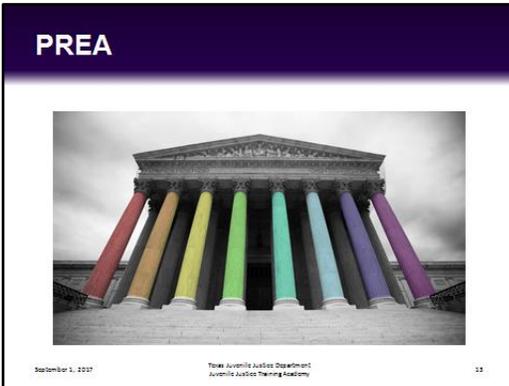
- Isolation, low self-esteem, or depression

Feeling alone may lead to substance use, which could lead to an arrest. Depression and feelings of hopelessness may lead to suicidal ideation and/or suicide.

Q: What other factors may lead a LGBT juvenile into the juvenile justice system? (*Elicit responses.*)

This is certainly not a comprehensive list of pathways leading to the juvenile justice system, however they provide a context about the challenges faced by LGBT juveniles and how difficult life can be, simply because of their SOGIE. Imagine even experiencing one of the pathways mentioned and then being arrested. Getting arrested is traumatic, particularly if the arrest was caused by merely trying to survive. This trauma can manifest itself in several ways with juveniles, such as placing them at a higher risk for suicide or ideation, sabotaging their potential release date for fear of returning home, reluctance about attending school, or being secretive about their feelings. Being aware of the trauma and obstacles LGBT juveniles deal with allows us to address and encourage change in their behavior patterns.

Let's now discuss some strategies and policies within our system, which provide protections and inclusive environments for LGBT juveniles.



Slide 13: PREA

Instructor's Corner:

PG: 9

Trainer Notes:



PREA

The Prison Rape Elimination Act or PREA was established in 2003 with the purpose of eliminating sexual abuse in prisons, jails, juvenile facilities, and halfway houses. If a juvenile identifies as LGBT, PREA requires an assessment within 72 hours of confinement to learn the juvenile's SOGIE and determine if he (or she) are at risk for sexual abuse or harassment. If a juvenile identifies as transgender or intersex, decisions of where they are housed are based on individual needs and not their sex at birth.

Information about a juvenile's SOGIE is considered private and confidential and if the information is shared, the juvenile must be consulted beforehand. This includes divulging LGBT information to a parent or guardian. All juvenile justice professionals have this obligation, including judges, lawyers, and other stakeholders. Consider this, a LGBT male appears in court and hasn't told his parents of his particular SOGIE. The probation officer included the SOGIE information in the pre-disposition report, or PDR, which typically is not read aloud in the courtroom. The particular judge presiding over the case, after reading the PDR asked the juvenile about his SOGIE in open court, to the surprise of the juvenile and his parents. This can make for an uncomfortable, awkward situation for all parties.

PREA also prohibits cross-gender strip and cavity searches, except in emergencies, or those conducted by a medical professional. Cross-gender pat searches, except in exigent circumstances are prohibited. Typically, most agencies allow transgender juveniles to choose the gender of the officer conducting their search.

Q: What questions do you have about PREA and how it protects LGBT juveniles?

(Answer questions, if any.)

Remember, PREA protects all juveniles, not just those identifying as LGBT. The PREA standards are extensive; be sure to contact your local PREA administrator if you have additional questions. Now let's talk about strategies you can use to create an inclusive environment.



Slide 14: Inclusive Strategies

Instructor's Corner:

PG: 10

 This slide appears with a picture. Click for each of two pictures to appear when prompted in the LP.

Trainer Notes:



Inclusive Strategies

There are some useful strategies you can implement to create an inclusive environment for LGBT juveniles, including communication and family engagement.

(Click for the first picture to appear.)

Communication

To convey an environment of acceptance and trust, juvenile justice professionals must be willing to communicate with juveniles by using language which facilitates meaningful, open discussions and promotes an equitable environment. For example, asking a boy whether he has a girlfriend assumes he is heterosexual, when in fact he may identify as bisexual. A few tips about open communication:

- Avoid using judgmental or disrespectful words.
Using heteronormative language, or terms which assume heterosexuality and cisgenderism create feelings of dismissiveness and disrespect. In addition, avoid using the following words:

- Lifestyle

Describing LGBT as a lifestyle implies sexual orientation is something to choose. The LGBT community however, believes SOGIE is a fundamental part of who a person is. Gay conversion therapy or attempting to change a person's SOGIE with therapy has proven to be ineffective and can actually cause feelings of self-hatred within individuals.

- Choice

Sexual orientation and gender identity are not choices, according to the LGBT community. Describing LGBT identity as a choice may convey limited understanding of SOGIE. Most LGBT people report their SOGIE to be so deeply ingrained; it simply can't be shut off or changed.

- Friend

Using this word to describe a romantic partner minimizes the relationship and relays disapproval.

- Homosexual

This word has a negative connotation in the LGBT community and labeling a LGBT person with it, is considered offensive. Initially, in the 1970's, the word was used often by anti-gay religious groups and in psychoanalysis, when it was widely believed one could change from being gay to being straight. This is not to say a gay or lesbian person cannot refer to themselves as homosexual, but it may be offensive if coming from a heterosexual person. Remember, words evolve and this is one that may trigger negative reactions, particularly when used by the wrong person.

- Use chosen names and pronouns.

Use the preferred name and pronoun of LGBT juveniles when speaking about them and on all of their pertinent paperwork. For example, consider Riley, a 16-year-old transgender girl, who is detained at the local detention center. Despite her informing the staff she prefers the pronoun she and to address her as Riley, staff ignore the request and call her Roland, the name listed on her birth certificate. They also use the pronoun him, despite this not being her preference. Using Riley's birth name and the improper pronoun is offensive. Local departments will have their own protocols for documenting a juvenile's SOGIE. All pertinent stakeholders should be informed of a juvenile's SOGIE and preferred pronouns should be used not only in case files, but also within the Juvenile Case Management System, JCMS or other case management system.

- Non-verbal communication.

Unspoken nuances, such as facial expressions, posture, avoided eye contact, and crossed arms may relay feelings of uneasiness or displeasure with LGBT juveniles. Remember, non-verbal communication when interpreted correctly can be more important than what is said verbally.

(Click for the second picture to appear.)

Family Engagement

Another strategy to develop trust with LGBT juveniles is to support family involvement, or engagement. First though, it is important to determine whether a LGBT juvenile has "come out" to their family. Coming out is when a person first acknowledges and accepts their sexual orientation or gender identity and begins to tell others. This is an on-going

process in that this information often has to be revealed many times, to different people. Never assume a juvenile has come out and if they haven't, encourage them do so with the help of a counselor if they choose. As juvenile justice professionals, we should also guide the family of LGBT juveniles on how to provide support and encouragement for their LGBT child by:

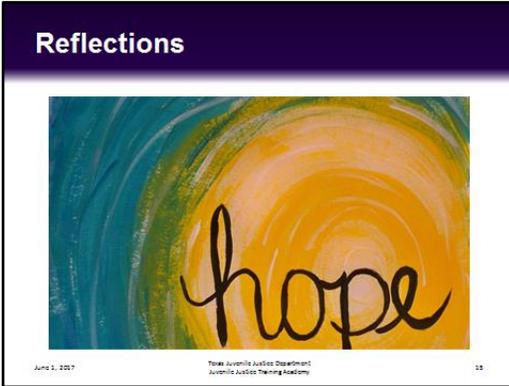
- Identifying resources not only to teach ways to support LGBT children, but also to address particular fears and biases the family may have regarding SOGIE.
- Explaining the positive effect family engagement has on LGBT juveniles and how it may help avoid such things as mental health issues or feelings of isolation.
- Encouraging advocacy at school, particularly if an LGBT juvenile is being bullied.
- Assisting in identifying supportive behaviors, including:
 - Expressing affection when an LGBT juvenile comes out.
 - Requiring other family members to respect their LGBT child.
 - Supporting gender expression.

Q: What other strategies can we use to convey an inclusive environment with LGBT juveniles? (*Elicit responses.*)

Remember, you can implement these inclusive measures, despite having beliefs misaligned with the LGBT community. No one can change your beliefs or what you think, however juvenile justice professionals must remain professional when working with LGBT juveniles and treat them, along with all others, with equity and respect.

Q: What questions do you have about the strategies used to create inclusive environments for LGBT juveniles? *(Answer questions, if any.)*

The impact of support from even just one person may help a LGBT juvenile avoid the juvenile justice system or if they have entered, find success within an assigned program. Let's take a look at a few examples. First, let's listen to our last quote of the day.



Slide 15: Reflections

Instructor's Corner:

PG: 10

 This slide appears with a picture. Click for each video to play when prompted in the lesson plan.

Trainer Notes:



Reflections

(Have a participant read Statement Card 4.) "I've met a lot of straight people who want to help. Just because they don't know anything doesn't mean they don't want to learn. And some of them know a lot more than some LGBT people."

Q: What thoughts do you have about this statement? *(Elicit responses.)*

Some LGBT juveniles may have sufficient support systems in place, however for others, positive role models and influences are nonexistent. As a juvenile justice professional, you may be the only ally a LGBT juvenile has.



Let's watch two videos now that provide a glimpse into the lives of a couple of LGBT juveniles, the obstacles they experienced, and how they dealt with them. As you watch, reflect on the support systems, or lack thereof, they each have in their lives and jot down some similarities between the two in your participant guide. We'll start with *George's Story*.

(Click to play video. Length of video is 4 minutes and 13 seconds.)

Q: Why did George feel forced to run away? *(Elicit responses.)*

George ran away because he had several traumas early in his life; abandoned by his father, beaten by his aunt and uncle, and molested at school. To survive, he resorted to prostitution, which landed him in juvenile detention. The juvenile detention center should have been a safe space for George, but instead he was placed in isolation for six months because of his SOGIE, which violated his rights. Eventually, he was placed with GLASS, or the Gay and Lesbian Adolescent Social Services, where he was able to find a mentor who helped him move on with his life. Remember, your role as an ally or mentor, will be significant for LGBT juveniles, particularly if they do not have a support system of their own.

Q: What other comments do you have about George's story? *(Elicit responses.)*

Let's watch a second video, called the *Tyler | Berdie Story*. As you watch, take note of the similarities or differences in the lives of George and Tyler.

(Click to play video. Length of video is 5 minutes and 5 seconds.)

Q: How would Tyler's life be different if, before entering foster care, he had strong family support? *(Elicit responses.)*

Q: What surprised you about Berdie? (*Elicit responses.*)

Berdie reserved judgment until she learned all she could about what it meant to be gay. She knew the family not only had to respect Tyler, but accept him, regardless of his SOGIE. Berdie was an ally from the beginning and she advocated for Tyler, even at school when he was being taunted. Though Tyler, much like George, initially dealt with an unsupportive family and felt alone in the small town where he grew up, Berdie made a profound difference in his life. He's now a college graduate and working in the community.

Q: What were some of the similarities you identified with George and Tyler? (*Elicit responses.*)

Both stories show the impact family support can have on an individual, what it means to accept an LGBT juvenile, and how being a mentor can have a profound effect. Once Tyler and George were accepted by the people in their lives, they were able to flourish. Remember, a person's SOGIE must not determine how they are viewed by others, how they live their lives, or how they are treated by juvenile justice professionals.

Q: What final thoughts do you have about the videos or information we discussed today? (*Elicit responses.*)

Final Thoughts

- SOGIE is unique to everyone.
- Addressing personal biases benefits all juveniles, particularly those identifying as LGBT.
- Supporting LGBT juveniles requires inclusivity, respect, and professionalism.



September 1, 2017
Texas Juvenile Justice Department
Juvenile Justice Training Academy

Slide 16: Final Thoughts

Instructor's Corner:

PG: 10

Trainer Notes:



FINAL THOUGHTS

Today, we discussed the changing perspective regarding gender and sexuality. We talked about SOGIE, its spectrums, how to respond to personal biases, and inclusive strategies that can be implemented in the juvenile justice system.

Q: How will this information affect your work with LGBT juveniles? (*Elicit responses.*)

Throughout the course, we kept coming back to the notion of fair and equitable treatment of LGBT juveniles. Although their SOGIE may be different, they deserve to be treated the same as all other juveniles. Further, despite personal beliefs, it is hoped after participating in the course today that you are able to fully empathize with the challenges LGBT juveniles endure and commit to providing respectful and equitable treatment while they are in care. To summarize:

1. SOGIE is unique to everyone. All people have the right to be treated fairly, regardless of sexual orientation, gender identity, gender expression, race, religion, or any other identifier important to them.

2. Addressing personal biases benefits all juveniles, particularly those identifying as LGBT.
3. Supporting LGBT juveniles requires inclusivity, respect, and professionalism.

If we are mindful of these points when working with LGBT juveniles, we ensure safe and supportive spaces for them within our facilities and when assigned to community supervision.

Thank you for participating in the *Gender and Sexuality | A Changing Perspective* course today.

Glossary

This is a list of commonly used terms intended for reference purposes only. Some are not discussed during the training.

Agender – A person who does not identify with a specific gender.

Ally – A person who does not identify as LGBT but supports and promotes rights and equality for LGBT people.

Androgynous – A person with physical or presentational traits ascribed to both men and women.

Asexual – A person not romantically or sexually attracted to any gender.

Bigendered – A person having two genders; exhibiting cultural or physical characteristics of male and female roles.

Bisexual – A person attracted to both men and women.

Butch – A person who identifies as masculine; physically, mentally, or emotionally.

Cisgender – A person whose gender identity matches his or her sex assigned at birth.

Coming Out – The act or process of voluntarily disclosing one's sexual orientation or gender identity.

"Down-low" or "DL" – A slang term for a person (generally male) who identifies publicly as heterosexual, but who secretly engages in sexual behavior with people of the same sex.

Femme – A person who identifies as feminine; physically, mentally, or emotionally.

Gay – A person who is attracted to individuals of the same gender.

Gender – A social construct used to classify a person as a man, woman, or some other identity.

Genderfluid – Shifting naturally in gender identity and/or gender expression.

Gender Non-Conforming – A person who does not subscribe to gender expression or roles imposed by society.

Heteronormativity – The assumption, by individuals or institutions, that everyone is heterosexual, and that heterosexuality is superior to other sexual orientations.

Homophobia – The irrational hatred and fear of lesbian or gay people or disapproval of other sexual orientation, regardless of motive.

“In the Closet” – A lesbian, gay, bisexual, transgender, or intersex person who chooses not to disclose his or her sex, sexual orientation, or gender identity to friends, family, coworkers, or society.

Lesbian – A woman who is attracted to other women.

MSM – An abbreviation for “men who have sex with men,” which refers to men who engage in sexual behavior with other men, but who may not necessarily self-identify as gay or bisexual.

Post-Op – A transgender person who has received sex-affirming surgery, aligning the sexual organs with the person’s gender identity.

Pre-Op – A transgender person who has not received sex-affirming surgery.

Queer – An umbrella term used to refer to all LGBT people.

Transgender Man – A person who was assigned a female sex at birth, but identifies as and is living as a man. Similar terms include: trans man, trans boy, and transgender boy.

Transgender Woman – A person who was assigned a male sex at birth, but identifies as and is living as a woman. Similar terms include: trans woman and trans girl.

Transistion – A process by which transgende people align their anatomy (medical transition) or gender expression (social transition) with their gender identity.

Transphobia – Fear or hatred of, or prejudice against, transgender people.

Transsexual – A term used by the medical community to refer to individuals who wish to alter their bodies to make their anatomy more in line with their gender identities.

Two-Sprirt – A term used in some Native American communities for persons who identity with gender roles of both men and women, and/or are considered a separate or third gender.

Ze – A gender-neutral pronoun some people use instead of *he* and *she*, or as an alternative to the gender binary.

Zir – A gender-neutral possessive pronoun some people use instead of *his* and *her*, or as an alternative to the gender binary.