Gifted Gay, Lesbian, Bisexual, and Transgender Annotated Bibliography:
A Resource for Educators of Gifted Secondary GLBT Students

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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 GLBT individuals become more central in public discourse and media, the issues of G/GLBTQ 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.”


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 Students, 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.


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.


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.


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.


GLBT issues in schools and education.


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.


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


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


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


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


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.

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.


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.


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.


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.


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](http://content.bvsd.org/tag/AGGLYvol5-1.html).


First national scientific study of sexual harassment in public schools. Describes how homophobia begins at an early age.


Addresses GLBT issues in schools and education.


A “straight” teen describes how GLBT students face persecution in school, and how gifted programs can be safe, nurturing spaces.


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.


What teachers can do to help students from nontraditional families.


Burden of being twice different is related to depression and feelings of isolation for gifted gay and lesbian stu-
students. 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/mentors. Culturally diverse gifted children often must choose between academic success and social acceptance.


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.


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.


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.


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.


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.


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.


Contains anecdotal information about gifted gay individuals.


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.


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.


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.


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.


Degrad ing 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.


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.


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.


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.

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.”


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.”


Written by a lesbian mom and her daughter; provides a comprehensive look at LGBT families and schools. Available at http://www.pdkintl.org.


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.


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).


Includes issues facing gay, lesbian, bisexual, transgender, and questioning people; updated every 2 years.
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.


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


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.


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.


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


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.


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.


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.


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


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


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


Good resource for social workers.
Gifted Gay, Lesbian, Bisexual, and Transgender


History of gays and lesbians in different cultures and eras; monographs from many periods in Western, Asian gay, and other non-European histories.


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.


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.


Details and generalizes the experiences of gay and lesbian youth at a youth agency.


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.”


One chapter specifically mentions “sissies” and gifted/gay.


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.


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.”


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.


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.


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.

guide for and about lesbian, gay, and bisexual teens.
New York: Viking.

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


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

suicide in gay and lesbian teenagers. Boston: Alyson
Publishing.

Compilation of reports/journal articles on gay/les-
bian youth suicide. Includes the Massachusetts Governor’s
Commission Report on Gay and Lesbian Youth.


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

Russell, P. (2002). The gay 100: A ranking of the most influ-
ential 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, closed-
et until death; others freely acknowledged their sexuality—and many suffered for it.

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

Intellectually gifted, gay and lesbian, those with learn-
ing disabilities, or ethnic minorities had higher than aver-
age 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 support-
ive school environment. Recommends curricular materials
and curricular reform that includes gay people and specific
educational components on related topics.


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 popula-
tion.

Sherrill, J., & Hardist, C. A. (1994). Gay, lesbian and bise-
xual students’ guide to colleges, universities and graduate

Contains information about 200 institutions of spe-
cific interest to gay and lesbian youth.

heroes: A celebration of heroes and role models for gay

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


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.

Denver, CO: Love.

Many gifted and creative children tend to be more
androgynous. Boys may display sensitivity viewed as femi-
nine, and girls may demonstrate independence and aggres-
siveness associated with masculinity. Gifted girls who have
high career aspirations are “unconventional” and creative
boys tend to have “unusual career aspirations.”

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.

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.


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.


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.


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.


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.)


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


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.


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.


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.


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.


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.


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_ATTACHMENT/file/305-1-PDF.


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


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 socio-economic categories.


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.


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/rhas/index.jsp.

Gifted Gay, Lesbian, Bisexual, and Transgender


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.bvrd.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.

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.


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.


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


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

242 The Journal of Secondary Gifted Education
Gifted Gay, Lesbian, Bisexual, and Transgender

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.

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.


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.


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
