

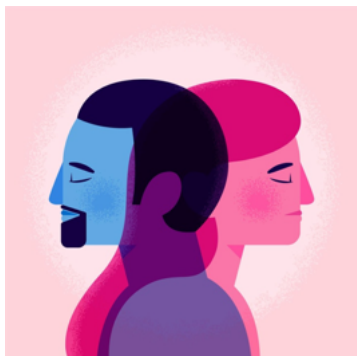
UNIVERSITY of WASHINGTON

HARING CENTER FOR INCLUSIVE EDUCATION

Intersecting Identities Tip Sheet

The **Gender Binary** rests on the notion that only two genders exist as solidly fixed, biologically based, and attached to expectations for behavior, appearance, and feelings.

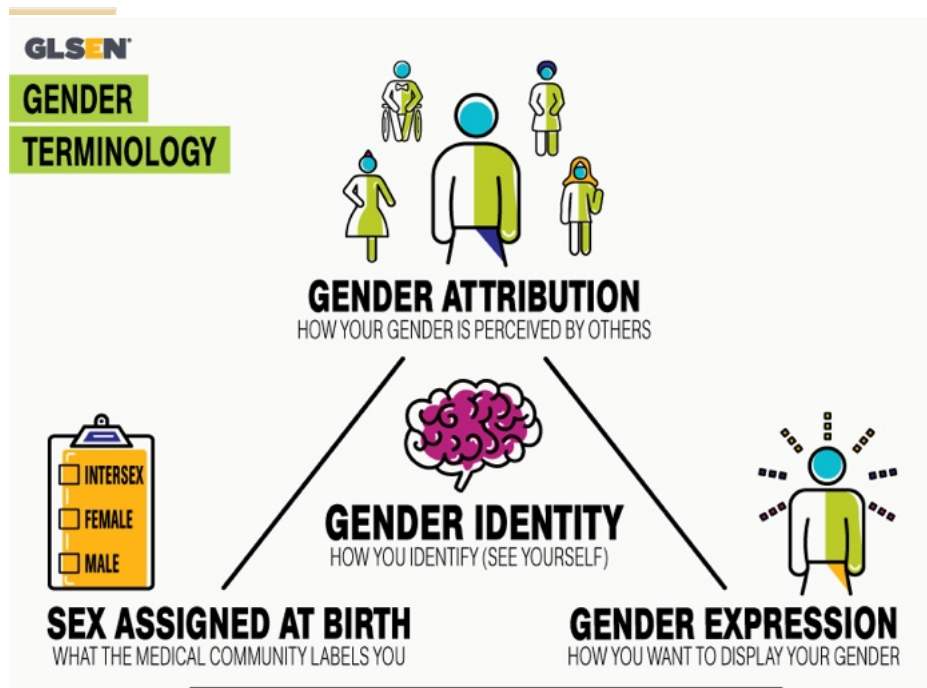
A **Gender-Expansive** view conveys a wider, more flexible range of gender identity and/or expression.



QUICK FACTS

- > The gender-binary isn't as traditional as you might think.
- > Much of the precolonial world recognized more than two genders
- > 5.6% of Americans identified as LGBT+ in 2020
- > 60% of LGBTQ youth seeking mental healthcare could not access it 2022
- > Being trans does not imply any specific sexual orientation.

Gender-Related Terms & Definitions



> **Cisgender**, or cis, refers to a person whose gender identity and gender expression match up with what their culture expects from their sex assigned at birth.

> **Transgender**, or trans, is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth.

Non-binary: A person who does not feel comfortable in a social system that recognizes only two categories.

Agender: identifies as having no, or a neutral, gender identity

Genderqueer: individuals reject notions of static categories of gender and embrace fluidity of gender identity and often sexual orientation.

Lived Experiences

A recent survey by the Human Rights Campaign revealed that the majority of gender expansive youth feel like they have a low likelihood of achieving their ambitions, particularly if they remain in their hometown. They report feeling unsure if things will get better and believe that they need to move to a new city to truly feel accepted.

9% of LGBTQ Youth Identify as Gender Expansive

Gender Expansive youth report:

- > 4% report being very happy
7x less than straight, cis male peers
- > 30% strongly feel they do not fit into their community; 5% strongly feel they do
6x less than straight, cis male peers
- > 40% feel frequently excluded by peers
- > 37% are frequently verbally harassed at school
- > 27% feel their family is very accepting of LGBT people
- > 43% feel they have a trusted adult at home

At the Intersection of Neuro-Diversity

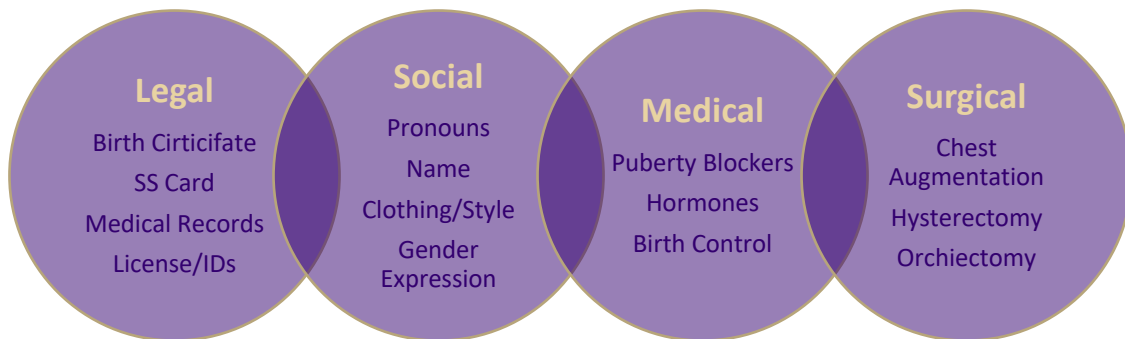
People with autism report more fluid sexuality and gender identities than people who identify as neurotypical. Gender expansive people are three to six times as likely to have autism than cisgender people.

Autistic gender-diverse adolescents report: recollections of pre-pubertal gender nonconformity, fear of social gender expression due to perceived animosity toward trans people, and specific challenges that result from the interplay of gender and neurodiversity.



Gender-Affirming Care

Cisgender individuals receive gender affirming care every day but often fail to identify it as such. This can include:



Gender-affirming healthcare practices coupled with familial and peer support yield lower rates of adverse mental health outcomes for adolescents, build self-esteem, and improve overall quality of life for gender diverse youth (Wagner et al, 2019).

Putting Gender-Affirming Practices into Action

Educate yourself. Create space. Advocate.

INSTEAD OF	TRY...	RATIONALE
Making assumptions about or letting discomfort get in the way of asking about pronouns ...	Stating your own pronouns Default to neutral pronouns (they/them)	This signals your LGBTQ+ allyship early on and provides an organic opportunity for others to share their identity.
Ex: "Nice to meet you! My name is Jessica. I use <i>she/they</i> pronouns." "A new student is coming today. Where should <i>they</i> sit and who wants to say hello to <i>them</i> when <i>they</i> get here?"		
Implying someone's birth name is their "real" name...	Using and respecting the name someone gives you.	Our names show up in our daily interactions with the world. Having ownership of our name is important to our autonomy.
Ex: Waiting for the first day of school to put students' names on desks so that they can write and decorate it how they'd like. Use this to update your class roster.		
Questioning the validity of a learner's statements due to age, ability, etc.	Assuming that the learner is the expert on their experiences, wants, and needs.	We don't know anyone better than we know ourselves. Trusting our students' words allows them to trust us with their needs.
Ex: Using students' identified name/pronouns/gender identity throughout education plans. Reference legal name/sex assigned at birth when documentation requires.		
Dwelling on mistakes you might make while providing care to trans people...	Acknowledge your error, apologizing , and moving on with the encounter.	Mistakes happen but a lengthy apology may alienate your students more. The best course is to apologize and get back to the conversation.
Ex: "Dax said <i>she</i> wants... sorry, Dax said <i>he</i> wants to read that book."		
Ignoring the mistakes of others...	Quickly and kindly correcting them in the presence or absence of the student.	Advocating for students' shows respect, shares the responsibility, aids in creating a safe space, and provides a model for self-advocating.
Ex: "Dax said <i>she</i> wants to read that book." "Dax uses <i>he/him</i> pronouns. I'd love to read that book with <i>him</i> !"		
Using assessments and curricula that rely on binary gender...	Use assessments and materials that recognize gender expansive individuals	Assessments/curricula that require students be labeled as either male or female cannot provide valid, authentic representations of trans students.
Ex: using curricula that centers a wide range of identities; defaulting to they/them pronouns for characters who have yet to disclose pronouns; Rejecting curricula that teach pronouns based on physical discrimination		
Letting your actions/words serve as your primary form of trans allyship...	Using the physical environment to reinforce your trans affirming care.	Turning "ally" into a verb. Your physical atmosphere is an extension of your practice. Adding trans flags and LGBTQ+ representation to your walls, pamphlets, and websites can signal inclusivity, allyship, and safety. When our forms, materials, language, and spaces clearly include and value gender expansive people, we can better see and celebrate our students for who they truly are.
- Forms: documentation requiring identity information recognize sex & gender separately and include gender expansive identities - Materials: marketing, curricula, and classroom represent and affirm LGBTQ+ people - Language: simple changes in everyday language, like addressing the class as scholars, students, folks, etc. instead of "boys and girls," can make a big difference in a student's day. - Spaces: Involving students in classroom decoration at the start of each school year; peer groups formed by interest, not sex/gender; gender neutral bathrooms equally accessible as M/F		

References

All references are hyperlinked. Click on the underlined section to access the webpage.

Behaviour Speak: [Gender Identity & Expression](#)

Core IM: [5 Pearls on Transgender Health](#)

FFLAG: [A Guide for Family & Friends](#)

GLSEN:

- [Gender Triangle Education Guide](#)
- One Brick at a Time: [Building Inclusive Classrooms](#)
- Respect for All: [Policy Recommendations to Support LGBTQ Students](#)
- [Supporting LGBTQ+ Students of Color](#)

HRC: [Supporting & Caring for our Gender Expansive Youth](#)

Love, Sex & Applied Behavior Analysis Podcast: [Seeing the world through the trans experience](#)

Twice Consulting: [Practitioner Training for LGBTQAI+](#)



Gender Affirming Care Resource Folder

This folder is intended to serve as a community resource that will continue to grow with our knowledge.

We hope that you will share this folder with your colleagues, peers, and community members.

If you would like to be a contributor, request access through the folder or email jflahe@uw.edu.