



## Building Family Acceptance and Support for LGBT Youth

Family-centered programs to reduce risk and promote well-being for lesbian, gay, bisexual and transgender (LGBT) youth from ethnically and religiously diverse families

### SUMMARY

When a young person identifies as lesbian, gay, bisexual, or transgender (LGBT), the acceptance of parents or caregivers is critical to the child's well-being. Research by the [Family Acceptance Project](#) at San Francisco State University indicates that LGBT youth who are rejected by their families are more likely to experience serious mental health disorders including depression, suicide, and substance abuse, as well as sexual health risks.

From 2008 to 2012, the Family Acceptance Project finalized and implemented a family model of prevention and care that uses education, skill building, counseling and social support to decrease family rejection and increase family support for LGBT adolescents. The effort included family interventions for diverse and low-income families, trainings for providers, facilitating policy changes among medical and mental health professional associations, and communications activities.

The project was funded through the *Robert Wood Johnson Foundation Local Funding Partnerships*, a matching grants program to establish partnerships between the Robert Wood Johnson Foundation (RWF) and local grantmakers in support of innovative, community-based projects that improve health and health care for vulnerable populations. For more information on the program, read the [Special Report](#).

### Key Results

Staff of the Family Acceptance Project reported the following results to RWJF. They:

- Provided educational sessions to 443 families with LGBT children and, separately, 101 LGBT youth
- Conducted intensive family intervention work with 72 families who were struggling with their children's LGBT identity

- Trained more than 18,500 health, mental health, social service providers, and clergy nationwide

## Funding

The Robert Wood Johnson Foundation (RWJF) supported this project from mid-2008 to mid-2012 with two grants totaling \$539,993.

The Family Acceptance Project received \$435,600 in additional funding from 11 other foundations and government agencies (see the [Appendix](#) for a list of funders) and \$72,000 in individual donations.

## CONTEXT

Research by the Family Acceptance Project published in an article in *Pediatrics*<sup>1</sup> has found that family rejection of LGBT youth is linked with serious health problems in young adulthood. LGBT young people who report rejection by their families, compared to those who report no or low levels of rejection, are:

- 8.4 times more likely to report having attempted suicide at least once
- 5.9 times more likely to report high levels of depression
- 3.4 times more likely to use illegal drugs
- 3.4 times more likely to report having engaged in unprotected sexual intercourse

The staff's research, published in the *Journal of Child and Adolescent Psychiatric Nursing*,<sup>2</sup> has also found that family acceptance of LGBT youth is associated with positive mental and physical health, self-esteem, and social support, and that it helps protect against urges to commit suicide, depression, and substance abuse.

Despite the importance of family acceptance to the health and well-being of LGBT youth, few programs aimed at LGBT youth provide activities or services to help families support and accept their LGBT children. A multiyear survey of LGBT programs and services conducted every three years since 2003 across California by the Family Acceptance Project found very few services or activities to help families support their LGBT children.

---

<sup>1</sup> Ryan C, Huebner D, Diaz RM and Sanchez J. "Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults." *Pediatrics*, 123(1): 346–352, 2009. Available [online](#). In addition, all of the project's peer reviewed papers are available on its [Web page](#).

<sup>2</sup> Ryan C, Russell ST, Huebner D, Diaz R and Sanchez J. "Family Acceptance in Adolescence and the Health of LGBT Young Adults." *Journal of Child and Adolescent Psychiatric Nursing*, 23(4): 205–213, 2010. Available [online](#).

## The Family Acceptance Project Approach

Since 2002, the Family Acceptance Project has conducted research on LGBT youth, young adults, and families and put that research into practice. It has worked with providers, advocates, and ethnically and religiously diverse families to develop a new family model of wellness, prevention, and care along with evidence-based educational materials and share what they have learned with families of LGBT children. It also began developing assessment tools to help pediatricians, nurses, social workers, school counselors, and others quickly assess an LGBT adolescent's risk and guide treatment decisions and referrals.

## RWJF's Interest in This Area

RWJF has worked with the LGBT community on a variety of issues ranging from providing a network of health and social services,<sup>3</sup> to efforts to reduce violence directed against them,<sup>4</sup> to developing supportive school policies and programs<sup>5</sup> and preventing intimate partner violence,<sup>6</sup> and RWJF has worked to engage the LGBT community in clean air<sup>7</sup> and health insurance coverage campaigns.<sup>8</sup>

## THE PROJECT

In mid-2008, RWJF funded the Family Acceptance Project to finalize and implement a family model of prevention and care to decrease family rejection and increase family support for LGBT adolescents. Its approach seeks to empower parents, caregivers, and families as advocates for their LGBT children and ultimately as change agents to help develop new social norms of acceptance, to prevent and decrease health risks and to promote well-being for their LGBT children. It employs three intervention strategies:

- **Education:** The project provided one or more sessions for individual families to teach parents and caregivers the impact their words, actions, and behaviors have on the risk and well-being of their LGBT children. These educational sessions helped accepting families learn ways to be more supportive, and helped all families identify behaviors and patterns that contribute to their LGBT child's risk, including ways to support their LGBT child even if they believe that being gay or transgender is wrong. Culturally specific education was provided for families and small groups.

---

<sup>3</sup> Grant ID# 53612

<sup>4</sup> Grant ID#s 69233 and 67939

<sup>5</sup> Grant ID# 66318

<sup>6</sup> Grant ID# 57982

<sup>7</sup> Grant ID#s 52399 and 55840

<sup>8</sup> Grant ID# 69435

- **Skill Building:** The project used a communications skill building and counseling approach to help families identify behaviors and family reactions that increase their LGBT children’s risk for health problems and also escalate family conflict, and to learn new communication skills and behaviors to increase support and well-being. The project developed a family self-assessment resource to help families identify current accepting and rejecting behavior in response to their LGBT children and to help them gauge their progress in reducing harmful behavior (including speech) and in promoting their child’s well-being. It created other research-based educational resources and approaches to help families learn how to be more supportive—both for families who think they accept their LGBT children but are instead ambivalent, as well as for families who believe that homosexuality and gender diversity are wrong and in conflict with deeply held values.
- **Social Support:** The project was designed to include parents, families, and groups to help reduce families’ isolation and provide positive role models for families learning to accept their LGBT children. Lack of funding to support this part of the model meant that the project worked with a few parent advocates and focused on helping integrate the Family Acceptance Project approach into emerging and existing grass roots and parent-family peer and community networks.

The Family Acceptance Project worked with numerous community groups, agencies, and providers in the San Francisco area to offer services to families of LGBT youth. Its key partner was Child and Adolescent Services, a community-focused mental health program housed at San Francisco General Hospital, which provided direct services to families.

In addition to developing the intervention model, the Family Acceptance Project:

- Conducted surveys of LGBT-related programs to determine the extent to which services or activities were provided to help families support their LGBT children
- Offered training and consultations for health, mental health, and social service providers, and clergy
- Facilitated policy and practice changes by medical and mental health professional associations
- Disseminated information about the family acceptance approach, through peer-reviewed articles, educational booklets, videos and the media

## Challenges

The economic downturn that began in 2008 limited funding for the Family Acceptance Project. In addition, long-time provider and administrative relationships at the community and agency level—and at San Francisco State University, where the project is housed—were impaired when personnel were lost due to funding cuts.

Despite adopting strategies to circumvent the crisis (see [Lessons Learned](#)), the team had to curtail some of its planned implementation and dissemination efforts.

## RESULTS

As reported to RWJF, the Family Acceptance Project:

- **Provided educational sessions to 443 families with LGBT children, and 101 other LGBT youth.** Those served were predominantly low- or middle-income, and 80 percent were people of color.
- **Conducted intensive family intervention work with 72 families who were struggling with their children’s LGBT identity.** It also consulted with 43 area providers who were helping families support their LGBT children.

*Read [Brianna’s story](#) that illustrates one family’s journey from rejection to acceptance.*

- **Provided guidance to other new LGBT-support initiatives to help them integrate the family support approach into their projects.** Examples included:
  - A new county-wide initiative to decrease mental health risks and develop new support services for LGBT youth in Contra Costa County, Calif.
  - An LGBT youth support program in northern Utah
  - A grassroots youth and family support group in California’s Central Valley

*Read [Darnell’s story](#) how the Family Acceptance Project helped a school district develop new policies and practices to support LGBT students.*

- **Developed the Family/Parental Self-Assessment Scale, a self-administered tool to measure a family’s progress in decreasing rejection and increasing family support.** The tool also provides feedback to the family’s counselor and can be used to evaluate the intervention.
- **Provided extensive training and outreach on the family intervention approach to 18,524 health, mental health, and social service providers, and clergy.** About a third of those trained were in the Bay Area. In a post-training questionnaire, 88 percent said that they were definitely much more motivated to promote family support for LGBT young people as a result of the training.

The project also trained approximately 100 health and mental health providers in the use of the Family Acceptance Project’s FAPrisk Screener (developed prior to the RWJF grants) to quickly identify LGBT young people who are experiencing family

rejecting behaviors and who also have related health risks, to make treatment decisions and to develop a family intervention plan.

## Communications Results

During the grant period, the project team members:

- Published five articles on their research and completed another on research conducted prior to the RWJF grant
- Wrote and published a book chapter providing guidance for school-based providers on identifying at-risk LGBT students and educating and supporting families
- Published a previously drafted booklet containing information from their research on how families can help support their LGBT children. Translated into Spanish and Chinese, the booklets were designated as a best practice resource for suicide prevention for LGBT young people by the national Best Practices Registry for Suicide Prevention.

They also wrote and published the first faith-based version of their family education materials for Mormon families with LGBT children—which was designated as a best practice for suicide prevention

They disseminated more than 54,000 copies of these booklets to providers, parent groups, and agencies across the United States, and made them available [online](#).

- Completed a 15-minute documentary titled “[Always My Son.](#)” One of a planned series of eight videos that show the journey of ethnically and religiously diverse families from struggle to support of their LGBT children, these videos are intended to be used by individual families and youth, in clinical care, and for public and professional education.
- Offered trainings and presentations at the annual conferences of five major professional societies

See the [Bibliography](#) for details on all communication products.

In addition, a total of eight op-eds relating to the project appeared in *Advocate*, *Huffington Post*, *Salt Lake Tribune*, and *Washington Post On Faith*.

## Significance of the Project

The Family Acceptance Project worked with national and state medical and mental health professional societies to incorporate the family acceptance approach in their policies and practices. Among the results of this effort were:

- New policy resolutions on family-related care for LGBT youth at the California Academy of Family Physicians, the American Academy of Family Physicians, and the California Medical Association
- A [position paper](#) related to promoting the health and well-being of LGBT adolescents by the Society for Adolescent Health and Medicine
- Recognition of the role of family acceptance in suicide prevention of LGBT youth in the [2012 National Strategy for Suicide Prevention: Goals and Objectives for Action](#), issued by the U.S. Surgeon General<sup>9</sup>
- A new toolkit, *A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children*, based on the team's family intervention work and its recommendations for best practices was written by Project Director Ryan and published by the federal Substance Abuse and Mental Health Services Administration in fall 2013. It is available [online](#).

The project also found evidence that LGBT programs in California were beginning to understand the critical role of families and were more willing to include them in services and activities for LGBT youth. A 2011 survey of programs found that 14 percent provided support for families with LGBT children, up from zero percent in 2003 and four percent in 2008. More than two-thirds of programs responding to the 2011 survey said they were very or somewhat likely to provide such activities or services for families with LGBT youth. Lack of funding was the most common reason cited for not doing so.

## LESSONS LEARNED

1. **When introducing an innovative, attitude-shifting approach to care, allow plenty of lead time to build community support for the shift.** According to Family Acceptance Project Director Ryan, it took nearly twice as long as anticipated to move providers and communities beyond the traditional view of families as adversaries who were part of the problem, to think about families as a core part of their LGBT children's support system.
2. **Do not assume that communities with highly evolved LGBT service systems, such as San Francisco or New York City, require less time to adopt a family support approach.** "In fact, we found that the more sophisticated communities are in terms of availability of LGBT services, the more applied work is required to help them understand the importance of adopting our new research-generated family support approach to build healthy futures for LGBT youth," says Ryan.

---

<sup>9</sup> The report states, "Suicidal behaviors in LGBT populations appear to be related to 'minority stress,' which stems from the cultural and social prejudice attached to minority sexual orientation and gender identity. This stress includes individual experiences of prejudice or discrimination, such as family rejection..."

3. **Grit, determination, extra time, and, where possible, a bit of innovation are sometimes the only way deal with large, unforeseen challenges.** In this case, the unexpected challenge was the economic downturn that devastated funding options and led to changes in relationships with programs and institutions.<sup>10</sup> To address this challenge, Project Director Ryan said that the team:

- Strategized with the university’s development office and fundraising consultants to identify new potential funding sources
- Developed new sources of revenue, including selling some 30,000 print copies of their multilingual family education publications, and began developing a plan to market more
- Hired consultants to replace staff lost through retirement and relocation, instead of hiring new, full-time (and more expensive) staff members

## AFTERWARD

The project team at the Family Acceptance Project developed an 8- to-10-year working plan. Key features of the plan include:

- Piloting their family intervention model in different sites
- Integrating the family acceptance model into medical education and training
- Continuing to advocate for policy changes related to the family acceptance approach
- Continuing to produce and disseminate Family Acceptance Project research-based resources and communications materials

The team has also created another video, titled “Families are Forever,” which chronicles the journey of a devout Mormon family as it moves from struggle to acceptance of their LGBT son. The parents went door to door to promote California’s Proposition 8 to prevent same-sex marriage, never dreaming that their 13-year-old son was gay. It premiered at Frameline 37: the San Francisco International LGBT Film Festival on June 22, 2013. The trailer is available [online](#).

Since then, the film has been selected to screen in 12 film festivals (as of March 2014), and has received six awards, including one from the Black Maria Film Festival in February 2014.

---

<sup>10</sup> RWJF provided a small second grant to the project in response to economic hard times: ID# 67353: \$40,000 (January 1, 2010 to December 31, 2010).

---

## BRIANNA'S STORY

### Growing up Mormon—and transgender—and getting help from the Family Acceptance Project

Bryce always knew he was different. He was thoughtful and soft-spoken, the oldest son in a devout Mormon family with nine children who lived in rural Utah. His parents had great hopes for him. They talked about the day Bryce would go on a mission like his Mormon peers and the day he would get married and start his own family. But Bryce had a secret that would shatter his family's dreams for him: he knew in his heart that he was a girl.

As he got older, Bryce let his hair grow a little longer, wore scarves and more feminine-appearing clothing, and started using female pronouns to describe his inner self. His parents had little understanding of gender identity. For them, gender was fixed and would continue for eternity.

They loved their first-born son but felt that his behavior was disturbing, deeply disrespectful, and most important, against God's will. They told Bryce that he was endangering his faith and that his behavior would harm his siblings and others in their very close extended family. They ordered him to leave their home and forbade any contact with the family until he stopped behaving so badly.

### *Finding Help*

Bryce was devastated, deeply depressed, and in despair. He packed a small bag and found his way to the OUTreach Resource Center for lesbian, gay, bisexual, and transgender (LGBT) youth in northern Utah—a deeply conservative area with the highest rate of suicide in the state. There he found support, help with a place to stay, warm meals, and counselors who listened and provided personal support.

The counselors also shared a booklet with him that helped shed some light on what he was going through. *Supportive Families, Healthy Children: Helping Latter-day Saint Families with Lesbian, Gay, Bisexual, and Transgendered Children*—explains the issue of gender identity in simple terms. And it shows how family reactions to their children's LGBT identities affect their health and well-being. It was written by Family Acceptance Project Director Caitlin Ryan, PhD, ACSW, and **Robert A. Rees, PhD**, a devout Mormon who has held several leadership roles in the church.

The booklet (which, like other educational materials of the Family Acceptance Project, was developed with extensive guidance from families with LGBT children) also illustrates how behavior that parents think will help their LGBT children—such as

forbidding them to talk about their gender identity, punishing them for trying to express their gender, or using scripture to condemn their child—is experienced by the child as rejection. Most importantly, it shows how that sense of rejection is related to high levels of depression, suicide attempts, risk for HIV, and other serious concerns.

After reading the booklet and talking with the counselors, Bryce, for the first time, began to understand gender identity. He was able to use the name he had given his real self: Brianna. But she longed to reconnect with her family, and hoped deeply that the parents who had thrown her out would be willing to read the compelling information in the booklet.

### ***Brianna's Family***

They were. And like so many other parents who learn about the research of the Family Acceptance Project for the first time, Brianna's parents were shocked to find that what they had expressed out of love was experienced by their child as deep rejection.

They learned that their child's gender was deep-seated and rooted in development, and that how they treat their child and how they respond to her has a powerful effect on her sense of self-worth and future health and well-being. They also understood what losing Brianna was like. It had affected their whole family—which, according to their faith, was bound together for eternity.

Brianna's parents would not go to the LGBT youth center or speak with the counselors who provided services at the center. But when it came to the essential matters, they made the necessary changes: they started talking with Brianna respectfully, and asked how they could help her. And finally, they asked Brianna to come home.

As the OUTreach Director, Marian Edmonds noted, “The Family Acceptance Project made a powerful difference for this family. Although the parents had refused services from the LGBT community, they wanted their child to have a good life and they needed education and guidance in a way that respected and affirmed their faith. The Family Acceptance Project taught them how to do that through their culturally-based family education materials. Every day, we use the Family Acceptance Project's research, family support messages and approach to make a difference for LGBT youth like Brianna.”

## **DARNELL'S STORY**

### **Family Acceptance Project helps a school district develop LGBT policies and leadership training—that assisted Darnell, who is gay, and many other LGBT youth**

It seemed as though things were getting better at home for 11-year-old Darnell. Or so thought the members of the Family Acceptance Project team at San Francisco State University, who had worked with Darnell and his family intensively over several months. Through family education, counseling, and building communication skills, they had helped his staunch Baptist grandmother—whom he had lived with since birth, due to his mother's addiction problems—become more accepting of his homosexuality.

But when a stroke rendered his grandmother incapable of taking care of him, Darnell was placed in a group foster care agency in another county—a more conservative community with a more conservative school district. The school he had been attending—taking special education classes to address his developmental delays—was much more supportive of the rights and needs of lesbian, gay, bisexual, and transgender (LGBT) students. But the new school district lacked basic understanding and a policy to protect the rights of LGBT students.

#### ***From Bad to Worse***

Things went swiftly downhill for Darnell. First came the anti-gay slurs and provocations, then a fight with a student who was harassing him. He was expelled from school, which removed him from the structured environment of his special education program and landed him in a holding unit for troubled students. His grades suffered, and the gains he had made while living with his grandmother—all the promise he had shown—began to dissolve.

Darnell's attorney responded with a lawsuit against the school district and asked Family Acceptance Project Director Caitlin Ryan, PhD, ACSW, to serve as an expert witness.

But Ryan saw an opportunity to make this about more than just one child. A lawsuit would not solve the underlying need to create a safe and supportive school environment where Darnell and other students could learn and develop their full potential. So she asked Darnell's attorney and a local LGBT youth program with which she was working to broker an agreement that replaced the lawsuit with a structured training for the entire school district.

#### ***A New School Policy***

The school district agreed to write and implement an appropriate policy to support LGBT and gender variant students. It also agreed to provide training across the board—for all

administrative leadership, staff, and principals, and for all middle and high school teachers, support staff, and students—about the impact of stigma on LGBT youth, their support needs, and other issues.

The Family Assistance Project guided the development of the training component and with a colleague, they trained the district leadership, and then training was provided to school administrators. The LGBT youth program established a relationship with the school district that resulted in an agreement to provide ongoing clinical and other support services for LGBT youth. And the school district systematically began to build a supportive environment for LGBT students.

The hope is that hundreds of children and youth like Darnell will benefit from this effort to provide training, implement new services, and build this school district's capacity to improve its treatment of LGBT students.

---

**Prepared by: Robert Crum**

Reviewed by: Robert Narus and Molly McKaughan

Program Officer: Jane Isaacs Lowe

Program Area: Vulnerable Populations

Grant ID: LFP 64613

Project Director: Caitlin Ryan (415) 522-5558; caitlin@sfsu.edu

---

## APPENDIX

### Other Funding

*(Current as of the end date of the program; provided by the program's management; not verified by RWJF.)*

Organization	Amount
B.W. Bastian Foundation	\$15,000
California Department of Social Services	\$45,000
Contra Costa County Mental Health	\$115,000
Jewish Community Federation and Endowment Fund	\$50,000
Johnson Family Foundation	\$30,000
Lewy Gay Values Fund/Horizons	\$12,000
Morris Family Foundation	\$10,000
Ray & Dagmar Dolby Family Fund	\$10,000
San Francisco Foundation	\$50,000
Tides Foundation	\$50,000
Vanguard Charitable Trust	\$48,600

## BIBLIOGRAPHY

(Current as of date of the report; as provided by the grantee organization; not verified by RWJF; items not available from RWJF.)

### Articles

Russell ST, Ryan C, Toomey RB, Diaz RM and Sanchez J. “Lesbian, Gay, Bisexual, and Transgender Adolescent School Victimization: Implications for Young Adult Health and Adjustment.” *Journal of School Health*, 81(5): 223–230, 2011. Available [online](#).

Russell ST, Snapp SD, Watson RJ, Diaz RM and Ryan C. “Family Acceptance and Positive Adjustment of LGBT Young Adults.” Unpublished.

Ryan C. “Engaging Families to Support Lesbian, Gay, Bisexual, and Transgender Youth: The Family Acceptance Project.” *The Prevention Researcher*, 17(4): 11–13, 2010. Available [online](#).

Ryan C, Huebner D, Diaz RM and Sanchez J. “Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults.” *Pediatrics*. 123(1): 346–352, 2009. Available [online](#). Ryan C, Russell ST, Huebner D, Diaz R, Sanchez J. “Family Acceptance in Adolescence and the Health of LGBT Young Adults.” *Journal of Child and Adolescent Psychiatric Nursing*, 23(4): 205–213, 2010. Available [online](#).

Toomey RB, Ryan C, Diaz RM, Card NA and Russell ST. “Gender-Nonconforming Lesbian, Gay, Bisexual, and Transgender Youth: School Victimization and Young Adult Psychosocial Adjustment.” *Developmental Psychology*, 46(6): 1580–1589, 2010. Available [online](#).

Toomey RB, Ryan C, Diaz RM and Russell ST. “High School Gay-Straight Alliances (GSAs) and Young Adult Well-Being: An Examination of GSA Presence, Participation, and Perceived Effectiveness.” *Applied Developmental Science*, 15(4): 175–185, 2011. Available [online](#).

### Book Chapters

Ryan C and Chen-Hayes S. “Educating and Empowering Families of Lesbian, Gay, Bisexual, Transgender, and Questioning Students.” In *Creating School Environments to Support Lesbian, Gay, Bisexual, Transgender, and Questioning Students and Families: A Handbook for School Professionals*, Fisher ES, Komosa-Hawkins K (eds.). New York: Routledge, 2013.

### Reports

Gordon N and Krehely J. *Combating LGBT Youth Homelessness* (Issue Brief). Washington: Center for American Progress, May 10, 2011. Available [online](#).

Miller S and Krehely J. *Families Matter: New Research Calls for a Revolution in Public Policy for LGBT Children and Youth* (Issue Brief). Washington: Center for American Progress. February 2011. Available [online](#).

Ryan C. *A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children*, based on the team's family intervention work and its recommendations for best practices. Washington: Substance Abuse and Mental Health Services Administration, 2013. Available [online](#).

Ryan C. *Helping Families Support Their Lesbian, Gay, Bisexual, and Transgender (LGBT) Children* (Issue Brief). Washington: National Center for Cultural Competence, Georgetown University Center for Child and Human Development, 2009. Available [online](#).

## Communications

“Always My Son.” (film) Family Acceptance Project, San Francisco State University. Available [online](#). More than 65,000 views as of June 2012.

“Families are Forever.” (film) Family Acceptance Project, San Francisco State University. Trailer available [online](#).

Ryan C. “Family Acceptance in China: Finding the Rainbow” (Blog). *The Bilerico Project*. November 7, 2010. Available [online](#).

Ryan C. *Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual, and Transgender Children*. San Francisco: San Francisco State University, 2009. English, Spanish, and Chinese versions available [online](#).

Ryan C and Rees RA. *Supportive Families, Healthy Children: Helping Latter-day Saint Families with Lesbian, Gay, Bisexual, and Transgender Children*. San Francisco: San Francisco State University, 2012. Available [online](#).

Sanchez J. “An LGBT Radionovela Comes to Spanish-Language Radio” (Blog). *The Bilerico Project*. March 5, 2011. Available [online](#).

## Toolkits

*A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children*. Rockville, MD: Substance Abuse and Mental Health Services Administration. Not yet published, 2013.