Focused Topic:
Creating Gender Safe Spaces

Direct Care Practice Inventory

STAFF NAME

DATE(S)

CERTIFIER

Use the following list of practices to assess your own ability to create safe program spaces for gender-expansive and LGBTQ children or youth. Each statement below refers to behaviors or attributes you should demonstrate to create a gender safe space in your program. For each of the statements, reflect on your own practices and select your current level of mastery. This tool may also be used by your trainer, coach, or administrator to observe your practices in this content area and support professional development goals.

E	D	M
Emerging	**Developing**	**Mastered**
You believe you need more information to understand or incorporate a particular practice	You believe you have an understanding of the practice, and are working to properly apply it to your work	You believe you have mastered and consistently implement a particular practice

COMPETENCY		RATE: E/D/M	NOTES
A	Provides books and materials that show and permit a wide range of gender expression		
B	Acknowledges or affirms when children and youth interact with materials in gender-expansive ways		
C	Uses active listening to acknowledge children or youth when they make statements about their own gender identity or understanding		
D	Provides books and materials that show different family formations, with LGBTQ families and individuals represented		
E	Speaks up if someone in the program makes a gender confining statement like "that's for girls" or "boys don't cry,"		
F	Creates activity plans or engage in conversations that help to show men and women (boys and girls) doing a variety of different jobs and behaviors		
G	Calls children by the names and pronouns they prefer and ensures that the program environment addresses and refers to them in the way they prefer		
H	Helps children, youth, and other staff members see and challenge gender assumptions and stereotypes		
I	Refrains from using language that assumes to whom someone will be sexually or romantically attracted		
J	Addresses if children or youth tease or bully about gender or sexual orientation		
K	Works with a trainer, coach or administrator, to provide resources to families who seek additional information on gender-expansive or LGBTQ children		
L	Uses language that acknowledges diverse gender expression and identity (e.g., use of "some" or "most" instead of "all," as in, "Some girls grow up to be men.")		
M	Seeks new information and asks questions in a sensitive and supportive way		

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Concluding Reflections

My overall strengths in this area:

Practices that I would like to improve include:

Plans for achieving these goals include: