

GUIDING FRAMEWORKS:

HOW WE APPROACH OUR WORK, TREAT OTHERS AND DO WHAT WE DO!

ANTI-OPPRESSION

a recognition that oppressions exist in our society, largely based on an individual's access to personal, institutional and societal power, and focuses on ending these oppressive practices through social justice.

- Connects various forms of oppression and violence TGNC people experience to intimate relationships
- Acknowledges privilege and power

TRAUMA INFORMED

an approach that involves understanding, recognizing, and responding to the effects of all types of trauma.

- All TGNC individuals are survivors of violence and trauma
- Understands violent experiences as part of a larger spectrum of violence/systems of violence

TRANSFORMATIVE JUSTICE

a way of practicing alternative justice which acknowledges individual experiences and identities and works to actively resist the state's criminal injustice system.

- Safety, healing, and agency for survivors
- Accountability and transformation for people who harm
- Community action, healing, and accountability
- Transformation of the social conditions that perpetuate violence
 - systems of oppression and exploitation, domination, and state violence

HARM REDUCTION

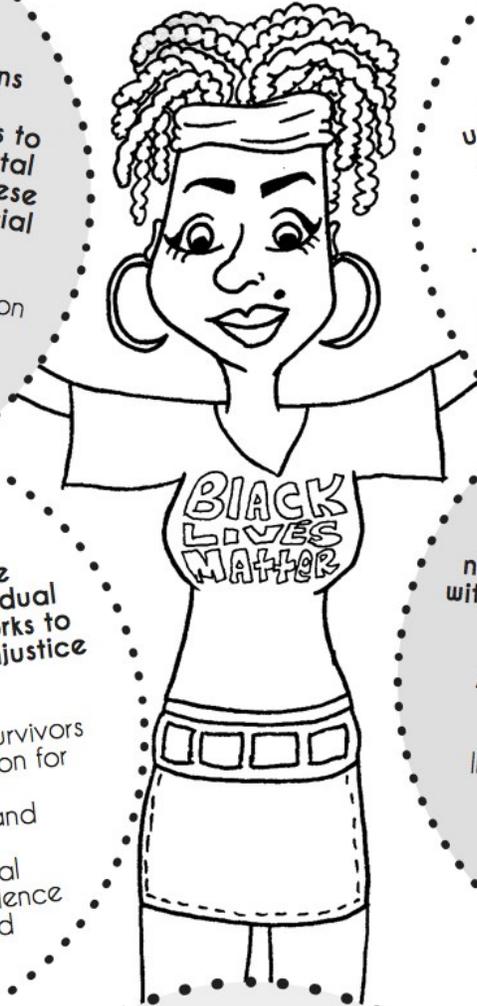
a set of practical strategies and ideas aimed at reducing negative consequences associated with behaviors traditionally viewed as "harmful" or "bad."

- A model that connects to the anti-violence movement
- Safety planning and options
- Individual decisions are accepted
- No pre-defined outcomes
- Importance of relationship building

POSITIVE YOUTH DEVELOPMENT

intentional efforts of other youth, adults, communities, government agencies and schools to provide opportunities for youth to enhance their interests, skills, and abilities.

- Primarily focused on youth-led activities and leadership models
- Peer-to-peer conversations and trainings
- Adults are accountable to youth, their needs and experiences





CASE SCENARIOS in WEBINAR TRAINING VIDEO

CASE SCENARIO #1

Britt is a 15 year old, White girl who grew up in a small, rural town. Britt had been living with her conservative grandparents, but recently, she ran away after they found out she identifies as bisexual.

When her grandparents learned about her sexual orientation, they tried to beat her while telling her she was going to hell. Britt is now in state custody and her case manager is struggling to find an appropriate placement for her that is sensitive to Britt's identities.

The case manager found a girl's group home that will take Britt, but the case manager is struggling with the decision to place Britt there. The case manager heard from other coworkers that LGBTQ youth have shared how they felt unsafe at this group home, were isolated from other youth and made to attend Sunday school on the weekends. Still, the case manager is struggling with pressure from their supervisor to get quick placements for all youth.

After further investigation, Britt's case manager decides not to place Britt at this girl's group home. Which two frameworks may help best explain the case manager's advocacy approach?

- (a) transformative justice and harm reduction
- (b) harm reduction and trauma informed
- (c) positive youth development and trauma informed

CASE SCENARIO #2

K identifies as a gender non-conforming, Latinx person and they just turned 18. You are part of a street outreach team in Kansas City and have known of K for a while.

You first met them when they were in one of the youth shelters, but they left because the other staff would not respect their gender identity or use gender neutral pronouns for them.

K has been facing housing displacement and has been homelessness for the past four years. They also have a criminal record. They have been able to remain out of state custody, but have been bouncing around to stay with different extended families and friends.

Recently, they had to leave the place they were squatting at because it was discovered by local law enforcement. When you see them recently in public, you quickly catch up and they share with you what's been going on. They want to know if you are aware of any other safe locations they can squat at, since they don't want to be in an adult shelter or have to deal with law enforcement.

Which two frameworks best allow you to understand K's concerns and help advocate for their safety on the street?

- (a) trauma informed and transformative justice
- (b) trauma informed and harm reduction
- (c) anti-oppression and harm reduction
- (d) harm reduction and transformative justice

CASE SCENARIO #3

Roscoe is a 16 year old, Black teenage boy who identifies as queer. He was recently kicked out of his home by his parents and taken into state custody.

He has come into care with your agency. You work with him as a child advocate and he shares with you that he'd prefer to be placed in a different residential unit, because he doesn't feel he fits in with the other boys who keep calling him names and physically threatening him because of his identities.

Which three frameworks allow you to understand Roscoe's concerns and help advocate for his safety while at your agency?

- (a) trauma informed, positive youth development and transformative justice
- (b) anti-oppression, trauma informed and harm reduction
- (c) anti-oppression, trauma informed and transformative justice

CASE SCENARIO #4

Chanel is a 17 year old, Black transgender girl. She does not talk to her family and is staying in a transitional living program (otherwise known as a TLP) in Kansas City.

She has been asking TLP staff to help connect her with medical care so she can begin transition. Even though Chanel already dresses in clothes, makeup and wigs that make her feel like a girl, not all staff are on board with allowing Chanel to begin medical transition. Chanel is resourceful, so she has learned about another way to gain access to hormones through transgender friends.

Chanel begins to use a portion of her money from employment to buy street hormones, which often can be unsafe for transgender people since they can be mixed with lots of things. She begins estrogen injections, as well as injecting non-surgical silicone into her body. She has been taking them for over two months.

One day, a TLP staff member enters Chanel's room and notices used needles in the trash can. There is a strict, no substance use policy that youth must follow to remain in the TLP. Even though Chanel is in trouble for jeopardizing this policy, some staff strongly advocate for Chanel to remain in the program.

During this process, the TLP recognizes that their current system and policies weren't allowing all youth to remain safe, so the TLP begins a transgender peer support group for Chanel and other transgender youth. Chanel becomes a peer advocate in the group and the youth are able to learn about safer ways to begin medical transition and gain confidence in themselves.

- (a) positive youth development and anti-oppression
- (b) anti-oppression and trauma informed
- (c) positive youth development, anti-oppression and harm reduction
- (d) anti-oppression, trauma informed, harm reduction and positive youth development
- (e) anti-oppression, trauma informed, harm reduction, positive youth development, transformative justice