

# I AM ME

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Understanding the Intersections of  
Gender, Sexuality, and Identity

## LGBTQ+ Resource Guide



**[www.nmsoc.org/cocvideos.html](http://www.nmsoc.org/cocvideos.html)**

# I AM ME

## Understanding the Intersections of Gender, Sexuality, and Identity

### ***“I Am Me: Understanding the Intersections of Gender, Sexuality, and Identity”***

is an educational training video that explores the challenges our lesbian, gay, bisexual, transgender, queer, etc. (LGBTQ+) young people face and how adults can be supportive allies.

The video begins with the concepts of gender identity, gender expression, and sexual orientation and then explores the challenges that LGBTQ+ youth face through personal stories from young people and adult advocates. The video ends with youth sharing how they need to be supported and a checklist on how to participate in acts of allyship for LGBTQ+ youth.

To watch the full **I Am Me** video, go here: <http://www.nmsoc.org/cocvideos.html>

This LGBTQ+ training video and resource guide were created in 2016 by the New Mexico Communities of Care in partnership with 12FPS ([12fps.com](http://12fps.com)) and Prevention at Play ([www.preventionatplay.com](http://www.preventionatplay.com)).

New Mexico Communities of Care’s primary objective is to keep youth, who have a serious mental health diagnosis, with their family and in their community getting the care that they need.

This video is one of many efforts to ensure that adults, working with youth, have the knowledge and skills they need to support youth in all areas of service. Our hope is that this video will positively impact adults and improve outcomes for youth in any arena (schools, community organizations, communities of faith, families, etc.) working with or connected to LGBTQ+ young people. To learn more about Communities of Care, visit [www.nmsoc.org/](http://www.nmsoc.org/).



## This LGBTQ+ Resource Guide

This resource guide is a companion to the **I Am Me** video. It is meant to provide further information for concepts covered in the video as well as provide local, national, and online resources to help you be a stronger ally and continue to educate yourself. Please note that this is by no means a comprehensive resource, but is meant to be a starting place.

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## LGBTQ+ Resources

### helplines / local / national

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# Helplines



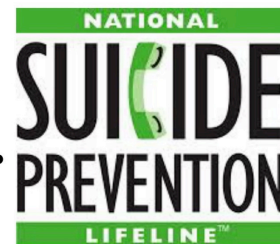
thetrevorproject.org 1-866-488-7386

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. The Trevor Project also has instant messaging, text messaging, and a social networking site.



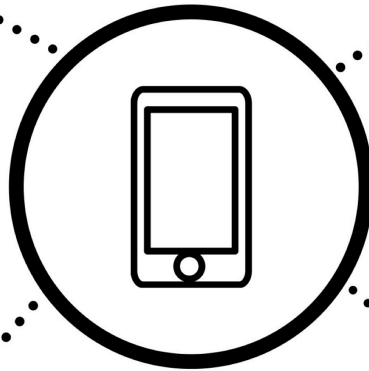
www.translifeline.org

Trans Lifeline is an organization focused of providing front line intervention for trans people in crisis. This includes people who may be struggling with their gender identity and are not sure that they are transgender. Volunteers are all trans identified and educated in the range of difficulties transgender people experience.



I-800-273-TALK  
www.suicidepreventionlifeline.org

The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. You will be redirected to the crisis center in the Lifeline network closest to your location.



GLBT  
National  
Help Center

www.glbthotline.org  
1-888-THE-GLNH (4564) (all ages)  
1-800-246-PRIDE (7743) (youth)

The GLBT National Help Center provides telephone, online private one-to-one chat and email peer-support, as well as factual information and local resources for cities and towns across the United States. Hours are Monday-Friday from 2pm-10pm, and Saturday from 10am-3pm MST.



http://www.agoracares.org  
1-866-HELP-1-NM

Agora is one of the local NM agencies part of the National Lifeline Network. Services include a help-line, online emotional support (chat), information and referrals, volunteer opportunities and community training workshops.



www.nmcrisisline.com  
1-855-NM-CRISIS (crisis line)  
1-855-4NM-7100 (peer warm line)

NMCAL is one of the local NM agencies part of the National Lifeline Network. Services focus on any behavioral health crisis and include: crisis intervention for suicidal and homicidal thoughts, assistance with non-life-threatening mental health emergencies, trauma response, assistance with finding treatment resources, assistance for those who have family members or loved ones who are experiencing a mental health crisis.

# Local Organizations



## Transgender Resource Center of NM

[www.tgcnm.org](http://www.tgcnm.org) & [www.facebook.com/TGRCNM](https://www.facebook.com/TGRCNM)

Dedicated to serving the transgender communities in the state of New Mexico and strives to exist as a clearing house for resources which can support, assist, educate, and advocate for the transgender population of this state and their families and loved ones. TGRCNM has a drop in center in Albuquerque and a variety of support groups and services.



## NM Gay Straight Alliance Network (NMGSAN)

[www.santafemc.org/nmgsan](http://www.santafemc.org/nmgsan) & [www.facebook.com/nmgsan](https://www.facebook.com/nmgsan)

A statewide youth-driven program that works with LGBTQ youth and Gay Straight Alliance Clubs (GSAs) to create safer, more inclusive and more welcoming schools while building stronger, more resilient LGBTQ and allied youth leaders and activists. NMGSAN provides support, free youth-led events and advocacy. The NMGSAN is a program of the Santa Fe Mountain Center.



## PFLAG

[www.pflag.org](http://www.pflag.org)

Uniting people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) with families, friends, and allies, PFLAG is committed to advancing equality and full societal affirmation of LGBTQ people. This national organization has chapters in New Mexico include Alamogordo, Albuquerque, Gallup, Las Cruces, Roswell, Santa Fe, Silver City and Taos. The Santa Fe Chapter gives out scholarships each year ([www.pflagsantafe.org/scholarship](http://www.pflagsantafe.org/scholarship))



## Equality New Mexico

[www.eqnm.org](http://www.eqnm.org) & [www.facebook.com/equalitynm](https://www.facebook.com/equalitynm)

Equality New Mexico is New Mexico's statewide Lesbian, Gay, Bisexual and Transgender civil rights, advocacy and education organization. Educational outreach through workshops that demonstrate the intersections of oppressions that exist within the LGBTQ movement, Immigrant Justice and Border Rights, as well as resource navigation assistance.



### **LGBTQ Resource Center at University of New Mexico**

[lgbtqrc.unm.edu](http://lgbtqrc.unm.edu)

The LGBTQ Resource Center strives to create a welcoming and inclusive atmosphere for all members of the University of New Mexico and surrounding community.



### **LGBT+ Programs at New Mexico State University**

[lgbt.nmsu.edu/](http://lgbt.nmsu.edu/)

We are a welcoming place for all students, faculty, and staff on campus with special emphasis on providing resources and support for the GLBTQ community.



### **Casa Q**

[www.casaq.org](http://www.casaq.org)

Casa Q, in Albuquerque, provides safe living options and services for lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) youth who are at risk of or experiencing homelessness.



### **New Day Youth & Family Services**

<http://www.ndnm.org/>

New Day Youth & Family Services, in Albuquerque, provides services to troubled youth and their families, including: Safe Home, Life Skills Academy, Equine Assisted Learning, Counseling & Case Management, Detention Diversion Program, and Transitional Living Program.



### **Youth Shelters and Family Services**

<http://www.youthshelters.org/>

Youth Shelters and Family Services, in Santa Fe, provides services for homeless, runaway, and in-crisis youth in northern New Mexico by providing shelter and addressing health, safety, education, and workforce opportunities so they may lead independent and meaningful lives.



### **GLSEN Albuquerque Chapter**

[glsen.org/chapters/albuquerque](http://glsen.org/chapters/albuquerque)

The Albuquerque Chapter of Gay, Lesbian, Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation, gender or identity/expression.



### N'MPower & Teen N'MPower

[www.facebook.com/abqnmppower](http://www.facebook.com/abqnmppower)

[www.facebook.com/pages/Teen-NMPPower-Albuquerque/1384978248430409](https://www.facebook.com/pages/Teen-NMPPower-Albuquerque/1384978248430409)

Based in Albuquerque, **Teen N'MPower** is a non-traditional HIV prevention and education for LGBTQ+ teens aged between 13-18, and **N'MPower** is program for 18-29 year-old men who are gay, bi, trans, or questioning their sexuality. The groups plan regular social events and outings in a supportive environment.

### Common Bond NM

[www.commonbondnm.org](http://www.commonbondnm.org)



Common Bond New Mexico Foundation's mission is to build and strengthen the lesbian, gay, bisexual and transgender community in New Mexico. **U21** is a youth group that meets monthly in Albuquerque.

### IMPACT Personal Safety

[www.IMPACTPersonalSafety.org](http://www.IMPACTPersonalSafety.org) & [Facebook.com/IMPACTNM](https://www.facebook.com/IMPACTNM)



A nonprofit organization that teaches violence prevention programs in Santa Fe, Albuquerque, and Northern New Mexico. IMPACT partners with schools and community organizations, including Transgender Resource Center of New Mexico and NM Gay Straight Alliance Network, to give youth and adults skills around boundary-setting, anti-bias/anti-bullying, healthy relationships, and verbal & physical self-defense.

### Young Women United

[www.youngwomenunited.org/](http://www.youngwomenunited.org/)



YWU works with young women of color to advance an intersectional vision of reproductive justice around five campaign issue areas: de-stigmatizing mental health alongside LGBTQ youth of color, leading criminal justice reform with a gender lens perspective while de-criminalizing substance use and pregnancy, maintaining and growing access to reproductive health care, increasing access women of color have to a full range of birthing options centering midwifery models of care, building educational equity and support for expectant and parenting young people.

# National Organizations



[www.nclrights.org](http://www.nclrights.org)



[immigrationequality.org](http://immigrationequality.org)



[famiatqlm.org](http://famiatqlm.org)



[thetaskforce.org](http://thetaskforce.org)



[www.hrc.org](http://www.hrc.org)



[glaad.org](http://glaad.org)



[familyproject.sfsu.edu](http://familyproject.sfsu.edu)



[transgenderlawcenter.org](http://transgenderlawcenter.org)



[www.pflag.org](http://www.pflag.org)



[transequality.org/](http://transequality.org/)



[gsanetwork.org](http://gsanetwork.org)



[glsen.org](http://glsen.org)



[www.genderspectrum.org](http://www.genderspectrum.org)

# Know Your Rights

The following organizations have compiled various “Know Your Rights” resource to help individuals be aware of their rights and what to do if they are harassed, discriminated against, or their rights are violated.



## **Equality New Mexico**

*(Students, Employment, Family Law, Police Accountability)*

<http://eqnm.org/our-work/>



## **Lambda Legal**

*(HIV, Employment, Transgender, In Court, Teens/Young Adults, Life/Financial Planning)*

<http://www.lambdalegal.org/know-your-rights>



## **ACLU - LGBT**

*(Youth, Parenting, Relationships, Nondiscrimination Protections, Transgender Rights, Criminal Justice Reform)*

<https://www.aclu.org/issues/lgbt-rights/lgbt-youth>



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## Understanding the Experiences of LGBTQ+ Youth

### II. Understanding the Experiences of LGBTQ+ Youth

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## Challenges Faced by LGBTQ+ Youth

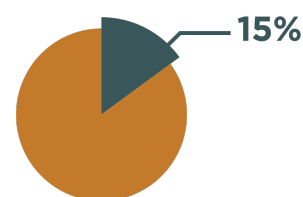
Many LGBTQ youth are happy and thrive during their adolescent years. Going to a school that creates a safe and supportive learning environment for all students and having caring and accepting parents are especially important. This helps all youth succeed in school and maintain good physical and mental health. However, some LGBTQ youth are more likely than their heterosexual peers to experience difficulties in their lives and school environments, such as violence.



Most LGBTQ students experience some form of **discrimination at school**. Did you know that in New Mexico, over half of our LGBTQ students are feeling unsafe at school and because of that, each month, 15% of our lesbian, gay and bisexual students are missing school?<sup>1</sup>



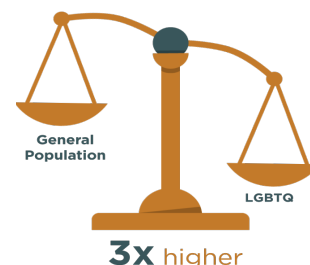
are missing school



**NEW MEXICO**  
bullied  
**2x**

We also know that in New Mexico, our lesbian, gay and bisexual students are **bullied** twice as much as straight students.<sup>1</sup>

When we look at the **juvenile justice system**, we see LGBTQ youth are represented at a rate close to three times higher than their percentage in the general population.<sup>2</sup> And a staggering 40% of girls in juvenile detention are LGBTQ.<sup>3</sup>



**1/2**  
transgender youth



Across the nation, **suicide** is the 2nd leading cause of death among young people ages 10 to 24.<sup>4</sup> On top of that, lesbian, gay and bisexual youth are 4 times more likely to attempt suicide compared to their straight peers.<sup>5</sup> Nearly half of young transgender people have seriously thought about taking their lives, and a quarter report having made a suicide attempt.<sup>6</sup>

**4x more likely**  
to attempt suicide  
than straight peers







8%  
straight youth



32%  
lesbian, gay, and bisexual

Here in NM , 8% of straight youth have attempted **suicide**, and 32% of lesbian, gay, and bisexual youth have attempted. This means 1 in 3 of our lesbian, gay and bisexual youth in NM have attempted suicide.<sup>1</sup>



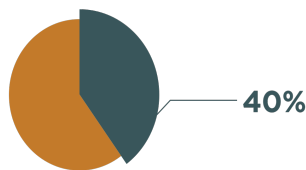
In America, up to 1.6 million youth experience **homelessness** each year. The statistics for LGBTQ youth are even more shocking, as this group represents up to 40% of all young people experiencing homelessness. Once they are out of their homes, LGBT youth are even more vulnerable. They are at a greater risk for victimization, unsafe sexual practices, and mental health issues than non-LGBT young people experiencing homelessness.<sup>7</sup>



#### LGBTQ youth experiencing homelessness



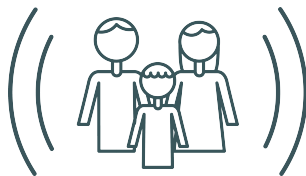
7%  
total youth population



40%

Considering that LGBTQ youth represent an estimated 7% of the total youth population, these numbers are disproportionately high.<sup>7</sup>

LGBT young adults who reported high levels of **family rejection** were also:



- 8.4 times as likely to have attempted suicide
- 5.9 times as likely to experience significant depression
- 3.4 times as likely to use illegal drugs
- 3.4 times as likely to have engaged in unprotected sexual intercourse.<sup>2</sup>

#### Sources:

- [1] New Mexico Department of Health. (2013). Youth Risk Resiliency Survey. Retrieved from <http://www.youthrisk.org/>
- [2] Wilber, S. (2015). Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System. Baltimore, MD: Annie E. Casey Foundation.
- [3] Irvine, A. (2015, March 13). LGBT/GNC Youth in Juvenile Justice. Retrieved from <http://www.nccdglobel.org/blog/lgbtgnc-youth-in-juvenile-justice>
- [4] Center for Disease Control, NCIPC. (2010). Web-based Injury Statistics Query and Reporting System (WISQARS). Retrieved from [www.cdc.gov/ncipc/wisqars](http://www.cdc.gov/ncipc/wisqars)
- [5] Center for Disease Control. (2011). Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services
- [6] Grossman, A.H. & D'Augelli, A.R. (2007). Transgender Youth and Life-Threatening Behaviors. *Suicide and Life-Threatening Behaviors*. 37(5), 527-37.
- [7] True Colors Fund. (2015). Our Issues. Retrieved from <https://truecolorsfund.org/our-issue/>

## Terminology

*There are many terms used to describe the LGBTQ community. Below are a few of those terms.*

*Terms evolve and change over time, and young people sometimes like to create new terms to define themselves - so remember to **respect** their identity and allow the young person you are working with the space to define and express themselves. And if you forget or hear a new term, don't worry-- you can always Google it!*

### **GENERAL TERMS:**



**Gender identity** refers to a person's **deeply felt identification** as a man, woman or some other gender. This may or may not correspond to the sex assigned to them at birth.



**Gender expression** refers to all of the **external characteristics and behaviors** that are defined in society as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions. This is what and individual chooses to show the world.



**Sexual orientation** refers to a person's **physical or emotional attraction** to someone. This can be toward the same or different gender.

**Queer:** 1) An umbrella term sometimes used to refer to the entire LGBTQ community. 2) An alternative that some people use to the labels and categories such as lesbian, gay, bisexual, etc. Historically, this was a derogatory slang term used to identify LGBTQ people, but more recently this term has been embraced and reclaimed by parts of the LGBTQ community as a symbol of pride, though not everyone in the LGBTQ community is comfortable with this term.

**Two-Spirit:** A contemporary term used to describe *some* North American Indigenous Lesbian, Gay, Bisexual, Transgender individuals. It means having both female and male spirits within one person. This term was coined in 1990 at a conference with men, women and transgender people from various tribes. The term is not universally accepted among Native communities and nations; some also use terms from their own nations, tribes, and pueblos.

**Gender Binary System:** A social system that upholds the belief there are only two genders, male and female (assigned sex at birth), which in turn forms the basis for how you are expected to behave, wear, look like, feel like, act like, and who you should be attracted to/love/marry etc.

## **SEXUAL ORIENTATION TERMS:**

**Lesbian:** A female identified person who has emotional, physical, spiritual, and sexual attractions to other women and/or female bodied/identified individuals.



**Gay:** A male identified person who has emotional, physical, spiritual, and sexual attractions to other men and/or male bodied/identified individuals.

Gay is also sometimes used as an umbrella term for the LGBT community.



**Bisexual:** A person who is emotionally, physically, spiritually, and sexually attracted to members of more both male and female genders. Since Queer culture rejects the gender binary that only allows for two genders, some people also identify as **pansexual**, which means they may be attracted to more than just male and female identified individuals.

**Asexual:** A term used to describe a person who is not sexually attracted to anyone.

## **GENDER IDENTITY TERMS:**

**Transgender/Trans:** A term for people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth.

Transgender is a broad term and is good for non-transgender people to use. (Note: Transgender is correctly used as an adjective, not a noun, thus "transgender people" is appropriate but "transgendered" or "transgenders" is often viewed as disrespectful.) Often, the term **Trans** is used as an abbreviated umbrella term to refer to all of the identities within the gender identity spectrum.



**Cisgender:** A term used to describe someone whose gender identity is the same as the gender that they were assigned at birth.

**Genderqueer:** A term used to describe a person who does not identify as completely male or female. Genderqueer people may or may not identify as transgender.

**Gender Non-Conforming:** A term used to describe a person who is, or is perceived to have, gender characteristics and/or behaviors and/or gender expression that do not conform to traditional or societal expectations.

**Androgynous:** A term used to describe a person who expresses or presents merged socially-defined masculine and feminine characteristics, or mainly neutral characteristics.

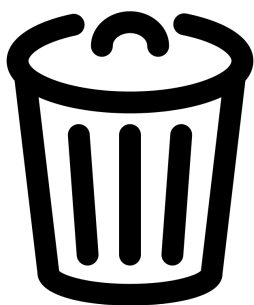
**Intersex:** Refers to a series of medical conditions in which a child's sex (chromosomes) and phenotypic sex (genital appearance) do not match, or are somehow different from the 'standard' of male or female. About one in 2,000 babies are born visibly intersex, while some others are detected later.

**Transsexual:** A term most commonly used to refer to someone who surgically transitions from one gender to another. Although this term is still used today, usually the term Transgender is more acceptable.

## TERMS TO AVOID

Now that you are aware of some of the terminology, it's important to take note of a few terms that are inappropriate to use. Did you know there are more slurs used against LGBTQ+ people than any other group?

There are terms that are best to avoid. While some of the below terms are derogatory, others are simply better replaced with more appropriate and respectful terms. Also, it is important to refrain from using this language, as well as interrupt others when using, regardless of their intent. Note an exception: some individuals may choose to embrace these terms as their own identity; however, if you are not part of that group, it is typically not appropriate to use that term. *Example: It would be okay for a lesbian woman to refer to herself as a dyke, but it would not be appropriate for others to refer to lesbian woman as dykes.*



homosexual	homo
lifestyle	tranny
hermaphrodite	"he-she"
fag	"she-he"
faggot	joto
dyke	maricón



And remember that **transgender** is an adjective, not a noun, and avoid "transgendered" or "transgenders". **Queer** is an umbrella term, and can be used; however given its traumatic history, not everyone is comfortable with this term and it should be used carefully.

## PRIDE FLAGS

### LGBTQ+ Pride Flag



*Note that there are pride flags for many other identities as well!*

### Transgender Pride Flag



# WAYS THAT YOU CAN PARTICIPATE ACTS OF ALLYSHIP

**Ask questions,**  
but also educate yourself.

**Listen to youth.**  
Take them seriously.

**Use correct names and pronouns.**

If you don't know,

**ask.**

Stand up and defend  
**LGBTQ youth.**



Interrupt bullying  
**and harassment.**

REMEMBER  
**ALLY**  
**is a verb,**  
not a noun.

**Stop**

all derogatory comments.

Use non-assumptive,  
**neutral language.**

Display LGBTQ  
**materials and resources.**

## How to Make Your Office & Organization More Welcoming

Just as it is important to be an ally as an individual, it is also critical that your organization is outwardly welcoming and inclusive to LGBTQ+ clients. You don't have to be the CEO or Director to make strides towards making your space more welcoming.

- **Update all intake, informational, and marketing paperwork to have inclusive, non-assumptive language.**
  - Example: Instead of “mother/father” say parent/guardian 1 & 2
- **Include gender options on forms**
  - Example: “Gender Identity \_\_\_\_\_” (instead of ☐ Male ☐ Female)
  - Consider whether it is necessary to know if your client is transgender on an intake form or not (in many cases, it is not needed, but in some clinical/medical situations it may be.)
- **Educate staff to foster inclusive behaviors**
  - At ALL levels of the organization, including front line staff, front desk/receptionists, custodial staff, transport staff, etc.
- **Develop program policies that recognize the needs of LGBTQ+ clients**
  - Include gender identity, gender expression, and sexual orientation as protected from discrimination and harassment in both client policies and personnel policies
  - Implement training requirements for personnel
  - Address harassment and intolerance from other clients
- **Label all single stall restrooms as gender neutral or universal**
- **Display LGBTQ+ friendly materials**
  - Utilize posters & magazines that feature LGBTQ+ people
  - Put up a Safe Zone sign (only if your staff gets some training!)
  - Put up rainbows (a universal LGBTQ+ symbol) and trans flag colors



## Gender Pronouns

### What are pronouns?

Pronouns are the words we use when talking about people without using their names. In the English language, pronouns also tell us the gender of the person we're talking about. We are usually taught that there are only two kinds of pronouns that we can use when talking about people – feminine or masculine.

### What are Gender Pronouns?

**Gender Pronouns (GPs)** are the pronouns we want other people to use when talking about us.

There are several different gender-neutral pronouns, so ***be sure to consistently use whatever pronoun a person prefers***, if you are unsure of a person's GP or how to use it, then it is okay to respectfully ask.



**They** is a pronoun that we are familiar with to refer to more than one person – and some people also like to use it as a singular gender-neutral pronoun. **Ze** is a gender-neutral pronoun that some people like to use to challenge the idea that there are only two genders. Other people use it to express their own complex gender identity.

<b>SHE/HER/HERS</b>	<b>She</b> laughed.	I called <b>her</b> on the phone.	The jacket is <b>hers</b> .	<b>She</b> is proud of <b>herself</b> .
<b>HE/HIM/HIS</b>	<b>He</b> laughed.	I called <b>him</b> on the phone.	The jacket is <b>his</b> .	<b>He</b> is proud of <b>himself</b> .
<b>THEY/THEM/THEIRS</b>	<b>They</b> laughed.	I called <b>them</b> on the phone.	The jacket is <b>theirs</b> .	<b>They</b> are proud of <b>themselves</b> .
<b>ZE/HIR/HIRS</b>	<b>Ze</b> laughed.	I called <b>hir</b> on the phone.	The jacket is <b>hirs</b> .	<b>Ze</b> is proud of <b>hirsself</b> .

### Why do we ask people's gender pronouns?

**We ask to make a safe space for everyone.** Since most of the time people who want to use gender-neutral pronouns can't do that all the time or feel unsafe, the NM GSA Network wants everyone to challenge the idea that there are only two genders or that you can tell how someone identifies by how they look.

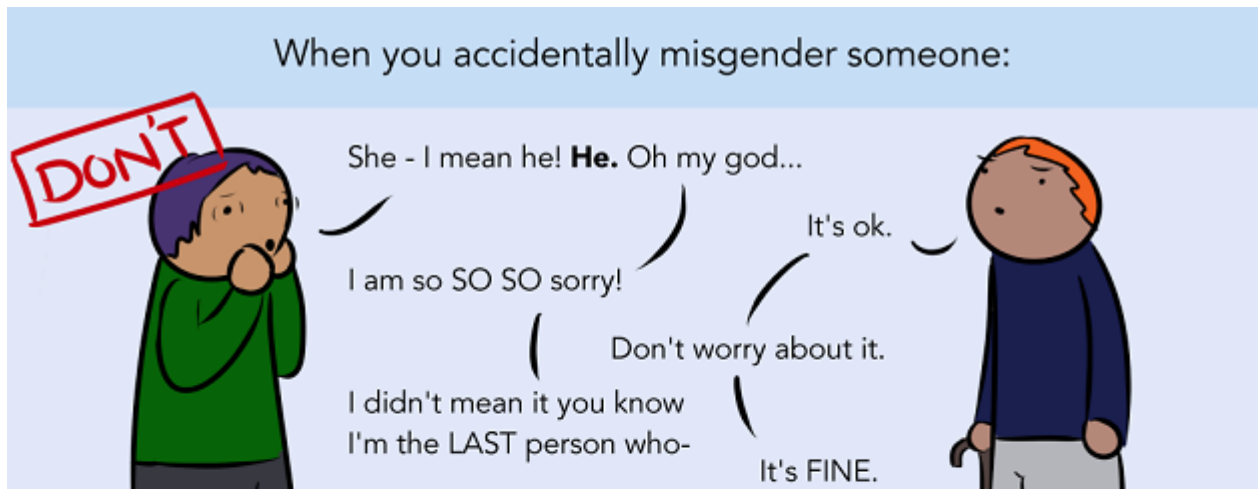
Sourced from:



## What do I do if I misgender someone?

One of the most important things you can do as an ally is to honor people's gender pronouns.

So, what should you do if you accidentally misgender someone?



**Don't** make it a bigger deal by over-explaining or over-apologizing.

**Do** take the time to **correct your mistake**, and then **move on**.





## Additional Ways to Use Gender Inclusive Language

# When greeting others

Avoid:

**ladies gentlemen ma'am sir girls guys** etc.

Consider using instead:

"Thanks, **friends**.  
Have a great  
night."

"Good morning,  
**folks!**"

"Hi, **everyone!**"

"And for **you?**"

"Can I get  
you **all**  
something?"

**Why?**

Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumption.

# Be mindful of language

Based on Toni Latour's "Hello there" cards.

Learn more at [qmunity.ca](http://qmunity.ca)

Oh no, someone left their cell phone.

Dang, I wonder if they'll miss it?

Of course they will. *It's their phone.*

Not what I meant. I was wondering if they'll miss it in time to come back for it before the shop closes.

I hope so, for their sake.

**YOU ALREADY KNOW HOW  
TO USE SINGULAR *THEY*.**

When a nonbinary person asks you to use "they" as their pronoun, you can handle it.

**LADIES AND  
GENTLEMEN:  
HONORED  
GUESTS,  
DISTINGUISHED  
GUESTS**

**BREAK THE BINARY**

**GIRLFRIEND/  
BOYFRIEND:  
PARTNER, DATE,  
DATEFRIEND,  
DATEMATE,  
BABEFRIEND, BABE,  
HEART, PERSON,  
SIGNIFICANT OTHER**

**BREAK THE BINARY**

**BOYS/GUYS/  
GIRLS/LADIES:  
Y'ALL, FOLKS,  
PEOPLE,  
GUESTS**

**BREAK THE BINARY**

**GIRL/BOY/  
MAN/WOMAN:  
PERSON,  
HUMAN**

**BREAK THE BINARY**

# I AM ME

Understanding the Intersections of  
Gender, Sexuality, and Identity

## Intersectionality: Further Exploration

*This section further explores issues of intersectionality that were introduced in the video. Brief information is provided around identities of indigenous LGBTQ+/two-spirit, undocumented, and individuals with disabilities. There are many helpful online resources listed as an opportunity to continue to educate yourself.*

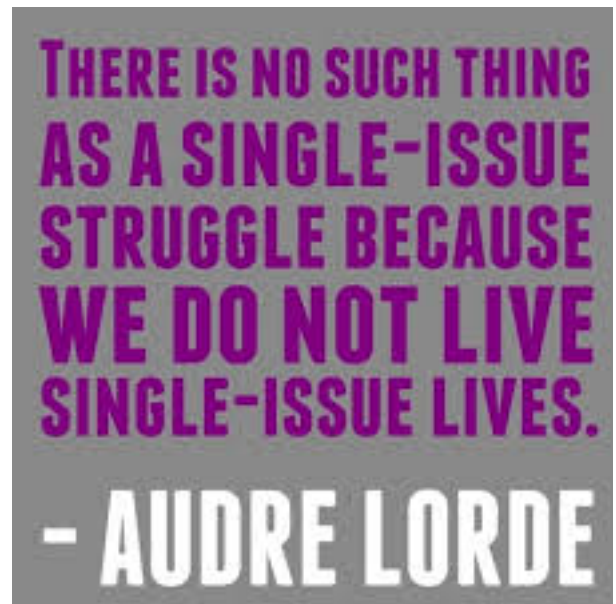
### III. Further Exploration of Concepts at the Intersections

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## What is Intersectionality?

**Without an intersectional lens, our movements cannot be truly anti-oppressive because it is not, in fact, possible to tease apart the oppressions that people are experiencing.** Racism for women of color cannot be separated from their gendered oppression. A Trans person with a disability cannot choose which part of their identity is most in need of liberation.

Renowned law scholar and critical race theorist Kimberlé Crenshaw introduced the term in 1989. She noted that “problems of exclusion” of Black women from both mainstream anti-racist politics and feminist theory “cannot be solved simply by including Black women in an already established analytical structure. Because the intersectional experience is greater than the sum of racism and sexism, any analysis that does not take intersectionality into account cannot sufficiently address the particular manner in which Black women are subordinated.”



**In short, intersectionality is a framework that must be applied to all social justice work, a frame that recognizes the multiple aspects of identity that enrich our lives and experiences and that compound and complicate oppressions and marginalizations.**

**We cannot separate multiple oppressions, for they are experienced and enacted intersectionally.**

### *Source:*

Uwujaren, J., & Utt, J. (2015, January 11). Why Our Feminism Must Be Intersectional (And 3 Ways to Practice It). Retrieved from <http://everydayfeminism.com/2015/01/why-our-feminism-must-be-intersectional/>

# Online Resources

## Juvenile Justice & Systems-Involved

- **New Practice Guide: LGBT Youth in the Juvenile Justice System**  
<http://www.aecf.orgwww.aecf.org/blog/new-practice-guide-lgbt-youth-in-the-juvenile-justice-system/>
- **Power in Partnerships (School Pushout/School to Prison Pipeline)**  
[http://b3cdn.net/advancement/85066c4a18d249e72b\\_r23m68j37.pdf](http://b3cdn.net/advancement/85066c4a18d249e72b_r23m68j37.pdf)
- **Dignity in Schools Resources & Fact Sheets (School Pushout/School to Prison Pipeline)**  
<http://www.dignityinschools.org/content/dignity-schools-campaign-fact-sheets>
- **Safe & Respected: Policies, Best Practice, and Guidance for Serving Transgender and Gender Non-Conforming Children & Youth Involved in the Child Welfare, Detention, and Juvenile Justice Systems**  
[http://www.nyc.gov/html/acs/downloads/pdf/lgbtq/FINAL\\_06\\_23\\_2014\\_WEB.pdf](http://www.nyc.gov/html/acs/downloads/pdf/lgbtq/FINAL_06_23_2014_WEB.pdf)
- **The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System**  
[http://csgjusticecenter.org/wp-content/uploads/2014/06/The\\_School\\_Discipline\\_Consensus\\_Report.pdf](http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf)
- **National Recommended Best Practices for Serving LGBT Homeless Youth**  
<http://www.nclrights.org/wp-content/uploads/2013/07/national-recommended-best-practices-for-lgbt-homeless-yo.pdf>

## Mental & Medical Health

- **American Psychological Association's Best Practices for Mental Health Facilities Working With LGBT Clients** <http://www.apa.org/pi/lgbt/resources/promoting-good-practices.aspx>
- **Guidelines of Care For Lesbian, Gay, Bisexual, and Transgender (LGBT) Patients**  
[http://www.glma.org/\\_data/n\\_0001/resources/live/Welcoming%20Environment.pdf](http://www.glma.org/_data/n_0001/resources/live/Welcoming%20Environment.pdf)

## Allyship

- **12 words you need to ban from your vocabulary to be a better ally**  
[http://mashable.com/2015/06/04/ally-vocabulary-banned-words/#1\\_lmZmDgcsqf](http://mashable.com/2015/06/04/ally-vocabulary-banned-words/#1_lmZmDgcsqf)
- **5 Ways to Avoid Common Ally Pitfalls by Learning From Your Mistakes**  
<http://everydayfeminism.com/2016/02/learn-about-allyship-mistakes/>
- **10 Common Things Well-Intentioned Allies Do That Are Actually Counterproductive**  
<http://everydayfeminism.com/2015/10/counterproductive-allyship/>
- **Allyship by the Anti-Oppression Network**  
<https://theantioppressionnetwork.wordpress.com/allyship/>

## Schools & School Policy (including transgender student policies)

- **Communications & Organizing Toolkit for LGBT-Inclusive Schools**  
<http://groundspark.org/wp-content/uploads/School-Communications-and-Organizing-Toolkit.pdf>
- **GLAAD back to school bullying**  
<http://www.glaad.org/blog/back-school-resources-lgbt-students-their-parents-and-teachers>
- **GLSEN Model District Policy on Transgender and Gender Nonconforming Students**  
[http://www.glsen.org/sites/default/files/Trans\\_ModelPolicy\\_2013.pdf](http://www.glsen.org/sites/default/files/Trans_ModelPolicy_2013.pdf)
- **Schools in Transition: A Guide for Supporting Transgender Students in K-12 (by ACLU, Gender Spectrum, HRC, NCLR, NEA)** <https://www.genderspectrum.org/studenttransitions/>
- **Injustice At Every Turn**  
[http://www.thetaskforce.org/downloads/reports/reports/ntds\\_full.pdf](http://www.thetaskforce.org/downloads/reports/reports/ntds_full.pdf)

## Educational Campaigns

- **Think B4 You Speak Campaign - GLSEN (anti-slur/anti-defamation)**  
<http://www.glsen.org/article/thinkb4youspeak-guide-educators-grades-6-12>
- **LGBT Inclusive Curriculum for Educators - GLSEN**  
<http://www.glsen.org/educate/resources/creating-lgbt-inclusive-lessons>
- **Changing the Game - The GLSEN Sports Project**  
<http://sports.glsen.org/>
- **Our Gender Revolution Campaign (violence prevention, activism)**  
<http://www.idvsa.org/national-teen-dating-violence-awareness-prevention-month/>

## Guidance on Talking About LGBT Individuals

- **GLAAD Media Reference Guide**  
[http://www.glaad.org/sites/default/files/GLAAD%20MRG\\_9th.pdf](http://www.glaad.org/sites/default/files/GLAAD%20MRG_9th.pdf)

## Immigrant/Undocuqueer

- **Living in Dual Shadows: LGBT Undocumented Immigrants**  
<https://www.americanprogress.org/issues/immigration/report/2013/03/08/55674/living-in-dual-shadows/>
- **United We Dream - Queer Undocumented Immigrant Project (QUIP) (National Organization)** <http://unitedwedream.org/about/projects/quip/>
- **New Mexico DREAM Team**  
[https://www.facebook.com/UNMDreamTeam/info/?tab=page\\_info](https://www.facebook.com/UNMDreamTeam/info/?tab=page_info)

## Two-Spirit/Indigenous Resources

- **Two Spirit: The Story of a Movement Unfolds**  
<http://www.nativepeoples.com/Native-Peoples/May-June-2014/Two-Spirit-The-Story-of-a-Movement-Unfolds/>
- **Two Spirits (PBS film & resources)**  
<http://twospirits.org/additional-resources/>
- **Two Spirit Resource Center**  
<http://nativeout.com/twospirit-rc/>

## Disability Advocacy

- **Disability and Access Toolkit**  
[http://www.showingupforracialjustice.org/disability\\_access\\_toolkit](http://www.showingupforracialjustice.org/disability_access_toolkit)
- **Making Your Events More Accessible Is Not That Hard**  
<http://infotrope.net/2014/11/17/making-your-events-more-accessible-is-not-that-hard/>
- **10 Ways To Avoid Everyday Ableism**  
<http://everydayfeminism.com/2013/10/avoid-everyday-ableism/>
- **4 Ways To Be An Ally To People With Invisible Disabilities**  
<http://everydayfeminism.com/2014/09/ally-people-invisible-disabilities/>
- **Making Space Accessible Is An Act Of Love For Our Communities**  
<https://creatingcollectiveaccess.wordpress.com/making-space-accessible-is-an-act-of-love-for-our-communities/>
- **3 Steps To Organizing A Scent Free Space**  
<http://dualpowerproductions.com/2011/03/26/organizing-a-fragrance-free-event/>



## School Pushout

*School Pushout is the policies, practices, and procedures that make it more likely for certain students to leave school instead of finish it. LGBTQ+ youth are 3x more likely to experience criminal justice and school sanctions.*



### What's the problem with **PUSHOUT?**

**Students suspended, expelled or arrested in school are more likely to drop out or graduate late.**

*Students at schools that use suspensions less perform better on academic tests and have better opinions of their principals.<sup>1,3,4</sup>*

*A student with three or more suspensions by his sophomore year is five times more likely to drop out than other students.<sup>1</sup>*

**Suspended students miss class time and are more likely to do poorly in school.**

*Students who have been suspended score an average of five grade levels behind in reading skills after two years.<sup>5</sup>*

**1 high school graduate prisoner, 8 non-graduate prisoners**

*Young people who do not finish high school are more than eight times more likely to go to prison than students who graduate.<sup>3</sup>*

**Pushout denies young people their right to education!**

**Pushout makes it more likely that a young person will end up in the prison system!**

**Schools that don't push out students are better schools!**

Sources Used:

Advancement Project (2010). "Test, punish, and push out: how 'zero tolerance' and high-stakes testing funnel youth into the School-to-Prison Pipeline." 14. *Deming, A. et al (2010). The achievement gap and the discipline gap: two sides of the same coin? Educational Researcher, 36(2), 60.*

Silke, R., et al (2006). Are zero tolerance policies effective in the schools? A report by the American Psychological Association Task Force, 63.

Silke, R. & Washienko, M. (2005). Zero tolerance, suspension and expulsion: questions of equity and effectiveness. In C.M. Evertson & C.B. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practices, and Contemporary Issues*.

### Who's getting **PUSHED OUT?**

**Students of color, students with disabilities, students in foster care and LGBTQ students are more likely to be suspended and expelled than their peers.<sup>1-6</sup>**

**Expulsions of youth of color.<sup>1,6</sup>**

**Black students are 3.5 times more likely to be expelled than white students. Latino students are 2 times and American Indian students 1.5 times more likely to be expelled than white students.**

**Suspension/expulsion of youth in foster care.<sup>3</sup>**

**Students in foster care are 3 times more likely to be suspended or expelled than students in the care of a guardian.**

**Suspension + expulsion of**

**students with disabilities.<sup>5</sup>**

**Students with disabilities are 2 times more likely to be suspended and expelled than general education students.**

**Expulsion of LGBTQ youth.<sup>2</sup>**

**LGBTQ students are 1.4 times more likely to be expelled than straight-identified youth.**

Sources Used:

Devine, J.F., and Darling-Churchill, K.E. (2008). Status and Trends in the Education of American Indians and Alaska Natives. 2008. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. 14.

Hennrichsen, K. and von Bredow, H. (2011). Criminal justice and school sanctions against non-heterosexual youth: a national longitudinal study. *Pediatrics, 127(1), 53.*

Levin, P., and Weitzel, L. (2010). Addressing the varied educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform. 12. Losen, D. and Silke, R. (2010). Suspended Education: Urban Middle Schools in Crisis. Southern Poverty Law Center. 3.

Silke, R., et al (2006). Are zero tolerance policies effective in the schools? American Psychological Association Task Force, 63.

US Department of Education Office of Civil Rights (2008). 2008 Data Collection, retrieved from [ocrdata.ed.gov/ocr2008v03](http://ocrdata.ed.gov/ocr2008v03).

## Microaggressions

*Microaggressions are everyday slights, snubs, or insults, whether intentional or unintentional, that communicate hostile derogatory or negative messages to people in marginalized groups.*

Theme	Microaggression	Message
<i>Alien in own land</i> When Asian Americans and Latino Americans are assumed to be foreign-born	"Where are you from?" "Where were you born?" "You speak good English." A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
<i>Ascription of Intelligence</i> Assigning intelligence to a person of color on the basis of their race.	"You are a credit to your race." "You are so articulate." Asking an Asian person to help with a Math or Science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in Math / Sciences.
<i>Color Blindness</i> Statements that indicate that a White person does not want to acknowledge race	"When I look at you, I don't see color." "America is a melting pot." "There is only one race, the human race."	Denying a person of color's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.
<i>Criminality – assumption of criminal status</i> A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.	You are a criminal. You are going to steal / You are poor / You do not belong / You are dangerous.
<i>Denial of individual racism</i> A statement made when Whites deny their racial biases	"I'm not a racist. I have several Black friends." "As a woman, I know what you go through as a racial minority."	I am immune to races because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.
<i>Myth of meritocracy</i> Statements which assert that race does not play a role in life successes	"I believe the most qualified person should get the job." "Everyone can succeed in this society, if they work hard enough."	People of color are given extra unfair benefits because of their race. People of color are lazy and / or incompetent and need to work harder.
<i>Pathologizing cultural values / communication styles</i> The notion that the values and communication styles of the dominant / White culture are ideal	Asking a Black person: "Why do you have to be so loud / animated? Just calm down." To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal." Speak up more." Dismissing an individual who brings up race / culture in work / school setting.	Assimilate to dominant culture. Leave your cultural baggage outside.



Theme	Microaggression	Message
<i>Second-class citizen</i> Occurs when a White person is given preferential treatment as a consumer over a person of color	Person of color mistaken for a service worker Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you “You people ...”	People of color are servants to Whites. They couldn't possibly occupy high-status positions. You are likely to cause trouble and / or travel to a dangerous neighborhood. Whites are more valued customers than people of color You don't belong. You are a lesser being.
<i>Environmental microaggressions</i> Macro-level microaggressions, which are more apparent on systemic and environmental levels	A college or university with buildings that are all names after White heterosexual upper class males Television shows and movies that feature predominantly White people, without representation of people of color Overcrowding of public schools in communities of color Overabundance of liquor stores in communities of color	You don't belong / You won't succeed here. There is only so far you can go. You are an outsider / You don't exist. People of color don't / shouldn't value education. People of color are deviant.
<i>How to offend without really trying</i>	“Indian giver.” “That's so gay.” “She welshed on the bet.” “I jewed him down.” “That's so White of you.” “You people ...” “We got gyped.” Imitating accents or dialects Others?	

Adapted from:

Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, Esquilin (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62, 4, 271-286



## Indigenous LGBTQ+ / Two-Spirit



Two Spirit Society of Colorado with Photographs of Ancestors © 2010 Images Digital

“Two Spirit” is an umbrella term used by **some** Native American communities to describe LGBTQ people. Though some people identify with words used prior to English to describe their queer or trans identities because it connects their gender identity/sexual orientation and their Native identities, a term like two spirit provides solidarity among tribes and visibility within their communities while acknowledging a cultural association. Additionally, the term Two Spirit is not used by all Native people, and has a multitude of meanings, based on cultural differences.



We' Wah was a well-respected member of the Zuni Pueblo and cultural ambassador who became known in Washington DC in the 1800s. She was a wise and respected member of her community and presented as well as took on the roles of any pueblo woman. While also being revered especially in private ceremony.

## Undocumented LGBTQ+ Immigrants

Undocumented LGBT immigrants face numerous challenges endemic both to their lack of immigration status and to their sexual orientation and gender identity. For those who are both LGBT and undocumented, this double minority status has compounding harmful effects on their social, economic, and psychological well-being that make them among our society's most vulnerable people. (Burns, C., Garcia, A., and Wolgin, P. Living in Dual Shadows: LGBT Undocumented Immigrants, Center for American Progress, 2013).

### The LGBT undocumented By the numbers

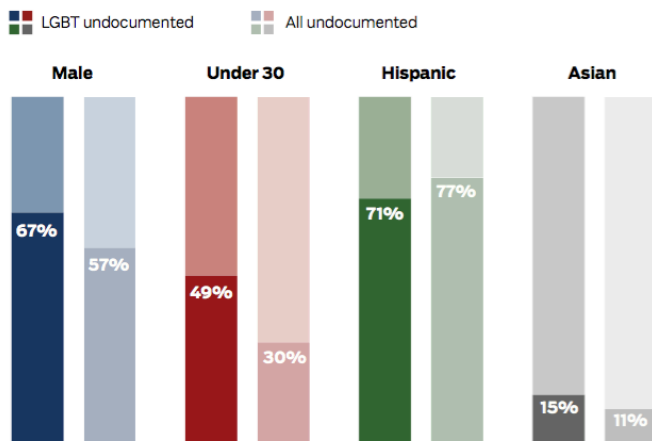
Of the 11 million undocumented immigrants in the United States today, hundreds of thousands identify as lesbian, gay, bisexual, and transgender, or LGBT. In a first-of-its-kind analysis, a report by the Williams Institute at UCLA estimates the number of LGBT-identified undocumented adults living in the United States today.



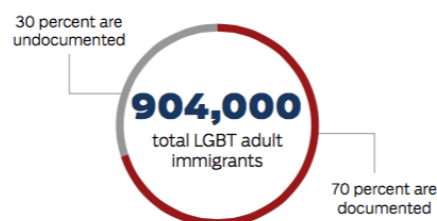
For them, a path to citizenship would mean:



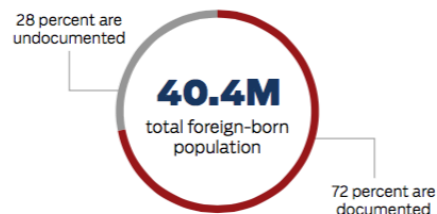
LGBT adult undocumented immigrants are more likely to be male, younger, less likely to be Hispanic, and more likely to be Asian.



There are an estimated 904,000 LGBT adult immigrants in the United States today, 30 percent of whom are undocumented.



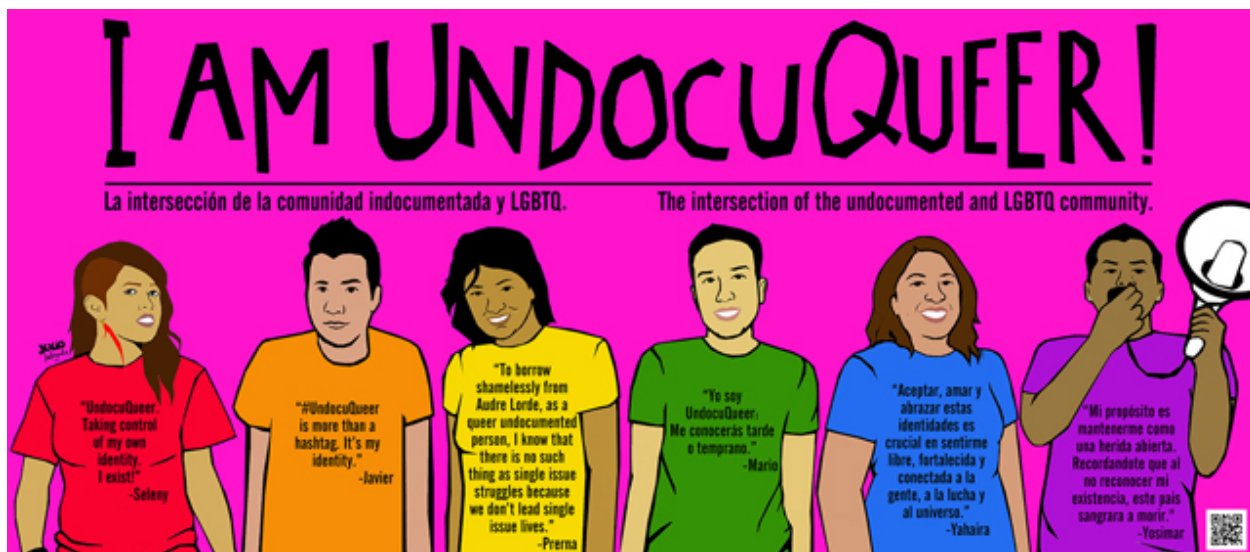
This roughly matches the breakdown of the entire foreign-born population.



There are an estimated **32,300** binational same-sex couples (one native-born U.S. citizen and one noncitizen) in the United States today.

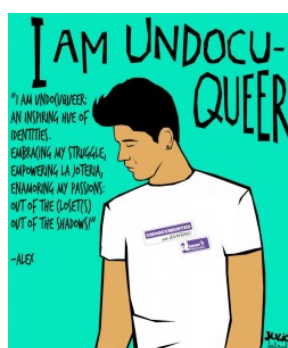
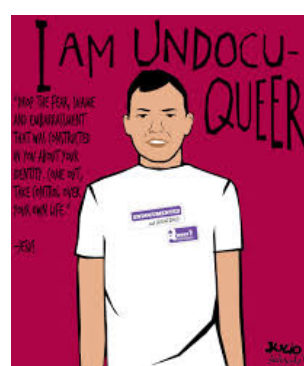
Because of the Defense of Marriage Act, U.S. citizens and residents cannot sponsor a same-sex partner for family-based immigration, unlike their heterosexual counterparts. Including the provisions of the Uniting American Families Act in immigration reform would end discrimination against binational same-sex couples.

Source: Gary Gates, "LGBT Adult Immigrants in the United States" (Los Angeles: The Williams Institute, 2013).



“The UndocuQueer movement is a potent network of queer undocumented immigrant activists organizing for the rights of undocumented youth and their families. UndocuQueer activists came to the U.S. as infants or children. UndocuQueers struggle for the right to work, live, and love in the country in which they were raised and educated. Without documentation, even those who have earned college degrees are denied work in the above-ground economy and are subject to deportation. Given their precarious citizenship status, sexual orientation and transgender realities, visibility makes UndocuQueers vulnerable, however, they refuse to remain in the shadows.”

Source: <http://equalityarchive.com/issues/undocuqueer-movement/>





## Disability Justice

# Be an Ally to Disabled People

Disabled people are everywhere, and yet are mostly invisible to the non-disabled world. Everyone grew up learning stereotypes about disabled people. Some of these stereotypes are negative (“helpless,” “dependent,” “useless”). Others seem positive but are just as limiting (“cheerful,” “inspiring,” “brave”). In order to end disability oppression, nondisabled people need to learn how to be allies to disabled people.

## respect

- **Recognize** that disabled people are inherently worthwhile.
- **Listen** to disabled people’s stories, experiences, and perspectives.
- **Understand** that having a disability does not make our lives any more inspirational, pitiful or tragic than yours. Our disabilities are ordinary and familiar parts of who we are.
- **Ask before you offer help** to a disabled person. What you assume is helpful may not be. Start with a friendly but non-intrusive question: “Can I provide assistance?” or “Can I get that for you?” Be aware that your offer may not be accepted. Disabled people are the experts about our own lives and what we need.
- **Don't ask** intrusive questions, however well-intentioned. Because of how disabled people are separated from society, many of us deal with daily curiosity about our bodies and lives. This can be irritating, exhausting, and demeaning.
- **Challenge** your own assumptions. Many people have disabilities that might not be apparent to you. Everyone has a right to request and use the accommodations they need without being criticized or questioned.
- **Ignore** service dogs while they’re working. Don’t pet, feed, or interact with them.

## language

- **Don’t use** the words “cripple,” “defect,” “spastic,” “lame,” “retard,” and “crazy.” These words have long been used to bully and oppress disabled people. You may hear disabled people calling each other “crip” or “gimp,” This is "insider" language, akin to LGBT people calling each other “queer,” but isn’t appropriate language for non-disabled people to use.
- **Use** the phrase “disabled people” or “people with disabilities.”
- When you hear other people use ableist language, **take the opportunity** to challenge and educate.
- **Don’t ask**, “What’s wrong with you?” Disabled people have many different relationships with our bodies/minds. Don’t assume you know what’s right or wrong.

A community resource—please distribute widely

Created by disability rights activists.

For more info: Sebastian Margaret: [accesschange7@gmail.com](mailto:accesschange7@gmail.com)

## access

- **Work to create** accessibility in your community, workplace, and place of worship. Ramps and elevators are vital, but access doesn't stop there.
- **Access means** creating an inclusive and welcoming space for all members of your community:
  - Ensure** that people with mobility aids and/or personal attendants can use the bathrooms.
  - Minimize** the presence of scented products and other triggers for people with chemical sensitivities with the goal of creating scent-free space.
  - Offer** printed materials in alternative formats, such as Braille, large print, and audio.
  - Provide** sign language interpreters and real time captioning.
  - Choose** locations for community events near public transportation.
  - Offer** sliding scales at events that cost money.
  - This is not an exhaustive list, only a starting place.**
- **Understand** that no single accommodation will work for all disabled people. One solution doesn't fit all, but increased access does benefit everyone.
- **Take your lead** from disabled people. We know what works best for us.
- **Be creative.** Don't use lack of money as an excuse not to create access.

## activism

- **Educate yourself.** Read about the disability rights disability justice movement. Attend disability culture events. Get cultural capacity and anti-ableism training for your organizations, schools, faith based initiatives, staff, board members, volunteers and funders.
- **Recruit** members of the disability community to leadership positions within your organizations.
- **Confront** disability stereotypes and oppression ableism wherever you encounter them.
- **Integrate** disability issues into your understanding of racism, classism, sexism, homophobia, and transphobia. These systems of oppression are all interrelated.

A community resource—please distribute widely

Created by disability rights activists.

For more info: Sebastian Margaret: [accesschange7@gmail.com](mailto:accesschange7@gmail.com)