

Characteristics of Gifted LGBT (Lesbian, Gay, Bisexual, Transgender) Students

Table 1: Key Stages in LGBT Identity Development (Stewart, 2006)

1. Awareness of sexual “otherness” and associated social stigma
2. Denial of and Resistance to sexual identity
3. Acceptance of sexual identity
4. Disclosure and Exploration of sexual self
5. Self-integration of sexual identity

Table 2: Characteristics of Gifted LGBT Students (Eriksson & Stewart, 2005)

GIFTED STUDENTS	LGBT STUDENTS	GIFTED LGBT STUDENTS
Heightened sensitivity to social issues	Protection from discrimination, sanctions, and violence	Intense awareness and personal ethics
Peer pressure to hide giftedness	Peer pressure to remain “in the closet”	Highly developed system of masks and scenarios to protect self
Need for intellectual challenge	Need for tolerance and acceptance	Knowledge of contributions of great leaders and achievers who were/are Gifted and LGBT
Need for normalizing social experiences	Positive peer relationships	Need to be supported by other Gifted and LGBT students
Examination of social/cultural systems	Awareness of being a discriminated minority	Acceptance of diverse family and social structures: documentation in literature
Creative productivity in interest area	Self-esteem and creative expression	Acceptance of diverse forms of creative productivity specific to gay community
Modification to regular curriculum; acceleration, enrichment	Positive contributions of gay achievers	Incorporation of orientation into curriculum study
Mentoring and internships	Gay mentors	Heroes who are gay and gifted

Eriksson, R., and Stewart, T. (2005). Gifted and gay (G²): The characteristics and educational needs of a dual minority group. University of Central Florida.