

Movie
But I am
a cheerleader
Ted talk: Introvert

SAFETY
of kids
is imp before they
come out
Coping skills &
data shown to students.
Also work Dealing with parents/families

Counseling LGBTIQ Youth

An Adlerian Model

Everett Barr
Kate Hagner
Jennifer Olson

Phenological view of client

Simultaneous group / school wide
[LGBT kids -> awareness & acceptance]
[children who do -> No bullying - school
& there is simultaneous change in environment.]

or having gay-straight alliance

'It's get better' blog

Google Administrator gay education (handbook)
Each districts have different policies

Whose etc

Battery
Spoon
Kanna's leg pant
Newspapers

money



Overview of LGBTIQ Youth

Vocabulary

Making information available to students would be a helpful and Adlerian technique. Adlerian theory promotes bibliotherapy. Having relevant books or pamphlets available for students would be one way of promoting a better understanding of appropriate vocabulary.

The following is an alphabetical - and by no means *comprehensive* - list of some important vocabulary terms:

Asexual: A person who does not experience sexual attraction to any gender but may or may not have a sex drive. There is some debate of whether or not Asexuals should be considered part of the LGBTIQ community.

Bisexual: Also "bi." A person who is attracted to two sexes or two genders, but not necessarily simultaneously or equally.

Gay: Man attracted to men. Colloquially used as an umbrella term to include all LGBTIQ people.

Heterosexuality: Sexual, emotional, and/or romantic attraction to a sex other than your own.

Homosexuality: Sexual, emotional, and/or romantic attraction to the same sex.

Intersex: Intersexuality is a set of medical conditions that feature congenital anomaly of the reproductive and sexual system.

Lesbian: A woman attracted to women

LGBTIQ: Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning

Pansexual: A person who is fluid in sexual orientation and/or gender or sex identity.

Queer. 1) An umbrella term used to refer to all LGBTIQ people.

2) A political statement, as well as a sexual orientation, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid.

3) A simple label to explain a complex set of sexual behaviors and desires.

Transgender: A person who feels their gender (rather than their sexual) identity is mismatched with their born sexual identity

12 other states offer any protection or domestic partnerships. Only two of these 12 states recognize same sex marriages that have taken place out of state (see Appendix A).

DOMA

Part of the fight for marriage equality is trying to overturn the Defense of Marriage Act (DOMA). Section 3 of DOMA, for all federal purposes, affects insurance benefits for government employees, Social Security survivors' benefits, immigration, and the filing of joint tax returns for all same sex marriages, regardless of state law. It has been deemed unconstitutional in eight federal courts, though it is still in effect.

Why is it important?

As counselors, it is our job to help create a healthy, safe, and positive learning environment. However, if we overlook addressing LGBTQ issues, we are putting a large number of our school population in emotional and scholastic danger.

If a child fears for his or her own safety, is bullied or ridiculed, how can we expect them to reach their full potential in class? If a child is confused, scared, and has no one to talk to, the concentration it takes to keep up in school may not be there.

We have the great responsibility and opportunity to be a helping hand and advocate for these students, so it is of vital importance that we embrace and pay close attention to LGBTQ issues.

- 4 out of 10 LGBTQ youth report that their community is unaccepting of them
- LGBTQ youth are twice as likely as their peers to say that they have been assaulted, hit, kicked, or shoved while at school.
- 92% of LGBTQ youth hear negative things about LGBTQ people at school.
- LGBTQ students are three times as likely as non-LGBTQ students to say that they do not feel safe at school.
- The Suicide Prevention Resource Center, after many thorough studies, estimates that 30% LGBTQ youth have either contemplated or attempted suicide.

Adlerian Theory

History

Much of Individual Psychology comes from Adler's own experiences growing up. Born and raised in Vienna, Austria, Adler was sickly as a child, which prompted him to study medicine. Adler moved from practicing medicine to studying psychology in 1902, when he was invited to work with Sigmund Freud. Adler's views on human nature differed greatly than that of Freud's,

attention, and thus can be less competitive. First born children, on the other hand, are generally more driven to achieve and maintain familial values. Second-born children tend to fill roles not met by the older sibling, and are often described as the family “rebel.” Middle children share some qualities of second-born, however are more likely to compete with older siblings. Lastly, youngest born are often typified by being the family “baby,” though like second-borns, may also seek to fill roles not met in the family.

Though Adlerians use these descriptions as basic guides, counselors should ultimately rely on the child as the expert of their role in the family.

Family Atmosphere

Reflects the lifestyle coping mechanisms the family models for the child. For a complete list and description, please see the appendix.

Encouragement/Discouragement

Individual Psychology uses the concepts of encouragement and discouragement to describe one’s level of social interest. Children who are encouraged have a strong sense of belonging, are collaborative, cooperative and feel good about their place in the community. Discouraged children, on the other hand, pursue one or more mistaken goals in achieving strong social interest. These goals include: attention, power, revenge and inadequacy or withdrawal.

Counseling Theory and Method

In Individual Psychology theory, the goal of counseling is to replace unrealistic life goals realistic ones, and to instill social interest in the client. In the therapeutic relationship, counselors utilize psychoeducational methods to build intrinsic motivation to achieve the goals of counseling. Other goals of Adlerian counseling include: promoting social interest; decreasing feelings of inferiority; overcoming discouragement; and recognizing resources; changing lifestyle perception and goals; altering faulty motivation; teaching the person to realize the equality among humans; and encouraging the person to become a contributing person.

The Adlerian counseling method utilizes a holistic approach and spans four distinct phases: relationship and understanding; assessment; insight; and reorientation. First, the counselor establishes a positive relationship with the client through empathy. Secondly, s/he gathers information about all facets of the client’s life, from early recollections to contemporary family structure. Then, the counselor gains insight into the client’s style of life and reflects that back to the client. Lastly, the client builds self-confidence and encouragement to reshape faulty goals.

Adlerian Techniques

Early Recollections

Individual Psychology holds that the one’s past experience informs her/his present behavior. Adlerian counselors investigate three to six of the client’s earliest recollections to understand

time with the client, and counselors can utilize psychoeducational tools, such as homework, to assist in treatment.

Complications

Some of the assumptions about human nature may not apply to each and every individually. Specifically, not all clients may be motivated by social interest. As Individual Psychology is non-pathologizing, it lacks a formal method for working with clients diagnosed with certain personality disorders that defy the theory's assumptions on human behavior, such as narcissism and antisocial behavior. Adlerian techniques can still be utilized, however changing client motivation may be improbable, whereas dealing with the behavior is more practical.

Elementary School

Theme

Discussion of LGBTIQ youth will be different depending on the development and needs of each individual and group. For the needs of this particular plan, we developed a theme for each level that would focus our plans. These themes are not to be seen as the limit for discussion, but rather as an age appropriate guide for a general discussion of the topic.

For elementary schools, the focus would be on acceptance and tolerance of those who seem "different". The importance of kindness would be emphasized. Vocabulary associated with LGBTIQ youth would not be avoided, but would not be part of the focus in the school.

Individual

In this age group, an individual approach to counseling would revolve around the idea that everyone is different, and these differences make us unique and special.

It is vital for the counselor to display empathy for the student. In the Adlerian model, the student is the expert on his or her situation, and the counselor should provide an environment where the student is comfortable to tell us of their unique experience.

In this counseling environment, we will focus on the student's goal of belonging. This intrinsic need is not only found in a school setting, but also at home. At this age, Play Therapy would be an extremely valuable asset. For example, using Sand Tray Therapy, a counselor may ask a young boy who prefers wearing dresses to act out how his family reacts with the help of figures in the sand tray. Next, the child may be asked to depict how his classmates at school react to this.

Another technique of Play Therapy, which may be very effective at this age, is Doll House Therapy. With the proper approach and materials, this exercise will not be gender stigmatizing and may provide the child with a tool that will allow them to depict his or her specific

	<p>knowledge. The facilitator can point out differences in our background to start talking about acceptance and tolerance of others.</p>	
Week 3	<p>Group members further their understanding of each other as they share about their family. Options include drawing pictures, writing a story, or other creative mediums that allow for authentic expression. The facilitator continues to assess recurring patterns that contribute to one's style of life, in addition to touching on the theme of acceptance as needed</p>	<p>What motivates you in life? Students are asked to find one example in the coming week of what motivated their behavior.</p>
Week 4	<p>The group facilitator introduces the topics of motivation, social interest and private logic. Students are asked to share their example of motivation in their lives with the goal of growing awareness around their actions. Depending on the course of conversation, the counselor can introduce the four mistaken goals and examples of inappropriate motivation.</p>	<p>Provide one example in the coming week where you anticipated the consequences to your behavior and connected it to your motivation. Did your awareness of your motives change your behavior? Did it confirm your choice?</p>
Week 5	<p>Students are encouraged to share their experiences of anticipating behavior. The facilitator can guide the discussion highlighting socially interested students. Students again can share in their preferred medium (such as drawing, playing, miming, or talking).</p>	<p>What do I do when I make a mistake or when something bad happens? How do we cope when life doesn't go our way?</p>
Week 6	<p>The group discusses various ways to cope with life struggles. The facilitator should rely on observations about individuals' lifestyles to guide the discussion and to confront students if appropriate. One benefit of the group dynamic is one student's issue may affect everyone, and it would be important to maximize group time if a broad issue comes up.</p>	<p>Putting it all together: what have I learned about myself that I didn't know before, and how/what can I do to improve.</p>
Week 7	<p>This group is more or less of a review of the concepts learned in the previous weeks. The goal is for students to conceptualize their path of insight. Hopefully students can talk about their styles of life, understand the importance of family dynamics, feel empowered to make changes if they like, and feel a greater sense of social interest within the group (and perhaps school wide). Emphasis can be placed on being tolerant of others.</p>	<p>Reflect on your experiences with the other members of the group.</p>

comparisons. It can also be part of any unit where a discussion of family units or culture would be appropriate.

Adaptations: This lesson plan could be adapted for middle school by incorporating it with a creative writing unit using the book "My House Has Stars" by Megan McDonald as well as the video "That's a Family!" found at GroundSpark.org.

No Name Calling Week: Garden of Kindness

Summary: "No Name Calling Week" is a school wide initiative where each teacher emphasizes the importance of kindness and safety within their school. Their website (see Resources) has a variety of lesson plan ideas for everything from P.E. to Art. This particular lesson has students cut out paper flowers and write kind things people have done for them or they have done for others. The class discusses the importance of kindness. (See Appendix C for full lesson plan)

Curriculum: Because this lesson is part of a larger, school wide endeavor, continuity will not be as large an issue as with other lessons. The lesson could also be incorporated into a larger unit outside of the "No Name Calling Week" such as a gardening unit or with anything where the a discussion of service or bullying would be appropriate.

Adaptations: If the school has a garden, it would be fun and interactive to have part of the lesson outside in the garden area, perhaps somehow decorating the garden with "kind signs" made by the students.

Middle School

Theme

For middle school, the general focus would be on the healthy expression of both positive and negative emotions while utilizing more of the vocabulary associated with LGBTIQ youth. The school would carry on the emphasis of acceptance and tolerance that started at the elementary level.

Individual

At this age, we will focus on healthy communication and expression of emotion. Again, the counselor should provide empathy, as well as implore the student to express his or her unique experience. At this age, it will be more appropriate to include vocabulary. The use of this vocabulary will hopefully help the student to realize that they are not alone.

With this empathy given by the counselor, the student would hopefully be able to explore his or her unique emotions around being "different". The student should be comfortable with the feeling of sadness, anger, hopelessness, and disappointment. Adler would see these responses

manner on a regular basis as part of good pedagogy. No Name Calling Week, as discussed in the elementary school section, is a school wide endeavor and the website makes curriculum for both elementary and middle school grades.

No Name Calling Week: Poem

Summary: This lesson allows students to express their feelings about name calling in a creative poem. (See Appendix D for full lesson plan)

Curriculum: Though this lesson is part of a school wide endeavor, it is still important for teachers to be able to maintain continuity of their curriculum. With proper planning on the part of the school and teachers, this lesson can be part of a larger poetry unit for an English class or a Civil Rights unit for a History class.

Adaptations: The lesson can be adapted to use a more engaging discussion method such as guided questions in a paseo. Resources from the Think B4 You Speak Campaign can be incorporated as well so as to incorporate more discussion in particular to LGBTIQ youth. Poetry can be replaced with any creative method of expression a teacher wishes to use: short story, art project, etc, depending on the classroom and the subject.

High School

Theme

For high school, the focus would be on developing healthy relationships (romantic and otherwise) and encouraging students to examine their own biases. The school would emphasize acceptance and tolerance with open discussion using vocabulary associated with LGBTIQ youth.

Individual

For High School counseling, we will focus on creating and sustaining healthy relationships, whether they are romantic or not. We will continue to increase our use of vocabulary that we started implementing in Middle School. We will also continue to use critical thinking to better understand and deal with social interactions.

However, we wish to expand this critical thinking in order to study society as well. In a few short years, all of these students will be leaving High School. Can the student retain all the work he or she has done with self-acceptance?

Adler put much focus into early recollections and family dynamics. In this age group, it may be therapeutic for the student to look back at his or her early childhood. How have these early interactions shaped the way you treat your friends, your significant other, your family and yourself?

Adaptations: The video is, in the style of after school specials, kind of cheesy and might make students roll their eyes a bit. Put the challenge to the students to write a script and act out in front of the class or film their own idea of how the same key points from from the video could be presented. Ground rules about respectful representation and language should be set at the beginning of such a project.

Resources

Asexuality Visibility and Education Network <http://www.asexuality.org/home/>

Creating and Supporting a GSA <http://pridenet.ca/wp-content/uploads/gsa-handbook.pdf>

No Name Calling Week <http://www.nonamecallingweek.org/cgi-bin/iowa/home.html?state=&type=antibullying>

"It's Okay to be Takei" video <http://www.youtube.com/watch?v=dRkIWB3HIEs>

Pamphlets and Fact Sheets from the University of Tennessee <http://lgbt.utk.edu/resources/pamphlets.html>

Pride and Prejudice: Challenging Homophobia Program for Everyday Classrooms <http://thatssogay.com.au/pride-prejudice/>

Pride Education Network <http://pridenet.ca/resources>

Resources from PFLAG <http://community.pflag.org/page.aspx?pid=1028>

Safe School Coalition http://www.safeschoolscoalition.org/RG-teachers_highschool.html

Think B4 You Speak Campaign <http://www.thinkb4youspeak.com/ForEducators/?state=&type=antibullying>

Torres, E. & Sawyer, T. (2005). *Stories of Mexico's Independence Days and Other Bilingual Children's Fables*. UNM Press.

Training Workshops for Educators and Community Leaders <http://www.glsen.org/cgi-bin/iowa/all/library/record/1817.html?state=what>

References

Bumiller, E. (July 22, 2011). Obama Ends "Don't Ask, Don't Tell" Policy. *New York Times*. Retrieved from http://www.nytimes.com/2011/07/23/us/23military.html?_r=0

Framework We live in an increasingly diverse world, even within our own family structures. The concept of the “nuclear” family does not predominate in our society as it once did. More children are being raised by single parents, by same-sex parents, in blended families and in families with mixed race, religion and ethnicity. Even though differences are common, that does not automatically make children comfortable with their own unique family situations or with differences in their peers’ families. And as families look different, it may be harder to identify what is similar.

Because young children form ideas about themselves and other people early in life, it is important to begin teaching antibias lessons early and to help children recognize and accept differences and see similarities beyond the surface. If we reinforce these lessons, children will learn to appreciate, rather than fear, differences and to recognize bias and stereotypes when they see them. As children begin to compare their family situation with others, they may start expressing their concerns about being different. We know that children need to be reassured that differences are fine. The exposure to families that may not be like their own, in particular, encourages tolerance and acceptance because they see that, even within their own classroom, everyone’s family is unique!

Objectives

Activities will help students:

- understand, appreciate and respect similarities and differences
- exhibit pride in their own unique families
- learn about different types of families
- identify specific similarities and differences between their family and their classmates’ families

Essential Questions

- What makes a family a family?
- How can someone who looks different be the same as me?
- How do you feel when you visit a family that is different from yours?
- What does it mean to accept someone’s differences?
- How can I be more accepting of someone who is different from me?

Materials (found after lesson plan)

- Question Cards (cut out and placed in a pile)
- Two Families
- We Are the Same. We Are Different.

Activities

- 1 *(Note: Divide the class into two groups of equal size. One group should stand or sit in a circle, looking out. The other group should stand or sit in a larger circle around them, looking in. So the two circles of students will be facing each other, with a partner for each student.)* Review the words “same” and “different” by finding one trait that is the same as and one trait that is different than the person facing you in the circle. For example, if you are both girls, that is the same. If one of you is tall and one is short, that is different. Share a few examples of your same and different qualities with the class.
- 2 *(Note: Cut out the cards from the “Question Cards” handout and place them in a pile.)* Read aloud the top question card from the pile. Then share the answer to the question with the student facing you from the other circle. Once you have each answered, report back to the class whether your answers were the same or different. Keep a tally of how many “same” answers and how many “different” answers you get.
- 3 Now the inner circle should move one spot to the left, so that new partners form. Continue to read questions until you get to the end of the pile or until everyone has had a chance to partner with everyone from the opposite circle.
- 4 Go back to your seats and talk as a class about the task. Discuss:
 - Were your answers and your partner’s answers more often the same or different?
 - Is it OK to have different opinions and responses from your friends?

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

EARLY GRADES ACTIVITY

345

Question Cards

Cut out the cards and place them in a pile. Read aloud the top question card from the pile. Then share the answer to the question with the student facing you from the other circle. Once you have each answered, report back to the class whether your answers were the same or different. Keep a tally of how many "same" answers and how many "different" answers you get.

What is your favorite food?	Which do you prefer, spring or fall?
Where is one place you would love to visit?	What is one thing you are good at?
In what month is your birthday?	If you could only color with one crayon, which color would you choose?
What is your favorite family holiday?	What's something your family likes to do together?
Does anyone in your family speak a language other than English?	How many brothers and sisters do you have?

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

EARLY GRADES ACTIVITY

2. Name two things that are different about both Anika's family and Aaron's family.

3. Name one thing that is the same about your family and Anika's or Aaron's family.

4. Name one thing that is different about your family and Anika's or Aaron's family.

5. Both Anika and Aaron have felt a little sad or embarrassed by feeling different from other kids. What advice would you give them?

Appendix B: Garden of Kindness Lesson Plan

Activity 1: Suggested by Jeanine Rousso from Springdale Park Elementary School in Georgia

Grade Level: K- 5

Objectives:

- Students will gain an understanding of the importance of kindness as a tool to end name- calling in schools.
- Students will help raise awareness of the importance of kindness as a tool to end name-calling in schools.

Materials:

Construction paper, safety scissor, markers, crayons, tape, and glue

Preparation:

When working with younger students, cut flower templates out of construction paper before starting activity with students.

Activity:

Begin the activity by discussing kindness as a way to end name-calling and bullying in schools using the following questions:

- Is name-calling and bullying mean or nice?
- Do you like it when other students are mean to you?
- Are you mean to other students?
- What would it look like if everyone were kind to everyone else?
- Would there still be name-calling or bullying?
- How can we make this happen?

Tell the students that they will be making a kindness garden to show the school what being kind can look like. Have students cut their flowers out of construction paper or provide them with flowers you have already cut out. Ask the students to draw or write something kind they have recently done or witnessed or why they feel it is important to be kind to one another. After students have decorated their flowers, ask them to share with the rest of the class. Once everyone has shared, you can display the flowers in the classroom or in the school's cafeteria or library, creating a Garden of Kindness to show other students the importance of being kind.

Lesson plan from http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/000/000/169-

[1.pdf](#)

Appendix C: Poetry Lesson Plan

Age/Grade Level: Grades 4-9

Time: 35-65 minutes (1-2 class sessions)

Materials: flip chart paper, 8 1/2 x 11 paper, pencils, sample poems

Overview: This lesson is designed for student to express their feelings regarding name-calling using an artistic form of poetry. Student will have the opportunity to reflect on personal experiences regarding name-calling. In addition, students will engage in discussion about the effects of name-calling on their school and emotions connected with name-calling.

Objectives:

- Students will develop awareness of name-calling in school
- Students will develop empathy for those targeted by name-calling

are reluctant to write a poem, provide them with an option to draw a picture that is accompanied with a description of what is occurring in the drawing.

Part 5 - Closing (10-15 minutes)

Goal: Students will share their poems with the rest of the class.

Activity: Ask students if they would like to share their poem with the class. Have students one by one read their poem aloud either from their seat or in front of the class. Once students are done sharing, ask if anyone would like their pieces to be hung around the classroom. If possible, at the end of the week, submit the poems to the Creative Expression Contest.

Sample Poems:

Title: No Name Calling Poem
by David B.
2008 Creative Expression Contest

No Name Calling

My name is Daniel, not wimp or brat; it is not nice to call me that.
Don't call anyone dumb, weak, or lame; instead call them by their given name.
The result for mean mean and nasty is to be excluded, but being kind and firendly is rewarded by being included.
Don't give names to others because they're big, small, short or tall, remember the rule, if you have nothing nice to say, don't say anything at all.
Love has no shape, height, color or race, love is kindness, dignity beauty and grace.

Title: No Name-Calling. It Hurts, Poem
By Olivia H.
2008 Creative Expression Contest

No Name Calling
It Hurts
Name calling.
It's wrong and hurtful.
It's a shame, but who's to blame?
Come on school bullies it's not a game.
Why do we name call?
Is it to gain fame?
People get hurt and they feel like dirt.
They get put down and have a frown.
So why name call all around
Let's just get along when
we're on the playground.