

**Table 2: Recommendations for Gifted Programs and Schools**

<b>Characteristics</b>	<b>Description</b>
Invisibility	<ul style="list-style-type: none"> <li>• Provide ways for students to be with peers who are also gifted and/or gay</li> <li>• Do not assume that students are heterosexual or of average intelligence</li> <li>• Encourage and provide opportunities for creativity</li> <li>• Allow options for working alone if the students want/need this</li> <li>• Do not force students to be outgoing; allow other ways to express themselves; do not assume shy/introverted are not intelligent or are agreeing with you</li> </ul>
Must <i>come out</i> in order to reveal/claim their identity	<ul style="list-style-type: none"> <li>• Bring in mentors and guest speakers who are gifted, gay, and gifted/gay into the classroom and show that you value them</li> <li>• Establish a GSA (Gay/Straight Alliance) in the school</li> <li>• Show that you and others value differences, all intellectual levels, and all orientations</li> <li>• Provide ways for students to express sensitivities and show that you value those sensitivities</li> <li>• Emphasize that gifted individuals were not always good at <i>everything</i> while encouraging valuing of their contributions</li> <li>• Reveal sexual orientation of famous individuals as you include other personal characteristics in the curriculum while clearly valuing their contributions</li> <li>• Provide staff development for teachers, counselors, and psychologists on characteristics and needs of gifted, GLBT, and gifted/GLBT individuals</li> <li>• Ensure that school counselors and psychologists are professionally, if not personally, “gay friendly,” understand, and are empathetic to gender dysphoria</li> </ul>
Family may not understand/support if they are not also gifted or gay	<ul style="list-style-type: none"> <li>• Establish a PFLAG (Parents and Friends of Lesbians And Gays), SENG (Supporting the Emotional Needs of the Gifted) or other support group</li> <li>• Encourage and demonstrate the valuing of differences, uniqueness and diversity</li> <li>• Provide resources and support for families of gifted and GLBT youth</li> <li>• Make permission slips and notes home gender nonspecific regarding parents/guardians</li> <li>• Limit assumptions about one’s child beginning in early childhood</li> <li>• Try not to force choices between one’s culture and giftedness or sexual orientation</li> </ul>
Feeling unprotected and unsafe	<ul style="list-style-type: none"> <li>• Ensure that schools and gifted programs have a non-discrimination policy that includes sexual orientation and gender identity</li> <li>• Establish support/discussion groups for gifted and sexually diverse youth</li> <li>• Seek financial support for gifted and GLBT youth organizations and resources in school</li> </ul>

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- Provide visible support for educational, financial and legislative equal rights for gifted and GLBT individuals and programs
  - Establish close monitoring and clear, severe penalties for bullying and violence specifically addressing gifted and GLBT
  - Ensure that students are aware of progress made toward acceptance of gifted/GLBT
  - Provide visible role models for gifted/GLBT students in the classroom and school via the curricula, guest speakers, posters, etc.

May have less rigidly defined gender-specific interests and behaviors

- Encourage and demonstrate valuing of those who break gender stereotypes in the curriculum and in the classroom
- Encourage pursuit of passion areas even when unusual or not high in 3 Ps (power, pay, prestige)
- Demonstrate acceptance of non-perfect products and performances without lowering acceptable standards
- Encourage setting of *attainable* standards while still pushing for excellence
- Allow time for questioning and formation of identity during children's development

Lack of safe places to meet others like themselves

- Provide safe places to meet others like themselves such as clubs and activities
- Be open to arranging schools and educational opportunities, class schedules, and placements that accommodate cognitive and sexual diversity
- Provide mentors, internships, independent study mentors, and role models based on students' interests that counter gender stereotypes and provide positive relationships
- Allow for interest-based opportunities that are gender and age nonspecific