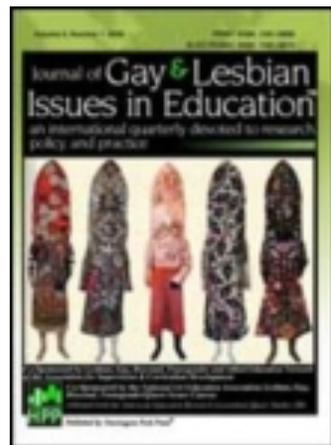


This article was downloaded by: [California State University San Marcos]

On: 26 May 2015, At: 14:11

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Journal of Gay & Lesbian Issues in Education

Publication details, including instructions for authors and subscription information:
<http://www.tandfonline.com/loi/wzge20>

Translating Research into Practice: Trans Youth Recommendations for Improving School Systems

Lydia A. Sausa^{a b c}

^a California STD/HIV Prevention Training Center

^b University of California, San Francisco, School of Medicine

^c San Francisco State University, Human Sexuality Program, and City College of San Francisco, Health Science Department, E-mail:

Published online: 21 Oct 2008.

To cite this article: Lydia A. Sausa (2005) Translating Research into Practice: Trans Youth Recommendations for Improving School Systems, *Journal of Gay & Lesbian Issues in Education*, 3:1, 15-28, DOI: [10.1300/J367v03n01_04](https://doi.org/10.1300/J367v03n01_04)

To link to this article: http://dx.doi.org/10.1300/J367v03n01_04

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

Translating Research into Practice: Trans Youth Recommendations for Improving School Systems

Lydia A. Sausa

ABSTRACT. Trans youth are considered one of the most marginalized and oppressed populations. Many experience transphobia and violence based on their gender identity and expression. This qualitative study describes the school experiences of 24 trans youth in Philadelphia and presents their recommendations for school administrators and educators. To effectively provide a safe learning environment for all students, it is imperative that the voices and experiences of trans youth are heard by education professionals and reflected in their policies and practices. *[Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <<http://www.HaworthPress.com>> © 2005 by The Haworth Press, Inc. All rights reserved.]*

KEYWORDS. Adolescents, genderqueer, school, transgender, transphobia, transsexual, violence, youth

Lydia A. Sausa is a national trainer, educator, and consultant with the California STD/HIV Prevention Training Center at the University of California, San Francisco, School of Medicine, and is on the adjunct faculty at San Francisco State University, Human Sexuality Program, and City College of San Francisco, Health Science Department (E-mail: lydiasausa@hotmail.com).

The author would like to thank the trans youth participants who collaborated in the study, and Michael Morrissey, PhD, and Tracey Kenward for their editorial feedback and support in writing this article.

Journal of Gay & Lesbian Issues in Education, Vol. 3(1) 2005
Available online at <http://www.haworthpress.com/web/JGLED>
© 2005 by The Haworth Press, Inc. All rights reserved.
doi:10.1300/J367v03n01_04

Trans¹ youth are the most vulnerable adolescent population, due to both violence by peers and harassment by adults (Human Rights Watch, 2001). Trans youth experience higher rates of discrimination, violence, substance abuse, and suicide ideation than their gender-conforming peers (Kosciw & Cullen, 2001; O'Shaughnessy, Russell, Heck, Calhoun, & Laub, 2004; Sember, Lawrence, & Xavier, 2000).

The needs of trans youth are different from their gay, lesbian, and bisexual peers—and more complex than trans adults. They go beyond the issues of sexual orientation and homophobia in a heterosexist society; they extend past the experiences of severe employment, housing, and health-care discrimination faced by trans adults. Although trans youth are often linked to the lesbian, gay, bisexual community, many identify as heterosexual. It is their non-conforming gender expression and identity that exposes them to acts of transphobia, as opposed to their assumed sexual attraction to people of the same gender. Compared to trans adults, trans youth face additional issues of ageism, lack of parental and family support that can lead to psychosocial issues and homelessness, and violence and discrimination at school that result in a high drop-out rate (Sausa, 2003).

METHODS

This study involved three phases. The first phase consisted of key informant interviews with three trans youth and three trans adult community leaders and activists in the Philadelphia area. An advertising flyer and an interview tool were developed based on information from these preliminary interviews and additional feedback from local trans youth. In the second phase, 24 trans youth (ages 14-21) participated in a 90-minute, open-ended, semi-structured interview. The third phase, conducted after the first interviews were transcribed and analyzed, included six open-ended, semi-structured, 90-minute “member check” interviews. The use of member check interviews increased the study's validity by systematically soliciting feedback from participants, assisted in accurately assessing the results of the study, and provided further exploration of inconsistencies, similarities, and differences among interviews (Guba & Lincoln, 1989; Maxwell, 1996).

The interviews were audiotaped and transcribed. Prior to each interview, the study was explained and each participant signed a written consent form. At the end of each interview, participants were given an incentive for their time and offered a comprehensive trans and intersex

resource list and specific referrals to local services. The interview tool covered the following areas: (1) demographics, (2) background and personal history, (3) school experiences, (4) self-identification and current language usage, (5) relationships and behaviors, (6) sex work, (7) experiences with police and legal services, (8) sexual assault, (9) body modification, (10) drug use, (11) discrimination, (12) suicide, (13) current health-care services, and (14) recommendations for improving educational and health-care systems and services.

Coding and content analysis yielded 12 major themes. These results were discussed with trans youth participants during member check interviews and recommendations were developed. A collaborative partnership with trans youth throughout the study increased the accuracy of the data and minimized a researcher-imposed framework. This article focuses specifically on results and themes about trans youth experiences with school systems and their recommendations for improving school environments.

RESULTS

Participant Demographics and Self-Identification

Twenty-four participants were interviewed. Their ages ranged from 16-21, with a mean age of 19.8. Trans youth were not required to categorize themselves based on ethnic, racial, or gender categories. Instead, because many people have multiple identities, trans youth were asked through open-ended questions to define and discuss their ethnicities, gender identities, and gender expressions. Fifty-eight percent self-identified as a person of color, and some had multiple ethnic and racial identities, such as Emilio, who identified as “Puerto Rican, African-American, and Native American,” and Brianna, who identified as “Indian and African-American.”²

Participants were asked “How do you identify yourself in terms of your gender?” and “What words do you use to describe yourself?” The spectrum of responses included: femme queen, butch, butch queen, trans, drag queen, drag king, freak, girl, boy, gender bender, androgynous, trannyboy, MTF, genderqueer, FTM, and a male with female qualities.

Their responses highlighted three key points. Trans youth self-identify in many different ways and have constructed a language about their trans identities and experiences that is critical for educators to under-

stand in order to provide effective outreach, education, and resources. Second, the language that is used to self-identify is influenced by age, culture, socioeconomic status, and location or region. For instance, “femme queen” and “butch queen” are terms most often used among African American youth in Philadelphia, while terms such as “genderqueer” and “gender bender” may be more common among local White adolescents. Third, trans youth use language that is continually evolving, making it difficult for others to understand their identities. The trans youth interviewed reported that the professionals who work with them use language that is often too rigid and not inclusive of experiences that extend beyond the dichotomy of male/female or man/woman.

Keisha was assigned male at birth and identifies as a femme queen. When asked which words she uses to describe herself, she replied:

Especially the African American gay community, we address the transgenders as femme queens. And then like the female to male, we address them as butches. I don't know. It's a choice kind of thing. When you're talking to your own kind, we don't go “transgender male to female”; that takes too long.

Hernando, who identifies as androgynous, notes that lacking binary categories was freeing. “I started to like exploring my options and stuff . . . just mainly not trying to be one or the other. And asking myself, just not caring anymore. And I feel way much better that I've done that now.” Another participant, Cole, who was assigned female at birth but who identifies as a trannyboy and has a masculine gender expression, highlights this point further by discussing how he identifies as gender fluid, rather than as an FTM:

It actually started in that like I realized that I just felt very, very, very male all the time, and just wanted to feel like a girl sometimes. And I felt—I totally identified with like all these M to F's that I knew, but it was like all messed up because I'm like, but I am a girl. And then sort of just, then I met some people who are like just completely gender fluid, whatever, and I was like, wow, that's pretty profound. Because up to that point, I'd only ever known people who were either M to F or F to M or bio [as in assigned male at birth and lives as a male, or assigned female as birth and lives as a female, thus referred to as a bio male, bio female, or sim-

ply bio], and that's when I sort of realized, like, well, maybe there is something for me here.

Harassment and Violence in the Educational School System

Trans youth related numerous instances of daily harassment, physical abuse, and torment, including being followed, pushed, shoved, punched, and beaten; having objects thrown at them; and in some cases, being assaulted with weapons. Ninety-six percent of the participants in this study reported being verbally harassed in school and 83% reported physical harassment. Most of the trans youth (75%) did not feel safe in school and three out of four participants reported dropping out. Among those who dropped out, only three students (17%) indicated that they felt safe in school but left to help support their family or enter a job corps program. In most cases, trans youth were unable to access an education because of the constant acts of violence against them based on their gender identity and expression. Anwar, who identifies as a male living a female lifestyle, stated:

I felt very unsafe . . . and me being a double minority, I felt really uncomfortable having to go to school, being called names, being picked on verbally, physically sometimes . . . I left school in my second year, in tenth grade. I left because I literally had to fight my way through school, and I said, you know what? If I have to receive an education this way, I'll just do it another manner, you know?

Andrew was assigned male at birth and dresses in feminine clothing, often in private. He described how he would cut classes or entire school days because of feeling unsafe:

No, I didn't feel comfortable at all. I guess I always felt—no, you know what, I didn't even ever feel safe. I never felt safe. I always felt like somebody was going to start a fight with me or something, and I just never felt safe. By the time high school came around, I put on a tough-guy act. And like I can fight, I can pretty much fight. But like in middle school and stuff like that, I never felt safe. I felt like everybody was tougher than me; I felt like everybody was better than me. And I discovered that it wasn't [that they were] better, just different.

Students with a baseball bat and hockey stick later assaulted Andrew on school grounds, from which he suffered a broken jaw and needed his mouth wired shut. The attackers were taken to a police station—and quickly released into their parents' custody. The students were not suspended from school; Andrew later dropped out. He served 14 months in juvenile hall for punching a student who had verbally harassed him, saying he was “not a real man” and calling him “bitch” and “fag.” Nothing happened to the student who began the altercation with Andrew.

Keene, who identifies as androgynous, also recalled being harassed at school:

I got a lot of discrimination there against me [for] having long hair and having my nails painted and such. And I just thought to myself, I don't want to go back to that school. There was so much harassment there. I'd rather go to work and get my GED.

At the time of the interview, five years after Keene had dropped out, he had not yet achieved his GED.

Phoenix was a straight A student. He also dropped out of school. Assigned male at birth, Phoenix, who identifies as a drag queen, highlighted the daily torture that trans youth can face in school “when their safety needs are ignored by administrators, teachers, and staff”:

I was constantly running from people, because everybody wanted to fight me for some reason. I'd get off the school bus and somebody would come after me, and I would run . . . Every single day that I was in school something was thrown at me in the lunchroom . . . I can never remember a time where someone actually stopped someone from doing things, or took them aside and hugged me or nothing. No one ever, ever gave me support or nurturing . . .

Problems with Gender-Segregated School Facilities

In addition to the severe amounts of harassment and abuse reported by these trans youth, many cited problems with school facilities that separate students based on gender, such as gym classes, locker rooms, and bathrooms. They were afraid to access school facilities and would often avoid them because they were not given any alternatives. Malaika, who was assigned male at birth and identifies as a girl, noted, “I'm afraid if I go to the bathroom I'll get shoved, cornered, anything like that.” Hernando, an androgynous male, related an incident he had with

someone in the school bathroom: “[H]e claimed I was staring at him in the bathroom or something . . . I wound up having a fight with him right there. Got bloody and everything.” Kayin, who was assigned female at birth and identifies as a butch, described being stopped when going into a bathroom:

I was going into the bathroom and this chick was like, “Excuse me sir, that’s the wrong bathroom.” And it really took me off guard, because that’s the first time that’s ever happened to me. Like I don’t get caught off guard when people say sir, or “Yo, what’s up dog,” or anything like that, but she was like, “You’re going into the wrong bathroom.”

Many of the trans youth interviewed avoided gym classes and locker rooms. Aidan, a feminine male, never took gym due to his discomfort with the other boys and a fear of harassment:

I failed gym because of that. Every year, every semester, I failed gym. I didn’t take gym because of the locker room, because I would not go in the locker room. I didn’t do any sports in high school because I would not go in that locker room.

When being forced to use female bathrooms and locker rooms in high school, Justin, who was assigned female at birth and identifies as male, recalls feeling uncomfortable:

I always felt like I’m trying not to look at somebody . . . And I thought people were looking at me. And then when I was in high school and I was on the girls’ basketball team, I always wore guys’ underwear. I got it from my aunt. She just wears them because they’re more comfortable. So I’ve done that since I was like 15 years-old, and I didn’t want to get changed, because this girl saw my underwear, and she was like, eeww.

Trans youth also reported problems with activities and events at school that were not inclusive of different gender expressions and sexual orientations. For example, one trans youth, Tau, who identifies as an FTM, discussed his frustration with prom night:

When my prom came up and even getting ready for graduation, I felt like a drag queen . . . I wish I could have gone in a tux, and I

wish I could have taken a person that I wanted to take. And I couldn't take—and as a matter of fact, I lived with my girlfriend at the time of my prom, and we didn't even discuss it, because she knew and I knew that it would cause a lot of problems in the house and as far as the school.

Lack of Trained Educators and School Staff

Most states do not have anti-discrimination laws protecting students against harassment and prejudice based on their sexual orientation, gender identity, or gender expression (GLSEN, 2004). Only eight states and the District of Columbia currently have legal protections for students based on sexual orientation. Only three (California, Minnesota, and New Jersey) include protections based on gender identity or expression.

Trans youth in this study not only reported discrimination and abuse from peers, but also from teachers and staff. Keisha, who identifies as a MTF, recalled an incident of sexual abuse from her vice principal:

[H]e was molesting young boys in our high school for a long time. And I just happened to fall on his next hit list. And a friend of mine . . . [was] the one who brought it to my principal's attention, and he gave names and numbers to where our principal could find us . . . I didn't want to talk about it. But it came into play, and we had to testify for the pre-hearing. And from then on [when the other students found out that she was being molested], I lost all respect, whatever little bit of respect I had left.

Keisha also highlighted an incident with her Spanish teacher, who said:

"I know you're gay, and I just want you to know that this is not the lifestyle for you, and don't you want a woman?" . . . I just looked at her. I was just like, "That's not professional." And she was like, "But I'm saying this as a friend" and all this stuff. You don't tell your friends, "You're going to hell." You don't say that.

Jaden, a feminine male who identifies as a butch queen, remembered his computer teacher blaming him for the harassment he endured at school: "Well, you brung it on yourself, wearing that damn glitter on your face. You shouldn't do that. You know people here at this certain school don't understand those certain things."

Numerous trans youth also reported that teachers did not help them when they were being harassed. “They don’t really get involved as much as they should,” Justin observed. “I don’t know maybe they think it’s normal. They don’t realize how much it hurts the person. They just say, ‘oh, kids do that,’ or something.” Cole, who identifies as a trannyboy and experienced severe harassment, offered an explanation:

I think teachers are scared to get involved. I remember in middle school when I had all the really bad problems, like there were teachers that I knew were like sympathetic, but they never did anything. They never helped in any way.

Trans youth did not feel comfortable going to school counselors or other staff members for assistance. They also believed that school counselors were not trained to address the concerns of trans youth. Phoenix, a drag queen, described how she was counseled to act more masculine to avoid being harassed:

I told her everything that was happening. And she said, “Well, [name omitted], you’re going to have a lot of problems.” And then she said, she’s like, “Well, the only way you’re not going to have problems is if you act like you’re mentally ill and you act crazy or you start doing stuff.” So I said, “What do I have to do?” She said, “Well, name your favorite action hero, super fighter from TV.” And I said, “Steven Segal.” And she said, “Well, you have to act like Steven Segal.” She’s like, “Okay, you can do that.” And I said, “Okay, I can do that.” So she says—she doesn’t stop there. She says, “Get up and show me how Steven Segal walks.” And I started walking like I guessed the way he walks, and I said, “Okay, that’s cool,” and I start laughing. And she says, “Now talk like Steven Segal.” So we go through this whole process for like an hour—until I’m finally walking around and talking like Steven Segal. I mean it was so weird. It was stupid. And she wouldn’t—every time I saw her, she wanted me to act like that.

In addition to being blamed for the harassment and abuse they experienced or being forced to act more masculine or more feminine, participants were frequently misdiagnosed with learning disabilities or labeled “problems.” Most of these trans youth (75%) reported that schools did not provide a safe environment for them to learn. Keisha stated, “school was evil, the students were so cruel . . . I was robbed. I’ve been viciously beat up . . . I was fending for myself.” Hernando expressed a similar

sentiment: "School was the worst time in my life . . . education is very important, but me surviving is more important."

A common theme among the participants was the lack of advocacy and support for trans youth by school administrators, staff, and educators. Trans youth expressed a need for schools to create and enforce policies and protocols that protect trans students, and for all school staff to be trained on trans issues, including school psychologists, counselors, teachers, and administrators. There was a difference, however, between those trans youth who dropped out of school and those who did not. Trans youth who stayed in school were more likely to report that at least one educator or staff member believed in them, advocated for them, and cared about their well-being. Though these youth may have also endured harassment and violence in school, they felt more empowered and were able to survive the system with the help of others who respected them and believed in their abilities.

Trans youth also discussed problems related to procedures, policies, and resources: (1) problems with confidentiality, if they changed their name or gender while attending school, (2) coming out at school or on applications, (3) school applications not being inclusive of transgender identities, because they allow for an applicant to check only one of two sexes or genders, (4) being called by one's birth name and inappropriate gender pronouns, instead of one's preferred name and pronouns, (5) lack of resources for trans youth, including library books about trans people, school groups or clubs that are trans inclusive, and connections to local organizations, (6) lack of supportive and positive messages about trans youth in curricula, and (7) the refusal of administrators to change names and gender designations on school identification cards, files, transcripts, and degrees.

RECOMMENDATIONS

The trans youth in this study provided specific recommendations on how to empower education professionals to acquire additional tools to dismantle gender-and sex-based discrimination and prejudice and to create safe environments that support and encourage learning for all students, regardless of their gender identity or expression.

Elementary and Middle Schools

In order for change to be effective, it must occur at multiple levels: in the classroom, within the school, and throughout the school district. In

the classroom, there are a number of practices that educators can adopt to support trans and other gender-variant students:

- Challenge personal and peer gender norms, such as “only girls wear nail polish or dresses” and “only boys play rough sports or have short hair.” Many children and adolescents, regardless of their identities, do not follow sex and gender norms; they need to be validated and supported by educators.
- Avoid activities that force students to choose a gender, such as dividing them into boys’ and girls’ groups. Develop lessons that are inclusive of all genders and that do not reinforce binary sex and gender categories.
- Address harassment and name-calling in the classroom immediately. Establish class ground rules or guidelines that everyone agrees on and follows. Ignoring any act of name-calling or harassment teaches students that you support this behavior.
- Include gender-variant experiences and resources in the curriculum by reading or assigning books about gender-variant children and adolescents (Boenke, 2003; De Paola, 1979), discussing gender-variant and trans role models, and providing resources in the classroom and school library so that students can learn more about gender-variant and trans people.
- Invite guest speakers, show educational films, and hang posters and other visual aids in the classroom that affirm trans people.

At the school and school district level, it is important to provide periodic staff trainings on trans youth issues and to include the concerns of trans youth in school conferences. Districts should establish an anti-discrimination and anti-harassment policy that includes gender identity and expression and publish a step-by-step guide that all students can follow to officially report an incident of discrimination or harassment (for a model anti-harassment policy, see Perrotti & Westheimer, 2001). School forms should be updated to reflect the diversity of gender identities, and school bathrooms and locker rooms should be made inclusive of trans youth. Students and parents should be educated about the need for these changes.

High Schools

In addition to the issues and suggestions above, the participants expressed concerns specific to high schools. Trans youth were afraid of

harassment and violence from peers and school staff, especially when using bathrooms and locker rooms. They suggested creating gender-neutral bathrooms and developing and implementing a school policy that explicitly states that any harassment or violence toward a youth who does not conform to gender stereotypes or who is gender variant will not be tolerated.

Trans youth also had concerns about joining sports teams and reported problems with dress codes, especially as these regulations have been applied to young trans women who wear dresses and make-up to school. Educators should allow trans youth to join sports teams according to their self-identified gender and avoid treating trans youth differently than other students in regard to dress codes. For example, a student who identifies as female, even if she was assigned male at birth, should be allowed to dress as other young women do at the school.

Education professionals should be prepared to address name and gender changes on school identification cards, files, transcripts, and diplomas. Always ask trans youth what name and pronouns they want used. For some, being called by their birth name can out them to other students and make them vulnerable to violence. Educators also must be regularly updated on the language used by trans youth in order to be culturally sensitive.

School administrators, educators, and staff need to receive training so that they are knowledgeable about the concerns of trans youth. Districts should form a committee or task force to evaluate how they can address and meet the needs of trans high school students. In addition, schools should designate a specific trans advocate for students who face challenges because of their gender identity or expression. A high school may also create a gender-focused discussion group to examine issues of gender and gender fluidity among youth. A trans-inclusive school group, such as a Gay-Straight Alliance or a queer youth club, is also an important source of community and support.³

CONCLUSIONS

In a recent Massachusetts Superior Court case, *Doe v. Yunits*, a 15-year-old trans woman successfully sued her school district to be able to attend school dressed in traditionally female attire (Cianciotto & Cahill, 2003). The student had been required to report to her principal each morning so that he could determine whether her clothing was “appropriate.” Though she did not dress differently than other young

women in the school, she was often sent home because her clothing was deemed “too feminine.” Eventually, the principal told her that she could not enroll if she continued to wear women’s clothing. The judge ruled that the school had discriminated against her on the basis of sex by treating her differently than other young women simply because she was biologically male. Furthermore, the court suggested that rather than viewing the student as a disruption to the educational process, the school could consider the situation to be a teaching opportunity. The judge wrote: “exposing children to diversity at an early age serves the important social goals of increasing their ability to tolerate differences and teaching them respect for everyone’s unique personal experiences” (Cianciotto & Cahill, 2003, p. 15).

Unfortunately, few trans students are able to sue their school districts to ensure that they are afforded the same rights and privileges as other students. Thus, as this study argues, it is the responsibility of education professionals to support, advocate for, and protect the safety of trans youth.

NOTES

1. The word “trans” will be used in this article as an abbreviation that encompasses both transgender and transsexual youth, defined as people who reassign a sex or gender different from the one they were labeled at birth, and/or whose gender expression is considered nontraditional for their sex or gender.

2. Pseudonyms are used in this article to protect the privacy and confidentiality of trans youth participants and collaborators.

3. An extended list of suggestions, entitled “Recommendations for Middle Schools and High Schools for Trans Students, Staff, Teachers, and Administrators,” is available as a handout and resource (Sausa, 2004).

REFERENCES

- Boenke, M. (Ed.). (2003). *Transforming families: Real stories about transgendered loved ones* (2nd Ed.). Imperial Beach, CA: Walter Troom.
- Cianciotto, J., & Cahill, S. (2003). *Education policy: Issues affecting lesbian, gay, bisexual, and transgender youth*. New York: National Gay and Lesbian Task Force Policy Institute.
- De Paola, T. (1979). *Oliver Button is a sissy*. New York: Harcourt Brace Jovanovich.
- Gay, Lesbian and Straight Education Network [GLSEN] (2004). *2004 state of the states report: A policy analysis of lesbian, gay, bisexual, transgender (LGBT) safer school issues*. Retrieved November 1, 2004, from http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/338-3.PDF

- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Human Rights Watch (2001). *Hatred in the hallways: Violence and discrimination against lesbian, gay, bisexual, and transgender students in U.S. schools*. New York: Human Rights Watch.
- Kosciw, J. G., & Cullen, M. K. (2001). *The GLSEN 2001 national school climate survey: The school-related experiences of our nation's lesbian, gay, bisexual and transgender youth*. New York: Gay, Lesbian, and Straight Education Network.
- Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- O'Shaughnessy, M., Russell, S., Heck, K., Calhoun, C., & Laub, C. (2004). *Consequences of harassment based on actual or perceived sexual orientation and gender non-conformity and steps for making schools safer*. Davis: California Safe School Coalition and 4-H Center for Youth Development, University of California, Davis.
- Perrotti, J., & Westheimer, K. (2001). *When the drama club is not enough: Lessons from the safe schools programs for gay and lesbian students*. Boston: Beacon Press.
- Sausa, L. A. (2003). *The HIV prevention and educational needs of trans youth* (Doctoral dissertation, University of Pennsylvania, 2003). Dissertation Abstracts International, 64(01), 1186. (UMI No. 3087465)
- Sausa, L. A. (2004). *Recommendations to improve the educational and work environments of our high schools and middle schools for trans students, teachers, staff, and administrators*. Retrieved November 1, 2004, from <http://www.lydiasausa.com/resources.htm>
- Sember, R., Lawrence, A., & Xavier, J. (2000). Transgender health concerns. *Journal of the Gay and Lesbian Medical Association*, 4(3), 125-134. Retrieved November 1, 2004, from <http://www.glma.org:16080/pub/jglma/vol4/3/index.shtml>

RECEIVED: 11/04

REVISED: 12/04

ACCEPTED: 12/04