



LEADER'S GUIDE

Suicide Prevention among LGBT Youth

**A Workshop for Professionals
Who Serve Youth**

Acknowledgements

Contributors

This workshop kit was developed by Suicide Prevention Resource Center (SPRC) at Education Development Center, Inc. (EDC), with Effie Malley, SPRC Senior Prevention Specialist, serving as project manager and lead writer. Funding was provided by the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), grant #U79SM057392.

SPRC would like to acknowledge the following people whose collaboration helped improve the workshop:

Mea Tavares, an AmeriCorps VISTA Volunteer, working at the Maine Youth Action Network, who was the first co-leader and provided early direction to the workshop's development

Staff from SPRC, including Anara Guard, David Litts, Leigh Powers, Laurie Rosenblum, and Xan Young—all of whom contributed extra effort to the development of this workshop

Participants of the workshop at various venues, including American Association of Suicidology conferences and state suicide prevention conferences

Disclaimers

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Electronic access

This workshop kit can be downloaded from SPRC's website at <http://www.sprc.org/training-institute/lgbt-youth-workshop>

Suggested citation

Suicide Prevention Resource Center. (2014, July). *Suicide prevention among LGBT youth: A workshop for professionals who serve youth*. [Rev. ed.]. Waltham, MA: Education Development Center, Inc.

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Table of Contents

1 Introduction

| | |
|--|---|
| History of this Workshop | 5 |
| Workshop Goal and Objectives | 5 |
| Intended Audience | 6 |
| Co-Leaders | 7 |
| Overview of the Workshop Kit | 8 |

2 Workshop Preparation

| | |
|--|----|
| Identify a Co-Leader | 10 |
| Communicate with the Host. | 10 |
| Select a Venue | 11 |
| Review Materials | 12 |
| Adapt the Workshop. | 12 |
| Set the Agenda | 13 |
| Promote the Event | 13 |
| Provide Incentives to Attend | 14 |
| Coordinate with the Co-Leader | 15 |
| Prepare for Questions, Comments, and Emotional Responses | 16 |
| Review Site Logistics and Prepare Handouts and Other Materials | 17 |

3 The Workshop

| | |
|-------------------------------|----|
| During the Workshop | 21 |
| After the Workshop | 22 |

4 Appendix

| | |
|--------------------------------------|----|
| Sample Agenda | 24 |
| Attendance Sheet | 25 |
| Stand Up/Sit Down Exercise | 26 |
| Certificate of Attendance | 27 |
| Leader Feedback Form | 28 |

Section 1

Introduction



History of this Workshop

The Suicide Prevention Resource Center (SPRC) was created to provide resources to states, territories, and tribal nations to implement the recommendations of the National Strategy for Suicide Prevention (NSSP). The NSSP, published in 2001, identified groups at risk for suicidal behavior but did not address in any depth issues relevant to one group generally thought to be at higher risk for suicidal behavior: youth who are lesbian, gay, bisexual, and/or transgender (LGBT). However, a few years later, application guidelines for youth suicide prevention programs funded by SAMHSA under the federal Garrett Lee Smith Memorial Act did suggest that applicants target groups at higher risk of suicidal behavior, including gay, lesbian, and bisexual youth.

SPRC then observed a significant increase in the number of requests for information and training related to two issues: (1) what is known about suicidal behavior among LGBT youth and (2) how to prevent suicide among LGBT youth. In response, in 2008, SPRC published a summary and analysis of the research titled *Suicide Risk and Prevention for Lesbian, Gay, Bisexual, and Transgender Youth*. A copy of this paper is available online at http://www.sprc.org/sites/sprc.org/files/library/SPRC_LGBT_Youth.pdf. SPRC also gave a number of workshops on LGBT youth suicide and prevention based on the findings in the paper, which proved to be extremely popular.

Recognizing the need for broader dissemination of the information, SPRC's Training Institute developed this workshop kit, which essentially summarizes the workshops that SPRC has been leading for the last few years. In 2014 we updated the data, research, and contact information. Now individuals with training and leadership skills can download all of the workshop materials, consider adapting the content, and deliver this workshop in their own communities.

Workshop Goal and Objectives

The goal of this workshop is to build the capacity of schools, youth-serving organizations, and suicide prevention programs, with the larger goal of reducing suicidal behavior among LGBT youth.

The following objectives are for the full 4-hour workshop. Depending on the time available, the audience, and the host's goals, you may choose to give a shorter workshop and

include fewer objectives. If you do, you will need to adapt the Main Presentation Power-Point slide accordingly.

At the end of this workshop, participants will be able to do the following:

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 suicidal behavior in LGBT youth—those that pertain only to LGBT youth, those more prevalent in LGBT youth, and those for youth generally
4. Assess the cultural competence of their schools and agencies in relation to LGBT youth, and plan next steps for increasing LGBT cultural competence
5. Describe strategies to reduce suicidal behavior among LGBT youth

Intended Audience

This workshop is intended for individuals who work in schools, youth-serving agencies, or suicide prevention programs. Individuals attending this workshop may include teachers, school administrators, child welfare staff, clergy, group home staff, juvenile justice staff, foster parents, therapists, and recreation workers.

Youth programs, whether they serve all youth or focus on LGBT youth, can play a role in reducing suicidal behavior by strengthening protective factors (such as connecting youth with supportive adults) and reducing risk factors (such as preventing violence against and harassment of youth). Many youth programs may contribute substantially to preventing suicide without doing so explicitly.

Suicide prevention programs also diminish risk factors and build protective factors; however, few currently target the factors unique to LGBT youth. Gatekeepers—those who have contact with youth and are trained to recognize at-risk youth and refer them to services—and staff of screening programs and crisis lines need to understand LGBT risk for suicidal behavior, know the issues particular to these youth, and develop cultural competence to better serve them. Gatekeepers and staff also need to be aware, when making referrals, of which providers are culturally competent.

The workshop kit provides a foundation from which leaders can adapt the workshop to meet their needs, including those of their audience. It includes lecture, small group exercises, and group discussion. Leaders are welcome to shorten or lengthen the workshop.

They may also wish to add materials specific to local programs, resources, or activities. To obtain maximum benefit from the interaction in the workshop, SPRC recommends limiting the audience to no more than 40 participants.

Co-Leaders

This workshop kit has been designed so that individuals working in schools, youth-serving agencies, or suicide prevention programs can give the 4-hour workshop to colleagues, following a review of the enclosed materials.

Workshop leaders should have experience and skills related to group facilitation. As noted in *The Ultimate Training Workshop Handbook* by Bruce Klatt:¹

The four characteristics of a successful workshop leader are:

1. Knowing the material you are seeking to teach
2. Enjoying yourself and obtaining satisfaction from seeing others achieve the workshop objectives
3. Understanding your audience and their goals
4. Committing to continuous improvement of your skills as a workshop leader

This handbook, and others like it, provide detailed instructions that would be especially useful to those new to the process of group facilitation.

SPRC strongly recommends that this workshop be delivered by two leaders, at least one of whom is a sexual or gender minority, i.e., lesbian, gay, bisexual, and/or transgender.

Both heterosexual and LGB and/or T leaders may benefit from guidance offered by LGBT organizations on how to lead workshops and discuss the experiences of LGB and/or T individuals. One such organization is the National Center for Transgender Equality, which published *Teaching Transgender*, available online at http://transequality.org/Resources/NCTE_Teaching_Transgender.pdf. This guide for leading effective trainings includes advice about preparing for the training, teaching terminology, presenting issues of transgender individuals, and addressing difficult questions.

¹ Klatt, B. (1999). *The ultimate training workshop handbook*. New York, NY: McGraw-Hill.

Overview of the Workshop Kit

The workshop kit contains four different pieces as described below:

Suicide Prevention among LGBT Youth Leader's Guide

This guide provides an introduction to the workshop and all the information needed to plan, prepare for, conduct, and assess the workshop. It contains the following sections:

Section 1: Introduction

This introduction provides an overview of the workshop, including its history, goal and objectives, intended audience, and co-leaders.

Section 2: Workshop Preparation

This section includes instructions for planning, promoting, and preparing for the workshop.

Section 3: The Workshop

This section describes how to use the two PowerPoint presentations, sample agenda, participant evaluation form, certificate of attendance, and leader feedback form.

Youth Voices Slide Presentation

This set of 28 PowerPoint slides features quotations from LGBT youth. You may choose to play this presentation in the background as people arrive for the workshop.

Main Slide Presentation

This set of 70 PowerPoint slides contains the main presentation of the workshop. A sample script has been embedded into the notes pages of these slides.

Packet of Handouts

This packet contains the 11 handouts that accompany the workshop.

Section 2

Workshop Preparation



Identify a Co-Leader

If you do not already have a partner with whom to lead the workshop, your first step in event planning will be to find a co-leader.

If you are not lesbian, gay, bisexual, and/or transgender, you will need to identify a co-leader who is LGB and/or T and who is willing to publicly disclose that. Your co-leader will be able to provide an important perspective during the workshop. However, he or she should not be expected to explain or represent all LGB and/or T people. As with any group of people, there is great diversity in thought, belief, and action within LGBT communities.

Communicate with the Host

You will need to identify an organization that is interested in hosting this LGBT Youth Suicide Prevention workshop. The organization may be interested in training staff, volunteers, and/or community members. You may be employed by the hosting organization, or you may work at a different organization.

During initial conversations with the host of the workshop, ask the following questions, as needed:

- What led the organization to seek out and host this workshop?
- Who will be invited to attend the workshop? What will they want to learn from the workshop?
- When and where can the workshop be held? Is the date flexible?
- How long would they like the workshop to be? (Four hours would allow plenty of time for discussion and action planning. Two or three hours would require the leaders to cut some material from the standard training module.)

Through conversation, make sure that the host's goals align with the objectives of this workshop. If they do not, you will need to work with the host to adjust expectations, adapt the workshop, or identify a different workshop/resource for the organization.

Shortly before the workshop, check with the host to see the list of registrants. Then, further adjust your presentation or talking points, if necessary, to address the specific interests and professional roles of the anticipated audience members.

Select a Venue

Take proactive steps to work with the hosting organization to ensure that the workshop is held in an accessible, barrier-free location so that individuals with disabilities can attend. Examine the entrance areas, parking, elevators, and ramps to determine whether the facility is welcoming to individuals with disabilities. Confirm that restrooms are handicapped accessible and located within a reasonable distance from the potential workshop room.

When selecting a specific room for the workshop, consider the following questions:

- Do you need to reserve a space in the room for a sign language interpreter?
- Is there adequate room for wheelchairs?
- Can the room be set up for interaction, e.g., tables and chairs in a half circle?

Consider the needs of people who may be using public transportation to get to and from the workshop:

- Can people walk safely from the nearest bus, subway, or train stop?
- If the workshop is held at night, is the area around the facility well lit?
- Will people be able to find the entrance to the facility easily, or will you need signs and/or volunteers to direct people?

Consider ways to welcome participants who do not speak English as a first language:

- Do you need to reserve space in the room for an interpreter?
- Would it be helpful to put up signs in languages other than English to direct participants to the correct room within the facility?

Consider whether the facility is trans-friendly. For many people who have a “non-traditional” gender presentation, using public restrooms can be an unpleasant experience:

- Is there a non-gender-specific restroom near the workshop room?
- If not, do you want to cover the “men” or “women” sign on a single-person restroom with a sign that reads “all-genders restroom”?

For additional guidance on creating welcoming spaces for members of the LGBT community, see the following resources:

- Girl’s Best Friend Foundation and Advocates for Youth. (2005). *Creating safe space for LGBTQ youth: A toolkit*. Washington, DC: Advocates for Youth.
- Mottet, L., & Tanis, J. (2008). *Opening the door to the inclusion of transgender people*. New York, NY: National Gay and Lesbian Task Force Policy Institute and National Center for Transgender Equality.

Make sure that the room can support the audio-visual needs of the workshop. You will need a flip chart with markers. You will also need a computer to show the PowerPoint slides, plus a projector and power cords. To show the video portion of the presentation, you will need equipment set up that can project the sound loudly enough for everyone to hear it. External microphones are needed, and consultation with audio-visual staff at the venue may be advisable. Always test the equipment before the workshop.

Review Materials

Read the following materials:

1. *The Leader's Guide* from cover to cover, the PowerPoint presentation script, and all the handouts.
2. The SPRC publication *Suicide Risk and Prevention for Lesbian, Gay, Bisexual, and Transgender Youth*, particularly the recommendations in it, since the workshop is based on the findings in this paper. Available online at http://www.sprc.org/sites/sprc.org/files/library/SPRC_LGBT_Youth.pdf
3. Additional resources mentioned in the workshop kit's bibliography or elsewhere, as needed.

Fill in Handout 9, "Local Suicide Prevention Resources," with information on resources in your local area. Include LGBT-friendly resources when possible.

Adapt the Workshop

If you do not have 4 hours for this workshop, you can adapt it to fit your time frame. The topics are addressed in clusters of slides. Choose the topics that are a priority for your host and audience. For example, if your audience works with LGBT youth, you may not need to include the slides on LGBT issues that are not specific to suicide prevention. Or if your audience works in suicide prevention, you may want to take out the slides on suicide that are not specific to LGBT youth.

Two main ways to adapt the workshop are to:

- Shorten the workshop by cutting out certain sections
- Take sections of the workshop and add material of your own that is tailored to your audience

The steps below can help you adapt the workshop:

1. Save and rename the PowerPoint file.
2. Delete the slides for topics you have decided not to cover.
3. Consider adding slides tailored to your audience and to help bridge the topics you are including.
4. Revise the presentation script, as necessary.
5. Review the participant handouts that accompany the slides you are including.
6. Consider distributing the handouts that go with the deleted slides as resource sheets.
7. Do a practice run with the adapted PowerPoint presentation, and keep track of the time.

If you are drafting new text for this workshop, please adhere to the safe and effective messaging guidelines available at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org>.

Set the Agenda

A sample agenda for a 4-hour version of this workshop is included in this kit. You may need to tailor this agenda to suit the needs and interests of the host and invited participants. It can be challenging to create a realistic agenda. When tailoring the agenda, consider the following:

1. The anticipated number of workshop participants: Discussions take more time with more people
2. The group's history and your knowledge of the group
3. The unexpected: Build some slack into the agenda

The sample agenda is included at the end of section 3. Note that the column titled "Time" may be used to insert the time that each topic is scheduled to start. This will help you stay on track during the workshop.

Promote the Event

Once you have established a date, time, location, agenda, and training team, start promoting the event. Post an announcement on your website and ask other organizations to post announcements on their websites as well. Post messages to electronic mailing lists.

Sample text:

A workshop about the prevention of suicide among lesbian, gay, bisexual, and transgender youth will be offered on (DATE) in (CITY/TOWN). The workshop is intended for youth suicide prevention program staff and professionals who work with youth directly, such as child welfare staff, teachers, clergy, group home staff, juvenile justice services staff, foster parents, therapists, and recreation workers.

The workshop was developed by the national Suicide Prevention Resource Center and adapted by [insert name of organization(s) or individual(s)]. It will cover terminology and data for LGBT suicidal behavior, risk and protective factors, agency/school assessment for LGBT cultural competence, and changes in policy and practice that help prevent suicide among LGBT youth.

The workshop will run from (BEGIN TIME to END TIME).

You might also want to add the following to the message:

- Whether there is a cost to attend
- Whether food will be provided
- By what date people must register

Also, share your enthusiasm! Our ultimate goal is not to merely help lesbian, gay, bisexual, and transgender youth survive but to support them to thrive as healthy, productive, and vibrant youth, welcomed and empowered in their communities. Make sure to add text to your invitation that reflects your belief in this vision.

As Margaret Mead said:

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

Provide Incentives to Attend

Unless attendance at the workshop is mandatory for those invited (e.g., the organization hosting the event is requiring all staff to attend), you may need to provide incentives to convince people to attend. If so, make sure the incentives are mentioned in your workshop announcements.

The following are some ideas:

- **Professional development.** By attending the workshop participants will:
 - Learn about preventing suicidal behavior among all youth and specifically among LGBT youth
 - Learn what issues affect LGBT youth, including their risk and protective factors
 - Build a network with others interested in LGBT issues
- **Continuing Education credits.** Consider providing continuing education (CE) credits. Many health and mental health professionals must document that they have received continuing education for licensure/certification purposes. The opportunity to obtain CE credits at low or no cost could be just the incentive a busy professional needs to set aside time to attend the workshop. Since SPRC does not provide CE credits for this product, you may wish to partner with a local organization, for example, a university or college, to do this.
- **Certificate of attendance.** Regardless of whether you offer CE credits, many workshop participants like to receive proof of attendance. Consider adapting the sample certificate of attendance included in section 4 of this kit and distributing copies to participants at the end of the workshop.
- **Food** can be a powerful motivator. If your budget allows, provide snacks and beverages.
- **Prizes.** Let people know that a prize will be awarded to one workshop participant. Do not reveal what the prize will be ahead of time. Place each participant's name on a slip of paper inside a container. At the start of one of the workshop breaks, draw one name and give that person a prize. Any kind of prize will do. Typically, people are thrilled just to win something.

Coordinate with the Co-Leader

There are many advantages to having two leaders deliver a workshop together. The workshop participants benefit from being exposed to two perspectives. The leaders support each other and enhance each other's delivery by filling in gaps, providing illustrations or examples, and facilitating transitions from one segment to the next.

To achieve these benefits, co-leaders must collaborate ahead of time to develop a plan. During pre-workshop discussions, make sure to:

- Divide up the workshop, determining who will take the lead for each segment
- Figure out how to accommodate differences in style
- Work out signals that clearly communicate to the other leader "I have something to add," "It's time for a break," and "Pick up the pace"

Discuss ways in which the leader who is not leading can contribute to the group process. For example, while one leader is leading the group, the other one can focus on:

- Are the workshop participants attentive? Confused? Bored? If so, what should be done?
- Is the workshop on track? Are the important points being made?
- During small group exercises, do the participants seem to understand the instructions they received? Do they need further information or encouragement?

Once you have agreed upon a way to lead the workshop together, discuss pre-workshop logistics, such as when to arrive at the training site and how to set up the room before the participants arrive.

Do not assume that you agree on what it means to “start on time.” Some people think it is rude to begin later than the posted start time. Other people think it is rude to rush people without giving them time to arrive, check in with friends, and get settled before beginning. Ahead of time, communicate with each other and the host of the workshop about this and come to consensus on the approach you will take.

If you are interested in learning more about managing workshops, check out your local or online bookstore and library. There are many useful publications on this topic. Some of the tips on this page came from, *A Trainer’s Handbook for Participative Learning*, by Fredric H. Margolis and Bonnie J. Swan.²

Prepare for Questions, Comments, and Emotional Responses

As you review workshop materials, consider the kinds of questions you may be asked by participants about suicide prevention and LGBT youth. If you feel unprepared for certain questions, you may wish to engage in further reading. The SPRC Online Library is an excellent resource. Visit <http://library.sprc.org> to view the entire collection, or go to http://www.sprc.org/search/library/LGBT?filters=type%3Alibrary_resource%20tid%3A251 to view resources specific to LGBT issues.

² Margolis F.H., & Swan, B.J. (1999). *A trainer’s handbook for participative learning*. Amherst, MA: Human Resource Development Press.

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.

It is impossible to anticipate every question, and your willingness to answer a question may depend on the situation. Just set limits with the audience as broadly or narrowly as you deem appropriate. You might say, “Feel free to ask me any questions you like. If I’m not comfortable answering something, I’ll let you know. And if I’m able to direct you to a resource where you can obtain an answer to your question, I’ll let you know that too.”

Sometimes you may wish to invite workshop participants to answer a question that has been raised. Remember that participants bring their own experiences to the workshop, and they can serve as rich resources for learning. Dialogue is essential. Encourage participants to actively engage in problem solving to identify ways to prevent LGBT youth suicide.

Whatever the participants have learned about suicide prior to this workshop through the media, research, trainings, and their experiences, the topic of suicide can elicit complex emotions. Let your participants know that if they feel strong emotions that are troubling or distracting during this workshop, it is important for them to let someone know. The National Suicide Prevention Lifeline is available 24 hours a day, 7 days a week at 1-800-273-TALK (8255). You might want to have wallet cards available (order at http://www.suicidepreventionlifeline.org/App_Files/Media/PDF/NSPL_Order_Form.pdf) or put this information on a flip chart page and keep it posted throughout the workshop.

Review Site Logistics and Prepare Handouts and Other Materials

Shortly before the day of the workshop, you will need to review the site logistics with the host to confirm that the location, room, and audio-visual equipment will be set up in the way you requested earlier. (See “Select a Venue” on page 11 of this guide.) You may also wish to provide tent cards or name tags to make it easier for participants to get to know each other.

Ask the host to estimate the maximum number of participants likely to attend the workshop. Make enough copies of the handouts so that each participant receives a complete set. The packet of handouts contains the following materials:

1. LGBT Glossary
2. Suicidology Glossary
3. Warning Signs for Suicide Prevention
4. How to Stop Harassment: An Approach for Staff
5. How to Stop Harassment: Tips for Students
6. Developing LGBT Cultural Competence: Agency Assessment and School Assessment
7. Information about the Suicide Prevention Resource Center
8. Resources on LGBT Issues
9. Local Resources
10. Reference List
11. Participant Evaluation Form

Before you make copies of the Participant Evaluation Form, you may want to type in the location and date of the workshop and the names of the workshop leaders. If you are changing any of the workshop objectives, you may also want to change section 2 on the Participant Evaluation Form.

Consider how you will distribute the handouts. Will you lay out the handouts on a long table and ask each participant to pick up one of each? (If so, make sure the host sets up a long table.) Or, will you collate the handouts so that each participant picks up a folder or paper-clipped packet? Determining these details ahead of time will reduce stress and confusion on the day of the event.

After you and your co-leader have finalized the workshop agenda and main presentation PowerPoint slides, make copies of them for the participants. If you have adapted the workshop, adapt the agenda accordingly. Print the slides three per page with room for writing notes.

To have a record of who attends the workshop, use an attendance sheet. A sample attendance sheet is in the Appendix on page 25.

If you choose to provide certificates of attendance, you should fill them out before the workshop and place them in alphabetical order so that they are ready to be handed out at the end of the workshop. See a sample certificate in the Appendix on page 27.

It may be helpful to make available to workshop participants one or two copies of the SPRC publication *Suicide Risk and Prevention for Lesbian, Gay, Bisexual, and Transgender Youth* to review. This 63-page document, published in 2008, addresses special concerns related to suicide prevention among LGBT youth. It summarizes the state of knowledge about suicidality in this population and outlines 21 recommendations for helping to reduce suicidal behavior among LGBT youth. It also includes a resource appendix and an extensive bibliography. The document can be downloaded at http://www.sprc.org/sites/sprc.org/files/library/SPRC_LGBT_Youth.pdf.

Section 3

The Workshop



During the Workshop

How to Use the Slides and Script

The PowerPoint presentation called Youth Voices features quotations from LGBT youth. Using it is optional, but it is helpful to play it in the background to set the mood as people arrive for the workshop. It does not require discussion, but it can stimulate ideas. Turn it off when you start the main presentation.

The Main Slide Presentation is based on research findings. It includes an introduction to basic issues in suicide prevention, such as prevalence and risk and protective factors, as well as issues specific to LGBT youth and cultural competence. A sample script has been embedded into the notes pages of the slides.

The presentation is mainly didactic but includes some participatory activities. The three exercises and two group discussions help participants understand the content and develop action plans. Keep in mind that participants bring their own experiences to the training program, and these experiences can serve as rich resources for sharing and learning.

Instructions for the activities are provided in the script with one exception. The instructions and questions for the exercise Stand Up/Sit Down are included in the Appendix on page 26.

Sample Agenda

The 4-hour sample agenda is included in the Appendix on page 24. If you have less time, you can adjust the PowerPoint presentation and script to fit the time you have. However, it is valuable to keep at least some of the activities because they enhance learning beyond the lecture presentation.

Participant Evaluation Form

The Participant Evaluation Form is a valuable way to obtain feedback on the workshop from participants. It is included in the packet of handouts for participants. Be sure to leave about 5–10 minutes at the end of the workshop for participants to complete it and hand it in.

Certificate of Attendance

When the participants hand in their evaluation forms, give them a certificate of attendance if you have chosen to use this type of acknowledgement of participation in

the workshop. If you are offering continuing education (CE) credits, you may need to modify the sample certificate to include language required by the CE provider(s). See page 27 in the Appendix for the sample certificate.

After the Workshop

Thank you for leading this workshop. Please take some time to reflect on your experience and share what you learned with SPRC as well as the host organization.

Participant Evaluation Form: Review the feedback from the Participant Evaluation Form with your co-leader and discuss lessons learned.

Leader Feedback Form: SPRC would like to improve this workshop kit in the future as needed. The Leader Feedback Form will help SPRC learn what you think of the workshop kit and what you think your participants gained from the workshop. It can be found in the Appendix on page 28. Please summarize the results from the Participant Evaluation Form before filling out the Leader Feedback Form.

Please return this form to SPRC *within two weeks* of the workshop. You may mail, e-mail, or fax the form to SPRC as follows:

Edna Pressler, Ph.D.
Suicide Prevention Resource Center
Education Development Center, Inc.
43 Foundry Avenue
Waltham, MA 02453

E-Mail: sprctraining@edc.org
Fax: 617-969-9186

Questions: If you have any questions about this kit or the workshop, you may contact SPRC via our toll free number (1-877-GET-SPRC, 1-877-438-7772) or the general e-mail address sprctraining@edc.org.

Section 4

Appendix



Suicide Prevention among LGBT Youth: Sample Agenda

Workshop time: 4 hours (240 minutes)

| TIME | MINS | SLIDES | TOPIC | WHO |
|------|------|----------|---|-----|
| | 5 | 1–4 | Welcome participants, and introduce leaders, workshop, and objectives | |
| | 5 | 5–8 | Suicide as a public health issue, statistics, causes | |
| | 20 | 9–11 | Participant introductions EXERCISE, ground rules, icebreaker | |
| | 5 | 12–15 | Terms, research challenges | |
| | 5 | 16–18 | Suicide ideation – LGBT youth | |
| | 10 | 19–23 | Suicide attempts and deaths – LGBT youth | |
| | 10 | 24 | Using the research EXERCISE | |
| | 10 | 25 | BREAK | |
| | 15 | 26–32 | Developmental models, stages/ages, and prevalence | |
| | 10 | 33–37 | Risk and protective factors – Description | |
| | 15 | 38–45 | Risk and protective factors – LGBT youth | |
| | 15 | 46 | Risk and protective factors – GROUP DISCUSSION | |
| | 10 | 47 | BREAK | |
| | 10 | 48–50 | LGBT cultural competence – Description and agency standards | |
| | 20 | 51–52 | LGBT cultural competence – EXERCISE and VIDEO CLIP | |
| | 5 | 53–54 | Programs and Practice | |
| | 10 | 55–58 | Suicide prevention and training resources – All youth | |
| | 5 | 59–60 | Warning signs and crisis lines – All youth | |
| | 5 | 61–63 | After an attempt - All youth | |
| | 5 | 64–65 | Suicide postvention – All youth | |
| | 5 | 66–67 | LGBT youth programs and evaluation | |
| | 25 | 68 | GROUP DISCUSSION – Key issues | |
| | 5 | 69–70 | Workshop Summary, leader contact information | |
| | 10 | No slide | Participants fill out evaluation form | |

Suicide Prevention among LGBT Youth: Attendance Sheet

Date: _____

[illegible]

Stand Up/Sit Down Exercise: 16 QUESTIONS

(For use as an icebreaker exercise with slide 11)

Adapted with permission from Maine Youth Action Network, Mount Arrarat School GSA, and Maine Youth Suicide Prevention Program

Leader: The purpose of this exercise is to experientially introduce key concepts of the training: what it's like to be in the minority or to become aware of being in a majority. As I read a statement, please stand up if you identify with it. Remain standing briefly, and then sit back down. During the exercise, look around the room and see who is standing. If the statement does not apply to you, remain seated. I will read a number of statements.

I have...

- Been told that I am in the wrong bathroom
- Been assumed to have a sexual orientation other than the one I identify with because of the way I act or dress
- Been referred to as a different gender than the one I identify with
- Feared losing the approval of a close friend or family member
- Been harassed for publicly expressing affection
- Been assaulted physically or verbally because of my sexual orientation and/or gender identity
- Hesitated to do something for fear of others' reactions
- Felt as though I had to hide a crucial part of myself from everyone
- Lost or been denied employment because of my real or perceived sexual orientation or gender identity
- Been denied participation in a group or activity because of part of my identity or expression
- Questioned my gender
- Received praise for expressing my sexuality in a heterosexual way
- Changed an aspect of my gender expression for safety reasons
- Had changes made to my appearance or activities as a child because of gender expectations
- Had questions raised about my sexual orientation based on my gender expression
- Felt intense feelings of isolation because of a part of my identity

Certificate of Attendance

Completed the workshop titled:

**Suicide Prevention among LGBT Youth:
A Workshop for Professionals Who Serve Youth**

on _____

This presentation is based on materials created by
the Suicide Prevention Resource Center Training Institute, Education Development Center, Inc.

Suicide Prevention among LGBT Youth Workshop: Leader Feedback Form

Workshop Location: _____ Workshop Date: _____

1. How many people attended the workshop?
2. Which of the following best describe your workshop participants? (Check all that apply.)
☐ Teachers ☐ School administrators ☐ Child welfare workers ☐ Group home staff
☐ Juvenile justice workers ☐ Clergy ☐ Mental health professionals
☐ Health care professionals ☐ Suicide prevention program staff ☐ Recreation workers
☐ Foster parents ☐ Others (specify) _____
3. Which features of the *workshop kit* were most useful to you and your co-leader?
4. What could the Suicide Prevention Resource Center do to improve the *workshop kit*?
5. If you used the Participant Evaluation Form, please answer the following two questions:
 - a. Which features of the workshop were *most* helpful to participants?
 - b. Which features of the workshop were *least* helpful to participants?
6. Other comments:

Please return this form to: Edna Pressler, Ph.D., SPRC, Education Development Center, Inc.,
43 Foundry Avenue, Waltham, MA 02453 or E-mail: sprctraining@edc.org Fax: 617-969-9186

Optional:

SPRC may contact a sample of workshop leaders to ask additional questions. If you are willing to be contacted by SPRC staff for this purpose, please provide your contact information below.

Your name: _____ Title/Organization: _____

Phone number: _____ E-mail address: _____

