Lesbian, Gay, Bisexual, and Transgender youth are twice as likely as other youth to be sent to a juvenile detention facility for committing “status offenses” such as truancy or running away from home. They are also overrepresented in the juvenile justice system generally, and once in the system are more likely to be the target of abuse and violence, including at the hands of other youth. They may also receive overly harsh punishments due to court biases or misguided attempts to keep them “safe” through the use of unnecessary isolated housing.

The Coalition for Juvenile Justice’s National Standards for the Care of Youth Charged with Status Offenses, which have been endorsed by Human Rights Campaign Foundation and numerous other organizations, include concrete recommendations for limiting or avoiding court involvement and eliminating secure confinement for all status offenders. The National Standards specifically call for all (LGBTQ) youth to “receive fair treatment, equal access to services, and respect and sensitivity from all professionals and other youth in court, agency, service, school and placement.”

Judicial, legal, law enforcement, justice, social service and school professionals all have a role to play in ensuring that diversion programs, courts and (when unavoidable) residential placements and juvenile detention facilities are LGBTQ-affirming. Program staff working with LGBTQ youth in the community should also help identify and provide services and supports that will allow LGBTQ youth to avoid status offense behaviors, as well as helping them avoid court involvement when these behaviors do occur. Engaging youths’ families is essential to this work. Recent research has shown that even families who are not initially supportive of LGBTQ
youth can change given the right education and intervention, and that even slight improvements in family acceptance can lead to better physical and mental health outcomes for LGBTQ youth.vi Professionals should also support LGBTQ youth in finding mentors and other positive role models.vi

The National Standards also call for system professionals to take the following steps (Section 1.10):

- Ensure that LGBTQ youth receive appropriate services, such as connecting them to affirming social, recreational and spiritual opportunities, and that confidentiality is respected.
- Identify when youth are entering the system due to alienation, exclusion, or persecution at home, in foster care or group homes, in the community or at school, due to their sexual orientation or gender identity. When this happens, preserving youth’s safety and well-being must take precedence over returning them to a hostile environment, but professionals must also take steps to improve the home or school so that youth can return when safe.
- Review nationally available best practice standards, to ensure that your organization is doing all it can to meet LGBTQ youths’ needs, and follow a written nondiscrimination and anti-harassment policy.vii
- Recognize and acknowledge that experiences at home, in placement, in school, the community, and in the juvenile justice system may have been traumatic, and that LGBTQ youth may need support, intervention, or treatment for trauma.
- On an individual level, professionals must treat all youth, including those who identify as LGBTQ or non-gender conforming, with respect and fairness. Youth should be allowed to express their identity through choice of clothing, hairstyle and nicknames without encountering pressure or judgment.

In addition to the above, the National Standards address many issues essential to working with LGBTQ youth in status offenses cases, such as positive youth development, cultural competency, and early intervention and diversion strategies, as well as concrete recommendations relating to girls and minority youth.

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3 Ibid.
4 Youth may also identify themselves as intersex, two-spirit or in other ways. Although the recommendations in the Standards may still apply, the term LGBTQ is used throughout because the research discussed has focused on lesbian, gay, bisexual, and in some cases transgender or questioning youth.
7 For links to best practice guidelines, model policies, and other resources for professionals and LGBT youth see “The Equity Project” at http://equityproject.org/resources.html.