

**18th Annual
The Jim E. Nadherny/Caldwell
Memorial Youth Symposium**



**Clinical Essentials
for Increased
Understanding of the
Diverse Transgender
Community**

February 26, 2016
Santa Cruz CA

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Gender Spectrum Mission

**To create a gender sensitive
and inclusive environment
for all children and teens**



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Dimensions of Gender

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The work begins INSIDE.



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Gender Inclusive Practices

Four Entry Points

- Personal
- Structural
- Interpersonal
- Instructional

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1. Personal Entry Points

Working from the inside out

Focus on professionals' personal understandings of gender. Involves reflection about how our experiences and beliefs about gender impact the work we do with young people and the adults who care for them.

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What are you thinking about this cover?

What do you THINK?

- Jennifer's parents are surprised to hear their 5-year old exclaim, "I'm a boy!" They say fine, and let their child pick a new name and begin using "he" and "his" for pronouns.

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What do you THINK?

- 7 year-old Chantelle goes to the bathroom to pee. But while she's there, other students constantly ask her why her feet face the "wrong direction" when she's going.

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What do you THINK?

- 10 year old Devon approaches you and complains that everyone keeps asking "Are you a boy or a girl?"

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What do you THINK?

- At 14, Jamie has decided that they want to be known as agender, but need you to help explain what that means to their parents.

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What do you THINK?

- Tanya is 16, and explains to you that attending school as a girl has become impossible. Instead, Tanya changes clothes everyday on the way to and from the campus, and is now known at school a Tomàs. The school has been supportive, but Tomàs does not want his parents to be informed.

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What do you THINK?

- A neighbor approaches you at Safeway and says, "I hear they're letting boys use the girls' restrooms now at the middle school. What the heck is going on there anyway?"

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What do you THINK?

- Data!!
- Hold onto your reflections as we discuss gender's complexity

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Dimensions of Gender

Three Essential Ideas

1. Gender is about more than our bodies
 - Biology
 - Expression
 - IDENTITY!
2. Gender is better represented as a complex spectrum, rather than a simple binary
3. Gender and sexual orientation are different, and confusing them creates challenges for young people

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Dimensions of Gender

California State Anti Discrimination Policy
Education Code § 200

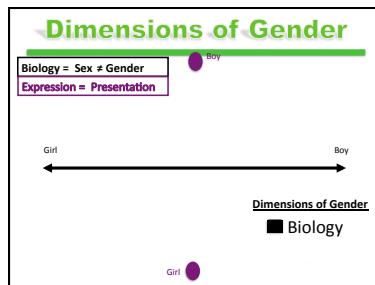
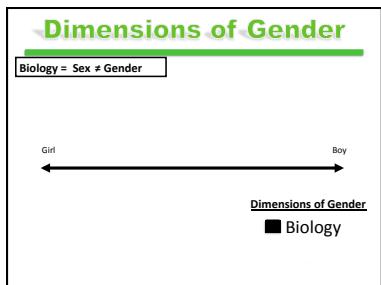
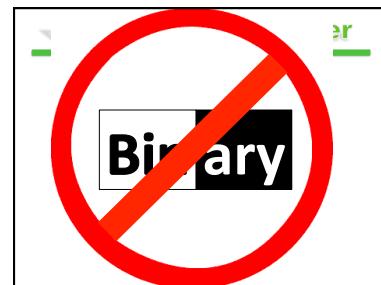
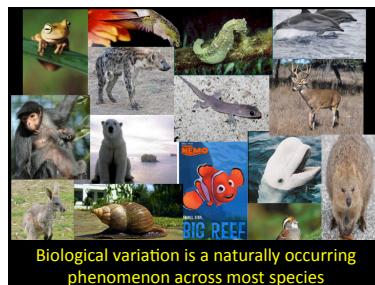
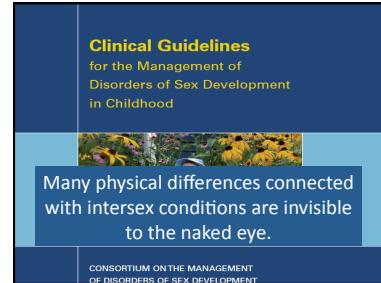
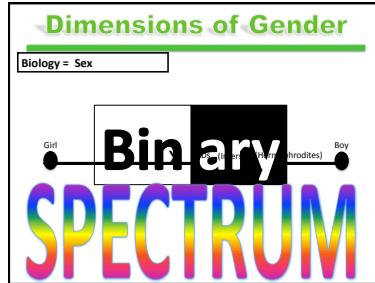
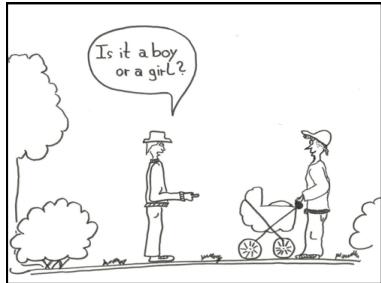
- Protected categories:
 - Disability, **gender**, nationality, race or ethnicity, religion, sexual orientation
- Education Code § 210.7. "**Gender**" means sex, and includes a person's **gender identity** and **gender expression**. "**Gender expression**" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

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Dimensions of Gender

When someone has a baby, what is the first question almost always asked?

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Here's a "diamond ring" for a "sweet baby girl" and a "saw" for a "busy baby boy."

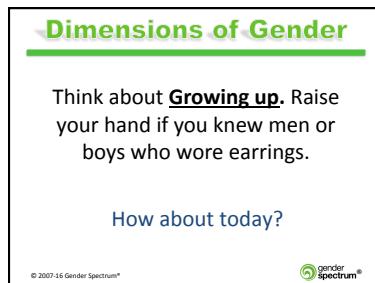


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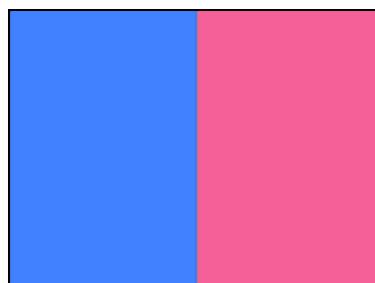


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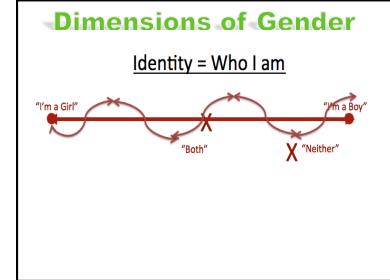
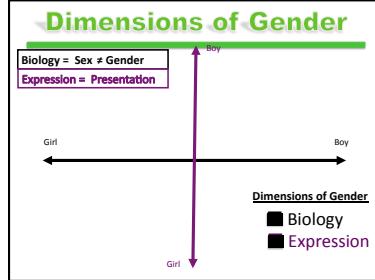
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Throughout time and from one culture to another, gender expression norms constantly are changing

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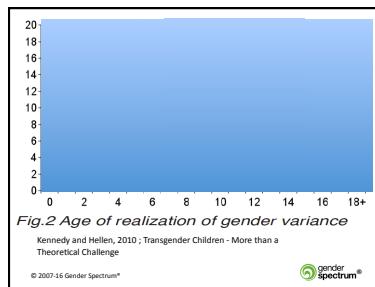


Dimensions of Gender

When Did You Know?

- When did you realize what your own gender was?
- How did you know?

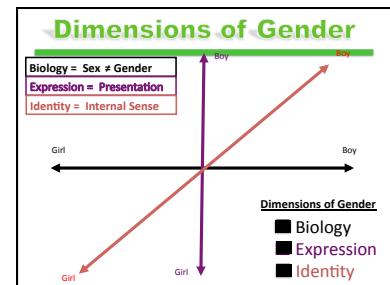
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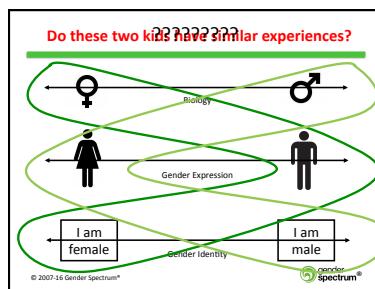
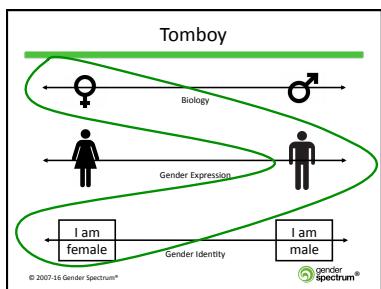
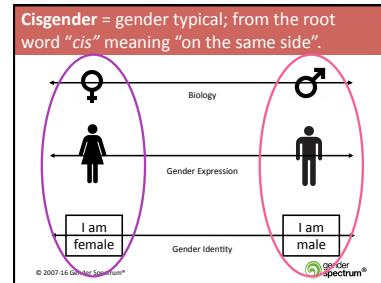
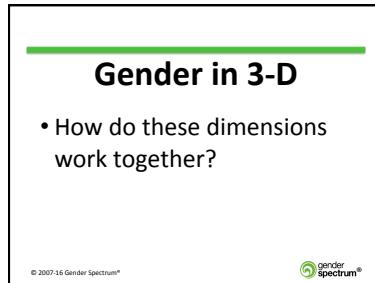
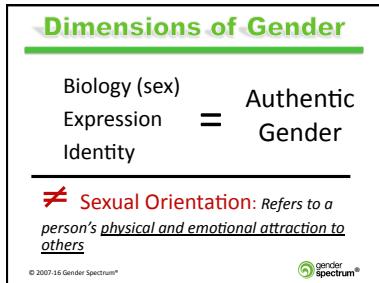


I used to dream that God realized he had got it wrong and that I would wake up as a girl. I used to go to bed and pray I'd wake up with everything put right. I used to cry myself to sleep, wishing I'd wake as a girl from about seven years old.

It was my first day of primary school and they told the boys to queue on the right and the girls to queue on the left. I went to the left but got moved to the right and remember sobbing all day because they had got it wrong.

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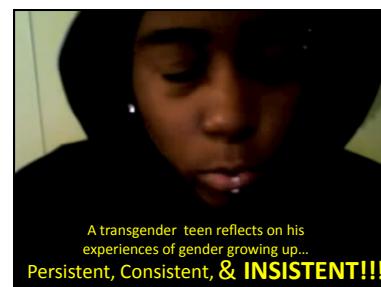
I am a boy!!!!

I am a girl!!!!

Transgender Children

- Persistent
- Consistent
- Insistent!

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Quite simply,
transgender
students are not
making it up.

Beyond the Binary

Pluto, Gender and False Dichotomies



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Boy v. Girl

Universal

Gender and Culture

Khanit (Oman)	Calala/ Calabai (Sulawesi)
Fafafine (Samoa)	Lakin on (Philippines)
Fakaleiti (Tonga)	Tomboy (Philippines)
Mahu wahine (Hawaii)	Sworn virgins (Balkans)
Mahu vahine (Tahiti)	Mollies (England)
Whakawhine (New Zealand Māori)	Ashtime (Ethiopia)
Ia (Te Reo Māori)	Mashoga (Kenya)
Akava ine (Cook Islands Māori)	Mangankoko (Congo)
Bakla (Tagalog)	Travestis (Brazil)
Two Spirit (Native American)	Muxe (Mexico)
Guevedoche (Dominican Republic)	Waria (Indonesia)
Kwolu-satmwol (Papua New Guinea)	Xanith (Oman)
Hijra (India and Pakistan)	Femminelli (Naples)



Men, Women and Bisexual

Fusion's Millennial Poll*

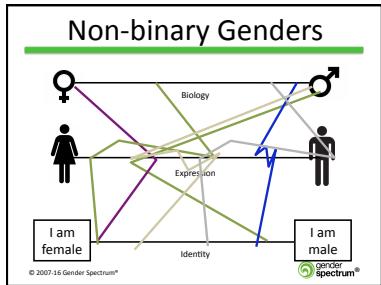
1,000 Adults Aged 18-34

- There are only two genders, male and female
- Gender is a spectrum, and some people fall outside conventional categories
- Don't know

* Poll conducted Jan. 2015

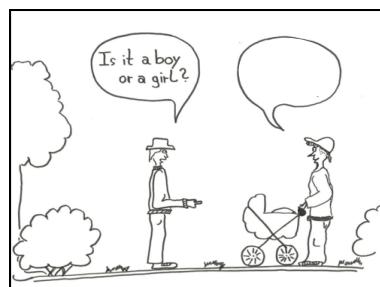
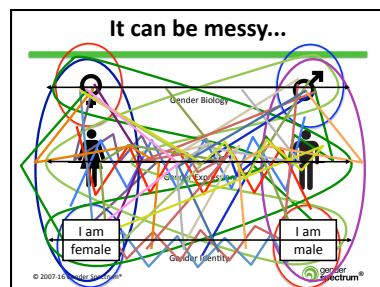
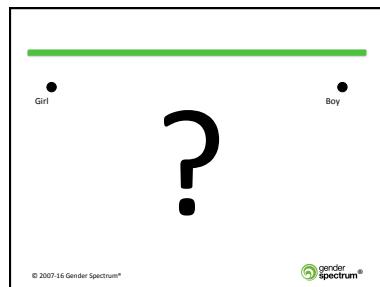
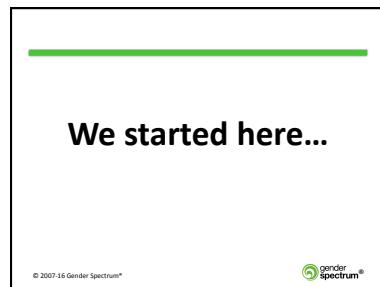
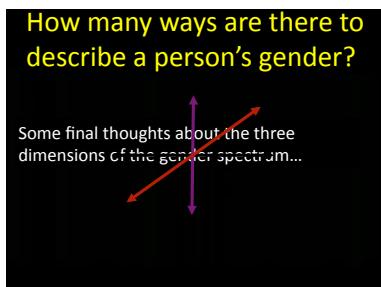
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58 gender options
not enough?
Facebook now allows
unlimited custom
identities
(February 27, 2015)



Gender Expansive. Refers to individuals that expand gender expression and identity beyond what is perceived as the expected gender norms.

Each of us has the right to determine for ourselves the **label** we use to identify our gender, its **meaning**, and that which **we wish others to use** in referring to us.



BREAK

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Creating Gender Inclusive Schools

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Gender Spectrum Mission



To create a gender sensitive and inclusive environment for all children and teens

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Enacting our Mission...

- Family/Caregiver Support
- Gender Discourse
- Gender Spectrum Conference

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Gender Spectrum Conference

- July 8 – 10
- St. Mary's College (Moraga, CA)
- Professionals' Symposium – July 8
- Family Conference – July 9 & 10

Please consider attending and/or volunteering!!

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Enacting our Mission...

- Family/Caregiver Support
- Gender Spectrum Conference
- Gender Discourse
- Education and Training

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Education and Training

- Pre-K – 12+ across the United States
- Public, private and parochial
- Urban, rural and suburban
- Leadership and staff training
- Parent and community education coaching
- Classroom practice consultation and coaching
- Resources

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Gender Spectrum...

- Meets people where they are
- Acknowledges intersections
- Focuses on All students!

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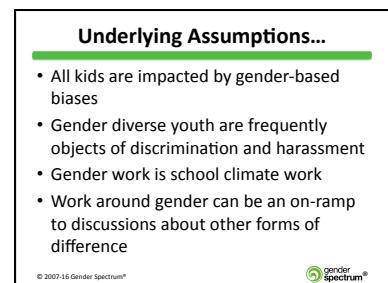
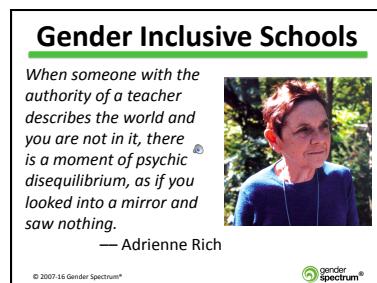
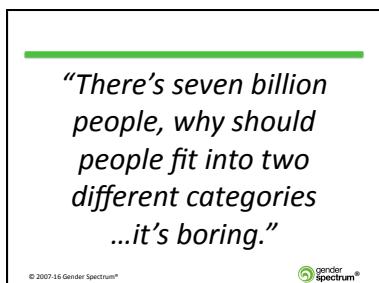


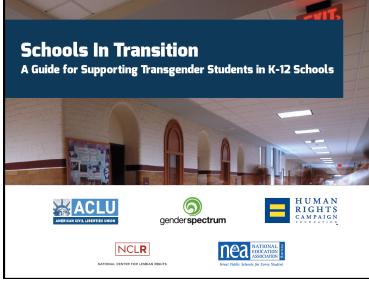
It's about ALL Kids!



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<p>Gender Inclusive Schools...</p> <ul style="list-style-type: none"> • Recognize the gender diversity of ALL students • Interrupt binary notions of gender • Normalize gender diversity • Question limited portrayals of gender • Support students' processes of reflection (about gender and lots more!) • Teach empathy and respect <p>© 2007-16 Gender Spectrum® </p>	 <p>© 2007-16 Gender Spectrum </p>	<p>Schools In Transition A Guide for Supporting Transgender Students in K-12 Schools</p>  <p>ACLU  gender spectrum  HUMAN RIGHTS CAMPAIGN  NCLR  nea </p>						
<p>Gender Inclusive Schools</p> <p>Four Entry Points</p> <ul style="list-style-type: none"> Personal Structural Interpersonal Instructional <p>© 2007-16 Gender Spectrum® </p>	<p>1. Personal Entry Points</p> <p>Working from the inside out</p> <p>Focus on educators' own understandings of gender. It involves reflection about how each person's experiences and beliefs about gender impact the work they do with students.</p> <p>© 2007-16 Gender Spectrum® </p>	 <p>It can be messy... Norms around gender expression change over time!</p>						
<p>• What messages did you receive from those around you about gender?</p> <p>• Did those messages make sense to you?</p> <p>• How have issues of gender and gender diversity "shown up" in your work as an educator or in your role at school?</p> <p>© 2007-16 Gender Spectrum® </p>	<p>2. Structural Entry Points:</p> <p>Loud and Clear Without a Sound</p> <p>Demonstrate to your community that the institution recognizes and honors gender diversity and actively works to reflect a more complex understanding about gender.</p> <p>© 2007-16 Gender Spectrum® </p>	<p>Gender Inclusive Schools Assessment</p> <p>Use this tool to help you get started with determining what gender inclusiveness means in your school and in your classroom. The fact is, there is a reference to the entry points for creating a gender inclusive school. Below the different items, make any notes or references to help you answer the questions.</p> <table border="1"> <tr> <td>1 = Strongly disagree</td> <td>2 = Disagree</td> <td>3 = Agree</td> <td>4 = Strongly Agree</td> <td>5 = Don't know</td> <td>6 = Not applicable</td> </tr> </table> <p>School has articulated its commitment to gender inclusiveness to staff, families and students (via handbooks, policies, newsletters, etc.) [Structural]</p> <p>School has forms or other ways that allow for a parent to note if their child is gender-expansive or transgender [Structural]</p> <p>School has designated one or more individuals who are responsible for questions or concerns about gender inclusiveness [Structural]</p> <p>School provides at least one private restroom that is optional for all students but required of none [Structural]</p> <p>School dress code is supportive of students dressing in a manner consistent with their own sense of gender [Structural]</p> <p>Comments (leave responses, signs, ideas, etc. on areas where you see room for improvement) _____</p> <p>www.genderspectrum.org • 510.788.6212 • info@genderspectrum.org</p>	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly Agree	5 = Don't know	6 = Not applicable
1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly Agree	5 = Don't know	6 = Not applicable			

OAKLAND UNIFIED SCHOOL DISTRICT
Board Policy
AR 5145.3 –Transgender Students

The District is committed to providing a safe, supportive, and inclusive learning environment for all students, including transgender students.
The District is also committed to ensuring that every student has equal educational opportunities and equal access to the District's educational programs and activities.

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School Roster Information			SFUSD																																
<p>① Student Information as per Official Record</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Last Name</td> <td style="width: 33%;">Suffix</td> <td style="width: 33%;">First Name</td> <td style="width: 33%; text-align: right;">Middle Name</td> </tr> <tr> <td colspan="2"></td> <td colspan="2" style="text-align: right;">Gender <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female</td> </tr> <tr> <td>Date of Birth</td> <td colspan="2">Place of Birth - Name of Hospital or Facility</td> <td style="text-align: right;">City</td> </tr> <tr> <td colspan="2"></td> <td colspan="2" style="text-align: right;">State (FDS) Country</td> </tr> <tr> <td colspan="4" style="text-align: center; height: 40px;"></td> </tr> </table> <p>② Student Information for School Roster</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Last Name</td> <td style="width: 33%;">Suffix</td> <td style="width: 33%;">First Name</td> <td style="width: 33%; text-align: right;">Middle Name</td> </tr> <tr> <td colspan="2"></td> <td colspan="2" style="text-align: right;">Gender <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female</td> </tr> <tr> <td colspan="4" style="text-align: center; height: 40px;"> <p style="margin: 0;">I understand that changes made to my child's information will require a change of name or gender.</p> <p style="margin: 0;">Please initial signature _____ Date _____</p> </td> </tr> </table>				Last Name	Suffix	First Name	Middle Name			Gender <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female		Date of Birth	Place of Birth - Name of Hospital or Facility		City			State (FDS) Country						Last Name	Suffix	First Name	Middle Name			Gender <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female		<p style="margin: 0;">I understand that changes made to my child's information will require a change of name or gender.</p> <p style="margin: 0;">Please initial signature _____ Date _____</p>			
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Gender Inclusive Registration Forms (guardian)

School is committed to recognizing the rich diversity of our students. If you have any questions about any of the information we are collecting, please don't hesitate to discuss with us.

Child's Preferred First Name: _____

Child's Legal First Name: _____ Decline to state

Child's Gender: _____ Decline to state Female Male Something else (please share child's gender, below)

Child's preferred gender pronoun: _____ He She They Something else (If so, please share with us how your child prefers to be addressed)

Child's sex on birth certificate: _____ Female Male Intersex /Other Decline to state
(see below if you wish to share details)

3. Interpersonal Entry Points: Interrupting Binary Biases

Interpersonal interactions...

- Interrupt gender stereotypes and discrimination
- Use inclusive language “*all genders*” “boy, girl, both or neither”
- Seek opportunities to show students how messages about gender are conveyed in various contexts
- Demonstrate walking the talk...do your own work
- Recognize that what is not spoken teaches as loudly as what is spoken



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[www.gender-spectrum.org](#) | [Facebook](#) | [Twitter](#) | [YouTube](#)

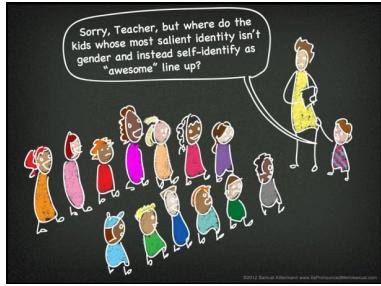
What makes someone a person with gender?

- There are lots of ways to be boys or girls or something else. Isn't it great?!!
- Is there only one way to be a boy or girl? Can boys and girls like the same things? Do all boys like the same things? Do all girls like the same things?
- Gender is a lot more than our bodies. It is about how we show other people things about our gender (maybe our clothes, or our hair, or the toys we like) and how we feel on the inside.
- You should be careful about thinking you know someone's gender just by looking at them. And even if you do know a person's gender, don't assume you know the things they like to do or wear, or play with.
- No one likes to be pointed out by other kids. Does it feel good when you think someone is talking about you?

 12 easy steps on the way to gender inclusiveness...

12 easy steps on the way to gender inclusiveness...

1. Avoid asking kids to line up as boys or girls or separating them by gender. Instead, use things like "odd and even birth date," or "kids wearing shoes with laces and without laces," or "solids vs. patterns." Consider using tools like the "appointment schedule" to form pairs or have students come up with ways. Always ask yourself, "Will this configuration create a gendered space?"



Common Questions and Concerns Regarding Speaking about Gender Diversity with Children

If you are talking about gender, aren't you discussing reproduction and sexuality?

The simple answer is no. When we discuss gender, we talk about what people like to wear, the activities they engage in, and how they feel about themselves. This is not sexuality. Sexuality involves physical intimacy and attraction. Gender is about self-identity. Gender identity is a person's internal sense of where they fit on the gender spectrum. This includes all kids, "typically" gendered or not.

4. Instructional Entry Points:

Teaching about and integrating gender

Specific ways in which teaching and learning are used to instill greater awareness and understanding about gender.

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Lower Elementary Grades (K-2)

Overarching concepts:
Lots of ways to be boys or girls or something else. Isn't it great?!?!

Mid Elementary (2-4)

Overarching concepts:
Gender is very complex and not just about bodies. We all have a right to be ourselves.

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Upper Elementary (4-6)

Overarching Concepts
Gender Diversity: Binary vs. Multi-dimensional Models of Gender

Middle School

Overarching Concepts
Social expectations and limitations about gender. What happens to gender non-conforming kids?

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High School

Overarching Concepts
The complexity of gender is seen across virtually every aspect of society.

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Gender and Culture

Finally making history for all the right reasons

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Gender In 3-D

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Scenario 1
You are walking down the hall when another student approaches you and says, "why are you wearing those clothes? Are you a dude or chick?" What do you say? Would your answer be different if you were out in public, (at a mall, or a movie, or a party)? What if it was said to someone that is a friend of yours?

Scenario 2
A group of your friends is sitting around making jokes about a boy in your grade who they think "acts like a girl." The person they are talking about is a good friend of yours. They are using insulting terms that make you feel very uncomfortable. What do you do? What you overheard a group of students that you did not know saying these things?

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