

Students with Transgender Identities

Antonia Caretto, Ph.D.

Dr.Caretto@BeTreatedWell.com

Objectives

- *The incidence and awareness of school-aged children with transgender identities is rising exponentially. In addition to basic knowledge, educators need a paradigm for understanding gender that compels them to proactively embrace diversity and thereby enrich the learning environment for all students, faculty and staff.*

Other Sessions Today

- **Preparing Yourself for Dealing with Gender Diversity in the Classroom**
- **Sexual Orientation and Gender Identity 101**
- **Trans* Inclusion: Beyond Bathrooms and Binaries**
- **Increasing Gender Identity Sensitivity**

Students with Transgender Identities

Incidence and Awareness

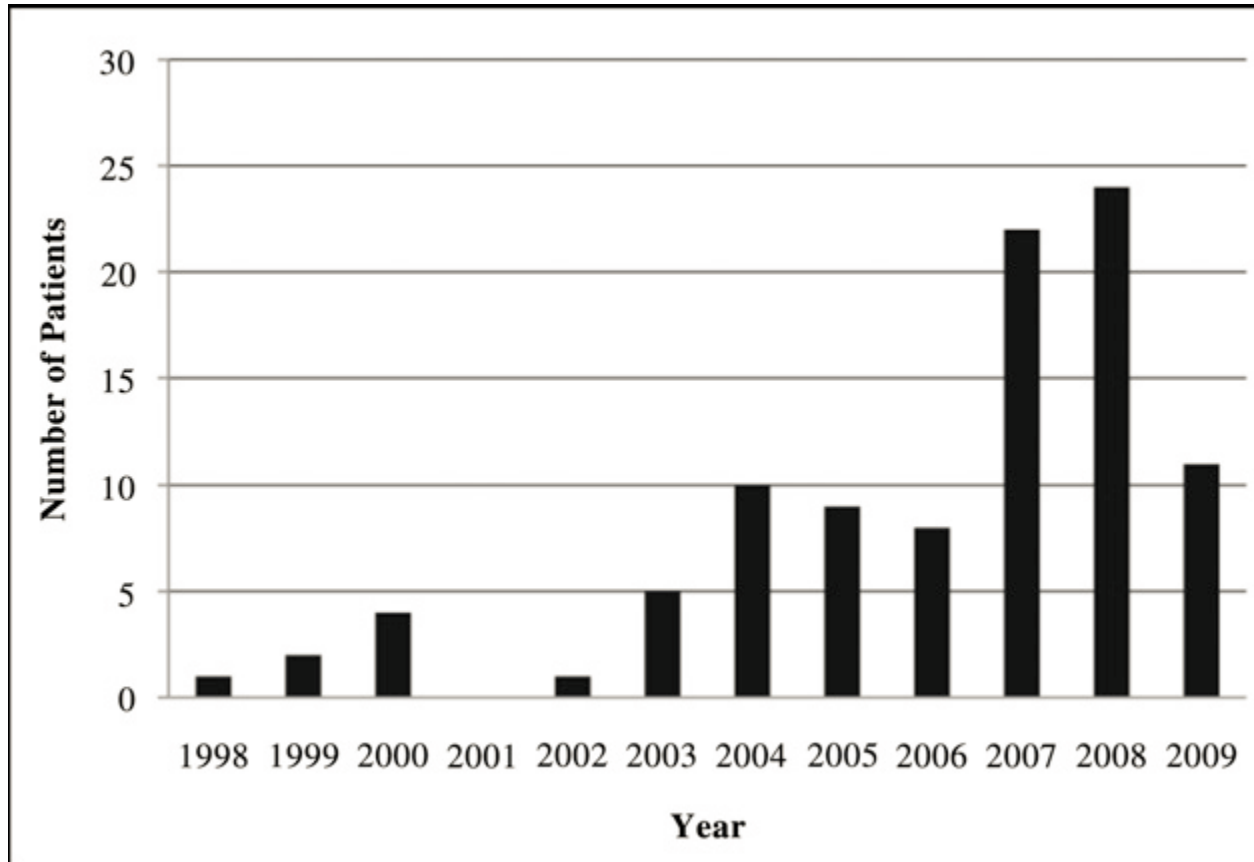
GIDU-London

Reed, et al 2009

- 2001-2004 GIDU cases doubled.
- 1997-2007 GIDU cases quadrupled.

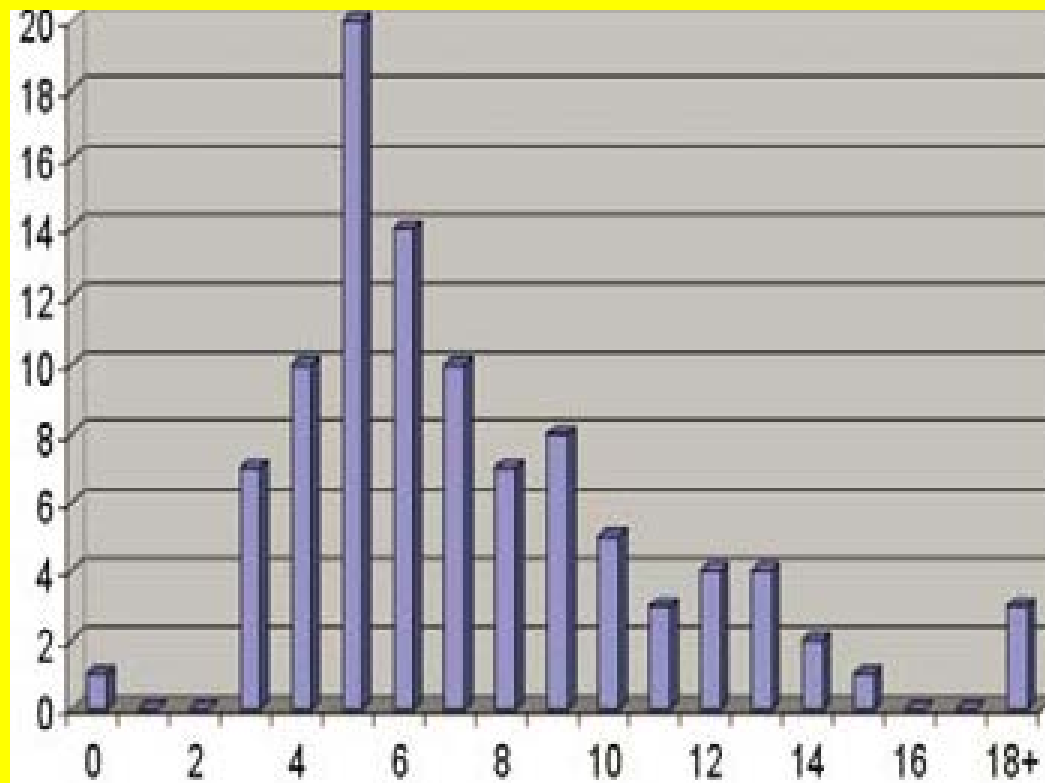
GeMS-Boston

Spack, et al 2012



Age at first realization

Kennedy & Hellen, 2010



Students with Transgender Identities

Basic Understanding

Continuum of Sexual Identity Components

BIOLOGICAL SEX

MALE-----INTERSEX/DSD-----FEMALE

CORE GENDER IDENTITY

MAN-----TWO SPIRIT-----WOMAN

GENDER ROLE

HIGH MASCULINITY-----LOW MASCULINITY
LOW FEMININITY-----HIGH FEMININITY

SEXUAL ORIENTATION

ATTRACTED WOMEN-----BISEXUAL-----ATTRACTED MEN

Fundamental Premises

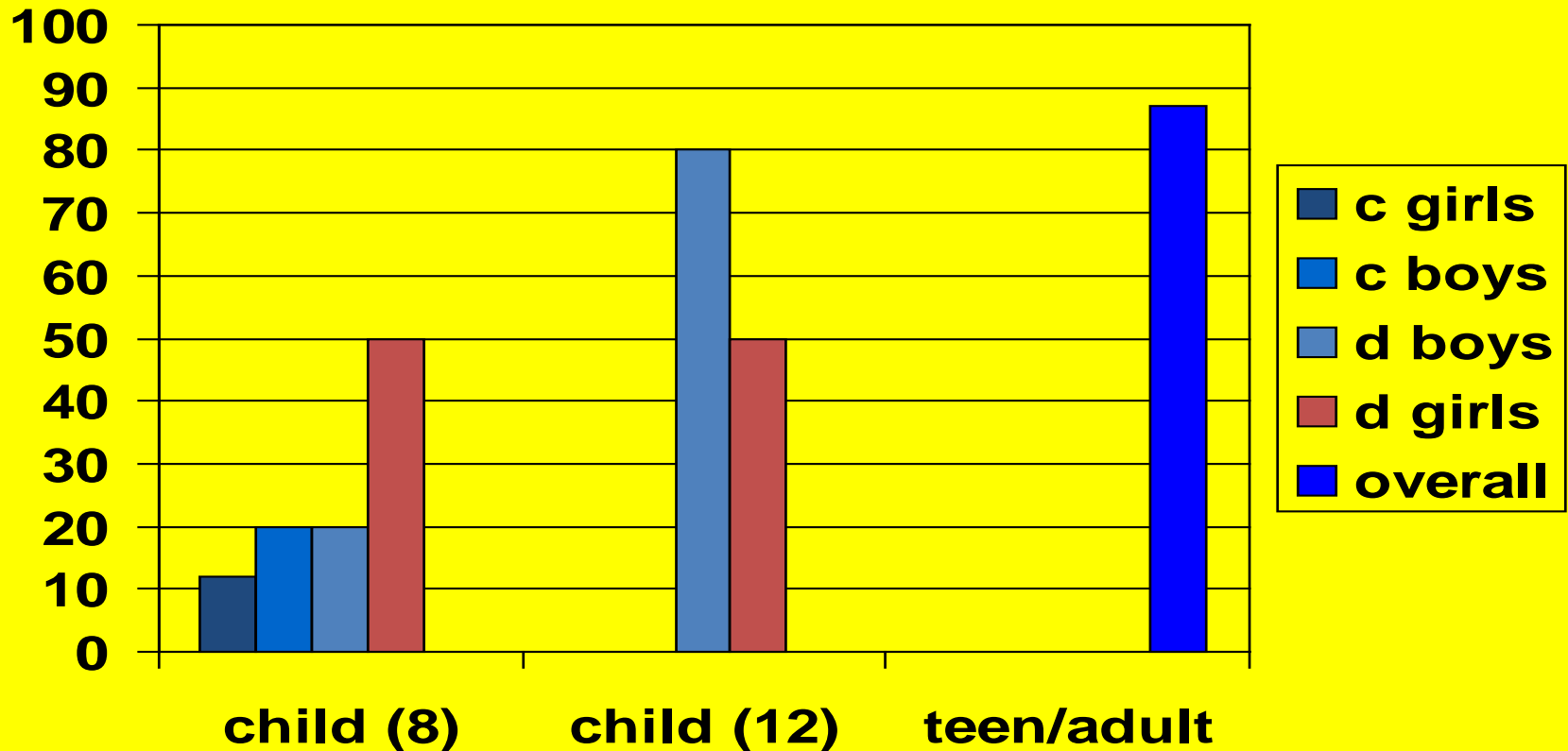
- Sex and gender are distinct, but somehow related, and both impacted by biology.
- Sex does not determine gender identity, gender role, or sexual orientation.
- Within each dimension of sexual identity there is a continuum of possibilities.
- No sexual orientation or gender identity is ideal or pathological, and neither can be changed by rearing or psychotherapy.

Gender Identity Development

- Infants lack gender discrimination
- Gender discrimination and identification occurs between 10-24 months
- Core gender identity is established by 24 months
- Gender constancy & stability solidifies by age 6

Potency, Puberty and Persistence

Drummond, et al (2008); Zucker (2005); Wallien & Cohen-Kettenis (2008); Wallien & Cohen-Kettenis (2007)



Students with Transgender Identities

Paradigm for Understanding
Gender

QUIZ

New paradigm for gender variance

- *Transgendered individuals, like all gendered individuals, often consciously and unconsciously pursue things to make their physical presentation more congruent with their gender self image. These include: choice of clothing and jewelry; style of language and movement; use of makeup and hairstyles; diets and exercise to achieve a desired body shape; shaving, waxing, electrolysis and laser hair removal; breast enhancement or reduction and other cosmetic surgeries; tattoos, piercings, manicures, perfume, cars and the acquisition of other possessions or attributes which make them feel more manly or womanly. To assign pathology to these pursuits in select circumstances is hypocrisy.*

Gender Identity Continuum

Eyler & White, 1997

- 1 female
- 2 female with maleness
- 3 genderblended, more female
- 4 other gendered
- 5 ungendered
- 6 bi-gendered
- 7 genderblended, more male
- 8 male with femaleness
- 9 male

Students with Transgender Identities

What they experience outside
the academic setting

Common Emotions

- Uncertainty
- Shame
- Guilt
- Stigmatization
- Denial
- Secrecy
- Isolation
- Internal conflict
- Ruminative hopelessness

Significant age bands in GID-C

- 0-6
 - Precipitant: parental concerns
- 6-12
 - Precipitant: school bullying
- 12-16
 - Precipitant: distress at puberty
- 16-18
 - Precipitant: mood and school problems

Phases of treatment

- Diagnosis
- Social Transition
- Hormones
- Surgery

Phases of treatment

- Fully Reversible Interventions
 - Diagnosis
 - Social transition
 - Hormone agonists (blockers)
- Partially Reversible Interventions
 - Contra-gender Hormones
- Irreversible Interventions
 - Gender Affirming Surgeries

Endocrine Society Recommendations

- We recommend that suppression of pubertal hormones start when girls and boys first exhibit physical changes of puberty, but no earlier than Tanner stages II-III.

Endocrine Treatment

- Puberty suppression:
 - Long-lasting & intense gender dysphoria.
 - Emerged or worsened with puberty.
 - Functioning is currently stable.
 - Consent has been given.

Endocrine Society Recommendations

- We suggest that pubertal development of the desired, opposite sex be initiated at the age of 16 years, using a gradually increasing dose schedule of cross-sex steroids.

Endocrine Treatment

- Cross-Gender Hormones:
 - Fulfill the criteria for GnRH treatment.
 - Age 16 or older.

Surgical Treatment

- Age of majority (18).
- Has lived continuously for at least 12 months in the gender role that is congruent with their gender identity.

Chest Surgery in FTM

- After ample time of living in the desired gender role.
- After one year of testosterone treatment.

Students with Transgender Identities

What they experience in the
academic setting

Harassment

GLSEN, 2009

- 87% - 96% reported verbal harassment because of their sexual orientation or gender identity
- 53% - 83% reported physical harassment because of their gender expression
- 76% reported sexual harassment
- 26% reported physical assault (e.g., injured with a weapon)

Other Victimization

- 90% reported hearing derogatory comments
- 67% reported having their property stolen or damaged
- 62% reported experiencing cyberbullying
- 39% reported hearing school staff making negative comments about gender expression
- 11% reported staff intervening when hearing negative remarks about gender expression
- 10% reported other students intervening when hearing negative remarks about gender expression

Academic Impact

- 65% - 75% reported feeling unsafe at school
- 47% reported missing class at least once per month because they felt unsafe
- **high levels of harassment were negatively correlated with GPA and educational aspirations**

Transgender Students Report

HRC, (2012)

- 83% have at least one supportive adult at their school
- 36% have six or more supportive adults
- 46% found information about LGBT people or history in their school library
- 16% found information about LGBT issues in textbooks
- 11% had curriculum that included positive representation of LGBT people

Lethal Impact

CDC (2005); Clements-Nolle, Marx & Katz (2006)

- 6.9% of adolescents attempt suicide
- 33.2% of trans adolescents attempt suicide

Suicide Prevention

Hatzenbuehler (2011)

- A school environment which is specifically supportive of LGBT (Lesbian, Gay, Bisexual and Transgender) youth results in less suicidality among ***all*** students, not just those that identify as LGBT.

Students with Transgender Identities

Enrich the Learning
Environment

Compliance

- Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- Sixth Circuit Court of Appeals
- Title IX

In the District

- Ensure that your district's nondiscrimination policy specifically enumerates the prohibition against discrimination and harassment based on **“perceived gender identity and expression,”** not just “sexual orientation.”
- After this policy is adopted, make sure that all district employees, students and families are aware of it.
- Issue explicit and comprehensive guidelines to help administrators and teachers implement the nondiscrimination policy.

In the District

- Instruct school personnel to protect transgender students' rights and privacy under HIPAA.
- Modify documentation to reflect the students' preferred name.
- Instruct school personnel to respect transgender students' gender identity and use the students' preferred name and pronouns.

In the District

- Have periodic training for school staff on transgender issues and how to keep transgender students safe.
- Publish a step-by-step procedure students can follow to report an incident of discrimination or harassment.
- Make other students aware of transgender issues by teaching diversity in sexual orientation and gender identity in health classes.

In the Classroom

- Challenge gender norms
- Avoid gender segregated activities that force students to choose a gender
- Be a supportive adult for LGBT students
- Always immediately address name-calling and harassment
- Include gender-variant resources in the classroom

Sex Segregation

- Dress Codes: If the school has a dress code that differs for males and females, allow students to dress in accordance with their gender identity, or implement a dress code that is same for males and females.
- Restrooms: Allow students to use the restroom that corresponds to their gender identity or have unisex bathrooms in the school. Provide students access to a single stall bathroom.
- Locker rooms: Allow students to use the locker room consistent with their gender identity, with accommodations such as the use of a private area in the public area, a separate changing schedule, or the use of a nearby private area.
- Gym Activities: Allow students to participate in gender-segregated gym activities and recreational sports in accordance with the student's gender identity.
- Competitive Sports: Participation in competitive sports and contact sports can be determined in a case-by-case manner.

Resources

- welcomingschools.org
- glsen.org
- safeschoolscoalition.org
- The Transgender Child

Contact Information

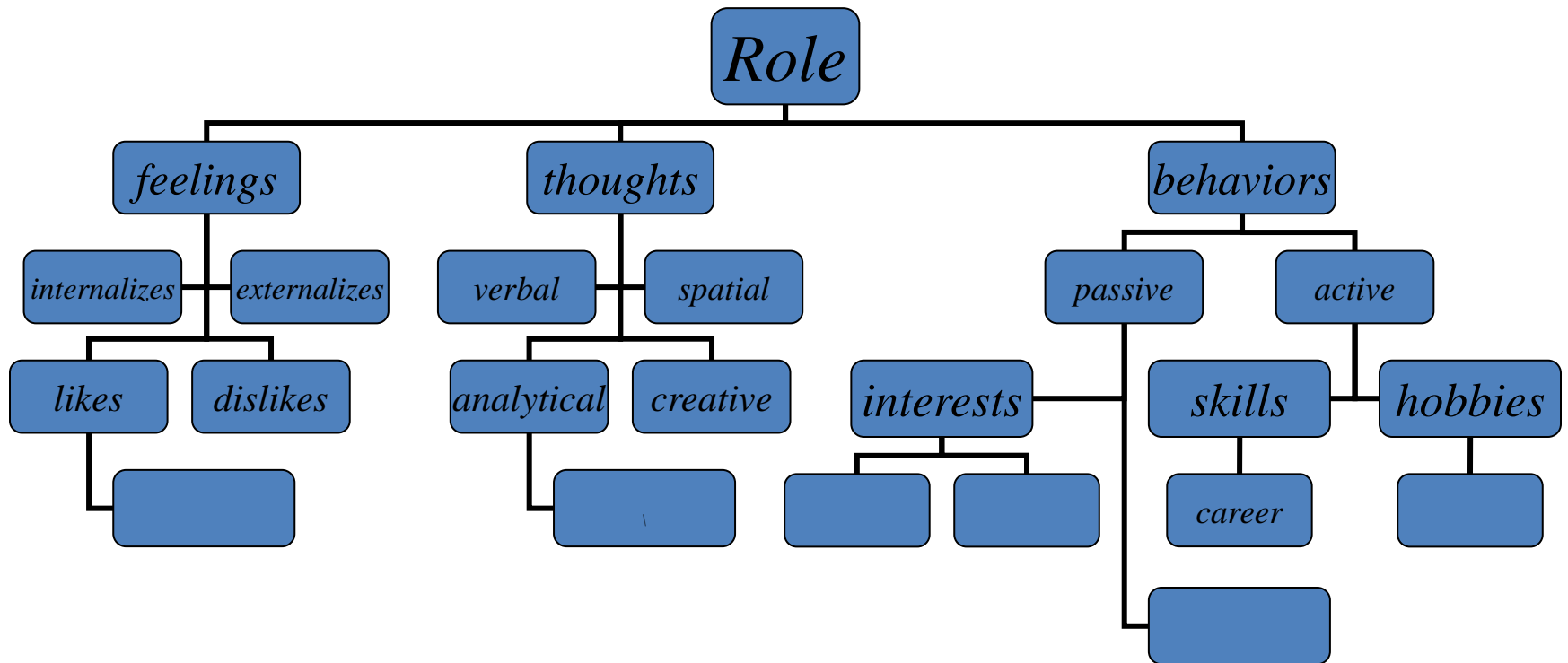
Antonia Caretto, Ph.D., PLLC

25882 Orchard Lake Road, Suite 201
Farmington Hills, MI 48336
(248) 553-9053

P.O. Box 2265 Dearborn, MI 48123

www.BeTreatedWell.com

Gender Role Components



QUIZ

- having questions about the nature of gender
- having questions about one's own gender identity
- having a birth name usually associated with another gender
- changing one's name to a name associated with another gender
- taking a job not traditionally associated with one's assigned gender
- wearing the outer clothing of another gender for a costume party
- wearing the underclothing of another gender
- wearing the outer clothing of another gender
- consciously or unconsciously adopting the trappings of a gender other than the one assigned at birth
- consciously or unconsciously adopting the trappings of the gender one was assigned at birth

QUIZ

- being seen as a masculine woman, while feeling like a feminine woman and having been assigned female at birth
- being seen as a masculine woman, while feeling like a masculine man and having been assigned female at birth
- being seen as a masculine woman, while trying to appear as a masculine man and having been assigned female at birth
- being seen as a feminine man, while feeling like a masculine man and having been assigned male at birth
- being seen as a feminine man, while feeling like a masculine man and having been assigned female at birth
- being seen as a masculine man, while feeling like a feminine man and having been assigned male at birth
- being seen as a masculine man, while feeling like a masculine man and having been assigned female at birth
- being seen as a feminine man, while feeling like a feminine woman and having been assigned male at birth

QUIZ

- being seen as a woman , while being a man who feels like a man
- being seen as a man , while being a woman who feels like a woman
- being seen as a man , while being a woman who feels like a man
- being seen as a woman , while being a man who feels like a woman
- surgically altering one's body (other than genitalia) to approximate something considered more pleasing
- surgically altering one's body (including genitalia) to approximate something considered more pleasing
- surgically altering one's genitals to approximate another kind of genitalia
- making no change in one's body, but claiming to be another gender
- claiming no gender at all