

TGNC-Affirming Clinical Skills Self-Assessment Tool

Ethics

Y / N 1. I do not knowingly engage in behavior that is harassing or demeaning to persons based on their gender identity, gender expression, or gendered preferences, interests, or behaviors.

Y / N 2. I work within my boundaries of competence, and seek appropriate consultation, supervision, training, and study when working with TGNC clients, or clients with gender-nonconforming preferences, interests, expressions, or behaviors.

Y / N 3. I arrange the environment to promote truthful and honest behavior in others, including truthful and honest behaviors about gender identity, gender expression, and gendered preferences or interests.

Y / N 4. I operate in the best interests of my primary client, with reliance on scientific knowledge regarding best health and happiness outcomes for TGNC clients.

Y / N 5. If a client expresses interest in medical knowledge regarding gender or gender transition, I recommend seeking medical consultation and have a referral network of affirming providers.

Y / N 6. I promote an ethical behavior-analytic culture by disseminating my commitment to TGNC-affirming practices, as well as steps for TGNC-affirming practices.

Y / N 7. I promote an ethical behavior-analytic culture by implementing TGNC-affirming practices with my colleagues and when representing my field.

Y / N 8. If I conduct research, I conduct competently and with due concern for the dignity and welfare of participants, by taking care not to exclude TGNC participants (e.g., by using inclusion criteria language like “men and women” that may leave out people who do not fall into either category) unless there is a specific reason to do so.

Y / N 9. If I conduct research, I conduct competently and with due concern for the dignity and welfare of participants, by making sure to accurately provide participant-identified information on gender.

Y / N 10. If I conduct research, I conduct competently and with due concern for the dignity and welfare of participants, by making sure to use the correct pronouns selected by the participant for use through the entire paper and when presenting data in any modality.

Y / N 11. If I conduct research, I conduct competently and with due concern for the dignity and welfare of participants, by assessing social validity in an ongoing manner, and adjusting the study based on participant feedback whenever possible.

Environment Arrangement

Y / N 12. Intake documents, employee contracts, demographic forms, and any other paperwork documenting gender offer fill-in-the-blank options for gender, personal pronouns, and honorifics.

Y / N 13. Intake documents, employee contracts, demographic forms, and all other paperwork have a space for a person’s used name, and a separate space for a legal name.

Y / N 14. On intake forms and during intake sessions, as well as on employee or supervision contracts and in interviews, it is made clear that we will use whatever name is provided by the individual, and that their legal name will only be accessible to those involved with billing, payroll, or human resources.

Y / N 15. On our website and in print material it is made clear that the organization does not discriminate on the basis of gender, gender identity, or gender expression.

Y / N 16. In marketing material, a wide variety of genders is represented.

Y / N 17. The organization has an all-gender bathroom, or a written statement that anyone may use the bathroom that aligns with their identity, or both.

Y / N 18. The organization clearly displays stimuli that indicate a commitment to TGNC-affirmation, like safe zone stickers, or comparable signs, pronoun pins or stickers, and personal pronouns listed in employee e-mail signatures.

Behavior Arrangement

Y / N 19. Until someone shares gendered pronouns with me, I take care to use gender-neutral language and pronouns for them.

Y / N 20. When addressing groups, I use gender-neutral language, like "Hello, everyone," or "How are you all?" instead of "Hello, gentlemen," or "How are you ladies?"

Y / N 21. When meeting someone new, I share my name and personal pronouns.

Y / N 22. I do not engage in any practice or intervention that attempts to use behavior-analytic techniques to change a client's gender identity, or to punish or extinguish behaviors that do not align with the gender they were assigned at birth.

Y / N 23. When conducting preference assessments or reinforcer assessments, I make a wide variety of items typically associated with all genders available for all clients, regardless of gender.

Y / N 24. When working with groups, I make a wide variety of potentially reinforcing items available to all, not only items typically associated with a person's perceived gender.

Y / N 25. In teaching materials I use or create, as well as in scenarios or instruction I present, a wide variety of genders are presented engaging in a wide variety of activities or occupations, not only ones typically associated with a specific gender.

Y / N 26. When teaching body parts, I use accurate terminology like "penis" and "vulva" instead of gendered terms like "boy parts" and "girl parts", and do not rely on topographical assumptions or gendered stereotypes to teach stimulus discrimination between genders like male, female, and other genders.

Y / N 27. When conducting parent or staff training, I teach and model skills of inclusion and gender affirmation.

Y / N 28. I assess the social validity of my practices as a provider, educator, employer, supervisor, and/or researcher in an ongoing manner by asking if there is anything I can do to be more affirming, and I implement changes based on feedback.