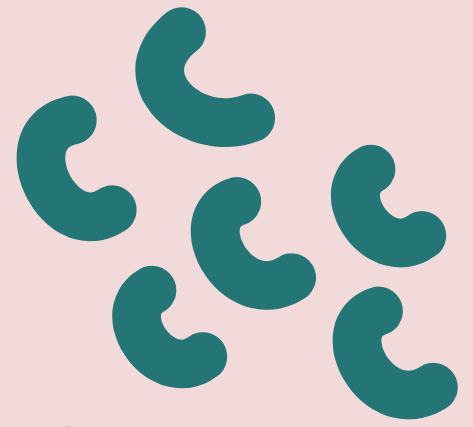


Caregiver Support Guide



For Parents and Caregivers
of LGBTQ+ Youth

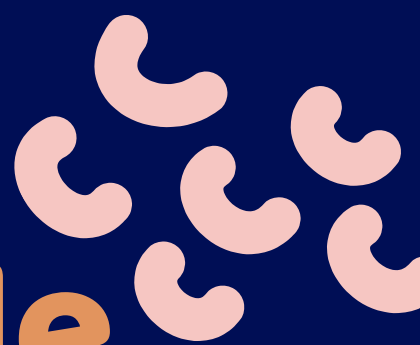
Are you a parent or caregiver wanting to learn more about supporting a young person in your life who is or could be LGBTQ+ identified?

If so, read on! **This guide is for you.**



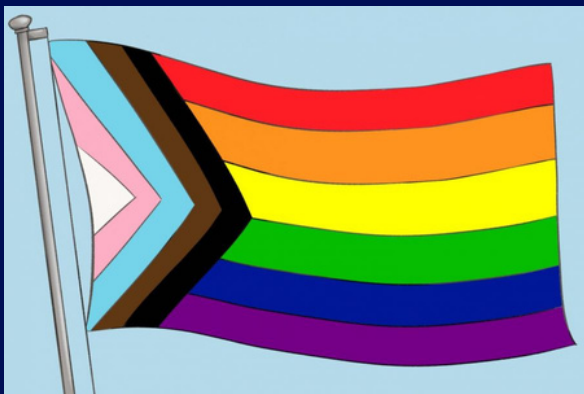
SAYWELLNESS

Caregiver Support Guide



For Parents and Caregivers of LGBTQ+ Young People

In this parent and caregiver support guide, you will find:



- journaling prompts,
- insightful exercises,
- helpful videos,
- discussion starters,
- local and national resources,
- and more!

Find a cozy spot, and grab your favorite pen. This guide is intended to be interactive!

Before we dive in, let's review some basics.

Numerous studies show that supportive family relationships are an important protective factor for LGBTQ+ young people.

Any goal of changing how your child identifies or sees themselves can have a serious impact on their happiness, health, and overall wellbeing.

We hope this guide can help many parent/caregiver and child relationships flourish and grow.

To learn more about the impacts of losing family support, check out the quote and QR code on the right.

"FAP's research found that family behaviors that support their child help promote self-esteem, overall health, and stronger relationships, and help to protect against suicidal behavior, depression and substance abuse. This includes behaviors such as standing up for their child when others mistreat them because of their LGBTQ identity and requiring that other family members treat their child with respect."

Excerpts from the **Family Acceptance Project** (FAP) website, reviewing their research on family acceptance and rejection.

To read more, click [here](#) or scan the QR code with the camera app on your smartphone.



This guide is for you to share some deep and maybe even difficult truths. Some of the things you share may not be ideal for others in your home to read. **Please be mindful about where you store this guide.**

Welcome

Let's start by tackling a few questions you might have about the LGBTQ+ community, or your child's LGBTQ+ identity(ies).



When your child came out to you, what identities or terms did they share with you? (Pro-tip: reflecting back the language someone uses for themselves is really important. Try using their words as much as possible. One student shared, "it helps [your child] know you are listening, and trying.")

"I'm a lesbian. I've liked girls for a long time. I wanted to tell you because I met someone, and I think I'm in love..."

"I'm trans. I am still figuring out what that means for me, but I wanted to tell you because I think I want to try using a new name..."

How well do you understand the terms you wrote about above? Write down anything here that you'd like to learn more about.





LGBTQ+ Terminology

Here are some definitions to help you along your learning journey. **Please remember that language is constantly evolving, and not everyone uses these terms in the same ways.** We recommend looking up PFLAG's [LGBTQ+ Glossary](#) for a more comprehensive list. While these terms may be commonly used or defined this way in the US, it's important to remember that a US perspective does not equate to a universal perspective.

A note on the LGBTQ+ acronym: Just as there are many forms of queerness, there are many variations to this acronym. Please see the definition below to learn more.

Ally | A term used to describe someone who is actively supportive of LGBTQ+ people. It encompasses straight and cisgender allies, as well as those within the LGBTQ+ community who support each other (e.g., a lesbian who is an ally to the bisexual community).

Aromantic | Often called "aro" for short, aromantic is a spectrum of identities, and refers to people who do not or rarely experience romantic attraction towards others. Some aromantic people can still experience sexual attraction, but not all do.

Asexual | Often called "ace" for short, asexual refers to a complete or partial lack of sexual attraction or lack of interest in sexual activity with others. Asexuality exists on a spectrum, and asexual people may experience no, little or conditional sexual attraction. Many asexual people can and do experience romantic attraction, which is different from sexual attraction.

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. Some people use this term interchangeably with pansexual, though some do not.

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

Coming Out | The process in which a person shares their sexual orientation or gender identity with others, or with themselves.

Gay | A person who is emotionally, romantically or sexually attracted to members of the same gender. Men, women and non-binary people may use this term to describe themselves.

Gender binary | A system in which gender is constructed into two strict categories of male or female. Gender identity is expected to align with the sex assigned at birth, and gender expressions and roles are expected to fit traditional expectations.

Gender dysphoria | Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify.

Gender-expansive | A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people still exploring the possibilities of their gender expression and/or gender identity.

Gender expression | External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics 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 | A person who does not identify with a single fixed gender or has a fluid or unfixed gender identity.

Gender identity | One's innermost concept of self as woman, man, 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 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. While many also identify as transgender, not all gender non-conforming people do.

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 something else completely outside of these categories.

Homophobia | The fear and hatred of or discomfort with people who are attracted to members of the same sex. This can exist at the interpersonal, institutional, and cultural levels, and can be conscious or unconscious.



LGBTQ+ Terminology



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Intersex | Intersex people are born with a variety of differences in their sex traits and reproductive anatomy. There is a wide variety of difference among intersex variations, including differences in genitalia, chromosomes, gonads, internal sex organs, hormone production, hormone response, and/or secondary sex traits.

Lesbian | A woman who is emotionally, romantically or sexually attracted to other women. Women and non-binary people may use this term to describe themselves.

LGBTQ+ | An acronym for "lesbian, gay, bisexual, transgender and queer" with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of our community.

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 something else completely outside of these categories. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid.

Outing | Exposing someone's gender or sexual/romantic orientation identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety, or other social 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. Some people use this term interchangeably with bisexual, though some do not.

Queer | A term people often use to express a spectrum of identities and orientations that are counter to the mainstream. Queer is often used as a catch-all to include many people, including those who do not identify as exclusively straight and/or folks who have non-binary or gender-expansive identities. This term was previously used as a slur, but has been reclaimed by many within the LGBTQ+ community.

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, female or intersex, that a doctor or midwife uses to describe a child at birth based on their external genital anatomy. This is often represented with the acronyms AMAB (Assigned Male at Birth) or AFAB (Assigned Female at Birth).

Sexual orientation | An inherent or immutable enduring emotional, romantic or sexual attraction to other people. Note: an individual's sexual orientation is not the same as their gender identity.

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.

Transitioning | A series of processes that some transgender people may undergo in order to live more happily and comfortably, and in alignment with their true gender. This may include social transition, such as changing name and pronouns, medical transition, which may include hormone therapy or gender affirming surgeries, and legal transition, which may include updating legal name and sex on government identity documents. Transgender people may choose to undergo some, all or none of these processes.

Transphobia | Transphobia refers to the hatred, bias, dismissal, and violence against transgender, non-binary, and gender diverse people. It describes any feeling or behavior that stigmatizes trans people, sees trans people as less than human, or denies the identities and experiences of trans people.

Two-Spirit | A term used to describe Native or Indigenous people who hold a dynamic blend of masculine and feminine energies. This term can be used to describe gender and/or sexual/romantic orientation, as well as a spirit of connection to one's land, history, peoples, and culture. A specific definition of this term will vary from nation to nation.

Knowledge is Key

The internet is unfortunately littered with biased, outdated, and sometimes even hateful information, so taking the time to find reputable resources for your learning journey is critical. Please check out some short videos below we like from the youth-oriented sex education YouTube channel www.Amaze.org that might answer some of your initial questions.

[Love is Love: Free to be Me](#)



[Sexual Orientation: A Spectrum of Attraction](#)



[Sex Assigned at Birth vs Gender Identity](#)



[I AM ME: Understanding the Intersections of Gender, Sexuality, and Identity](#)



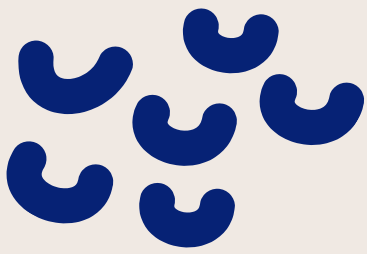
[Gender Roles and Stereotypes](#)



[What LGBTQ+ People Wish Their Parents Knew](#)
(great for guardians, too!)



To access these videos, please click on the links or scan the QR codes above with the camera app on your smartphone.



Space to Reflect



Where can I learn more about...

After watching these videos and reading through some terminology, do you have any additional questions that came up for you?

If so, write them down here.

What is the difference between...



Now that you've identified the questions you have, keep this list handy! Further along in this guide, you will think more about your support systems. They could potentially help you answer some of these questions. There are also many helpful resources linked towards the back of this guide that could be useful to you on your learning journey.



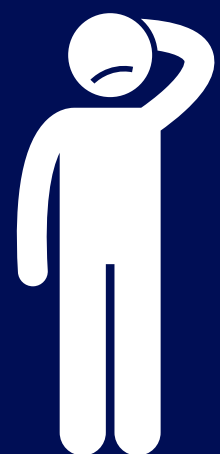
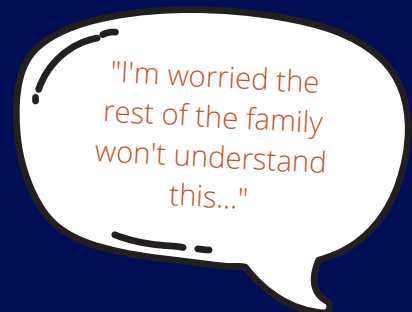
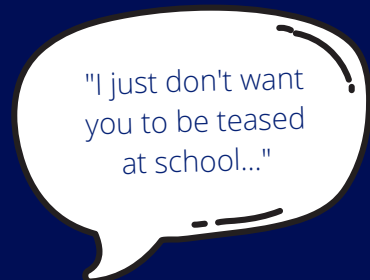
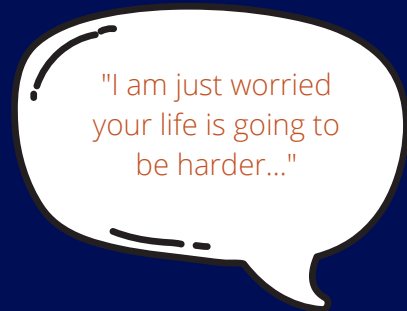
Worry Dumping



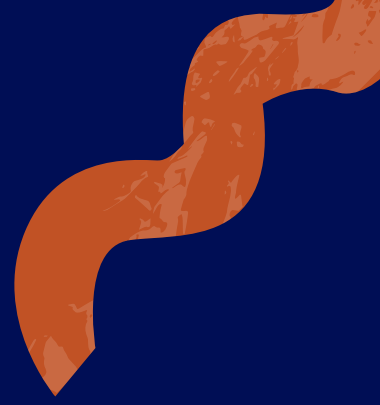
Many well-meaning parents “worry dump” on their young person when they come out as LGBTQ+. Often, this is because parents feel overwhelmed and concerned that their child’s life may get harder. It is understandable for a parent or caregiver to worry about their child, this is of course to be expected. However, it’s best to avoid sharing these concerns with your young person, or to at least be intentional about which worries you share.

The issue with worry dumping is that you're often communicating more than just your concern. Some parents may for example have a stereotype in mind of who an LGBTQ+ person is, and in sharing their worry, could also communicate that stereotype. Not to mention, worry dumping often adds to the anxiety the young person is probably already feeling. After all, the pressure to share this piece of who you are (and not be certain how you'll be received) can be a lot. Additionally, it's very easy to interpret worry as a form of disapproval- particularly if the worries get repeated over and over again. Instead, aim to be a rock they can lean on if and when things are hard- and remember, there's lots to celebrate about this milestone, too!

For this next exercise, take some time to jot down your worries into the Worries Dump Truck. You might be surprised by what it can haul away.

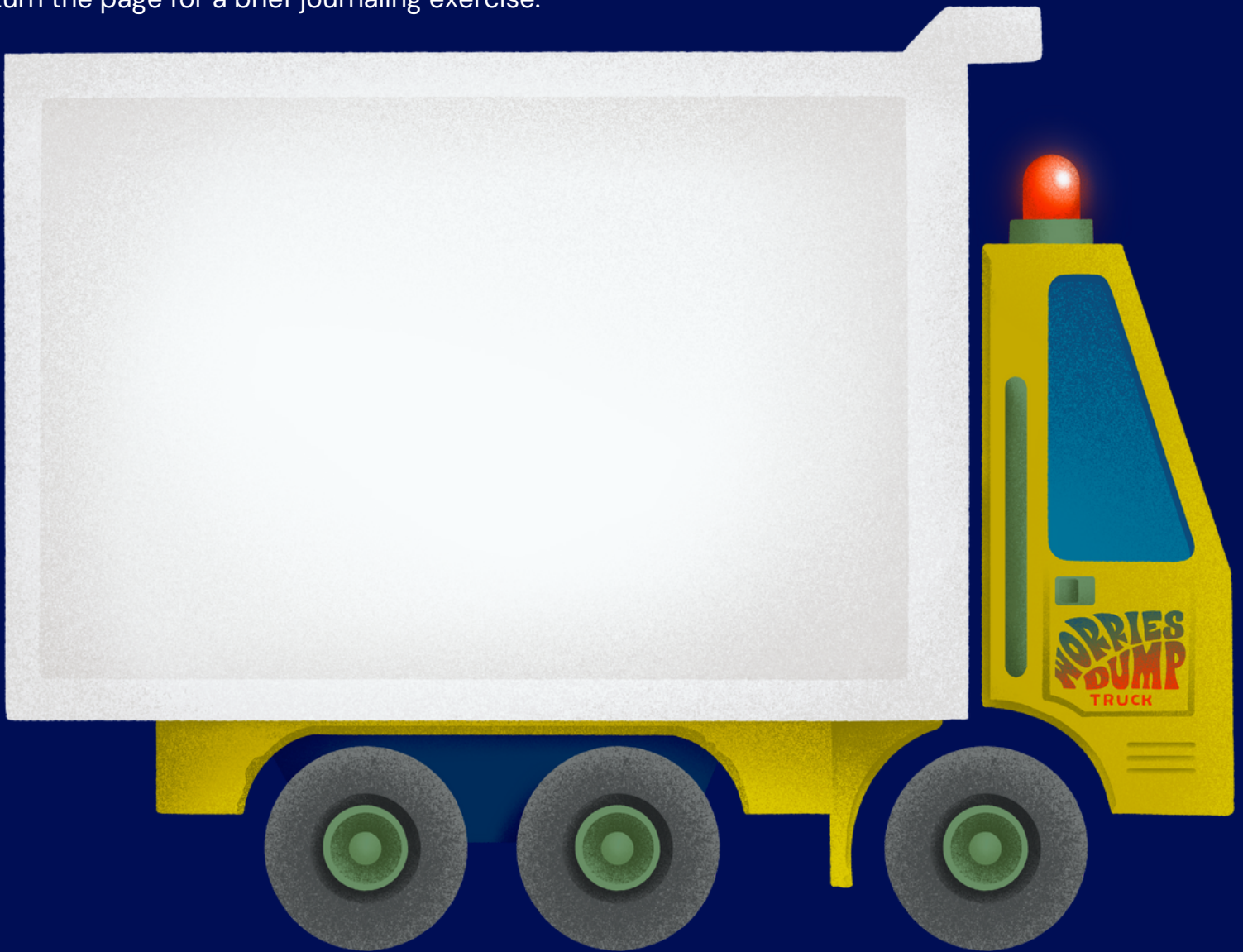


Worry Dumping



Instructions

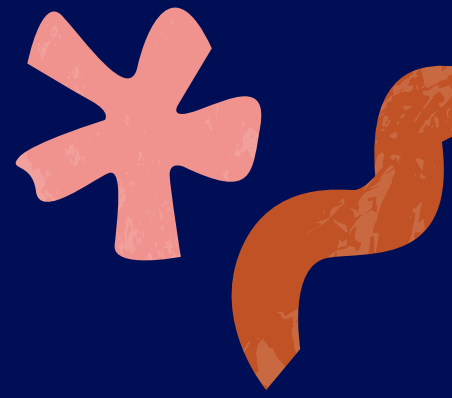
On the Worries Dump Truck below, please write down all of the worries that come up for you when you think about your young person living in the world as an out and proud LGBTQ+ person. This packet is for your eyes only, so take your time, and be honest with yourself. **Please be mindful about where and how you store this guide.** (While sometimes it's good to share worries with your child to show you care, the space below is an opportunity for you to be honest with yourself, and some of the worries you jot down may not be ideal to share with your child.) When you're done, turn the page for a brief journaling exercise.



It's okay to acknowledge the stress that may come with your child living a different life than what you have imagined for them. It's how you process and respond to that stress that matters most. Check out [this Tik Tok](#) to enjoy a relaxing mindfulness exercise for a quick moment of R&R.



Reflecting on Your Concerns



Instructions

Now that you've spent some time writing out some of your worries and concerns, it's time to reflect on some strategies for being proactive. Some of these worries might feel less important for you after simply naming them, but others might still be at the front of your mind. Please spend some time looking at the concerns you put in the Worries Dump Truck, and circle the most pressing issue that gives you the most stress. Then, spend some time answering the reflection questions that follow to begin processing your concern.

Holding the Concern

Summarize your concern:

Do you have any values or beliefs that are showing up in this concern? If so, what are they?

Is there a story behind this concern? Does it relate to your backstory or childhood experiences involving gender?

What outcomes are you hoping for? Is there any support you'll need?

Is there a person or resource you know of who could help you process or learn more about this concern? Write their name(s) here.

Is there any part of this worry that might hurt your child if you were to communicate it?

You probably dumped more than one worry into the Worries Dump Truck, and that's okay! If you would like to process other worries, you can always repeat the exercise above on another piece of paper. In the next section, you will do some brainstorming to determine who is part of your support system. As you think about your support system, ask yourself who you might be able to discuss your concerns with, or where you can go to learn more.

Tapping into Systems of Support

Now that you've identified some areas of stress, it's time to map out some supports you have available to you. There may be times when you need to vent or process what's going on for you as a parent, and it's important to have a solid support system in place. It is best to choose this support system for yourself with great care. For example, you'll want this support system to be comprised of people who actively support the LGBTQ+ community. Preferably, your support system would also be people who your child is already 'out' to, to maximize their privacy.

Who is your support system?

Identify 3 solid pillars of support in your life. Write their names below.



If you are struggling to think of people who would make an ideal support team, consider googling an organization, either local or national, to become part of your support system. We suggest searching, "support for parents of LGBTQ+ youth in [your state]."

Doing this research ahead of time ensures you have a support system in place if and when you need it.

Thinking About Your Identity Formation

Identity formation refers to the way we come to understand who we are, and the various pieces of our identities that make up how we see and know ourselves. In the questions that follow, you will spend some time thinking about your own identities, specifically your gender and sexual and/or romantic identity, to think deeper about the social messages you have received around these identities.

1. Where and how did you first learn about your gender identity? Try to identify at least 5 different ways (such as from people, society, family, or media, to name a few) you learned about your gender.

2. What is your earliest memory of you being aware of your gender? How did that feel in the moment? How does that memory feel to you now?

Quick Glossary Refresher

Gender is one's innermost concept of self as a woman, a man, a blend of both, or neither – it is how individuals perceive themselves, and what they call themselves. Some people's sex (and gender) assigned at birth may not change over the course of their lifetime, but many people discover their sex or gender identity does not match what they were told growing up- and that's also perfectly valid.

Racial Identity

Ability or Disability Identity

Ethnic Identity

Socioeconomic Identity

Gender Identity

National Identity

Religious Identity

Political Identity

Citizenship Status Identity

Sexual and/or Romantic Orientation Identity

**Examples
of
Identities**

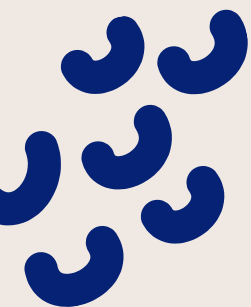
Thinking About Your Identity Formation

3. What is your earliest memory of you being aware of your attraction towards others? How did that feel in the moment? How does that memory feel to you now?

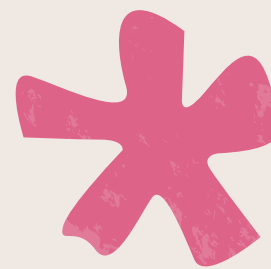
4. Do you remember experiencing any situations that reinforce what is expected of your gender? What were the expectations being communicated?

5. Thinking about the last question, how do those experiences feel for you now? Are there any advantages to these gender expectations? Are there any disadvantages?

6. How do you think your child has been impacted by assumptions and expectations of their gender and/or sexuality? (**Not sure?** Ask them!)



Notes on Race and Ethnicity



It may seem odd to pause and reflect on how race intersects with this conversation, as many parents share the same racial and ethnic identities as their children (though not all). However, there is much to be said about the intersections of race, family acceptance, family communities such as religious spaces, and LGBTQ+ youth. Please read on for some perspectives on this subject direct from the students of Portland Public Schools.

"Queerness does not equal whiteness— many people of color are also part of the LGBTQIA2S+ community too! And not just guys— anyone could be queer."

"Queer people of color face even harder challenges than white queer people because they also have to deal with racism."

"Not all LGBTQ spaces are safe spaces for all— there is lots of racism that happens in the LGBTQ community. Spaces specifically just for LGBTQ youth of color are important too."

"Some of us, such as Native youth, feel removed from our home cultures. I wish I could come into my LGBTQ identity feeling more connected to my home culture, too."

"Everyday I code switch around my family and at school. I feel like I have to put different pieces of who I am on a shelf, depending on who I'm around, and what parts of me will be accepted there."

"I really appreciate having a therapist who is both a lesbian and a person of color. I am really happy my mom found her. It is so helpful that we have a lot in common."

Intersectionality is defined as the complex, cumulative way in which the effects of multiple forms of discrimination intersect, especially in the experiences of marginalized individuals or groups

More questions for all parents to consider:

Does my child know that every part of them is welcome at home?

Does my child have community to grow up with who respects their LGBTQ+ identity, and also has other identities in common with them?

Does my child know they can come to me if they have questions about racism, or racial justice?



Supporting LGBTQ+ Youth with Disabilities



Youth with disabilities have a gender identity and a romantic and/or sexual orientation, just like non-disabled and neurotypical youth! Read on to learn more about some strategies for supporting young people with disabilities who are or might be LGBTQ+ identified.

Don't assume young people with disabilities won't experience attraction! Some folks may identify on the asexual spectrum, but this is certainly not the case for everyone.

Providing access to medically accurate and shame-free information about sexual health for young people with disabilities is critical.

Recognize that many young people with disabilities also identify as LGBTQ+ . Try not to assume who they want to go to the dance with, who they may have a crush on, what kind of style they like in terms of clothing, or other actions that assume their identity.

Connecting with others is a universal human need! This means that all people, including neurodiverse people, have the human right to explore who they are, and seek out connection and relationships, including romantic and sexual relationships.

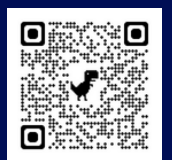
Let your child know you are open to discussing any questions they have about sexual behavior and health at any age- they are never too young to have questions that deserve answers.

Communicating in "black and white" terms can make ideas more accessible, but try to be mindful about what gets framed this way. For example, instead of explaining gender in rigid terms, you can communicate a rigid commitment to loving them no matter who they grow up to be.

Talking about safety is really important for all young people, but it's only one aspect of a larger discussion about dating and relationships. Try not to overemphasize danger and risk when talking to your young person about dating.



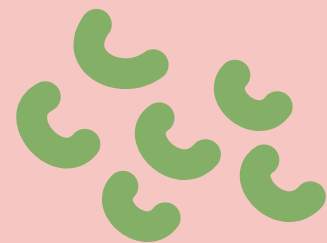
[Centre for Sexuality](#)



[The Friendship and Dating Program](#)

For more resources that support disabled youth and identity formation, please scan the QR codes with the camera app on your smartphone.

Conversation Starters



Sometimes it's hard to know how to start a conversation about gender or sexuality, or know what to ask. Other times we may be scared to say the wrong thing. Rest assured, your child will appreciate any way you can communicate to them that you see them, love them, and are there for them no matter what. You can always check out this article titled "[Things LGBTQ+ People Wish Their Parents Knew](#)" as a primer. Please scan the QR code for access.



Check out this list of conversation starters for your next check-in.

"I really appreciate you sharing about your (gender and/or sexuality) with me. Is there anything else you've been wanting to share? I'm listening."

"I have a few questions about some things you mentioned the other day. Do you have a website or resource you recommend where I could do some more learning on my own?"

"I don't mean to pry, but I'm curious to know how things are going with your coming out process, if you're comfortable sharing. Has everyone been supportive?"

"It sounds like discovering a new layer of yourself and then sharing it with family and friends can be exciting, and also sometimes stressful. Do you want to do anything special to celebrate, or blow off some steam?"

Do's and Don't's

A brief list of some things to consider trying or doing more, and some things to avoid.

Do

- Listen** without judgment or interruption, and remember that they are the expert on their identity (even if they don't have all the answers).
- Always use the correct name and pronouns** for your child, and apologize if mistakes happen. With consistent practice, it will become second nature in no time. Also, remember that it's okay for them to try out a new name and pronouns– it doesn't have to be permanent.
- Be patient.** They may need space after they share this information with you.
- Remember to check in** with your child before sharing information about their LGBTQ+ identity with other friends and family.
- Find groups, counselors, etc.** to ask your general questions about this aspect of their identity, as you are learning too.
- Remember to express** how much you love all of them.
- Thank them** for trusting you with their truth.
- Ask them** how you can support them.
- Help others** learn how to respect your child's identity

Don't

- Assert that this is a phase** that will pass, suggest that their identity isn't 'real', or hold any goals of changing your child's gender or sexuality.
- Catastrophize**, or assume your child will have a harder life because they are LGBTQ+.
- Tell them they are too young** to know who they are.
- Ask your child to educate you** about everything you'd like to know about LGBTQ+ people.
- Say, "I love you even though..."** or "I love you despite..."
- Use religion to shame** your child, or try to guilt them into becoming someone they are not.
- Ignore** or pretend you didn't hear the information they have shared with you.
- Force** your child to express their gender in any particular way.
- Reject or shame** your child, or treat them any differently because of their identity.
- Look the other way if** others tease or belittle your child, or their LGBTQ+ identity.

Some Strategies for Repair

Sometimes, the stress of having big and important conversations with the people we love the most in life can be overwhelming and difficult. If you are concerned that some conversations you've already had about gender and/or sexuality may have caused some strain between you and your child, please read on to learn more about some strategies for repair.

Be Willing to Hear About the Impact

Make space to hear what happened from their perspective, try not to fixate on your intentions, and don't rush to the "fix it" stage

Reopening the Dialog

It can be hard to consider reopening the dialog on a conversation that might not have gone very well, but by circling back, you can begin to address what happened. This gives you an opportunity to show your child that at the end of the day, the most important thing to you is that your bond stays strong. Here are two tips inspired by "Fumbling Towards Repair".

Make a Plan for the Future

Ask your child if what you have in mind addresses the rupture, and can help avoid it from reoccurring

Five Strategies for Listening Well

Focus

On what the person is saying, not planning what to say next. Turn off the tv, and silence your cell phone and other distractions.

Be Aware of Body Language

Your eye contact, facial expressions, and other elements of body language are also communicating- make sure you are sending the message that you are open.

Check for Understanding

Repeat back what your child said, and make sure it aligns with what they are trying to tell you.

Show Your Care

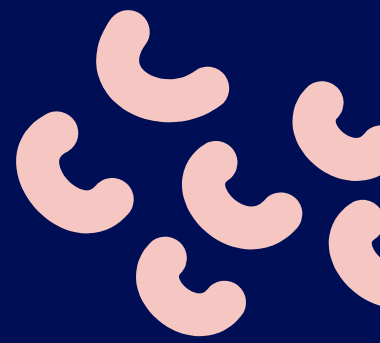
Show your interest and care by trying to fully understand their feelings and concerns. Make your love for them the priority of the conversation.

Withhold Criticism

Put your thoughts to the side about what you think is wrong or right, or what you think they should do.

These exercises were inspired by ideas shared in "Fumbling Towards Repair" by Mariame Kaba and Shira Hassan.

Some Strategies for Repair



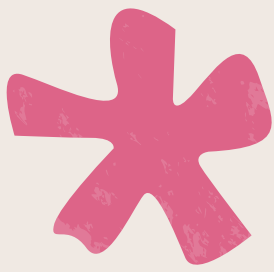
Remember that healthy conflict is good for relationships. Sometimes people need to change how they relate to one another, and healthy conflict can help us begin that process. Conflict is also very natural- what matters most is how we navigate it.

Strategies for Resolving a Past Conflict

- Take time to really consider your child's perspective, and acknowledge their feelings.
- Avoid yelling, shaming, or any behavior that could add stress to a conversation, and lead your child to feeling unsafe.
- Consider a mindfulness exercise such as meditation before beginning a potentially challenging conversation, and take a deep breath before speaking.
- Don't be afraid to apologize if harm was caused- it's important that young people have healthy apologies and repair modeled for them.
- Lead with love all the way, and make your love for them the priority. Tell them you love them, and center love in your responses.

Journaling Prompt

"What are some difficult conversations I have successfully navigated with my child in the past? What made the conversation go well? Can I utilize any of those strategies now?"



Resources for LGBTQ+ Youth



National and Local Resources near Portland, OR

The Sexual and Gender Minority Youth Resource Center (SMYRC)

"Provides a safe, harassment-free space for queer and trans youth ages 13-23, where you can create art, play music, join in on our open mic nights, drag shows, and more."

newavenues.org/smyrc

Brave Space LLC Counseling

"Creates community and facilitates access to expert and knowledgeable providers for transgender and non-binary children, youth, adults, and their families."

bravespacellc.com

Black and Beyond the Binary PDX

"Builds the leadership, healing, and safety of Black-African transgender, queer, nonbinary, and intersex (TQNI+) Oregonians."

blackbeyondthebinarycollective.org

Lines for Life

Warm Line for Oregon teens

Call 1-800-273-8255

En español: 1-888-628-9454

TTY: 1-800-799-4TTY (4889)

Text OREGON to 741741

Multnomah County Mental Health Crisis Line

"Our call center is available 24/7 to support anyone experiencing distress. You can also get help for someone else."

503-988-4888

Trans Lifeline

"A grassroots hotline and microgrants non-profit offering direct emotional and financial support to trans people in crisis – for the trans community, by the trans community."

1-877-565-8860

The Trevor Project

"The world's largest suicide prevention and crisis intervention organization for LGBTQ young people."

Call 1-866-488-7386

Text 'START' to 678-678

FEDUP

"A collective of trans+, intersex, and gender diverse people who believe eating disorders in marginalized communities are social justice issues."

fedupcollective.org

Bradley Angle

"Serves anyone affected by domestic violence." The Marsha's Folx Program serves LGBTQ+ survivors specifically.

bradleyangle.org

Call 503-235-5333

Native American Youth and Family Center (NAYA)

"Serves self-identified Native Americans, infant to Elder, from across the Portland, Oregon, metropolitan area."

nayapdx.org

Pride Foundation Scholarship Program

"Provides essential financial resources and community support to LGBTQ+ student leaders across the Northwest."

pridefoundation.org

Outside In

"Supports youth experiencing homelessness and other marginalized people as they move toward improved health and self-sufficiency." They also have LGBTQ+ specific supports such as Queer Zone, and the ID Change program.

outsidein.org



Resources for Parents and Caregivers of LGBTQ+ Youth

National and Local Resources near Portland, OR

Reach Out Warm Line for Oregon Parents

Open Mon-Fri 12-7 pm

833 732 2467

Gender Spectrum

"Works to create gender sensitive and inclusive environments for all children and teens."

genderspectrum.org

PFLAG

"PFLAG provides confidential peer support, education, and advocacy to LGBTQ+ people, their parents and families, and allies."

pflag.org

My Kid is Gay

"Helping families understand their LGBTQ kids."

mykidisgay.com

Strong Family Alliance

"Focused on supporting parents of children in the LGBTQ+ community."

strongfamilyalliance.org

Oregon LGBTQ Youth & Family Resources

Many resources live here in this database for Oregonian families.

oregonlgbtqresources.org

The Family Acceptance Project

A family support organization for families of LGBTQ+ people, who offer a range of publications, including resources for parents in Chinese and Spanish, and faith based resources, to name a few.

familyproject.sfsu.edu

"Y Ahora Que?"

produced by Somos Familias

"A Spanish-Language interactive web series for parents of LGBTQ+ people."

somosfiliabay.org

"The Gender Book"

A downloadable workbook pdf for parents and anyone else to explore their gender, and the concept of gender.

thegenderbook.com

"Healthy and Unhealthy Relationships and your LGBTQ+ Child"

A guide produced by OneLove

For access, please scan the QR code with the camera app on your smartphone



Supporting LGBTQ Youth: A Guide for Foster Parents

A guide produced by the Children's Bureau

For access, please scan the QR code with the camera app on your smartphone



"Being Not Straight"

A helpful, cheeky video for understanding aromantic and asexual identities

For access, please scan the QR code with the camera app on your smartphone



For Parents and Caregivers
of LGBTQ+ Youth

Caregiver Support Guide

Thank you for reading!

If you are looking for Portland Public School specific supports, we recommend checking out <https://www.pps.net/lgbtq> for resources on how to develop a School Support Plan, and more.

If you have any questions, you may reach out to hape@pps.net.

If you have any feedback or suggestions for future versions of this resource, please fill out the feedback form by clicking [here](#) or scanning the QR code to the right.



This support guide was lovingly produced for Portland Public Schools and beyond thanks to the labor of:

- dozens of K-12 students from 8 different GSA (Gender and Sexualities Alliance) clubs,
- 27 GSA advisors and other PPS staff members,
- and Programming staff from the SAY Wellness Health Education and Title IX teams



Health and A/PE Team
hape@pps.net



Britt Bieberich
LGBTQ+ Program Manager
lgbtq@pps.net



DOM GUZMAN
Illustrator
Arcto Design
hello@domguzman.com

