

Gifted Gay, Lesbian, Bisexual, and Transgender Annotated Bibliography:

A Resource for Educators of Gifted Secondary GLBT Students

Alena R. Treat
Indiana University

Becky Whittenburg
Boulder Valley School District

This bibliography makes available to educators and others a comprehensive resource for information regarding gifted youth who are gay, lesbian, bisexual, transgender or questioning their sexual orientation and/or gender identity (G/GLBTQ). It includes articles, brochures, books, lesson plans, staff development, video media, and Web resources. As the average age of “coming out” continues to decrease and as GLBT individuals become more central in public discourse and media, the issues of G/GLBT have moved more visibly into K–12 education. Created out of the NAGC Work Group on Sexually Diverse Gifted Students, the bibliography focuses on crossover literature and resources that bridge between the gifted and GLBTQ populations.

“If you are trying to transform a brutalized society into one where people can live in dignity and hope, you begin with the empowering of the most powerless. You build from the ground up.”

—Adrienne Rich, “Going There and Being Here,”
Blood, Bread and Poetry: Selected Prose, 1979–1985

In response to requests for a place for those who wish to address the needs of gifted gay, lesbian, bisexual, and transgender students, The National Association for Gifted Children Gifted Gay, Lesbian, Bisexual and Transgender Task Force (NAGC GLBT Task Force) was appointed in December 1998 by NAGC President Sandy Kaplan, and then affirmed by presidents Sally Reis, Carol Ann Tomlinson, and Richard Olenchak. Shortly thereafter, NAGC adopted a nondiscrimination policy that included sexual orientation. The NAGC GLBT Task Force submitted a policy statement that addressed sexual orientation that the NAGC Board accepted and published. The

NAGC GLBT Task Force ended in 2005, and NAGC President Joyce VanTassel-Baska appointed a NAGC Work Group on Sexually Diverse Gifted Populations, many of whom are original members of the task force, which continued the GLBT Task Force’s work. In addition to the authors, the NAGC Work Group on Sexually Diverse Gifted Students consists of Richard M. Cash, Sanford J. Cohn, Andy Mahoney, Reva Friedman-Nimz, Richard E. Lange, and Richard Olenchak. Among our tasks given to us by Richard Olenchak at our GLBT Task Force Business Meeting on November 6, 2004, was the “development of a comprehensive, annotated reading list for adults for work with [gifted] GLBT students” (GLBT Task Force). Peter Rosenstein, former NAGC Executive Director, has also been an advocate and source of support since the establishment of the task force and suggested this project, an annotated bibliography of resources that will hopefully help those who wish to transform gifted programs into an open, accepting, affirming place for gifted gay, lesbian, bisexual, and transgender students. Please note that the

listings within this document are not to be interpreted as an endorsement by this work group or by the National Association for Gifted Children.

Articles and Special Publications

Parents and teachers want to help their gifted children, but often do not have the necessary resources, especially if their children are also gay, lesbian, bisexual, or transgender (GLBT). Some of the resources listed below address concomitant topics such as creating nondiscriminatory climates in educational institutions, curricular visibility of GLBT people, and the concerns of children from GLBT families.

Ablard, K. (1997). Self-perceptions and needs as a function of type of academic ability and gender. *Roeper Review*, 20, 110–115.

Highly verbal students had less interest in relationships with opposite-gender persons and may be at greater risk for social adjustment problems. Reports moderate SAT verbal students score higher on a “heterosexuality scale” than did high-scoring students.

Anderson, J. (1994). Including gay/lesbian students and staff. *The Education Digest*, 60(4), 35–39.

Shows how to create a supportive environment through professional development, support staff, and services, including sexuality in the health care curriculum, the general curriculum, and the library.

Armenta, C. (1999). A shift in identity: A journey to integrity in gifted education. *Journal for the Gifted*, 22, 384–401.

Proposes approaching giftedness as an identity issue and draws examples from the field of lesbian and gay studies. Giftedness, academic intelligence, and intellect would no longer be protagonists in school settings.

Bowman, D. H. (2001). Report says schools often ignore harassment of gay students. *Education Week*, 20(39), 5. GLBT issues in schools and education.

Bryant, A. L. (1993). Hostile hallways: The AAUW surveys on sexual harassment in America’s schools. *Journal of School Health*, 63, 355–357.

First national scientific study of sexual harassment in public schools. Eighty-five percent of the girls and 76%

of the boys surveyed had experienced sexual harassment. Although both genders experienced sexual harassment at alarming rates, sexual harassment in school begins early and takes a greater toll on girls, students are harassed by boys and girls, girls of all races experience more sexual harassment than boys, and African American boys are more likely to be harassed.

Clayton, G. (2000). Dead at seventeen. *Advocating for Gifted Gay & Lesbian Youth*, 3(1). Retrieved July 29, 2006, from <http://content.bvsd.org/tag/AGGLYvol3-1.html>

Written by a mother whose gifted gay son committed suicide, it offers suggestions for support for students like him.

Cross, T., Gust-Brey, K., & Ball, P. B. (2002). A psychological autopsy of the suicide of an academically gifted student: Researchers’ and parents’ perspectives. *Gifted Child Quarterly*, 46, 247–264.

Mentions homosexuality and sexual identity issues as risk factors for adolescent suicide.

Edward, S. G., & McMullin, D. R. (1982). Tolerance of sexual nonconformity. *American Sociological Review*, 47, 411–415.

Found that the size of the city/town determined level of tolerance towards homosexuality.

Edwards, A. T. (1997). Let’s stop ignoring our gay and lesbian youth. *Educational Leadership*, 54(7), 68–70.

The author discusses her decision to accept her son’s gayness, help other parents, and advise educators on creating a welcoming school environment.

Eisen, V., & Hall, L. (Eds.). (1996). Lesbian, gay, bisexual, and transgender people and education [Special issue]. *Harvard Educational Review*, 66(2).

Explores lives and experiences of gay, lesbian, bisexual, and transgender students and educators, including honest, thought-provoking essays by and about gay and lesbian youth, how an openly lesbian teacher made a difference in her classroom, and students’ responses to class lessons focusing on prejudices gay and lesbian people suffer.

- Friedrichs, T. (1997). Understanding the educational needs of gifted gay and bisexual males. *Counseling and Guidance, 6*(3), 3, 8.
- Listed as a possible reading in the *Task Force on Social-Emotional Issues for Gifted Students: Draft Education Summary*. Gifted gay students have been identified as potentially presenting with unique psychosocial concerns related to the interaction of their giftedness and other aspects of their physical and psychological makeup.
- Friedman-Nimz, R. (2001). Creating a context: Education against oppression. *Advocating for Gifted Gay & Lesbian Youth, 3*(2). Retrieved July 29, 2006, from <http://content.bvsd.org/tag/AGGLYvol3-2.html>
- Describes Kumashiro's four perspectives to conceptualize oppression. The author advocates combining elements of all four approaches in order to change opinions about the purposes of education for G/T GLBT students, and of teachers' roles and responsibilities to accomplish those purposes in order to help our G/T GLBT students and their allies create an education that is authentic and meaningful.
- Gevelinger, M. E., Sr., & Zimmerman, L. (1997). How Catholic schools are creating a safe climate for gay and lesbian students. *Educational Leadership, 55*(2), 66–68.
- Writings by American bishops placed a greater emphasis on the call of Catholics to demonstrate justice and respect for all people. If one person is not safe, then no person is safe.
- Greene, M. J. (2002, Spring) Recurring themes in career counseling of gifted and talented students. *National Research Center on the Gifted and Talented Newsletter, 34*, 7–10.
- Gifted girls tend to have more dominant career orientation, less traditional sex-role orientation, and a greater need to achieve in academic and occupational arenas than other females.
- Hamilton, L. (1999, November). Coming out in dance: Paths to understanding. *Dance Magazine, 73*(2), 72–75.
- Quotes from some GLB dancers, section on myths vs. reality, stages of coming out, resources, organizations and support, and so forth. Also available at <http://content.bvsd.org/tag/AGGLYvol5-1.html>.
- Harris Scholastic Research. (1993). Hostile hallways: The AAUW Survey on sexual harassment in America's schools. *Journal of School Health, 63*, 355–357.
- First national scientific study of sexual harassment in public schools. Describes how homophobia begins at an early age.
- Horowitz, A. (2001, June). Addressing homophobic behavior in the classroom. *Gay, Lesbian, and Straight Education Network*. Retrieved July 28, 2006, from <http://www.alterheros.com/english/dossier/Articles.cfm?InfoID=51&ss=0&cs=0>
- Addresses GLBT issues in schools and education.
- Hoskinson, M. (2001). A student's perceptions of gifted classes for GLBT youth. *Advocating for Gifted Gay and Lesbian Youth, 4*(1). Retrieved July 29, 2006, from <http://content.bvsd.org/tag/AGGLYvol4-1.html>
- A "straight" teen describes how GLBT students face persecution in school, and how gifted programs can be safe, nurturing spaces.
- Jackson, S., & Peterson, J. (2003). Depressive disorder in highly gifted students. *Journal of Secondary Gifted Education, 14*, 175–186.
- Examines the nature and extent of depressive disorders in highly gifted adolescents and documents the capacity of some highly gifted adolescents to mask even severe symptoms due to shame for being incapacitated and unable to resolve their dilemma; depression's signature cognitive confusion, which disengaged their coping mechanisms; and fear of harming others. Raises questions about the efficacy of quantitative research instruments to determine actual cases of depressive disorder in highly gifted students, as well as current research estimates of depression in this population.
- Lamme, L. L., & Lamme, L. A. (2001–2002). Welcoming children from gay families into our schools. *Educational Leadership, 59*(4), 65–69.
- What teachers can do to help students from nontraditional families.
- Levy, J. J., & Plucker, J. A. (2003). Assessing the psychological presentation of gifted and talented clients: A multicultural perspective. *Counseling Psychology Quarterly, 16*, 229–247.
- Burden of being twice different is related to depression and feelings of isolation for gifted gay and lesbian stu-

dents. Some coped by academic/athletic overachievement, perfectionism, or overinvolvement in extracurricular activities. Others coped by dropping out of school, running away, substance abuse, or suicide. None sought help from adults, perhaps due to lack of suitable models/men-tors. Culturally diverse gifted children often must choose between academic success and social acceptance.

Lovance, E. (1998). On being different. *Advocating for Gifted Gay and Lesbian Youth*, 1(2). Retrieved July 29, 2006, from <http://content.bvsd.org/tag/AGGLYvol1-2.html>

A gifted lesbian college student writes about her experience in gifted programs growing up. Her sexuality was easier to come to terms with than her giftedness. She had resources to draw on that most gifted and lesbian/gay youth do not have, as she knew her family would always support her. Even so, she became severely depressed in high school when only her intellectual needs were being addressed. She stated how she cannot imagine where she might have ended up if she had been in a place where neither difference was dealt with or if she had not been able to find a college where both were accepted.

Mendez, L. M., & Crawford, K. M. (2002). Gender-role stereotyping and career aspirations: A comparison of gifted early-adolescent boys and girls. *Journal of Secondary Gifted Education*, 13, 96–107.

Examined career aspirations of gifted early adolescent boys and girls and differentiated between careers being considered by each student versus those that had been ruled out. Girls were interested in a greater number of careers and showed greater gender-role flexibility in career aspirations than males. Boys aspired to careers that were significantly higher in education required and prestige level than girls.

Peterson, J. S., & Rischar, H. (2000). Gifted and gay: A study of the adolescent experience. *Gifted Child Quarterly*, 44, 231–246.

Study of 18 gay, lesbian, or bisexual young adults with high ability found significant themes of danger, isolation, depression, and suicidal ideation, together with high achievement and extreme involvement in activities. Described personal responses to wondering about sexual orientation, being convinced, eventually coming out, and effects on school and family relationships. Suggestions were offered for those involved in gifted programs.

Russell, S. T., & Joyner, K. (2001). Adolescent sexual orientation and suicide risk: Evidence from a national

study. *American Journal of Public Health*, 91, 1276–1281.

In this first study using nationally representative data, researchers discovered youth with same-sex sexual orientations were twice as likely to attempt suicide and have suicidal thoughts.

Sheely, A. R. (2000). Sex and the highly gifted adolescent. *Highly Gifted Children Newsletter*, 13(2), 30–33.

Some inborn characteristics of the highly gifted can complicate an adolescent's developing sexuality, including asynchrony (early or late sexual development), social isolation, sensual overexcitability, and androgyny. Addresses issues faced by families with highly gifted adolescents and offers suggestions to help guide them toward a sexually healthy adulthood. Highly gifted people lean towards androgyny; few conform to gender role stereotypes. As children, gifted girls and gifted boys are more similar to each other than they are to their nongifted, same-gender peers. Androgynous highly gifted teens are harassed in school because they do not fit neatly into the gender norms of our culture. Available at <http://www.talentdevelop.com/sexhighlygftd.html>.

Thomas, Z. (1999). On being gifted, being gay, and both. *Advocating for Gifted Gay & Lesbian Youth*, 1(3). Retrieved July 29, 2006, from <http://content.bvsd.org/tag/AGGLYvol1-3.html>

A short article about being a gifted gay teen, and about choosing to “come out.” The author experienced reconciliation of his sense of being apart and entered a place where he was valued for his strength of character, personality and talent, and a capacity for compassion and love.

Tobias, A. (1998). Gay like me. *Harvard Magazine*, 100(3), 50–59.

Contains anecdotal information about gifted gay individuals.

Tolan, S. S. (1997). Sex and the highly gifted adolescent. *Counseling and Guidance*, 6(3), 2, 5, 8.

Highly gifted children are more androgynous than others, tending to reject strict gender identities. Highly gifted girls may feel less “girl-like;” sensitive highly gifted boys may feel less “boy-like.” Identification as gay prior to adulthood may be premature because many heterosexuals have one/more homosexual experiences during adolescence. However, if 10% of the general population is homosexual, 10% of the highly gifted are also likely to

be homosexual. With few positive role models and real difficulty in finding partners compatible both in sexual identity and in intellectual capacity, the highly gifted adolescent homosexual may find issues of sexuality so difficult and painful as to become life threatening. Available at http://www.stephanietolan.com/hg_adolescent.htm.

Treat, A. R. (2003). Yikes!—She’s a dyke!: A lesbian gifted teacher’s reflections. *Advocating for Gifted Gay & Lesbian Youth*, 6(1). Retrieved July 29, 2006, from <http://content.bvsd.org/tag/AGGLYvol6-1.html>

A response to Mike Hoskinson’s 2001 article in *AGGLY*. A teacher of the gifted describes her life as a closeted lesbian and the impact of hiding on her gay and lesbian students. She also describes how she dealt with a student who accused her of being a dyke, what happened when she “came out,” and what she does now to help quiet the voices that still haunt her.

Treat, A. R. (2006). Overexcitability in gifted sexually diverse populations. *Journal of Secondary Gifted Education*, 17, 244–257.

Research results from an overexcitability study of 100 gifted students at a Midwestern university who had been in gifted programs prior to enrollment. Data analysis showed significant results and emerging trends demonstrating differences in every combination of orientation (gay/lesbian, bisexual, heterosexual) and gender within the gifted population. There were significantly higher scores of nonheterosexual females in the intellectual category and heterosexual males in the psychomotor category.

Wallace, M. (1999–2000). Nurturing nonconformists. *Educational Leadership*, 57(4), 44–46.

Gifted students, especially nonathletes or introverts, may suffer feelings of alienation and isolation. Describes homosexual students’ alienation to cultural icons as the prom and how statements such as “the right that students cannot be denied” are countered by school culture.

Wessler, S. L. (2000–2001) Sticks and stones. *Educational Leadership*, 58(4), 28–33.

Degrading and violent language, including antigay comments, is destructive. Educators must help youth to rely on their own courage, be resilient, and say “No” to bias, disrespect, and violence.

Whittenburg, B. (2001, Spring). What happens when giftedness and sexual orientation come together? *NAGC Counseling and Guidance Division Newsletter*, 8–10.

Gifted GLBT youth need counseling and guidance resources afforded other gifted students because of their perfectionism, intensity, sensitivity, precocious development, and other identifying characteristics, as well as dealing with issues of being GLBT. Research shows 66.6% of guidance counselors harbor negative feelings toward gay and lesbian people and less than 20% of guidance counselors have received any training in serving gay and lesbian students.

Who’s Who Among America’s Teachers. (2000, November). *Facing perils of sex, drugs and violence, teens look to parents for help: 21st century opens with promising and disturbing trends in prejudice, school violence and risky behavior*. Retrieved July 28, 2006, from <http://www.whoswho-teachers.com/3attitudesopinions/30.aspx>

Almost 40% of America’s top-achieving teens polled in the Y2K Who’s Who Among American High School Students survey admit to being biased against homosexuals—far higher than those admitting prejudice against any racial, ethnic, or religious group.

Wilcove, J. (1998). Perceptions of masculinity, femininity, and androgyny among a select cohort of gifted adolescent males. *Journal for Education of the Gifted*, 21, 288–309.

Qualitative study on 13 gifted adolescent males. There were distinct constructions of androgyny and some intrapsychic problems encountered by the males in their sex-role identity development. Examined the role of their intellectual giftedness in the negotiation of their sex-role identities. Several subjects acknowledged the limits of this rationalism to achieve a complete understanding of these complex issues, and expressed an awareness of an asynchrony between their emotional and intellectual development.

Brochures and Guides

Having gifted children or students who are also gay, lesbian, bisexual, or transgender presents many unique challenges. The brochures and guides listed below are appropriate for helping understand unique issues related to the education of students who are gifted and gay, lesbian, bisexual, or transgender.

Burke, R. (1995). *Critical issues in the lives of gay and lesbian students: Implications for counseling*. Bowling

- Green, OH: Counseling and Student Services. (ERIC Document Reproduction Service No. ED386646)
- Gay and lesbian students in high schools and colleges face special problems but may receive the least help. About one third of all suicides among teenagers are committed by gay and lesbian students, and gay people seek counseling at a rate two to four times greater than the nongay population, yet many counselors are ambivalent toward homosexual clients. Commonalities among homosexual student are discussed, as well as the process of "coming out."
- Cahill, S., Ellen, M., & Tobias, S. (2002). *Family policy: Issues affecting gay, lesbian, bisexual and transgendered families*. New York: The National Gay and Lesbian Task Force Policy Institute.
- This book includes chapters such as "Families and Partner Recognition," "GLBT Parents and Their Children," "GLBT Youth and Children of GLBT Parents," "Family Policy Issues Affecting GLBT Elders," "Health and Well-Being, Discrimination and GLBT Families," and "Policy Recommendations." It is available at <http://www.nglftf.org/downloads/familypolicy/familypolicy-fullversion.pdf>.
- First Amendment Center. (2006). *Public schools and sexual orientation: A First Amendment framework for finding common ground*. Retrieved July 28, 2006, from <http://www.firstamendmentcenter.org/PDF/sexual.orientation.guidelines.PDF>
- One in a series of First Amendment Center consensus guidelines to help schools and communities find common ground on sexual orientation issues; endorsed by the American Association of School Administrators, Association for Supervision and Curriculum Development (ASCD), BridgeBuilders, Christian Educators Association International, First Amendment Center, and the Gay, Lesbian and Straight Education Network (GLSEN). Addresses the following topics: "What Divides Us," "The Role of Public Schools," "First Amendment Ground Rules," and "Finding Common Ground."
- Gay, Lesbian, Bisexual Student Education Network. (2004). *Jump-start activity guides*. Retrieved July 5, 2006, from <http://www.glsen.org/cgi-bin/iowa/all/news/custom/jump.html>
- Jump-Start Activity Guides help to establish a Gay Straight Alliance (GSA, student clubs). Available from GLSEN at <http://www.glsen.org/cgi-bin/iowa/all/news/custom/jump.html>.
- Lamme, L. L., & Lamme, L. A. (2003). *Welcoming children from sexual-minority families into our schools*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Written by a lesbian mom and her daughter; provides a comprehensive look at LGBT families and schools. Available at <http://www.pdkintl.org>.
- Lambda Legal Defense and Education Fund. (2000). *Back to school kit*. Washington, DC: Author.
- Resources on promoting safer schools for lesbian and gay students. Highlights trends, action steps, and resources for securing fair treatment for lesbian and gay youth. Can be ordered from <http://www.lambdalegal.org/cgi-bin/iowa/news/resources.html?record=690>, or contact Peg Byron 212-809-8585 x 230, 888-987-1984.
- National Association of Social Workers. (2003). *Just the facts about sexual orientation and youth: A primer for principals, educators and school personnel*. Retrieved July 28, 2006, from <http://www.apa.org/pi/lgbc/facts.pdf>
- Created in collaboration with 10 other professional education, health, mental health, and religious organizations that shared a concern for the health and education of all students in schools, including lesbian, gay, and bisexual students. Includes information on sexual orientation development, reparative therapy, transformational ministries, relevant legal principles, and national and regional resources.
- National School Boards Association. (2004). *Dealing with legal matters surrounding students' sexual orientation and gender identity*. Retrieved July 28, 2006, from <http://nsba.org/site/docs/34600/34527.pdf>
- Resource to help school leaders address legal issues regarding students' sexual orientation and gender identity. Offers guidance on schools' legal rights and responsibilities for students, school programs, and curricula (organizations and clubs; dress codes; curriculum and lesbian, gay, bisexual, and transgender students; student involvement in school events; student harassment).
- Phariss, T. (1999). *A bibliography: Gay, lesbian, and bisexual issues in education*. Lakewood, CO: GLSEN. Retrieved July 28, 2006, from <http://www.glsenco.org/Bibliography/Bibliography.pdf>
- Includes issues facing gay, lesbian, bisexual, transgender, and questioning people; updated every 2 years.

Southern Poverty Law Center. (1999). *Responding to hate at school*. Retrieved July 28, 2006, from <http://www.tolerance.org/rthas/index.jsp>

Sixty-four-page step-by-step guide to help administrators, counselors, and teachers of all levels react effectively whenever bias, prejudice, or hate strikes.

Books and Chapters

Listed below are many books and chapters that can be useful in understanding and/or providing an appropriate education for gifted gay, lesbian, bisexual, or transgender students.

Baum, S., & Reis, S. M. (Eds.). (2004). *Twice-exceptional and special populations of gifted students*. Thousand Oaks, CA: Corwin Press.

Contains a chapter on “Gifted and Gay: A Study of the Adolescent Experience” by Jean Sunde Peterson and Heather Rischar.

Boenke, M. (Ed.). (1999). *Transforming families: Real stories about transgendered loved ones*. Hardy, VA: Oak Knoll Press.

Stories by mothers of young gender variant children, parents of adult transgender folks, spouses and partners, grandparents, social workers, siblings, friends, and transgender individuals; written by ordinary people who have struggled from bewilderment to acceptance.

Bono, C., & Fitzpatrick, B. (1998) *Family outing*. Boston: Little, Brown.

Memoir of Chastity Bono’s experience coming out as a lesbian to her parents, Sonny and Cher, and a look at the difficulties and triumphs that are part of every uncloseted homosexual’s family life. Contains narratives drawn from interviews with members of PFLAG.

Burnham, V. S., & Hampton, W. H. (1995). *Since time began: The truths and the myths about sexual orientation*. Santa Fe, NM: Sunstone Press.

Written in collaboration with an M.D., it helps build a bridge between straights and gays.

Casper, V., & Schultz, S. (1999). *Gay parents, straight schools: Building communication and trust*. New York: Teacher’s College Press.

Based on research from students, families, teachers, and school administrators, they provide information, insights, and useful strategies for creating educational environments that nurture the education of all children.

Cohen, J., McWilliams, D., & Smith, B. (1995). *Growing up gay: From left out to coming out*. New York: Hyperion.

A collection of anecdotes and humorous retorts are presented by an acclaimed gay comedy group, confirming some stereotypes and dispelling others while detailing positive portraits of growing up gay.

Cohn, S. (2002). Gifted and gay. In S. Baum (Ed.), *Twice-exceptional and special populations of gifted students* (pp. 81–108). Thousand Oaks, CA: Corwin Press.

Discusses challenges faced by gifted young people who are gay, lesbian, or bisexual; recognizes challenges that exist in identifying young people to serve as subjects in sexual-orientation studies. Existing research details the importance of assisting young people who are struggling with development of sexual identity.

Cohn, S. (2003). The gay gifted learner—facing the challenge of homophobia and anti-homosexual bias in schools. In J. Castellano (Ed.), *Special populations in gifted education: Working with diverse gifted learners* (pp. 123–134). Boston: Allyn & Bacon.

Describes the challenge brought on by homophobia and antihomosexual bias that students who are gifted and also gay face in the school setting.

Cowan, T. (1997). *Gay men & women who enriched the world*. New Canaan, CT: Mulvey Books.

Details on more than 40 personalities whose fields range from mathematics and military strategy, to art, philosophy, and economics.

Davis, G. A., & Rimm, S. B. (2003). *Education of the gifted and talented* (5th ed.). Boston: Allyn & Bacon.

Chapter 17 has a section on “Gifted and Gay.”

DeCrescenzo, T. (Ed.). (1994). *Helping gay and lesbian youth: New policies, new programs, new practices*. Binghamton, NY: Harrington Park Press.

Good resource for social workers.

- Duberman, M., Vicinus, M., & Chauncey, G. (1990). *Hidden from history: Reclaiming the gay & lesbian past*. New York: Penguin Books.
- History of gays and lesbians in different cultures and eras; monographs from many periods in Western, Asian gay, and other non-European histories.
- Feinberg, L. (1997). *Transgender warriors: Making history from Joan of Arc to Dennis Rodman*. Boston: Beacon Press.
- Examines perceptions of the body, status of clothing, and structures of societies affected by gender variance. Documents roles of transgender people in ancient societies and interprets these traditions and their decline by deconstructing current views of gender.
- Ford, M. T. (1998). *OUTspoken: Role models from the lesbian and gay community*. New York: Beech Tree Books.
- Introduces young adult readers to an Olympic silver medalist boxer, a cartoonist, a rabbi, a business executive, a doctor, a New York City police officer, a corporate computer executive, and a magazine editor who all are gay and lesbian and lead highly successful lives.
- Herd, G., & Boxer, A. (1993). *Children of horizons: How gay and lesbian teens are leading a new way out of the closet*. Boston: Beacon Press.
- Details and generalizes the experiences of gay and lesbian youth at a youth agency.
- Huegel, K. (2003). *GLBTQ*: The survival guide for queer & questioning teens*. Minneapolis, MN: Free Spirit.
- Chapters include: "GLBTQ 101" (biology, myths, generalizations); "Homophobia"; "Coming Out"; "Life at School"; "GLBTQ Friends"; "Dating and Relationships"; "Sex and Sexuality" (making sound decisions, myths, STIs and pregnancy); "Staying Healthy"; "Religion and Culture"; "Transgender Teens"; and "Work, College, and Beyond."
- Kerr, B., & Cohn, S. (2001). *Smart boys: Talent, manhood, and the search for meaning*. Scottsdale, AZ: Great Potential Press.
- One chapter specifically mentions "sissies" and gifted/gay.
- Kerr, B. A., & Foley-Nicpon, M. (2002). Gender and giftedness. In N. Colangelo & G. Davis (Eds.), *Handbook of gifted education* (3rd ed.). New York: Allyn & Bacon.
- Mentions a highly gifted 13-year-old boy who was targeted and called antigay slurs by his classmates, which played a role in his depression. Chapter available on Barbara Kerr's Web site online at http://courses.ed.asu.edu/kerr/gender_gift.rtf.
- Lipkin, A. (1999). *Understanding homosexuality, changing schools: A text for teachers, counselors, and administrators*. Boulder, CO: Westview Press.
- Extensive "Notes" section. Breadth of coverage and depth in the discussions. Lipkin takes a major taboo and disarms it. Chapters include: "Overview of the Problem"; "Theories of Homosexuality"; "Etiology"; "Homophobia and Heterosexism"; "American History"; "Identity Formation"; "Multiple Identities"; "Counseling Issues"; "Gay and Lesbian Teachers"; "Gay and Lesbian Families"; "School Change"; "The Massachusetts Model"; "Reform and Opposition"; and "Curriculum."
- Mastoon, A. (1997). *The shared heart: Portraits and stories celebrating lesbian, gay and bisexual young people*. New York: William Morrow.
- Winner of the 1998 American Library Association's Gay, Lesbian, and Bisexual Book Award for nonfiction.
- McDougall, B. (1998). *My child is gay: How parents react when they hear the news*. St. Leonards, NSW, Australia: Allen & Unwin Pty.
- Parents' honest and revealing responses to the news that their child is gay; ranging from parents who enjoy their children's friends and lifestyles to others who are extremely distressed, confronted, and angry. Includes a resource list of support organizations and available publications.
- Piirto, J. (1998). *Understanding those who create*. Scottsdale, AZ: Great Potential Press.
- Mentions GLBT and creativity, as well as androgyny. In a chapter on avoiding emphasizing sex-role stereotypes, she wrote that we do not presently know whether gays and lesbians are more creative than other individuals, but it would appear that creative fields are more open to sexual divergence.
- Piirto, J. (2004). *Understanding creativity*. Scottsdale, AZ: Great Potential Press.
- The author goes into androgyny a bit more than in her previous book. She examines characteristics of male and

female dancers separately and states that the softening of gender role expectations does not lead to homosexuality.

Pollack, R., & Schwartz, C. (1995). *The journey out: A guide for and about lesbian, gay, and bisexual teens*. New York: Viking.

Examination of the process of coming out. Contains individual case studies.

Ramsey, G. (1996). *Transsexuals: Candid answers to private questions*. Freedom, CA: The Crossing Press.

Highly recommended in *Gay, Lesbian and Bisexual Issues in Education: A Bibliography*.

Remafedi, G. (Ed.). (1994). *Death by denial: Studies of suicide in gay and lesbian teenagers*. Boston: Alyson Publishing.

Compilation of reports/journal articles on gay/lesbian youth suicide. Includes the Massachusetts Governor's Commission Report on Gay and Lesbian Youth.

Richards, D. (1990). *Lesbian lists: A look at lesbian culture, history and personalities*. Boston: Alyson Publications.

Lists of lesbians, facts, terms, and beliefs. Thematic sections include: arts and letters, Amazons and other exotics, switch-hitters and cross-dressers, lesbians and the law, and global affairs.

Russell, P. (2002). *The gay 100: A ranking of the most influential gay men and lesbians, past and present*. Secaucus, NJ: Carol Publishing Group.

Ranking of 100 gay men and lesbians who have been contributors to modern gay/lesbian identity during the past 2,500 years. Some were married with children, closeted until death; others freely acknowledged their sexuality—and many suffered for it.

Sandoval, J. (Ed.). (2002). *Handbook of crisis counseling, intervention, and prevention in schools* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Intellectually gifted, gay and lesbian, those with learning disabilities, or ethnic minorities had higher than average dropout rates. Schools have been unresponsive to the needs and issues of gay, lesbian, and bisexual students. Gay youth need supportive school counselors and a supportive school environment. Recommends curricular materials and curricular reform that includes gay people and specific educational components on related topics.

Schwartz, L. B. (1990). *Adolescent and young adult sexuality: A study of self-identified gay and lesbian youth*. Philadelphia: University of Pennsylvania.

Socio-psychological prejudices have a huge impact on maturing adolescents. Schools, educators, administrators, and counselors must work together to end prejudice and oppression surrounding sexual orientation, as well as to develop programs to meet the special needs of this population.

Sherrill, J., & Hardist, C. A. (1994). *Gay, lesbian and bisexual students' guide to colleges, universities and graduate schools*. New York: New York University Press.

Contains information about 200 institutions of specific interest to gay and lesbian youth.

Sherman, P., & Bernstein, S. (Eds.). (1994). *Uncommon heroes: A celebration of heroes and role models for gay and lesbian Americans*. New York: Fletcher Press.

Humorous and inspiring portraits of gay and lesbian people and their accomplishments. Resource for adolescents and adults who may want to learn about gay and lesbian people or who may be seeking positive role models.

Shyer, M. F., & Shyer, C. (1996). *Not like other boys*. New York: Houghton Mifflin.

Frank, moving memoir told by a gay son and by a mother who thought he *might* be "different." Chronicles the long journey they took from concealment and shame to acceptance and love.

Silverman, L. K. (1993). *Counseling the gifted and talented*. Denver, CO: Love.

Many gifted and creative children tend to be more androgynous. Boys may display sensitivity viewed as feminine, and girls may demonstrate independence and aggressiveness associated with masculinity. Gifted girls who have high career aspirations are "unconventional" and creative boys tend to have "unusual career aspirations."

Sutton, R., Ebright, L., & Kerr, M. E. (1994). *Hearing us out: Voices from the gay and lesbian community*. Boston: Little, Brown.

Collection of 15 interviews with contemporary gay/lesbian teenagers and adults representing a broad cross-section of the extant gay community.

Tobias, A. (1999). *The best little boy in the world grows up*. New York: Ballantine.

Also wrote *The Best Little Boy in the World* (1973). Covers his emotional relationships and significant advances for gays and lesbians in American society since 1973, praises those he admires and tries to see good in those with whom he profoundly disagrees, and shows that one way to start making the world a better place is to become at peace with oneself.

Walling, D. (1996). *Open lives, safe schools: Addressing gay and lesbian issues in education*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Comprehensive resource for understanding and meeting the needs of gay, lesbian, and bisexual students. Organized into five parts: Professional Issues; Curricular Issues; Youth, Parents, and Families; Responses; and Resources. Provides true accounts of programs and teachers integrating gay and lesbian issues into the school environment.

Woog, D. (1998). *Jocks: True stories of America's gay male athletes*. Boston: Alyson.

Openly gay soccer coach interviewed dozens of gay athletes. Many gay athletes and coaches still grapple with subtle messages they received while growing up: Homosexuality is something to be mocked, avoided, or feared and is incompatible with athletics.

Curricula and Lesson Plans

Teaching gifted students who are also gay, lesbian, bisexual, or transgender presents many unique challenges and benefits. Below is a list of curricula and lesson plans that are relevant to that population.

Borzon, A. (2002). *Truth in jest: Critical questions about Shakespeare's use of humor*. Retrieved April 6, 2006, from <http://www.uh.edu/hti/cu/2002/v06/01.pdf>

The Merchant of Venice is used to raise questions of social and cultural stereotypes. Students analyze Shakespeare's use of language and differences in the language used by characters of different social positions, cultures, and genders, as well as the ways in which different types of language are suited to different types of humor.

Boulder Valley School District. (2003). *Everyone counts: A resource guide on gay, lesbian, bisexual, transgender issues for middle school administrators and teachers*. Boulder, CO: Boulder Valley School District.

Information on issues related to GLBT students from a middle school perspective, such as testimonials by district students, parents, and teachers; federal statutes and BVSD policies; changing school climate for administrators and teachers; responding to challenge and resistance; proactive curriculum and infusion middle school (6–8); content applications; and resources. Available from Boulder Valley School District, Office of Institutional Equity and Multicultural Education, Pam Duran—Director; 303.447.5016; pam.duran@bvsd.org; or Isabelle Norvil—Administrative Assistant; 303.447.5145; isabelle.norvil@bvsd.org; 6500 East Arapahoe Ave., Boulder, CO, 80303. (Note: Elementary, middle, and high school versions are available for purchase.)

GLSEN. (2003). *Curriculum*. Retrieved July 29, 2006, from <http://www.glsen.org/cgi-bin/iowa/all/library/topic/8.html>

Curricula/lesson plans about sexual diversity equity issues that could be appropriately used/adapted for gifted students.

Grogen, K. (1992). *History units*. San Francisco: San Francisco Unified School District Support Services for Gay and Lesbian Youth.

Units include: “Homophobia and Heterosexism,” “In the Life,” “The Holocaust,” and “L/G Organizations in the 1960s and 70s.” Lessons are designed to fit into existing curricula and include objectives, background information, activities, homework assignments, and evaluation suggestions. Available through Kevin Grogen, San Francisco Unified School District Support Services for Gay and Lesbian Youth, 1512 Golden Gate Avenue, San Francisco, CA 94115; 415-749-3424.

Southern Poverty Law Center. (2002). *Classroom activities*. Retrieved July 29, 2006, from <http://www.tolerance.org/teach/activities/index.jsp>

Web site contains many classroom activities, lesson plans, and curricular resources that could easily be adapted or used as is for gifted students. If you use the “Tolerance Topics” function, you can find lessons on gay, lesbian, and bisexual issues.

Three Rivers Tech Prep Consortium & School-to-Work Partnership. (n.d.). *Heart transplant experience*. Retrieved June 2, 2006, from <http://fsweb.bainbridge.edu/techprep/WorkEthicsActivities/respect11.doc>

Scenario: You are a member of a surgical team at a hospital. All patients listed must receive a heart transplant

today or they will die. Only two hearts are available. You must decide which two patients will be heart-donor recipients.

Treppiedi, S. (2002). *Rebels and innovators*. Retrieved June 25, 2006, from <http://www.unm.edu/~abqteach/music/02-05-10.htm>

Music unit intended for seventh-grade language arts and literature class, but could be adapted for social studies and/or grades 7–12. Students examine careers of musicians who have brought change to the music industry and must identify what “rebels” and “innovators” are. They study the artists, listen to music, and watch movies about their lives. Students can understand that they, too, can be agents of change in a positive manner. One musician, Kurt Cobain (Nirvana), got “pounded” for befriending a high school student who was openly gay.

Treat, A. R. (2003). *The Holocaust revisited*. Retrieved November 5, 2005, from <http://www.giftedglbt.com>

Addressing controversial issues with gifted students does not have to be risky. Focus is on the handicapped, Gypsies, Blacks, Jehovah’s Witnesses, Polish, gays, and lesbians. Organized as a flexible unit of study, it includes Internet resources, lesson plans, project ideas, curriculum differentiation suggestions, learning acceleration ideas, assessment of learning levels, instructional arrangement suggestions, and the like. Lesson/WebQuest addresses NAGC Pre-K–Grade 12 Gifted Program Standards and the Parallel Curriculum document.

Staff Development/Videos

Helping adults to understand gifted students who are also gay, lesbian, bisexual, or transgender is critical to the well-being of those students. Below are some staff development materials and videos that we hope may be useful in achieving that goal.

Gay, Lesbian, Bisexual Student Education Network. (2001). *The GLSEN lunchbox: Ending anti-gay bias in schools: A training of trainers manual*. Washington, DC: Author.

Training of Trainers manual provides educators and activists with a resource for preparing facilitators to use the kit and conduct antibias workshops. Includes an agenda with detailed instructions, handouts, and surveys. Designed in conjunction with the GLSEN Lunchbox, it offers a variety of strategies and resources that can be adapted to

fit any training program. Can be ordered at http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/305-1.PDF.

Lampela, L. (1996). *Local leadership training: Issues and concerns of gay, lesbian and bisexual education employees*. Washington, DC: National Education Association, Human and Civil Rights.

Training program for local leaders by the NEA. Concerns of Gay and Lesbian Caucuses within Art, Education, and Art Education.

Fleming, M. (Ed.). (2000). *A place at the table: Struggles for equality in America*. New York: Oxford University Press.

Recommended for grades 8 and up. Includes historical documents, first-person reflections, and enthralling stories of people who overcame the odds to win against discrimination and injustice, as well as a teacher’s guide. Includes discussion starters, writing assignments, and project ideas geared to a wide range of learning styles and media. Shows how courageous individuals have successfully fought against intolerance and discrimination throughout American history. Focuses on African American, European American, gender, Hispanic, immigrants, international, Native American, religion, sexual orientation, and socioeconomic categories.

Southern Poverty Law Center. (1995). *The shadow of hate: A history of intolerance in America*. Montgomery, AL: Author.

Teaching kit for grades 8 and up. Includes a 40-minute video and the text, *Us and Them*. Chronicles experiences of individuals who belong(ed) to groups who are (were) the targets of hate. Contains a chapter concerning a gay man’s recollections of a life as the victim of hate. Can be ordered free for schools from http://www.tolerance.org/teach/resources/shadow_of_hate.jsp.

Southern Poverty Law Center. (1999). *Responding to hate at school*. Retrieved June 1, 2006, from <http://www.tolerance.org/rthas/index.jsp>

Step-by-step guide to help administrators, counselors, and teachers of all levels react effectively whenever bias, prejudice, or hate strikes. Available at <http://www.tolerance.org/rthas/index.jsp>.

Walton, P. (1999) *Gay youth*. [Motion picture]. New York: Filmmakers Library.

Movie for educators and parents. Explores challenges facing gay youth: coming out, parental support, peer harassment, and suicide among gay and lesbian teens. Study guide addresses common myths about homosexuality. Available at http://www.newday.com/films/Gay_Youth.html; 212-808-4980; info@filmmakers.com.

Organizations and Internet Resources

We hope that the organizations and Internet resources listed below will be useful in working with or parenting gifted students who happen to be gay, lesbian, bisexual, or transgender. Some others are sites appropriate for students. (Please note that any Web addresses are subject to change and the content could change from the time of publication.)

AGGLY Newsletter: Advocating for gifted gay and lesbian youth.

<http://content.bvsd.org/tag/AGGLYonline.html>

Online and print newsletter edited by Becky Whittenburg about gifted gay and lesbian youth.

American Mensa

<http://www.us.mensa.org//AM/Template.cfm?Section=Home>

Seventeen staff members support the members, local groups, and volunteer officers of the organization. The staff contact list is also available by department. Various states have gay SIGs (Special Interest Groups). 1229 Corporate Drive West, Arlington, TX 76006; 1-800-66-MENSA; AmericanMensa@mensa.org.

American Psychological Association: Healthy Lesbian, Gay, and Bisexual Students Project

<http://www.apa.org/ed/hlgb>

The mission of the project is to strengthen the capacity of the nation's schools to prevent the behavioral health risks of lesbian, gay, and bisexual students through knowledge development, dissemination, and application, and working with and through national organizations of school stakeholders. News, articles, searchable database, and school climate information are available.

The Center for Lesbian and Gay Studies (CLAGS)

<http://web.gc.cuny.edu/Clags>

CLAGS is a university-based research center housed in the Graduate School and University Center of the City University of New York, and is dedicated to the study of historical, cultural, and political issues of vital concern to lesbian, gay, bisexual, and transgender individuals.

Children of Lesbians and Gays Everywhere (COLAGE)

<http://www.colage.org>

In the United States, more than 10 million people have one or more lesbian, gay, bisexual, and/or transgender parent(s). This organization's purpose is to connect and empower people to make the world a better place for children of lesbian, gay, bisexual, and/or transgender parents and families. It offers a diverse array of support, education and advocacy by and for folks with LGBT parents. 3543 18th St, #17, San Francisco, CA 94110; 415-861-5437; colage@colage.org.

Ettner, R. C., & White, T. J. H. (1999, August). *Children of a parent undergoing a gender transition: Disclosure, risk, and protective factors*. Retrieved July 29, 2006, from <http://www.symposion.com/ijt/greenpresidental/green17.htm>

Factors within the parental relationship and family constellation had significantly more bearing on outcomes for children than the transition itself. Postponement and nondisclosure placed children at greater risk than the transition itself. Factors that provide protection include the children being at an earlier age at the time of the gender transition, family members working together, maintenance of contact with both transitioning and nontransitioning parents, cooperation regarding parenting, and the extended family taking an active role in the lives of the children.

Gay & Lesbian Alliance Against Defamation (GLAAD)

<http://www.glaad.org>

GLAAD promotes and ensures fair, accurate, and inclusive representation of people and events in the media in order to help eliminate homophobia and discrimination based on gender identity and sexual orientation.

Gay, Lesbian, Bisexual, Transgender, and Queer Information Site

<http://www.fsw.ucalgary.ca/ramsay/gay-lesbian-bisexual>

Contains world queer resource directories, university-related information, news search, subject index, searchable resources, information pages, search engines, full text doc-

uments, and bi/gay male suicidality, university libraries, links, and international GLBTQ information pages.

Gay, Lesbian and Straight Education Network (GLSEN)

<http://www.glsen.org/cgi-bin/iowa/student/student/index.html>

GLSEN's Student Organizing department supports, trains, and provides resources to student organizers and more than 3,000 GSAs currently registered with GLSEN. 121 W. 27th St., Ste. 804, New York, NY 10001; 212-727-0135; glsen@glsen.org.

Gay, Lesbian, Bisexual and Transgender National Help Center

<http://www.glnh.org>

Provides free and confidential telephone and e-mail peer counseling, information, and local resources for gay, lesbian, bisexual, transgender and questioning callers throughout the United States. Gay and Lesbian National Hotline: 1-888-THE-GLNH; glnh@GLBTNationalHelpCenter.org. GLBT National Youth Talkline: 1-800-246-PRIDE; youth@GLBTNationalHelpCenter.org.

The Gender Centre

<http://www.gendercentre.org.au>

The Gender Centre in Sidney, Australia, develops and provides confidential services and activities that help people with gender issues to make informed choices. They educate the public and providers about the needs of people with gender issues, offer a wide range of services to people with gender issues, their partners, families, and friends in NSW, and act as an education, support, training, and referral/resource centre to other organizations and service providers.

The Gender Identity Research and Education Society (United Kingdom)

<http://www.gires.org.uk>

The goal is to inform people about issues surrounding gender identity and transsexualism. It is also a resource for gender dysphoric people and their families, the medical and other professionals that provide their care, health authorities, members of Parliament, and other policy makers.

GiftedGLBT.com

<http://www.giftedglbt.com>

WebQuest on the Holocaust that focuses on various populations affected during that time period such as gays, lesbians, Roma and Sinti (gypsies), handicapped, Jehovah's Witnesses, Blacks, and so forth. Addresses the NAGC Pre-K-Grade 12 Gifted Program Standards and the Parallel Curriculum document. Also contains some online crossword puzzles on famous GLBT individuals and a searchable Excel spreadsheet containing the same information, as well as virtual school options for gifted students.

Human Rights Watch. (2001). *Hatred in the hallways: Violence and discrimination against lesbian, gay, bisexual, and transgender students in U.S. schools*. Washington, DC: GLSEN. Retrieved October 25, 2006, from <http://www.hrw.org/reports/2001/uslgbt/toc.htm>

Report on the failure of the government, specifically public school officials, teachers, and administrators, to fulfill their obligation to ensure that all youth enjoy their right to education in an environment where they are protected from discrimination, harassment, and violence.

Israel, G. I. (1996). *Talking with your children about gender identity issues*. Retrieved July 29, 2006, from <http://www.firelily.com/gender/gianna/children.html>

Educational column from a counselor who deals with gender identity issues.

Kerlin, S. (2004). *Web links: Gay/lesbian/bisexual/transgender resources*. Retrieved July 29, 2006, from <http://kerlins.net/scott/glb.html>

Contains links to GLBT directories, advocacy networks, research, news sources, magazines, parent guides, lesbian resources, bisexuality resources, and transgender and gender studies resources.

The Kinsey Institute

<http://www.indiana.edu/~kinsey/resources/sexlinks.html>

Sexuality information links.

Lambda Legal Defense and Education Fund

<http://www.lambdalegal.org>

National organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people, and those with HIV through impact litigation, education, and public policy work.

National Youth Advocacy Coalition

<http://www.nyacyouth.org>

Lobbies for legislative protection against discrimination for sexual minority youth; publishes a news magazine regarding sexual minority youth concerns. 1711 Connecticut Ave NW, Ste. 206, Washington, DC 20009; 202-319-7596; nyac@nyacyouth.org.

OutProud! The National Coalition for Gay, Lesbian, Bisexual and Transgender Youth

<http://www.outproud.org>

Provides advocacy, resources, and support to lesbian gay and bisexual youth and educators that work with them. 369-B Third Street, Ste. 362, San Rafael, CA 94901-3581; 415-499-0993; info@outproud.org.

Parents, Families and Friends of Lesbians and Gays (PFLAG)

<http://www.pflag.org>

Provides support, education, and advocacy for parents, siblings, and friends of gay, lesbian, bisexual and transgender (GLBT) youth and adults. If no chapter is listed under "Local Organization" for your town, contact National P-FLAG for more information. 1726 M Street, NW, Ste. 400, Washington, DC 20036; 202-467-8180; info@pflag.org.

The PERSON Project (Public Education Regarding Sexual Orientation Nationally)

<http://www.personproject.org>

Provides action alerts, an organizing manual, and curricular information. 586 62nd St., Oakland, CA 94609; 510-601-8883.

Rainbow Center. (n.d.). *Tips for allies: Challenging heterosexism and homophobia—A key to being an ally*. Retrieved October 11, 2006, from <http://www.rainbowcenter.uconn.edu/ally.html>

<http://www.rainbowcenter.uconn.edu>

Lists ideas for allies to the LGBT community who wish to learn, continue to grow as an ally, and to impact their community and the world in ways that are personally comfortable, challenging, and supportive.

Safe Schools Coalition

<http://www.safeschoolscoalition.org>

Offers resources as a starting point for educators, parents/guardians, and youth.

Sheely, A. R. (2000). Sex and the highly gifted adolescent. *Highly Gifted Children Newsletter*, 13(2), 30–33. Retrieved July 29, 2006, from <http://www.talentdevelop.com/sexhighlygftd.html>

Describes some characteristics innate to the highly gifted that can complicate an adolescent's developing sexuality, including asynchrony (either early or late sexual development), social isolation, sensual overexcitability, and androgyny.

Unity Through Diversity

http://www.geocities.com/unity_through_diversity2005

Contains links for topics including bisexual, colleges and universities, intersex, lesbian, LGBT, religious groups, trans, and youth.

Wilburn, H., Gough, C., Greenblatt, E., & Van Buskirk, J. (1992). *Famous or distinguished gays, lesbians, bisexuals: A list of names*. Retrieved July 29, 2006, from http://www.niulib.niu.edu/lgbt/famous_names.html

A list of more than 1,100 famous/distinguished gay, lesbian, and bisexual people. Names are followed by a list of the four-dozen sources used to compile them.

Summary

We hope that this list of resources will help you and others to help understand and meet the needs of gifted gay, lesbian, bisexual, and transgender students. If you have other resources that should be added, please feel free to write to Alena Treat at artreat@indiana.edu or Becky Whittenburg at Becky.Whittenburg@bvsd.org, and we will be happy to add them to the next version.

Reference

GLBT Task Force. (2004). *Agenda for NAGC task force business meeting 11/6/04*. Unpublished manuscript.

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