

**...the quality and quantity of trust in the classroom is the key to everything that happens inside its walls.**

(Ferlazzo, 2011, p. 54)

**Remember, just because a behavior (any behavior) is attention getting doesn't necessarily mean it's attention seeking.**

**If a child has even one adult with whom she can communicate freely and who accepts and values her, she can withstand a fair amount of frustration from the larger world outside.**

(Webb, Gore, Amend, & DeVries, 2007, pp. 40-41)

**It's critical that gifted children be able to trust and rely on a minimum of two to three significant adults. They must know that these adults will act consistently and will always have their best interests at heart, even during periods of frustration and disagreement.**

(Strip, 2000, p. 133)

- Let
- Gifted
- Be
- Themselves.
- Questions?
- Inquiries?
- Ask!

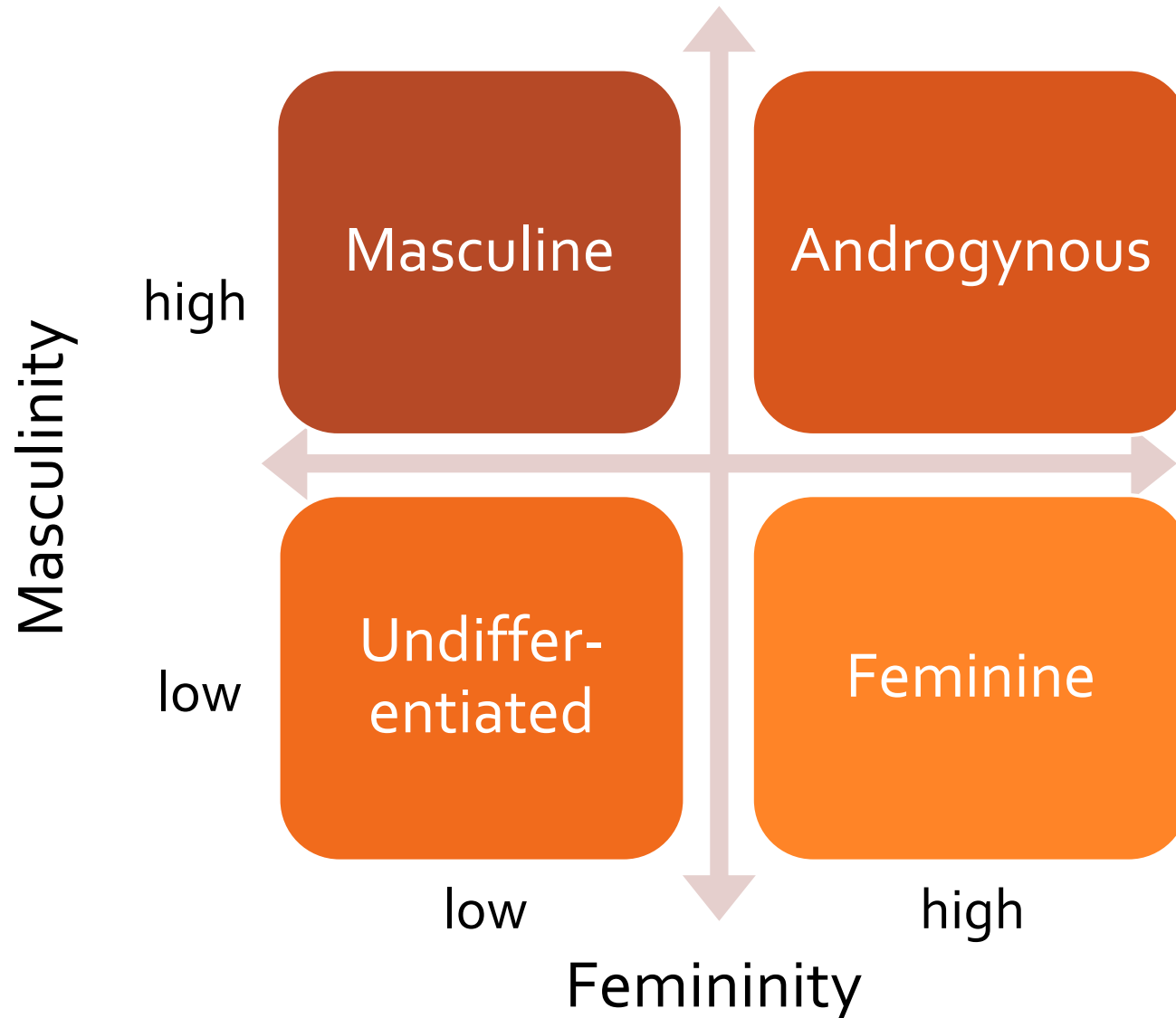
- Lesbian
- Gay
- Bisexual
- Transgender/sexual
- Queer/Questioning
- Intersex
- Asexual/Allied

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- **Ally** — Heterosexual individual who supports LGBTQIA
- **Androgyny** — Exhibiting both masculine and feminine characteristics
- **Asexual** — Person experiencing little or no erotic attraction
- **Cisgender** — When sense of personal identity and gender matches assigned birth sex
- **Coming out** — Process whereby someone acknowledges and accepts sexual orientation and shares this with others
- **Heteronormative** — World view that promotes sexuality of biological-male-toward-biological-female as the correct or preferred sexual orientation
- **Heterosexism** — Discrimination or prejudice against people who are LGBTQIA based on the assumption that those sexualities are incorrect or nonpreferred sexual orientations

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- **Internalized heterosexism** When a person who is LGBTQIA experiences prejudice against self based on personal sexuality
- **Intersectionality** Person who is unsure of personal sexual orientation or identity
- **Intersex** Pattern of erotic attraction toward types of people
- **Non-binary** Person whose biological characteristics, including chromosomes, gonads, hormones, or genitals do not fit typical definitions of male or female bodies
- **Queer** An umbrella, inclusive term for those who do not wish to categorize sex, sexuality, or gender
- **Questioning** Experiencing more than one contextual inequality factor (e.g., sexual orientation, gender, sex, race, ethnicity, immigrant status, religion, geographical location, SES, age, historical cohort, disability... gifted?) that influences one's experience and causes additional exacerbated complications negotiating majority and minority cultures
- **Pansexual** Biological indication of male, female, or intersex
- **Sex** Person whose gender identity, gender expression, or behavior does not conform to those typically associated with the sex that was assigned at birth
- **Sexual orientation** Person who identifies as neither male nor female and views self as outside these two categories
- **Transgender** Person who is attracted to a personality, regardless of the sex, gender, sexuality, or identity of that individual

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- **Gender** How a person communicates gender identity through behavior, clothing, communication, interests, etc.
- **Gender expression** Behavior and experiences that do not match cultural expectations of that sex
- **Gender fluid** Attitudes, feelings, thoughts, and behaviors a culture associates with a biological sex
- **Gender identity** Person who prefers not to be described by a specific gender, prefers "they" as a single pronoun
- **Gender neutral** Expectations of a society regarding appropriate behaviors for males and females
- **Gender nonconformity** Person whose gender identity shifts or fluctuates
- **Gender normative** Behavior and experiences that match cultural expectations of that sex
- **Gender queer** Psychological experience of being male, female, transgender, male and female, neither male nor female, or fluctuating; a spectrum of beliefs and emotions
- **Gender role** Person whose gender identity is outside the male/female binary; may see self as both male and female, neither male nor female, or completely outside these categories

# Gender Roles



- ❑ Gifted individuals are generally more androgynous than typical.
- ❑ Don't confuse androgyny or gender nonconformity with LGBTQIA, unless they are LGBTQIA...
- ❑ In the US, androgynous or masculine individuals have the highest self-esteem.

(American Psychological Association, 2019; Boyd & Bee, 2015; Hutcheson & Tieso, 2014; Kerr & Multon, 2015; NAGC, 2013; Treat, 2016; Webb et al., 2016)



# American Medical Association

# American Psychological Association



- LGBTQIA is a normal aspect of human sexuality
- Found among various cultures and historical eras
- Not a medical, psychological, or developmental disorder (removed as a diagnosis by 1974)
- No inherent association between LGBTQIA and psychopathology or other maladjustment
- Negative psychological effects result from cultural experience, prejudice, discrimination, stigmatization, and lack of support
- Negative psychological effects also occur for heterosexual individuals who don't follow cultural gender norms
- Best remediation is school and social climates that are supportive and that don't tolerate discriminatory language or behavior
- Sexual identity may be experienced as fluid during adolescence; experimentation/discovery is normal
- No scientifically adequate research supports reparative or conversion therapy as safe or effective; unethical within psychological practice
- LGBTQIA individuals form relationships equivalent to heterosexual relationships and families in essential respects
- Professionals must examine their own biases, and, if they can't appropriately treat the individual based on personal beliefs, must refer

# Whole Child, Title IX, 1st and 14th Amendments

- Each child, in each school, in each community is healthy, safe, engaged, supported, and challenged
- Students learn in physically and emotionally safe environments
- School social climates are friendly and student-centered
- Schools uphold social justice and equity concepts
- Students feel valued, respected, and cared for
- Schools practice mutual respect for individual differences  
(Association for Supervision and Curriculum Development, 2019)
- NAGC and National PTA support success of all students, regardless of sexuality and gender identity



- Teacher education needs to address LGBTQ topics including bias, prejudice, discrimination, non-discriminatory curricula, and collaboration with school districts to make school environments non-discriminatory, safe, welcoming, and inclusive for gender non-conforming and LGBTQ youth and families  
(American Academy of Colleges for Teacher Education, 2019)
- Title IX: Students have protections from discrimination, bullying, and harassment. "All schools must ensure that all students, including LGBT students, are able to learn and thrive in a safe environment"  
(Battle & Wheeler, 2017, para 5)
- 1st amendment: protection of freedom of speech
- 14th amendment: guarantee of equal treatment under the law for all people





# Gifted LGBTQ Percentages



- Conservative estimate = **.06%** of total student population or **32,000** students in the US (using stringent definitions of gifted and LGBT)

- Moderate estimate = **.6%** or **320,000**

- Liberal estimate = **6%** or **960,000**

(Friedrichs, 2012)



- More than **90%** reported feeling twice different - for being LGBTQ and for being gifted

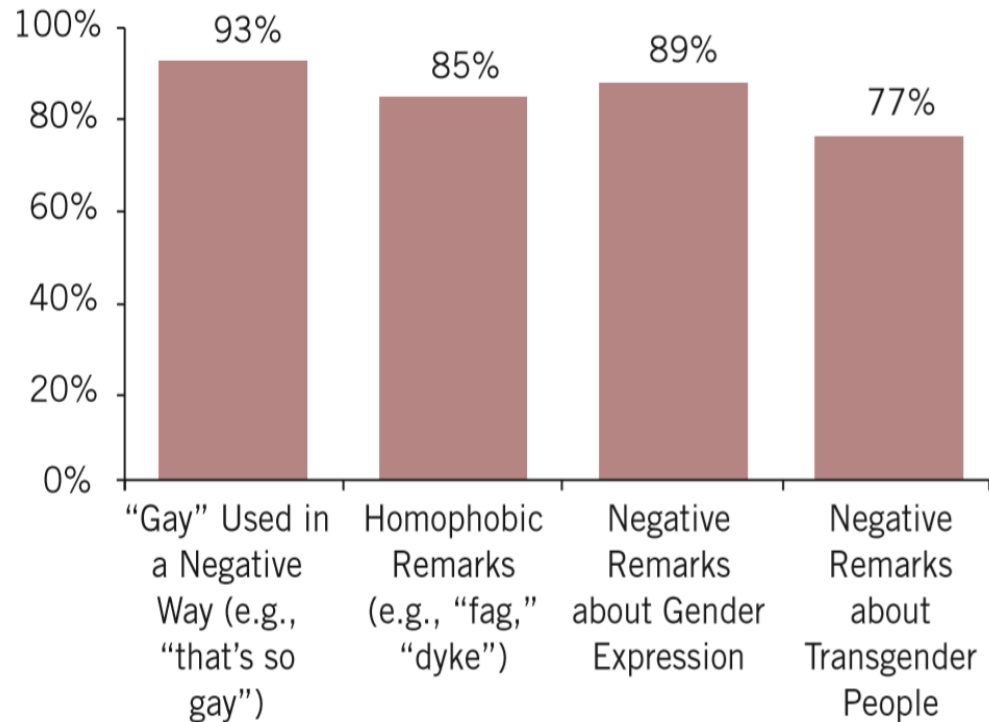
(Hutcheson & Tieso, 2014)

- **40%** of gifted students admit to bias against LGBTQIA, higher than their bias reported against any religious, racial, or ethnic group

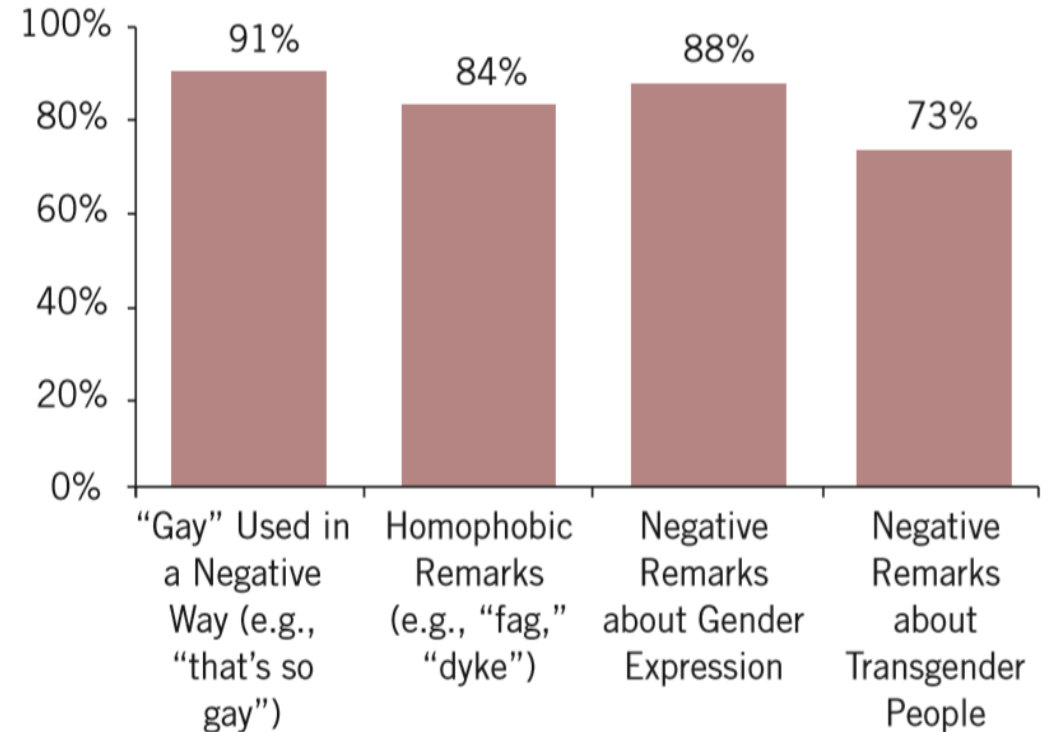
(Friedrichs, 2012)

# GLSEN- Missouri and Kansas – 2017 Report

**Figure 1. Hearing Anti-LGBTQ Remarks from Students in Missouri Schools**  
(percentage of LGBTQ students hearing remarks regularly)



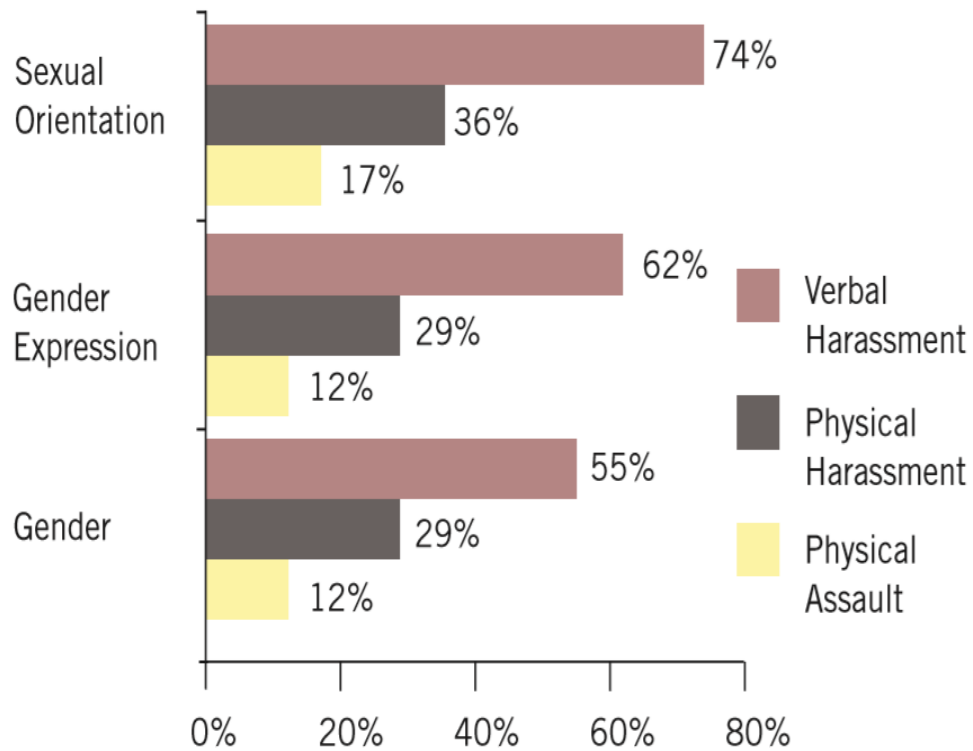
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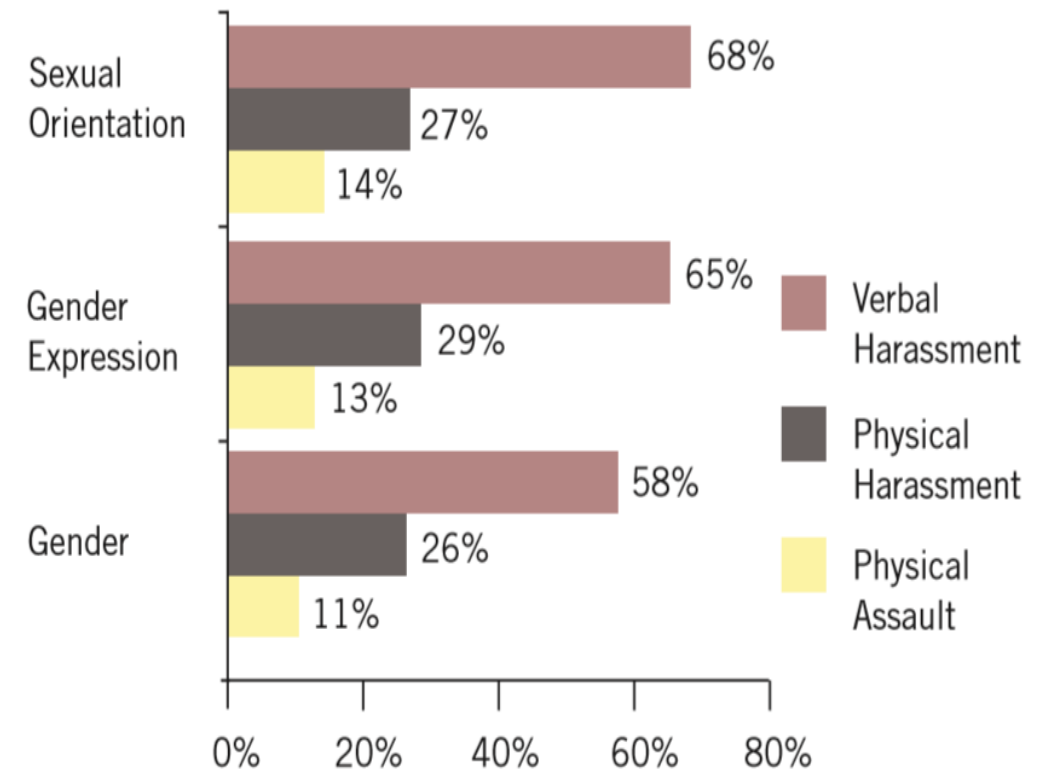
**Figure 2. Anti-LGBTQ Harassment & Assault in Missouri Schools**

(percentage of LGBTQ students harassed or assaulted in the past year based on...)



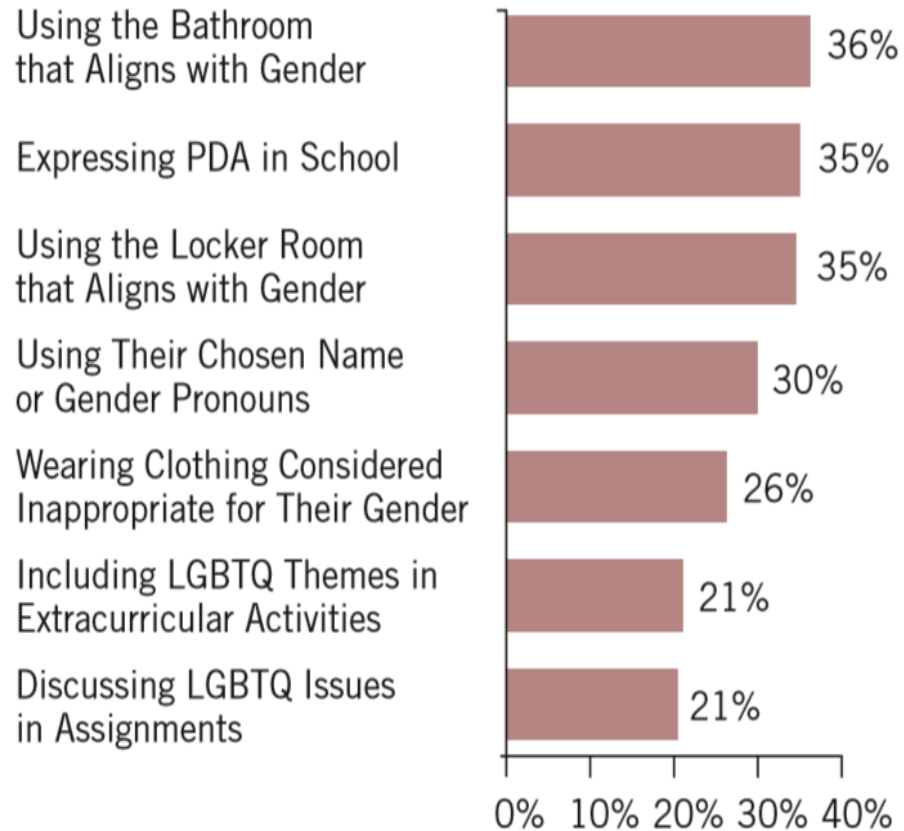
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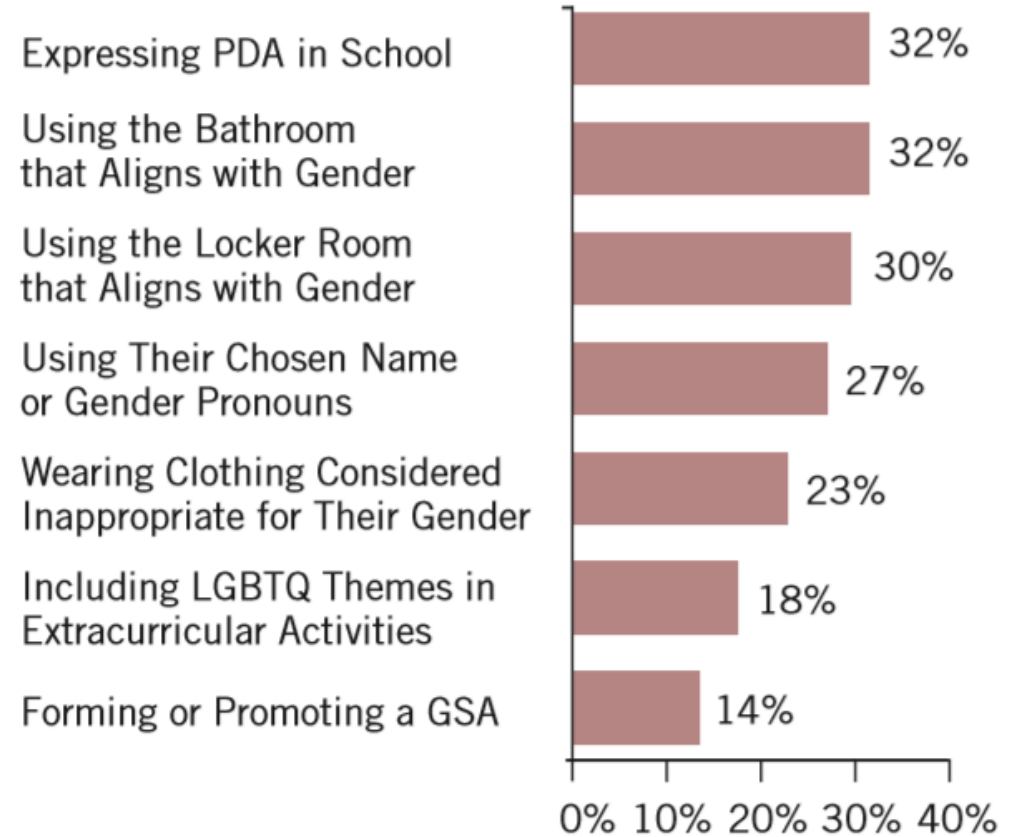


# GLSEN- Missouri and Kansas – 2017 Report

**Figure 3. Anti-LGBTQ Discrimination in Missouri Schools**  
(percentage of LGBTQ students that were prevented from...)



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# GLSEN- Missouri and Kansas – 2017 Report

Figure 4. Availability of LGBTQ-Related Resources & Supports in Missouri Schools

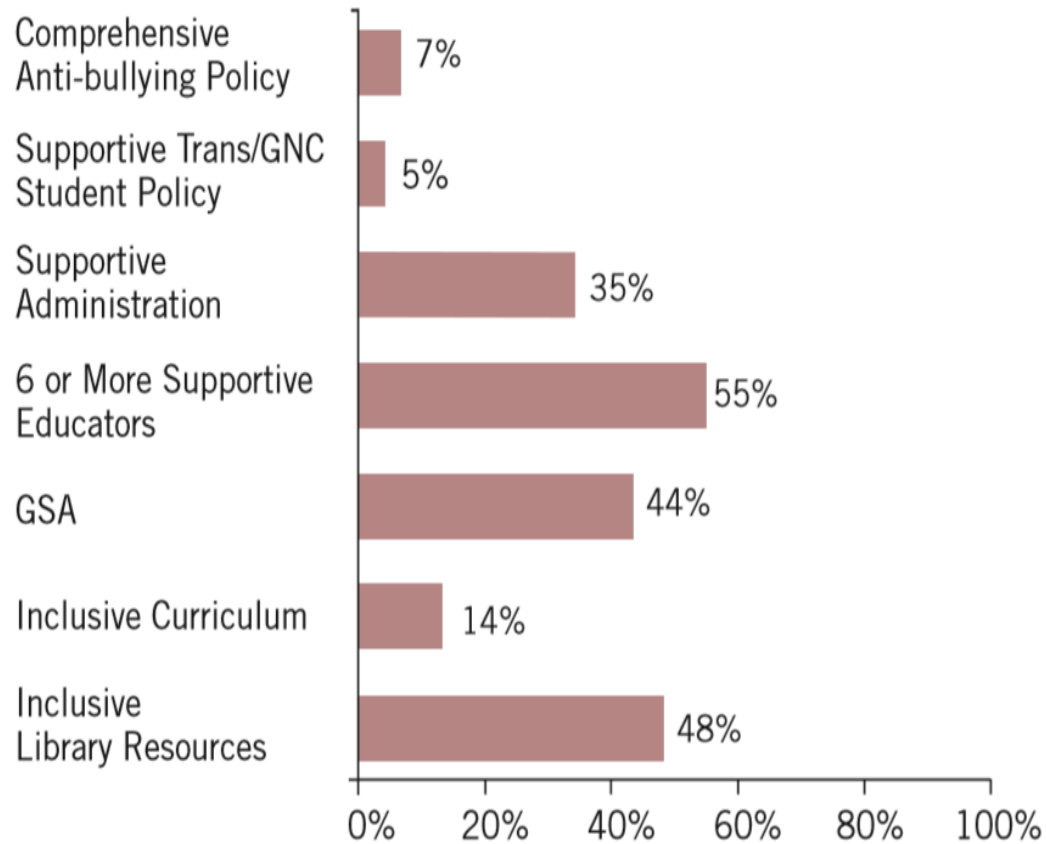
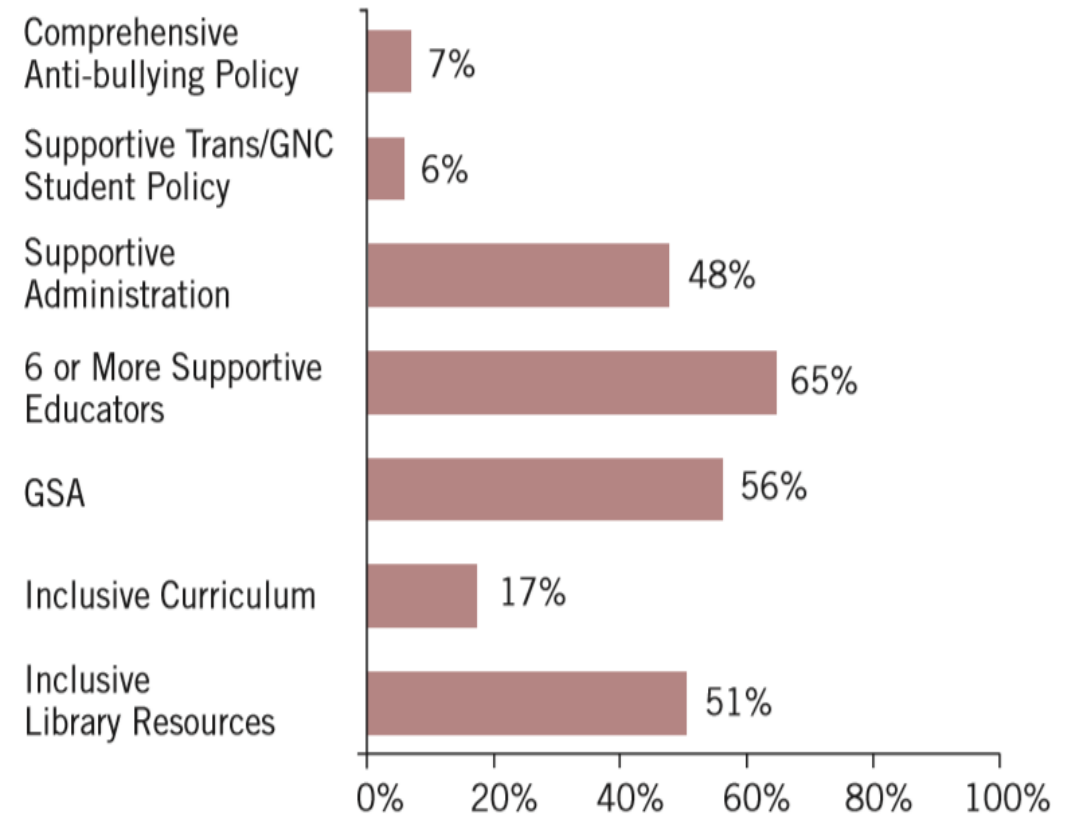
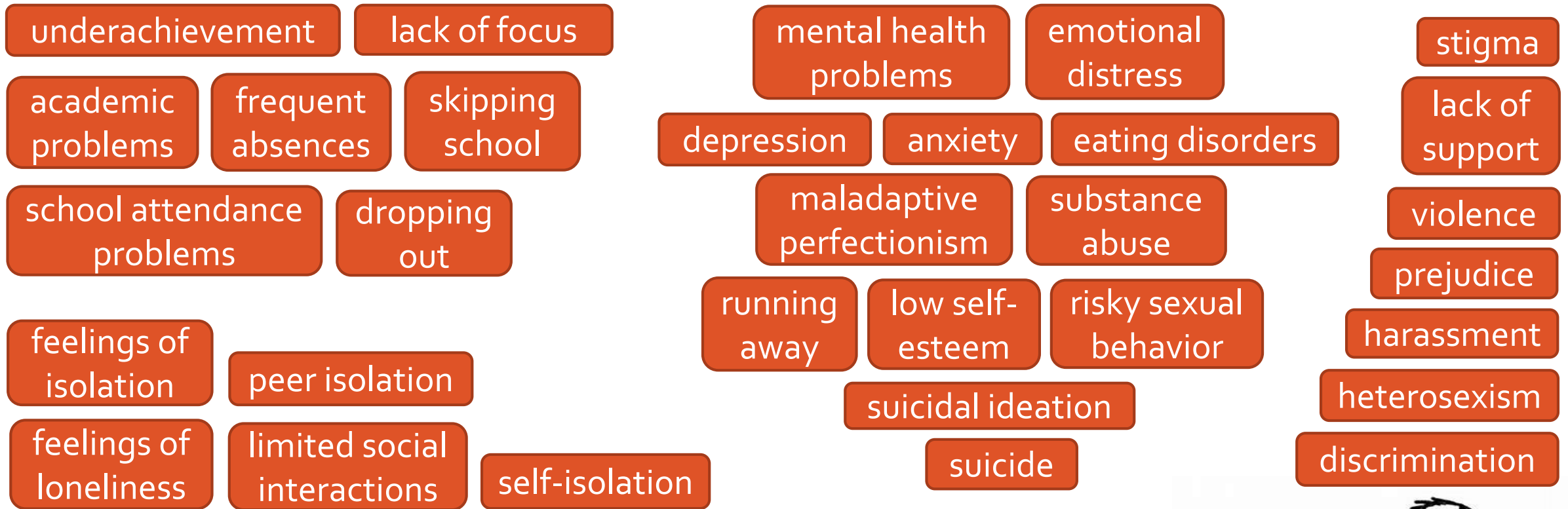


Figure 4. Availability of LGBTQ-Related Resources & Supports in Kansas Schools



(Gay, Lesbian, & Straight Education Network, 2003-2019)

# Gifted LGBTQIA+ Students Are At Risk



- Intersectionality of being twice different (gifted and gay,  $g^2$ , G/LGBTQ) makes them even more vulnerable than either status would on it's own and intensifies effects.
- Additional contextual factors exacerbate these (intersectionality).



# Challenges For Gifted LGBTQIA+

- Confused why peers (including gifted or LGBTQIA) rejected them for being gifted LGBTQIA
- Lonely as they didn't fit in with gifted peer group (it's too heteronormative) and didn't fit in with LGBTQIA peers (interests didn't overlap)
- More aware of sexism than others
- Angry about their situation, the political climate, and an unfriendly social environment
- Worried about others' political and religious beliefs
- Believe social differentness is unfair
- Discouraged by the lack of LGBTQIA representation in curricula and extracurriculars



- Afraid to stick up for themselves
- Scared about how others will react to their coming out
- Afraid to seek out safe spaces because others might discover their identity
- Hurt that many parents want their children to be gifted, but they don't want their children to be LGBTQIA
- Some saw dual identity of gifted LGBTQIA as positive, others as detrimental
- Gender nonconformity, regardless of sexual orientation, evokes as much negative experience among students as does being LGB
- Struggle with gender identity related to androgyny and may fear they aren't masculine/feminine enough

# Gifted LGBTQIA Wish To...

and community mentors

step inside and outside traditional roles

and guest speakers

get out of slow-moving curricula lacking in metaphysical growth

have curricula include moral, religious, and spiritual values

and activities

learn new and relevant subject matter

express their identity creatively

learn about various sexuality patterns

including texts

have culturally diverse and respectful curricula

explore unorthodox ideas

be emotionally stimulated

incorporate LGBTQIA into their academic lives

nurture intuition and fantasy

have their heightened awareness respected

be encouraged

be with like others

have gifted LGBTQIA role models

have social support from educators

be able to trust teachers

have empathetic and emotionally supportive classmates





# Less Than Desirable Coping Strategies

- Deny and/or hide giftedness and sexuality to fit in with heterosexuals and nongifted
- Hide nongender conforming hobbies/projects/talents to fit in with heterosexuals and nongifted
- Act superficially to fit in with heterosexuals and nongifted
- Act gender conforming, straight or overly gender conforming to fit in with heterosexuals and nongifted
- Underachieve to fit in with nongifted and due to stress
- Try drugs to fit in with heterosexuals and nongifted and to escape
- All of these strategies take energy and drain psychological resources making general performance and functioning more difficult



# Much Healthier Coping Strategies



- Seeking out and creating safe spaces
- Developing accepting and supportive friendships, often in gifted/advanced programming or online, and developing positive relationships with authority figures, especially supportive teachers
- Participating in organizations that provide friendship and support, such as GSA
- Developing their academic, leadership, and artistic/creative interests (high achievement)
- Participating in extracurriculars, hobbies, and physical activities
- Immersing themselves in LGBTQIA literature, authors, movies, shows
- Researching themselves (gifted and/or LGBTQIA) for better self-understanding, to develop identity, to gain information about how to live their lives as adults, and because they're curious and want to be well-informed
- Accepting their sexual orientation (positively correlated with measures of life satisfaction)
- Disclosing their gender identity (positive correlated with mental health outcomes)

# What To Do

Remember...

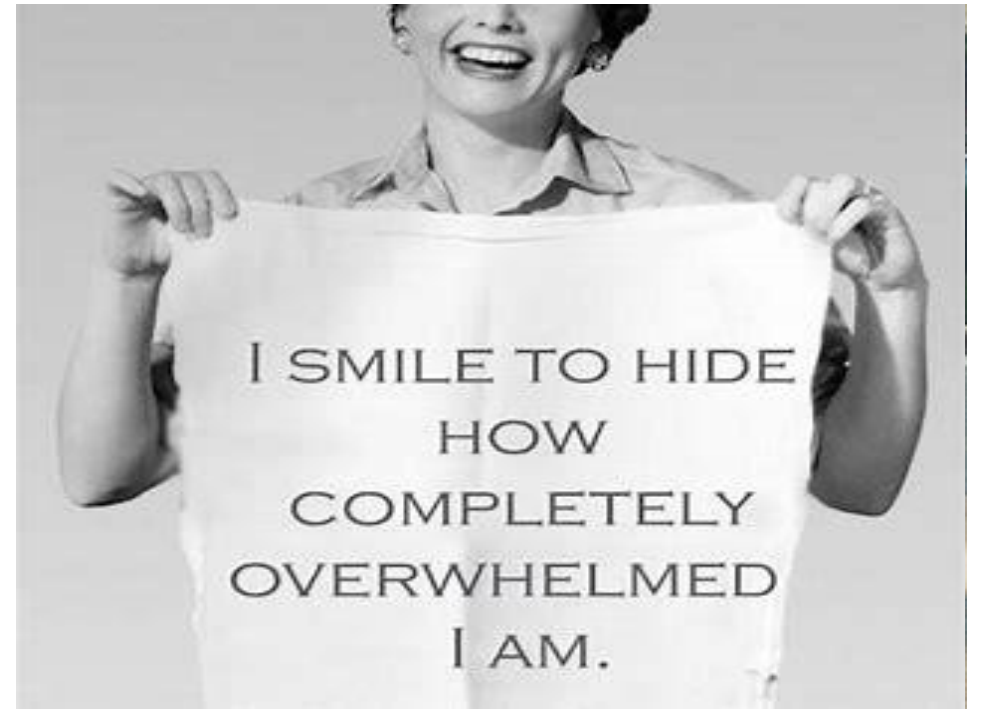
Teaching these kids is easy.

It's like riding a bike.

Except the bike is on fire.

You are on fire.

Everything. Is. On. Fire!



Tennessee Williams

Alexander the Great

Gertrude Stein

Harvey Milk

# What To Do - Curricula

John Cheever

Frida Kahlo

Socrates

Bessie Smith

Oscar Wilde

Susan B. Anthony

James I of England

- Avoid heteronormative focus in curricula and extracurriculars
- Integrate positive LGBTQIA themes and nontraditional gender roles into classroom and curricula
- Get pro-LGBTQIA books into school libraries and literature classes (even in elementary schools)

Michelangelo

Charlotte Bunch

- Find positive role models for guest speakers, mentors, job shadowing, internships

Bayard Rustin

- Educate regarding LGBTQIA struggle for civil rights in America and world-wide

Margarethe Cammermeyer

- Address the diverse sexual orientations and gender identities of leaders in science, history, literature, etc.

James Baldwin

Kate Millet

Malcolm Boyd

Adrienne Rich

Alan Turing

- Avoid stereotypes in career education; honor nontraditional gender roles, develop unique interests and earning potential, and find friendly universities

Bill Tilden

Audre Lorde

Sir John Gielgud

Walt Whitman

- Educate regarding family structures, health care, and sex

Ruth Benedict

George Washington Carver

Leonardo da Vinci

Robert Rauschenberg

Billie Jean King

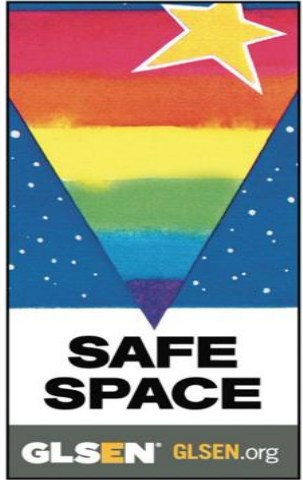
Barbara Jordan

# What To Do - Build A Relationship

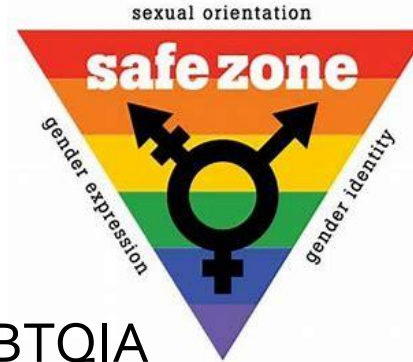
- Recognize they are not burdens
- Recognize they want to trust you
- Take an interest
- Be the teacher who goes to them instead of waiting for them to come to you
- Allow them to confidentially come out
- Listen to students and recognize their identities
- Use their preferred name and pronoun (don't "dead name")
- Offer gestures of kindness; for example give them a book by a gay author
- Appreciate that they have a special set of barriers, struggling in ways others aren't
- Watch out for suicidal ideation
- Discourage school absences



# What To Do - Be A Safe Zone And Support



- Openly support LGBTQIA students; Create a Safe Zone
- “Integrate” (incorporate all students) instead of “tolerate” (endure the differences of others)
- Practice equitable and sensitive treatment
- Model openness, fairness, and sensitivity re: LGBTQIA



- Have zero tolerance for homophobic and transphobic speech or bullying
- Intervene in situations of harassment
- Create welcoming and inclusive school cultures and policies, including dress code, dates to dances, etc.
- Encourage and help leadership oriented LGBTQIA youth to organize safe-school petitions, supportive groups (both casual and formal, such as GSA) chemically free LGBTQIA events, and lists of resources
- Promote self-advocacy



# What To Do - Be A Safe Zone And Support

- Assume you have LGBTQIA students in every class
- Don't forget the kids who have same gender parents or LGBTQIA family members
- Examine your own biases
- Ask yourself if you are accepting the whole child



- Don't expect an LGBTQIA student to act as a spokesperson for all LGBTQIA individuals; no "token gay kid"
- Instill a healthy, positive attitude about who they are
- Teach them to make appropriate choices
- Help families nurture them
- Accept a drop in grades before and after the coming out process
- Make exceptions re: assignments for residence issues, coming out

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