

Suicide Prevention with LGBT Youth: Building Your Capacity for Effective Initiatives

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Objectives

By the end of this session you will:

- Understand basic components of two SPRC LGBT youth suicide prevention tools
- Share successes and challenges of LGBT suicide prevention in your work
- Identify existing resources and how to access them
- Name one action you will take to enhance LGBT youth suicide prevention in your work

Group Introductions

- Name
- Affiliation & role

In one brief sentence each...

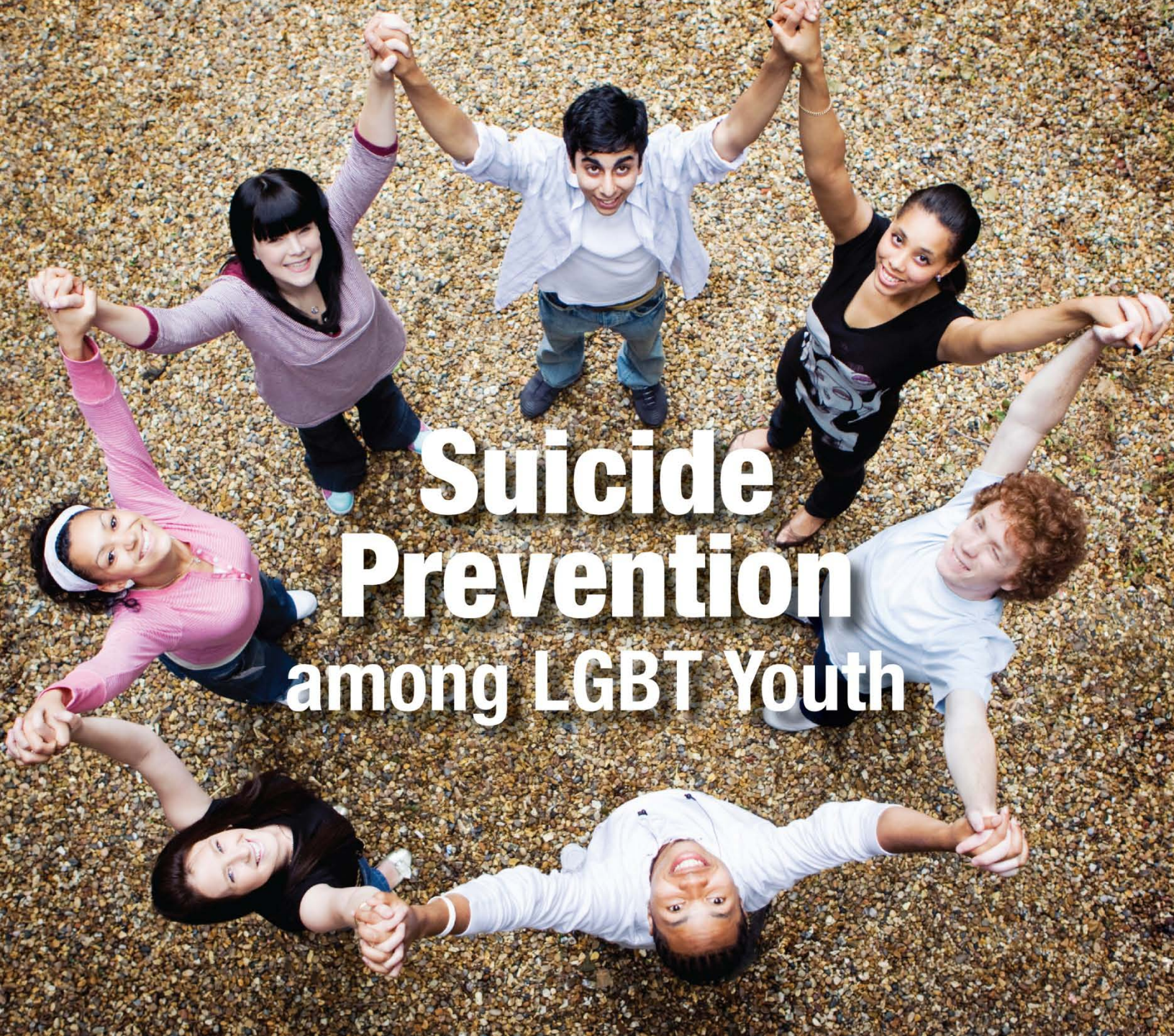
- What are you doing around LGBT youth suicide prevention?
- What would you like to be doing?

Agenda

- Highlight two SPRC resources
 - LGBT youth suicide prevention report (“LGBT white paper”)
 - “Suicide Prevention among LGBT Youth” Workshop Kit
- Group input on each other’s current and future efforts on LGBT suicide prevention
- Resources, handouts
- Wrap-up/Action

Wanda Sykes PSA from Workshop Kit





Suicide Prevention among LGBT Youth

A Life in the Community for Everyone
SAMHSA
Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services

SPRC
SUICIDE PREVENTION RESOURCE CENTER

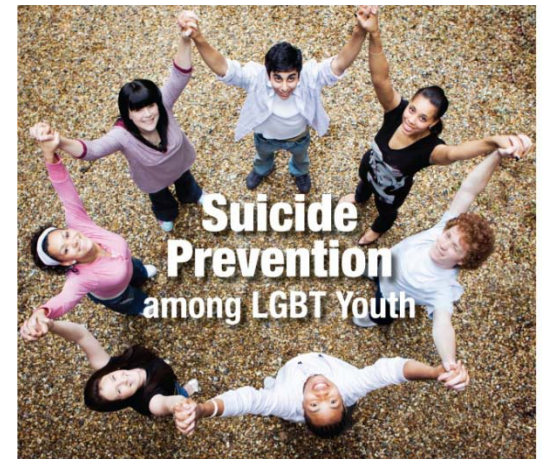
EDC

Rationale for this Workshop Kit

- More suicidal behavior in LGBT youth
- Opportunity to modify risk and protective factors
- Opportunity to develop/adapt interventions to be culturally competent with LGBT youth
- People want more training on these topics
- Kit materials provide an accessible starting point for trainers to share

Workshop Kit Overview

1. Leader guide
2. Main workshop slide presentation
3. Handout packet
4. “Think B4 You Speak” PSA
5. Youth voices slide presentation





1. Leader Guide

- Basics
 - Goals and objectives
 - How to use the workshop kit
 - Intended audience
- Logistics
- Content preparation & presenting tips
- Promotion and recruitment
- Preparing for Questions, Comments, and Emotional Responses
- Leader feedback form

Preparing for Questions, Comments, and Emotional Responses

- “You may want to decide ahead of time how much information you are comfortable sharing about your own life. If you are a survivor of suicide loss or a suicide attempt survivor, you will have to decide whether to share that information and, if so, how much detail to provide. If you are lesbian, gay, bisexual, and/or transgender, you may find that some workshop participants are shy about asking questions of you, while others are willing to blurt out almost anything.” (p.17)

2. Main Workshop Slides



At the end of taking the training, trainees will be able to:

1. Use terminology for suicidal behavior and LGBT issues correctly
2. Describe research related to suicidal behavior among LGBT youth
3. Discuss risk and protective factors for LGBT youth and the implications
4. Assess your school's or agency's cultural competence with LGBT youth and plan next steps
5. Describe strategies to reduce suicidal behavior among LGBT youth

Using the Research – Exercise

- A. You want to bring a gay-straight alliance to your school, but the principal maintains there is only one gay student at the school, and there is no problem.
- B. You want to add information about LGBT suicide risk to your training, but your funder says they don't need special attention.
- C. A journalist calls you because he has just read that research has *not* shown LGBT youth die by suicide at a higher rate. He wants to know why LGBT youth are a focus of your suicide prevention program.

Risk and Protective Factors

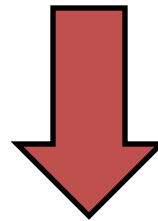
Being LGBT is not itself a risk factor for suicidal behavior

BUT

social stigma and discrimination

unsafe schools

ineffective providers



are associated with mood, anxiety, and substance use disorders, and suicidal behavior.

Protective Factors

Family acceptance – parent and caregiver behaviors that help:

- Talk with your child about his/her LGBT identity
- Express affection when you learn that your child is LGB and/or T
- Advocate for child when he/she is mistreated because of his/her LGBT identity
- Bring your child to LGBT events
- Connect your child with an LGB and/or T adult role model
- Welcome your child's LGB and/or T friends and partners into your home
- Believe that your LGB and/or T child can have a happy future

Risk factors – What's different for LGBT youth?

More risk factors or more severe ones:

- Unsafe school
- Rejection/abuse within family
- Victimization
- Previous attempt(s)
- Exposure to suicide loss

Specific to or mostly relevant to LGBT youth:

- Gay-related stress and minority stress
- Gender nonconformity
- Internal conflict regarding sexual orientation

Small Group Exercise – Assessment and Next Steps

See handout

“Developing LGBT Cultural Competence: Agency
Assessment and School Assessment”

- Identify one or two steps you could take.
- Identify one or two steps your agency or school could take.

Discussion

- How can we work to create supportive environments for all youth?
- How can we begin to address the barriers facing LGBT youth who need help?
- What can we do to raise awareness about the particular needs of transgender individuals?
- What will you do to help prevent suicide among LGBT youth?