MENTAL HEALTH EREVIEW: TRANS YOUTH WELL-BEING

Journal Articles--Trans Youth Mental Health

CITATION	SUMMARY
Bockting, W. O. (2014). Transgender identity development. In D. L. Tolman, & L. Diamond (Eds.), *Handbook of sexuality and psychology* (pp. 739-758). Washington, DC: American Psychological Association. doi:10.1037/14193-024	This chapter reviews what we currently know about the identity development and health of contemporary transgender and transsexual people on the basis of scientific research and clinical experience. After defining several common terms, existing theories about transgender identity development and etiology are reviewed. Subsequently, salient health issues in childhood, adolescence, adulthood, and later life are discussed. The chapter concludes with a review of clinical practice, advocacy, and directions for future research.
Bockting, W., Miner, M., Swinburne, R., Romine, A., & Hamilton, C., Eli. (2013). Stigma, mental health, and resilience in an online sample of the US transgender population. *American Journal of Public Health, 103*(5), 943-951. doi:10.2105/AJPH.2013.301241	This article gives an overview of the mental health experiences of transgender youth and application of the minority stress model. Bockting et al. assessed the association between minority stress, mental health, and potential ameliorating factors in a large, community-based, geographically diverse sample of the US transgender population. In 2003, they recruited through the Internet a sample of 1093 male-to-female and female-to-male transgender persons, stratified by gender. Participants completed an online survey that included standardized measures of mental health. Guided by the minority stress model, researchers evaluated associations between stigma and mental health and tested whether indicators of resilience (family support, peer support, identity pride) moderated these associations. Respondents had a high prevalence of clinical depression (44.1%), anxiety (33.2%), and somatization (27.5%). Social stigma was positively associated with psychological distress. Peer support (from other transgender people) moderated this relationship. They found that parental support also moderated the relationship, however, because their family support measure was weak it was not as significant as peer support.
Brill, S., & Pepper, R. (2008). *The transgender child: A handbook for families and professionals.* San Francisco, CA: Cleis Press.	In this book, the authors' cover often forgotten subjects: how to talk to your transgender teenager about sexual activity (make sure your female-to-male child knows that he can become pregnant through intercourse with a biological male) and what to do when your child insists on wearing that dress to your company picnic. They acknowledge that parents of gender nonconforming children will become the de facto educators for neighbors and friends, and suggest ways to deal with this involuntary role, such as giving away copies of this book or printing business card-sized lists of Web resources. They also provide sample letters that doctors can write in support of their patients, and the authors recommend laminating these letters and having teens keep them in their wallets in case of emergency.

de Vries, A. L., Noens, I. L., Cohen-Kettenis, P. T., van Berckelaer-Onnes, I. A., & Doreleijers, T. A. (2010). Autism spectrum disorders in gender dysphoric children and adolescents. *Journal of Autism and Developmental Disorders, 40*, 930-936. doi:10.1007/s10803-010-0935-9	An empirical article addressing the co-occurrence of GID and ASD. This is the first article to systematically assess how frequently GID and ASD co-occur, measuring GID (the Dutch approach), ASD (DISCO-10) and intelligence. The most common co-occurring diagnosis was ASD and GID NOS (not otherwise specified) suggesting gender disorders present differently in those with ASD than those without ASD. Findings suggest persons with ASD are overrepresented among GID persons than in general population by ten times. Additionally, co-occurrences of GID and ASD are more common among natal males (MtF, 10.4%; FtM, 4%). In contrast, Pasterski et al. (2014) found that AQ (Autism Quotient) to be slightly high for FtM (7.1%), MfT (4.8%) no statistical difference.
de Vries, A. L. C., Kreukels, B. P. C., Steensma, T. D., & McGuire, J. K. (2014). Gender identity development: A biopsychosocial perspective. In B. P. C. Kreukels, T. D. Steensma & de Vries, A. L. C. (Eds.), *Gender dysphoria and disorders of sex development: Progress in care and knowledge* (pp. 53-80). New York: Springer. doi:10.1007/978-1-4614-7441-8_3	This chapter focuses on the various theories and research evidence about gender identity development, which have often pointed to a biological, a psychological, or a social factor as determining one's gender identity. Over time, differing views prevailed, although the multiple perspectives also developed parallel to one another. Two distinct lines of research on gender identity development emerged: those focused on "normative" development and those focused on non-normative or gender-variant development. The chapter first describes the multiple factors (biological, psychological, and social) that were studied in both lines of research. After that, current studies are presented that give evidence for a complex interaction of biological, psychological, and social factors in gender identity development. Recent findings from neuroimaging and genetic studies of individuals with gender dysphoria provide evidence that nature is of importance. Its exact role however remains largely enigmatic. Regarding future studies of gender identity development, researchers conclude that they should seek to understand not only the potential genetic and environmental (from both nature and nurture) factors, but also when these factors emerge in life and how those factors may be of influence on the full spectrum from gender-normative to gender-variant development in all its expressions.
de Vries, A. L., McGuire, J. K., Steensma, T. D., Wagenaar, E. C., Doreleijers, T. A., & Cohen-Kettenis, P. T. (2014). Young adult psychological outcome after puberty suppression and gender reassignment. *Pediatrics, 134*, 696-704. doi:10.1542/peds.2013-2958	This article provides context of mental health as it relates to the implications of puberty blockers and gender reassignment. Improvements in psychological functioning were positively correlated with postsurgical subjective well-being. A clinical protocol of a multidisciplinary team with mental health professionals, physicians, and surgeons, including puberty suppression, followed by cross-sex hormones and gender reassignment surgery, provides gender dysphoric youth who seek gender reassignment from early puberty on, the opportunity to develop into well-functioning young adults.
Goldblum, P., Testa, R. J., Pflum, S., Hendricks, M. L., Bradford, J., & Bongar, B. (Oct 2012). The relationship between gender-based victimization and suicide attempts in transgender people. *Professional Psychology: Research and Practice, 43*(5), 468-475. doi:http://dx.doi.org/10.1037/a0029605	This article presents empirical research findings from a subsample of 290 transgender participants in the Virginia Transgender Health Initiative Survey (THIS) who reported whether or not they had experienced hostility or insensitivity related to their gender identity or expression during high school, termed in-school gender-based victimization (GBV). The purpose of this study was to assess the impact of in-school GBV on rates of suicide attempts among transgender people. Of the 290 respondents, 44.8% reported they had experienced in-school GBV, and 28.5% reported a history of suicide attempt. Among those who had attempted, 32.5% reported having made one attempt, 28.6% reported a history of two attempts, and 39.0% reported having made three or more attempts. Participants who reported experiencing GBV were approximately four times more likely to have attempted suicide than those who did not. Among the subgroups of 147 trans women and 81 trans men, GBV was associated both with history of suicide attempt, and with a higher number of suicide attempts over the life span. Implications for policy and clinical interventions are discussed.

Grossman, A. H., D'Augelli, A. R., Howell, T. J., & Hubbard, S. (2005). Parents' reactions to transgender youths' gender nonconforming expression and identity. *Journal of Gay & Lesbian Social Services, 18*(1), 3-16. doi:10.1300/J041v18n01_02	Fifty-five transgender youth described their gender development and expression, parent reactions to their gender nonconformity, and initial and current mother and father reactions to their transgender identity. All of the youth reported feeling different from others in early childhood. Forty-three of the participants' mothers and 26 of their fathers knew about their identities. The youth reported that 54% of their mothers and 63% of their fathers initially reacted negatively, and 50% of the mothers and 44% of their fathers reacted negatively at the time of the interviews, an average of 3 years later. The more gender nonconforming the youth, the more likely they reported that they were verbally and physically abused by their mothers and fathers. Implications of these findings for social service professionals are discussed.
Grossman, A. H., D'Augelli, A. R., & Salter, N. P. (2006). Male-to-female transgender youth: Gender expression milestones, gender atypicality, victimization, and parents' responses. *Journal of GLBT Family Studies, 2*(1), 71-92. doi:10.1300/J461v02n01_04	Thirty-one male-to-female transgender youth reported on their gender identity, gender expression, gender atypicality, and their parents' responses. Youth felt, acted, and were told they were different between eight and nine years of age. Many were called sissies and told to change their behavior by parents; more gender-atypical youth reported childhood parental abuse.
Greytak, Emily A, Kosciw, Joseph G & Boesen, Madelyn J. (2013). Putting the "T" in "resource": The benefits of LGBT-related school resources for transgender youth. Journal of LGBT Youth, 10, 45-63. doi:10.1080/19361653.2012.718522	Researchers address the usefulness and effectiveness of LGBT resources for transgender students. Results indicated "for both transgender and cisgender LGB youth, all four resources-- GSAs, supportive educators, inclusive curricula, and comprehensive policies—were negatively related to both types of victimization and absenteeism." Trans* students were more likely to report having a GSA resource, however, trans* students were less likely to identify a support educator, access to inclusive curriculum and comprehensive anti-discrimination/bullying policies. Findings indicate that LGBT school resources are associated with more positive school outcomes for trans* youth. Interaction models indicated the positive effects that GSAs and comprehensive policies had on absenteeism were even stronger for Trans* youth.
Greytak, E. A., Kosciw, J. G., & Diaz, E. M. (2009). *Harsh realities: The experiences of transgender youth in our nation's schools.* ERIC.	This handbook provides statistical information about school climate for trans* youth. The pith of the findings suggests that trans* youth struggle in hostile school environments due to teasing, transphobic and homophobic bullying, and a dearth of school personnel interventions when such events occur. The study does address what schools are doing to alleviate some of the hostility, advocate for trans* students, and provide safe spaces of refuge for trans* students.
Haas, Ann P., Philip L. Rodgers & Jody L. Herman. 2014. Suicide Attempts among Transgender and Gender Non-Conforming Adults. Los Angeles, CA: The Williams Institute and American Foundation for Suicide Prevention. Accessed April 10, 2014. URL: http://williamsinstitute.law.ucla.edu/wp-content/uploads/AFSP-Williams-Suicide-Report-Final.pdf	The prevalence of suicide attempts among respondents to the National Transgender Discrimination Survey (NTDS), conducted by the National Gay and Lesbian Task Force and National Center for Transgender Equality, is 41 percent, which vastly exceeds the 4.6 percent of the overall U.S. population who report a lifetime suicide attempt, and is also higher than the 10-20 percent of lesbian, gay and bisexual adults who report ever attempting suicide. Much remains to be learned about underlying factors and which groups within the diverse population of transgender and gender non-conforming people are most at risk. In the present study, researchers sought to increase understanding of suicidal behavior among transgender and gender non-conforming people through an in-depth analysis of NTDS data. The specific aims of their analysis were to identify the key characteristics and experiences associated with lifetime suicide attempts in the NTDS sample as a whole, and to examine how lifetime suicide attempts vary among different groups of transgender and gender non-conforming people.

Kosciw, J. G., Bartkiewicz, M., & Greytak, E. A. (2012). Promising strategies for prevention of the bullying of lesbian, gay, bisexual, and transgender youth. *Prevention Researcher, 19*(3), 10-13.	This article addresses changes in school climate for LGBT youth based on political, cultural and social shifts regarding LGBT persons in society.
Kosciw, J. G., Greytak, E. A., Bartkiewicz, M. J., Boesen, M. J., & Palmer, N. A. (2012). *The 2011 national school climate survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools.* New York: GLSEN.	GLSEN's 2011 National School Climate Survey report provides both the snapshot of a school year and a window into the progress and process of change. For many years now, GLSEN has been dedicated to increasing the presence of critical school-based supports and resources in K–12 schools nationwide. In 2011, the level of these in-school supports continued to rise across the country. This report also gives further evidence of how these supports improve LGBT student experience, in terms of both individual well-being and educational achievement.
Kosciw, J. G., Greytak, E. A., & Diaz, E. M. (2009). Who, what, where, when, and why: Demographic and ecological factors contributing to hostile school climate for lesbian, gay, bisexual, and transgender youth. *Journal of Youth and Adolescence, 38*, 976-988. doi:10.1007/s10964-009-9412-1	Researchers explored contextual factors associated with hostile school climates. Their findings suggest that low socioeconomic status and low educational attainment is associated with more hostile school environments for LGBT youth. Additionally, the authors find that race/ethnicity, age, and gender were all significantly associated with school victimization.
Kosciw, J. G., Palmer, N. A., Kull, R. M., & Greytak, E. A. (2013). The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. *Journal of School Violence, 12*(1), 45-63. doi:10.1080/15388220.2012.732546	Using a sample of 5730 LGBT youth from secondary school, researchers addressed the effects of negative school climate on academic outcomes and self-esteem. Results indicate school victimization was associated with lower academic outcomes and lower self-esteem. This article finds that school based supports—safe school policies, supportive personnel, and GSAs—moderated school victimization and the poorer outcomes associated with victimization.
Kuvalanka, K. A., Weiner, J. L., & Mahan, D. (2014). Child, family, and community transformations: Findings from interviews with mothers of transgender girls. *Journal of GLBT Family Studies, 10*, 354-379. doi:10.1080/1550428X.2013.834529	The present study represents findings from interviews with five mothers, each of whom had a transgender child. All of the transgender children were natal/biological males between the ages of 8 and 11 years old and had socially transitioned to living as girls. Ehrensaft's (2012) notion of the "true gender self" was integrated with an ecological perspective to examine multiple interacting contexts, including family, neighborhood, and school, in which the participants lived. An overarching theme of "transformation" (or lack thereof) was used to organize the findings in relation to the transgender children, their families, and their communities. Changes in relation to the children's demeanor and well-being before and after their social transitions (e.g., from shy and depressed to happy and well-adjusted), the parents' and other family members' feelings and reactions to the children's gender identities and expressions over time (e.g., health care professionals and school staff learning along with and from the families), and the responses of others in the community (e.g., lack of knowledgeable health care professionals and school personnel) are discussed. Findings have implications for practice and future research.

Kwon, P. (2013). Resilience in lesbian, gay, and bisexual individuals. *Personality and Social Psychology Review, 17*, 371-383. doi:10.1177/1088868313490248	To promote psychological health among lesbian, gay, and bisexual (LGB) individuals, more comprehensive research on resilience factors in LGB individuals is needed. This article presents a theoretical framework based on the existing literature, with an eye toward guiding future research in this area. Social support clearly serves as a resilience factor for LGB individuals, in part through its ability to lower reactivity to prejudice. Social support is particularly effective when it specifically supports people's sexual orientation and is congruent with individuals' developmental needs. The ability to accept emotions and to process them in an insightful manner also buffers the negative impact of prejudice. In addition, hope and optimism allow LGB individuals to maintain psychological health when faced with prejudice.
McGuire, J., Anderson, T., & Russell , S. (2010). School climate for transgender youth: A mixed method investigation of student experiences and school responses. *Journal of Youth and Adolescence, 39*(10), 1175-1188. doi:10.1007/s10964-010-9540-7	Transgender youth experience negative school environments and may not benefit directly from interventions defined to support Lesbian, Gay and Bisexual (LGB) youth. This study utilized a multi-method approach to consider the issues that transgender students encounter in school environments. Using data from two studies, survey data (total n = 2260, 68 transgender youth) from study 1 and focus groups (n = 35) from study 2, researchers examine transgender youth's experience of school harassment, school strategies implemented to reduce harassment, the protective role of supportive school personnel, and individual responses to harassment, including dropping out and changing schools. In both studies, researchers found that school harassment due to transgender identity was pervasive, and this harassment was negatively associated with feelings of safety. When schools took action to reduce harassment, students reported greater connections to school personnel. Those connections were associated with greater feelings of safety. The indirect effects of school strategies to reduce harassment on feelings of safety through connection to adults were also significant. Focus group data illuminate specific processes schools can engage in to benefit youth, and how the youth experience those interventions.
McGuire, J. K., Catalpa, J. M., Lacey, V., & Kuvalanka, K. A. (in press, 2016). Ambiguous loss theory: Processes for decentering cisnormativity in families with Trans family members. *Journal of Family Theory & Review*	In this article, authors use an ambiguous loss framework as a process for decentering cisnormativity within families through examining transpersons within a family context. Specifically, the authors examine how individual family members have varied experiences with regard to gender transition and ambiguous loss depending on where one is located within the family system. To that end, authors wish to extend ambiguous loss theory to trans populations and in doing so expand the theories scope of application.
McGuire, J. K., Kuvalanka, K. A., Catalpa, J. M., & Toomey, R. B. (2016). Transfamily theory: How the presence of trans* family members informs gender development in families. *Journal of Family Theory & Review, 8,* 60-73. doi:10.1111/jftr.12125	The presence of a trans* family member can challenge existing theoretical notions about the development of gender in families. Emerging knowledge about trans* identities consolidates around 5 primary challenges to existing theoretical notions of gender: (a) non-dimorphic sex, (b) nonbinary gender, (c) the biological and social construction of gender, (d) gender identity development, and (e) family meaning making about transgender identity. These challenges structure an examination of hetero- and cisnormative expectations within family theory and help unpack long-standing tensions between essentialist and social constructionist views of gender development. This can play out in family theory through a recognition of the tension between upholding and decentering cisnormativity within families. This article pinpoints locations where current family theories require reexamination and expansion to accurately conceptualize the flexibility and variability of families with trans* members.

McGuire, J. K., & Conover-Williams, M. (2010). Creating Spaces to Support Transgender Youth. *Prevention Researcher, 17*(4), 17-20.	In this article the authors explore the opportunity to create spaces that specifically promote the well-being of transgender adolescents and young adults. While many of the approaches designed to improve social spaces for lesbian, gay and bisexual (LGB) youth will also support transgender youth, policies and practices may not apply to, or actively include, these adolescents who face unique needs and opportunities. This articles describes family, school, and community contexts linked to the well-being of transgender adolescents, and presents data from focus groups with transgender youth conducted at sexual minority youth community centers.
Meadow, T. (2011). 'Deep down where the music plays': How parents account for childhood gender variance. *Sexualities, 14*, 725-747. doi:10.1177/1363460711420463	Parents of gender variant children routinely negotiate their child's gender with social institutions, from schools to churches to neighborhood associations. These interactions require that parents develop narratives about why their particular child violates gender norms. In this paper, the author argues that over the last century, there has been a proliferation within biomedicine, psychiatry and popular culture of the ways in which we can "know" gender; and as a result, ever more emotional work is required to account for the "self" that inhabits the gendered body. This analysis of the work parents of gender variant children do to explain their children to others demonstrates that these identities require a distinctly modern form of accounting. With that call to articulate the self comes an attendant proliferation of the ways in which gender can be regulated; yet, despite much sociological evidence that medicine, psychology and spirituality are often mechanisms for social control, they also provide ready tools for exploring, facilitating and embracing the multiplicity and plasticity of contemporary gender identities.
Mustanski, B. S., Garofalo, R., & Emerson, E. M. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. *American Journal of Public Health, 100*(12), 2426-2432. doi:10.2105/AJPH.2009.178319	Mutanski et al. examines associations of race/ethnicity, gender, and sexual orientation with mental disorders among lesbian, gay, bisexual, and transgender (LGBT) youths. They assessed mental disorders by administering a structured diagnostic interview to a community sample of 246 LGBT youths aged 16 to 20 years. Participants also completed the Brief Symptom Inventory 18 (BSI 18). One third of participants met criteria for any mental disorder, 17% for conduct disorder, 15% for major depression, and 9% for posttraumatic stress disorder. Anorexia and bulimia were rare. Lifetime suicide attempts were frequent (31%) but less so in the prior 12 months (7%). Few racial/ethnic and gender differences were statistically significant.
Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics,* doi:10.1542/peds.2015-3223	This is the most recent article on the state of mental health of transgender youth. Transgender children who have socially transitioned, that is, who identify as the gender "opposite" their natal sex and are supported to live openly as that gender, are increasingly visible in society, yet we know nothing about their mental health. Previous work with children with gender dysphoria has found remarkably high rates of anxiety and depression in these children. Olson et al. examine, for the first time, mental health in a sample of socially transitioned transgender children. These transgender children showed no elevations in depression and slightly elevated anxiety relative to population averages. They did not differ from the control groups on depression symptoms and had only marginally higher anxiety symptoms. Socially transitioned transgender children who are supported in their gender identity have developmentally normative levels of depression and only minimal elevations in anxiety, suggesting that psychopathology is not inevitable within this group. Especially striking is the comparison with reports of children with GD; socially transitioned transgender children have notably lower rates of internalizing psychopathology than previously reported among children with GD living as their natal sex.

Poteat, V. P., Sinclair, K. O., DiGiovanni, C. D., Koenig, B. W., & Russell, S. T. (Jun 2013). Gay-straight alliances are associated with student health: A multischool comparison of LGBTQ and heterosexual youth. *Journal of Research on Adolescence, 23*(2), 319-330. doi:http://dx.doi.org/10.1111/j.1532-7795.2012.00832.x	Few studies have examined school-based factors associated with variability in the victimization and health of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth. Among 15,965 students in 45 Wisconsin schools, the authors identified differences based on Gay–Straight Alliance (GSA) presence. Youth in schools with GSAs reported less truancy, smoking, drinking, suicide attempts, and sex with casual partners than those in schools without GSAs, with this difference being more sizable for LGBTQ than heterosexual youth. GSA-based differences were greatest for sexual minority girls on reported sex while using drugs. GSA effects were nonsignificant for general or homophobic victimization, grades, and school belonging. Findings suggest that GSAs could contribute to attenuating a range of health risks, particularly for LGBTQ youth.
Rahilly, E. P. (2015). The gender binary meets the gender-variant child: Parents' negotiations with childhood gender variance. *Gender & Society, 29*, 338-361. doi:10.1177/0891243214563069	Until recently, raising a young child as transgender was culturally unintelligible. Most scholarship on transgender identity refers to adults' experiences and perspectives. Now, the increasing visibility of gender-variant children, as they are identified by the parents who raise them, presents new opportunities to examine how individuals confront the gender binary and imagine more gender-inclusive possibilities. Drawing on Foucault's notion of "truth regime" to conceptualize the regulatory forces of the gender binary in everyday life, this work examines the strategies of 24 such parents, who represent 16 cases of childhood gender variance. Specifically, Rahilly analyzes three practices—"gender hedging," "gender literacy," and "playing along"—through which these parents develop a critical consciousness about gender binary ideology and work to accommodate their children's nonconformity in diverse discursive interactions. Taken together, their newfound strategies and perspectives subvert traditional conceptions of "gender-neutral" or "feminist" parenting, and reveal new modes of resistance to the normative transmission and regulation of gender practices.
Reisner, S. L., Greytak, E. A., Parsons, J. T., & Ybarra, M. L. (2015). Gender minority social stress in adolescence: Disparities in adolescent bullying and substance use by gender identity. *Journal of Sex Research, 52*, 243-256. doi: 10.1080/00224499.2014.886321	Findings in this study support the use of gender minority stress perspectives in designing early interventions aimed at addressing the negative health consequences of bullying and harassment. Gender minority youth had increased odds of past-12-month alcohol use, marijuana use, and non-marijuana illicit drug use. Gender minority youth disproportionately experienced bullying and harassment in the past 12 months, and this victimization was associated with increased odds of all substance use indicators. Bullying mediated the elevated odds of substance use for gender minority youth compared to cisgender adolescents.
Russell, S. T., & Fish, J. (2016). Mental health in LGBT youth. *Annual Review of Clinical Psychology, 12*, 465-487. doi:10.1146/annurev-clinpsy-021815-093153	Today's lesbian, gay, bisexual, and transgender (LGBT) youth come out at younger ages, and public support for LGBT issues has dramatically increased, so why do LGBT youth continue to be at high risk for compromised mental health? Russel & Fish provide an overview of the contemporary context for LGBT youth, followed by a review of current science on LGBT youth mental health. Research in the past decade has identified risk and protective factors for mental health, which point to promising directions for prevention, intervention, and treatment. Legal and policy successes have set the stage for advances in programs and practices that may foster LGBT youth mental health. Implications for clinical care are discussed, and important areas for new research and practice are identified.

Russell, S. T., & McGuire, J. K. (2008). Chapter: The school climate for lesbian, gay, bisexual, and transgender (LGBT) students., 133-149. Retrieved from Oxford University Press; US. doi:10.1093/acprof:oso/9780195327892.003.0008	Schools are a critical development context for adolescents. Most research focuses on individual students and their development, but a focus on the climate of schools is crucial for analyzing policy innovations as well as student well-being. This chapter focuses on the school experiences of lesbian, gay, bisexual, and transgender (LGBT) students, a group for whom school safety is a pressing concern. Drawing from Rogers' (2003) theory of diffusion of innovation, it identifies planned, structural changes in school policies that create positive change in school LGBT climates and for LGBT students. It discusses strategies for measuring individual- and school-level safety and climate, and provides empirical illustrations. The chapter concludes with a discussion of contemporary policy innovations and advocacy efforts that are consistent with an emphasis on improving school climates.
Russell, S. T., Ryan, C., Toomey, R. B., Diaz, R. M., & Sanchez, J. (2011). Lesbian, gay, bisexual, and transgender adolescent school victimization: Implications for young adult health and adjustment. *Journal of School Health, 81*(5), 223-230. doi:10.1111/j.1746-1561.2011.00583.x	Russell et al. link school victimization among LGBT youth to mental health risk such as elevated levels of depression and suicidal ideation, and sexual health risk such as a higher risk for STD and HIV transmission.
Ryan, C., Russell, S. T., Huebner, D., Diaz, R., & Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. *Journal of Child and Adolescent Psychiatric Nursing, 23*, 205-213. doi:10.1111/j.1744-6171.2010.00246.x	A quantitative measure with items derived from prior qualitative work retrospectively assessed family accepting behaviors in response to LGBT adolescents' sexual orientation and gender expression and their relationship to mental health, substance abuse, and sexual risk in young adults (N = 245). Family acceptance predicts greater self-esteem, social support, and general health status; it also protects against depression, substance abuse, and suicidal ideation and behaviors.
Seelman, K. L., Forge, N., Walls, N. E., & Bridges, N. (2015). School engagement among LGBTQ high school students: The roles of safe adults and gay–straight alliance characteristics. *Children and Youth Services Review, 57*, 19-29. doi:10.1016/j.childyouth.2015.07.021	Student school engagement, or the person–environment fit between a student and the student's school, is a construct that has received increasing attention in the school psychology literature in recent years. However, little research has examined this construct among lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) students or analyzed whether factors such as access to safe adults, the presence of a Gay–Straight Alliance (GSA), characteristics of a GSA, or personal involvement in a GSA may connect to engagement. The current study used sequential multiple regression to examine data from a sample of LGBTQ high school students (N = 152) from Colorado and found that the greater the number of types of safe adults that a student has access to at school, the higher the student's school engagement. GSA presence was not significantly associated with student school engagement. However, among those students whose school had a GSA (N = 91), the larger, more active, more visible, and more supported a GSA was perceived to be, the more these students were engaged at school. Personal involvement in a GSA did not predict student school engagement. This article discusses implications for school-based practitioners and future research.

Singh, A. A., Hays, D. G., & Watson, L. S. (2011). Strength in the face of adversity: Resilience strategies of transgender individuals. *Journal of Counseling & Development, 89*, 20-27. doi:10.1002/j.1556-6678.2011.tb00057.x	This inquiry explored the lived experiences of resilience of 21 transgender individuals. Through individual semi-structured interviews (3 interviews each with 5 participants) and 1 focus group interview (16 participants), the authors identified 5 common resiliency themes (evolving a self-generated definition of self, embracing self-worth, awareness of oppression, connection with a supportive community, and cultivating hope for the future) and 2 variant themes (social activism and being a positive role model for others).
Toomey, R., Ryan, C., Diaz, R., Card, N., & Russell, S. (2010). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment. *Developmental Psychology, 46*(6), 1580-1589. doi:10.1037/a0020705	Past research documents that both adolescent gender nonconformity and the experience of school victimization are associated with high rates of negative psychosocial adjustment. Using data from the Family Acceptance Project's young adult survey, authors examined associations among retrospective reports of adolescent gender nonconformity and adolescent school victimization due to perceived or actual lesbian, gay, bisexual, or transgender (LGBT) status, along with current reports of life satisfaction and depression. The participants included 245 LGBT young adults ranging in age from 21 to 25 years. Using structural equation modeling, authors found that victimization due to perceived or actual LGBT status fully mediates the association between adolescent gender nonconformity and young adult psychosocial adjustment (i.e., life satisfaction and depression).
Toomey, R. B., McGuire, J. K., & Russell, S. T. (2012). Heteronormativity, school climates, and perceived safety for gender nonconforming peers. *Journal of Adolescence, 35*(1), 187-196. doi:10.1016/j.adolescence.2011.03.001	Students' perceptions of their school climates are associated with psychosocial and academic adjustment. This study examined the role of school strategies to promote safety in predicting students' perceptions of safety for gender nonconforming peers among 1415 students in 28 high schools. Using multilevel modeling techniques, authors examined student- and school-level effects on students' perceptions of safety for gender nonconforming peers. Authors found that older students, bisexual youth, Latino youth, and youth who experienced school violence perceived their gender nonconforming male peers to be less safe. Similarly, authors found that older students and students who experienced school violence and harassment due to gender nonconformity perceived their gender nonconforming female peers to be less safe. At the school-level, it was found that when schools included lesbian, gay, bisexual, transgender, and queer (LGBTQ) issues in the curriculum and had a Gay-Straight Alliance, students perceived their schools as safer for gender nonconforming male peers.
Toomey, R. B., & Russell, S. T. (2013). An initial investigation of sexual minority youth involvement in School-Based extracurricular activities. *Journal of Research on Adolescence, 23*(2), 304-318. doi:10.1111/j.1532-7795.2012.00830.x	One of the only articles that addresses sexual minority youth's experiences in "positive school-based contexts". Results indicate that groups differ in their extracurricular participation rates with hetero boys participating more in sports and hetero girls participating more in arts. For clubs, hetero females were more likely to participate compared to sexual minority youth and hetero males. There were no significant predictors of sexual minority youth participation in school-based sports, however, for hetero youth of both genders with higher educated parents, personal GPA and connection to school were more likely to participate in school-based sports. Researchers found associations between extracurricular activity involvement and academic outcomes were equivalent for all adolescents, regardless of sexual orientation.

Wahlig, J. L. (2014). Losing the child they thought they had: Therapeutic suggestions for an ambiguous loss perspective with parents of a transgender child. *Journal of GLBT Family Studies, 11*, 305-326. doi:10.1080/1550428X.2014.945676	In our culture, gender is a deeply felt, value-rich, organizing principle; it informs our understanding of who we are as an individual, as well as who we are supposed to be and how we are supposed to act within relationships. This is especially evident in family relationships, and perhaps most strongly in the relationships of mothers and fathers with their sons and daughters. Thus, when a person comes out as transgender or transsexual, parents often experience a profound sense of loss and confusion about their child's new identity and role in the family. In this article, the author discusses parental experiences of grief in response to their transgender child's gender transition and proposes that parents who struggle with a child's gender transition may be experiencing ambiguous loss. Whalig discusses these experiences in terms of ambiguous loss theory and introduces the concept of dual ambiguous loss. The author also provides clinical suggestions for using an ambiguous loss framework with these parents, and offers directions for future research.