Cultivating Inclusive DBT Treatment for Sexual Minority & Gender Expansive Youth & Their Families

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Overview

1. Define sexuality and gender affirmative care
2. Explore intersectionality as it relates to multiple identities
3. Link DBT as an inclusive treatment for treating chronic invalidation
4. Explore organizational and provider level interventions to increase affirmative care
Poll Question

What type of DBT training have you received? (check all that apply)

A. 10 Day Intensive Training
B. 5 Day Intensive Training
C. 1-2 Day Introductory Training
D. Read 1 Textbook on DBT
E. Read at least 1 article on DBT
F. None of the above
Using a DBT Framework to Ensure Sexuality and Gender Affirming Care

SEXUALITY & GENDER AFFIRMING DBT PROGRAMS
Sexuality and Gender Affirming Care Defined

Health and mental health care that is aware, knowledgeable, and responsive to the unique needs of sexual minority and gender expansive people. This includes:

- Knowledge, skills, and competencies of healthcare providers
- Organizational priorities that reflect the needs of this population
- Emphasis on safety, security, and confidentiality
- Emphasis on accepting, welcoming, and representative environments
Disclaimer: At the time this webinar was hosted the presenter and CTAC were unaware of the appropriation concerns regarding the concept of genderbread person.

- The image of Genderbread Person which appears in the Webinar has been removed from the slides due to concerns of copyright and original ownership.
Gender Definitions:

GENDER
The state of being male or female in typically regarding to social constructs rather than physical attributes.

TRANSGENDER
Refers to someone who does not identify with the gender they were assigned at birth.

CISGENDER
Refers to someone who identifies with the gender they were assigned at birth.

NON-BINARY
Refers to someone who does not identify as exclusively male or female.

GENDER FLUID
Refers to someone whose gender identity changes over time from one end of the spectrum to the other.

GENDERQUEER
Refers to someone whose gender identify falls on the spectrum between male and female.

We use gender-expansive, rather than transgender, to describe all non-cisgender respondents because every person defines their identity differently. For example, some non-binary people identify as transgender, but not all do. It is imperative that we expand our understanding of terms and definitions to accommodate everyone's individual experience and self-identification process.
Asexual | The lack of a sexual attraction or desire for other people.

Bisexual | A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Gay | A person who is emotionally, romantically or sexually attracted to members of the same gender.

Lesbian | A woman who is emotionally, romantically or sexually attracted to other women.

Pansexual | Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree.

Same-gender loving | A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.

Sexual orientation | An inherent or immutable enduring emotional, romantic or sexual attraction to other people.
I'm afraid my parents won't love me if I come out.

I've been lying to myself that I'm straight. I don't think I am. I'm afraid to come out because what if I'm wrong?

I'm gender-fluid but I'm so scared to come out to my parents because I'm afraid if I tell them they won't help me pay for college.

Does anyone else have the issue that they're afraid to come out because they think their family won't believe them? That it's just a "phase"?

I'm afraid of coming out because my friends make jokes and use gay as a really bad insult, I'm scared of being friendless like I have been before...

I'm afraid to come out. I don't want to be treated differently. I just want it to be the same because I'm the same.
Dialectical Behavior Therapy

DBT is a cognitive-behavioral treatment that integrates acceptance and change strategies in the service of enhancing emotion focused problem solving capabilities in individuals experiencing high levels of emotional dysregulation, behavioral dysregulation, and interpersonal dysregulation. ²

Individuals in DBT may use life-threatening and/or other problematic behavioral patterns that function to regulate emotions, communicate distress, or is the consequence of not being able to self-regulate.
Comprehensive DBT Programs

- Individual DBT Therapy
- DBT Skills Training Group
- 24/7 Skills Coaching
- DBT Consultation Team for DBT Providers
What is the problem we are solving?

The presence of heteronormative and binary gender role bias in DBT programs
All DBT programs provide sexuality and gender affirming care
Factors & Behaviors Interfering with Goal: Heteronormative & Gender Binary Bias and Privilege

<table>
<thead>
<tr>
<th>Systemic Bias</th>
<th>Organizational Bias</th>
<th>Provider Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Bias</td>
<td>Leadership Bias</td>
<td>Personal Provider Bias</td>
</tr>
<tr>
<td>Accrediting Body Bias</td>
<td>Employment Bias</td>
<td>Provider Training &amp; Development Bias</td>
</tr>
<tr>
<td>Federal, State, and Local Policy Bias</td>
<td>Policy Bias</td>
<td>Environmental Bias</td>
</tr>
</tbody>
</table>
### Organizational Behaviors
- Sexuality & gender affirming care prioritized by leadership
- Policies & practices intentionally inclusive & affirming
- Employment, hiring, and human resource policies and practices intentionally inclusive & affirming
- Clinic environment representative of sexual minority & gender expansive people
- Staff training inclusive of sexual and gender expansive people and intersecting identities

### Provider Behaviors
- Self-awareness of provider privilege, default conceptualizations, and bias
- Integration of minority stress into case conceptualization
- Integration of intersectionality into case conceptualization
- Integration of minority stress and intersectionality into behavioral assessment and solution analysis
- Interpersonal effectiveness skills in repairing mistakes by owning them
- Emotion regulation skills to improve repairing mistakes by treating provider shame
Organizational Level Interventions

Organizational assessment of inclusive and affirming policies and practices

- Leadership explicitly communicates inclusive and affirming culture embedded within either mission, values, and/or leadership principles
- Leadership screened for inclusive and affirming knowledge, beliefs, and practices
- Employee experiences of inclusion
- Client experiences of inclusion

Organizational hiring practices reflect strategies for diversity and inclusion

- Employment nondiscrimination policies includes both the term sexual orientation and gender identity
- Employment benefits, including medical coverage, supports a range of identities
Organizational policies and procedures are sexuality and gender affirming

- Paperwork includes options to select sexual orientation and gender identity
- Paperwork provides an option not to disclose
  - If required for medical billing: “Gender assigned at birth”
- Psychosocial assessment prioritizes an intersectional lens with an emphasis on minority stress factors impacting internal and external behaviors
- Client nondiscrimination policy includes the terms sexual orientation and gender identity and is communicated in more than one accessible way

Organizational built environment representative of multiple identities

- Pictures, brochures, magazines, all gender bathrooms (or policies that allow clients to use the bathroom aligned with their true gender)
Provider Level Interventions

Training in LGBTQ+ Affirmative Care

- Definitions, key issues, intersectionality of identities, specific health concerns/disparities/risks
- Behavioral health practice in interviewing and asking questions related to gender and sexuality related-issues
- Issues of bias and repairing mistakes
- Self-awareness exercises that highlight levels of privilege
- Minority Stress or stress arising from social stigmatization
Provider Level Interventions

Ensure factors influencing assessment and case conceptualization (IOM, 2011):

- **Life Course**: different needs at different stages of life
- **Social Ecology**: social contexts influence health outcomes
- **Minority Stress**: chronic stress arising from social stigma impacts internal and external processes
- **Intersectionality**: recognizes social, ethnic, religious, economic, culture and other factors influence the lived experiences of LGBTQIA+ people
Intersectionality: recognizes social, ethnic, religious, economic, culture and other factors influence the lived experiences of LGBTQIA+ people.

Provider Level Interventions
Intersectional Oppression: recognizes multiple, reinforcing, and compounding systems of oppression and constraining factors impact the lived experiences of LGBTQIA+ people.
Top Health Risks for LGBTQ Youth:

- HIV/AIDS
- Smoking and other substance use
- Depression and suicide
- Sexually transmitted infections
- Abuse and victimization
- Stigma and heterosexism
- Homelessness
- Access to care
- Isolation, marginalization, and lack of social support
DBT and Sexuality & Gender
Affirming Care

- DBT’s dialectical philosophy is grounded in inclusive and affirmative perspectives
  - There is no one truth; truth in all ways of knowing; what’s being left out; only constant is change
- DBT’s biosocial theory includes the transactional nature between biological vulnerabilities and environmental/social stressors causing emotion dysregulated states and experiences
- DBT’s focus on problem solving increases a person’s sense of mastery, autonomy, and effectiveness in the world
- DBT’s focus on self-regulation and emotion regulation may be particularly useful for developing critical skills for navigating a world where one’s true identity is chronically invalidated by broader societal contexts, structures, and institutions
- DBT’s focus on “Walking the Middle Path” skills help families to balance both acceptance and change in the service of enhancing family relationships
Biosocial Theory (Linehan, 1993)

Pervasive emotion dysregulation and dialectical patterns of behavior are the result of one’s emotional vulnerability transacting with an invalidating environment.

**Emotional Vulnerability:**
- High sensitivity to emotional stimuli
- High reactivity to emotional stimuli
- Slow return to baseline

**Invalidating Environment:**
- Rejects or negates internal experiences
- Oversimplifies ease of problem solving
- Punishes the expression of internal experiences regardless of validity
- Intermittently reinforces ineffective problem solving and unjustified emotional intensity
Invalidation for Sexual Minority and Gender Expansive Youth: The Pain of Not Being Seen

Invalidating Environments

- Rejects or negates internal experiences
- Oversimplifies ease of problem solving
- Punishes the expression of internal experiences regardless of validity
- Intermittently reinforces ineffective problem solving and unjustified emotional intensity

- Family, community, and society-wide transphobia, homophobia, discrimination, and rejection.
- Gender invalidation, experiences of having gender dysphoria being dismissed, ridiculed, or punished.
- Sexuality invalidation, experiences of sexual exploration dismissed, ridiculed, or punished.
- Erasing of identity from public discourse/failure to see intersections and natural variants of human condition.
- Groups of people and political/social movements actively restricting, blocking, and preventing access to human and civil rights.
- Hiding and organizing life around survival and self-preservation, invalidating true self.
Invalidation for Sexual Minority and Gender Expansive Youth: The Pain of Not Being Seen

Invalidating Environments

- Rejects or negate internal experiences
- Oversimplifies ease of problem solving
- Punishes the expression of internal experiences regardless of validity
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- Rejection by primary caregivers
- Unsafe school environments, including verbal and physical threats
- Witnessed and experienced victimization
- Discriminatory behaviors by loved ones and strangers
- Misgendering, both intentionally and unintentionally
- Binary gender assumptions by general public
- Binary sexuality assumptions by the general public
- Being told by others to get used to being treated poorly
- Being told by others to just confront the other person mistreating them
Traumatic Invalidation

“Traumatic invalidation is extreme or repetitive invalidation of individuals’ significant private experiences, characteristics identified as important aspects of themselves, or reactions to themselves or the world.” – Linehan, 2015, p. 304

- Often at the hands of an important caregiver or loved one
- Accumulated misgendering
- Microaggressions (microassault, microinsult, microinvalidation)
- Increases emotional vulnerability, amplifies emotional experiences, and leads to feelings as an outside
The Role of Clinical Distress for Sexual Minority & Gender Expansive Youth

The collective, reinforcing, and compounding stress secondary to invalidation of one’s sexuality and/or gender expansive identity and expression.⁶

1. Emotion dysregulation (anxiety, depression, somatization)
   - Directly resulting from being a member of a chronically invalidated group
   - Resulting from loss of effective coping resources
   - Consequence of amplifying existing biological emotional vulnerabilities

2. Behavioral Dysregulation (substance use, suicidal behavior, self-harm, high risk sexual behaviors)
   - Function as a method of emotion regulation
   - Consequence of the lack of coping resources/inability to emotionally regulate
   - Maintained through positive and negative reinforcement schedules
Biosocial Theory

Emotional Vulnerability + Lack of coping resources or skills

Chronic Invalidation

Pervasive Emotion Dysregulation
Consequences of Invalidation

- Fails to learn effective emotion regulation, distress tolerance, and interpersonal skills and reinforces ineffective emotion regulation skills

- Teaches people to self-invalidate, to vacillate between emotional extremes and inhibition, and respond negatively to perceived failure
# The Case of Shaun (They/Them)

<table>
<thead>
<tr>
<th><strong>Clinical Info</strong></th>
<th><strong>Emotional Vulnerability</strong></th>
<th><strong>Invalidating Environment</strong></th>
<th><strong>Problematic Coping</strong></th>
<th><strong>Skills Deficits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>17 year old non-binary youth</td>
<td>Difficulty to soothe as an infant</td>
<td>Mother reports vacillating patterns of soothing/comfort and ignoring</td>
<td>Vacillating patterns of intense emotional expression and emotional avoidance</td>
<td>Distress Tolerance skills</td>
</tr>
<tr>
<td>Uses they/them pronouns</td>
<td>Severe separation anxiety as a small child</td>
<td>Felt abandoned by mother when left at school with sever panic</td>
<td>Suicidality (thinking, planning, attempts)</td>
<td>Emotion regulation</td>
</tr>
<tr>
<td>Assigned female at birth</td>
<td>Intense tantrums that took hours to soothe</td>
<td>Exposure to sexual abuse by older cousin from ages 6-8</td>
<td>Non-suicidal self-injury</td>
<td>Interpersonal Effectiveness Skills</td>
</tr>
<tr>
<td>Came out at 14</td>
<td>Could only soothe/regulate in the presence of specific baby blanket/comfort item</td>
<td>Chaotic early childhood with father’s substance abuse</td>
<td>Daily marijuana use</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Presents with suicidality, NSSI, substance use, school refusal</td>
<td>Mother describes herself as very emotional sensitive</td>
<td>Mother reports not knowing how to help them</td>
<td>Vacillates between intense interpersonal relationships and ghosting</td>
<td>For Shaun to give up problematic coping, they must learn how to tolerate distress that is inevitable in a chronically invaliding world, to identify, label, and problem solving emotionally difficult situations, and interpersonally show up in ways that make people want to stick around.</td>
</tr>
<tr>
<td>Severe sensitivity to interpersonal rejection</td>
<td>Father is described as emotionally avoidant</td>
<td>Gender invalidation</td>
<td>Intensely presenting aspects of identity in a manner that drives people away</td>
<td></td>
</tr>
<tr>
<td>Lives with birth-mother and step-father</td>
<td>Birth father is absent with significant substance use issues</td>
<td>Bullied chronically in school (traumatic)</td>
<td>Withdrawing from people</td>
<td></td>
</tr>
<tr>
<td>Birth father is absent with significant substance use issues</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Cultivating Affirming Individual Therapy

- Safe Zone Training from Safe Zone Project
- Pride Flags that represent various genders and sexualities
- Badges with names and pronouns for therapists
- Introducing yourself with your name and pronouns
- Listen to the way people describe themselves and then mirror the language
- Communicate that sexuality and gender identity and expression is not binary but quite expansive and normal
- Affirm the person’s true sense of self and/or desire to find their true self-identity
- Orient the youth and family to standards of confidentiality and goals of treatment: (1) to promote healthy development; (2) to promote social and emotional well-being; (3) to promote and ensure physical health
Table 8.4: Questions to Probe for Sexual and Gender Minority Stress in the Clinical Encounter (Fenway p. 179)

- Are you comfortable with your friends, family, or coworkers knowing about your sexual orientation or gender identity?
- Have you experienced any harassment, discrimination, or stigma as a result of your sexual orientation, gender, or appearance or of being or coming out?
- Has anyone ever threatened to out you?
- Are you concerned that people will treat you differently, look down on you, or think less of you because of your sexual orientation or gender identity?
- Do you conceal your sexual or gender identity?
- Do you ever feel depressed, anxious, stressed, or upset when you think about your sexual orientation, gender identity, or gender expression? What do you do to cope with that?
Cultivating Affirming Skills
Training Groups

- Name plates with options to include gender
- Introduce yourself by your name and pronouns
- Orient the group to inclusive and affirming group norms
- If someone is misgendered, then the group facilitators will remind the group “Sally uses “they” pronouns. This is a good time to make sure everyone has their name plates out so we can be sure to honor everyone here.”
Cultivating Affirming DBT Consultation Teams

- Use pronouns when introducing self, especially when new team members join the team
- Incorporate gender and sexual minority youth experiences into DBT case conceptualization
- Mindfully correct any misgendering that occurs when speaking about any client—ring the bell
- Make repairs if necessary
- Ensure sexual and gender minority issues and topics are part of professional development
Questions

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LGBTQIA+ Resources

- Human Rights Campaign: [https://www.hrc.org/](https://www.hrc.org/)
- HRC 2018 LGBTQ Youth Report:
- National Center for Transgender Equality: [https://transequality.org/](https://transequality.org/)
- The Trevor Project: [www.thetrevorproject.org](http://www.thetrevorproject.org)
- Safe Schools Coalition: [www.safeschoolscoalition.org](http://www.safeschoolscoalition.org)
- Hetrick-Martin Institute: [www.hmi.org](http://www.hmi.org)
- Centers for Disease Control and Prevention Lesbian, Gay, Bisexual, and Transgender Health (youth): [www.cdc.gov/lgbthealth/youth.htm](http://www.cdc.gov/lgbthealth/youth.htm)
- Advocates for Youth: [www.advocatesforyouth.org](http://www.advocatesforyouth.org)
- Parents, Families, Friends, and Allies United with LGBT People to Move Equality Forward: [www.pflag.org](http://www.pflag.org)
- Family Acceptance Project: [www.familyproject.sfsu.edu](http://www.familyproject.sfsu.edu)
- Sexuality Implicit Associate Test (IAT): [https://implicit.harvard.edu](https://implicit.harvard.edu)
- Clarifying Beliefs Scale:
LGBTQIA+ Mental Health Resources

- LGBT Training Curricula for Behavioral Health and Primary Care Practitioners: https://www.samhsa.gov/behavioral-health-equity/lgbt/curricula
- National Alliance on Mental Illness's LGBT Resources: https://www.nami.org/Find-Support/LGBTQ
- Association of Gay and Lesbian Psychiatrists: www.aglp.org
- Sex and Love Addicts Anonymous: www.slaafws.org
- Sexual Compulsives Anonymous: www.sca-recovery.org
- Pride Institute Treatment Center: http://pride-institute.com
- Institute List of Right to Consent to Healthcare: https://www.guttmacher.org/sites/default/files/graphics/gr030406_f1.html


GLSEN & National Center for Transgender Equality Model School Policy Definitions

GENDER EXPRESSION: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

GENDER IDENTITY: A person’s deeply held knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person’s identity. One’s gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual’s gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person’s social and familial development.

GENDER NONCONFORMING: A term sometimes used to describe people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and people who are perceived as androgynous in some way. Most gender nonconforming people are not transgender. For example, a non-transgender girl who has short hair and likes sports might be considered gender nonconforming. The term “gender nonconforming” is also sometimes used to refer to people whose gender identity is not male or female.

NONBINARY/GENDERQUEER: These are terms often used to describe people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or as no gender.

SEXUAL ORIENTATION: A person’s romantic and/or physical attraction to people of the same and/or another gender, such as being straight, gay, bisexual, or asexual. Transgender and gender nonconforming people may have any sexual orientation.

TRANSGENDER: An adjective describing a person whose gender identity is different from that traditionally associated with the gender they were thought to be when they were born. A transgender girl is a girl who was thought to be male when she was born. A transgender boy is a boy who was thought to be female when he was born. Some transgender people have a gender that is neither male nor female, and may use terms like non-binary to describe their gender.
Ally | A person who is not LGBTQ but shows support for LGBTQ people and promotes equality in a variety of ways.

Androgynous | Identifying and/or presenting as neither distinguishably masculine nor feminine.

Asexual | The lack of a sexual attraction or desire for other people.

Biphobia | Prejudice, fear or hatred directed toward bisexual people.

Bisexual | A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Cisgender | A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

Closeted | Describes an LGBTQ person who has not disclosed their sexual orientation or gender identity.

Coming out | The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.

Gay | A person who is emotionally, romantically or sexually attracted to members of the same gender.

Gender dysphoria | Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term - which replaces Gender Identity Disorder - "is intended to better characterize the experiences of affected children, adolescents, and adults."

Gender-expansive | Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.

Gender expression | External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender-fluid | According to the Oxford English Dictionary, a person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.

Gender identity | One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender non-conforming | A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

Genderqueer | Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.
Gender transition | The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

Homophobia | The fear and hatred of or discomfort with people who are attracted to members of the same sex.

Intersex | An umbrella term used to describe a wide range of natural bodily variations. In some cases, these traits are visible at birth, and in others, they are not apparent until puberty. Some chromosomal variations of this type may not be physically apparent at all.

Lesbian | A woman who is emotionally, romantically or sexually attracted to other women.

LGBTQ | An acronym for “lesbian, gay, bisexual, transgender and queer.”

Living openly | A state in which LGBTQ people are comfortably out about their sexual orientation or gender identity – where and when it feels appropriate to them.

Non-binary | An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.

Outing | Exposing someone’s lesbian, gay, bisexual or transgender identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

Pansexual | Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree.

Queer | A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ."

Questioning | A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Same-gender loving | A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.

Sex assigned at birth | The sex (male or female) given to a child at birth, most often based on the child's external anatomy. This is also referred to as "assigned sex at birth."

Sexual orientation | An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

Transgender | An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Transphobia | The fear and hatred of, or discomfort with, transgender people.
Thank you for joining us today!

Please send questions to ctac.info@nyu.edu
Upcoming CTAC Events

Documenting Youth Peer Supports and Training: Part 1
- December 12, 2019 | 3pm - 4pm

Hiring Family Peer Advocates Panel Discussion
- December 16, 2019 | 2pm - 3pm

Documenting Youth Peer Supports and Training: Part 2
- December 19, 2019 | 3pm - 4pm

Visit www.ctac.org for more information