

**In What Ways Do Hyphen Identity Impact Individuals And Their Families?**

Julia Slaughter

Submission to the School of Liberal Studies and Continuing Education

in partial fulfillment of the requirements for the degree of Bachelor of Arts in Liberal Studies

Purchase College  
State University of New York  
May 2021

Instructor: Ursula Heinrich

## Abstract

**Background:** The stresses of life and the fact that it is becoming more normal to require individuals to have effective coping strategies that are accessible and affordable. Gender identity in children is becoming a normal transition to happen at all different ages.

**Objective:** This study aims to gain more knowledge about the process of transitioning from one gender identity to another. I will be completing this by interviewing families and literature.

**Design and Method:** The research method is based on current literature and face-to-face conversations on zoom and also on the phone as my senior project. This research includes conversations conducted with two individuals whose child has transitioning, one early in life and the other when they reached adulthood. The individuals selected to be part of the conversation to help me better understand the process of transitioning firsthand. Individual information, including their age and what gender they transitioned to and from. The research question is: *In what ways do hyphen identity impact individuals and their families?*

**Results:** The significance of this study is that individuals practicing gender identity transitions in today's society feel a sense of normalcy and belonging with all the resources available.

**Conclusions:** Gender identity in children is something that happens at all different ages. Not one individual transition between gender is alike. Gender identity questioning about who they identify as in children starts from a feeling within that they were born the wrong gender.

**Keywords:** *gender identity, children, gender dysphoria,*

## Chapter 1

### Introduction

How we define ourselves and how society views us are only a few ways that help specific individuals identify themselves. Race, gender, religion, and culture are only some of the many markers of Identity. As society progresses, so does the view of people's knowledge of gender hyphen identity. In today's world, society is becoming more aware of the different pronouns people use to identify themselves. My research question will be *In what ways do hyphen identity impact individuals and their families?* Exploration brings forth discovery, understanding, and creation about the topic of gender identity. Society commonly feels that whatever gender is assigned at birth based on physical characteristics is sometimes not the gender individuals think they are meant to be.

Meanwhile, gender identity refers to an internal sense people have of who they are, which comes from biological traits, developmental influences, and environmental conditions (Rafferty, 2018). The purpose of this study is to support my belief and that of others; no matter how old a child is, they deserve to have the opportunity to express themselves and be their authentic self fully. A child transitioning can be a new experience for the family, who needs background knowledge on the topic and be informed about how to talk to the child and other family members on gender identity and gender dysphoria. While some say that gender is assigned at birth, it is essential to embrace your gender identity and never to feel that just because you think that you are in the wrong body and believe that you should be a different gender than the one assigned at birth, that it is not wrong.

## **Chapter 2**

### **Literature Review**

#### **Listening to Your Children**

Many people, especially parents or guardians, will disregard “I feel like I am in the wrong body” or “I feel that I am a girl, not a boy,” or any similar topic. Parents and teachers will assume that when a child wants to act or dress like the other gender, their thoughts are, “Oh, they are just kids.” They will “grow out of it.” When a child repeatedly behaves in a way that is different from a child who is not questioning their gender identity acts, parents may not take the child seriously. Parents need to prioritize the child experiencing gender identity rather than increasing their stress and anxiety about gender dysphoria. The thoughts of the child should be taken seriously and discussed between family members and friends. The individuals who know the child should not disregard their self-identification as the other gender. Saying “Oh, they are only a kid” or “It is a phase they will grow out of” will hurt their self-esteem. The child will perceive the lack of social support from family and friends when the child needs support for what might be a lifelong change.

#### **Gender Identity**

We are living in the 21<sup>st</sup> century. Gender identity is a personal concept of oneself as male or female. Gender is the central part of our identity and the changes we are making in this century. Gender identity is defined as a personal conception of yourself as male, female, and transgender. Most of the time, gender identity is self-identified, which means that gender is chosen from within a person a lot of the time. According to Robbins and McGowan (2016), many different students, when entering college, are at varying levels of understanding how they feel and think about their gender and sexuality preference and others around them. The college

student may believe that gender should be more open and talked about and should be able to be more inclusive and open to different people and genders of how they see themselves. College environments also reflect gendered assumptions that reflect the larger society and limit those who identify outside the gender binary (Bilodeau & Renn, 2005; Torres, Jones, & Renn, 2009). For instance, most dorms have two different kinds of bathrooms for male and female students. Some colleges now have bathrooms for people who identify themselves as other genders rather than females and males. The colleges are being more inclusive and not singling others out. Over time, extensive literature had developed the relationship between gender identity is strongly related to the research of hyphen identity today.

### **Social Identity**

Social identity is how a person will fit into a particular group that coincides with who society views them. It mainly focuses on the different similarities that an individual has among people or a club or group of people. Social Identification is critical because it can significantly influence how people see themselves and how they decided who and how to interact with others. In Temple Newhook et al.'s (2018) article, they say, "Childhood social transition is not about encouraging a child towards a particular path, but about removing the obstacles that have been preventing them from living fully and free." This quote shows how some parents will just decide for their child who they will be when it comes to their gender identity.

On the other hand, when a child is surrounded by people who are just like them or support them, they are more likely to feel comfortable and safe in their environment and identity. When children do not feel welcomed or cared about, they may think that their choice is wrong. The child may stay with the gender assigned at birth. Self-Identity is being able to realize who you are as a person and feel comfortable in your skin. It is a vital part of being able to shape a

person into a healthy individual. Self-Identity defines a person physically, mentally, emotionally, or psychologically. The environment that you are in is one significant factor that shapes your values and beliefs.

### **Gender Identity in Schools**

As a child in today's world, there are challenges, hardships, and setbacks. The goal of schools is to help all children reach their greatest potential in life. Dykstra (2005) states,

It must be that children of all ages have a positive, welcoming environment in schooling but especially in the early years of schooling like pre-k and kindergarten. If the parents don't make them stand out as the "different" one, or the one that is questioning their gender identity, then it will make it easier for the child to feel comfortable to allow them to express themselves fully. (p. 3).

School is a tough place to be sometimes for children, making friends, learning new things, and sometimes being in a new environment. These things are just some of the struggles that children go through at school; it is even harder to do when you feel that you should be of another gender. Children should be allowed to have the freedom and feeling of welcomeness to express how they feel. It is vital to have the community backing up the children who might be having a hard time or questioning their gender. It is crucial to be able for you and your child to feel safe and able to express themselves freely without judgment from teachers or other peers. Lastly, the theme of gender identity is one of the most controversial topics in today's society. There are many different perspectives when it comes to discussing an individual's identity. Smith (2009) states, "Identity may emerge from personal qualities, such as roles, personality, or from voluntary associations, such as sports teams, or interest groups" (p. 10). There are also social and cultural influences that go into identifying oneself. Robbins and McGowan (2016) discuss how an individual's identity can emerge from a social perspective and a self-perspective. They discuss gender identity and how individuals view themselves is

essential. The individuals have a choice and may consider themselves to be either female, male, non-binary, and transgender. On the other hand,-Smith (2009) discusses diversity in the social perspective and how others view you and less about how you view yourself.

## Chapter 3

### Methods

How we define ourselves and how society views us, are two significant parts of how we come to who we are as an individual. Race, gender, religion, and culture are only some of the many markers of Identity. As society progresses, so does the view and people's knowledge of gender hyphen identity and identity overall as a whole. Identity has many different forms if it is religion, race, and or gender. Individuals identify themselves with chosen pronouns in today's world that is different from the past.

My research question was:

**RQ:** *In what ways do hyphen identity impact individuals and their families?*

I picked this topic of hyphen identity because it has a special place in my heart. My next-door neighbor was born a boy, but for as long as he could have his own opinion and voice, he made it extremely clear that he feels like he is in the wrong body. He believes that he is truly meant to be a girl. She goes by a shortened name that sounds more girly, goes by her/she pronouns, and dresses and acts as if she was just born a girl from the start. There should be research on this topic because it is a critical topic that many children and young adults, and even adults, are going through in today's society. It is a lot more talked about now and accepted, and I believe that people need to have the chance to be able to be informed and have the resources to be able to gain knowledge on if their child goes through something like this one day.



The study has been divided into two phases. Phase I was a systematic literature search. Phase II was the conversations with two parents of transitioning children.

### **Phase I**

There are a few different places that I had found my literature. Some of them included the Purchase College Library, databases, Google Scholar. Some of the keywords for searches were very helpful to limit my search results and were very informative towards my topic, *hyphen identity* and *gender identity*. Additional subtopic keywords were *children*, *gender dysphoria*, and *lastly*, *school-age children*.

### **Phase 2**

Phase 2 consisted of documentary conversations with two parents who have children who have previously or are currently transitioning to another gender. I emailed and spoke on the phone with the parents and asked them some questions about the families and child's experience with gender transitioning. From there, I analyzed their responses to the questions that I asked them. Conversations were chosen because It is a great way to gain information on gender identity from speaking to an individual who is going through or went through the process of transitioning and trying to figure out what gender they identify.

The conversation questions were directed to Parent 1, mother of a transitioning child, seven years old, and Parent 2, mother of a transitioning child, twenty years old. The following questions were used during the conversations.

**Q1:** At what age did your child begin to think about their gender identity? Or at what age did you notice their preference?

**Q2:** During the transition process, did your child have any questions about what they are feeling or if what they are feeling is normal? If so, how did you respond to answer their questions?

**Q3:** Was it difficult for the other family members to understand how the transitioning child was feeling, and why they felt that way? If yes, what type of questions were asked by the other members of the family?

**Q4:** How was the school handling your child's questioning of their Gender identity? Was it difficult for the faculty and students to understand their correct pronouns and to make sure they were not getting treated in any special way unless asked to?

**Q5:** While your child was at school, did you ever have to intervene with the identity process? How did their classmates handle having someone who was transitioning in their class?

**Q6:** During the whole process of their gender identity, to you, what do you believe to have been the hardest, easiest, and most surprising parts since they decided to become curious about another gender?

**Q7:** Reflecting back on the whole period of their transitioning, is there anything that you feel important, or exciting that you would want to tell me? Is there something about your family or child that would benefit me and my knowledge of who they are and this interview, and my study of gender identity in children?

The reason I may be biased towards my topic of Gender and Hyphen Identity in children is that I have been exposed to several transitioning people in my life. I went to elementary school and college in a very diverse school environment. Students were transitioning within the student body. I have put my bias aside to complete this study.

There were several limitations that I have encountered during my study. COVID-19 is still a global pandemic. That closed the campus, and I needed to remain at home online to complete this course. The semester is only 15 weeks long, which did not allow for a longitudinal study. There was no available additional funding to provide travel or conduct a focus group with gratuity.

Chapter 4 has been compiled to illustrate the results of this study. The results will answer the research question.

## Chapter 4

### Results

I found literature that had helped me to be able to answer my research question. There are so many different angles that one can go with regarding gender identity in children. I choose literature that had helpful information about gender identity in children, which comes to the social part of a child's life like school times, family interactions with grandparents, and even siblings. I found much other additional information through a direct conversation with a local parent who has an eight-year-old transitioning child and a parent who has an eighteen-year-old transiting child. The study aimed to answer the research question

**RQ:** *In what ways do hyphen identity impact individuals and their families?*

#### Phase I Literature Analysis

I found from the literature which talked about how children should have the right to decide how they identify. Temple Newhook et al.'s article says, "Childhood social transition is not about encouraging a child towards a particular path, but about removing the obstacles that have been preventing them from living fully and free (pg. 224). During my conversation with the mom, she said that since her child was at the age of 2, when they could, even if not verbally, would physically gravitate to colors that would be predominately girly colors like pink and purple. She told me that she never pushed any clothing, name, toy, or anything of that sort. She told me that as she grew up, she said that she felt like she was supposed to be a girl and feels that she was born not to be a boy and that she wanted to go by her and her, not he and him. She said that by letting her be who she wanted and feel free to express who she thinks, they identify as her true self and not be pushed in a particular direction as some other parents might do.

Another topic of gender identity that I got from the literature was how essential and crucial the transition could be not just for the child but also for the family. A child's transitioning can be a new experience for the family, who needs background knowledge on the topic and be informed about how to talk to the child and other family members on gender identity and gender dysphoria. This also correlated to what was discussed in the conversation with participant one. She talked about how her son was transitioning to being a girl was very hard and challenging for the daughter to get used to the thought of having her little brother become a sister. The mom told me that she had brought her daughter to therapy to learn about what is happening with the transition and how to handle certain situations. Her understanding of what her sister will be and is currently going through gave her insight into how to make her sister feel welcomed and that what she is going through is normal and that all she needs in time in her life is just love and support. The mom told me how crucial and informative it was to talk to someone to understand what is going on and speak to her sister about different questions she might have. They said that having the option to learn all the new information with the recent transition helps everyone in the family.

Gender Identity can sometimes be brought about by some of these factors that may include race, gender, culture, background, and sometimes the influence of others. After having the conversation with participant one and looking back at the literature that I have gathered, what the mom talked about, and the information I have, there was no difference between them. I have found that what the literature talks about and what information I have gathered from an actual child transitioning has no differences from hearing about the real-life experience and what I have read from the literature. Some of the helpful tips that I have learned from my research and conversation are that you need to give the child empathy when a child is transitioning. You need

to simply be there to love and support them in whatever decisions they make when finding who they identify. Listening to them might not always be an out-loud speaking way; it might be that they act as well. It always helps if you are stuck on finding literature to help the child and parents to read up on a particular topic. Also, it might be advantageous to seek counseling for the family that I know has helped the sister with her sister's transition to her true identity.

**Phase 2 Research through Conversations**

In Table 1, Participant 1 acknowledged how young her daughter was when she began having a gender preference. The preference began at 3 years old. Participant 2 remarked how she as a mother did not know about her son's transition until he was 18 and an adult.

**Table 1**

**Q1:** *At what age did your child begin to think about their gender identity? Or at what age did you notice their preference?*

---

Participant 1	“She has thought about her gender since the age of three when she would prefer to wear her sister’s clothes which were pink and purple.”
Participant 2	“I truly believe that my now son had thought about his gender for many years now. He did have a girlfriend freshman year of high school and was still a female at the time, I thought that was the time when he had a preference. He also started at the age of 15 stop shaving his body”.

---

In Table One Participant 1’s child starting to transition at a very young age, in contrast Participant 2’s child did not come out as a transitioning female until the age of 18. Participant 1 indicated that her child never had any questions because she felt this was the way she was meant to be and was supported by her parent. As indicated in the conversations in Table Two Participant 1 and Participant 2 had similar experiences when it came to getting asked questions

from their child during the process, both children took this whole process in by themselves and had no outside influences.

**Table 2**

*Q2: During the transition process, did your child have any questions about what they are feeling or if what they are feeling is normal? If so, how did you respond to answer their questions? \*

---

Participant 1	She never had any particular questions about if what she was feeling was normal, she just felt that it was how she was supposed to be so for her wearing a dress and wearing clips in her hair was just how it was supposed to be. I followed her lead and was just there to be supportive and know that I will love her no matter what.
Participant 2	No, my child never really had any questions, they never told me about them fully wanting to change gender until they made the choice for themselves at the age of 18. If he did have questions during the process I would refer and bring him, to a doctor that specializes in the LGBTQ area to get the right information and advice from a professional.

---

In Table 3, Participant 1 mentioned how easy it was for her and her husband and other older daughter to accept her transition rather than the rest of the family. Participant 2 had a different result; it was easier for the siblings and other family members to accept the change than her and her husband. In Table 3, Participant 1 and Participant 2 had different reactions when talked about their child wanted to explore another gender. Participant 1 was super supportive from the start and did not question who their child wanted to be, also it did not come to them as a shock. Participant 2, her, and her husband accepted that their daughter was now becoming their son. The grandparents were confused as to why someone would want to change their gender. Eventually, they accepted the transition.

**Table 3**

**Q3:** *Was it difficult for the other family members to understand how the transitioning child was feeling, and why they felt that way? If yes, what type of questions were asked by the other members of the family?*

---

Participant 1	When it came to my husband other older daughter and I there was not a second that we weren't supportive and loving and called her and changed and moved along with her. It was not a big shock then she told us about wanting to be a girl, we have been expecting it for years. On the other hand, when we told our parents about my son at the time wanting to transition to a girl, they were very on edge and was confused as to why one would want to transition from one gender to another. After some time, they got more used to the idea. They had told me time and time again that they never loved her less than they did before, they just weren't used to the whole gender identity process which is completely understandable.
Participant 2	When it came to my sons' transition, all his other 4 siblings were fantastic with the transition of their sister to their brother. When he told his siblings that he is now he and has a more masculine name they never messed up once.

---

In Table 4, Participant 1 repeated multiple times how outstanding the school had been with her daughter. Participant 2 did not have any school experience with her son.

**Table 4**

**Q4:** *While your child was at school, did you ever have to intervene with the identity process? How did their classmates handle having someone who was transitioning in their class?*

---

Participant 1	Like I had said I have been very fortunate in having a fantastic school system and community that has just took her in with open arms and accepted her for who she is and hadn't had any issues when it came to school. She was also very vocal about letting her classmates and teachers know what she prefers to be called.
Participant 2	N/A

---

In Table 5, Participant 1 acknowledged the school's effort and how open the students were to accommodate to the child's new identity. The community was supportive and accepting



because of the LGBTQ population. Participant 2 did not have any school experience. Both participants had different schooling experiences when it came to Participant 1, she had an amazing transition into being her new self in school. The difference in Participant 2 is that there was no school experience due to the age of coming out. He was attending college.

**Table 5**

*Q 5: How was the school handling your child’s questioning of their Gender identity? Was it difficult for the faculty and students to understand their correct pronouns and to make sure they were not getting treated in any special way unless asked to?*

---

Participant 1	The school had been absolute unbelievably amazing with my daughters transitioning. The community that we live in is very open, welcoming, and understanding. There are many other parents and children who are in the LGBTQ community, so to the school it has just become a normality. All the students and teachers are very good about using the right pronouns (She/her). If one of her friend or classmates messes up, she is very good about understanding and fixing their mistake and reminding them of what she prefers to be known as.
Participant 2	N/A

---

In Table 6, Participant 1 remarked how simple it was for the sister and her and her husband to accept their daughter with her transition. The parental worry was when her child was at school, on the bus, and hanging out with friends. The apprehension with the school experience for Participant 1 was if the child would be made fun of and ridiculed. Participant 2 had a different experience, it was harder for her and her husband to accept and understand what is going on in their child thought process and transition as a whole. Participant 2 wanted to be supportive so understanding on her level about transitioning made her able to help the extended family comfortable with asking questions.

**Table 6**

**Q6:** *“During the whole process of their gender identity, to you, what do you believe to have been the hardest, easiest, and most surprising parts since they decided to become curious about another gender?”*

---

Participant 1	I believe the easiest part of this process was expecting the whole transition. I have personally seen signs since she was the age of three with color preferences. I never thought twice is if what she is doing is wrong or abnormal, I just thought oh okay my son is now another daughter. I think the not hardest but difficult part was worrying about her in school, on the bus, and hanging out with friends. I always worry is today going to be the day that she gets made fun of, is today going to be the day she gets ridiculed for looking like a boy but expressing herself as a girl”. There isn’t really anything that I would say surprised me as much as I knew it was slowly going to happen it was just when.
Participant 2	The most surprising part for me would be how fast and how little his four other siblings and grandparents, aunts, and uncles took the whole process of transitioning. I think that it took my husband and I the longest to be able to gather what is happening and how to go about making them feel able to be open to us about what is going on in his life and if there is anything that we can do to help! The easiest part was just accepting who my child is no matter what gender they are.

---

In Table 7, Participant 1 remarked on how important it is to just love and support your child no matter what. In Participant 2s response she talked about how important it is that her son is now happy in the body and identity that he is now. The participants share the same deep feelings of love for their child for who they are and accepting them means loving them. In Table 7, both participates both had similar views on how they just simply wanted their children to be happy no matter what gender they are!

**Table 7**

*Q7: Reflecting back on the whole period of their transitioning, is there anything that you feel important, or exciting that you would want to tell me? Is there something about your family or child that would benefit me and my knowledge of who they are and this interview, and my study of gender identity in children?*

---

Participant 1	One thing I would tell any parent going through having a child transition genders are that to love them and be there to support and help them no matter what.
Participant 2	To me the most exciting part of this whole time of my daughter transitioning to a boy, the most exciting part for me was seeing my son be so happy to finally be in the body that he feels that he was supposed to be in all along.

---

After reviewing both participants answers from the interviews, it gave me insight into all the different factors that becomes involved in one's transition. It takes not just the families love and support but a whole community. By surrounding yourself in a positive environment with others who are there for you no matter who you identify as and push you to thrive to be your best self is the reason so many individuals young and older are coming out as transgender. Today's view on the LGBTQ community had a recently greater positive outlook in recent years then decades ago. By having this be a normal occurrence, it allows individuals to not be ashamed of who they feel that they are on the inside.

## **Chapter 5**

### **Discussion**

I chose to do this topic because it was essential to me that my next-door neighbor was a child who was transitioning; seeing the process as a neighbor was one thing to see her over the fence and talk to her. Still, it was another incredible experience to interview the mom and hear all about the ins and outs of her daily life and what it is like having and being a parent of a transitioning child.

I wanted to find out more about how the child was being treated at school. Were the other kids accepting their peer's choice for their gender identity? Are teachers and classmates say the correct pronouns? I also wanted to dive more into if the family dynamic changed since the child has decided to transition and or question their gender identity. I saw from reading different literature and interviewing two different families whose children had decided to change their gender identity very early in life and the other later in their adult life. From talking to both sets of parents, both spoke about how supportive, accepting, and welcoming the schools, classmates, and families were. I noticed that being transgender, queer, gay, and many other types of identities are just moral and talked about the situation in today's world. I have noticed that everyone's reaction to their loved ones coming out as different gender identity was all so loving, and most of them told me that they had felt that there was going to be a change; it was just a matter of when.

This change of one's gender identity does not just affect the family but also influences everyone around that individual. When there is such a significant shift from one gender to another, it can take getting used to fully understanding the point or making them feel the way

they do. Gender identity, especially in children, is something that isn't going to stop; it might even become more prominent as the years go on by using all the resources that are available such as therapy and so many more types of support that can help someone who might be transitioning. This is important because, as I have mentioned, this part of life is such a normal thing that happens; as time goes on, when someone might be either transitioning or thinking of, there will be so many helpful resources advantage. One conclusion that I can draw from this experience is that no one should be trapped and have to be who they aren't to please others and be a "normal" part of society. NO matter who you are, who you are meant to be, you should just be proud of who you identify and show others that it is okay to be your true self, and others will join in and follow along with you or others' journeys.

To move forward the idea of gender identity, I believe that more doctors have either transitioned themselves or support the lesbian, gay, bisexual, transgender and queer (LGBTQ) community because it would be beneficial for one who themselves might be questioning their identity to talk to a medical professional who understands what they are feeling. I have learned that just because individuals think they should consider the other gender assigned to them at birth, it does not make them any less unique or meaningful as essential feels that they are supposed to be the gender given birth. I will use all the insight that I have gained over the past thirty weeks of studying and learning about this topic to carry into the classroom when I become a teacher in the next few years. Having all this prior insight would help me guide a situation like this if it was to arise in my classroom. The main hidden opportunities that I have uncovered from this experience is that I had the chance to interview two amazing moms and families who gave me incredible insight into their everyday lives, having a child who had already or is currently transitioning. I will continue to read literature and research information on this topic to

inform myself of all the new information and resources that will come into existence to benefit the individual and those around them.

### **Summary**

Lastly, the theme of gender identity is one of the most controversial topics in today's society. There are many different perspectives when it comes to discussing an individual's identity. Gender Identity can sometimes be brought about by some of these factors that may include race, gender, culture, background, and sometimes the influence of others. Smith states, "Identity may emerge from personal qualities, such as roles, personality, or from voluntary associations, such as sports teams, or interest groups"(2009, p. 10). There are also social and cultural influences that go into identifying oneself. Both Robbins and McGowan's (2016) articles and this show how an individual's identity can emerge from a social perspective and a self-perspective. The first article by Robbins and McGowan (2016) discusses how gender identity is essential and how individuals view themselves. Suppose they consider themselves to be either female, male, non-binary, and or transgender. The second article by Smith (2009) is more about diversity in the social perspective and how others view you and less about how you view yourself.

While we have progressed our understanding of gender diversity in adults, we need to move towards a fuller understanding of children's gender diversity.

## References

- Coome, L. A., Skorska, M. N., van der Miesen, A. I. R., Peragine, D. E., & VanderLaan, D. P. (2018). An examination of the bio development of gender expression in children ages 6- to 12-years. *Canadian Journal of Human Sexuality*, 27(2), 133–143.  
<https://doi.org/10.3138/cjhs.2018-0013>
- Dykstra, L. A. (2005). Trans-friendly preschool. *Journal of Gay & Lesbian Issues in Education*, 3(1), 7–13. [https://doi.org/10.1300/J367v03n01\\_03](https://doi.org/10.1300/J367v03n01_03)
- Fiani, C. N., & Han, H. J. (2019). Navigating identity: Experiences of binary and non-binary transgender and gender non-conforming (TGNC) adults. *International Journal of Transgenderism*, 20(2-3), 181–194. <https://doi-org.ezproxy.purchase.edu/10.1080/15532739.2018.1426074>
- Gidley, B. and Meer, N. (2016) Communities and identity: Continuity and change. In Meri, J. (ed.) *The Routledge Handbook of Jewish-Muslim Relations*. New York: Routledge. pp.235-251.
- Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of college student development*, 41(4), 405-414.
- Robbins, C., and McGowan, B. (2016). Intersectional Perspectives on Gender and Gender Identity Development. *New Perspectives in Student Services*, 154 (Summer), 71-83
- Slesaransky-Poe, G., Ruzzi, L., Dimedio, C., & Stanley, J. (2013). Is this the right elementary school for my gender nonconforming child? *Journal of LGBT Youth*, 10(1/2), 29–44.  
<https://doi.org/10.1080/19361653.2012.718521>
- Smith, D. (2009). The role of identity in diversity. *Diversity's Promise for Higher Education: Making It Work*. Baltimore, Maryland: pp. 22- 52. John Hopkins University Press.

Temple Newhook, J., Pyne, J., Winters, K., Feder, S., Holmes, C., Tosh, J., ... & Pickett, S. (2018). A critical commentary on follow-up studies and “desistance” theories about transgender and gender-nonconforming children. *International Journal of Transgenderism, 19*(2), 212-224.

Winters, K., Temple Newhook, J., Pyne, J., Feder, S., Jamieson, A., Holmes, C., ... & Tosh, J. (2018). Learning to listen to trans and gender diverse children: A Response to Zucker (2018) and Steensma and Cohen-Kettenis (2018). *International Journal of Transgenderism, 19*(2), 246-250.