



# SUPPORTING TRANSGENDER AND GENDER EXPANSIVE STUDENTS

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*She/her/hers*

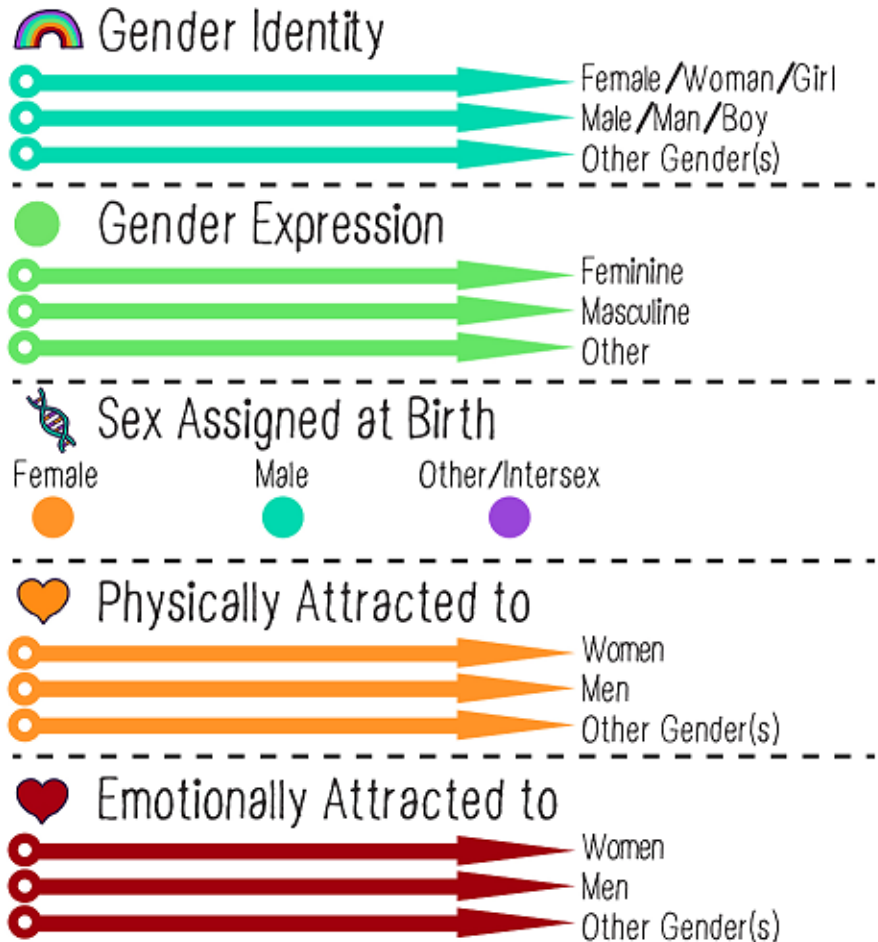
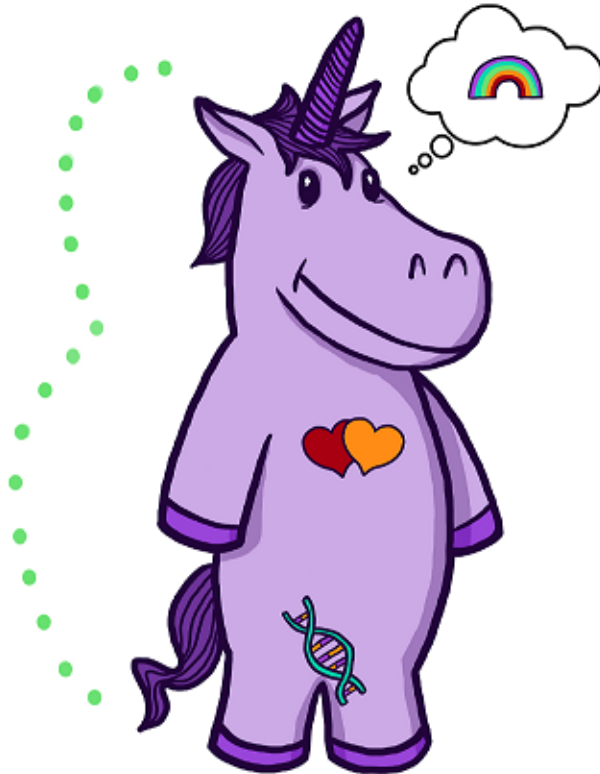
# BREAKING IT ALL DOWN

- Sex – biologically defined
- Gender & Gender roles– socially constructed
- Gender identity – how an individual sees oneself as a gendered being
- Sexual orientation – how an individual defines oneself based on who they partner with

Gender Identity  $\neq$  Sexual Orientation

# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# TRADITIONAL BINARY IDENTITY MODEL

*Biological sex*

Male

Female



*Gender Identity*

Man

Woman

*Cisgender*



*Sexual Orientation*

Attracted to Women

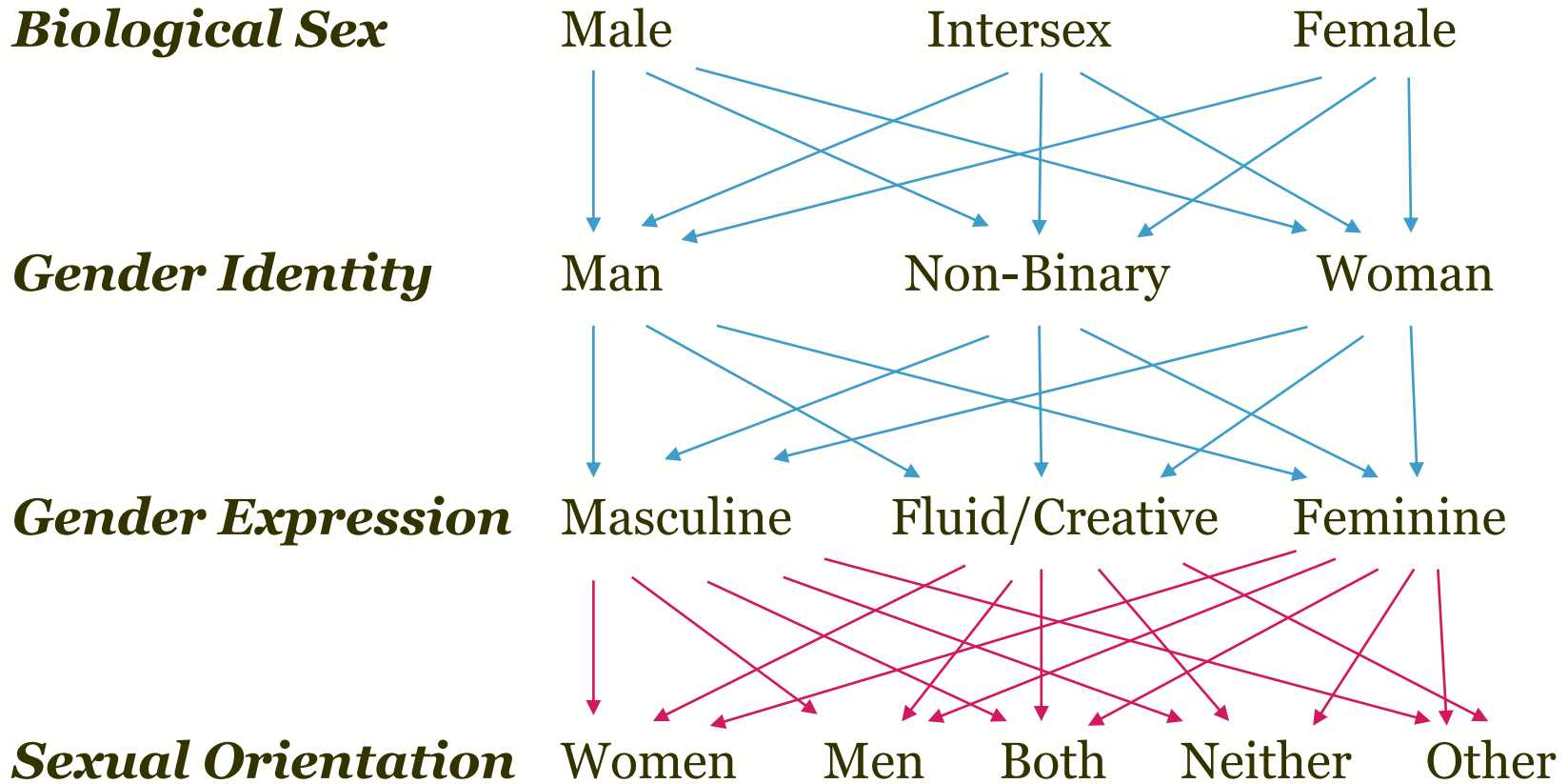
Attracted to Men

**Heterosexual**

# TERMINOLOGY

- Transgender
  - Umbrella term
  - Often refers to individuals whose gender identity does not align with their sex assigned at birth
  - *\*Note that transgender does not have an “ed” at the end*
- Gender Expansive/Variant/Non-Binary
  - Goal of having fluidity of gender and/or blending of gender identities and expression
- Pronouns
  - She/her, He/him, They/theirs
  - [www.mypronouns.org](http://www.mypronouns.org)

# INCLUSIVE IDENTITY MODEL



# AWARENESS OF GENDER IDENTITY



Between ages 1 and 2:

- Children become conscious of physical differences between genders



At 3 years old:

- Can label themselves
- “I’m a girl” “I’m a boy”



By age 4:

- Children’s gender identity is stable
- Recognition that gender is constant

# TIMES OF GENDER EMERGENCE

- Childhood
  - Often open and comfortable
  - Dependent on environment
  - Psychosomatic signs of distress
- Mid-zone Childhood
  - Puberty emergence
  - When it fits into the support network





# HONORING THE MOMENT OF SHARING

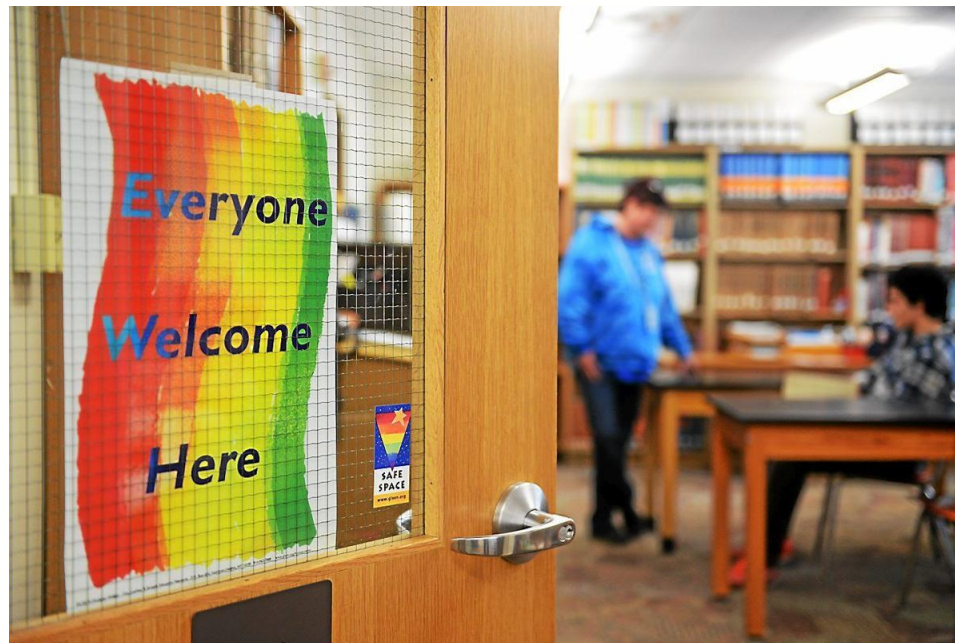
*Thank you for sharing  
that with me!*

*Can you tell me what  
that means for you?*

*How can I incorporate  
this into our work  
together?*



# CREATING GENDER INCLUSIVE AND AFFIRMING EDUCATIONAL ENVIRONMENTS



# POLICY SUPPORT

- Policy 253.1: Transgender and Gender Expansive Students
- Comprehensive, covers:
  - Privacy/Confidentiality
  - Name/Pronoun updates
  - Restroom/Locker Room Accessibility
  - Reduction of gender segregated activities

# FOCUSING ON GENDER

## Consider your language

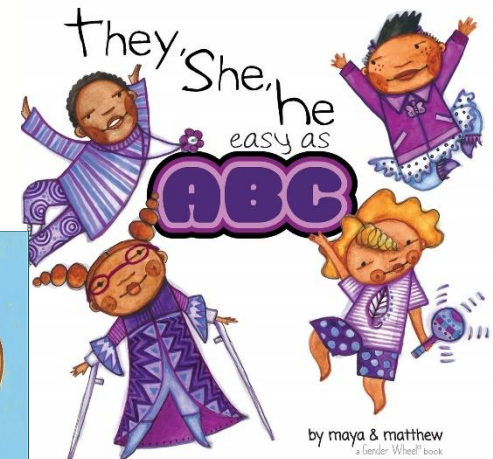
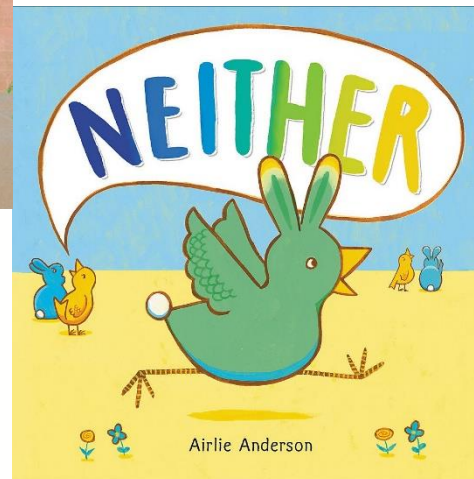
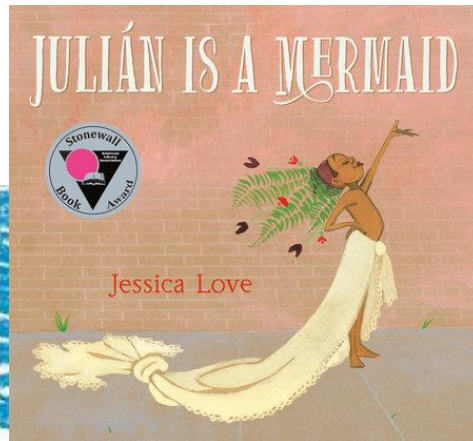
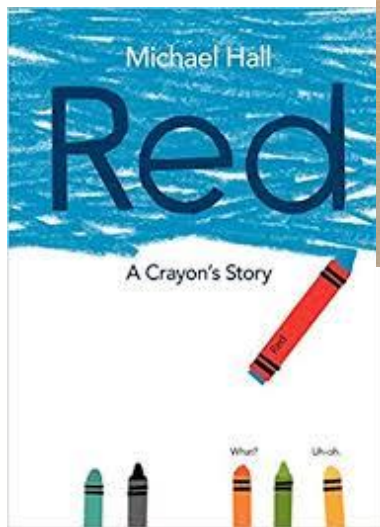
- Use **students** versus boys & girls
- Reduce gendering of skills & abilities
- See how often you **use** a pronoun instead of **someone's name**

## Consider your classroom

- **Un-gendering** activities or grouping
- Representations of **all genders succeeding**
- Examples of **LGBTQ people in lessons**

# ELEMENTARY LEVEL SUPPORT

- Emphasize and protect rights of all children to be themselves
  - Tie gender into values of kindness and respect



# RESPONDING TO STUDENT QUESTIONS/COMMENTS

- **“Why does Martin like pink?”**
  - *There doesn't have to be boy colors or girl colors. Colors are colors and we can like any color we want*
- **“You look like a boy.” or “Why does he dress like a girl?”**
  - *There are lots of different ways that boys and girls can dress. All of these things are OK in our school.*
- **“Why do you only play with girl toys? That's weird!”**
  - *At this school all children can play and do things together. No one should have to pick and choose what they do just because they are a boy or a girl. It's also not okay to make fun of each other for things we like. We want to make sure everyone feels welcome and happy to be here.*

HRC, Welcoming Schools.



# RESPONDING TO STUDENT QUESTIONS/COMMENTS

- **“You can’t be a girl, you’re a boy”**
  - *It is not okay to tell someone they aren’t who they say they are. Since Sam knows herself best, if Sam says she is a girl then that is true. Lets show kindness and respect by not questioning her.*
- **If a student approaches an adult to ask if another student is transgender**
  - *We need to respect people’s privacy and questioning someone’s gender is not respectful. Unless we hear this directly from our friend, we shouldn’t question someone’s gender.*
- **Responding to parent concerns:**
  - *We affirm all of the interests of our students and work hard to not limit children based on gender. It’s important for children to learn not to tease someone in a hurtful way because of how they dress or who they play with.*

# RESOURCES

- Websites
  - [www.mypronouns.org](http://www.mypronouns.org)
  - [www.genderspectrum.org](http://www.genderspectrum.org)
  - <http://www.lgbtsocialwork.com/lgbt-basics.html>
  - <https://www.glaad.org/transgender>
- Books
  - Gender Born, Gender Made
  - The Transgender Child / The Transgender Teen
  - <https://pflag.org/resource/transgender-reading-list-adults>



# RESOURCES

- Set up Google Alerts (ie: transgender schools)
- Schools in Transition Guide:  
<https://www.aclu.org/report/schools-transition>
- GLSEN: <http://www.glsen.org/>
- Gender Spectrum:  
<https://www.genderspectrum.org/>
- HRC Welcoming Schools:  
<http://www.welcomingschools.org/>
- Trans Educators Network:  
<https://www.transeducators.com>

# CONTACT INFORMATION

Gender & Sexuality Development Clinic at  
The Children's Hospital of Philadelphia  
3550 Market Street, 5<sup>th</sup> Floor

267-426-5980

[genderclinic@chop.edu](mailto:genderclinic@chop.edu)