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Today's Objectives

Participants will..

- Develop an understanding of the common characteristics of LGBTQIA+ identity formation and expression.
- Identify how to process personal biases towards LGBTQIA+ community members.
- Become familiar with tools and resources to support a safe environment for LGBTQIA+ community members.



Visualization Activity



Conscious Bias vs Unconscious Bias

Conscious Bias: Biased attitudes about a group we are aware of; can be (in)visible; can be accessed.

Unconscious Bias: Biased attitudes operating outside your awareness and control, are difficult to access or be aware of, & influence your action more than conscious biases.

School of the Art Institute of Chicago



Check Yourself: Understanding Your Own Beliefs

Anti-LGBT bias is all around us. Yet we tend to overlook the subtle biases — the anti-LGBT jokes, the exclusion of LGBT related-themes in curricula, even anti-LGBT name-calling. Subtle or not, bias has the power to hurt and isolate people. Your work as an ally includes recognizing and challenging your own anti-LGBT bias. Answer each question honestly, and consider how these will affect your work as an ally to LGBT students.

1. If someone were to come out to you as LGBT, what would your first thought be?
2. How would you feel if your child came out to you as LGBT? How would you feel if your mother, father or sibling came out to you as LGBT?
3. Would you go to a physician whom you thought was LGBT if they were of a different gender than you? What if they were the same gender as you?
4. Have you ever been to an LGBT social event, march or worship service? Why or why not?
5. Can you think of three historical figures who were lesbian, gay or bisexual?
6. Can you think of three historical figures who were transgender?
7. Have you ever laughed at or made a joke at the expense of LGBT people?
8. Have you ever stood up for an LGBT person being harassed? Why or why not?
9. If you do not identify as LGBT, how would you feel if people thought you were LGBT?

Recognizing your own biases is an important first step in becoming an ally. Based on your responses to these questions, do you think you have internalized some of the anti-LGBT messages pervasive in our world? How might your beliefs influence your actions as an educator of LGBT students? The more aware we are of our own biases and their impact on our behavior, the easier it is to ensure that our personal beliefs don't undermine our efforts to support LGBT students.



Understanding Your Own Beliefs

L

Lesbian

A woman who is primarily attracted to women.

G

Gay

A man who is primarily attracted to men; sometimes a broad term for individuals primarily attracted to the same sex.

B

Bisexual

An individual attracted to people of their own and opposite gender.

T

Transgender

A person whose gender identity differs from their assigned sex at birth.

T

Transsexual

An outdated term that originated in the medical and psychological communities for people who have permanently changed their gender identity through surgery and hormones.

Q

Queer

An umbrella term to be more inclusive of the many identities and variations that make up the LGBTQ+ community.

Q

Questioning

The process of exploring and discovering one's own sexual orientation, gender identity and/or gender expression.

I

Intersex

An individual whose sexual anatomy or chromosomes do not fit with the traditional markers of "female" and "male."

A

Ally

Typically a non-queer person who supports and advocates for the queer community; an individual within the LGBTQ+ community can be an ally for another member that identifies differently than them.

A

Asexual

An individual who generally does not feel sexual desire or attraction to any group of people. It is not the same as celibacy and has many subgroups.

P

Pansexual

A person who experiences sexual, romantic, physical and/or spiritual attraction to members of all gender identities/expressions, not just people who fit into the standard gender binary.



TREVOR National Survey on LGBTQ Youth Mental Health 2021

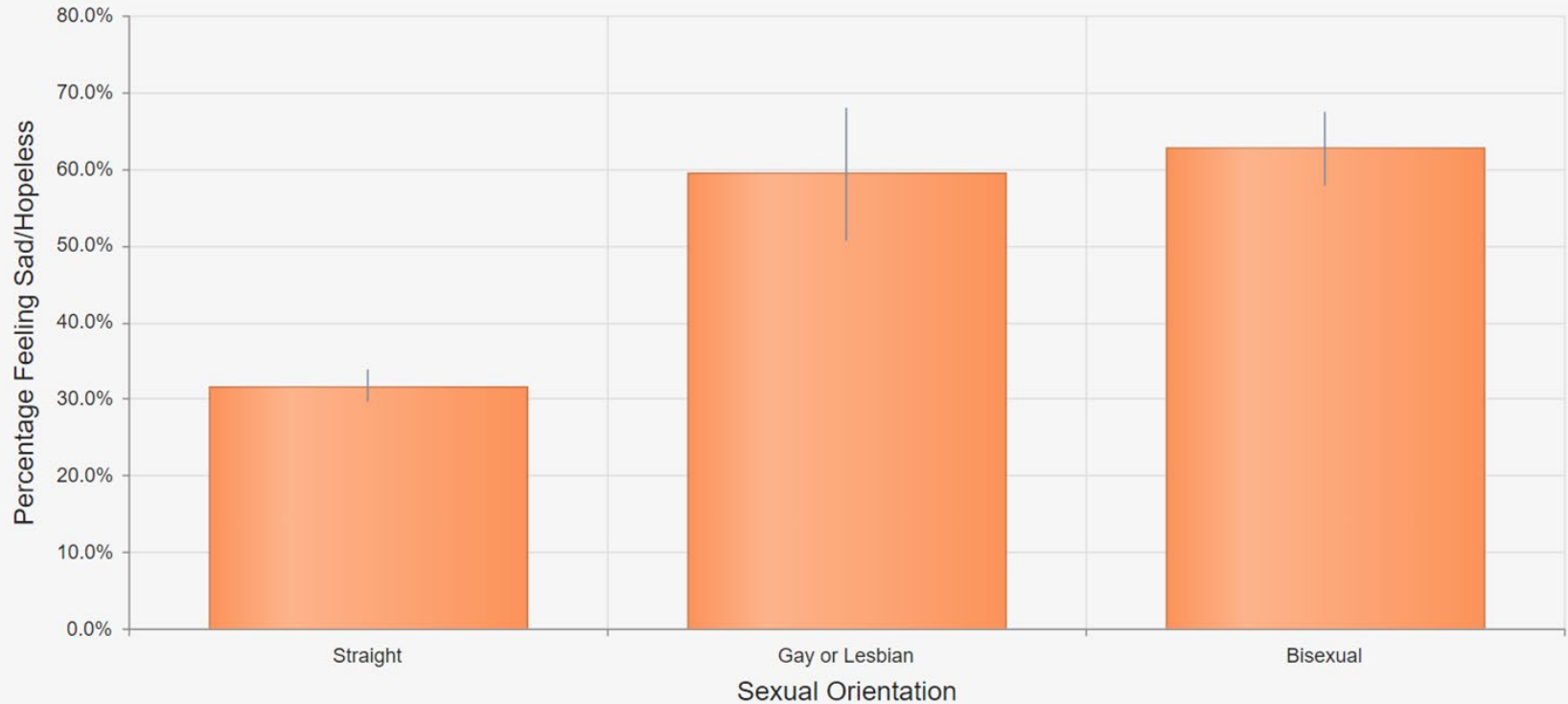
The Trevor Project National Survey



- Feelings of sadness or hopelessness are a risk factor for depression.
- Students who report feelings of sadness or hopelessness are more likely than other students to report suicide attempts, cigarette smoking, binge drinking and illicit drug use.
- The prevalence of feelings of sadness or hopelessness among youth in NM and the US has remained relatively stable since 2001.

"Mental Health - Youth Feeling Sad/Hopeless" Retrieved on 4/14/2022, from New Mexico Department of Health, Indicator-Based Information System for Public Health website: <http://ibis.health.state.nm.us/>.

Youth With Persistent Feelings of Sadness and Hopelessness in the Past Year, Grades 9-12 by Sexual Orientation, New Mexico, 2017



Students who identified as gay/lesbian or bisexual had a prevalence of feeling sad or hopeless that was two times higher (59.5% and 62.8%, respectively) than those who identified as straight (31.7%).

Panorama Data...



Often ☐

Sometimes ☒

Seldom ☐

Never ☐

Student Data



Gadsden Independent Schools
(NM)



Cass's Model of Identity Formation

Process of movement through stages – combines personal needs with biological (sex drive) and variables such as class and race. Composed of 6 stages.

Identity Confusion: You begin to see an incongruence between personal perceptions. Initial awareness begins to manifest. AKA the confusion, anxiety and questioning stage.

Identity Comparison: You begin to SLOWLY begin to accept the possibility of being gay/lesbian/bisexual etc.

Identity Tolerance: You begin to admit that you are a member of the LGBTQIA+ and start to find ways to meet your needs with this identity.

Identity Acceptance: You begin to identify other members of your community and start to fulfil your “sense of self”

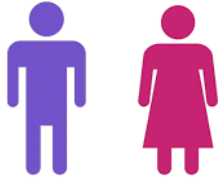
Identity Pride: You start to embrace your identity as an LGBTQIA+ member and mold values to fit your orientation/identity.

Identity Synthesis: You begin to integrate your identity into your daily life.

[The Cass Model of Gay/Lesbian Identity Development](#)



Gender isn't really like this:



Gender is more like this:



Identities are unique and should be respected.



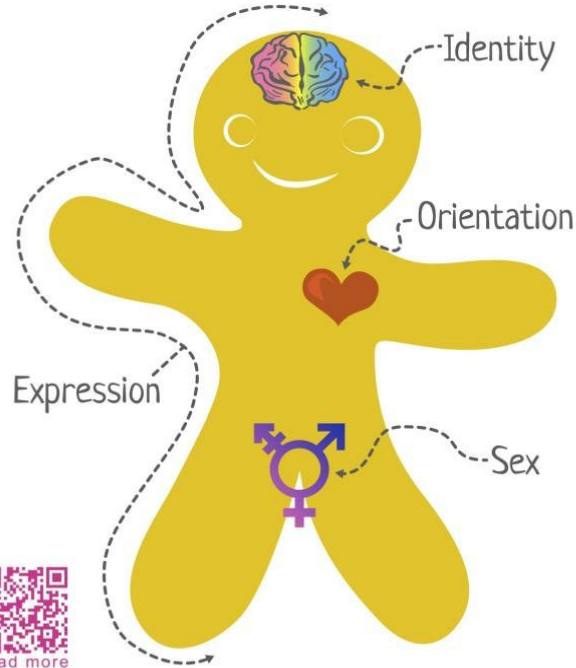
There is not singular identity. Each person holds multiple identities and personnel representations.



Activity

Please take time to complete this activity.
Task: Make a mark on the arrows to measure where you lie in the spectrum.

Make a note that gender and sexuality are part of a spectrum. We all hold characteristics that defy heteronormativity.



The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.



Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.

[The Genderbread Person](#)



Meeting the Safety Needs of ALL of our Students...

- Holistic approach: students, staff, policy, etc.
 - Safety beyond 1 person and 1 place
- Becoming a visible ally
- Creating a safe classroom space
- Tips for addressing bullying and harassment immediately
- Reducing name-calling
- Building awareness of human diversity, including LGBTQ
- Secure privacy



[Do's & Dont's of Being an Ally](#)



How To Make A Safe Place For ALL Students

- Show the interest of being an ally
 - Be open minded, provide reassurance, be compassionate, be kind
 - Advocate for discrimination and bullying/harrassment
 - Embrace the conversation
- Create a space safe for expression
 - Eliminate derogatory images, wording, decor
 - Secure expectations that the space is bully-free and harassment-free
 - Include visuals of acceptance
- Secure privacy
 - Private discussions can be facilitated
- Avoid presumptions, predeterminations, labeling
 - Embrace the individual identity of the student
 - Avoid assumptions about the individual
 - Let the student identify their identity
 - Avoid incorrect terminology
 - [Common Terms](#)
 - Avoid “problemizing”



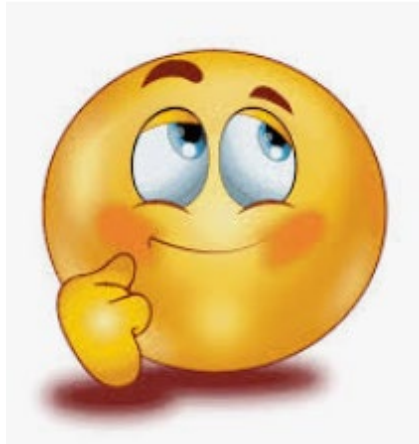
Scenarios Arising at Campuses...

1. LGBTQIA+ students who want to be called by a different name other than birth name.
2. LGBTQIA+ students restroom experiences and preferences.
3. LGBTQIA+ who experience bullying, threats and harassment.



Suggested Supports from Administrators...

What Would You Do???



Gadsden Independent School District Mental Health Therapists

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Santa Teresa High School and
feeder pattern
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Available Services...

- If you or someone you know is in a life-threatening position, please call 911
- To talk to a counselor or ask questions about treatment 24/7, call the New Mexico Crisis Line: 1-855-NMCRISIS (662-7474)
- If you or someone you know is considering suicide, please call one of the following hotlines to talk to someone:
 - National Suicide Prevention Lifeline ([National Suicide Prevention Lifeline](#)):
 - 1-800-273-TALK (8255).
 - Teen to Teen Peer Counseling Hotline: 1-877-YOUTHLINE (1-877-968-8454)
 - Native Youth Crisis Hotline: 1-877-209-1266
 - Veterans Peer Support Line: 1-877-Vet2Vet (1-877-838-2838)
 - Boys Town Crisis Line (Youth, Young, Adults, Families: (1-800-448-3000) Text "VOICE" to 20121
 - Postpartum Depression Hotline: 1-800-PPD-MOMS (1-800-773-6667)

[Available Services](#)

"Mental Health - Youth Feeling Sad/Hopeless" Retrieved on 4/14/2022, from New Mexico Department of Health, Indicator-Based Information System for Public Health website: <http://ibis.health.state.nm.us/>.

Thank You

Resources:

[LGBTQIA+ Resource Sheet](#)

[Available Services](#)

