



# Whose therapy is it anyway?

Working with Gender and Sexual Minority Youth and  
Their Families

Need CE  
credit for  
this session?

---

Please don't forget to sign in to  
have your attendance tracked



# Disclosures

## Relevant Financial Relationships:

- Employed in Group Practice

## Relevant Nonfinancial Relationships

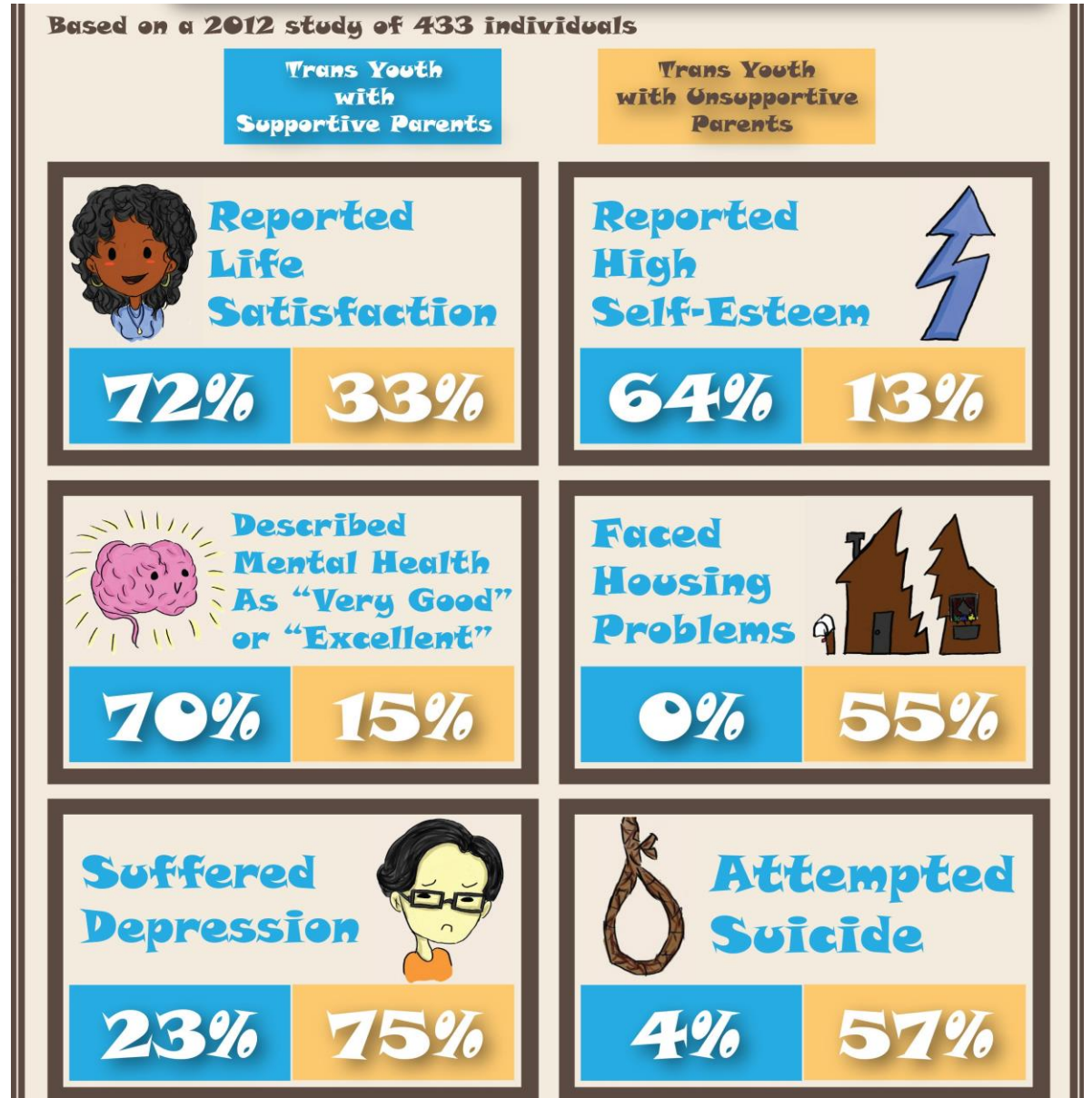
- Member APA
- Co-Chair Gender and Sexual Minorities SIG
- Volunteer/Friend StandWithTrans



# WHY this is important

<http://transpulseproject.ca/wp-content/uploads/2012/10/Impacts-of-Strong-Parental-Support-for-Trans-Youth-vFINAL.pdf>

[https://www.cdc.gov/healthyyouth/multimedia/infographics\\_posters/pdfs/LGB\\_Youth-SMY\\_Report\\_Palm\\_Card.pdf](https://www.cdc.gov/healthyyouth/multimedia/infographics_posters/pdfs/LGB_Youth-SMY_Report_Palm_Card.pdf)



## First National CDC Study of Lesbian, Gay, and Bisexual Student Health

For the first time, CDC released new nationally representative data on the health of the 1.3 million lesbian, gay, and bisexual (LGB) high school students and an additional 400,000 students who did not identify as LGB but had same sex sexual partners. These data were from a new report—*Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12 – United States and Selected Sites, 2015*—and offer insights into the health risks and outcomes of LGB high school students.



**CDC data show that LGB students are at substantial risk for serious health outcomes.**

- A substantial percent of LGB students experience physical violence (18%), sexual dating violence (23%), and bullying at school (34%) or online (28%).
- More than 40% of LGB students have seriously considered attempting suicide, and 29% reported have attempted suicide during the past 12 months.
- LGB students are up to five times more likely than other students to use illegal drugs.
- More than one in 10 LGB students missed school during the past 30 days due to safety concerns.

While many lesbian, gay, and bisexual teens thrive during adolescence, stigma, discrimination, and other factors can put them at increased risk for negative health and life outcomes.

# Values

“good parent”  
“right thing”

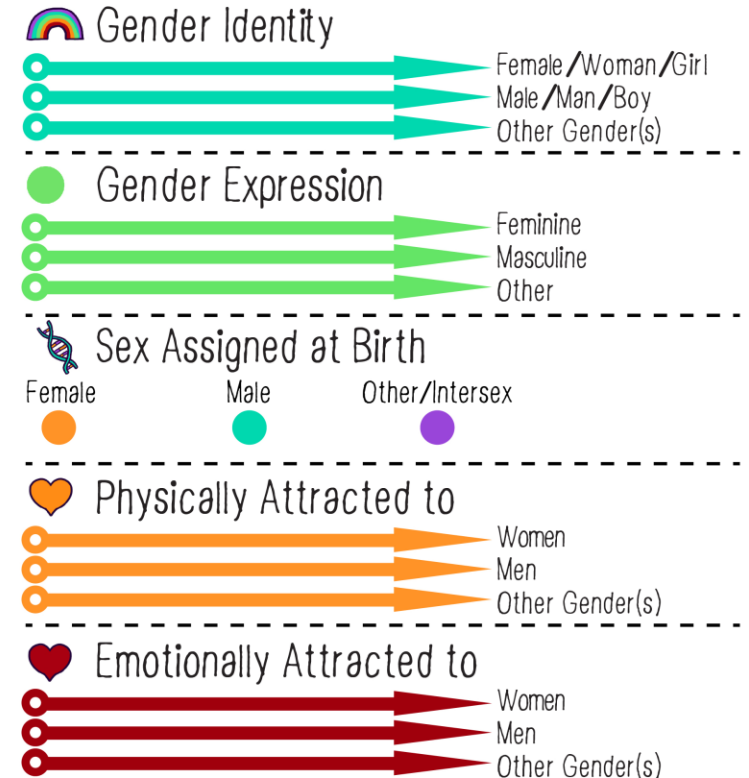
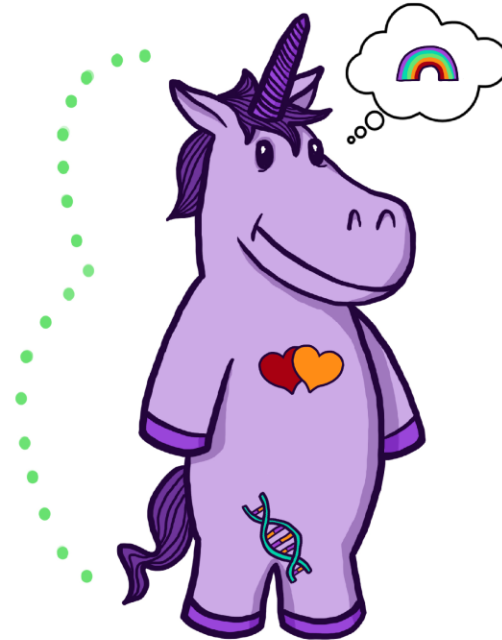
Acceptance  
Belonging  
Love

# GSM 101

- Gender Identity: personal internal experience of gender
- Gender Expression: physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape
- Sex Assigned at Birth: box checked on birth certificate
- Attraction: Who you are attracted to in terms of physical and emotional relationships.

# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources

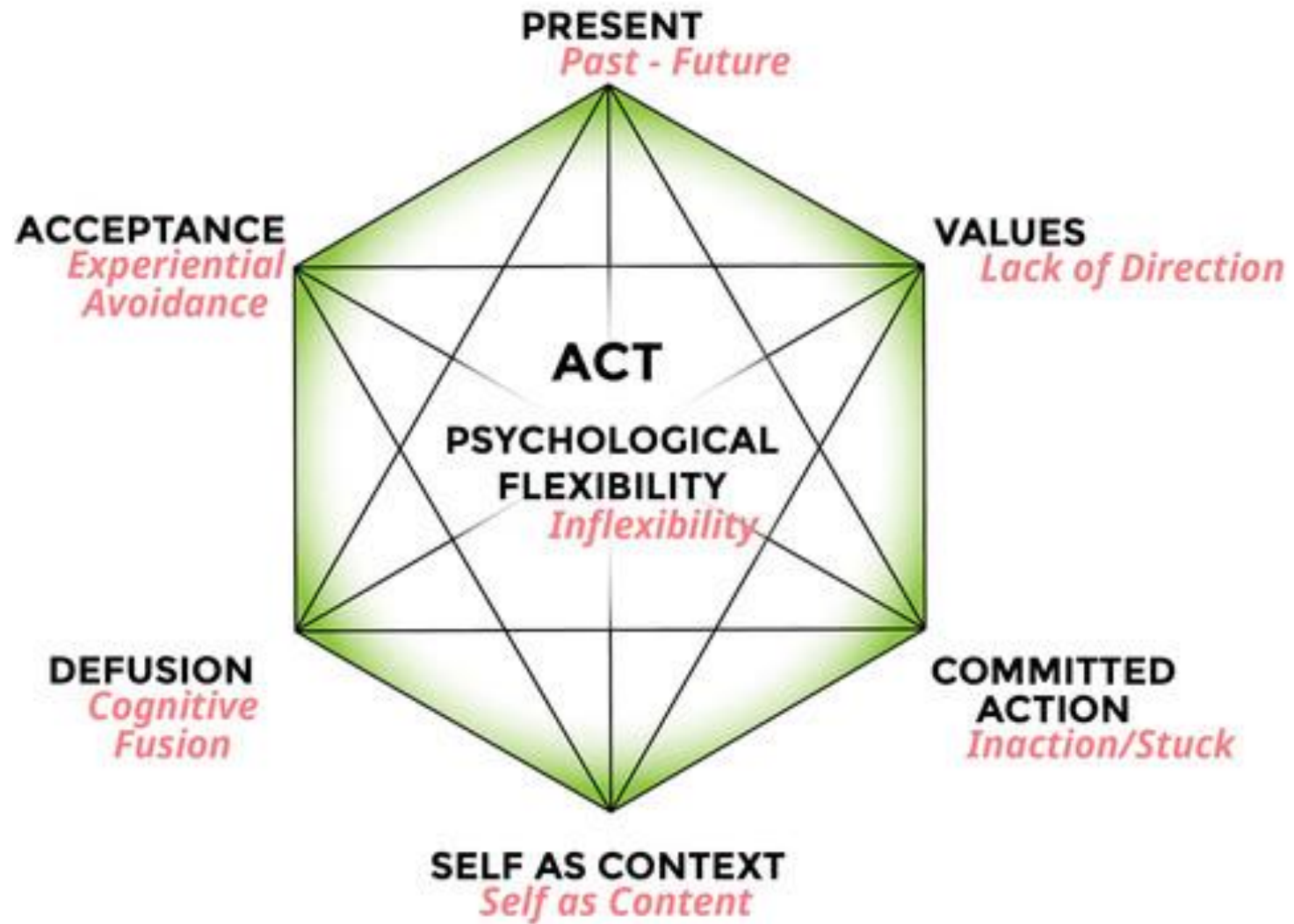


To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore



# ACT HEXAFLEX





# Compassion

Sitting with the AND

# Resources

- <https://www.apa.org/practice/guidelines/transgender.pdf>
- <http://standwithtrans.org/>
- Books:
  - The Transgender Child (2008) by Stephanie Brill
  - The Transgender Teen (2016) by Stephanie Brill & Lisa Kenney

# Contact Information

Melissa Farrell PsyD

[Mfarrellpsyd@gmail.com](mailto:Mfarrellpsyd@gmail.com)

Need CE  
credit for  
this session?

---

Please don't forget to sign out to  
have your attendance tracked

