Students with Transgender Identities

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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
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
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

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Gender Role Components

- **Role**
  - **feelings**
    - internalizes
    - likes
    - dislikes
  - **thoughts**
    - verbal
    - spatial
    - analytical
    - creative
  - **behaviors**
    - passive
    - active
    - skills
    - hobbies
    - career
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
• 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 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
• 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