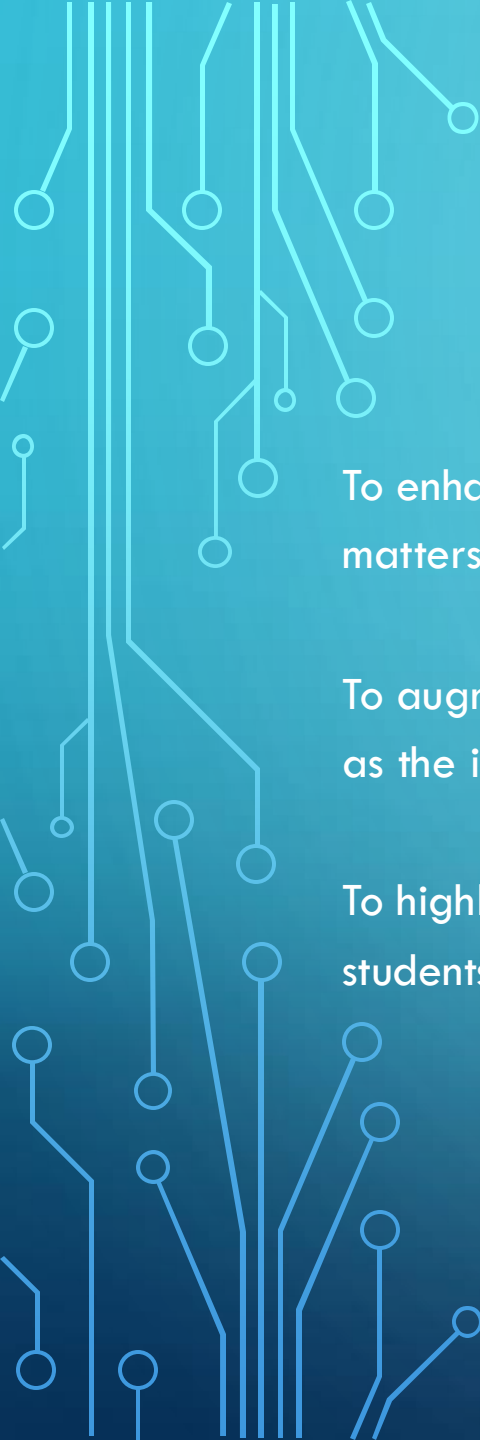




NOW MORE THAN EVER: UNDERSTANDING AND SUPPORTING GENDER DIVERSE STUDENTS

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PRONOUNS: HE/HIM/HIS

ALBERTI CENTER ANNUAL CONFERENCE
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KEYNOTE OBJECTIVES

To enhance participants' awareness of gender identity and gender diversity matters in schools;

To augment participants' knowledge base related to gender diversity as well as the impact of trauma and other factors on gender diverse students;

To highlight strategies participants can employ to support gender diverse students and to improve school climate as it pertains to gender diversity.

NEA'S POSITION

Teaching Strategies (<http://www.nea.org/tools/30420.htm>)

“NEA believes that a great public school is a fundamental right of every child - free from intimidation and harassment, and safe for all students, including those who identify as gay, lesbian, bisexual, and transgendered.”

“There is only one real issue for educators: We are responsible for our students' safety and education. We must ensure that everyone is given the opportunity to achieve and thrive.”



PRINCIPAL PROFESSIONAL ASSOCIATIONS

- National Association of Elementary School Principals
 - <https://www.naesp.org/communicator-may-2016/new-resource-supporting-transgender-students>
- National Association of Secondary School Principals
 - <https://www.nassp.org/who-we-are/board-of-directors/position-statements/transgender-students?SSO=true>

NASP'S POSITION

- Position statement (2022):

Safe Schools for Transgender and Gender Diverse Students

“The National Association of School Psychologists (NASP) supports the civil, human, and educational rights of transgender and gender diverse (TGD) students. NASP further asserts that to optimize TGD students’ academic, social, emotional, behavioral, and development potential, schools must be safe, secure, equitable, and inclusive environments for *all* students. NASP’s longstanding commitment to policy that calls for nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons is reflected not only in NASP’s Professional Standards (NASP 2020b) but is reflected in its collection of position statements focused on lesbian, gay, bisexual, transgender/gender diverse, queer (LGBTQ+), and other minoritized youth throughout the past 30 years (NASP, 1999).”

ADDITIONAL STATEMENTS

- American School Counselor Association

[ASCA: The School Counselor and Transgender/Gender-nonconforming Youth](#)

- American School Nurses Association

[NASN: LGBTQ Students](#)

- School Social Work Association of America

[SSWAA Resolution Statement: School Social Work Supports the Educational and Civil Rights of Transgender Students](#)

THINK/PAIR/SHARE

- What is your understanding of what it means to identify as 'transgender' or 'gender diverse'?
- How is 'gender identity' distinct from 'sexual orientation'?
- When do individuals become aware of their gender identity?



DEFINITIONS

Sex

Think biology – Female/Male

Gender

Social construction that is culturally-mediated – Girl/Woman, Boy/Man

Gender Identity

Lived/defined by the individual

Gender Expression

How people communicate their gender identity to others

Gender Role

Culturally-mediated ways people live out gender – Feminine/Masculine

Sexual Orientation

One's primary psychological, social, emotional, and erotic attractions to other people

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DEFINITIONS (CONTINUED)

Cisgender

Gender identity matches the sex and gender one was assigned at birth

Transgender

Gender identity does not match the sex and gender one was assigned at birth

Gender Non-Binary

Gender identities outside of the gender binary

Gender Diverse

Broader category that captures the range of gender identities

Consistent, persistent, insistent

TRANSGENDER YOUTH

- 80% of TG-identified adults knew they were 'different' before leaving elementary school
- Less than 4% of TG-identified persons realized they were TG after the age of 18
- Average age of trans-spectrum self-realization: 7.9
- Average age of learning the 'words' to communicate feelings: 15.5
Consistent, Persistent, Insistent
- Transitions pre-puberty are social in-nature; some persons make seek medical transitions around puberty or later

Hyun, Raff, & Trier (2012)

GENDER DIVERSITY AND ASD

- Numerous anecdotal observations and emerging research are demonstrating an association between gender diversity and autism spectrum disorder (ASD)
- Children and adolescents on the autism spectrum are 3-6 times more likely to identify as gender diverse
- Children and adolescents appearing at gender clinics are 6-15 times more likely than their same-aged peers to have ASD

Strang et al. (2017); Warrier et al. (2020); Corbett et al. (2022)

MENTAL HEALTH ISSUES

- Diagnostic & Statistical Manual of Mental Disorders (5 TR)
 - Gender dysphoria
- Higher rates of depression and anxiety; lower levels of self-esteem; high rates of substance use/abuse and risk-taking behaviors
- Suicide attempt rate
 - 82% of TG/GD youth report having considered suicide
 - 40% of TG/GD persons report having attempted suicide
 - 10-20% of LGB-identified persons
 - 3-5% of the general population

Austin et al. (2022)

SCHOOL ISSUES

SCHOOL CLIMATE:

TRANSPHOBIA, BULLYING, BIASED REMARKS, HARASSMENT

- **43% (GE) and 40% (GI) reported feeling unsafe at school because of the climate; online learners least likely to feel safe**
- **43% (GE) and 39% (GI) reported avoiding gender-specific spaces or classes because of the climate**
- **79% of LGBTQ+ students reported avoiding extra-curricular activities and/or school functions**
- 16% of LGBTQ+ students changed schools because they felt unsafe or uncomfortable at school

[GLSEN 2021 National School Climate Survey](#)

SCHOOL ISSUES

SCHOOL CLIMATE:

TRANSPHOBIA, BULLYING, BIASED REMARKS, HARASSMENT

- **32% of LGBTQ+ students missed at least one entire day of school in the past month because of negative school climates and 11% missed four or more days in the past month**
- **92% of LGBTQ+ student heard negative gender expression remarks**
 - **56% heard these remarks frequently**
- **83% of LGBTQ+ students heard negative trans-specific remarks**
 - **40% heard these remarks frequently**

[GLSEN 2021 National School Climate Survey](#)

SCHOOL ISSUES

SCHOOL CLIMATE:

TRANSPHOBIA, BULLYING, BIASED REMARKS, HARASSMENT

- **72% of LGBTQ + students heard negative gender expression remarks from adults**
- **57% (GE) and 51% (GI) verbally harassed at school**
- **20% (GE) and 25% (GI) physically harassed at school**
- **54% LGBTQ+ students reported being sexually harassed at school**

[GLSEN 2021 National School Climate Survey](#)

SCHOOL ISSUES

SCHOOL CLIMATE:

TRANSPHOBIA, BULLYING, BIASED REMARKS, HARASSMENT

- **32% (GE) and 30% (GI) reported being cyber-bullied based on their identities**
- **62% LGBTQ+ did not report such incidents**
- **60% of LGBTQ+ students reported school staff did not respond when negative gender identity/expression remarks were made by other students. Students learning via online means reported the lowest level of intervention by teachers.**

[GLSEN 2021 National School Climate Survey](#)

SCHOOL ISSUES

DISCRIMINATORY SCHOOL POLICIES AND PRACTICES

- **59% experience anti-LGBTQ+ policies and practices**
- **16% of LGBTQ+ students were prohibited from discussing or writing about LGBTQ+ topics in school assignments, and 17% were prohibited from doing so in extracurricular activities**
- **25% of LGBTQ+ students reported being disciplined for PDA**

[GLSEN 2021 National School Climate Survey](#)

SCHOOL ISSUES

DISCRIMINATORY SCHOOL POLICIES AND PRACTICES

- **12% restricted from forming or promoting GSA's**
- **29% prevented from using declared name and/or pronouns**
- **27% prevented from using restrooms and 24% prevented from using locker rooms that aligned with their gender identities**

GLSEN 2021 National School Climate Survey

SCHOOL ISSUES

DISCRIMINATORY SCHOOL POLICIES AND PRACTICES

- **20% prevented from wearing clothes considered “inappropriate” based on gender**
- **12% of LGBTQ+ students were prevented from wearing clothing or items supporting LGBTQ+ issues**
- **16% were prevented or discouraged from participating in school sports because of their LGBTQ+ identity**

GLSEN 2021 National School Climate Survey

EFFECTS OF A HOSTILE CLIMATE

- **Three times more likely to have missed school in the past month**
- **Reported lower sense of belonging at school**
- **Had lower GPAs than non-harassed peers**
- **Twice as likely to report not looking to pursue PSE**
- **Twice as likely to have been disciplined at school**
- **Were consider leaving school (31 % to 51 %)**

GLSEN 2021 National School Climate Survey



LEGAL & POLICY MATTERS

Title IX (2024)

- U.S. Department of Education Office of Civil Rights considers sex, gender, gender identity, gender expression, and sexual orientation as protected classes under Title IX
- The DOE-OCR and the U.S. DOJ have filed and won lawsuits in this regard based on the previous iteration of Title IX (2002)

FERPA

- According to Lambda Legal, students (ages 18+) and/or parents or legal guardians have the right to request a school change the name and gender marker on a student's records if they are incorrect, misleading, or violate one's privacy [34 C.F.R. section 99.7(a)(2)(ii)]

Section 504 of the Rehabilitation Act of 1973

- Gender identity is not a disability in-and-of itself
- Focus on disability in the 504 plan, not on gender identity
- If the disability for which one is seeking accommodations centers on mental health sequelae associated with one's gender identity and that impacts one's education, it would be appropriate to develop a 504 plan in this situation

RAISING RYLAND

- <http://www.cnn.com/videos/us/2015/03/17/digital-shorts-parenting-transgender-child-orig.cnn?sr=fbdwtransp>



SCHULYER BAILAR

- <https://www.youtube.com/watch?v=niBM3li662U>



"Our brains are wired for connection, but trauma rewires them for protection. That's why healthy relationships are difficult for wounded people."

- RYAN NORTH -





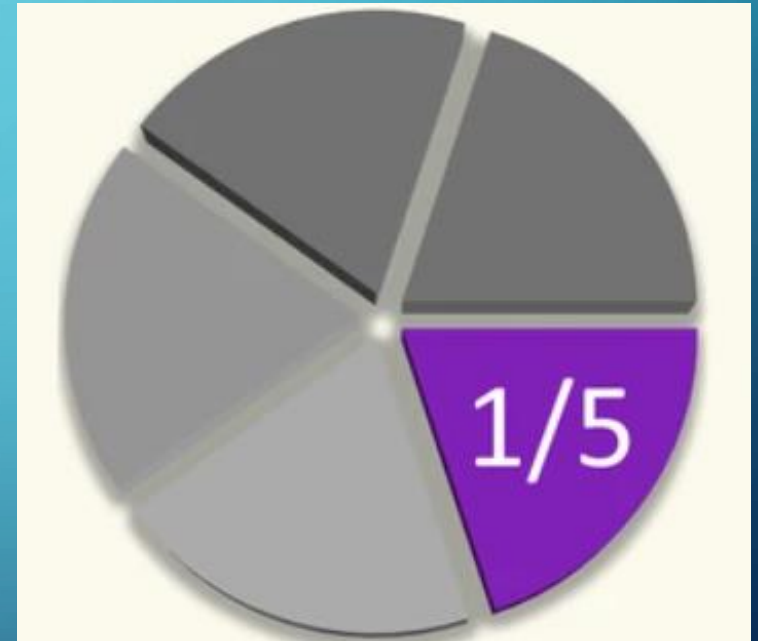
Trauma can affect how the brain processes information....

- “... *maltreatment may sensitize children to certain emotional information that may be adaptive in abusive contexts but maladaptive in more normative interpersonal situations.*”

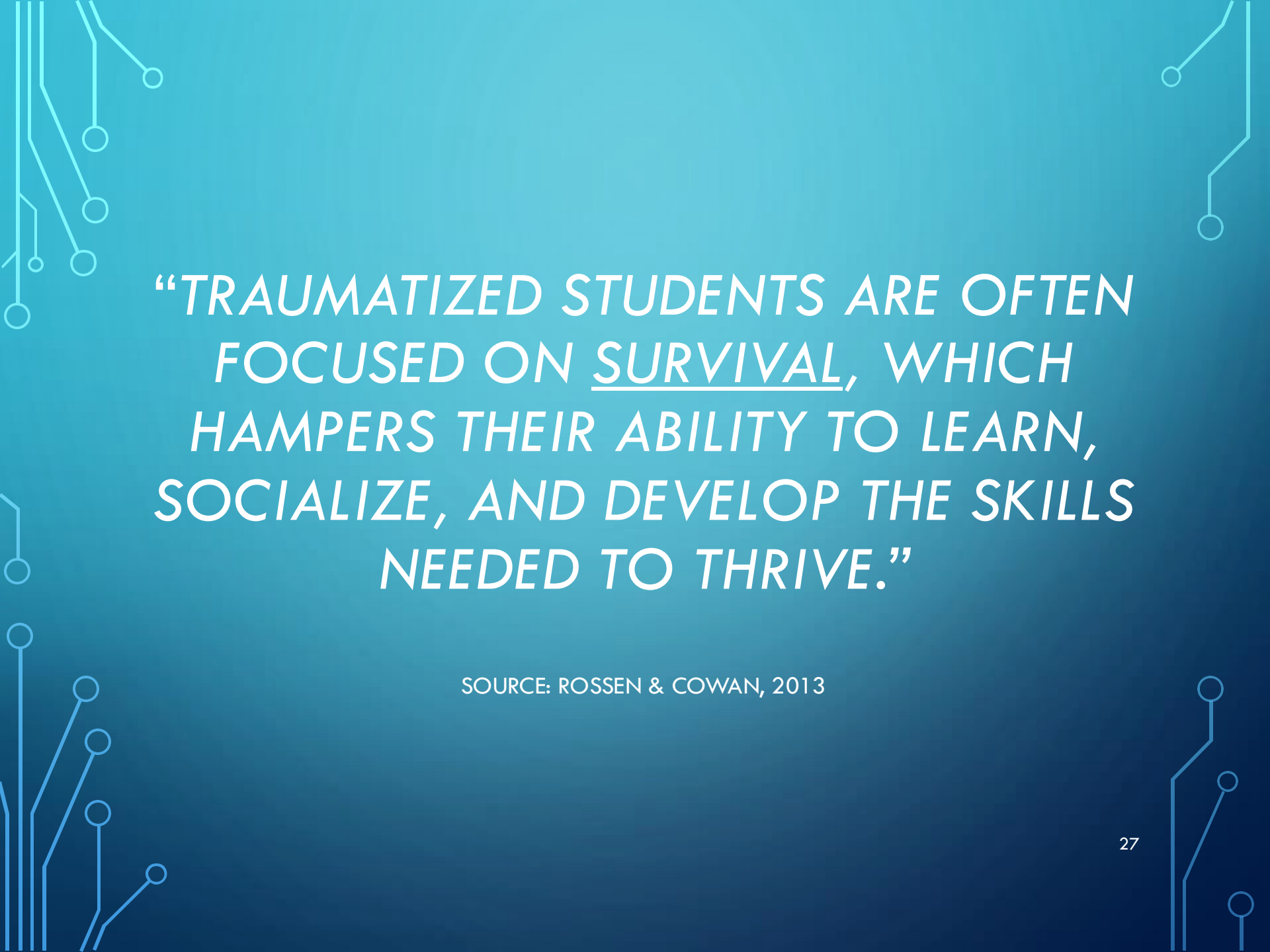
SOURCE: Pollak et al. (2009, p. 6)

THE 20-20 “RULE”

“Nearly 20% of children and young people ages 3-17 in the United States have a mental, emotional, developmental, or behavioral disorder, and suicidal behaviors among high school students increased more than 40% in the decade before 2019.”



SOURCE: National Healthcare Quality and Disparities Report (2022)

The background is a solid blue gradient. In the corners, there are decorative white line art elements resembling circuit boards or neural networks, with lines and small circles connecting them.

*“TRAUMATIZED STUDENTS ARE OFTEN
FOCUSED ON SURVIVAL, WHICH
HAMPER THEIR ABILITY TO LEARN,
SOCIALIZE, AND DEVELOP THE SKILLS
NEEDED TO THRIVE.”*

SOURCE: ROSSEN & COWAN, 2013

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STRATEGIES

STRATEGIES

- Educate yourself
- Use inclusive language
- Challenge stereotypes
- Promote respect and empathy
- Honor names and pronouns
- Maintain confidentiality and privacy
- Everyone deserves to see themselves reflected in curriculum
- Enforce antibullying policies and address bullying
- Address misgendering, misnaming, mispronouncing

ENSURE PSYCHOLOGICALLY SAFE AND SECURE SCHOOLS

- Positive school climate and school culture
- Connectedness and belonging
- Collaborative emphasis
- Active teaching of social and emotional skills



SOURCE: The PREPaRE Model (Brock et al., 2019)

EMPHASIZE RELATIONSHIPS

Positive educator-student relationships are some of the cheapest and most impactful public health prevention strategies that can be implemented in a society.

SOURCE: National Research Council and the National Institute of Medicine

A FORMER PRINCIPAL REFLECTS ON A RELATIONSHIP AND POLICY



- Nancy Hanks
- Senior Partner, Education
Sector Head – The
Management Center (Atlanta,
GA)

https://www.washingtonpost.com/video/local/a-principal-on-how-meeting-a-student-she-expelled-changed-her-approach-to-discipline/2016/03/08/f97352c6-e552-11e5-a9ce-681055c7a05f_video.html

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RESOURCES

[National Association of School Psychologists \(NASP\)](#)

[Gay, Lesbian and Straight Education Network \(GLSEN\)](#)

[Transparenthood \(Blog\)](#)

[TransActive Gender Center](#)

[Welcoming Schools](#)

[Gay, Lesbian, Bisexual, and Transgender Community Center](#)

[TransYouth Family Allies](#)

[Philadelphia Trans-Health Conference](#)

[TNET – PFLAG's Transgender Network](#)

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QUESTIONS?

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