Creating Gender-Safe Spaces Direct-Care Practice Inventory

Use the following list of competencies to assess your own ability to create safe program spaces for gender-expansive and LGBTQ children or youth. Each of the statements below refer to behaviors or attributes staff members can demonstrate to create a gender safe space in their program. Some of the competencies can be directly observable or by surveying the environment. Other competencies might be assessed through self-reflection.

*Rate your confidence in performing each competency on a scale of 1-5.
1= Not at all confident   5= Very confident

Competency	Confidence in my skill*	Notes
I provide books and materials that show and permit a wide range of gender expression.	1 2 3 4 5	
When children and youth interact with materials in gender-expansive ways, I acknowledge or affirm their choices.	1 2 3 4 5	
When children or youth make statements about their own gender identity or understanding, I use active listening to acknowledge what they've shared.	1 2 3 4 5	
I provide books and materials that show different family formations, with LGBTQ families and individuals represented.	1 2 3 4 5	
If someone in the program makes a gender confining statement like "that's for girls" or "boys don't cry," I speak-up.	1 2 3 4 5	

Competency	Confidence in my skill*	Notes
I create activity plans or engage in conversations that help to show men and women (girls and boys) doing a variety of different jobs and behaviors.	1 2 3 4 5	
I call children by the names and pronouns they prefer and ensure that the program environment addresses and refers to them in the way they prefer.	1 2 3 4 5	
I help children, youth, and other staff members see and challenge gender assumptions and stereotypes.	1 2 3 4 5	
I refrain from using language that assumes to whom someone will be sexually or romantically attracted.	1 2 3 4 5	
If children or youth tease or bully about gender or sexual orientation, I address it immediately.	1 2 3 4 5	
I work with my trainer, coach or supervisor, to provide resources to families who seek additional information on gender-expansive or LGBTQ children.	1 2 3 4 5	
I use 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.")	1 2 3 4 5	

Competency	Confidence in my skill*	Notes
I acknowledge when I don't have information, and I can ask questions in a sensitive and supportive way.	1 2 3 4 5	