

Executive Summary
**BEST PRACTICES GAY, LESBIAN, BISEXUAL, TRANSGENDERED AND
QUESTIONING YOUTH AND FAMILIES IN CHILD WELFARE**

Course Description

This training is designed to challenge child welfare professionals to incorporate a gay, lesbian, bisexual, and transgender questioning (GLBTQ) affirming approach into their social work practice. The training is delivered in an interactive manner that includes the presentation of information as well as activities designed to connect the material to actual child welfare case situations. The training is designed as a full-day training session.

Participants will leave the training with a participant's manual that covers the content of the training session in an expanded form. Additionally, material will be provided about resources and services available within the represented counties when possible.

Target Audience

This training is designed for child welfare staff regardless of unit or role. It is important that participants have a fundamental understanding of child welfare practice prior to attending the training. Line social workers, supervisors, managers, nurses, support staff and caregivers are likely to benefit from this training.

Outcome Objectives

As a result of this training, participants will be able to:

- Identify biological, social and cultural influences on a person's sexual identity development.
- List the five stages of sexual development for GLBTQ youth.
- Explain how GLBTQ youth may have additional risk factors related to physical, emotional, sexual abuse and neglect.
- Demonstrate the ability to utilize GLBTQ affirming questions with youth and parents in the risk & safety assessment process.
- Strategize ways of identifying supportive placements for GLBTQ youth.
- Identify how a person's sexual orientation may, or may not impact his/her ability to provide care for a child in placement.
- Discuss ways of assisting out-of-home caregivers to meet the needs of GLBTQ youth in placement.
- Identify areas that should be considered when coordinating services for GLBTQ youth, parents and caregivers.
- Develop a strategy for approaching issues of privacy and confidentiality when GLBTQ issues are present in a child welfare case.

Ways Supervisors Can Support the Transfer of Learning

BEFORE the training, supervisors can:

1. Talk with the social worker about the purpose of the training and how that relates to the specific assignment that the person has.
 - Why is the social worker being asked or asking to attend the training?
 - Review the Executive Summary with the social worker so that there is a clear understanding of what content is to be covered
 - Be sure the participant is clear that this is a practice based training versus a value based training
2. Discuss whether or not the social worker has had cases on their caseload where they may have had involvement with a GLBTQ youth, parent or caregiver
 - Explore how this affected the social worker personally and professionally – did it affect their ability to do their work positively or negatively, or not at all?
3. Set expectations for a specific area of learning you would like the social worker to be able to speak to their unit about after the training to help enhance the skills of other social workers within the unit

AFTER the training, supervisors can:

1. Meet with the social worker and discuss their impressions of the training and ask:
 - if the training met the purpose of attending (that was discussed before the training)
 - if the social worker gained any new information or tools to use in their practice
 - Key Practice Areas Covered include:
 - Risk and Safety Assessments
 - Interviewing parents, children & youth
 - Placement issues
 - GLBTQ affirming approach strategies
 - Coordinating and Monitoring services
 - Disclosure & Privacy Issues
 - to review the participant's manual
 - about any new terms/definitions that they learned
 - for an activity that they did during the training session that was interesting/helpful to them
2. Follow up on any cases that were discussed prior to the training that the social worker has had in the past or has currently where they could have applied something that they learned from the training.
3. Discuss any information that the social worker thinks would be helpful to the larger unit group and set up a time for them to present the information to them
4. Explore any further training that the social worker would like to have in this area

Brief Outline

Morning:	Key terms Sexual Identity: A developmental process Risk and Safety Assessments GLBTQ youth GLBTQ parents
Afternoon:	Placement Issues GLBTQ youth GLBTQ caretakers Case Management Issues Disclosure & Personal Privacy