

LGBTQ2S+ & SUBSTANCE USE PREVENTION



Dr. Vilna Tejada, DSW, MSW, LICSW & Dr. Aswood Bosseau, DSW, MSW, LCSW



Dr. Aswood Bosseau



Dr. Vilna Tejeda

AGENDA

- **INTRODUCTIONS**
- **ICEBREAKER**
- **TERMINOLOGY**
- **STARTING POINT- THE SELF**
- **STATISTICS**
- **YOUTH**
- **ADULTS**
- **MYTH VS. FACTS**
- **PATHWAY TO VIOLENCE**
- **PREVENTION, INTERVENTION, & RECOVERY**
- **CASE STUDY**
- **YOUTH: STRATEGIES FOR PRACTICE**
- **ADULTS: STRATEGIES FOR PRACTICE**

ICE BREAKER



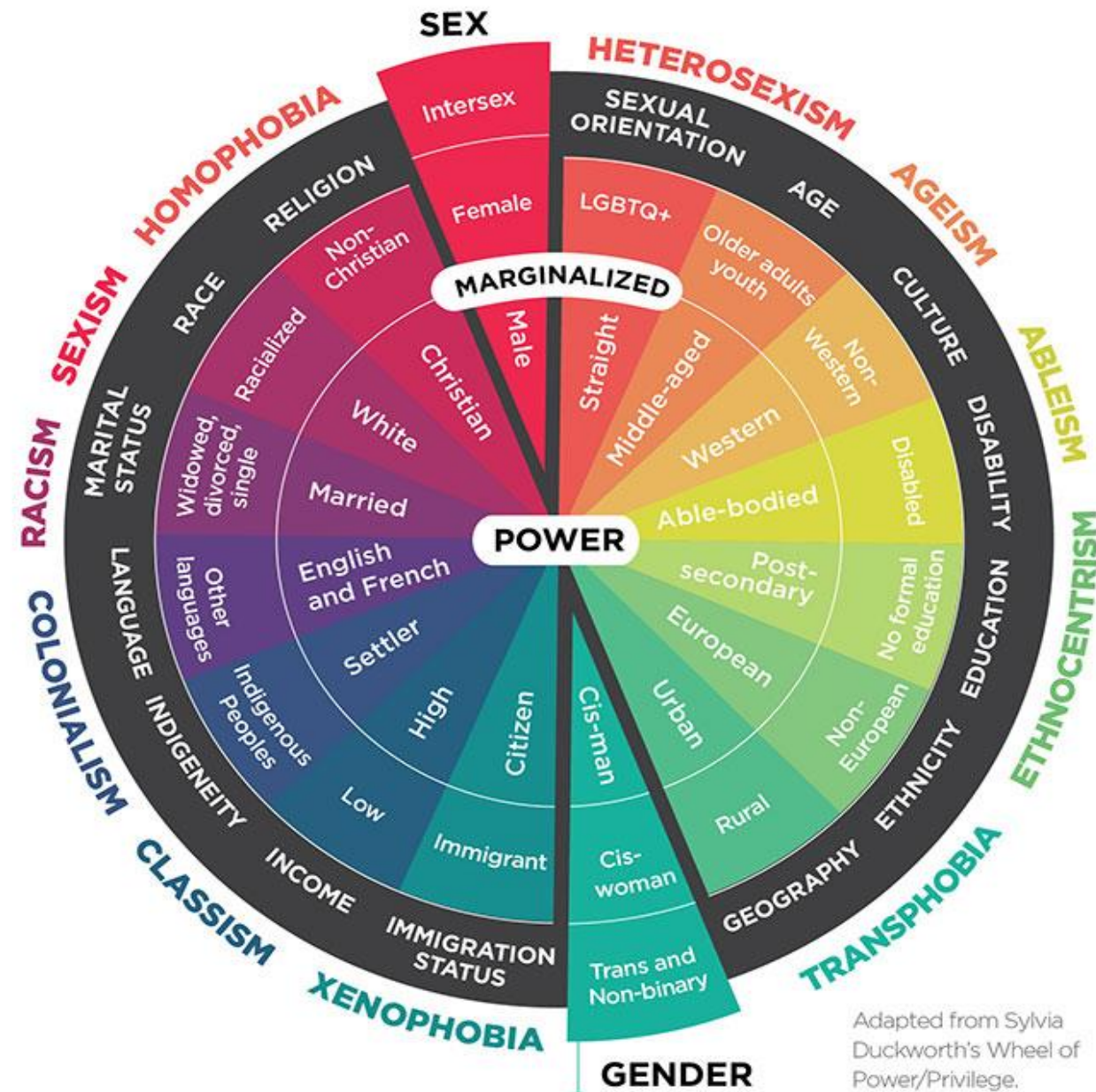
TERMINOLOGY

- **LGBTQ2S+:** Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Two-Spirit.
- **Gender:** Characteristics of women, men, girls and boys that are socially constructed.
- **Gender Identity:** Each person's internal and individual experience of gender.
- **Sexuality:** Your sexual feelings, thoughts, attractions and behaviors towards other people.
- **Sexual Orientation:** Who you are attracted to- different gender, same gender, both gender.
- **Gender Expression:** How a person publicly expresses or presents their gender.
- **Pronouns:** Part of a person's identity, just like a name is
- **Deadnaming:** The act of calling a transgender person by an incorrect name.

TERMINOLOGY

- **Clean**
- **Dirty Urine**
- **User**
- **Habit**
- **Substance abuse**
- **Substance abuser**
- **Substance use**
- **Mental health disorder**
- **Help seeking**
- **In recovery**
- **In remission**

Intersectionality Wheel



Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

HARASSMENT AND ASSAULT AT SCHOOL (2021–2022 ACADEMIC YEAR)

- 83.1% of students experienced in-person harassment or assault based on personal characteristics, including sexual orientation, gender expression, gender, religion, actual or perceived race/ethnicity, and actual or perceived disability.
- 76.1% experienced in-person verbal harassment (e.g., called names or threatened).
- 31.2% were physically harassed (e.g., pushed or shoved).
- 12.5% were physically assaulted (e.g., punched, kicked, injured with a weapon).
- 53.7% of LGBTQ+ students were sexually harassed (e.g., unwanted touching or sexual remarks)

MORE STATISTICS...

- Four out of five LGBT students reported being physically, sexually, or verbally abused at school.
- 97.0% students heard “gay” used in a negative way (e.g., “that’s so gay”) at school
- 68.0% heard these remarks frequently or often,
- 93.7% reported that they felt distressed because of this language.
- 61.5% of LGBTQ+ students who were harassed or assaulted in school did not report the incident to school staff.
- 60.3% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.

RESULTING: LGBTQ2S+ students avoid school activities or miss school entirely.

MYTHS VS. FACTS:

MYTHS:

- There aren't many LGBTQ2S+ teens.
- Being LGBT is immoral.
- Being LGBT is just a phase.
- Bisexuals can choose to be straight.
- Homosexuals are pedophiles.



FACT: There is no connection between homosexuality and pedophilia.

92% of visible offenders were male.

Nearly 80% of child abuse is perpetrated by heterosexual males.

the vast majority 78.84% were white.

VIOLENCE PATHWAY IN EARLY ADOLESCENCE

Initial

- Teasing
- Bullying

Progression

- Gender Bullying
- Harassment

Final

- Sexual Violence
- Sexual Aggression

- Bullying (especially gender-related) is a stepping stone to future sexual violence.
- There is a need for empathy: “To develop empathy, using sameness tends to be the best strategy.”

DISORDERS THAT COMMONLY CO-OCCUR WITH THE SUD

- Schizophrenia
- • Bipolar Disorders
- • Depressive Disorders
- • Anxiety Disorders
- • Posttraumatic Stress Disorder (PTSD)
- • Personality Disorders, especially
 - – Antisocial personality disorder
 - – Schizoid personality disorder
 - – Narcissistic personality disorder
 - – Borderline personality disorder

CASE STUDY - YOUTH

- “Casey,” a 16-year-old male high school student who was referred to a JDC by his probation officer after repeated positive drug screens for marijuana and methamphetamines. He was placed on probation at age 15 due to substance related legal charges. Casey was the middle of three male children being raised by their mother. When he was 13 years old, his father passed away. Casey and his extended family were born and raised in a rural geographical area of a mid-Atlantic southern state. Casey presented as an affable and friendly young man who was quick to smile and make jokes. He enjoyed working on old cars and hunting. Casey had been an average student with no disciplinary issues at school. He was in regular education classes. He had many friends, including a girlfriend. He reported that he began using marijuana around age 13 and methamphetamines around age 14. He was introduced to both substances by family members and neighborhood friends. He typically used these substances with others, including family members, but would occasionally use them alone. Many of his friends also used substances; however, his girlfriend did not use marijuana or methamphetamines. He reported using daily.

CASE STUDY - ADULT

Melanie is a 34-year-old single woman who works as a head accountant in a large financial firm. She has an MBA as well as a master's degree in economics. Melanie lives alone, and though she does date some other women from time-to-time, she considers herself currently single. Melanie has never missed a day of work since starting at the firm as an intern during her graduate school days. She has earned numerous promotions and merit raises and she consistently presents on financial research findings at various professional organizations and conferences. Melanie recently came to you for some basic self-reflection work to help her better determine if she wishes to remain single or devote herself to finding and developing a romantic relationship. You see her in an outpatient therapy setting once per week for a 60-minute session. In the course of your early dialogue, Melanie reveals that she has a friend she meets with every Friday night at 6:00pm and they celebrate the oncoming weekend by each doing "only one small line of cocaine. Nothing more." Melanie and her friend began this ritual four years ago. Her friend always brings the cocaine and Melanie never asks where and how the cocaine was purchased. Melanie says she works "intense and crazy hours at an intense and crazy pace all week, so that one line is my springboard to unwind for the 48 hours that are the weekend." Melanie denies ever doing more than one small line of cocaine, once per week on a Friday.

EFFECTIVE INTERVENTIONS FOR ADULTS

- Cognitive/Behavioral Approaches
- Motivational Interventions
- Psychopharmacological Interventions
- Modified Therapeutic Communities
- Assertive Community Treatment
- Vocational Services
- Dual Recovery/Self-Help Programs
- Consumer Involvement
- Therapeutic Relationships

EFFECTIVE INTERVENTIONS FOR YOUTH

- Family Therapy
- • Multi-systemic Therapy
- • Case Management
- • Therapeutic Communities
- • Circles of Care

FUNDAMENTAL COMPONENTS OF RECOVERY

- 1) Self-directed
- 2) Individualized and person centered
- 3) Empowerment
- 4) Holistic
- 5) Non-linear
- 6) Strength-based
- 7) Peer support
- 8) Respect
- 9) Responsibility
- 10) Hope

LGBTQ2S+—INCLUSIVE SCHOOL CHECKLIST

Policies and Procedures:

- Fairly enforced anti-bullying & non-discriminatory policies that explicitly protect LGBTQ2S+ students
- School forms and applications that are inclusive of all identities and family structures
- A gender-neutral dress code
- Gender-neutral and/or private bathrooms and changing areas

Course Content:

- Health and sexuality education that is inclusive of all orientations and gender identities
- Curriculum that regularly includes information about LGBTQ2S+ people, history, and events
- Library resources and displays that are inclusive of LGBTQ2S+ people, history and issues

LGBTQ2S+—INCLUSIVE SCHOOL CHECKLIST (CONT'D)

School Events & Celebrations:

- School dances & proms that are safe for & inclusive of LGBTQ2S+ students
- Proms, homecoming & athletic events that allow for gender-neutral alternatives to “king” and “queen”
- Valentine’s Day celebrations inclusive of LGBTQ2S+ and non-coupled students
- Observations of Mother’s Day & Father’s Day that affirm all family structures

Co-Curricular Activities:

- Athletic teams & events that are safe for & inclusive of LGBTQ2students
- GSAs & other student clubs that combat name-calling, bullying & harassment
- School publications that cover LGBTQ people & issues

INCLUSIVE ENVIRONMENTS

- Focus on creating safe, validating spaces
- Think about visuals and resources—photographs, posters, magazines & newsletter, brochures, books, etc.
- Are there staff with whom LGBTQ can identify?
- Consider facilities—gender neutral bathrooms, changing facilities, locker rooms, etc.

RESOURCES & REFERRALS

Interventions:

- **Confidentiality:** talk to the student at an appropriate time & place.
- Ask open-ended questions: When? Where? Who? Why?
- Identify the severity of the problem.
- **Determine:** informational or mental health referral
- Validate the student & refer to the appropriate entity.
- Avoid giving advice or solving/owning the problem.

Referrals:

■ Informational Referrals:

- School Social Worker
- School Psychologist
- School Counselors
- School GSA
- GLSEN
- PFLAG- <https://pflag.org/>
- Youth Pride
- Teaching Tolerance-<https://www.learningforjustice.org/>
- Human Rights Campaign (www.hrc.org/youth)

FINAL THOUGHTS...

“Our beliefs are our own, but our actions need to be safe and consistent. We don’t have an obligation to change our beliefs, but we have an obligation to change our actions.”

-William Kingdon Clifford

Chavis, A. Z., & Hill, M. S. (2008). Integrating multiple intersecting identities: A multicultural conceptualization of the power and control wheel. *Women & Therapy, 32*(1), 121-149.

Dahlberg, L. L., & Potter, L. B. (2001). Youth violence: Developmental pathways and prevention challenges. *American Journal of Preventive Medicine, 20*(1), 3-14.

Espelage, D. L., Low, S. K., Anderson, C., & De La Rue, L. (2014). Bullying, sexual, and dating violence trajectories from early to late adolescence. *Methodology, 9*(11), 1-73.

Glazzard, J., & Vicars, M. (2022). LGBT inclusion in schools. *Frontiers in Sociology, 7*, 904357.

Hankivsky, O. (2022). INTERSECTIONALITY 101. International Child Sexual Exploitation database. (n.d.). <https://www.interpol.int/en/Crimes/Crimes-against-children/International-Child-Sexual-Exploitation-database>

Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The Experiences of LGBTQ+ Youth in Our Nation's Schools. A Report from GLSEN. *Gay, Lesbian and Straight Education Network (GLSEN)*.

Kruger, D., Keyser-Verreault, A., Joseph, J., & Peers, D. (2022). The operationalizing intersectionality framework. *Journal of clinical sport psychology, 16*(4), 302-324.

Morgan, K. (2017). *Substance Use Disorder and Addictions*. Sage Publishing

Parmenter, J. G., Galliher, R. V., & Maughan, A. D. (2020). An exploration of LGBTQ+ community members' positive perceptions of LGBTQ+ culture. *The Counseling Psychologist, 48*(7), 1016-1047.

Ramey, J.S., Volk, F. (2023). *Schools and Juvenile Treatment Drug Courts: A Case Study on Treatment Access through Collaboration and Advocacy, Children & Schools, 45, 4, P. 243–250, https://doi.org/10.1093/cs/cdad019*