

# Gifted and LGBTIQ<sup>1</sup>: A Comprehensive Research Review

**Rachel Wexelbaum**

Learning Resources Services, St. Cloud State University, USA

**John Hoover**

School of Education, St. Cloud State University, USA

---

## **Abstract**

During the 2013-2014 academic year, we served on a faculty learning community exploring issues facing students identifying as Lesbian, Gay, Bisexual, Transgendered, Intersex, or Queer (LGBTIQ). Through collected testimonies from LGBTIQ friends and colleagues, we noted a nexus between LGBTIQ status and creativity. Many LGBTIQ colleagues had received gifted education in K-12 or were otherwise identified with athletic excellence, intellectual giftedness, or superlative performance in the fine arts. We then consulted the research literature about gifted LGBTIQ individuals to provide guidance to colleagues and parents involved in gifted and talented education. Gifted educators and advocates are uniquely positioned to help students synthesize balanced, healthy gifted, talented, creative (GTC) LGBTIQ identities. Initially, we discuss how GTC identity intersects with co-identification as LGBTIQ. Subsequently, we show how school climate affects the academic performance and socioemotional development of GTC and LGBTIQ students, with an emphasis on issues of particular interest to gifted educators. In the final section, we summarize findings, propose a research agenda, and offer specific recommendations for dealing with sexual orientation/gender identity issues facing GTC students. A theme running through the review relates to helping children and young adults develop healthy self-identities by teaching them how to use their gifts and talents to integrate in a society frequently hostile to LGBTIQ and occasionally to young people identified as GTC. In the spirit of forthrightness in addressing identity, author Wexelbaum identifies as a GTC cisgender<sup>1</sup> lesbian (who received gifted and talented services from elementary through high school) and author Hoover identifies as a cisgender heterosexual male.

---

**Keywords:** LGBTIQ; gay; lesbian; transgendered; gifted; talented youth; bias [in education].

## **An Exploration of Emergent Identities Gifted, Talented and Creative Identities**

In the United States, students receive a label of “gifted” from teachers, counsellors, or school psychologists. The formal designation usually depends on committees functioning similarly to the interdisciplinary teams that operate on the other end of the ability spectrum. While a federal definition of gifted exists (National Association for Gifted Children, 2008; U.S. Department of Education, 1972), education officials have not formalized a standard national agreement or assessment of “gifted” traits or skills (Kaufman, 2012; National Association for Gifted Children, 2008). Perhaps this is for the best, as GTC students are as diverse as the general student population. It is important for readers to note that when an attribute correlates with a population designated (gifted, LGBTIQ) this does not mean that every member of that group evidences the trait in question—we make no such suppositions as they would constitute a form of stereotyping—even when the characteristic in question is positive.

The imposed label and separate educational experience may lead non-gifted peers to target gifted students as “misfits”, “nerds,” or some other “abnormal” category (American Sociological Association, n.d.; Berlin, 2009; Gailbraith, 1985; Hoover, Larson & Baker, 2013; Hoskinson, 2001; Levy & Plucker, 2003; Peterson & Ray, 2006). Currently, the degree to which peers target GTC students for bullying exists as a mixed picture, with many qualitative accounts of harassment, but little empirical validation of such harassment (see Hoover, et al. for a complete review). Different academic and behavioural expectations for gifted students also may affect their feelings of otherness

(Berlin, 2009; Fiedler, 1999; Frable, Blackstone, & Scherbaum, 1990; Gailbraith, 1985; Lee, 1999). Mainstream teachers may mistakenly believe that, because GTC students are “smarter than average”, they should also exhibit more compliant behaviour or conventional beliefs in the classroom. In reality, most GTC students think outside the box and most will challenge what a teacher or peer presents as “the facts” if they have read, experienced, or discovered something different. For example, we know of a GTC student who openly questioned the school tradition of reciting the Pledge of Allegiance, and opted out of standing for the pledge based on her disagreement with American policies. In some schools, educators will view such acts as “insubordination”, which may lead to detention or suspension. GTC students also may see “the big picture” of something long before their peers, and will attempt to manipulate the classroom in order to execute their vision. In one case, a gifted kindergarten boy wished to turn the school jungle gym into a fire engine and give everyone a fire fighting job; he evidenced physically aggressive behaviour toward peers refusing to perform their role.

Educators and researchers have acknowledged identity issues associated with GTC children and young adults. Those labeled as gifted often experience feelings of loneliness and isolation, and may choose solitude over socialization (Ablard, 1997; Janos, Fung, & Robinson, 1985; Shechtman & Silektor, 2012; Woodward & Kalyan-Masih, 1990). For those who desire social contact, gifted students may reject their label to fit in with non-gifted peers (Ablard, 1997) while some completely reject the non-gifted for the support and camaraderie of their gifted classmates and teachers (Shechtman & Silektor, 2012).

## LGBTIQ Identities

Young people begin to explore their sexual orientation as early as middle school and frequently self-identify as lesbian, gay, or bisexual during this period (Floyd & Bakeman, 2006; Grov, Bimbi, et al., 2006; Pearson, Muller & Wilkinson, 2007). According to scientific studies, transgender and intersex students often report knowing their true gender identity in early childhood (Diamond, 2002; Diamond, 2012; Gagné, Tewksbury & McGaughey, 1997). Authority figures often tell children that they are “too young to know for sure” about their sexual orientation or gender identity; authorities usually impose a gender identity upon children and adolescents based on their physical and biological characteristics (Diamond, 2002; Westbrook & Schilt, 2014).

LGBTIQ students must function in school environments where they would like people to accept their true identities. Nonetheless, teachers and parents frequently inform them—directly and indirectly—of the intolerability of their true identities (Cohn, 2003; Eriksson & Friend, 2006; Greytak, Kosciw & Diaz, 2009; Hutcheson, 2012; Kosciw & Greytak, 2011; Peterson & Ritschar, 1998). For this reason, LGBTIQ students often hide their sexual orientation or true gender identity to conform with heterosexual, cisgender peers, or will reject peers perceived as non-accepting for the support and camaraderie of more accepting students and teachers (Stewart, 2006).

## Evidence about Dual Gifted and LGBTIQ Identities

Researchers have different formulas to calculate the percentage of LGBTIQ students among the general school population. We assume that *at least* 5% of students will self-identify as LGBTIQ by their middle-school years. This proportion will exist as a lower threshold for LGBTIQ students identified as GTC. Gifted/talented educators often struggle to understand this diverse group of youngsters and the challenges they face.

Students with intellectual gifts are more likely to identify as LGBTIQ than their non-gifted peers (Hegarty, 2011; Stern, n.d.; Treat, 2006; Wilcove, 1998). Due to their questioning, exploratory nature, GTC individuals appear less likely to conform to social norms and more likely to accept ambiguity and diversity than do their peers (Cowan, 1988; Hoskinson, 2001). Writers often claim that GTC students—females in particular—exhibit more androgynous appearances and behaviours than their non-GTC peers (Pirto, 2004; Sheely, 2000; Treat, 2006; Wilcove, 1998).

Gifted and talented students frequently claim that sexual activity often served as a gateway to connecting with others (Sheely, 2000; Tolan, 1997), a common issue in early adolescence made infinitely more complex by

society's stigma against LGBTIQ status. GTC students who find it difficult to relate to their peers—particularly the highly gifted—may fall in love with someone of the same sex with whom they share common interests and the same worldview (Hegarty, 2011; Sheely, 2000; Tolan, 1997). For these reasons, as many as 10% of GTC students may identify as gay, lesbian, bisexual, or queer (Tolan, 1997).

Some evidence exists that LGBTIQ status may correlate positively with measures of general intelligence, with “out” students scoring higher on traditional metrics than do their cisgender and/or heterosexual peers (Hegarty, 2011). While bullying often militates against their academic performance (Vega, 2013), a study of 10,000 LGBT 13-17 year olds showed that, compared to their heterosexual peers, academic achievement and success were not concerns. When asked “What is the most difficult problem facing you in your life these days?”, heterosexual students identified “Trouble with classes/exams/grades” as their number one problem, while for LGBT students, this response did not appear anywhere in their list of top ten problems (Human Rights Campaign, n.d.). Gay males manifest higher college GPAs than do their straight peers (Jacobs, 2009) and as adults display higher household incomes and more frequently earn advanced degrees than do straight males (Jacobs, 2009; Letellier, 2005; Prudential, 2013).

Researchers have noted that LGBTIQ students may more likely become reflective, critical thinkers as they negotiate the social injustices they face at home and school (Cowan, 1988; Friedman-Nimz, 2001; Whittenburg, 2002). Even within gay-straight alliances, LGBTIQ students usually take the lead in questioning and addressing the treatment of marginalized populations—students of colour, non-Christian students, and disabled students—within their own school space (Mayo, 2013). They more likely display curiosity about new people and places, as well as determination to solve problems (Pace, 2007; Treat, 2006). It seems likely that many LGBTIQ students—gifted or otherwise—who have few opportunities to socialize and date may focus their energies more on academics, creativity and activism (Hutcheson, 2012; Lovance, 1998; Peterson & Ritschar, 1998; Peterson & Rischar, 2000; Treat,

2006; Whittenburg, 2002). In fact, it has become common for colleges and universities to have special “learning community” dormitories focusing on combined themes of LGBT issues and social justice to attract and encourage emerging LGBT student leaders.

Some LGBTIQ students, wishing to deflect attention from their sexual orientation or gender identity, attempt to gain acceptance via academic overachievement (Lovance, 1998; Peterson & Rischar, 1998; Whittenburg, 2002). Students struggling to conform to heteronormative standards may also display high achievement in order to seek adult acceptance (Hutcheson, 2012; Lovance, 1998; Whittenburg, 2002). LGBTIQ students often find comfort and support in creative activities such as art, writing, music, and drama; they are most likely to excel in these areas (Hutcheson, 2012; Jacobs, 2009; Kim & Wan, 2010; Treat, 2006) and participate in creative extracurricular activities regardless of their treatment at school (Human Rights Campaign, n.d.; Jacobs, 2009; Peason, Muller & Wilkinson, 2007; Peterson & Rischar, 2000).

For the reasons noted above, the weight of evidence suggests that LGBTIQ students are overrepresented in programs serving GTC individuals. At the same time, teachers should avoid stereotyping about “gay creativity” or “gays in the arts”. These limiting, narrow stereotypes may do a disservice to LGBTIQ individuals as they strive to find acceptance in many spheres. For this reason, MENSA, STEM organizations such as the National Organization of Gay and Lesbian Scientists and Technical Professionals and Engineer Girl, and emerging athletics organizations such as You Can Play and Br{ache the Silence have increased their outreach efforts to middle and high school LGBTIQ students who may have talents in areas other than the arts.

Gifted students also exhibit other intersectional identities, such as gifted learning disabled student (LD Online, 2010; Neihart, 2003), gifted student of colour (Davis, 2013; King, Kozleski, et al, 2009), gifted student on the autism spectrum (Assouline, Nicpon, et al, 2008; Neihart, 2000), and gifted student diagnosed with depression (Jackson & Peterson, 2003) or mood disorders such as bipolar disorder or schizophrenia (Missett, 2013). Students in

these groups could also be lesbian, gay, bisexual, transgender, intersex, or queer.

## Safety and Academic Performance

Gifted LGBTIQ students live in a “double closet”, particularly students of colour (Henfield, Washington & Owens, 2010; Moore III, Ford & Milner, 2005) and those living in rural areas (Hutcheson, 2012). Gifted LGBTIQ students in school environments perceived as “unsafe” (i.e., unaccepting of one or more of their identities) will suffer academic performance decrements (Stewart, 2006).

Hoover, Larson, and Baker (2013) thoroughly reviewed the relationship between bullying, school safety issues and GTC status. They reported that bullying probably makes up one of the methods through which society communicates social expectations in the following domains:

- Anti-intellectual attitudes, combined with high expectations for social interactions and sports (Davis, 2006; Reis, 2004; Wallace, 1999-2000);
- The view that certain gifted and talented characteristics may not constitute traditional expectations for femininity, thus reducing the number of females demonstrating talents in science and mathematics (Rakow, 2011; Reis, 2004); and
- The social interpretation that certain pursuits (also associated with GTC status) are not masculine; for example, demonstrations of gifts in literacy and the fine arts (Davis, 2006).

Hoover, Larson, and Baker proposed that the strength of school’s anti-intellectual climate and the degree to which local culture accepts traditional views of gendered behaviour predicts the degree to which bullying will affect (a) overall rates of GTC identification, (b) rates of GTC identification by gender, and (c) student satisfaction with GTC-related labels, (d) the amount and intensity of bullying experienced by identified youngsters, and (d) manifestations of perceived quality of life among gifted individuals.

LGBTIQ students experience about twice the risk for bullying as their non-identified counterparts (Human Rights Campaign, 2006).

Students with non-typical gender behaviour also suffer bullying at higher rates (Greytak, Kosciw, & Diaz, 2009). As bullied LGBTIQ students seek escape, their reluctance to attend unfriendly classes commonly results in lower-than-expected academic performance (Greytak, Kosciw, & Diaz, 2009).

If they fail to experience domestic safety, gifted LGBTIQ students may also run away from home, thus affecting their attendance; up to 40 per cent of all homeless youth identify as LGBTIQ (“Lawmakers introduce LGBT-inclusive runaway, homeless youth act”, 2013). While gifted students express awareness of what drugs and alcohol can do to them, LGBTIQ students suffering from depression due to persistent bullying are more likely than their heterosexual peers to experiment with alcohol or other drugs (Human Rights Campaign, n.d.; Stewart, 2006); such experimentation most often negatively affects academic performance (Baker, & Hoover, 2013). Some gifted LGBTIQ students may also experience lowered grades due to disruptive behavioural issues if, instead of flight, they fight back verbally or physically (Kerr & Cohn, 2001). Students taking comfort in art, for example, may lash out at those attempting to take away or damage their work.

Gifted and LGBTIQ students, whether victims of bullying or not, often experience isolation. They may self-isolate due to different interests or fear of rejection. Often this self-isolation exists concurrently with a façade of disdain or hostility toward those students whom they perceive as people who may harm them emotionally (Kerr & Cohn, 2001; Wallace, 1999-2000).

Gifted LGBTIQ students may choose to mask one identity over another (Pace, 2007; Stewart, 2006). Gay and lesbian students in the process of coming out and looking for intimate relationships may be afraid of looking “too smart” in front of potential queer friends. Transgender children will often overcompensate via manifesting stereotypical masculine or feminine identity patterns (Sullivan, 2009). For example, an M-to-F transgender student may emphasize heteronormative female traits, including fear of math and science, or not speaking up in class (Rakow, 2011; Reis, 2004). Gifted LGBTIQ students of colour face the

additional challenge of “looking white” in front of other peers of colour for excelling in academic pursuits (Davis, 2006; Henfield, Washington & Owens, 2010).

## Teacher Attitudes

Students with at least one supportive teacher—or at least one teacher with whom they share a common bond—more likely remain engaged in school (Klem & Connell, 2004). Whether they realize it or not, teachers come to the classroom well equipped with prejudices. For the sake of approval, students may consciously attempt to conform to the heteronormative models and values they see in educators (Rakow, 2011). Students who cannot, or will not, do so are often seen as threats to authority (Wallace, 1999-2000). Heteronorms not only affect how students express their gender, but also how they express their intelligence and talents (Davis, 2006; Kerr & Cohn, 2001; Pace, 2007; Reis, 2004).

Talented LGBTIQ individuals will sometimes lose interest in school if educators make them feel unwelcome and unsupported (Stewart, Wallace, 1999-2000). These conscious or unconscious micro-aggressions increase in frequency and intensity against outspoken, non-conforming students of colour (Lewin, 2012; Luna, 2005).

## Issue of Conformity

Teachers often present heteronorms in the classroom. Whether consciously or not, through curriculum or through their own personal traits, these teachers express what types of appearances and behaviours are acceptable for boys and girls, therefore modelling how children and adolescents should think and behave when faced with those who do not conform. Recent examples of teachers rejecting non-conforming gender behaviour made national news: the first grade boy in North Carolina who was told not to bring his My Little Pony backpack to school because he would become a target for bullies (Grisham, 2014) and the middle school girl in Colorado who was expelled for shaving her head to support a friend who lost her hair due to cancer (Lofholm, 2014).

Whether they realize it or not, teachers can set the stage for bullying gender non-conforming students. They may give students certain

nicknames, call them out for certain fashion choices, or “forget” to call a student by their preferred name and pronoun. Teachers often post multiple photos of themselves with their spouses and children in the classroom—sometimes filling up an entire bulletin board—potentially making students in non-traditional families feel undervalued. The disgusted glances and comments of straight male teachers—particularly physical education teachers—directed at non-athletic boys—are understood by heteronormative students as tacit approval to reject non-conforming peers.

Teachers occasionally confuse classroom management with suppression of student questioning, supporting “mere compliance” rather than reasonable orderliness or a healthy individuality. Criticism of low GPAs of teacher preparation program students nationwide *may* correlate with lack of advanced critical thinking skills or content knowledge among K-12 teachers; hence their discomfort with student challenges (National Council on Teacher Quality, 2013).

Teachers sometimes view student critiques of content as insubordination thus punishing legitimate inquiry (Colangelo, Assouline, & Gross, 2004). This is one domain where the value of enquiry, often characterizing the give-and-take in classrooms for the gifted and talented, may prove useful to struggling LGBTIQ individuals. It is important that teachers of GTC students understand the ubiquitous pressure to conform that students experience in general education (Fiedler, 1999; Wallace, 1999-2000; Webb, 2007). This problem may be exacerbated by the propensity of administrators to favour compliant conformists in hiring and promotion (Gelbach, 2012; Meador, n.d.; Teaching Tolerance Staff, 2013).

Gifted LGBTIQ students may face double disapproval and discouragement from their teachers (Stewart, 2006). These attitudes confuse, hurt, and anger them, especially when they see which students that their teachers may favor—the student council presidents, the cheerleaders, the football heroes—who model the fears and prejudices of those teachers. As gifted students often see themselves as a sum of their talents, identifying themselves at early ages as someone in a field as opposed to a mere person, they quickly deduce that teachers have

nothing to offer them if they provide more love and support to the homophobic athletes disdaining academics and offering fart jokes (Kerr & Cohn, 2001; Wallace, 1999-2000). While we do not condone violence to solve problems, it is not hard to deduce why the Columbine massacre took place, or why boys and girls continue to commit suicide for lack of at least one understanding, nurturing adult who can prove beyond a shadow of a doubt that the world does indeed get better.

### Textbooks

Contemporary textbooks written about gifted children and adolescents often address the existence of gifted LGBTIQ students (e.g., Baum & Reis, 2004; Castellano, 2003; Davis, 2006; Rakow, 2011). At the same time, most of these textbooks place LGBTIQ identity in their

chapters on “special needs” (Baum & Reis, 2004; Castellano, 2003; Rakow, 2011) or in sections dedicated to problems and counselling (Davis, 2006).

None of the textbooks about gifted children and adolescents that we reviewed integrate information about LGBTIQ identities in chapters on general social and emotional development; for this reason we do not recommend any at this time. Gifted students—whether white or of colour, disabled or otherwise—may identify themselves as lesbian, gay, bisexual, or transgender. Teachers of gifted students should help their students learn to accept their GTC identity and take pride in their accomplishments. For resources that best address LGBTIQ gifted students, please review our “Further Reading” section after our References (which we also recommend).

## Conclusions and Recommendations

This segment affords three concluding sections. First, we provide a list of conclusions drawn from the review of literature. The second section, in “speaking” to teachers and advocates for students with special gifts and talents, offers a set of programmatic recommendations. Finally, a brief statement is included about a research program related to dual-identification as gifted and LGBTIQ.

### Conclusions

Several conclusions can tentatively be drawn from the above comprehensive review of literature. These are provided in the numbered summary statements below. Of course, these must be tempered by the research difficulties listed below. We take these as givens until researchers provide contrary evidence.

1. While out LGBTIQ students likely experience systematic dampening effects on academic performance, the weight of extant evidence strongly supports that LGBTIQ students are overrepresented in programs serving gifted, creative and talented students.
2. Educators and parents often burden students identified as GTC with demanding academic expectations. Time spent on intense academic pursuits may decrease socialization opportunities with peers. Educators also perceive questioning on the part of gifted and talented individuals as insubordination. These three issues likely add stress to the lives of GTC individuals.
3. While few empirical studies support the conclusion that labelling leads GTC students to experience differential levels of inter- and intrapersonal difficulties, anecdotal evidence supports that members of this population do experience estrangement from peers and loneliness, especially in the presence of anti-intellectualism.
4. GTC students may suffer higher rates of peer abuse as a function of anti-intellectual school and community environments and the degree to which they diverge from local behavioural expectations, especially those associated with gender.
5. While the research evidence is mixed for the case of giftedness, the evidence strongly supports increased risk of LGBTIQ students for peer abuse (perhaps three times the local average of frequency and intensity). Similarly, educators and parents often struggle to accept students they see as violating gender-based appearance and behavioural customs.
6. Students with intellectual gifts will likely initiate the process of exploring gender and sexual identities earlier than their average performing peers. Educators and parents of talented youth should prepare to support students in these identity struggles during their elementary years; the

difficulties associated with identities and coming out will likely be complicated by the uneven development often seen in GTC individuals.

7. Some students with particular insight into the social norms for gendered behaviour may successfully hide their true sexual preferences in environments where they see physical and psychological dangers in questioning and non-cisgender behaviour.
8. The inclination of students with dual identities to question social mores likely produces difficulties for them, especially in instances where educators and administrators enforce a school climate strongly emphasizing conformity at the expense of enquiry and related higher-order thinking skills.
9. Strong conformity expectations likely correlate positively with gender-based social demands. The identity crises experienced by LGBTIQ individuals will be made more complex in rigid schools and communities.
10. The wellness of gifted, creative and talented youth who also identify with LGBTIQ status depends mostly on the attitudes and support they receive from the adults in their lives, including educators of gifted and talented students.

## **Recommendations for Educators**

All teachers must face the reality that they will have gifted and LGBTIQ students in their classrooms. In many cases, they will have students who are both gifted and LGBTIQ. As schools lose funding for separate gifted education, and some schools eliminate separate tracking for “Honors” students, classrooms become more diverse. It is in the teacher’s best interest to learn how to accept the differences of GTC and LGBTIQ students as gifts to develop, thereby encouraging all students to recognize and develop their skills and talents. It is also important for these teachers to teach their gifted students about LGBTIQ people and issues in literature, history, psychology, and health. LGBTIQ integration into the curriculum normalizes LGBTIQ identities for all students, thus creating a safer space in the classroom for gifted LGBTIQ students.

National surveys of school psychologists have shown that the majority need training on how to address the complex emotional and psychological needs of GTC students (Meyers, 2014; Robertson, Pfeiffer, & Taylor, 2011). Some teachers and school psychologists believe that the depression experienced by gifted and LGBTIQ students as a result of not integrating with their peers is also caused by—or a sign of—a lack of self-esteem (Stewart, 2006). In reality, the majority of gifted LGBTIQ students have high self-esteem due to their academic achievement or artistic excellence (Janos, Fung, & Robinson, 1985), but are more likely to suffer from depression and social isolation than non-GTC students (Bénonny, Van Der Elst, et al, 2007).

Teachers or school psychologists who continuously tell these students that they are better than others without fostering their empathy or social skills further isolate them. Gifted students who receive too much of this “self-esteem boosting” may start to believe that, because they are superior, that they may function above existing human rules and laws (Kerr & Cohn, 2001). For this reason, it is essential to encourage gifted LGBTIQ students to learn how to interact successfully first with their gifted peers, then their non-gifted peers.

Many GTC students look forward to summer programs to meet and reconnect with peers from other schools who share their interests and mindsets. Not only do the students work together on academic and creative pursuits at these summer camps, but they also bond through their informal conversations about social experiences and support at their schools. These conversations help gifted students gain new skills and insights on strategies for social interaction and self-defense. They also help build students’ empathy toward each other—a first step toward social integration and deciding to use their intelligence to help others and find their place in a broader society. LGBTIQ students experience the same joy, increase in self-confidence, and development of social skills and empathy in programs and groups designed to bring them together for socialization and shared interests (Friedman-Nimz, Altman, Cain, et al, 2006; Hoskinson, 2001; Pace, 2007; Reis & Renzulli, 2004; Rinn, 2006).

As more GTC students receive diagnoses of autistic spectrum disorders which impact social skills, GTC teachers may want to incorporate a regular activity within the day's programming to foster social skills and informal conversation. This could be as simple as eating lunch together and conversing over a shared personal topic. The teacher (or assigned student facilitator in more advanced groups) can set guidelines for behaviour within the conversation group, and point out appropriate or inappropriate behaviour during such conversations. Not only does this help students become more thoughtful and diplomatic in their interactions, it also provides a safe space for LGBTIQ students and others who may want to share things about themselves that they cannot among others. Most importantly, it shows those students who may be "different" that their teacher cares and provides support for them.

We offer specific suggestions for teachers, some supported by specific research and others based on our experiences. We direct these suggestions to any teachers working with GTC and LGBTIQ students:

1. Assume that a proportion of your GTC students will also identify as LGBTIQ. Educators must prepare themselves carefully and systematically to support identity development.
2. For developmental reasons, GTC teachers should assume that their students may question and explore their sexual orientation and/or gender identity earlier than do non-GTC students. Teachers of the GTC should expect asymmetrical cognitive and emotional development of GTC students, especially those struggling with identity issues.
3. Educators need to explore their own identities and tackle difficult issues related to gender and sexual orientation in order to develop themselves as the best possible allies.
4. Educators ought to exercise the opportunity to challenge assumptions about gender and sexual identities portrayed in school materials and other media.
5. Political activism and advocacy should be considered as central features of GTC programs. This will empower LGBTIQ students to exercise personal agency, taking charge of their futures via political and social activism. Unleashing the activism of gifted and talented individuals may prove one of the most effective routes to positively shifting school and community climates.
6. We recommend that youth program leaders identify and support the skills of GTC LGBTIQ students who may show comparative deficits in social cognition and behaviour.
7. Educators and school counsellors must increase awareness that gender identity and sexual orientation questions often produce periods of existential depression, as can struggles with the gifted identity. Advocates and educators must support students during these predictable existential crises.
8. Administrators ought to consider that pull-out GTC programs may provide a safe space for identity exploration. If educators remain committed to integrated services, it will help gifted students if private socialization opportunities are provided. In larger districts, this might even include gatherings of students who identify both as gifted and LGBTIQ (Hoskinson, 2001).
9. Education administrators need to explore their personal attitudes and make sure that they avoid recruiting, hiring, and promoting based on heteronorms and social conformity. School officials should exercise great care not to structure their programs *purely* around compliance and conformity.
10. Along with issues associated with intellectual gifts and LGBTIQ status, educators must make themselves aware that other identities may also affect their programs. For example, imagine the existential dilemmas faced by a gifted lesbian student who has become aware of the neuro-atypical social behaviour associated with her Asperger Syndrome diagnosis.

## A Research Agenda

In light of the issues raised in the present paper, researchers need to address the issues faced by LGBTIQ and gifted "twice different" youth. Systematically addressing the challenges of GTC and LGBTIQ students and the educators and counsellors serving them is both necessary and difficult.

Cohn (2002) provided a useful list of the problems faced by researchers (pp. 50-51), insisting that the solutions to these problems would prove so difficult that for the present that researchers will probably have to rely on retrospective studies conducted with adults. Cohn argued that the lack of defensible operational definitions related to dual LGBTIQ-GTC identities make it difficult to summarize findings across studies. Second, he noted that many students avoid identification under either category. Thus, obtaining representative samples will prove very difficult. Finally, Cohn noted that no naturally-occurring comparison group exists for the study of the dual LGBTIQ-GTC identity. Despite the challenges with designing investigations in this domain, several issues deserve the attention of researchers with an interest in both gifted-talented education and in better serving youngsters struggling with gender and sexual identity.

1. Despite the difficulties with self-identification, researchers should set about estimating the proportion of LGBTIQ students served in GTC programs. If, as seems quite possible, LGBTIQ students are overrepresented, such information will assist programmers.
2. As has been mentioned previously in the pages of this journal (Hoover Larson, & Baker, 2013), researchers need to start unravelling the Gordian knot characterizing the relationship between bullying and local gender-based behavioural expectations, including the degree to which bullying impacts first academic performance and second the experiences of GTC youngsters.
3. We would like to see quantitative extension of qualitative studies suggesting that negative academic outcomes result from environments wherein educators and administrators blur the line between healthy behavioural expectations and “mere compliance.”
4. Many writers have suggested that self-advocacy and political activism on the part of bullying victims and LGBTIQ students help oppressed individuals move toward wellness. We would like to see more studies addressing this empirically.
5. The field would benefit from the existence of more (and regular) case studies and ethnographies vigorously exploring the lived experiences of young people identifying as both gifted and LGBTIQ. Most particularly, we would like to learn more about *their views* of effective supports.

---

## References

- Ablard, K.E. (1997). Self-perceptions and needs as a function of type of academic ability and gender. *Roeper Review*, 20, 110-115.
- American Sociological Association. (n.d.) Bullying victims often suffer academically, particularly high achieving Blacks and Latinos. [Press release]. American Sociological Association News. Retrieved from: [http://www.asanet.org/press/AM11\\_Williams\\_News\\_Release.pdf](http://www.asanet.org/press/AM11_Williams_News_Release.pdf)
- Armenta, C. (1999). A shift to identity: a journey to integrity in gifted education. *Journal for the Education of the Gifted*, 22 (4), 384-401.
- Assouline, S.G., Nicpon, M.F., Colangelo, N. & O'Brien, M. (2008). *The Paradox of Giftedness and Autism: Packet of Information for Professionals (PIP)-Revised (2008)*. The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development. Retrieved from: <http://www2.education.uiowa.edu/belinblank/pdfs/pip.pdf>
- Baker, T. D., & Hoover, J. H. (2013). The relationship between bullying and suicide in a sample of 53,000 young Minnesotans. *International Journal for Talent Development and Creativity*, 1 (2), 85-96.
- Baum, S. & Reis, S.M. (Eds). *Twice-exceptional and special populations of gifted students*. Thousand Oaks, CA: Corwin Press, 2004.
- Berlin, J.E. (2009). It's all a matter of perspective: student perceptions on the impact of being labeled gifted and talented. *Roeper Review*, 31, 217-223.
- Bénony, H., Van Der Elst, D., Chahraoui, K., Bénony, C., & Marnier, J.P. (2007). Link between depression and academic self-esteem in gifted children. *Encephale*, 33 (1), 11-20. Retrieved from: <http://www.ncbi.nlm.nih.gov/pubmed/17457290>
- Cohn, S. (2002). Gifted and gay. In S. Baum & S.M. Reis (Eds.), *Twice-exceptional and special populations of gifted students*. (pp. 81-108). Thousand Oaks, CA: Corwin Press.
- Cohn, S. (2003). The gay gifted learner: facing the challenge of homophobia and antihomosexual bias in schools. In J. A. Castellano (Ed.), *Special Populations in Gifted Education: Working with Diverse Learners*. (pp. 123-134) Boston, MA: Pearson Education, Inc.
- Colangelo, N., Assouline, S.G., & Gross, M.U.M. (2004). *A nation deceived: how schools hold back America's brightest students, Volume 1*. The Templeton National Report on Acceleration. Iowa City, Iowa: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.
- Cowan, T. (1988). *Gay men and women who enriched the world*. Boston: Alyson Publications.

- Davis, G.A. (2006). *Gifted children and gifted education: A handbook for teachers and parents*. Scottsdale, AZ: Great Potential Press, Inc.
- Davis, J.L. (2013). Transcending race in gifted programs: are we there yet? *Supporting Emotional Needs of the Gifted*. Retrieved from: <http://www.sengifted.org/archives/articles/transcending-race-in-gifted-programs-are-we-there-yet>
- Diamond, M. (2002). Sex and gender are different: sexual identity and gender identity are different. *Critical Child Psychology and Psychiatry*, 7(3), 320-334.
- Diamond, M. (2012). Intersex and transsex: atypical gender development and social construction. *Women's Studies Review*, 19, 76-91. Retrieved from: <http://www.hawaii.edu/PCSS/biblio/articles/2010to2014/2012-intersex-and-transsex.html>
- Eriksson, G. & Friend, C.R. (2006, November 3). The impact of socio-economic status on acceptance of LGBT gifted students in urban/suburban schools. [PowerPoint]. Presented at the National Association of or Gifted Children Annual Conference. Retrieved from: <http://www.slideshare.net/chrisfriend/the-impact-of-socioeconomic-status-on-acceptance-of-lgbt-gifted-students-in-urbansuburban-schools>
- Fiedler, E.D. (1999). Gifted children: the promise of potential/the problems of potential. In Schwean and Salofske (Eds.), *Handbook of Psychosocial Characteristics of Exceptional Children*. (pp. 401-441) New York: Kluwer Academic.
- Frale, D.E.S., Blackstone, T., & Scherbaum, C. (1990). Marginal and mindful: deviants in social interactions. *Journal of Personality and Social Psychology*, 59 (1), 140-149.
- Friedman-Nimz, R. (2001). Creating a context: education against oppression. *Advocating for Gifted Gay and Lesbian Youth*, 3(2).
- Friedman-Nimz, R., Altman, J., Cain, S., Korn, S., Karger, M.J., Witsch, M.J., Muffly, S., Weiss, M. (2006). Blending support and social action: the power of a gay-straight alliance and PrideWorks Conference. *The Journal of Secondary Gifted Education*, 17(4), 258-264.
- Gagné, P., Tewksbury, R. & McGaughey, D. (1997). Coming out and crossing over: identity formation and proclamation in a transgender community. *Gender & Society*, 11(4), 478- 508.
- Gelbach, H. (2012, Jul. 2). Teachers should be evaluated like athletes: here's why. *Huffington Post*. Retrieved from: [http://www.huffingtonpost.com/hunter-gehlbach/teachers-should-be-evaluated\\_b\\_1643211.html](http://www.huffingtonpost.com/hunter-gehlbach/teachers-should-be-evaluated_b_1643211.html)
- Greytak, E.A., Kosciw, J.G., & Diaz, E.M. (2009). *Harsh realities: the experiences of transgender youth in our nation's schools*. Gay Lesbian Straight Education Network. Retrieved from: <http://glsen.org/learn/research/national/report-harsh-realities>
- Grisham, L. (2014, March 18). School bans 9 year old's My Little Pony backpack. *USA Today*. Retrieved from: <http://www.usatoday.com/story/news/nation-now/2014/03/18/my-little-pony-backpack-banned-school-north-carolina/6565425/>
- Hegarty, P. (2011). Sexuality, normality and intelligence. What is queer theory up against? *Psychology and Sexuality*, 2(1), 45-57.
- Henfield, M.S., Washington, A.R., & Owens, D. (2010). To be or not to be gifted: the choice for a new generation. *Gifted Child Today*, 32(2), 17-25. From: <http://www.rodneytrice.com/sfbb/articles/gifted.pdf>
- Hoover, J. H., Larson, J., & Baker, T. (2013). Bullying, school climate, social climate and intellectual development: Implications for the lives of high-achieving, creative students. *International Journal for Talent Development and Creativity*, 1(1), 33-43.
- Hoskinson, M. (2001). A student's perceptions of gifted classes for GLBT youth. *Advocating for Gifted Gay and Lesbian Youth*, 4(1). Retrieved from: <http://www.bvsd.org/tag/Documents/AGGLY%20Newsletter/AGGLY%204-1.pdf>
- Human Rights Campaign. (n.d.). *Growing Up LGBT in America: HRC Youth Survey Report Key Findings*. [PDF file]. Retrieved from: [http://www.youthtoday.org/hotdocs/Growing-Up-LGBT-in-America\\_Report.pdf](http://www.youthtoday.org/hotdocs/Growing-Up-LGBT-in-America_Report.pdf)
- Hutcheson, V.H. (2012). *Dealing with dual differences: social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents*. [Masters Thesis]. Williamsburg, Virginia: The College of William and Mary.
- Jackson, P.S. & Peterson, J. (2003). Depressive disorder in highly gifted adolescents. *The Journal of Secondary Gifted Education*, 14 (3), 175-186. Retrieved from: <http://psych.wisc.edu/henriques/papers/Jackson.pdf>
- Jacobs, T. (2009, Jun 3). Gay men on campus: smart, studious, involved. *Pacific Standard*. Retrieved from: <http://www.psmag.com/navigation/books-and-culture/gay-men-on-campus-smart-studious-involved-3662/>
- Janos, P.M., Fung, H.C., & Robinson, N.M. (1985). Self-concept, self-esteem, and peer relations among gifted children who feel "different". *Gifted Child Quarterly*, 29 (2), 78-82.
- Kaufman, S.B. (2012). Who is currently identified as gifted in the United States? *The Creativity Post*. Retrieved from: [http://www.creativitypost.com/education/who\\_is\\_currently\\_identified\\_as\\_gifted\\_in\\_the\\_united\\_states](http://www.creativitypost.com/education/who_is_currently_identified_as_gifted_in_the_united_states)

- Kerr, B.A. & Cohn, S.J. (2001). *Smart boys: talent, manhood, & the search for meaning*. Scottsdale, Arizona: Great Potential Press, Inc.
- Kim, S. & Wan, W. (2010). Creativity and individual differences among people with different sexual orientations. *Personality and Individual Differences: Current Directions*. Ed. Richard E. Hicks. Samford Valley, Queensland: Australian Academic Press.
- King, K.A., Kozleski, E.B., & Lansdowne, K. (2009 May/June). Where are all the students of color in gifted education? *Principal*. Retrieved from: [http://www.naesp.org/resources/2/Principal/2009/M-J\\_p16.pdf](http://www.naesp.org/resources/2/Principal/2009/M-J_p16.pdf)
- Klem, A.M. & Connell, J.P. (2004). Relationships matter: linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7), 262-273. Retrieved from: <http://www.indiana.edu/~ceep/hssse/Klem.pdf>
- Kosciw, J.G., Greytak, E.A., et al. (2011). *The 2011 national climate survey: the experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. Gay Lesbian Straight Education Network. Retrieved from: <http://www.glsen.org/sites/default/files/2011%20National%20School%20Climate%20Survey%20Full%20Report.pdf>
- Lawmakers introduce LGBT-inclusive runaway, homeless youth act. (2013, Aug 2). *LGBTQ Nation*. Retrieved from <http://www.lgbtqnation.com/2013/08/lawmakers-introduce-lgbt-inclusive-runaway-homeless-youth-act/>
- LD Online. (2010). Gifted & LD. Retrieved from <http://www.ldonline.org/indepth/gifted>
- Lee, L. (1999). Teachers' conceptions of gifted and talented young children. *High Ability Studies, 10*(2), 183-196.
- Letellier, P. (2005, Jun 7). Success depends on gays. *Advocate, 940*, 22.
- Lewin, T. (2012, Mar 6). Black students face more discipline, data suggests. *The New York Times*. Retrieved from: <http://www.nytimes.com/2012/03/06/education/black-students-face-more-harsh-discipline-data-shows.html>
- Levy, J.J. & Plucker, J.A. (2003). Assessing the psychological presentation of gifted and talented clients: A multicultural perspective. *Counseling Psychology Quarterly, 16*(3), 229-247.
- Lofholm, N. (2014, March 26). Girl's shaved head draws national furor at Grand Junction school. *The Denver Post*. Retrieved from: [http://www.denverpost.com/news/ci\\_25418689/girls-shaved-head-draws-national-furor-at-grand](http://www.denverpost.com/news/ci_25418689/girls-shaved-head-draws-national-furor-at-grand)
- Lovance, E. (1998). On being different. *Advocating for Gifted Gay and Lesbian Youth, 1*(2). Retrieved from: <http://www.bvsd.org/tag/Documents/AGGLY%20Newsletter/AGGLY%201-2.pdf>
- Luna, T. (2005). *The best practices manual for gifted and talented programs in Idaho*. Idaho State Department of Education. [PDF file]. [https://www.sde.idaho.gov/site/gifted\\_talented/resources\\_manuals\\_docs/PracticesManual.pdf](https://www.sde.idaho.gov/site/gifted_talented/resources_manuals_docs/PracticesManual.pdf)
- Manaster, G.J. & Powell, P.M. (1983). A framework for understanding gifted adolescents' psychological maladjustment. *Roeper Review, 6*(2), 70-73.
- Mathews, D.L. (1999, May.) Definitions. *Donna's Hideout*. Retrieved from: [http://cydathria.com/ms\\_donna/tg\\_def.html](http://cydathria.com/ms_donna/tg_def.html)
- Mayo, J.B., Jr. (2013). Critical pedagogy enacted in the gay-straight alliance: new possibilities for a third space in teacher development. *Educational Researcher, 42*(5), 266-275.
- Meador, D. (n.d.) The top five reasons you should become a teacher. *About.com Teaching*. Retrieved from: <http://teaching.about.com/od/pd/a/Want-To-Become-A-Teacher.htm>
- Meyers, L. (2014, Jan 14). Gifted children: not immune to low self-esteem. *Counseling Today*. Retrieved from: <http://ct.counseling.org/2014/01/gifted-children-not-immune-to-low-self-esteem/>
- Maurer, L. (2009, Aug 7). Lesbian, gay, and bisexual students' success in college. [Blog post.] *The Prevention Researcher*. Retrieved from: <http://blog.tpronline.org/?p=418>
- Missett, T.C. (2013). Exploring the relationship between mood disorders and gifted individuals. *Roeper Review, 35*(1), 47-57.
- Moore III, J.L., Ford, D.Y., Milner, H.R. (2005). Underachievement among gifted students of color: implications for educators. *Theory into Practice, 44*(2), 167-177.
- National Association for Gifted Children (2008). Frequently asked questions. Retrieved from: <http://www.nagc.org/index2.aspx?id=548>
- National Council on Teacher Quality (2013). NCTQ Teacher prep: findings: by standard: selection criteria. Retrieved from: <http://www.nctq.org/teacherPrep/findings/byStandard/selectionCriteria.jsp>
- Neihart, M. (2003). Gifted children with attention deficit hyperactivity disorder (ADHD). *ERIC Clearinghouse on Disabilities and Gifted Education*. ED482344. Retrieved from: [http://www.wrightslaw.com/info/2e\\_gifted.adhd.pdf](http://www.wrightslaw.com/info/2e_gifted.adhd.pdf)
- Neihart, M. (2000). Gifted children with Asperger's syndrome. *Gifted Child Quarterly, 44* (4), 222-230. Retrieved from: [http://www.davidsongifted.org/db/Articles\\_id\\_10167.aspx](http://www.davidsongifted.org/db/Articles_id_10167.aspx)

- Pace, N.J. (2007). I've completely changed: the transforming impact of the Matthew Shepard Scholarship. *Journal of Advanced Academics*, 18(3), 344-371.
- Pearson, J., Muller, C., & Wilkinson, L. (2007). Adolescent same-sex attraction and academic outcomes: the role of school attachment and engagement. *Social Problems*, 54 (4), 523-542.
- Peters, M.P., & Bain, S. K. (2011). Bullying and victimization rates among gifted and high-achieving students. DOI: *Journal for the Education of the Gifted* 2011 34: 624-643. DOI = 10.1177/016235321103400405
- Peterson, J.S. & Ray, K.E. (2006). Bullying among the gifted: the subjective experience. *Gifted Child Quarterly*, 50(3), 252-269.
- Peterson, J.S. & Rischar, H. (2000). Gifted and gay: A study of the adolescent experience. *Gifted Child Quarterly*, 44(4), 231-246.
- Peterson, J.S. & Rischar, H. (1998). Gifted, gay, and at risk: A study of the adolescent experience. *Talent Development IV; proceedings from the 1998 Henry B. and Jocelyn Wallace National Research Symposium on Talent Development*. 387-391.
- Piirto, J. (2004). *Understanding creativity*. Scottsdale, Arizona: Great Potential Press, Inc.
- Prudential. (2013). The LGBT Financial Experience: 2012-2013 Prudential Research Study. [PDF file.]. Retrieved from: [http://www.prudential.com/media/managed/Prudential\\_LGBT\\_Financial\\_Experience.pdf](http://www.prudential.com/media/managed/Prudential_LGBT_Financial_Experience.pdf)
- Rakow, S. (2011). *Educating gifted students in middle school*. Waco, TX: Prufrock Press Inc.
- Reis, S.M. (2004). We can't change what we don't recognize: understanding the special needs of gifted females. *Twice-exceptional and special populations of gifted students*. Ed. Susan Baum. Thousand Oaks, CA: Corwin Press, 67-80.
- Reis, S.M. & Renzulli, J.S. (2004). Current research on the social and emotional development of gifted and talented students: good news and future possibilities. *Psychology in the Schools*, 41(1), 119-130.
- Rinn, A.N. (2006). Effects of a summer program on the social self-concepts of gifted adolescents. *Journal of Advanced Academics*, 17(65), 65-75.
- Robertson, S.G., Pfeiffer, S.L., & Taylor, N. (2011). Serving the gifted: a national survey of school psychologists. *Psychology in the Schools*, 48(8), 786-799.
- Sheely, A.R. (2000). Sex and the highly gifted adolescent. *Highly Gifted Children Newsletter*, 13(2), 30-33.
- Stern, M.J. (n.d.) Are gay people smarter than straight people? *The Slate*. Retrieved from: [http://www.slate.com/blogs/outward/2013/09/30/are\\_gay\\_people\\_smarter\\_than\\_straight\\_people\\_or\\_do\\_they\\_just\\_work\\_harder.html](http://www.slate.com/blogs/outward/2013/09/30/are_gay_people_smarter_than_straight_people_or_do_they_just_work_harder.html)
- Stewart, T. (2006) Defensive masquerading for inclusion and survival among gifted lesbian, gay, bisexual and transgender (LGBT) students. In B. Wallace & Gillian Eriksson (Eds.) *Diversity in Gifted Education: International Perspectives on Global Issues*. (pp. 203-213). New York: Routledge.
- Sullivan, A.L. (2009). *Hiding in the open: navigating education at the gender poles: a study of transgender children in early childhood*. [Dissertation]. UMI ProQuest. Retrieved from Google Books.
- Teaching Tolerance Staff. (2013, Nov 1). Teachers can be bullied too. [Blog post], *Teaching Tolerance*. Southern Poverty Law Center. From: <http://www.tolerance.org/blog/teachers-can-be-bullied-too>
- Tolan, S.S. (1997). Sex and the highly gifted adolescent. *Counseling and Guidance*, 6(3), 2-8.
- Treat, A.R. (2006). Overexcitability in gifted sexually diverse populations. *The Journal of Secondary Gifted Education*, 17(4), 244-257. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ751001.pdf>
- U.S. Commissioner of Education. (1972). Education of the gifted and talented: report to the Congress of the United States by the U.S. Commissioner of Education and background papers submitted to the U.S. Office of Education, prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare United States Senate. Washington, DC: U.S. Government Printing Office. Retrieved from: <http://www.valdosta.edu/colleges/education/psychology-and-counseling/documents/marland-report.pdf>
- Vega, G. (2013). In-depth: LGBT harassment affects academic performance. *The Exchange*. Retrieved from: <http://www.fpujournalism.org/theexchange-2013/in-depth-lgbt-harassment-affects-academic-performance/>
- Wallace, M. (1999-2000). Nurturing nonconformists. *Educational Leadership*, 57(4), 44-46.
- Webb, N. (2007). Turbulent minds: gifted, ADD, or both. *Compass Points: Back to School*. National Association for Gifted Children.
- Westbrook, L. & Schilt, K. (2014). Doing gender, determining gender: transgender people, gender panics, and the maintenance of the sex/gender/sexuality system. *Gender & Society*, 28(1), 32-57.
- Whittenburg, B. (2002). What happens when giftedness and sexual orientation come together? *Advocating for Gifted Gay & Lesbian Youth*, 5(1). Retrieved from: <http://bvsd.org/tag/Newsletters/AGGLY%20Vol%205%20Issue%201.pdf>
- Wilcove, J. (1998). Perceptions of masculinity, femininity, and androgyny among a select cohort of adolescent males. *Journal for the Education of the Gifted*, 21(3), 288-309.
- Woodward, J.C. & Kalyan-Masih, V. (1990). Loneliness, coping strategies and cognitive styles of the gifted rural adolescent. *Adolescence*, 25(100), 977-988.

## Further Reading

- Bianco, M., Harris, B., Garrison-Wade, D., & Leech, N. (2011). Gifted girls: gender bias in gifted referrals. *Roeper Review*, 33, 170-181.
- Blackburn, M.V. & McCready, L.T. (2009). Voices of queer youth in urban schools: possibilities and limitations. *Theory into Practice*, 48, 222-230.
- California Safe Schools Coalition. School safety and academic achievement. *Safe schools research brief 7*. Retrieved from: <http://www.casafeschools.org/FactSheet7final.pdf>
- Cooper, N. (Producer), & Rees, D. (Director). (2007). *Pariah*. [Motion picture]. United States: Focus Features.
- Corwin, M. (2000). *And still we rise: the trials and triumphs of twelve gifted inner-city high school students*. New York: HarperCollins.
- 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(4), 247-264. Retrieved from: <http://members.shaw.ca/bballrjb/GCQ46%284%29Fall2002SG.pdf>
- Galbraith, J. (1985). The eight great gripes of gifted kids: responding to special needs. *Roeper Review*, 8(1), 15-18.
- Galbraith, J. & Delisle, J. (2011). *The gifted teen survival guide: smart, sharp, and ready for (almost) anything*. Minneapolis, Minnesota: Free Spirit Publishing, Inc.
- Goldman, L. (2008). *Coming out, coming in: nurturing the well-being and inclusion of gay youth in mainstream society*. New York: Routledge.
- Gosfield, M.W. (2008). *Expert approaches to support gifted learners: professional perspectives, best practices, and positive solutions*. Minneapolis, Minnesota: Free Spirit Publishing, Inc.
- Hutton, B.M. Gifted and gay youth: a panel discussion sponsored by Boulder Valley Gifted and Talented. [PowerPoint]. Presented to the Boulder Valley School District on Thursday December 3, 2009.
- Kay, K. (2003). *Uniquely gifted: identifying and meeting the needs of the twice-exceptional student*. Gilsum, New Hampshire: Avocus Publishing, Inc.
- Keener, A. (2012). G-Squared: Supporting Your Gifted LGBT Student. Supporting Emotional Needs of the Gifted (SENG). Retrieved from: <http://www.sengifted.org/archives/articles/g-squared-supporting-your-gifted-lgbt-student>
- Kerr, B. (Ed.) (2009). "Gay, lesbian, bisexual, and transgender gifted." *Encyclopedia of Giftedness, Creativity, and Talent, Volume 1*. Thousand Oaks, California: SAGE Publications, 367-369.
- 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(3), 96-107.
- Moskola, G. (2006). Personal perspective: lesbian gifted—what your students may be thinking. In B. Wallace & Gillian Eriksson (Eds.) *Diversity in Gifted Education: International Perspectives on Global Issues*. (p. 213-214). New York: Routledge.
- National Association for Gifted Children (2001). Position statement: appropriate education for gifted GLBT students. Retrieved from <http://www.nagc.org/index.aspx?id=390>
- Sears, J.T. (Ed.) (2005). *Youth, education, and sexualities: an international encyclopedia*. Westport, Connecticut: Greenwood Press.
- Silverman, L.K. (2013). Articles for gifted females. Gifted Development Center. Retrieved from: [http://www.gifteddevelopment.com/Articles/gifted\\_females/giftedfemales\\_index.html](http://www.gifteddevelopment.com/Articles/gifted_females/giftedfemales_index.html)
- Stephan, G.E. & McMullin, D.R. (1982). Tolerance of sexual non-conformity: city size as a situational and early learning determinant. *American Sociological Review*, 47, 411-415.
- Tobias, A. (1998). Gay like me. *Harvard Magazine*, 100(3), 50-59. Retrieved from: <https://harvardmagazine.com/1998/01/tobias.html>
- Treat, A.R. (2003). Yikes!—She's a dyke!: A lesbian gifted teacher's reflections. *Advocating for Gifted Gay & Lesbian Youth*, 6 (1). From: <http://bvsd.org/tag/Newsletters/AGGLY%20Vol%206%20Issue%201.pdf>
- Treat, A.R. & Whittenburg, B. (2006). Gifted gay, lesbian, bisexual, and transgender annotated bibliography: A resource for educators of gifted secondary GLBT students. *The Journal of Secondary Gifted Education*, 17(4), 230-243.
- Whittenburg, B. Researching the questions about gifted/gay youth. [Conference notes.] Special Populations Division, National Association for Gifted Children. Presented at the National Association for Gifted Children Convention November 16, 2012.
-

---

---

## Footnotes

<sup>1</sup> The acronym refers to students identifying as lesbian, gay, bisexual, transgender, intersex, and queer. We employ the term to include those who are questioning their sexual orientation, gender identity, or both.

<sup>2</sup> The term “cisgender”, coined by Dutch transman Carl Buijs (alt.support.crossdressing.net usenet group, 1995; Matthews, 1999), designates individuals who accept the gender identity that corresponds with the physical body which they received at birth.

---

## About the Authors

**Dr. Rachel Wexelbaum** is Associate Professor and LGBTIQ Studies Librarian at St. Cloud State University. She is committed to advancing LGBTIQ civil rights and ending all discrimination. Rachel is faculty liaison to the SCSU LGBT Resource Center, and chair of her campus faculty GLBTA Issues Committee. Rachel is senior editor and book reviewer for the Lambda Literary Foundation, LGBT Studies peer reviewer for *Resources for College Libraries*, and serves on the Harrington Park Press Advisory Board for Library & Information Resources. Rachel’s anthology *Queers Online: LGBT Digital Practices in Libraries, Archives, and Museums* will be out in 2015.

**Dr. John Hoover** is appointed as professor of Special Education and Assistant to the Dean for Assessment in the School of Education at St. Cloud State University in Minnesota. Dr. Hoover earned his M.Sc. (1980) at the University of Illinois and was awarded the Ph.D. by Southern Illinois University in 1988. He has been at St. Cloud State, his alma mater since 2001.

## Address

**Dr. John Hoover,**

Professor, Special Education

St. Cloud State University, School of Education

B-113-C Education Bldg., 720 4<sup>th</sup> Ave. S., St. Cloud, MN 56301-4498, U.S.A.

e-Mail: [jhhoover@stcloudstate.edu](mailto:jhhoover@stcloudstate.edu)