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A Retrospective Study of Gay Gifted, Young Adult Males' Perceptions of Giftedness and Suicide

Paul James Sedillo

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**A RETROSPECTIVE STUDY OF GAY GIFTED, YOUNG ADULT MALES'
PERCEPTIONS OF GIFTEDNESS AND SUICIDE**

by

**PAUL JAMES (PJ) SEDILLO
B.A., Highlands University, 1989
M. A., Special Education, University of New Mexico, 2001**

DISSERTATION

**Submitted in Partial Fulfillment of the
Requirements for the Degree of**

Doctor of Philosophy

Special Education

**The University of New Mexico
Albuquerque, New Mexico**

July, 2013

Dedication

“Never be bullied into silence. Never allow yourself to be made a victim. Accept no one’s definition of your life; define yourself.”- Harvey Fierstein

This dissertation is dedicated, first and foremost, to my wonderful husband and love of my life, Mr. Anthony “Tony” Louis Ross. You made this journey possible. To my Spirit God and to any individual who currently does not have a voice to find “home”, who ultimately ended their life in silence—I dedicate this dissertation to all of you.

-PJ Sedillo

Acknowledgements

“Someday,” she said to Toto, “I’ll find a place where we can’t get into trouble. It’s not a place you can get to by boat or train. It’s far, far away—behind the moon, beyond the rain, maybe over the rainbow.”

—Dorothy Gale

“To get through the hardest journey we need take only one step at a time, but we must keep on stepping.”

—Chinese Proverb

Throughout my life, I have always been fascinated with the movie *The Wizard of OZ*. Like Dorothy, I, too, have been on that great big yellow brick road of life, with all its ups and downs. Throughout one’s lifetime one meets many people on that yellow brick road of life. As I have personally experienced and from the movie, the realization is that some good friends do not have brains, a heart, or even courage; however, because they do not believe in themselves, they do assist, and can help in difficult times. Despite their shortcomings they can be true to the end. There are even times when one must part from these friends, but together in this small space in time, both lives are changed.

On our journeys, we meet individuals who pretend to be wizards. Those people hide behind their screens, boom out a loud voice, and try to be intimidating; however, once revealed from behind their screen, there’s nothing there, but a humbug. One also meets people who are just wicked, but the solution to that is simple. One has the power over evil; evil people can easily melt away. Also, one encounters those rare individuals who will help no matter what happens. These individuals guide, let one grow, learn, fail (while picking up the pieces), and ultimately let the individual figure out life’s problems. Those people, like Glinda, help one find home. Glinda helps one discover that one must come to terms with any struggle in your life and realize that home is in your own heart. The answer to life as Dorothy found out is simple. “If you ever need to go looking for something again, you shouldn’t look any farther than your own backyard.” The answer

to life lies within—in accepting and loving yourself. Therefore, I have the opportunity to acknowledge all those who have been with me on this journey skipping down that yellow brick road of life.

To Dr. Elizabeth Nielsen and Dr. Dennis Higgins, thank you for being part of my life, standing by me, and revealing and sharing both your **Hearts**. Above all, your moral courage, stepping up as my cheerleaders, providing an awesome support network, and becoming beloved friends, I owe you many thanks and accolades of acknowledgement. Furthermore, it must be stated that Dr. Elizabeth Nielsen who essentially saved me from the depths of despair embodies this quote from *The Wizard of OZ*—“A heart is not judged by how much you love, but by how much you are loved, by others.”

To Dr. David Olguin, who has shown me the exciting world in counseling, and how counseling can assist others to survive and thrive. As he authoritatively pushed me to excel, question, and re-question my beliefs, Dr. Olguin became my conscience and lifeline. He made sure that I was aware of the importance that was at hand, the participants who had stepped forward to “be raw in the moment”, and assisted me in this study to understand that the participants should be listened to, honored, and given the utmost respect. Above all I was able to discover that Dr. Olguin’s strength and reinforcing support kept me going positively forward. He revealed his **Courage**, which taught me to always look ahead, to be *brave* and provide a safe environment for those who we provide therapy for. He expressed that we are only “pawns” in this great big world that we ultimately must provide inner strength to these clients so that they ultimately prosper, have self-comprehension, and thrive.

Success to any dissertation is the analytical and grammatical thinking that takes forth. Many individuals succumb to the pitfalls of correctness, edits, re-edits, and the minute details for

editorial perfection; therefore, thank you, Dr. Loretta Serna, Janet Espinosa, and Elisheva Levin, for your **Brains** in making sure that editorial edits were done, accomplished, and APA Format was followed to the letter (so to speak). To my Sunday dinner confidants who have passed away during this long and lengthy process—Phil Wolfe, JoAnne Ramponi, and Pauline Erickson. You have been my **Glindas**, still annoying, still watching, and still guiding. To my parents Gilbert and Doris Sedillo, who are my **Uncle Henry** and **Auntie Em**, you both started me early on to understand the importance of following the road of education.

I would like to acknowledge those wonderful **Munchkins** from the Gay, Lesbian, Bisexual, and Transgender (GLBT), and straight-allied community who gave me the strength to be the man that I am today, to the many **Ozians** who made me feel welcomed and graciously let me be part of their Emerald City: Jose Sarria, Mike Osborn, Vonda Long, Nina Arlene, Johnny Q., Tony Ponce, Gladys Sonnen, Patterson Clan & Aaron, and the Vogel's—Lawrence and Donna, who offered their house in Jerome, Idaho. It was a needed space for me to have peace and quiet to think, the time to contemplate, to work, struggle, and keeping me nourished by provided the most enticing meals (including her amazing coconut cream pie). Lawrence and Donna offered me the most ideal space to work and finish this dissertation. Not only did they open up their house for me, but also let me find **Home**.

To the **Wizards**, I encountered in my life that boomed out a loud voice and hid behind their curtains. I thank you for helping me realize that such people are only humbugs. Finally, to those **Wicked Witches**, and you know who you are, throughout my lifetime who ridiculed, tormented, bullied me, and thought that I would be a failure in life because I am gay, thank you for building my drive to succeed. You gave me the strength to be more powerful by empowering me with my little bucket of water to overcome any negative forces that came my way.

Moving through time and skipping down that yellow brick road of life, I have accepted my giftedness and homosexuality wholeheartedly. Traveling to Oz and going over my own private special rainbow has helped me to discover my internal and external resiliency factors. There is a realization that there is “no place like home” because I have found that the safety of home is within me. Finally, and most apologetically for those who I might have left out, I acknowledge all you have done to positively shape the man that I have become. I again, acknowledge all these individuals in my life that made the impossible, possible and thank you for your love and support. Humbly, I must acknowledge that without my own intelligence (brain), love-of-self (heart), and personal strength (courage), this study would not have occurred if I had decided to not find “home” and take my life by committing suicide.

Pridefully yours,

PJ Sedillo
 Gay gifted Adult,
 Friend of Dorothy,
 Educator, and Ozophile

PS

In a terrifying instant of darkness, a tornado snatches up Dorothy Gale and her dog Toto whirling them on the wild wind out of Kansas and straight to OZ! In this wondrous world of sorcery and danger, Munchkins, flying monkeys, talking mice and fighting trees, all Dorothy wants to do is go home... Together with the Scarecrow who wants a brain, the Tin Man who wants a heart, and the Cowardly Lion who wants courage, Dorothy and Toto must follow the Yellow Brick Road to find the Wizard of the Emerald City. But before the Wizard of Oz will grant their wishes, Dorothy and her friends must do the impossible, destroy the all-powerful Wicked Witch of the West...

—*The Wizard of Oz* by L. Frank Baum

“Impossible is just a word thrown around by small men who find it easy to live in the world they’ve been given than to explore the power they have to change it. Impossible is not a fact. It’s an opinion. Impossible is not a declaration. It’s a dare. Impossible is potential. Impossible is temporary.”

—*Mohammad Ali*

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Abstract

This qualitative, retrospective study investigated suicidal ideation among 32 young adult men. Participants were asked to report their experiences as adolescents. The primary focus of the study was to discover how gay gifted adolescents dealt with issues of suicide and suicidal ideation. Participants were selected using a purposive sampling technique. Four groups of participants were chosen with eight males in each group. The groups were: gay (i.e., homosexual) gifted, gay nongifted, straight (i.e., heterosexual) gifted and straight nongifted. Forty-one percent of participants were Hispanic/Latino, 31% were Caucasian, 22% were biracial, and 6% were African American. Data were collected using an initial questionnaire followed by in-depth individual interviews with all participants. Grounded Theory methodology was employed during the analysis phase of the study. The voices of participants were conveyed within a series of narrative vignettes. Specific categories of risk and resiliency were revealed using coding and constant comparative analysis. Results indicated that resiliency played a predominant role in how the participants dealt with suicidal issues. All of the eight gay gifted males had considered attempting suicide at least once. This group did not have the lowest rate of overall suicidal ideation across the groups. Also, the gay gifted group had one of the highest number of resiliency factors. Additionally, the gifted adolescents appeared to rely on their giftedness as a safeguard that protected them from suicide.

Based on the study's outcome, a theory of suicidal ideation was proposed, and an assessment was designed for future studies.

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Chapter 1: Introduction

In 2008, NAGC (National Association for Gifted Children) produced a seminal book titled, *Critical Issues and Practices in Gifted Education: What the Research Says* (Plucker & Callahan, 2008). This book opens with this thought-provoking statement: “the field of gifted education is plagued with assertions based on ‘research’ without a clear and unbiased sourcebook” (Plucker & Callahan, 2008, p. 1). These editors argue that, after more than 50 years, it is time for researchers to have access to an accurate reference book if they wish to investigate topics related to gifted and talented learners. The Research and Evaluation Division of the National Association for Gifted Children was primarily responsible for the selection of specific topics included within this reference book. Three broad categories of topics were included: “those that are historically of interest in the field, those that are currently popular, and those that we anticipate becoming more important --- or that we believe *should* be more important” (Plucker & Callahan, 2008, p. 2). Four of fifty topics within this sourcebook cover issues addressed within this present study: (a) counseling of students with giftedness, (b) suicide among gifted populations, (c) self-concept research associated with gifted learners, and (d) stressful life events that impact gifted children and youth. The editors of this seminal reference book present a compelling argument for in-depth, empirical research, including quantitative and qualitative studies, in these areas.

Therefore, this qualitative, retrospective study explored the relationship between giftedness, gayness, and suicide among adolescent males. It required the investigation of a minority population (i.e., gay students) within a larger, but still minority, population (i.e., students with giftedness). Both of these populations confront issues that potentially place them at emotional risk, including risk of suicide.

Background and Statement of Problem

This background section presents a brief overview: (a) issues of risk and suicide among gay adolescent male populations, (b) issues of risk and suicide among gifted adolescent male populations, and (c) issues of risk and suicide among gay gifted adolescent male populations. This information provided the impetus for this current retrospective study of suicide and suicide ideation within a gay gifted population of young adult males.

While acknowledging the importance of *people first language*, this written description of the study follows the National Association of Gifted Children's approach. This organization and current writers in the field of gifted education, use *gifted* and *gay* and their durative as adjectives describing a population or individual (e.g., gifted adolescents). Additionally, all participants ($n=32$) in this study were male. Participants' sexual orientations were self-reported as follows: 50% heterosexual and 50% homosexual. Throughout this report of the study, the use of the term *gay* will exclusively refer to *gay males* while the term *straight* will exclusively refer to *heterosexual males*, unless otherwise noted.

Issues of Risk and Suicide among Gay Adolescent Populations

Over the past decade, there has been a rapidly growing awareness that gay youth are at risk of suffering verbal, physical, and emotional abuse. Since 2009, the Gay, Lesbian and Straight Education Network had conducted an annual assessment of school experiences of gay, lesbian, bisexual, transgender (GLBT) youth within America's schools. The latest survey reported an array of negative school experiences, including the following statistics: 64% reported safety related fears in school because of their sexual orientation, 82% reported being verbally harassed because of their sexual orientation, and 19% reported being assaulted physically because of their sexual orientation (Kosciw, Greytak, Bartkiewicz, Boesen & Palmer, 2012).

The rising public awareness regarding the risk issues faced by GLBT students is also evidenced by recent federal actions. In 2010, the U. S. Department of Education's Office of Civil Rights issued a directive to schools regarding discrimination of GLBT students. This directive stated that Title IX federal law prohibits discrimination in education on the basis of sex, which covers GLBT students. The U.S. Department of Education Secretary recently distributed guidelines to educational districts across the nation in an effort to help schools understand their moral and legal obligation to create safe environments for GLBT students (Duncan, 2011). In 2011, the White House collaborated with the Departments of Education and Justice to host the White House GLBT Conference on Safe Schools and Communities. The U. S. Secretary of Education continues to meet yearly with GLBT students to receive their input regarding their school experiences (Ryan, 2012).

In response to this awareness, research specifically related to suicide and suicidal ideation among GLBT adolescents has moved to the forefront for counselors, health professionals, and educators (Carragher & Rivers, 2002; Coker, Austin & Schuster, 2010; Russell & Joyner, 2001; Silenzio, Pena, Duberstein, Cerel, & Knox, 2007). There are a sufficient number of studies on this topic and several comprehensive reviews of research regarding GLBT and suicide are available, including ones by Morrison and L'Heureux (2001), King, Semlyen, See Tai, Killaspy, Osborn, Popelyuk & Nazareth (2008) and Hawton, Saunders & O'Connor (2012).

Morrison's and L'Heureux's 2001 review of past research indicated that GLBT adolescents have factors that place them at a greater risk for suicide than their non-gay peers. These factors include: (a) coming out regarding their sexual orientation either at an early age or not coming out to anyone; (b) gay male adolescents are at higher risk; (c) being part of an ethnic, racial or cultural minority; (d) experiencing a lack of positive GLBT information in school; (e)

exposure to homophobic attitudes exhibited by teachers, peers, persons in authority, and family members; (f) family and school systems that maintain a rigid structure; and (g) lack of access to social support networks (pp. 41-44).

King et al. (2008) conducted a comprehensive meta-analysis of mental disorders, self-harm, suicidal ideation, and suicide among gay, lesbian, and bisexual (GLBT) people. The results revealed that GLBT people were more than twice as likely to attempt suicide as the general population. The risk was especially high among gay and bisexual males. This study did not focus on age differences; however, over 70% of the studies included within the meta-analysis were comprised of individuals who were under the age of 25.

Hawton et al.'s comprehensive 2012 literature review confirmed these earlier findings. The investigators reported that suicide and self-harming behaviors are major public health issues among adolescents in the United States and worldwide. Among the risk factors that contribute to these behaviors are concerns about lesbian, gay, bisexual, or transgender sexual orientation.

Issues of Risk and Suicide among Gifted Adolescent Populations

More than 20 years ago, Gallagher (1990) described the conflicting viewpoints regarding the emotional well-being of gifted students. As editor of a 1990 special issue of the *Journal for the Education of the Gifted*, he wrote that, "The public perception of the emotional status of gifted children and adults has been transformed several times over the past half century. A similar shift has been true of professional educators as well" (p. 202). These fluctuating perceptions about the emotional health of individuals with giftedness continue today.

According to Gallagher (1990), prior to the beginning of Terman's historic longitudinal study of more than 1,500 children with high intellectual abilities, giftedness was seen as linked to emotional instability, insanity, and criminal behavior. Terman and his colleagues followed the

lives of these gifted children throughout their lifespan. Evidence from Terman's studies dispelled these myths. His research demonstrated that the "gifted individuals in his samples were not significantly more emotionally disturbed than the general public.... On various indicators of social popularity and satisfaction with one's self they tend to be superior to the average student" (Gallagher, 1990, p. 203).

For the next several decades, the view that persons with giftedness were emotionally stable and experienced few mental health difficulties remained the predominant view. However, as more research regarding giftedness arose, this solely positive image was challenged. While it is true that the majority of gifted students do not experience serious emotional difficulties, it has become clear that among gifted populations there are individuals who experience emotional challenges such as depression (Jackson, 1998; Jackson & Peterson, 2003; Silverman, 1993), underachievement (Kim, 2008; McCoach & Seigle, 2003), perfectionistic thinking (Dixon, Lapsley, & Hanchon, 2004; McField, 2010), high levels of stress (Baker, 1995); (Peterson, Duncan, & Canady, 2009), feelings of isolation (Dahlberg, 1992; Kline & Short, 1991; Reis & McCoach, 2000), and suicide ideation (Bratter, 2003; Cross, 1996)

Martin, Burns, and Schonlau (2010) conducted a meta-analysis of 25 years of research associated with giftedness and mental health. These researchers emphasized the need for further research in order to bring clarity to current conflicting information regarding the mental health and potential emotional vulnerability of gifted youth. They wrote that "Today, as the field of giftedness evolves; literature continues to be published to support both views. Rectifying these disparate findings can be challenging and at times frustrating for teachers, counselors, researchers, and families working to support gifted children" (p. 32). Based on this comprehensive study, they concluded that:

Without an appropriate comparison group whose mental health outcomes have been assessed in an identical manner, it is not clear whether it is giftedness itself that confers the advantage (or disadvantage), or whether there may be some other factor (e.g., dedicated teachers and school staff) that may confer a mental health advantage (or disadvantage) to all children, regardless of whether the children are gifted. (p. 32)

Cross authored the chapter on suicide and giftedness, within Plucker's and Callahan's (2008) sourcebook. Cross is a major investigator of suicide and giftedness and serves as editor of the Council for Exceptional Children's gifted education research journal, *Journal for the Education of the Gifted* and formerly as editor of *Gifted Child Quarterly*, *Journal for Secondary Gifted Education*, and *Roeper Review*. According to Cross (2008), there is a serious lack of research related to suicidal behavior among gifted and talented youth. He further noted that there is critical need for research studies focused on prevalence rates of suicide, suicidal ideation, psychological autopsies of gifted persons who completed suicide, and a variety of case study approaches "that focus on the lived experience of being a student with gifts and talents who engaged in suicidal behavior (i.e., ideation, gesture, attempts) and survived" (p. 637).

Issues of Risk and Suicide among Gay Gifted Adolescent Populations

Any effort to calculate the prevalence of gay gifted youth is complicated (a) by the array of definitions of giftedness across the states and (b) by the number of individuals who deny being gay or who have not yet come out or identified as GLBT (gay, lesbian, bisexual, and transgender). These two problems make it difficult to derive an accurate prevalence figure. Further, there are many procedural impediments and politically charged issues for researchers who study this segment of the U.S. population. Researchers face restrictions imposed by the government, institutions, and their workplace when studying GLBT youth. While these

restrictions are ethically important, researchers may choose to focus on other, less vulnerable populations.

No national agency or organization is responsible for collecting the data necessary to determine the prevalence rate of giftedness or for the sexual orientation of youth in the U.S. Most researchers arrive at this statistic by examining population-based data in combination with general estimates of the percentage of GLBT youth and of youth with giftedness. Thus, estimates of the number of GLBT adolescents with giftedness becomes further extrapolated and is a step removed from population-based data.

According to the 2003 Educational Policy Report from the National Gay and Lesbian Taskforce, through the use of population-based data, a conservative estimate is between 5% and 6% of America's students are lesbian, gay, bisexual, or transgender (GLBT) (Cianciotto & Cahill, 2003). Other researchers have reported higher percentages (i.e., 8% to 11%) of the population who may be gay (Center for Sexual Health Promotion, 2010; Gates, 2001; Janus & Janus, 1993; Kinsey, 1948). According to the United States Census Bureau (2011) over 55.5 million children were expected to enroll in elementary through high school in 2011-2012. Thus, using the more conservative percentage of 5.5%, there are likely more than 3 million GLBT children and youth within our K-12 school system.

The National Association for Gifted Children (NAGC), the nation's largest professional advocacy group for children with giftedness, reported that no federal agency is required to collect data on the number of K-12 students who have been identified as gifted. Further, definitions of giftedness vary from state to state and many students go under-identified, making it difficult to give an accurate number of adolescents who are gifted. Historically, researchers and educators estimate that approximately 6% of this population is gifted. Combining the U.S.

Census Bureau and NAGC data, it can be estimated that more than 180,000 students are both gay and gifted.

At the 2004 NAGC national conference, Cohn, Carson, and Adams presented a peer-reviewed paper focused on gay, gifted students. They estimated that approximately two out of every 1,000 gifted students were also gay. Being both gifted and gay makes them a member of a minority within a minority group. In the NAGC Counseling and Guidance Newsletter, the number of GLBT gifted students was estimated at 260,000 (Friedrichs, 1997). However, both of these conference presentations failed to provide rigorous data to support their estimations. In 1995, Friedrichs and Etheridge conducted an informal survey of eight U.S. metropolitan GLBT youth support groups. Of the 53 GLBT youth who responded to this survey, 36% were enrolled in programs for the gifted. Of these gifted students, all but two had IQ scores over 130. The mean grade-point average of this gifted group was 3.5 on a 4.0 scale, and many had won awards for creativity, leadership, or athletics from their school or a local community organization. Unfortunately, the results of this survey were only published in the Council for Exceptional Children/The Association for Children's newsletter and never within a peer-reviewed journal. This lack of empirically grounded evidence regarding the prevalence rate of gay, gifted adolescents demonstrates both a need for and the difficulty with conducting research regarding this population.

A substantial body of research has used quantitative and qualitative methodology to investigate the challenges and emotional stressors that the general adolescent population face. Similarly, research on social and emotional factors within GLBT adolescent populations is widely available, as noted within the previous section of this introductory chapter. There is, however, only limited research-based information regarding the specific issue of suicide and

suicidal ideation within a population of gifted youth. The amount of data based research regarding suicide and gay gifted youth is virtually non-existent.

Some researchers speculate that being a gay adolescent with giftedness serves as a potential risk factor for suicide (Cross, 2008; Peterson & Rischar, 2000; Peterson & Ray, 2006; Shaffer, Fisher, Parides, & Gould, 1995; Silenzio, Pena, Duberstein, Cerel & Knox, 2007). Kerr and Cohn (2001) stated that gifted males are at higher risk for depression and suicide but they provided no rigorous data to support this statement. These authors also speculated that this risk is even greater if the gifted males are also gay. They further speculated that the negative experiences of this population contribute to a high degree of hopelessness (Kerr & Cohn, 2001).

One of the most frequently cited publications regarding suicide and GLBT gifted youth, is a newsletter article primarily addressing sex and highly gifted youth. This 1997 article by Tolan is currently only available as a website-archived article on Tolan's personal website. However, given the frequency with which it is referenced by professionals in the area of GLBT and giftedness, Tolan's speculation regarding GLBT giftedness and suicide is presented here. Tolan's newsletter publication included a paragraph speculating that GLBT gifted youth often experience strong feelings of isolation and lack of support from teachers, family, and peers. Tolan wrote that these youth recognize that they are different from the majority of their peers. Additionally, they experience problems finding friends who are similar to them in terms of sexual identity and intellectual ability. From Tolan's perspective, this situation can potentially be life threatening (Tolan, 1997). As previously noted, there has been much speculation but little research-based evidence that gifted or GLBT gifted youth are more prone to suicide or suicidal ideation. Tolan's newsletter article is an example of such speculation.

In response to the lack of empirical studies in this area, the National Association for Gifted Children's GLBT Task Force authorized Cohn (2002) to develop a literature review regarding GLBT gifted students. This review, titled *Gifted Students Who are Gay, Lesbian, or Bisexual: A Summary of the Research*, has been cited in other papers and reprinted in many articles and books to stress the necessity for research related to gay gifted issues (Cohn, personal communication, February 21, 2013). Within this communication, Cohan reported that he had only been able to locate three empirical studies for inclusion within this literature review. Cohn reported the following barriers to research regarding gifted GLBT youth:

- absence of explicit operational definitions for the constructs under study,
- difficulty finding participants willing to take part in studies, and
- absence of available comparison groups.

Driven by Cohn's work as part of the Gifted Children's GLBT Task Force, in 2005, NACG instituted a formal policy statement regarding nondiscrimination toward GLBT gifted persons. While not directly stating that GLBT gifted youth are at greater risk of emotional problems, this policy does encourage understanding and supportive treatment of GLBT gifted students. The policy states that:

GLBT youth *may* [italics added] be placed in social-emotional double jeopardy: they *may* [italics added] not only feel different from other youth because of their gifts, but they *may* [italics added] also feel isolated due to their sexual identities. These young people *may* [italics added] experience unusually high rates of verbal and physical harassment, substance abuse, sexually transmitted diseases, homelessness, and differential access to school services that can contribute to substantial problems, such as dropping out of

school, *contemplation and completion of suicide*, and many other by-products of social alienation. (NAGC, 2005, p. 1)

In 2006, Treat and Whittenburg published a bibliography regarding LGBT gifted populations. This bibliography listed (a) articles and special publications, (b) brochures and guides, (c) books and chapters within books, (d) curricula and lesson plans, (e) staff development and videos, and (f) organizations and Internet resources. As Cohn (2002) had previously found, Treat and Whittenburg's bibliography included few research-based articles. However, Treat and Whittenburg were able to locate fourteen articles, position papers, and special publications on this topic. The majority of articles contained speculation rather than actual facts about gay gifted suicide. Five of the articles and special publications were from the newsletter *AGGLY: Advocating for Gifted Gay and Lesbian Youth*, and contained personal opinions rather than formal research results.

An early research study regarding giftedness, homosexuality, and suicide was involved a reexamination of data from Terman's 1916's longitudinal study of gifted individuals. Lester (1999a) reported that, within Terman's study, eminent males who committed suicide tended to have been gay or bisexual. Further, Lester reported that, according to Terman's data, adolescents experiencing sexual identity issues were more at risk for suicide. Additional early research regarding suicide among adolescents found that those completing suicide were more likely to have above average intelligence levels (Sargent, 1984; Shaffer, 1974).

Between 1999 and 2009, three articles and ten book chapters on GLBT gifted suicide were published. Again, these writings typically either relied on findings from the few available research studies or merely speculated about the relationship between giftedness, homosexuality and suicide. These are discussed in Chapter 2 of this dissertation.

Significance of the Present Study to the Field of Gifted Education

In 1982, James Delisle, a board-member of the National Association for Gifted Children, published a brief article that described the suicidal death of a young gifted male. This early article highlighted the potential suicidal risk students with giftedness may face. In 1986, Delisle expanded upon his original article to include a literature review and intervention strategies related to suicide and gifted youth. Delisle's articles are significant because they opened a discussion of gifted, adolescent suicide within the field of gifted education. The articles provided early information about how the social and emotional development of adolescents who are gifted often lag behind their academic development. The articles also raised the question of whether or not gifted students' problems with peers, fear of failure and emotional isolation may lead to suicide. Delisle believed that preventative measures such as awareness, respect, tolerance, and participation from teachers and parents are crucial to the emotional well-being of gifted adolescents. In 1986, Delisle wrote *Death with Honors: Suicide Among Gifted Adolescents*. This second article by Delisle fueled the continued interest among gifted educators about potential emotional vulnerabilities within gifted populations and reinforced the need for empirical research in this area. However, it must be noted that research since the publication of Delisle's articles has been limited and has reported mixed findings about any potential relationship between giftedness, homosexuality, and suicide. Literature in the field of gifted education, however, emphasizes that GLBT gifted populations are under-identified and underserved (e.g., Cross, & Yonkers, 1991; Friedrichs, 1997; Tolan, 1997). This current study addressed suicide and suicidal ideation within a subgroup of this population (i.e., gay gifted male adolescents).

Purpose of the Study

Historically, limitations regarding the identification of this unique population (i.e., adolescents, homosexuality, and suicide) have made it difficult for psychotherapists, researchers, and counselors to have concrete information regarding issues of suicide within this group. Therefore, the purpose of this study is to provide needed research-based information regarding suicide and suicidal ideation within youth who are both gifted and gay. Additionally this study seeks to provide knowledge of what resiliency factors have assisted the targeted group of gay gifted male adolescents to avoid suicide and suicidal ideation. In order to limit any gender-based confounding factors, only males were included in this preliminary study. Chapter 5 recommends that similar studies be conducted with populations of lesbian, bisexual, and transgender gifted youth.

Scope of the Present Study

Few empirical research studies about adolescents who are both gay and gifted have been conducted, which makes it is nearly impossible to develop inferences or generalizations regarding this population (Cross, 1996, 2008; Cross, Cassady, & Miller, 2006; Gibson, 1989). To further complicate the issue, ethical problems arise when researchers seek to obtain informed parental consent for their child to participate in a study on adolescent suicide. Therefore, this study used retrospective interviews with gay gifted and nongifted young male adults regarding issues of suicide during their adolescence.

The present study focused on a population of males identified as both gay and gifted. Interviews were conducted to explore the various experiences each participant had as an adolescent that pertained to suicide or suicidal ideation. The present study developed a snapshot of these gay gifted male individuals. Data were collected using one-on-one interviews and a

questionnaire. All participants were young adult males between the ages of 18 and 35. Comparisons groups were established: (a) straight [heterosexual] nongifted males, (b) gay [homosexual] nongifted males, (c) straight [heterosexual] gifted males, and (d) gay [homosexual] gifted males. Grounded theory methodology guided the data analysis.

Research Questions

Strauss and Corbin (1990, 1998), experts in the area of grounded theory methodology, recommend that researchers using grounded theory begin with a preliminary theory or hypothesis. This approach defines the scope of the study and serves as an initial guide for the researcher. Strauss and Corbin argued that this approach does not restrict the researcher but rather prevents the study from exploring too many aspects of the topic. According to Strauss and Corbin, the initial research question(s) should become narrower and more focused during the various phases of analysis.

While acknowledging that the limited available research regarding suicide and giftedness had reported mixed or speculative findings, Cross asserted that the particular subgroups of individuals with giftedness and those who are gay—have a higher degree of at risk factors for the completion of suicide (personal communication, January 13, 2013). Other professionals also have argued that the subgroup of adolescents who are both gay and gifted may have a particularly high degree of suicidal ideation (e.g., Friedrichs, 1997; Peterson & Rischar, 2000; Tolan, 1997). However, given the limited number of research-based studies that have examined any potential relationship between suicide/suicidal ideation and giftedness, it can be concluded that at best these arguments are more likely to be speculation rather than fact. Thus, the following questions served as a preliminary guide for this study.

1. Do gay gifted adolescent males have a higher degree of suicidal ideation than gay nongifted adolescent males, straight gifted adolescent males or straight nongifted adolescent males?
2. Do gay gifted adolescent males possess more at risk factors for suicidal behaviors than adolescent males who are gifted but not gay, or gay but not gifted?
3. What, if any, are the internal resiliency factors that exist for gay gifted male individuals?
4. What, if any, are the external resiliency factors that exist for gay gifted male individuals?
5. Which, if any, of these resiliency factors have helped gay gifted male individuals avoid suicide?

Key Terms

The following list of key terms will be utilized throughout this dissertation.

Case study: “is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear evident” (Yin, 1994, p. 27).

Constructivism: the philosophical perspective that all knowledge is a product of the socialization of culture. Constructivists believe that interpretations of biological and physical reality, including sexuality, race, and gender are socially constructed (Bruner, 1996).

Essentialism: the belief that any specific kind of entity must have a fixed set of characteristics. According to Cartwright (1968), an essentialist considers sexuality, race, gender, ethnicity, or other group characteristics to be fixed traits. Essentialists do not believe that there are substantial variations of these traits among individuals or over time.

Gay: the generally accepted contemporary term identifying homosexual behavior between males or sexual attraction from a male toward another male.

Gay Gifted: is a classification used to identify two human characteristics: sexual orientation and degree of intelligence. The term gay gifted is used in this study to describe those participants who are homosexual and gifted.

Gay Nongifted: is a classification used to identify those individuals in this study who are homosexual and whose intellectual level is within the average range.

Giftedness: within this study, giftedness is defined by the National Association Gifted Children.

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports). (National Association for Gifted Children, 2013, p. 1).

Grounded Theory: a methodology designed “to generate or discover an abstract analytical schema or phenomenon that relates to a particular situation. This situation is one in which individual [*sic*] interact, take action, or engage in a process in response to a phenomenon” (Creswell, 1998, p. 56). Dey (2004) notes that:

There is no such thing as ‘grounded theory’ if we mean by that a single, unified methodology, tightly defined and clearly specified. Instead, we have different interpretations of grounded theory – the early version or the late, and the versions according to ... Strauss and Corbin (1990), among others (e.g., Charmaz 1990...) (p. 80).

Heterosexual: the sociological term used to describe sexual behavior or attraction between individuals of the opposite gender.

Homosexual: the sociological term used to describe sexual behavior or attraction between individuals of the same gender. “The terms *lesbian*, *gay men*, and *bisexual individuals* are more accurate than *homosexual*. Furthermore, the term *homosexuality* has been and continues to be associated with negative stereotypes...*Gay* can be interpreted broadly, to include men and women, or more narrowly, to include only men” (Publication Manual of the American Psychological Association, 2010, pp. 74-75).

Heterosexual Nongifted (i.e., **Straight Nongifted**): is a classification used in this study to identify those individuals who are heterosexual and whose intellectual level is within the average range.

Member Checks: a research strategy that allows participants to review the material or data developed by the researcher from their information. Member checks help to validate the interpretation of the researcher’s meaning (Tanggaard, 2008). According to Creswell, the use of member checks is “considered . . . to be the most critical technique for establishing credibility” (1998, pp. 202-203).

Peer Debriefing: “provides an external check of the research process... much in the same spirit as interrater reliability in quantitative research” (Creswell, 1998, p. 202). According to Lincoln and Guba (1985) the peer debriefer serves as the “devil’s advocate.” Within this study the peer debriefers were those included in the initial UNM internal review board (IRB) submission as described in Chapter 3.

Psychological Autopsy: is a type of case study that can include interviews with family, friends or significant others, as well as physicians, therapists, counselors. The researcher can look at school records, letters and diaries written by the participant, and also examine the books

read, music listened to or video games played. All of these and other important data that were part of the participant's life can be sifted through and reviewed for analysis.

Queer Theory: is a field of gender studies that was introduced in the early 1990s (Butler, 1990; Fuss, 1990; Sedgwick, 1995). It arose from the disciplines of feminist studies and gay and lesbian studies. Queer theory rests on the assumption that a person's sexual preference is natural and integral to a person's personality and nature. Queer theory draws upon the feminist questioning of the idea that gender is part of the essential self. According to queer theorists, an individual cannot be defined by the sexual acts they perform.

Retrospective Study: involves the collection of data about past events. This study used interview questions so that the male adults could discuss their actions and feelings experienced during their adolescent years.

Social Location: the term used to explain a person's position in society. Social location includes a person's ethnicity, gender, race, culture, religion, age, social class, intellectual ability, sexual orientation, educational level, philosophical viewpoint, and geographic location. Social location is tied to levels of power and privilege and influences the way a person views the world.

Straight: a commonly used term to identify a person who is heterosexual. This slang term originated in the mid-20th century and came from the phrase the "straight and narrow." The term was first used by author Henry (1941).

Straight Gifted: is a classification used in this study to identify those individuals who are heterosexual and gifted.

Straight Nongifted: is a classification used in this study to identify those individuals who are heterosexual and whose intellectual level is within the average range.

Suicidal Ideation: is a medical term for individuals who have thoughts or are preoccupied about suicide. The range of suicidal ideation varies from role-playing, self-harm, detailed planning, and attempts that are unsuccessful.

Triangulation: a research analysis approach that “makes use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence” (Creswell, 1998, p. 202). According to Denzin (1989, p. 236), “the use of triangulation raises the researcher above personal biases and adds strength and validity to research finding and conclusions.”

Theoretical and Conceptual Framework for the Study

Anfara and Mertz (2006) indicate that the most valuable theories are those that shed light on the experience of participants and broaden understandings regarding some phenomenon. The theoretical framework provides a rationale for the study. Theoretical and conceptual frameworks, according to Simon and Goes (2011), provide a level of assurance that the study has a strong professional foundation. Anfara and Mertz explain that while there is little disagreement about the exact role of theory within quantitative research this is “not the situation with respect to qualitative research (2006, p. xix). While the specific role that theory takes within a qualitative study is debatable, Anfara and Mertz make clear that “theory has an *unavoidable place* [emphasis added] in qualitative research” (p. xxvi). Within the introduction to their seminal, qualitative methodology text, Flinders and Mills (1993) support this argument. These qualitative researchers write that “it is impossible for any researcher to enter the study completely free of any underlying views, theories and positions on the topic” (p. xi). They argue that broad theories provide an essential framework for research. They hold that it is the obligation of the qualitative researcher to reveal these underlying theories as well as any personal beliefs, values and assumptions that may influence the study. And yet, the role of theory

becomes more controversial in a grounded theory investigation. There is general agreement that grounded theory is a qualitative methodology designed to develop a theory, not to be driven by a theory (Anfara & Mertz, 2006; Bryant & Charmaz, 2007; Denzin & Lincoln, 2011; Strauss & Corbin, 1990).

In acknowledgement of grounded theory methodology, this section presents my conceptual framework rather than my theoretical framework for this study. Denzin explained the value of a conceptual framework.

Much of what now passes as theory in sociology is really conceptual frameworks that systematically direct empirical and theoretical activity around a core set of problems (such as interaction, mental illness, or stigma). Because of this directive function, the conceptual framework offers the best hope for development of systematic theory. (1989, p. 51)

The following broad theory, concepts and topics served as the underlying conceptual framework for this present qualitative study:

1. Durkheim's theory of suicide ideation and suicide,
2. Historical connections between adolescent suicide and homosexuality,
3. Factors Associated with Risk and Resiliency Regarding Suicide,
4. Data from Terman's longitudinal study of giftedness examined through the lens of suicidology,
5. Use of psychological autopsy as the method of choice for looking at suicide and giftedness, and
6. Recommendations from professionals and researchers regarding the necessity of research regarding suicide and giftedness and homosexuality.

Durkheim's Theoretical Foundations of Suicide

The earliest formally articulated theory of suicide was developed by Durkheim (1893/1951). Durkheim published his theory in an historical book titled: *Suicide*. Professionals continue to view his theory “as a model for sociological research. Few, if any, later works can match the clarity and power with which Durkheim marshaled his facts to test and refine his theory” (Selvin, 2013, p. 607). Lester, from the Center for the Study of Suicide, summarized Durkheim's theory of suicide in this way.

Durkheim argued that the social suicide rate was determined by two broad social characteristics: the degree of social integration (that is, the extent to which the members of the society are bound together in social networks) and the degree of social regulation (that is, the degree to which the emotions, desires, and behaviors of people are governed by the norms and customs of the society) (Lester, 1999/2000, p. 307).

Durkheim (1897/1950) used the word *suicide* as the term to be applied to death that is the result of action (a) directly or indirectly taken or instigated by the victim and (b) that the victim knew would result in death. Durkheim hypothesized that suicide primarily results from a lack of integration of the individual into society. He described three types of suicide: Egoist Suicide, Acute Economic Anomie Suicide, and Chronic Economic Anomie Suicides. Differences between these types of suicide were related to the degree of imbalance between social integration and moral regulation.

One aspect of Durkheim's theory explained the linkage between societal beliefs, attitudes, and actions regarding homosexuality and the act of suicide. According to Durkheim (1897/1950), numerous members of society maintain irrational fears and prejudices directed toward homosexual behavior. These fears, labeled as homophobia, are projected onto

homosexual individuals. Awareness of these negative perceptions interferes with the development of a positive self-image within gay, lesbian and bisexual persons. The lack of societal integration as articulated by Durkheim's theoretical conclusions served as a major conceptual and theoretical framework for this dissertation.

Suicidologists have examined the potential interplay between risk and protective factors within and across individuals, societal levels and life stages (Maris, 2002). Additionally, numerous professionals have linked environmental stresses, isolation from peers and others, homosexuality, prior suicidal behavior, and access to firearms with suicide (Dixon & Scheckel, 1996; Holinger, Offer, Barter, & Bell, 1994). In this dissertation, this researcher attempted to determine if the gay gifted males who participated in the study: (a) experienced feelings of social isolation and lack of integration into society due to their sexual orientation or giftedness and (b) engaged in suicidal ideation or attempted suicide. Durkheim's theory provided a foundation for studying possible linkages between feelings of isolation and suicide within participants.

Historical Exploration of the Connections between Adolescent Suicide and Homosexuality

According to Trembly (1995), Ellis wrote the first book on homosexuality in the English language, *Sexual Inversion*, in 1901. Ellis wrote that inverted men [effeminate men]...frequently commit suicide. In spite of this early reference to a link between homosexuality and suicide, there has been a general disregard for homosexuality as a factor in suicide for the last 150 years (Trembly, 1995). According to Murphy (2011), only in the last two decades have researchers significantly increased their investigations of suicide and young adults. He further notes that only recently has population-based studies, focusing on gay/lesbian/bisexual youth issues, been undertaken. Previously the only types of available studies used convenience-samples and post-mortem analyses.

For more than a decade, awareness has grown regarding adolescent GLBT suicides. Using 2001 U.S. National Health Data, McIntosh (2003) found that suicide was the eleventh highest overall cause of death and the third highest cause of death for adolescents and youth between the ages 15 to 24. The concern regarding suicide within gay adolescent populations has been in place for more than 20 years ago. According to Gibson's 1989 study (as cited in Remafedi, 1999), during this time period, 30% of adolescent suicides were completed by gay youth. Since the late 1990s, researchers have used survey/questionnaire data to investigate the relationship between sexual orientation and suicide. Garofalo, Wolf, Kessel, Palfrey, & DuRant (1998) conducted a significant research study regarding suicide and homosexuality within adolescent populations. The study utilized data from over 3,000 students who participated in a U. S. Center for Disease Control survey. Based on these data, investigators reported that "a nonheterosexual sexual orientation significantly increases the odds of a suicide attempt" (p. 492).

Remafedi, French, Story, Resnick, and Blum (1998) analyzed survey data from a cross-section of Minnesota junior and senior high school students. The survey included questions about suicide and about sexual orientation. Results indicated that gay or bisexual males were significantly more likely to report a suicide attempt (28.1%) than were heterosexual males (4.2%). Remafedi, et al. (1998) also analyzed data from a National Longitudinal Study of Adolescent Health. They found that homosexual adolescents were at higher risk for suicidal ideation and were twice as likely to attempt suicide than their heterosexual peers.

Saewyc, Bearinger, Heinz, Blum, and Resnick (1998) utilized 1987 Adolescent Health Survey data to investigate suicide among gay/lesbian/bisexual youths. He reported that, within this population one out of three had attempted suicide at least one time. In a 1999 longitudinal study of 1,265 children, researchers began collecting data at their birth and up to age 21. They

found that by age 21, approximately 70% of the gay/lesbian/bisexual population engaged in suicidal ideation, as compared to 30% of their heterosexual peers. Of those who reported having suicidal thoughts, 30% reported making at least one suicide attempt (Fergusson, Horwood & Beautrais, 1999).

Factors Associated with Risk and Resiliency Regarding Suicide

Risk and resiliency are complete polar opposites. Resiliency is the capacity to overcome risk factors such as: life's stresses, various kinds of trauma, catastrophic events, or survive life's everyday problems, and make a comeback stronger, wiser and more powerful. Researchers define resiliency as the ability to overcome risks and handle adversity, including severe stress and hardship (Doll, & Lyon, 1998; Garmezy, Masten, & Tllegen, 1984; Higgins, 1994; Rutter, 1985, 1987; and Wolin, & Wolin, 1993). Resiliency requires problem solving skills, critical and creative thinking ability, good intellectual functioning, self-awareness, and a sense of purpose. According to professionals, when an individual develops goals, aspirations, and spirituality, that individual is developing a set of internal factors that can protect the individual from future risks (Benard, 1991). Researchers stress that adolescents who possess *internal, protective factors* such as good intellectual capacity, strong self-efficacy, self-confidence/self-esteem, positive religious identify, academic achievement including an above average grade-point average, and a high degree of engagement in productive activities become social and cognitively competent (Blum & Rinchart, 1997; Doll & Lyon, 1998). Further, there is research evidence that resilient individuals also possess a set of *external protective factors*. These *external resiliency factors* include: a close relationship with at least one parent, caregiver, or family member, connection to the community, supportive parents, and access to high quality schools (Blum & Renchart, 1997; Doll & Lyon, 1991).

In addition to these broad *protective/resiliency factors*, researchers have identified a variety of *internal* and *external protective factors* that potentially decrease adolescent suicidal behaviors or suicidal ideation (Russell & Joyner, 2001). Some examples of these factors include: support from family members, effective social skills, adaptability when handling problems and conflict, and support from relevant adults and peers (Russell & Joyner, 2001; U.S. Centers for Disease Control and Prevention, 2007).

Just as resiliency is enhanced by protective internal and external factors, internal and external factors can contribute to an individual's level of risk. Risk represents the negative or *dark side* of resiliency or the "individual differences in people's response to stress and adversity" (Rutter, 1987, p. 316). Doll & Lynn (1991) identified *internal risk factors* as: lack of empathy for others, low self-esteem, lower measured intelligence, criminal activity, social incompetence, substance, and a person's sex (males are more susceptible). Other risk factors include same-sex attraction (Blum & Reinhart, 1997; Remafedi, 2002). According to Doll & Lynn (1991), general *external risk factors* for adolescents include: poverty, low parent education, marital discord or family dysfunction, ineffective parenting, child maltreatment, parent mental illness or incapacity, large family size, ineffective schools or education system, and lack of positive mentors and connectedness with pro-social organizations.

External and internal risk factors that are linked to suicide and suicidal ideation have been identified. These *external and internal suicidal risk factors* include: previous suicide attempts or gestures, mood disorder or psychopathology, substance abuse disorder, a history of suicidal behavior or mental illness in the family, non-traditional sexual orientation, and access to firearms (e.g., Gould, Greenberg, Velting, & Shaffer, 2003; Russell & Joyner, 2001).

In addition to identifying specific risk factors for suicide, research investigations also have discovered various warning signs for suicide. Adolescents who are planning to commit suicide frequently display these warning signs just prior to the act of suicide. Examples of these warning signs include: withdrawal from family and friends, difficulty concentrating, difficulties in school, and talking about suicide beyond what is typically done by adolescents (American Academy of Child and Adolescent Psychiatry, 1998).

Awareness of the risk factors, warning signs, and protective factors associated with suicide and suicidal ideation, allows individuals, professionals, and institutions such as schools to develop and implement suicide prevention strategies. Some of these strategies are: establishing policies and procedures; staff and faculty training (Hayden, & Lauer, 2000); educating parents and community members about suicide (Kalafat, 2003); student curriculum addressing suicide; peer support groups (Kalafat, & Elias, 1994); and teaching good social skills, problem solving strategies, and coping skills (Gould, Greenberg, Velting, & Shaffer, 2003). According to Zenere and Lazarus (1997), suicide prevention programs must be comprehensive in nature. These programs must include strategies to be employed when: a) individual students have various risk factors, b) suicide warning signs appear, c) suicidal threats are made, d) suicide attempts occur, and e) suicide is completed by a student who attends that the school or program. According to Mckee, Jones and Barbe (1993), suicide preventions strategies should be detailed and set forth in a step-by-step format.

Terman's Longitudinal Data on Giftedness Examined Through the Lens of Suicide

In 1921, Terman initiated an extensive longitudinal study of 1,528 children in California who scored within the top 2% of the general population (i.e., had a standard score at or above 140) on an I.Q. test. Terman continued to evaluate this group of gifted individuals throughout

their lives. Terman and his research team collected data through in-depth mailed questionnaires from 1924 through 1982 and field interviews from 1921 to 1950. Although often considered to be controversial in nature, Terman's longitudinal study provided never-before available information about gifted children, youth, and adults.

Between 1971 and 1991, four research articles were published that examined Terman's Genetic Study of Genius data to investigate the incidence of suicide among Terman's 1,500 participants. The first study was titled *Perturbation and Lethality as Precursors of Suicide in a Gifted Group* (Shneidman, 1971). Shneidman used data collected between 1921 and 1960. In 1970, there were 28 known deaths by suicide, 20 males and 8 females, among Terman's population. Shneidman selected 15 of Terman's males who were still alive, five males who died by a self-inflicted gunshot and ten of Terman's males who had died of natural causes. This last group was matched to the suicide group based on age and on the year when their deaths occurred. A two-phase *blind* investigation was conducted. Phase one utilized a *life-chart* and phase two involved a psychological autopsy. As the cofounder of the Los Angeles Suicide Prevention Center, Shneidman introduced the term, *psychological autopsy*, during his collaboration with the Los Angeles County Coroner's Office (Scott, Swartz, & Warburton, 2006). Using these methods, Shneidman was able to correctly identify four of the five males who committed suicide without prior knowledge of which case involved suicide. Shneidman concluded that among a highly gifted population there are early characteristics or *signatures* that indicate potential adult suicide. He also emphasized that psychological autopsies could accurately identify victims of suicide.

In 1986, Tomlinson-Keasey, Warren, and Elliott reinvestigated the Terman data used by Shneidman in 1971. These researchers used Shneidman's study as the foundation for their own

study. However, they directed their attention to the eight females who had committed suicide and who were excluded from Shneidman's study based on their gender. They asked these two questions: (a) "Will the signatures that Shneidman found among male suicides be useful in predicting suicide among females?" and (b) "Will any or all of a small set of risk factors differentiate female suicides from non-suicides?" (p. 124). The results indicated that women exhibit a particular set of suicidal risk factors, including previous suicide attempts, alcoholism, as well as emotional problems such as anxiety, instability, and depression. With regard to any connection between sexual orientation and suicide, Tomlinson-Keasey et al. noted:

Homosexuality in this [Terman's] cohort was seldom publicly acknowledged. It is even possible that references to homosexuality were expunged from the files because Terman occasionally deleted information that he thought might be harmful to a participant.

Hence, although some the statements in the files could be construed as indicating homosexuality, few clear indices were available. (p. 128)

These researchers' assertion that Terman avoided any reference to homosexuality within any participant in his study was affirmed by queer theorist, Hegarty (2011). Hegarty noted that, across the decades, Terman continually argued that gifted children were not homosexual.

In a 1987 article, Warren and Tomlinson-Keasey again report data regarding these eight women. However, this article was merely a restatement of data from Tomlinson-Keasey, Warren, and Elliott's earlier study and no new information was revealed regarding any connection between sexual orientation and suicide.

Lester (1991a) published a rebuttal to the articles by Shneidman (1971) and Tomlinson-Keasey, et al. (1986). Lester (1991a) argued that both articles had methodological problems. "Shneidman's study had a major flaw in that he did not match the comparison participants with

the completed suicides for the degree of psychiatric disturbance” (Lester, 1991a, p. 604). With regard to Tomlinson-Keasey et al.’s research, Lester noted that the files on four of the eight females who committed suicide had missing data for the rating of mental health. Thus, these investigators “did not attempt to match the completed suicides with the controls for mental health ratings” (Lester, 1991a, p. 604). He stated that both studies compared suicides from individuals with mental health issues with mentally healthy control individuals. Lester’s article reexamined the Terman data and concluded that within Terman’s study, “gifted children who later completed suicide did not differ as children from non-suicidal gifted children when matched for the degree of psychiatric disturbance” (1991a, p. 606). Lester published an additional set of findings from this reexamination of suicide data from Terman’s longitudinal study in another article published in 1991 (Lester, 1991b). In this article, Lester reports that 8.7% of male deaths and 5.2% of female deaths were from suicide up to 1987. According to Lester, those who committed suicide at a young age were distinguished from those who committed suicide at an older age by these factors: (a) the length of their mother’s pregnancy (i.e., longer pregnancies for the younger suicides), (b) length of breast feeding (i.e., shorter length of breast feeding for younger suicides), (c) loss of father by death or divorce, and (d) a lower desire to excel. He did not find sexual orientation to be one of the distinguishing factors.

Psychological Autopsy: The Method of Choice for Investigating the Suicide of Gifted Individuals

Many investigations of suicide take the form of post-death exploration to determine possible causes for a completed suicide. The methodology of choice for research of this type usually is a *psychological autopsy*. A psychological autopsy is a “thorough retrospective investigation of the intention of the decedent” (Scott, Swartz, & Warburton, 2006, p. 805).

Originally designed to assist coroner offices bring clarity to the cause of death, the method has been used to study the background, life style, stressors, and possible mental disorders faced by an individual who committed suicide. Hjelmeland, Dieserud, Dyregrov, Knizek, and Leenaars (2012) point out that psychological autopsy has become the primary method used to investigate risk factors for suicide. They state that this method is regarded as the most direct, reliable, and valid way “to study the relationship between various explanatory factors and suicide” (p. 606). Brent (1989) explains that with the rising rate of adolescent suicides, psychological autopsy may be used “as a means of shedding light on the nature of suicide in adolescents” (p. 43).

Given the constraints in locating adolescent victims of suicide who are gifted, professionals in the field of gifted education have used psychological autopsy when investigating suicide and giftedness (e.g., Cross, 2002; Cross, Cook & Dixon, 1996; Cross, Gust-Brey, & Ball, 2002; Hyatt, 2010; Kemmerling, 1985; Leroux, 1986; Warren & Tomlinson-Keasey, 1987). This method has both drawbacks and benefits. It requires an extensive investment of time, access to the victim’s personal history (e.g. writings, music, school records) and a high level of sensitivity. However, an advantage is the fact that it can be conducted by exploring the life of a single individual that died from suicide. This eliminates the major problem with locating participants in a suicide study. Thus, psychological autopsy has been the method of choice for research regarding giftedness and suicide, including suicide of gay gifted individuals.

Rather than exploring a single or extremely small number of participants through the use of psychological autopsies, this present study collected and analyzed data from 32 living males. Among these homosexual and heterosexual males were individuals with and without giftedness. The intent was to broaden the knowledge base regarding suicide, giftedness, and gay adolescents.

Using interview data and grounded theory methodology, this study explored risk and resilience, as related to suicide and suicide ideation in this population.

Need for Research Regarding Suicide, Giftedness and Homosexuality

In his article 1996, Cross identified the following three problematic areas within the research base for suicide, giftedness, and homosexuality:

- Statements about incidence rates and nature of suicide among gifted individuals have been put into writing without supporting data.
- Virtually no empirical research in this area exists; yet, authors continue to cite these unsupported claims that have resulted in a body of lore about suicide among gifted individuals.
- Writings on the topic tend to seek to develop an image of gifted children as being emotionally stable rather than reporting any research findings. (p. 46-47)

More than ten years later, it continues to be difficult to confirm claims that adolescents with giftedness are either more or less prone to suicide than are nongifted adolescents. Death certificate data do not record information regarding the intellectual ability of the victim. Thus, national statistical data within research is inaccessible. This limits the ability for investigators to conduct large-scale studies examining connections between suicide and giftedness (Gust-Brey & Cross, 1998). This limitation must be combined with difficulties accessing information regarding the sexual orientation of adolescents among gifted populations. These combined difficulties have led researchers to use psychological autopsies conducted on isolated gay gifted adolescents who committed suicide. Different methodologies can enlighten educational and counseling communities by providing research-based insight regarding gay gifted young persons.

Limitations of the Study

When designing and conducting research, the investigator must reveal any real or potential limitations. This openness allows the reader to decide how to appropriately interpret the results. This current study included the following set of limitations:

- Since the researcher is the primary instrument for data collection, the integrity of the study rests heavily on the integrity of the investigator (Merriam, 1998). Therefore, I have provided the reader with information regarding background and philosophical perspective within Chapter 3.
- As is true with many qualitative studies, grounded theory does not allow for broad generalization. However, that is not the purpose of grounded theory research. Rather, its purpose is to offer a new explanation of some phenomena or generate possible hypotheses for future exploration of the phenomena.
- Interpretation of the interview data is participative in nature. However, Stake (1995) noted that “the intent of qualitative researchers to promote a *participative* research paradigm is a given. Participativity is not seen as a failing needing to be eliminated but as an essential element of understanding by the researchers and their readers” (p. 45).
- In order to limit gender-related factors, this study did not include female participants. Thus, readers should not generalize these findings to lesbian, bisexual, or transgender gifted adolescents. Although, as previously stated, the generalizability is not a primary goal for a qualitative study.
- This study asked young adult male participants to retrospectively discuss experiences and feelings within their adolescence. This introduces a potential problem with participant recall. It is typical for research involving GLBT populations and issues of suicide

attempts and ideation to involve participants above the age of 18. Mustanski (2011) proposes that, based on personal experience and extensive discussion with other investigators of GLBT issues, “that fear of, or experience with, an inability to obtain IRB approval” (p. 674) is the primary cause for avoiding research with participants under the age of 18. This was a major contributing factor for this retrospective approach taken in this present study.

- As with all interview data, the researcher and subsequent readers must take into account the possibility that one or more “interviewee gives what the interviewer wants to hear” (Yin, 2009, p. 102).
- Thomas and James (2006) describe a potential limitation specific to the use of grounded theory methodology. They proposed that grounded theory has the potential to fracture the collected data resulting in the separation of meaning from the larger story. However, when properly conducted, grounded theory requires the researcher to piece together the fragmented data in order to identify the phenomenon that underlies the larger issue(s).

Organization of the Study

This research study is presented within five chapters. Chapter 1 provided the central problem with preliminary guiding questions. It offered the reader a brief background for the study, explanation, the value of the study, and the theoretical framework. Chapter 2 opens with a short rationale for reviewing the literature prior to collecting data, since this is not necessarily the typical approach when using grounded theory methodology. This rationale is followed by a review of the literature regarding suicide and suicidal ideation within populations of GLBT, gifted, and GLBT gifted adolescents. Chapter 3 offers an overview of grounded theory and its application within this study. It also includes a description of the procedures used to collect and

analyze data for the study, and the researcher's perspective and philosophy. Chapter 4 presents the general findings from the questionnaire and interviews. Chapter 5 contains a summary of the findings with associated discussion, the emergent theory, and recommendations for future investigations.

Chapter 2

Literature Reviews and Grounded Theory

Walls, Parahoo, and Fleming (2010) articulated the complex issues involved in the use of literature to inform a grounded theory investigation.

There are contradictory perspectives in key areas such as the role and place of substantive knowledge, the literature, extant theory and symbolic interactionism as a theoretical underpinning. The struggle to navigate a clear path through the myriad of opinion can pose a challenge to the novice researcher struggling to grasp the complexity of grounded theory. (p. 15)

Walls et al. noted that even the earliest grounded theorists, Glaser and Strauss, held differing views regarding the role of literature within this research method. Glaser's 1998 perspective was that a grounded theory research should avoid reading the literature until the data had been collected and the analyses were underway. In contrast, Strauss argued that in reality a grounded theory research would certainly be familiar with the literature related to the proposed investigation (Strauss & Corbin, 1998). More recently, experts in the use of grounded theory acknowledge that those applying for research grants, seeking IRB approval for research studies, and those using grounded theory within a formal dissertation or thesis will be required to provide an initial review of literature (e.g., Dunn, 2011; Hallberg, 2010; Heath, 2006; McGhee, Marland, & Atkinson, 2007). Lempert (2007) presents a succinct argument for conducting an early literature review within a grounded theory study.

In order to participate in the current theoretical conversation, I need to understand it. I must recognize that what may seem like a totally new idea to me (an innovative breakthrough in my research) may simply be a reflection of my ignorance of the present

conversation. A literature review provides me with the current parameters of the conversation that I hope to enter. Utilizing comparisons from the literature alerts me to gaps in theorizing, as well as the ways that my data tells a different, or more nuanced, story.... It does not, however, define my research. (p. 254)

Following these current recommendations, this chapter presents a review of literature regarding suicide and suicide ideation within gay, lesbian, bisexual, and transgender (GLBT) and gifted adolescent populations. The broader, underlying perspective and literature that supports this study has been presented within Chapter 1. Chapter 2 specifically focuses on research investigations regarding the possible relationship between gay, gifted, and gay gifted adolescents and suicide. Continuing to follow the grounded theory guidelines, Chapter 5 returns to literature as a means of placing the study's findings within a larger context.

Overview of This Literature Review

According to Gall, Borg, and Ball (1996), effective literature reviews should examine research in terms of their purpose, methodology, and outcomes. In order to understand the current professional knowledge regarding suicide within adolescent populations of GLBT, gifted, and gay gifted adolescent populations, two overarching questions guided this chapter.

- What are the research outcomes associated with the above populations in relationship to suicide and suicidal ideation?
- Where, if any, are the gaps in research specifically related to suicide and suicidal ideation within gay gifted adolescents?

These questions were asked and answered in order to determine whether the use of grounded theory methodology was appropriate for this study. According to experts in the area of grounded theory (e.g., Glaser & Strauss, 1967; Strauss & Corbin, 1998), the purpose of grounded theory

methodology is to describe unexplored phenomena through the development of a theory or hypotheses to be used in future researcher regarding this unexplored phenomena. Thus, it was necessary to discover whether the phenomenon of suicide and gay gifted adolescents actually was an unexplored phenomenon.

To situate the phenomenon of gay gifted suicide within a larger context, this chapter initially presents a general review of current research regarding suicide and GLBT adolescents as well as research regarding suicide and gifted adolescents. This is followed by a more focused review of suicide and suicidal ideation within gay gifted youth. This literature review includes the following seven sections: (a) literature review methodology, (b) overview of research regarding gay youth and suicide, (c) empirical research studies of adolescent gifted suicide, (d) research and other literature regarding GLBT gifted suicide, (e) barriers that may contribute to the limited number of studies involving gay gifted youth, (f) summary with implications, and (g) conclusions.

Literature Review Methodology

Search of Databases

Searches were conducted using: (a) ERIC, LIBROS, GOLDRUSH, World Cat, PsycLIT, and PsycINFO computerized databases; (b) published literature reviews of adolescent suicide; (c) Google, Dogpile.com, and Ask.com search-engines; (d) reference lists of articles obtained from these sources using Boolean key words: gifted or high IQ, gay or lesbian*, homosexual*, gifted gay suicide, gifted, youth, adolescents and suicide* or depression* (Note: the asterisk delineates the multiple items that can be located within each key word). After completing searches using computer databases, published literature reviews, and reference lists, a manual search of journals, newsletters, and conference proceedings was conducted to locate any relevant

literature that might have been excluded or overlooked by the original search methods. Those sources are listed in Appendix. Due to the limited amount of identified peer-reviewed articles regarding suicide and GLBT youth identified through this process, assistance from a reference librarian was sought. Meetings with this University of New Mexico reference librarian helped ensure that all pertinent literature this topic was being discovered using available databases.

In order to determine the specific literature to be review, three separate sets of criteria were used. Criteria set 1 were applied to literature for inclusion within the review section regarding suicidal behaviors and gay, lesbian, bisexual and transgender (GLBT) youth. Criteria set 2 were applied to literature for inclusion within the review section regarding suicidal behaviors and gifted adolescents. Criteria set 3 were applied to literature to be included regarding suicidal behaviors and gay-gifted adolescents. The three criteria sets are given below with the resulting final literature pool for each section.

- Criteria Set 1 – Suicide/Suicidal Ideation and GLBT Adolescents. As indicated in Chapter 1, a fairly large body of research exists regarding suicide and GLBT youth. For example, a quick search of PsychINFO database using the terms “homosexuality” and “suicide” revealed 283 peer-reviewed articles. Research using extensive national health care databanks have provided clear evidence that homosexuality is a risk factor for suicide and suicidal ideation (e.g., Garofalo, et al., 1998; Remafedi, 1999; Saewye, et al., 1998). Given that the primary focus of this study and literature review was suicidal ideation among gay gifted adolescents, it was determined that the literature review regarding GLBT and suicide would not be all-inclusive. Rather, the literature reviewed in this area was selected to provide a larger context for the more focused portion of this review.

Thus, the following criteria were used to select literature regarding suicide/suicidal ideation and GLBT adolescents: meta-analyses studies, larger scale (i.e., more than 100 participants) national, regional, or local studies, and peer-reviewed and published literature reviews specific to GLBT, adolescent suicide. Articles that did not include American adolescents were eliminated from the review. Appendix A includes the final set of 41 articles specific to suicide and GLBT that were included within this literature review.

- **Criteria Set 2 - Suicide/Suicidal Ideation and Gifted Adolescents.** The following criteria were used to select the reviewed literature regarding suicide and gifted adolescents: all empirical studies, both quantitative and qualitative, as well as any non-empirical articles published in peer-reviewed journals. Articles that did not include American adolescents were eliminated. Appendix A includes a table listing the 38 studies and peer-reviewed articles that formed the final pool for suicide and giftedness.
- **Criteria Set 3 - Suicide/Suicidal Ideation and GLBT Gifted Adolescents.** The following criteria were used to select literature regarding suicide and GLBT gifted adolescents: articles in both peer reviewed and non-peer reviewed journals, newsletter articles, position papers from national organizations, peer-reviewed conference papers, and textbook chapters. Literature that did not include American adolescents was eliminated.

Subsequent Search Process

Following the above search of databases, two further steps were taken to identify literature specifically focused on suicide and gay gifted adolescents. First, the references cited

within any identified articles were examined for any additional articles. In addition to a limited number of articles, the database search process located a bibliography of gifted LGBT youth (Treat & Whittenburg, 2006). The database-identified articles on gay gifted suicide consistently referenced this bibliography. Treat's and Whittenburg's bibliography included the following six types of resources: articles and special publications, brochures and guidebooks, books and book-chapters, curricula and lesson plans, staff development materials including videos, and organizations and internet resources. The resources in this bibliography were used to identify additional literature specifically addressing issues of suicide and gay gifted youth.

Through these database searches and reviews of references and citations in articles and the bibliography by Treat and Whittenburg (2006), a small number of empirical research studies regarding adolescent gay and gifted suicide were located. To ensure that the literature search was complete, experts in the field of gay gifted suicide and gifted suicide were subsequently identified and contacted by this researcher. The following experts were contacted by email or telephone between the months of November, 2012 to February of 2103: Cross, Friend, Treat, and Whittenburg. These professionals were asked whether or not they were aware of any other literature on GLBT gifted suicide than the literature already identified by these other methods. They were also questioned regarding specific information that they had regarding GLBT issues and issues of suicide within gifted populations. Treat, and Whittenburg reviewed a draft version of Chapters 1 and 2 of this dissertation to ensure that to their knowledge all relevant literature regarding emotional issues, including suicide, and LGBT gifted adolescents had been included. Cross was provided a draft version of these two chapters to ensure that to his knowledge all relevant literature regarding suicide and gifted learners had been included. All experts who were contacted failed to reveal any previously unidentified articles. Information regarding specific

publications with which they were associated is presented in the appropriate sections of this chapter.

Final Literature Pool

Based on the various criteria and information provided by various experts contacted by this researcher, a final literature pool was established for each section of this literature review. The final literature pool regarding suicidal behavior and GLBT youth consisted of 41 empirical studies. Appendix A includes a table with the final pool of articles that were reviewed in order to present the overview of suicide and GLBT youth. The final literature pool regarding suicidal behavior and gifted youth consisted of 38 articles published in peer-reviewed journals. Appendix A includes a table with the final pool of articles that were reviewed and presented in Chapter 2 in the section on suicidal behavior and giftedness.

The final literature pool on suicidal behavior and gay-gifted youth was very limited. Based on an extensive literature search and on evidence obtained from the leading professionals, only eleven pieces of published literature, beyond textbook information, regarding gifted adolescents who are gay, lesbian, or bisexual were located. Only five of these were published in peer-reviewed journals (Clayton, 2000; Levy & Plucker, 2003; Peterson & Rischar, 2000; Treat, 2006; Treat & Whittenburg, 2006). One publication was Treat's 2008 dissertation. Four newsletter articles (Friedrichs, 1997; Friedrichs & Ethridge, 1995; Tolan, 1997), one internal task force document (Cohn, 2002), and one unpublished, peer-reviewed conference paper (Friend, 2006) also were located. With the exception of Friend's 2006 conference presentation, the experts who were contacted by this researcher as part of the literature search process reported being aware of these various pieces of literature.

Suicide and Suicidal Ideation within Gay, Lesbian, and Bisexual (GLB) Adolescent Populations

Research evidence indicates that suicide rates have been on the rise since the mid-1950s (Suicide Prevention Resource Center, 2008). From the 1980 to date, suicide has been a leading cause of death among young adults and adolescents (Capuzzi & Golden, 1988; Felner, Adan, & Silverman, 1992; U. S. Centers for Disease Control and Prevention, 2007). Bearman and Moody (2004) noted that, while suicide rates among most groups have stabilized over the past decades, the suicide rate for adolescents has continued to rise. According to the Centers for Disease Control and Prevention's 2011 data, approximately 16% of adolescents reported seriously considering attempting suicide within the past year. The alarming rise in suicide and suicidal ideation among American youth has caused physicians and public health officials to label adolescent suicide as a national health problem (Goldston, Daniel, Erkanli, Reboussin, Mayfield, Frazier, & Treadway, 2009).

Numerous studies identified specific risk factors associated with adolescents who engage in suicide and suicidal ideation (Freda, 2010; Goldston, et al., 2009; King & Merchant, 2008; Roberts, Roberts, & Xing, 2010). These studies found the following suicidal factors in adolescents: prior suicide attempts, depression, victim of bullying, family difficulties, feelings of isolation, and access to firearms. In addition to these factors, these and other studies found that sexual orientation was associated with suicide in adolescents (Cambre, 2011; Freda, 2010; Fried, Williams, Cabral, & Hacker, 2013; Gould, et al., 2003; King & Vidourek, 2012; Remafedi, 2002).

Historical Overview of GLB Adolescents and Suicide

In order to understand personal and social issues experienced by individuals whose sexual orientation is non-traditional in nature, researchers must first identify those individuals. Given the historical stigmatization of gay, lesbian, and bisexual (GLB) populations, research studies were rare prior to the 1980s (Anhalt & Morris, 1998; Halpert, 2002; Shaffer, Fisher, Hicks, Parides, & Gould, 1995). The difficulty of recruiting research participants was especially challenging for those wishing to investigate the experiences of GLBT adolescents. Cultural, religious, and legal suppression lead to closeted-behaviors among GLB adults and youth. To ethically recruit GLB youth as study participants, researchers were forced to rely on self-disclosure of sexual orientation which was rare and potentially unreliable.

In spite of changes regarding discrimination against homosexual individuals that occurred after the 1970s sexual protest movements, few adolescent GLB felt safe disclosing their sexual preferences (Shaffer, et al., 1995). "...Psychological research about adolescents who experience same-gender behavior, fantasies, or attractions, but who do not self-label as GLB is scarce" (Anhalt & Morris, 1995, p. 216). Kourany's 1987 study is an example of research findings demonstrating the problems associated with investigating suicide and GLB youth. Viewing suicide as a medical, psychiatric, and clinical problem, Kourany surveyed a national sample of 166 adolescent psychiatrists regarding this issue. Sixty-six questionnaires were completed (39.7%). Sixty-one respondents were male and five were female. Eighteen responding adolescent psychiatrists indicated that this topic was not relevant to their medical practice. Kourany noted that "although homosexuality was 'depathologized' in 1973 by the American Psychiatric Association, ... results of this survey suggested that many psychiatrists were not working with homosexual adolescents; thus, the existence of homophobia in the psychiatric

profession has to be considered” (p. 116). Another explanation might be that gay and lesbian adolescent patients of these psychiatrists may have chosen to not disclose their homosexuality.

Lack of broad national awareness of suicide and GLB youth changed in 1989. The overall rising rates of suicide among American adolescent and young adult populations caused the U.S. Department of Health and Human Services (DHHS) and the U.S. Surgeon General to establish a national Task Force on Youth Suicide. This task force was charged with assessing and consolidating information regarding adolescent suicide. In response to this charge, the task force sponsored a number of national conferences and commissioned a series of papers on this topic. The commissioned papers were compiled into a national report (i.e., *Report on the Secretary's Task Force on Youth Suicide*, Feinleib, 1989) presented to U.S. congress and president, George H. Bush. Among the information presented within this 1989 report, was a specific commissioned paper titled, *Gay and Lesbian Youth Suicide* (Gibson, 1989). This report indicated that there was a crisis regarding suicide among homosexual youth.

Gay and lesbian youth are two to three times more likely to attempt suicide than other young people.... Gay youth face a hostile and condemning environment, verbal and physical abuse, and rejection and isolation from families and peers.... The traumatic consequences of these external pressures make gay, lesbian, bisexual, and transsexual youth more vulnerable than other youth to a variety of psychosocial problems and self-destructive behavior, including substance abuse, chronic depression, relationship conflicts, and school failure, each of which are risk factors for suicidal feelings and behavior. (Feinleib, 1989, p. 10)

Gibson's report to the U.S. Department of Health and Human Services succinctly articulated the problem. “The root of the problem of gay youth suicide is a society that discriminates against

and stigmatized homosexuals while failing to recognize that a substantial number of its youth has a gay or lesbian orientation” (1989, p. 110). According to Halpert (2002), the political climate of 1989 led to an immediate governmental repudiation of this section of the suicide report. However, the report also opened the doors to academic studies and research grants designed to provide scholarly evidence proving or disproving the report’s findings. Additionally, the Centers for Disease Control and Prevention developed and distributed to states and metropolitan cities a *Youth Risk Behavior Survey (YRBS)* that could be used to collect information regarding suicide among homosexual adolescents.

Clarification of the problem. Research regarding homosexual adolescent’s suicidal issues that occurred during the 1990s and early 2000s primarily attempted to determine: a) the prevalence or rate of suicide and suicidal ideation among gay and lesbian populations and b) the relationship, if any, between sexual orientation and suicide (Rotheram-Borus, Hunter, & Rosario, 1994). As Schaffer, French, Story, Resnick, & Blum (1995) noted, “Understanding the relationship between sexual orientation and suicide risk might illuminate the epidemiological trends in self-inflicted injury and death, contribute to a recognition of vulnerable youth, and lead to preventive interventions” (p. 57).

In a review of research as applied to mental health professionals working with GLB young adults, McBee and Rogers (1997) articulated the need for more research regarding suicidal rates and causes. According to these researchers, literature prior to 1997 indicates that many suicidal risk factors are similar within heterosexual and homosexual populations. However, they also note that there is speculation that gay and lesbian youth may have more factors that are specifically associated with their sexual orientation which in combination with

“coupled with overwhelming societal pressures ... exacerbate feeling of overwhelming societal pressures...” (McBee & Rogers, 1997, p. 144).

Rates of suicide among gay, lesbian and bisexual adolescents. Ahnalt and Morris 1998 published one of the first extensive critiques of literature regarding suicide among American GLB adolescents. They reported that virtually all studies found that GLB youth had higher rates of suicide than did their non-homosexual peers. The rates in studies reviewed by Ahnalt and Morris ranged from 11% to 42% higher than expected.

A second major literature review on this topic was conducted by Halpert (2002). Halpert reviewed over 100 sources to explore comparison rates of suicidal behaviors among homosexual youth and heterosexual youth and to determine if GLB suicidal behavior can be explained by factors that are non-pathological in nature. Halpert identified 32 empirical studies published between 1972 and 2000 that showed higher rates of suicidal behaviors among gay males than non-gay males. Across these studies, the rates of suicidal ideation were approximately two-times higher than the rates of suicide attempts. The range of reported data for suicidal ideation was 22% to 97% among GLB youth. The range of reported data for suicide attempts was 6.1% to 50%.

Much of the rate variance within these various studies appears to be based on the number of GLB participants and the methodology used for analysis. While the literature review for this dissertation did not directly examine research that had fewer than 100 participants, Halpert's review demonstrated that students with low numbers of GLB participants reported higher rates of suicidal behaviors. For example, Remafedi's wrote in his 1987 study of 29 GLB high school students that 97% reported engaging in suicidal ideation and 31% reported attempting suicide (as cited in Halpert, 2002, p. 57).

Suicide rates from studies that recruited their GLB participants using either random community-based sampling or convenience-sampling techniques consistently reported higher suicidal behaviors among homosexual youth than non-homosexual youth. However, those studies using convenience sampling tended to discover higher GLB rates than did studies using community-based sampling techniques. The studies of Rotheram-Borus, Hunter, & Rosario (1994) and Garofalo, et al. (1999) illustrate this point.

Using convenience sampling, Rotheram-Borus and colleagues recruited 138 gay and bisexual, ethnically diverse adolescent males seeking services at a New York City community agency providing support to GLB youth. Within this gay/bisexual population, 39% had attempted suicide with half of that group reporting having attempted suicide more than once. Fifty-seven percent reported engaging in suicidal ideation over the preceding week and 37% had thought about suicide every day during that time period. Using Massachusetts 1995 Center for Disease Control and Prevention's Youth Risk Behavior Survey, Garofalo and colleagues (1999) identified 4167 high school students who responded to items related to suicidal behavior. Within this group, 129 students self-identified as having GLB orientation. These researchers statistically adjusted for any confounding variables such as ethnicity. They reported that sexual orientation was the best predictor of a suicide attempt. The GLB students "were 6.5 times more likely to report a suicide attempt than heterosexual male students" (p. 490).

In contrast to research documenting higher suicide rates among GLB youth, studies that used psychological autopsy methodology reported lower rates of suicide within this population. Halpert (2002) identified seven studies between 1997 and 2000 that showed no difference between rates of completed suicide between homosexual and non-homosexual youth. Of the seven studies, five were conducted using psychological autopsy methodology.

An example of one of these investigations is the 1995 psychological autopsy study by Shaffer, Fisher, Hicks, Parides, and Gould. Using the autopsies associated with New York's Suicide Study of consecutive suicides in greater New York City, Shaffer and colleagues identified 170 suicides of adolescents. They contacted relatives of the victims of these suicides to request permission to conduct psychological autopsies. The researchers were not able to locate nine families. Of the remaining 161 victims, 41 families refused to participate in the psychological autopsy. After conducting psychological autopsies on the remaining 120 adolescent suicide victims, three victims (3.2%), all males, were found to have engaged in homosexual experiences. Of these three victims only one had openly revealed his homosexuality to his family. However, results of this suicidal psychological autopsy as well as other suicide-associated psychological autopsies need to be viewed cautiously. In Shaffer's and colleagues' study, 34% of the families refused to participate. Perhaps, some of these families refused in order to hide the sexual orientation of their child. According to Halpert, "only a small percentage of parents accurately report the sexual orientation of their children when interviewed." Further, numerous researchers have questioned the accuracy of psychological autopsy as a means to determining the relationship between sexual orientation and suicide (Gibson, 1989).

Factors associated with gay, lesbian, and bisexual adolescent suicide. In addition to determining rates of suicidal behavior among GLB youth, following the 1989 report commissioned by the U.S. Secretary of Health and Human Services, researchers also began investigating suicidal risk factors for this population. Of particular interest were risks that might be specifically tied to homosexuality. These included: the experience of coming out to family members (Rotheram-Borus & Fernandez, 1995; Rotheram-Borus, et al., 1994), psychopathology

(Kourany, 1987; Schaeffer, et al., 1995) exposure to HIV/AIDS (Rotheram-Borus & Fernandez, 1995), alcohol and drug abuse (Garofalo, et al., 1999; McBee & Rogers, 1997), and feelings of fear and isolation due to their sexual orientation (Anhalt & Morris, 1998; Garofalo, et al., 1999; Kourany, 1987).

During the 1990s, research studies most frequently arrived at inconclusive findings regarding correlations between suicide and various risk factors associated with homosexuality. Even within literature reviews and critiques, conclusions are tentative at best. This conclusion by Anhalt and Morris illustrates this point.

The literature points to a strong possibility those GLB youths are at particular risk for developing psychopathology and maladaptive behaviors. However, conclusive findings in this area cannot be achieved until methodologically sound research is performed. Such research may reveal that GLB adolescents are, indeed, an at-risk group with regard to the development of psychopathology. Conversely, findings may reveal that most GLB youths are resilient during a particularly challenging period of their live, which a subgroup of these youths may require increased community and family support. (1998, p. 228)

Some of the studies during this time period also unintentionally revealed the societal controversy regarding homosexuality. Some authors showed strong positive support for homosexual youth. Anhalt and Morris write from this perspective; “Clearly, GLB youth suffer specific and sometimes dangerous forms of verbal and physical abuse that they perceive to be due sexual orientation-related issues” (1998, p. 220). In contrast, Shaffer and colleagues present their findings from a more negative or harsh perspective.

The debate that links homosexuality to suicide may be a distracting side-issue to two real problems: a) some gay teenagers may experience significant adjustment difficulties that

require precise study and appropriate intervention, and b) suicide is most common in individuals with a psychiatric illness, rather than in individuals with a ‘hard life.’ (1995, p. 71)

Current Research – Addressing the Problem

As societal views of homosexuality began to gradually change during the 2000s, GLB suicidal research began to emphasize various risk issues and intervention strategies. Rather than primarily focusing on risks internal to the GLB adolescent, studies began to examine the impact that societal attitudes has upon the lives of homosexual youth. Savin-Williams’s 2001 critique of research regarding sexual-minority adolescents demonstrates this change.

Because researchers may want to better the lives of sexual-minority youths, they call attention to the difficulties these youths face—their victimization and early death—rather than their strength and resiliency. One consequence has been a sharp divide between applied and basic research, with the latter only recently gaining minimal prominence. (p. 5)

Dissemination to clinical and educational communities. During the past decade, researchers and professionals began to articulate in writing their concern for the well-being of America’s GLBT youth. Several articles and one national report illustrate the movement of research findings from basic research only toward a more applied, practical, and advocacy approach.

Kitts (2005) developed a literature review that emphasized information regarding risk factors for suicide among GLB adolescents with his target audience being physicians and other health care providers. This article is frequently cited within the medical and counseling journals. Kitts highlighted research that provided evidence of the “psychosocial distress associated with

being gay” (p. 624). Among the psychosocial stressors, Kitts noted the following: lack of support from family and school, school dropout, family problems, substance abuse, exposure to family and/or friends who committed or attempted suicide, homelessness, and psychiatric disorders. Using the example of the wide-ranging impact of the 1998 hate-related murder of Matthew Shepard, Kitts had pointed out that GLB adolescents do not have to be directly victimized in order to be affected by discrimination. He argues that, for GLB youth, being rejected, victimized, and humiliated by family and peers is significantly worse than feeling hated by society in general.

In 2012, the international medical journal, *Lancet*, published a series of three papers on the medical issues of suicide. The opening article by Hawton and Saunders addressed the issues of suicide and self-harm in adolescents. This literature review with implications included information about suicide and all adolescents including GLBT youth. Hawton and Saunders argued that suicide and other forms of self-harm in adolescents “are the end-products of a complex interplay between genetic, biological, psychiatric, psychological, social and cultural factors” (p. 2374). The articles included research-based information regarding the current status of approaches to intervention and prevention. According to Hawton and Saunders, “Only small advances have been made in prevention and there is a paucity of evidence for effective treatment interventions” (p. 2379).

Morrison and L’Heureux (2001), writing for health care clinicians and counselors, emphasized the need for more knowledge in three areas: a) information about the demographic and situational variable specific to the individual GLB youth, b) the immediate environment that surrounds the individual, and c) the larger social conditions affecting that environment. They presented clinicians with a model for examining these variables or factors. According to

Morrison and L'Heureux, those wishing to reduce suicidal behavior in GLB adolescents must begin by assessing general risk factors including coming-out issues, gender issues, and ethnic/cultural demographics. Secondly, the immediate environmental or micro factors must be considered. These include exposure to homophobic attitudes and behaviors from family members, teachers, peers, religious leaders within the local community as well as lack of accessible support networks and mental health care. Finally, clinicians must recognize the impact that risks within the larger, macro-system present to GLB youth. Examples of such macro-system risk factors are: pressures to hide one's sexual orientation, influences of mass media, and lack of non-discrimination policies within societal systems and laws.

Twenty years after the 1989 publication of the U. S. Department of Health and Human Services' report on adolescent suicide, the U. S. Department of Health and Human Services commissioned the Suicide Prevention Resource Center to develop a report and guide to suicide among lesbian, gay, bisexual, and transgender (LGBT) youth in America. The executive summary section of this report opens by presenting the role that discrimination plays in the lives of LGBT youth.

It would be difficult to overstate the impact of stigma and discrimination against LGBT individuals in the United States. Stigma and discrimination are directly tied to risk factors for suicide. For example, discrimination has a strong association with mental illness, and heterosexism may lead to isolation, family rejection, and lack of access to culturally competent care. (2008, p. 1).

This report includes research-based information regarding: risk and protective factors for suicide among LGB youth, information about suicide among transgender youth, prevention programs and strategies, information for professionals working with LGBT youth who are homeless,

runaways, in foster care, or in the Juvenile Justice system.

Large-scale, dataset research. Research studies began to employ more scientifically sound methodologies and larger scale, population-based studies (Morrison & L'Heureux, 2001). The compilation of large databanks containing information regarding American adolescents had begun in the previous decade. Several states and larger cities had begun using the Youth Risk Behavior Survey designed by the U. S. Centers for Disease and Prevention. Additionally, the National Longitudinal Study of Adolescent Health followed a representative sample of American adolescents into young adulthood and included information specific to suicidal behaviors (Russell & Joyner, 2001). Numerous researchers during the 2000s accessed these various datasets as a means of using large population data to examine similarities and differences between heterosexual and homosexual youth regarding suicidal issues. Studies began to provide evidence that suicide among GLB adolescents could not be attributed to homosexuality per se but rather was tied to more external, societal-imposed, factors.

Research findings generated from very large scale studies began to present a clearer picture of suicide and suicidal ideation in GLB adolescents and young adults. One of the first studies to use data from the National Longitudinal Study of Adolescent Health was conducted by Russell and Joyner in 2001. This study controlled for age, family background and then examined a variety of risk factors including victimization, feelings of hopeless, depression, abuse of alcohol, and suicide by a family or friend. For both GL B and non-GLB students, experiences of victimization were directly associated with suicidal behaviors. In general, GLB youth had higher numbers of the identified risk factors, with depression and alcohol abuse being particularly higher for these students.

Silenzio, Pena, Duberstein, Cerel, and Knox (2007) used data on 14,322 young adults surveyed between 2001 and 2002 by the National Longitudinal Study of Adolescent Health to examine potential differences between those who only reported suicidal ideation as opposed to those who had actually attempted suicide. The specific risk factors examined in this study were problem drinking, drug abuse, and depression. Results for non-homosexual youth indicated that suicidal ideation was associated with problem drinking while depression was associated with suicide attempts. For the GLB youth, problem drinking and depression were associated with suicidal ideation; however, there was no correlation between any of these three risk factors and suicide attempts for GLB youth.

The 2006 study conducted by Eisenberg and Resnick used data from Minnesota's 2004 Youth Risk Behavior Survey to determine the role that protective factors play in suicidal behaviors in GLB youth. These researchers grouped data from 12,927 sexually active youth into GLB (n=2,255) and non-GLB (n=10,672) categories. More than 50% of the GLB students reported engaging in suicidal ideation and 37.4% indicated that they had actually attempted suicide. This was significantly higher than the rates for non-GLB students. Four external protective factors were selected for study: family connections, teacher caring, other adult caring, and school safety. The GLB students were, both male and female, "were less likely than non-GLB youth to be in the top quartile of each protective factor..." (p. 665). For both groups, connectedness to family/other adults and school safety were significant protective factors against suicide. Across the two groups, "family connectedness accounted for a much greater amount of variance in suicide behaviors than sexual orientation or any other protective factor" (p. 655). These researchers found that sexual orientation alone failed to account for variance in suicidal

behaviors. Thus, risk and protective factors related to suicide go beyond an individual's sexual orientation.

Using data from Massachusetts' 1999 and 2001 Youth Risk Behavior Survey, Goodenow, Szalacha, and Westheimer (2006) examined the role that supportive schools play in suicidal behavior among high school students. These researchers compared data from high schools that did and did not have LGB support groups. They compared survey response from 202 GLB youth to responses from 3,435 non-GLB youth. All GLB students reported significantly more levels of school risk than the non-GLB students. However, LGB youth who attended schools with LGB support groups reported significantly less data violence, less acts of skipping school due to fears, and less threats and acts of verbal and physical abuse than did LGB youth in schools without such support groups. These findings confirmed the hypothesis that LGB support groups are protective factors against suicide in this population.

Using 2009 Youth Risk Behavior Survey data from 2,154 high school students, Shields, Whitaker, Glassman, Franks, and Howard (2011) investigated the interplay between sexual orientation, reported experiences with victimization, and "three suicide risk-related outcomes (sadness/depression, suicide planning, and attempting suicide) while controlling for demographics and substance use" (p. 418). In comparison of responses from GLB and non-GLB youth, the GLB students had significantly higher rates of substance abuse, victimization, and the three identified suicide risk-related outcomes. However, across all students in this study, instances of victimization have a highly negative effect and increase the suicide risk factors of depression, suicidal ideation/planning, and suicide attempts.

Currently there exist enough empirical research studies that investigators can successfully conduct meta-analysis regarding the relationship between suicide and forms of victimization on

the lives of adolescents including those whose sexual orientation is non-traditional. King, et al. 2008 conducted a meta-analysis of research regarding mental disorders, suicide, and self-harm in GLB populations. Although this comprehensive study was not restricted to adolescent GLB populations, its findings have implications for this population of GLB persons. Additionally, though published in Great Brittan, this study used American studies, thus meeting the selection criteria established for this present review. King and colleagues reviewed 13,706 studies on this topic. Based on a set of four stringent criteria regarding the methodology of the studies to be incorporated into the meta-analysis, 476 were selected and subsequently narrowed to 28 papers reporting data from 25 studies. Comparison analysis from 214,344 heterosexual people and 11,971 GLB people demonstrated that GLB individual were twice as likely to attempt suicide as heterosexuals. The risk of depression and anxiety disorders over a 12-month period or longer, was 1.5 times greater for GLB individuals. Similarly, alcohol and substance abuse was 1.5 times higher for GLB subjects. This meta-analysis concluded that it was likely that at least part of the cause for higher rates of suicidal behavior among GLB individuals is discrimination, stigmatization, and social hostility. King and colleagues, however, cautioned that “until it becomes less risky to identify oneself as LGB for the purposes of research we shall know little about this hidden population or how it influences the conclusions we can make here” (p. 13).

In 2011, Fedewa and Ahn conducted a meta-analysis of research finding regarding homophobic bullying. This study examined research to compare the psychological impact of school bullying and victimization on heterosexual and GLB youth. The particular outcomes examined were: a) sexual behaviors, b) suicide ideation, c) suicide attempt, d) abuse, e) mental health problems, f) substance use, g) externalizing problems, h) negative social outcomes, i) hostile school climate, and j) lack of support. The findings demonstrated the high level of

vulnerability experienced by GLB youth. The GLB youth were 2.24 times more likely to be bullied and 1.82 times more likely to be victimized than their heterosexual peers. Additionally, GLB adolescents had significantly higher levels of suicidal ideation, suicide attempts, sexual abuse, physical abuse, substance abuse and mental health problems. However, Fedewa and Ahn also found that “despite GLB youths experiencing over 100% more bullying than heterosexual youths, GLB youths did not respond with more aggression, other types of externalizing behaviors, or sexually risky conduct” (p. 412).

Summary of GLB adolescents and suicidal behaviors. For over 25 years, researchers have investigated the relationship between adolescents’ sexual orientation and the risk for suicidal behaviors. Over those years, studies have found a consistent and clear connection between homosexuality and suicidal behavior among American adolescents. Across numerous studies, the rates of suicidal behavior were significantly higher for GLB youth. Studies have identified both risk and protective factors associated with GLB adolescents and suicide, mental health, and victimization. No longer do research studies argue that homosexuality itself causes suicide. Rather, current research seeks to identify the impact that factors have on the emotional well-being of GLB youth as a way to develop appropriate support strategies (King & Vidourek, 2012; Langhinrichsen-Rohling, Lamis, & Malone, 2011; Liu & Mustanski, 2012; Mustanski & Liu, 2013).

Suicide and Suicidal Ideation within Gifted Adolescent Populations

Historical Overview of Suicide within Gifted Populations

Research regarding the potential association between giftedness and suicide began more than thirty years ago. The earliest studies and publications used Terman’s 1916 longitudinal data on gifted individuals to look for indicators of suicide. The writings of Shneidman (1971, 1981),

Tomlinson-Keasey and colleagues (1986), Warren and Tomlinson-Keasey (1987), and Lester (1991a, 1991b) regarding suicide among Terman's subjects were discussed within Chapter 1.

Early non-research based publications. Explorations of suicidal behavior among gifted adolescents were not published until the late 1980s. Between 1981 and 1996, 11 articles that focused on suicide and gifted adolescents and young adults were published in peer-reviewed journals. One of the earliest articles regarding adolescents, suicide, and giftedness was published in 1981 by Lajoie and Shore. These researchers argued that within the popular press speculation had begun regarding a rise in suicide among gifted individuals. Their article argued against this perception but noted that it was difficult to disprove this myth due to “the physical absence of individuals available for inquiry concerning their decision to die” (p. 140). Lajoie and Shore acknowledged that some gifted students are likely to have factors commonly associated with suicide: depression, hostility, and exposure to the death of a loved one. However, they pointed out that there is no data indicating that gifted youth are more vulnerable to these factors than are other youth. Further, they noted that “no major theory of suicide includes high ability as a contributor...” (p. 141).

Three publications within this time period written by Delisle (1986, 1988, 1989), as discussed in Chapter 1, brought the issue of suicide and gifted youth to the attention of gifted educators. Delisle's writings presented this issue within the framework of rising suicide rates among America's adolescent population. However, none of Delisle's articles included research-based information that was specific to suicide and giftedness. Two articles during this time period appeared to reinforce Delisle's speculation that gifted youth may be more inclined to engage in suicide and suicidal ideation than other individuals.

Using information from Delisle's articles, Haynes and Sloat (1989) presented factors

associated with suicide and gifted adolescents. They also listed warning signs for suicide and presented a series of ways that counselors can support suicidal gifted students. These include: listening, accepting, evaluating the level of distress, asking if the student is considering suicide, offering support, and consulting with experts as needed. The unique aspect of this article is the reframing of gifted students positive characteristics to reveal the possible risk these same characteristic can hold. For example, according to Haynes and Sloat, perfectionism allows gifted individuals to set and achieve remarkable goals; however, perfectionism can produce stress and depression among this same group.

Farrell (1989) wrote that “the incident of suicide and suicide attempts among gifted children has been an issue of concern since the beginnings of the twentieth century...” (p. 135). However, Farrell’s article failed to present any research data that might shed light on the topic. Similar to the 1981 article by Lajoie and Shore, Farrell listed variables that have been associated with suicide. However, Farrell’s list was more closely tied to characteristics of giftedness. Examples include: depression caused by the inability to meet personal high expectations, discrepancies between their actual abilities and the expectations placed on them by others, and the fact that “intellectual talents might not be matched with advanced development in social, emotional, or physical realms” (p. 136). Farrell concludes by noting that suicide among gifted adolescents closely parallels suicide among other adolescents.

Leroux (1986) attended a support group for parents of adolescents who had committed suicide in order to understand this problem from the perspective of family member. Within the article presenting parents perspectives, Leroux noted that she did not design this information seeking process to be a formal research study. Leroux explained that there was no control group nor did she record detailed information. The eight parents in this support group appeared to view

the school system as seriously unaware of the emotional needs of gifted students. These parents did not blame the schools; rather, they expressed a desire for schools and educators to acknowledge that suicide among gifted adolescents is a growing problem that needs proactive intervention.

In 1990, Weisse wrote about suicide and gifted adolescents from the perspective of a counselor. Like Delisle, Farrell, Lajoie and Shore, Weisse describes the rising rate of suicide among adolescents and presents factors associated with emotional problems including suicide within gifted populations. Weisse argues that the need for perfectionism, lack of companionship, the inability to reconcile parental expectations with personal aspirations, and depression. Weisse lists three types of depression that impact gifted students.

1. The desire to live up to standards of mortality, responsibility, and achievement, and feeling a conflict among these factors.
2. A feeling of alienation, being cut off from other people.
3. Existential depression is an intense concern that the individual has about the universal problems of human existence. There also may be a questioning of religious and/or ethical codes. (p. 354)

In addition to describing variables associated with adolescent suicide, Weisse offered suggestions for how to respond to potentially suicidal adolescents. However, throughout this article, Weisse, like others, provided no empirical research supporting his arguments.

Two articles published in the National Association for Gifted Children's informal journal for educators and parents, *Gifted Child Today*, described actual suicide attempts by gifted adolescents. The first report by Peterson (1993) recounted a suicide attempt by a high school gifted young woman. Peterson argued that this example contradicted the idea that gifted students

do not need intervention when dealing with emotional problems. According to Peterson, ignoring or minimizing the importance of intervention may have dire consequences. Published in 1994, Johnson described his own suicide attempt when he was a gifted high school student. According to Johnson, several factors contributed to his attempt. These included his feelings of isolation at school, his diagnosed depression, and his academic problems due to a processing disability. Similar to Peterson, Johnson argues for support and understanding by teachers who work with gifted students with emotional problems.

Early Case Study and Psychological Autopsies. In an early report of a case study document the actual suicide of a gifted, female adolescent, Kemmerling (1985) offered a critique of the book by Mack and Hickler (1981). According to Kemmerling, Mack's and Hickler's biographic book presented the life and suicide of the young woman, Vivienne. Through suicidal demographics, Vivienne's own writings, and the perspectives of her parents and teacher, factors associated with suicide and giftedness are explored. These factors included: hidden depression, feelings of isolation and alienation, high levels of sensitivity toward the pain of others, low self-esteem, cognitive asynchrony, family problems, and perfectionism. This article and its associated book are one of the earliest, unofficial psychological autopsies of a gifted youth who died from suicide.

In the year 1996, four related articles were published that summarized the findings from psychical autopsies of gifted adolescents. Information from these initial psychological autopsies offered some of first research-based findings regarding suicide among adolescents with giftedness (Cook, Cross, & Gust, 1996; Cross, Cook, & Dixon, 1996). Two articles authored by Cross alone provided detailed information regarding the process and value of psychological autopsies as a research method for investigation suicide in gifted adolescents (Cross, 1996a,

1996b). According to Cross and colleagues, psychological autopsies can be viewed as a retrospective method of studying suicide. The findings from three psychological autopsies conducted by Cross and his colleagues are presented here.

In 1994, three gifted high school students attending the same residential school for academically talented students (Cross, 1996b; Cook, Cross, & Gust, 1996; Cross, Cook, & Dixon, 1996). A task force was convened to identify factors that may have contributed to these suicides. All students were males in the 11th or 12 grades. Two died from hanging and one from a self-inflicted gunshot. Data was collected using interviews with families, teachers, staff members, and students. All interviews were semi-structured and recorded using audiotape. School and medical records and personal writings were also collected and reviewed. Analyses of data revealed factors that these gifted students had that parallel ones identified in the general adolescent population who commit suicide. These factors were: a) male gender, b) emotional vulnerability for depression, anger, mood swings, and confusion about the future, c) negative behaviors of substance abuse and poor impulse control, d) relationship difficulties; and e) demonstrated warnings that they intended to commit suicide. The psychological autopsies also revealed a series of suicide-associated factors directly related to their giftedness. These included evidence of: a) overexcitabilities based on Dabrowski's theory of giftedness, b) polarized, egocentric value systems, c) participation in groups discussions of suicide as an honorable solution to problems, d) behaviors associated with Dabrowski's theory of positive disintegration, and e) attending the residential school as a way to escape family and community. Finally, Cross and colleagues identified seven themes that connected these suicides:

1. All individuals suffered from previously identified depression.
2. Suicidal contagion came into play.

3. All suicides had some type of cultural component (i.e., music, literature, and movies) with dark, negative content.
4. All individuals displayed behaviors associated with Dabrowski's overexcitabilities.
5. All individuals engaged in the social removal of suicide taboos by openly participating in discussions with peers regarding suicide as a positive and acceptable way to end problems.
6. These individuals each attempted to exert control over peers.

In a general article regarding suicide among gifted students, Cross argues that literature on gifted students and suicide consist of three patterns: statements not supported by research, speculative evidence treated as concrete, and literature aimed at protecting the gifted child's image (Cross, 1996a). With these patterns in mind, Cross summarized the available knowledge regarding suicide and giftedness as of 1996.

1. Adolescents are committing suicide; therefore, gifted adolescents are committing suicide.
2. The rate of suicide has increased over the past decades for the general population of adolescents within the context of an overall increase across all age groups; therefore, it is reasonable to conclude that the incidence of suicide among gifted adolescents has increased over the past decade, keeping in mind that there are no definitive data available on the participant.
3. Given the limited data available, we cannot ascertain whether the incidence of suicide among gifted adolescents is different [from that of] the general population of adolescents (pp. 47-48).

An early comparative research study. An early empirical study by Baker (1995) investigated differences in depression and suicidal ideation between adolescent students who were highly gifted academically (n=23), academically gifted (n=46), and academically average (56). Reynolds Suicidal Ideation Questionnaire was used to determine prevalence and degree of suicidal ideation. There were no significant differences between highly gifted, gifted, and average participants regarding their levels of suicidal ideation. The Reynolds Adolescent Depression Scale was administered to all participants to determine prevalence, degree, and types of depression. There were no significant differences between any of the three groups with regard to levels of depression. However, within both gifted groups, females had higher levels of depression than did the males. There was no gender difference for the average group. There was no difference between the three groups “in the proportion of students reporting clinically significant levels of depression” (p. 221). Additionally, there was no difference in types of depression between groups. Baker concluded that “academically able and exceptionally able students are not distinguishable from average students by differences in levels of depression or suicidal ideation” (p. 222). Baker cautioned that these findings were derived from gifted and highly gifted students who had been participating in strong and well-supported gifted education programs. According to Baker, such positive findings should not be expected for gifted students attending schools with little or no gifted educational support.

Research from 1997 to 2012 Regarding Suicidal Behaviors and Associated Factors among Gifted Adolescents

Although professionals recognize that gifted adolescents, like all adolescents, do commit suicide, few research-based studies have been conducted regarding the potential relationship between suicidal behavior and giftedness. Cross and Cross (2006) described several reasons for

the limited number of research studies in this area. These reasons are: (a) lack of national data regarding intellectual ability of adolescents who commit suicide, (b) lack of a consistent definition of giftedness, and (c) issues of confidentiality limit access to data.

Continued psychological autopsy research. Continuing his research regarding suicide and giftedness using psychological autopsy methodology, Cross and colleagues investigated the life of a young adult male (Cross, et al., 2002). Different than Cross's earlier psychological autopsies of gifted youth, this study examined the full life of this victim. Data were collected through extensive interviews and archival information including letters, artwork, diaries, medical and school records, suicide note, and police reports. The findings from these data were compared to the findings from the three 1996 psychological autopsies conducted by Cross and various colleague. This 2002 study further analyzed data using six different suicide-related theories: Golembek's theory, Shneidman's theory, psychodynamic theory, existential theory, cognitive theory, and suicide-trajectory model. Cross, et al. concluded by calling for needed continued research. "Future studies of suicide among gifted adolescents and young adults should include examination of risk factors of suicide among this population, along with examination of factors essential to resiliency and the prevention of suicide" (p. 258).

Hyatt (2010) conducted a post-death investigation of the suicide committed by a young adult female. Hyatt's study used psychological autopsy methodology. This gifted young woman had an IQ of 140 and had scored in the 98th and 99th percentiles in math and language. Data were collected and analyzed over a 3-month time period. The forms of data included two separate interviews with family members and documents/artifacts. These artifacts included: photographs, videotapes of the early life of this victim, and artwork. This study stringently adhered to guidelines for qualitative research including data coding, member checks, triangulation of data,

and discovery of patterns and themes. Hyatt emphasized several findings specifically connected to this young woman: a) feelings of anger, frustration and sadness due to bullying, rejection, and isolation, b) long-term contemplation of suicide that was supported by peers during discussions, c) perfectionistic behaviors and related feeling of failure, and d) distrust of adults who might have helped. Hyatt recommended that future research include interviews with gifted adolescents who have attempted suicide.

Comparative research. The literature search located only two comparative studies regarding suicidal behaviors exhibited by gifted adolescents that had been conducted between 1997 and 2012. This reveals a serious gap in the availability of research-based information regarding this issue.

In 1997, Metha and McWhirter conducted a rare comparative research study investigating possible correlation between suicidal ideation, stressful life events, and depression among gifted and nongifted adolescents. The variables to be investigated were identified through an extensive review of literature regarding demonstrated social and emotional factors that have a significant impact on gifted youth. The participants were 7th and 8th graders from the same inter-city school district. Thirty-eight participants (53%) were nongifted and 34 (47%) had been identified as gifted and attended gifted programs. Males comprised 42% of the study's participants, with 58% being females. The ethnicities of the participants were: Caucasian (43%) and Hispanic (40%). The remaining participants' ethnicity included Native American (8%), African American (4%), Asian American (3%) and "other" (1%). Life-stress data were collected using Yeaworth's *Adolescent Life-Change Event Scale* and depression data were collected using Beck's *Depression Inventory*. Suicidal ideation was determined by the participants' response to two items on the *Adolescent Life-Change Event Scale*: Item 20 – "thinking about harming myself"

(within the previous one year or at any time prior to the last year) and Item 9: “thoughts of killing myself.” Depression and life event stress were significant indicators of suicidal ideation. Nongifted participants reported significantly higher numbers of stressful life events than the gifted participants. However, nongifted participants did not report significantly higher actual levels of stress. Noting that the following finding contradicts the literature of that time, Metha and McWhitter reported that “gifted students ... did not significantly differ from nongifted students with respect to level of depression and suicide ideation” (p. 299). Baker’s 1995 statement that all of the gifted participants in her study were participating in a long-standing gifted program was also true for the gifted students in Metha and McWhiter’s study. Perhaps this variable had an impact on the positive findings from both studies.

Cross, Cassady, and Miller (2006) investigated the relationship between psychological personality traits and suicidal ideation among 152 gifted students attending a residential public high school. Fifty-five percent of participants were female and 45% were males. The assessment measures used for data collection were *Reynolds Suicide Ideation Questionnaire* and the *Myers-Briggs Type Indicator*. The gifted females in this study reported higher levels of suicidal ideation than the gifted males. The overall levels of suicide ideation for these gifted students were within the normal range of *Reynolds Suicidal Ideation Questionnaire*. Based on *Myers-Briggs Type Indicator* scores, those students with higher levels of “judging and perceiving” had higher levels of suicidal ideation. However, as noted, the levels of suicidal ideation for these students were still in the normal range. In conclusion, Cross and colleagues noted that this study “provides direct evidence that gifted adolescents are no more likely to engage in suicidal ideation than the general population” (p. 304). They further speculate that the rate of suicidal ideation and suicide among gifted adolescents may be no different than the rate for other adolescents.

Information Articles Published between 1997 to 2012 Regarding Suicidal Behaviors and Associated Factors among Gifted Adolescents

Literature reviews. In 1999, Gust-Brey and Cross examined current literature regarding suicide and gifted students. The majority of this review presented information about a) suicide in general, b) theories of suicide, and c) suicide among all adolescents including factors associated with suicide in this population. Additionally, this article summarized the limited available literature regarding suicidal behavior among gifted students. Gust-Brey and Cross offered the following summary statement.

...the literature directly concerned with the topic of suicide among gifted adolescents if filled with much conjecture rather than empirically sound research. At this time [1999] there is no significant research to support the claim that the rates of attempted or completed suicide among the gifted differ from the rates of nongifted adolescents, but research does indicate that suicide occurs among the gifted population. It is also apparent that suicide is occurring among the gifted at a rate which necessitates school personnel to have the ability to recognize warning signs in an effort to help students and deter loss of lives. (p. 28-29)

Awareness articles. In spite of the limited data-based information regarding suicidal behaviors within gifted populations, professionals continued their efforts to raise public awareness of the emotional needs of gifted adolescents. Fleith (1998) explained suicide among this population from a sociocultural perspective. Fleith argued that “the decision to commit suicide cannot be regarded as stemming purely from the individual, but rather as a result of the combination of biological, psychological, social and cultural factors” (p. 113). Fleith described the variables most often cited as factors for suicide in gifted populations (i.e., perfectionism,

depression, supersensitivity, sensory overexcitability, self-criticism, and feelings of differentness and isolation), Additionally, Fleith's article described various prevention and interventions (e.g., including informal group counseling within gifted programs, teaching students coping skills).

Writing for counselors, clinicians, and psychotherapists, Bratter (2003) described the unique difficulty that gifted adolescents present during treatment following suicidal behaviors. Bratter noted that frequently suicidal gifted youth avoid engaging in therapy by projecting "a façade of grandiosity to conceal feeling of inferiority and vulnerability" (p. 33). Additionally, gifted youth tend to feel demoralized because "they do not know how to extricate themselves from the lose-lose self-fulfilling prophecy where loneliness, rejection, mistrust, pain, and failure perpetuate" (p. 33). There should be two basic goals for the therapist. The therapist must convince the suicidal gifted patient to stay alive and to return for the next treatment session. Bratter's article detailed therapeutic issues including what boundaries need to be set and how should they be set as well as how to deal with issues of transference. Bratter's article was written from a deeply personal perspective. Within his conclusion, he noted that this would be his last publication from a forty-year therapeutic career working with troubled, gifted, suicidal youth. Bratter closes by stating that "it is gratifying to know that by saving lives, I have made the world a tiny bit better place in which to live" (p. 36).

In the most recent general article regarding gifted suicide, Cross (2012) summarized the current state of knowledge regarding suicide and giftedness. With regarding to the prevalence rate of gifted student who complete suicide, Cross wrote:

Unfortunately, there is no definitive way to answer that question at this time. Given that there is no substantial evidence that the rates are higher for the gifted population, it makes sense to consider the rates as being very similar to the general population. (p. 144)

Beyond clarifying questions about the rate of suicide among gifted youth, Cross stressed the need for schools to remain vigilant and alert for signs of suicidal ideation in any student, including those who are gifted. He recommended that schools provide training that had three goals: eliminate misconceptions (e.g., talking about suicide causes suicide), learn how to identify students who have factors associated with suicide (e.g., depression, substance abuse), and create a safe, caring school community.

Social and Emotional Issues, Including Suicidal Behavior, within Gay Gifted Adolescent Populations

The specific focus of this dissertation was on suicide and suicidal ideation within a population of gay-gifted young males. Previous sections of this chapter have reviewed articles within peer-reviewed journals that addressed suicidal behaviors among gay, lesbian, and bisexual (GLB) adolescents and among gifted adolescents. Given the dearth of literature on suicidal behavior among gay-gifted adolescents, this section reviews published information regarding the experiences of gay-gifted adolescents. The identified materials were examined for any information associated with suicide, suicidal ideation, and risk and protective factors associated with suicidal behavior.

Some researchers have speculated that particular adolescent groups or individuals are more vulnerable to suicide and suicidal ideation than the general population of youth (Peterson & Rischar, 2000; Reis & Renzulli, 2004; Russell & Joyner, 2001; Silverman, 1993; Webb, Meckstroth, & Tolan, 1993). Peterson and Rischar (2000) suggest that subgroups such as the gifted and gay adolescents may have a higher degree of at-risk factors such as depression and feelings of isolation associated with suicide. However, Peterson and Rischar (2000) point out that suicidal behavior within gifted GLB adolescents and young adults has not been investigated

sufficiently to determine whether this is an accurate supposition. This literature review and dissertation attempted to provide information on this little researched topic.

Literature Regarding GLBT Gifted Adolescents

The National Association for Gifted Children has been a strong advocate for gay, lesbian, bisexual, and transgender gifted youth. This organizations work provides the bases of much of the limited information regarding this population. Thus, this section of Chapter begins with the literature supported by the National Association for Gifted Children (NAGC).

National Association for Gifted Children’s Published Advocacy for Adolescent Gay, Lesbian, Bisexual, and Transgender Gifted Youth

In 1995, Friedrichs and Ethridge designed an informal survey to collect information specifically focused on gifted issues within a non-heterosexual population. Fifty-three gay, lesbian and bisexual (GLB) youth responded to Friedrichs and Ethridge survey. These individuals attended GLB support groups working in eight different metropolitan areas. The survey results were described in the Council for Exceptional Children/The Association for Gifted Children’s newsletter. Survey responses indicated that a large portion of these GLB gifted youth reported that educators needed to become more aware of the risk factors that GLB gifted youth faced. One of the listed risk factors was suicidal ideation. Since the results of this survey were never published in a peer-reviewed journal, no additional data were available.

In 1997, Friedrichs wrote a newsletter article for the National Association for Gifted Children’s (NAGC) Division of Counseling and Guidance. This article was based on a second survey regarding the emotional needs of gay gifted and bisexual gifted males. According to Friedrichs, the survey was only a preliminary version of a survey and its results were tentative findings. Friedrichs reported that, based on survey data, gifted gay students had social and

emotional problems related to their combination of giftedness and sexual orientation. In spite of these limitations, the NAGC's Task Force on Social Emotional Issues for Gifted Students recommended this article as a possible reading for those seeking information about gay-gifted issues. The inclusion of this article as a task force recommendation, Friedrich's article became a frequently cited article by various experts in the field of gifted education. This article was seen as an important publication in the area of gay gifted learners.

In 1997, another article that briefly discussed the emotional well-being of GLB gifted youth was published in NAGC's Division of Counseling and Guidance newsletter. The primary focus of this article was on sexual issues faced by highly gifted youth (Tolan, 1997). In this newsletter article, Tolan described the psychological challenges that were potentially faced by highly gifted adolescents who are gay. However, Tolan cautioned that without research, there is little one can say with certainty about sexuality and highly gifted adolescents (Tolan, 1997). This newsletter article, like that presented by Freidrichs rapidly became one of the most cited articles regarding LGB gifted issues. The frequency of citations for two opinion-based articles demonstrated the significant lack of quality information regarding risk and resiliency factors within GLB gifted youth.

In December of 1998, the president of the National Association for Gifted Children (NAGC) appointed individuals to be part of the NAGC Gifted Gay, Lesbian, Bisexual and Transgender (GLBT) Task Force. This Task Force was responsible for producing a policy statement that addressed sexual orientation and giftedness. In 2002, the GLBT Task Force requested that Cohn develop a summary of research regarding gifted student who were gay, lesbian, or bisexual. Cohn's research summary, presented to the GLBT Task Force, only found the peer-reviewed article by Peterson and Rischar (2000) and the non-empirical work of

Friedrichs (1997), and Tolan (1997). In 2003, the GLBT Task Force drafted a policy regarding gifted GLBT youth. This non-discrimination policy was formally adopted by NAGC.

In 2005, the GLBT Gifted Task Force was disbanded and members subsequently became incorporated into the NAGC Working Group on Sexually Diverse Gifted Populations. The responsibility of this group was to develop a comprehensive annotated bibliography regarding gifted GLBT students. This work was undertaken by Treat and Whittenburg and published in a peer-reviewed journal in 2006. In 2010, the task force joined NAGC's Special Populations Network. Policy development became one of the original goals of the Special Populations Network.

The National Association for Gifted Children has continued to accept conference proposals for papers regarding GLBT gifted youth. Such proposals have been reviewed by NAGC's Special Populations Network. A review of NAGC conference proceedings located a paper presented at NAGC's 2006 conference (Friend & Eriksson, 2006). This paper reported the tentative findings from a series of interviews conducted by Friend with ten adolescents. According to Friend and Eriksson, the purpose of this study was to investigate gifted and non-gifted students' attitudes toward their GLBT gifted peers. Although this paper offered no actual data, Eriksson and Friend recommended differentiated counseling for GLBT students. To obtain more detailed information about the interview results, Friend was contacted via email on January 15, 2013. He responded by stating "our [Dr. Eriksson & Chris Friend] research was preliminary and frustratingly limited." He further stated "our presentation was just that. It certainly did not have the rigor, detail, or significance necessary for a dissertation." He had nothing new to add to the presentation and reported that he was not interested in furthering this research.

Table 1 below summarized the advocacy-supported work regarding gifted GLBT youth. The highlighted section on this table focuses on the relevant data about gay gifted suicide and suicidal ideation.

Table 1

Summary of the Advocacy Literature Regarding Gay Gifted Issues

Article	Key Points	Conclusions / Limitations
Friedrichs & Ethridge (1995) Published in the <i>Council for Exceptional Children/The Association for Children's newsletter</i> . Never published within a peer-reviewed journal.	Survey of 53 GLB members of support groups from 8 different metropolitan areas	1/3 of gay, lesbian, bisexual adolescents have been in exceptional programs for gifted students within their schools. Many of the gifted adolescents suggested need for teachers to become more aware of situations that GLB gifted youth face, one being suicidal ideation.
Friedrichs, T. (1997) Understanding the educations needs of gifted gay and bisexual males <i>NAGC Counseling and Guidance Newsletter</i> , Vol. 6 (3), 8	This is not a formal study. It was first suggested as a possible reading in the Task Force on Social Emotional Issues for Gifted Students: Draft Education Summary.	Friedrichs identified gifted gay students as possibly showing and revealing unique psychosocial problems related to the relationship between being gifted and gay. Also important, is that this is the first literature that presented information pertaining to gay gifted issues to a larger audience, revealing awareness for this issue to be further researched. This article has been cited by many experts in the field of gifted education as an imperative study, thus placing it among the few empirical studies that are in existence; consequently, becoming a primary reference repeated in the literature pertaining to gay gifted issues.
Tolan (1997) Sex and the Highly Gifted Adolescent <i>Counseling & Guidance</i> , 6(3), 2, 5, 8.	Short but universally cited source regarding GLBT gifted youth	Tolan described emotional and mental challenges that highly gifted adolescents and young adults might face. Findings were noted of early self-labeling and developmental foreclosure of sexual identity. This might occur among highly gifted adolescents because they are aware of complex issues.
Cohn (2002) Gifted Students who are Gay, Lesbian, or Bisexual Unpublished paper for the <i>NAGC GLBT Task Force</i>	Provided a summary of the articles by Friedrichs (1997) Peterson & Rischar (2000) and Tolan (1997).	There have been only three studies of gifted and gay, lesbian, or bisexual adolescents' experiences associated with being both gifted and gay (Friedrichs, 1997; Peterson & Rischar, 2000; Tolan, 1997).
Friend (2006) The Impact of Socio-Economic Status on Acceptance of GLBT Gifted Students in Urban/Suburban Schools Paper presented at <i>NAGC Annual Conference</i>	Presentation of interview data collected from 10 high school students (gifted and nongifted)	Case studies and interviews were used to develop the content of this conference paper. The purpose was to develop an understanding of the experiences and attitudes of high school GLBT gifted students who were gifted and non-gifted with different socio-economics (low-income and high-income) and locations (urban or suburban). The study included recommendations for differentiated counseling services.

Research-Based Publications Regarding Adolescent Gay Gifted Issues

In 2000, Peterson and Rischar conducted an explorative grounded-theory study of gay gifted young adults. Peterson and Rischar described a variety of related literature that contributes to a broad understanding of giftedness and gayness. These include: suicide, depression, hypersensitivity, perfectionism, stress, emotional intensity, sense of differentness, emotional and cognitive isolation, school safety issues, and issues related to “coming out” (p. 234). The purpose of the study was to use retrospective interview data to: develop an understanding of the gifted GLB developmental process, explore information that could be valuable to counselors and educators who work with this population, and to identify areas for future research. The study included 18 gay or lesbian undergraduate college students including 12 males and 6 females. A non-standardized, ten-page questionnaire was completed by the participants. Each questionnaire took one to four hours to complete. Through the process of coding categories of data, Peterson and Rischar identified common themes within this population. These themes were: a) differentness and isolation, b) school issues including issues of danger, c) depression and self-destructive behavior, and d) sexual-identify formation. Participants indicated that schools and teachers needed to take a proactive stance in supporting GLB gifted youth. Further, they noted that “inaction may be life-threatening for GLB students” (p. 241).

Two additional empirical studies on gifted GLBT issues were conducted by Treat in 2006 and 2008. Treat’s 2006 study focused on issues of overexcitability within gifted, sexually diverse university students. The study included 100 participants who were given the *Overexcitability Questionnaire-Two (OEQII)* (Falk, Lind Miller, Pienchowsk, & Silverman, 1999). Treat’s data demonstrated that females had higher scores on the following

overexcitability subscales: emotional and sensual. Males had higher subscale scores for intellectual, imaginal, gender and orientation interaction. When compared by gender, significant differences were found between heterosexuals and non-heterosexuals participants. According to Treat, diverse sexual orientation appears to have a significant effect on gifted students. While this study did explore gifted GLB issues, it did not address gay gifted suicide or suicidal ideation.

On January 28, 2013, this researcher interviewed Treat regarding the findings within this study. Treat stated that her 2006 study involving gifted, sexually diverse university students was:

... somewhat flawed as a pilot study. It was too small of a study, so no generalizations of the conclusions could be done, and it also combined both gay and bisexual into the same group. I [Dr. Treat] found out later in my larger study of 965 participants that it was a mistake to combine both populations as they are significantly different. (personal communication, 2013)

Treat's most recent study, a dissertation defended in 2008 but not yet published in journal format, was a qualitative study of 965 heterosexual, gay, and bisexual individuals. Significant main effects were found for giftedness, gender, and sexual orientation, and results were explained by significant gender by sexual orientation interaction. Gender roles did not affect results and heterosexual males had a significantly higher mean of intellectual scores than heterosexual females; heterosexual females had significantly higher emotional scores than heterosexual males and bisexual females. Other statistically significant results were described as implications for Dabrowski's Theory of Positive Disintegration in conjunction with gifted education (Treat, 2008).

Non-Research-Based Journal Articles Regarding Adolescent Gay Gifted Issues

Two non-research-based articles specifically addressing gay gifted issues were located. The previously described annotated bibliography was published in 2006. Information from article is regularly cited within textbook chapters regarding GLBT gifted individuals. Clayton published the other non-empirical article in 2000. Clayton was the mother of a gay gifted child who committed suicide. This article recounted her son's experience and provided evidence that his suicide was triggered by bullying from peers. Clayton, like authors of other articles, argued that gay gifted students needed the same types of external supports that other individuals who commit suicide need.

One theoretical article was also located that included information regarding GLB gifted youth. This article by Levy and Plucker (2003) used the *Multicultural Assessment Procedure (MAP)* assessment process as a way for therapists and counselors to understand the social/emotion needs of their gifted patients. The *MAP* procedure includes four phases: identifying the cultural data, interprets the cultural data, and incorporate the cultural data, and arrive at a sound clinical assessment decision. To utilize the *MAP* procedure, the following three assumptions were made:

- a) giftedness is a sub-culture; b) people with special gifts also identify with and operate in multiple cultural contexts; and c) in order to be effective in working with gifted clients, one must accurately understand the interaction of the client's multiple culture identities.

(p. 230)

Levy and Plucker pointed out that gifted students, like students with disabilities, have unique characteristics that are different from the norm. Gifted children experience the world differently and are held to higher internal and external expectations. Therefore, gifted individuals are a

unique sub-culture. Additionally, Levy and Plucker suggested that the *MAP* process can be used to examine other cultural groups associated with gifted individuals, including ethnically-diverse gifted individual and GLB gifted individuals.

Table 2 summarizes the peer-reviewed articles and dissertation described above. The highlighted section on this table focuses on the relevant data about gay gifted suicide and suicidal ideation.

Table 2

Descriptive Summary of the Literature Review of Gay Gifted Issues-Published Articles

Article	Key Points	Conclusions / Limitations
Peterson & Rischar (2000) Gifted and Gay: A Study of the Adolescent Experience <i>Gifted Child Quarterly</i> ,	Empirical, Qualitative Research Postpostivistic Mode of Inquiry Participants = 18 (12 Males and 6 Females) Undergraduate university students Instrument: 10-page questionnaires	This study found that students experienced isolation, depression, and suicidal ideation. These characteristics were connected together with high achievement dangerous and risky involvement in activities
Clayton (2000) Dead at Seventeen <i>Advocating for Gifted Gay & Lesbian Youth</i> , 3(1)	Information article written by a mother whose gifted gay son committed suicide who was bullied.	The article offers suggestions for support for students who like the individual who committed suicide are gay gifted based on the experience of GLBT youth.
Treat (2006) Overexcitability in Gifted Sexually Diverse Populations <i>Journal of Advanced Academics</i> , 17(4), 244-257	Empirical, Quantitative Research A quantitative study of gay identity development and social anxiety. Participants = 100 Gifted Undergraduate university Students Instrument: Overexcitability Questionnaire-Two (OEQII) By: Falk, Lind, Miller, Piechowski, and Silverman (1999). Assessment: Overexcitability Questionnaire-Two (OEQII) by: Falk, Lind, Miller, Piechowski, and Silverman (1999).	Females scored on emotional and sensual OE, while males scored higher on intellectual, imaginal, and orientation. Important data showed that the gender and sexual orientation was suggested that there could be a relationship between both. This was significant and was looked at for a separate analysis. Because of this it was noted that heterosexuals and non-heterosexuals were compared by gender. Findings revealed that each population seems to be different, and diverse sexual behaviors can be one factor that seems to have a significant effect the participants who were gifted.
Treat (2008) Beyond analysis by gender: Overexcitability dimensions of sexually diverse populations and implications for gifted education. [Doctoral dissertation]. Indiana University.	Empirical, Quantitative Research Participants = 965 Heterosexual, gay, an bisexual individuals Instruments: Overexcitability Questionnaire-Two (OEQII) by: Falk, Lind, Miller, Piechowski, and Silverman (1999). and Bern Sex Role Inventory	Questionnaire results showed that heterosexual males had greater intellectual scores than the heterosexual females, and heterosexual females had greater emotional scores than heterosexual males. Bisexual females scored considerably higher than heterosexual females in sensual, imaginal, and intellectual abilities. It must be stressed that gay males scored much more higher than heterosexual males in emotional characteristics and showed no major differences in psychomotor abilities. The study also incorporated suggestions for Dabrowski's Theory of Positive Disintegration and gifted education.
Levy & Plucker (2003) Assessing the psychological presentation of gifted and talented clients: A multicultural perspective. <i>Counseling Psychology Quarterly</i> , 16, 229-247	Theoretical article proposing the use of the Multicultural Assessment Procedure (MAP) to collect information regarding gay and lesbian gifted therapeutic or counseling clients. Argues that gifted clients have a culture that makes them different in some ways from other clients. Further, gifted clients who are also gay, lesbian, or bisexual have one more distinguishing culture.	Gay and lesbian gifted students managed to deal with feelings of depression and isolation through academic and/or athletic overachievement, perfectionism, participation in extreme extracurricular activities, dropping out of school, running away, substance abuse, or suicide. No students asked for help from adults. This was probably due to the lack of mentors who would be suitable to the student. Noted that culturally different children who are gifted often choose between achieving academically and being socially accepted.

Note. Highlighted research contains information pertaining to suicide or suicidal ideation

Book Chapters Regarding Adolescent Gay Gifted Issues

Due to the limited research-based studies that have been conducted on the topic of gay gifted adolescent suicide, the ten books that have chapters pertaining to issues of the gay and gifted adolescents were included in this literature review. Kerr and Cohn's (2001) book contains information about suicide. The chapter on this topic stated that gay and bisexual boys were at higher risk of depression and suicide. Three books contained summations of the three previously described empirical studies regarding LGBT gifted youth (Baum, 2004; Neihart, Reis, Robinson & Moon, 2002; Sears, 2003). Of the eleven book chapters located, only six contained current information about gay and gifted adolescents, and none included information pertaining to gay gifted suicide or suicidal ideation (Castellano, 2002; Davis, 2006; Eriksson & Wallace, 2006; Kay, Robson & Brennehan, 2007; Kerr, 2009; Sandoval, 2002; Whittenburg & Treat, 2008).

Davis' 2006 book included a specific section on gay gifted learners, as well as a section on suicide. His section on gay gifted youth did not include any information beyond that already described in this literature review. The section on suicide presented warning signs associated with suicide that applied to any adolescent engaged in suicidal ideation. Eriksson & Wallace (2006) book presented GLBT information from a global perspective. This book provided a brief history of homosexuality, includes citations of previous research on GLBT students (not gifted) that pertains to harassment, missing role models, juggling dual personas, missed developmental opportunities, and substance abuse and suicide. The book, however, did not provide any addition, unexplored information regarding gay gifted suicide.

Kay, et al.'s 2007 book included a case scenario about a gifted lesbian individual and a chapter entitled "Out of the Ordinary." The book also presented opinion-based information about the difficult life situations that gay, lesbian or bisexual adolescents experience when they

grow up in households where homosexuality is portrayed as an immoral or abnormal choice. The book suggested that these adolescents are susceptible to isolation, depression, risky behaviors and the risk of suicide. Kerr's 2009 encyclopedia of gifted issues contained two brief sections on GLBT issues. The first section reported that the determining prevalence rates for this population are complicated by the array of definitions for GLBT and gifted adolescents. The next section from this book focused on gay-straight alliances (GSAs); however, this section provided no specific information regarding gay gifted suicide.

Table 3 presents a synopsis of textbook information regarding gifted GLBT youth. The highlighted section on this table focuses on the relevant data about gay gifted suicide and suicidal ideation.

Table 3

Descriptive Summary of the Literature Review of Gay Gifted Issues-Books-Chapters

Book	Key Points	Conclusions / Limitations
Smart Boys Kerr & Cohn (2001) Pages 1, 145-146, 149, 233-237, 251-252	<ul style="list-style-type: none"> ➤ Non-Statistical Research ➤ Opinion Based ➤ Supporting research on gay suicide and gifted suicide 	<ul style="list-style-type: none"> ➤ Adolescent gifted males could be another subgroup that might be at a greater risk for depression and suicide than adolescent bisexual males. ➤ Gay & bisexual boys may need support groups and organization, and rules to safeguard them from encounters of bullying, violence, neglect and persecution. ➤ The burden of being gay and gifted seemed to add emotional problems of depression and feelings of being socially isolated. ➤ In some cases, individuals sought to handle these problems by committing suicide.
Shared characteristics of gifted and sexually diverse youth. In N.L. Hafenstein & J.A. Castellano (Eds.), Perspectives in Gifted Education, Volume 4: Diverse Gifted Learners. Denver, CO: University of Denver. Whittenburg, B., & Treat, A.R. (2008)	<ul style="list-style-type: none"> ➤ Presents six shared characteristics that gifted youth share with gay, lesbian, or bisexual youth. ➤ Includes information about Peterson & Rischar (2000) study pertaining to suicide 	<ul style="list-style-type: none"> ➤ Six characteristics were located: invisibility, lack of safe places to meet similar others socially, adolescents have to “come out” in order to reveal/claim their identity, they have less rigidly defined gender specific interests/behaviors, their family may not understand/support that they are gifted or gay, and they feel unprotected and unsafe. ➤ These six shared characteristics might reveal that gay gifted adolescent’s experiences could be more intense. Because of this reason the might need specialized counseling and emotional support.
The Social and Emotional Development of Gifted Children Neihart, Reis, Robinson, Moon (2002) Chapter: <i>Gifted Students who are Gay, Lesbian, or Bisexual</i> By: Stanford J. Cohn Pages 145-153	<ul style="list-style-type: none"> ➤ Summation of 3 Studies (Friedrichs, 1997; Peterson & Rischar, 2000; Tolan, 1997). ➤ Sexual Orientation and Cognitive Abilities ➤ Experiences of GLBT youth ➤ Barriers to research ➤ What can we learn from the Research? 	<ul style="list-style-type: none"> ➤ Research obstacles for studying gifted GLB adolescents. ➤ Absence of explicit, specific, and definite effective definitions for the participants in the study. ➤ Difficulties in locating participants willing to take part in studies. ➤ Absence of comparison groups.
Special Populations in Gifted Education. Working with Diverse Gifted Learners Castellano, J. (2002) Chapter: The gay gifted learners: Facing the challenge of homophobia and antihomosexual bias in schools. By S. J Cohn	<ul style="list-style-type: none"> ➤ The strength of the book is its range of terms and the number of special populations that are presented in various chapters, and the depth of the discussion of issues relevant to each group of gifted learners. 	<ul style="list-style-type: none"> ➤ This book looks at the different populations of the gifted. ➤ This book includes sections on females, biracial and bicultural students, Native American students, African-American students, Hispanic students, learning disabled students, gay students, and rural students.

Note. Highlighted research contains information pertaining to suicide or suicidal ideation

Table 3(Continued)

Descriptive Summary of the Literature Review of Gay Gifted Issues-Books-Chapters

Book	Key Points	Conclusions / Limitations
<p>Special Populations in Gifted Education. Working with Diverse Gifted Learners <i>Castellano, J. (2002)</i> Chapter: The gay gifted learners: Facing the challenge of homophobia and antihomosexual bias in schools. By S. J Cohn</p>	<ul style="list-style-type: none"> ➤ The strength of the book is its range of terms and the number of special populations that are presented in various chapters, and the depth of the discussion of issues relevant to each group of gifted learners. 	<ul style="list-style-type: none"> ➤ This book looks at the different populations of the gifted. ➤ This book includes sections on females, biracial and bicultural students, Native American students, African-American students, Hispanic students, learning disabled students, gay students, and rural students.
<p>Handbook of Crisis Counseling, Intervention, and Prevention in Schools (2nd ed.) Chapter 3: <i>Culture, Diversity, and Crisis</i> <i>Sandoval, J. (2002)</i> Pages 39-42</p>	<ul style="list-style-type: none"> ➤ Gifted gays and lesbians, and those with learning disabilities, or ethnic minorities had higher than average dropout rates ➤ Schools have ignored the needs and issues of gay, lesbian, and bisexual students ➤ Gay youth need supportive school counselors and a supportive school environment in order to thrive. 	<ul style="list-style-type: none"> ➤ Recommendations are made in this study that there is a need in reforming curricular materials that should include gay individuals. This is needed for the success of these individuals who need specific educational components on topics that relate to them.
<p>Youth , Education, and Sexualities <i>Sears (2003)</i> Chapter: <i>GLBT Youth in Gifted Education</i> By: Terence P. Friedrichs Pages 373-376</p>	<ul style="list-style-type: none"> ➤ Summation of 3 Studies (Friedrichs, 1997; Peterson & Rishcar, 2000; Tolan, 1997). ➤ Opinion-Based ➤ Supporting research used from gay suicide and gifted suicide ➤ Strategies for GLBT gifted youth – Not research based 	<ul style="list-style-type: none"> ➤ Only limited data exists on the possible fundamental, clarified, described, and correlated explanations for gifted GLBT adolescents.
<p>Twice-Exceptional and Special Populations of Gifted Students <i>Baum (2004)</i> Chapter: <i>Gifted and Gay: A Study of the Adolescent Experience</i>. Ch. 6 Pages 81-108</p>	<ul style="list-style-type: none"> ➤ Includes the study by Peterson & Rischar (2002) 	<ul style="list-style-type: none"> ➤ See Findings in Table 2
<p>Gifted Children Gifted Education <i>Davis (2006)</i> Pages 266-267, 272</p>	<ul style="list-style-type: none"> ➤ Between one and three gifted students per 1,000 are both gifted and gay ➤ One group of GLB persons, age 18-25, noted that GLB students needed role models and support for coming out ➤ Counseling recommendations ➤ Not research based 	<ul style="list-style-type: none"> ➤ This book included small accounts pertaining to problems of being gay gifted This book does not mention anything pertaining to gay gifted suicide or suicidal ideation ➤ The section located directly after, is noted as <i>Suicide</i>. The section has no current data about gifted suicide or gay gifted suicide. The section does include warning signs for suicide.

Table 3 (continued)

Descriptive Summary of the Literature Review of Gay Gifted Issues-Books-Chapters

Book	Key Points	Conclusions / Limitations
Diversity in Gifted Education: International Perspectives on Global Issues Eriksson, G., Wallace, B. (2006) Pages 203-210 Chapter 7: <i>Defensive Masquerading for inclusion and survival among gifted lesbian, gay, bisexual, and transgender (GLBT) students</i> By: Trae Stewart	<ul style="list-style-type: none"> ➤ Provides a brief history of homosexuality ➤ Includes previous information for GLBT students (not gifted) pertaining to harassment, missing role models, juggling dual personal, missed developmental opportunities, substance abuse and suicide 	<ul style="list-style-type: none"> ➤ This book supports the fact that gifted education must make committed, sensible and mindful developments to study GLBT issues to research practice and deal with policy discussions. Currently studies on gifted GLBT adolescents are few in number, and consistently involve small samples. This is due to the difficulty in locating GLBT gifted adolescents for demographic purposes that establish a representative sample.
High IQ Kids Kay, Robson, Brennehan (2007) Chapter 26 <i>Out of the Ordinary</i> Pages 295-299, By: Elizabeth Lovance Chapter 27 <i>Birds and Bees</i> <i>Sex and the High-IQ Adolescent</i> Pages 304-305, 310 By: Annette Revel Sheely	<ul style="list-style-type: none"> ➤ Chapter 26 notes a personal account of a gifted lesbian in which she dealt with her feelings of “differentness” ➤ Chapter 27 provides a few cautionary notes and practical advice for guiding high-IQ adolescents through the emotional, physical, and intellectual maze of puberty. ➤ Chapter 27 includes sections on: Asynchrony, Social Isolation, Sensual Overexcitability, Androgyny, ➤ Both sections Opinion-Based 	<ul style="list-style-type: none"> ➤ Life situations that are difficult for gay, lesbian or bisexual adolescents grow up in households where homosexuality is portrayed as an immoral or an abnormal choice. These GLB adolescents are susceptible to isolation, depression, risky behaviors and risk of suicide. ➤ Not research based. ➤ Provides resources and websites.
Encyclopedia of Giftedness and Creativity and Talent Kerr (2009) Gay, Lesbian, Bisexual, and Transgender Gifted Pages 367-369 By: Terence Paul Friedrichs	<ul style="list-style-type: none"> ➤ Written by Friedrichs which contains two brief sections: <u>Data</u>-The exact amount of gifted GLBT youth is related to current definitions for gifted and GLBT. Only limited data is available on possible causal or correlative explanations for these and other GLBT youth <u>Education, Support, and Advocacy</u>- No new information presented 	<ul style="list-style-type: none"> ➤ Gay, lesbian, bisexual, and transgender youth who are gifted, like their higher ordered straight peers, could show high ability or excellent performance in various skills that might be important to their school and other populations. These gifted individuals who are sexual minorities meet federal, professional, and cultural definitions of giftedness. ➤ No new information located on gay gifted suicide or suicidal ideation. However, there is a section on gifted and suicide, but no new data is presented. ➤ Not research based

Note. Highlighted research contains information pertaining to suicide or suicidal ideation

Barriers to Conducting Research Studies with Gifted GLBT Youth

The precise identification of “gifted GLBT” youth depends on the variation in the definitions for gifted, and the inability to count individuals who deny or have not come out as GLBT. These problems make it difficult to make a reasonable estimation of the incident rate. Additionally, many procedural and political impediments exist for researchers interested in studying this segment of the population. Researchers often fear government, institutions, and

workplace restrictions required for studying GLBT youth. These researchers remain silent for fear of lawsuits or actions that might take place. Further, a lack of funding sources necessary for candid studies of adolescents who are both gay and gifted limited the conduction of empirical research in this area (Cohn, 2002).

By 2002, only three articles had appeared that explored the school experiences of gifted students who identified themselves as gay (Cohn, 2002). Cohn (2002) identified barriers that occur when researching gifted GLB youths. In addition to procedural and political barriers, the absence of specific operational definitions for the concepts under study complicates research with this population. Cohn also points out that researchers experience difficulty locating participants willing to take part in this research. Finally, Cohn notes that research regarding gay gifted adolescents lack comparison groups.

Conclusion

The questions posed in the opening section of this literature review cannot be answered with any validity or confidence. It is evident that there is a lack of research on gay gifted individuals and suicidal ideation and thus more empirical research studies are needed before any generalization regarding gay gifted suicide can be made. Educators, counselors, and therapists who serve these populations, and researchers who study them, can only make assumptions about the questions posed above, and only make somewhat tenuous connections between the studies of gay suicides and those of gifted suicide that exist. But these comparisons are only valid if it is assumed that gay gifted adolescents act and behave similarly to adolescents who are only gay or only gifted. The few existing empirical studies support the conclusion that gay gifted youth might be prone to having ideas of suicide and of completing the act, but no empirical research studies with comparisons groups have been conducted. Again, one may conclude that gay gifted

adolescents have a higher degree of suicidal ideation and are more at risk than either gay students or gifted students, but this is an area that has yet to be studied. Current recommendations for ways to respond to gay gifted suicide or suicidal ideation are based on assumptions rather than empirical data.

The first objective of this literature review sought to find out: what the research says about the experiences of gay, lesbian, and bisexual gifted adolescents. Current literature is primarily based on assumptions regarding suicide and suicidal ideation within gay gifted adolescent populations. Cohn (2002) reported barriers that occur when researching gifted GLB youths. These barriers limit data on what the research says and how the research was carried out. The barrier must be reduced or eliminated to open the doors to empirical research on gay gifted population. The first is the absence of specific operational definitions for the concepts under study, the second is the difficulty finding participants willing to take part in this kind of research, and third is the absence of comparison groups.

The final objective guiding this literature review asked the question “where are the research gaps regarding gay gifted suicide?” Clearly, the lack of empirical research regarding gay gifted adolescents in general and regarding gay gifted suicide demonstrates that any research endeavor in this area will provide much needed data. Information is needed regarding all aspect associated with the gay gifted population.

This study is designed to collect, analyze and disseminate information about the experiences of a selected group of gay gifted young males. These males will be asked to reflect on their experiences as adolescents. Preventing suicide entails an in-depth understanding of the person who is at risk (Grumbaum, Kann, & Kinchen, 2002). This study provides knowledge

regarding any resiliency factors that have assisted gay gifted adolescents to survive and not commit suicide.

The literature revealed that limitations regarding the identification of this unique population make it difficult for psychotherapists, researchers, and counselors to study suicide within this group. Such limited empirical research studies about adolescents who are gay gifted have been conducted that it is nearly impossible to find reliable data about their experiences (Cross, 1996, 2008; Cross, et al., 2006; Gibson, 1989). To further complicate the issue, obtaining informed parental consent for their gay gifted child to participate in a study on adolescent suicide raises ethical problems.

The limited amount of peer-reviewed literature and published material regarding suicide and suicidal ideation within gay gifted youth supports the need for a grounded theory research investigation of this topic. This qualitative study grounded in the reported experiences of gay gifted participants provides valuable information to those interested in this population and this topic.

Chapter 3: Methodology

In this qualitative study, grounded theory is used to explore the recalled adolescent experiences of gifted and non-gifted, heterosexual and homosexual males as related to issues of suicide. Retrospective, individualized interviews were employed in order to collect the data from 32 young adult males. Within this chapter, the research methods employed within this investigation are presented. The chapter begins with a general description of grounded theory and its relevance to this research. The data analysis methodology, grounded theory, and data collection process are then described in this chapter. The chapter concludes with an explanation of the trustworthiness of the investigation.

Statement of the Problem and Preliminary Questions

In their guidebook to grounded theory methodology, Strauss and Corbin (1990) recommend that researchers using grounded theory begin with a preliminary hypothesis or set of questions. This initial hypothesis should define the scope of the study and serve as an initial guide for the researcher. Strauss and Corbin argue that this approach does not restrict the researcher but rather prevents the study from exploring too many aspects of the topic. The initial research question(s) should become narrower and more focused during the various analysis phases.

Grounded theorists who follow the work of Strauss and Corbin (1990, 1998) frequently begin an investigation with one or more preliminary questions. These questions provide a degree of structure to the investigation and prevent this study from becoming unmanageable. The following questions served as a preliminary guide for this study:

1. Do gay gifted adolescent males have a higher degree of suicidal ideation than gay non-gifted adolescent males, straight-gifted adolescents or straight-non-gifted adolescents?

2. Do gay gifted adolescent males possess more at risk factors for suicidal behaviors than adolescent males who are gifted but not gay, or gay but not gifted?
3. What, if any, are the internal resiliency factors that exist for gay gifted male individuals?
4. What, if any, are the external resiliency factors that exist for gay gifted male individuals?
5. Which, if any, of these resiliency factors have helped gay gifted male individuals avoid suicide?

Overview and Rationale for Use of Grounded Theory

Qualitative research employs methods that differ from those used in quantitative designs. Qualitative studies have an emphasis on gathering data on phenomena. Words, rather than numbers, comprise the data that will be collected. Qualitative researchers become explorers using a variety of methods to achieve a deep understanding of what phenomena they are studying.

According to Merriam (1998), investigators choose to conduct qualitative studies such as ones utilizing grounded theory methodology, "... precisely because researchers are interested in insight, discovery, and interpretation rather than hypothesis testing" (p. 10). She notes that within a qualitative study, "occasionally one may have tentative working hypotheses at the outset...but these expectations are subject to reformulation as the study proceeds" (p. 13). Qualitative investigations begin with the assumption that multiple realities and variables exist within any phenomenon. Since these multiple variables cannot be readily manipulated, an inductive approach is a valuable way to pursue an investigation.

In 1967, Glaser and Strauss used a research approach that they described as a constant comparative methodology. Their 1967 research textbook described this new approach to qualitative research that they labeled *grounded* theory. Glaser's and Strauss' guide to grounded

theory presented a structured approach to conducting qualitative research that involved several phases of data coding. Glaser and Strauss formulated the methodology as a response to charges that qualitative research was not scientific or empirical. Eventually, their views on grounded theory methodology diverged. Glaser “is generally seen to have remained faithful to classic grounded theory with Strauss and Corbin (1990) producing a reformation of the classic model” (Heath & Crowley, 2004, p. 142). The work of Strauss and Corbin (1998) redefined grounded theory so that it took on a broader perspective. They argued that grounded theory could be used as a research methodology designed to generate theory, formulate hypotheses for future research, or develop descriptions of unexplored phenomena. Modern researchers such as Charmaz (2006) and Bryant and Charmaz (2007) have adopted this more flexible view of grounded theory.

Charmaz (2011) argued that grounded theory, since its initial description by Glaser and Strauss (1967) and its evolution described by Strauss and Corbin (1990, 1998), has “become an evolving *general* qualitative method with three versions: constructivist, objectivist, and postpositivist” (p. 364). This study utilized grounded theory from a constructivist approach. According to Chamaz (2011), constructivist grounded theory uses the methodological techniques first introduced by Glaser and Strauss (1967), but takes into account the researcher’s personal involvement in the construction of the concepts and labels. Thus, constructivist grounded theory remains closely tied to Strauss’ philosophical pragmatism. “Constructivist grounded theory views knowledge as located in time, space, and situation...” (p. 365). Constructivist grounded theory acknowledges the interaction between researcher and participant as well as the active role the researcher takes on when analyzing the data.

Grounded theory is described as an inductive strategy of inquiry within qualitative research methods (Bryant & Charmaz, 2007; Charmaz, 2006; Denzin & Lincoln, 2011; Patton, 1990; Strauss & Corbin, 1998). According to Bryant and Charmaz (2007),

GTM [grounded theory methodology] is currently the most widely used and popular qualitative research method across a wide range of disciplines and participant areas. Innumerable doctoral students have successfully completed their degrees using GTM. An extensive and expanding literature on the method has developed in research reports where it has been used, and in discussions concerning its general precepts and how it might best be understood, developed, and taught to others. (p. 1)

The following table, modeled after a table by Merriam (1998), provides a general overview of grounded theory methodology as it is used within this study.

Table 4

General Overview of Grounded Theory

Grounded Theory within Current Study	
Philosophical roots	Phenomenology
Paradigm	Naturalistic and constructivist
Goal	Inquiry, descriptive, hypothesis and theory generation
Design	Flexible, emerging
Sampling	Initial sampling = non-random, purposive Subsequent sampling = theoretical
Data collection	The researcher is primary instrument for gathering and analyzing interview and questionnaire data
Model for analysis	Categorization and coding of segments of data, constant comparison, verification and reformation of conceptual categories
Findings	Conceptual understanding

Note. Adapted from "*Case study research in education: a qualitative approach*" by Merriam (1998, p. 9), San Francisco: Jossey-Bass.

Conceptualization of the Study

Within this present study, the following research texts regarding grounded theory methodology were used to guide the methodology for this investigation: Bryant and Charmaz (2007), Charmaz (2006), Grubs (2006) and Strauss and Corbin (1998). Each of these texts provides a detailed overview as well as clear, user-friendly procedures for grounded theory inquiry. The works by Bryant and Charmaz (2007) and Charmaz (2006) articulate the evolving, flexible nature of this research methodology. Guidelines for beginning a qualitative study using grounded theory include the following steps:

- Select an area of investigation or phenomenon to be examined
- Select appropriate informants or participants
- Determine the data collection tools and techniques
- Set aside existing theoretical preconceptions through data analysis
- Rely on preliminary observations and theoretical sensitivity to clarify the categories to be examined and reexamined

Selection of Area of Investigation

Based on these guidelines, the overarching field of interest for this study was established as gifted education. Within the field of gifted education there exists a diverse population of children and youth. Professionals have speculated that these diverse gifted individuals may be emotionally or socially at risk (e.g., Peterson, & Rischar, 2000). One group within these at-risk children and youth includes gay gifted adolescents. The specific area of risk that this study investigated was suicide/suicidal ideation. Approval to conduct research regarding the sensitive issue of suicide with gay individuals under the age of 18 was beyond the scope of this research. Therefore, young adults males over the age of 18 were asked to provide their retrospectives

views of suicide and suicide ideation. These views were collected through interviews within a structured, safe environment.

Selection of Participants and Area of Investigation (Sampling Technique)

According to Charmaz (2006), grounded theory uses a combination of sampling approaches when selecting participants. “For initial sampling you establish sampling criteria for people, cases, situations, and/or settings before you enter the field” (p. 100). This requires the investigator to use purposeful sampling. “For a grounded theory study, the investigator chooses participants based on their ability to contribute to the evolving theory” (Creswell, 1998, p. 118). In this current study, purposive sampling was employed to insure that the focal questions regarding gay-gifted adolescent males could be adequately explored. The selection criteria were: (a) young adult males between the ages of 18 and 35, (b) a balanced number of heterosexual and homosexual men, and (c) a balanced number of gifted and nongifted individuals within both of the heterosexual and homosexual groups. The upper age limit of 35 was chosen to insure that the participants were able to easily recollect experiences during their adolescence. The two primary variables across the 32 participants were sexual orientation and intellectual level. Adding lesbians and heterosexual females who were either gifted or nongifted to the study would have added another major variable. Therefore, the study only included male participants but recommended that similar studies be conducted with female and transgender participants in the future (see Chapter 5).

When determining the number of persons to be interviewed for a qualitative investigation, Patton (1990) argues that collecting data from a variety of participants can be particularly valuable when exploring a particular phenomenon. He advises that “the size of the sample depends on what you want to find out, why you want to find it out, how the finding will

be used, and what resources (including time) you have for the study” (p. 184). With these flexible guidelines in mind, three specific elements were determined to play a role in deciding the number of participants to be selected. These included: the possible difficulty locating willing participants, the difficulty of reserving the interview site, and the time requirements placed on the licensed counselor who observed all interviews. In collaboration with committee members, it was decided that there would be a minimum of 20 male participants with five participants from each of these areas: heterosexual and gifted, heterosexual and nongifted, gay and gifted, and gay and nongifted. The maximum number would not exceed eight male participants per group.

The participants’ sexual orientation would be determined through their self-disclosure on an initial questionnaire (See Appendix J). Similarly, their status as gifted or nongifted would be based on self-disclosure on the questionnaire. In order to qualify as gifted within this study, the participant has to have been identified as *gifted* according to New Mexico state guidelines (New Mexico Public Education Department, 2011). These guidelines are:

A gifted student is a school-age person whose intellectual ability paired with subject-matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets...” the following the eligibility criteria:

(1) ‘Intellectual ability’ means a score two standard deviations above the mean as defined by the test author on a properly administered intelligence measure. The test administrator must also consider the standard error of measure (SEM) in the determination of whether or not criteria have been met in this area.

(2) ‘Subject matter aptitude/achievement’ means superior academic performance on a total subject area score on a standardized measure, or as documented by information from other sources....

(3) 'Creativity/divergent thinking' means outstanding performance on a test of creativity/divergent thinking, or in creativity/divergent thinking as documented by information from other sources....

(4) 'Problem-solving/critical thinking' means outstanding performance on a test of problem-solving/critical thinking, or in problem-solving/critical thinking as documented by information from other sources.... (New Mexico Public Education Department, 2011, p. 19)

The researcher relied on the participants to disclose whether or not they had been identified as gifted while attending K-12 schooling. The researcher's extensive work in the field of gifted education in New Mexico allowed him to verify participants' self-reporting academic statuses.

Recruitment efforts encompassed a variety of methods. Flyers inviting participants were posted at the university's counseling department and distributed to graduate students in the special education program. The researcher attended three separate meetings of the university's Gay Straight Alliance. The study was presented at each meeting and flyers were distributed. Names and contact information was collected from interested persons. Using the participant selection technique of snowballing, those in attendance were asked to contact friends who might be willing to participate. The researcher also attended a meeting of the local association for parents of gifted children. Again the study was explained, flyers were distributed, and contact information was collected. Those in attendance were asked to contact any interested friends or colleagues. The researcher also followed these procedures at his local interfaith church. Finally, two participants were located through a colleague. In all, 32 young men participated in the study. There were a total of eight participants in each of the following categories: gay gifted,

gay non-gifted, heterosexual gifted, and heterosexual non-gifted. Specific demographic information about these participants is presented in Chapter 4.

Protection of participants with timeline. This study was reviewed and approved by the University of New Mexico's Internal Review Board (IRB) in August 2010. Recruitment began immediately following approval. Interviews were conducted between October, 2010 and May, 2012. The full IRB proposal and approval documents can be found in Appendix G. A major element of this review is a demonstration of how the study adheres to ethical treatment of participants. Protection of human participants involves: informed consent, protection from undue risk or harm, protection of vulnerable populations, and right to privacy and confidentiality. This study provided these protections for all participants. Coercion or influence did not enter this study.

Informed consent. Informed consent begins with the recruitment and screening of participants. This process continues throughout the participant's involvement in the research. All participants were provided with specific information about the study. All questions were answered to ensure that the participants understood what their role was within the study. Participants were assured that they would have the freedom to withdraw from the research at any time and to decline to answer any specific questions or to complete specific tasks. The researcher read the information on the Informed Consent Form to each participant (see Appendix H). Each bulleted section of the Form required the participant to initial to ensure that he understood the information. Each participant received a copy of the informed consent form for his personal records. See Appendix H for a copy of this form. At some point within the interview, participants were reminded that their information would be kept confidential, that they did not have to answer any specific question, and that they had the right to stop the interview at any

point. At the end of the interview, each participant was reminded that he could withdraw from the study should he wish to do so at a future date. Because it is important to disclose the research results to participants prior to publication of the study in any format, each participant was provided a copy of any written summary of information from his questionnaire or interview session. Each participant was then asked to check for accuracy of the information and provide feedback. The researcher revised or deleted any section that was identified by the participant. Additionally, all participants in the study were informed about how the research results would be disclosed and what the implications of disclosure might be. It was again reiterated that all participants would remain anonymous within the study. This reduced the possibility of harm resulting to the participants upon publication or presentation of the research findings.

Right to privacy and confidentiality. Participants were initially contacted using the telephone number that they provided. At that time, each participant was asked what method of contact was preferable for him: telephone, text-message, or email. Participants were informed that the use of email might be viewed by the public at any time and thus were not completely secure. Participants were cautioned not to share information outside the data-collection setting.

Participant-specific information obtained from this study will not be disclosed outside the research setting except in an approved and anonymous format. The names of all participants were replaced with codes or pseudonyms used as identifiers in all written records. The coded information or pseudonyms was not linked to the respondents' identities. This procedure safeguarded anonymity. The researcher maintained code lists and data files in separate secure locations. Only the dissertation chair and the researcher knew the computer password. All questionnaires, interview video recordings, informed consent forms, and other data collected remain locked in an inaccessible file cabinet. All documents will be destroyed within eight years

so that subsequent analysis will be possible in future studies conducted within eight years. A professional company will be used to destroy all documents that are part of the study at the end of eight years. A certificate of destruction will be obtained as a record.

Protection of vulnerable populations. Due to the sensitive nature of an individual's sexual orientation, confidentiality must not be breached. Disclosure of a participant's homosexuality could result in the participant's loss of employment, discrimination in housing, or family rejection, and other significant risks. Because of these adverse consequences, a certificate of confidentiality was obtained from the National Institute of Health (NIH) (See Appendix I). This certificate protects identifiable research information from forced disclosure. This allows researchers and others who have access to the research records to be protected from disclosing identifying information of the participants.

Protection from risk or harm. Human participant review boards define risk as the possibility of physical, psychological, social, or economic harm occurring as a result of participation in a research study. Risk avoidance and reduction safeguards, precautions, and alternative options must be incorporated into the research. Given the sensitive topic of suicide and sexual orientation, precautions were taken to insure the emotional safety of participants. Certified and licensed counselors assisted in the development and structure of the questionnaire, interview questions, and interview process. All interviews were conducted in a University of New Mexico's counseling program's observation room. The room had a one-way/two-way window through which all interviews were observed. Arrangements had been made to immediately remove any participant from the session and provide counseling support if the interview triggered any negative emotions. Participants were informed of this arrangement prior

to beginning the interview. Counseling services were offered for any participants who desired them after the completion of the interview itself.

To ensure that interview questions were handled in a sensitive manner, the researcher completed 12 graduate-level courses in counseling, including a course titled, *Communication Skills in Counseling*. Additionally, a focused practice interview session was conducted under strict supervision. This practice interview was conducted with a 23 year-old Hispanic male. This participant was gay, but had not been identified as gifted. The participant was introduced to the licensed counselor from the dissertation committee prior to the interview. The interviewee was told that this was a practice interview and it would periodically be interrupted to discuss techniques, specific questions, and responses. The researcher and interviewee then entered the observation room while the counselor observed through the observation-mirror. The interview format and questions were used, refined and critiqued throughout this session, as were the actual interview techniques. The emphasis was on both the clarity and appropriateness of questions and on the sensitivity of the interviewing technique.

Data Collection, Tools and Techniques

Grounded theory methodology allows for the use of a variety of data collection tools. Within this study, the primary collection tools were the initial questionnaire and individual interviews. This section describes the questionnaire and the interview process. However, within a grounded theory investigation, the researcher himself is the primary tool for investigation (Glaser, 1998).

Questionnaire

Each participant completed an initial questionnaire (See Appendix J) to be used as a guideline to ask questions during the interview. The researcher in collaboration designed this

questionnaire with the dissertation committee. This committee included a licensed counselor. Additionally, three school counselors reviewed the questionnaire. One of the school counselors also holds a law degree. He was asked to review the questionnaire for any potential legal issues.

The questionnaire asked for age and ethnicity/race of the participant. It also asked the participant for his sexual orientation (i.e., heterosexual or homosexual) and whether or not he had been identified as gifted while in K-12 schooling. Issues of suicide and suicidal ideation were explored using a variety of questions: three “yes/no” questions, four “fill-in-the-blank” questions, and a question asking the participant to provide a list of internal and external influences that may have helped him when confronting issues of suicide. Four questions explored the participant’s level of comfort with his sexual orientation and intellectual ability. Data collected from this questionnaire are presented in Chapter 4.

Interviews

A number of qualitative methodology texts were utilized to guide the interviewing process (Bryant & Charmaz, 2007; Denzin & Lincoln, 2001, 2005; Seale, Gobo, Gubrium, & Silverman, 2004; Stake, 1995; Strauss & Corbin, 1998; Yin, 2009). Within this current qualitative study, “the interview is [was] the main road to multiple realities....” (Stake, 1995, p. 64). Stake points out that use of interviews allow the researcher “to aggregate perceptions or knowledge over multiple respondents” (p. 65). Thus, the interview questions, sequence of questions, setting, and protection of participants during the interview were key elements of this study.

Guidelines for interviews suggest that the researcher first develop a list of interview questions. These questions can be structured, semi-structured, or completely open-ended. Grounded theory methodology suggests that the researcher avoid using structured interview

questions. Structured questions can cause the interviewee to only answer the specific questions being asked and avoid elaboration. Similarly, completely open-ended interview questions may fail to elicit information regarding the topic under investigation. With this in mind, the researcher employed semi-structured interview questions. The same collaborative process between the researcher and skilled colleagues that had been used in the development of items within the questionnaire also was employed in developing the interview questions.

Strauss and Corbin (1998) caution that the researcher can ask a wide range of questions; however, many of these questions can lead the researcher down an interesting but irrelevant path. Therefore, the investigator must maintain a strong focus on the issue being investigated and on the evolving theory.

Each participant was asked three broad questions regarding suicide. The first question dealt with whether or not the participant had ever attempted or considered suicide. The second question asked the participants to provide details regarding the list of external influences that kept them from committing suicide or kept them from considering suicide. The third question asked the participants to provide details regarding the list of internal influences that kept them from committing suicide or kept them from considering suicide. Questions were framed in a manner that directly connected to the actual responses each participant had previously provided within his questionnaire. For example, if a participant had responded on the questionnaire that he “had never thought about committing suicide,” then he would be asked this open-ended question: “You stated in the questionnaire that you never thought about attempting suicide. Can you explain some of the reasons why you never considered this?” Similarly, if the participant had responded on the questionnaire that he “had thought about attempting suicide,” one of his

interview questions would be, “You stated in the questionnaire that you thought about attempting suicide. Can you explain some of the reasons why you considered this?”

Each question was followed up with questions that encouraged the participant to provide more information. Examples included: “Looking back at what we’ve been talking about, what else might be added?” or “Could you tell me a bit about what else occurs to you at this moment?” Finally, the researcher paraphrased the responses to check for accuracy and to elicit any additional information. An example would be: “What I hear you saying is” Interviews generally concluded with a question, such as, “Have we missed anything?” to insure that the participant had the opportunity to say all that they wanted to share.

Interview process. Fontana & Frey (2005) list the vital elements that must be considered when setting up a qualitative interview process:

- Accessing the setting
- Understanding the language and culture of the respondents
- Deciding how to present oneself
- Locating the informant(s)
- Getting trust
- Establishing rapport
- Collecting the empirical data (pp. 703-740)

Following guidelines from Fontana and Frey (2005, p. 715), each interview began with a general welcoming statement. Each participant was reminded that the interview would be audio and videotape recorded. Additionally, the interviewees were reminded that there would be a licensed counselor observing the interview. Emphasis was placed on the availability of this counselor to offer support during or after the interview. This was followed by a reiteration of the various

safeguards provided to the participant. These included the right to privacy and confidentiality of all records through the removal of names from records and the sealing of all documents.

Participants were asked to refrain from discussing the interview with others. Finally, he was told that when the interview was analyzed and interpreted, he would be asked to verify the interpretation. Any changes that he felt were necessary would be made or he could completely withdraw his interview data from the study. Any questions that the participants had prior to beginning the interview were answered.

The researcher conducted all of the interviews to ensure consistency. Fontana and Frey (2005) report “in general, research on interviewer effects has shown interviewer characteristics such as age, gender, and interviewing experience to have a relatively small impact on responses” (p. 702). Fontana and Frey point out, however, that the interviewer must remain aware of possible issues that might influence the participant’s responses. The interviewer “must be aware of the proper adjustments called for by unanticipated development.” (p. 703). Yin (2009) advises the interviewer “to operate on two levels at the same time: satisfying the need of your line of inquiry . . . while simultaneously putting forth ‘friendly’ and ‘nonthreatening’ questions” (pp. 106-107).

Interview setting. All interviews were conducted at the University of New Mexico’s Manzanita Counseling Center. This center contains rooms that are specifically designed for use by faculty and students within the college of education’s Counselor Education program. All interviews took place within the same room. This 10 x 10 foot room had a one-way/two-way window in one of its walls. This allowed all interviews to be observed by the dissertation committee member who is a licensed mental health counselor. The room was carpeted and had landscape pictures on the walls. The researcher sat across from the participant with a coffee

table separating them. The table held a flower vase, a box of tissues, and a telephone connected to the outside observation room. The telephone allowed the licensed counselor immediate phone access to the researcher should a problem arise. The room also was equipped with a machine that provided “white-noise” to insure that no one outside the room could hear the interviews. During all interviews, the participant sat facing the one-way/two-way window, the researcher faced the participant, and the counselor sat in the connected observation room. Once everyone was seated, and the interview began, the audio and videotaping also began. Each interview lasted between one hour and one and a half hours.

Field-testing of interview questions and process. As described in this chapter’s section titled, *protection from risk or harm*, the interview questions and process was field-tested prior to the interviewing of the actual participants. Minor refinements in the process were made (e.g., slow the pace of question asking) and the interviewing component of the study was conducted. The questionnaire, opening statement, interviewing techniques, and interview questions are presented in Appendix J. and Appendix K.

Debriefing and initial analysis of interview. Immediately following each interview, the researcher and licensed counselor debriefed the interviews. This was the first step in data analysis. A key to effective grounded theory is the requirement that the investigator move fluidly between data collection and data analysis. Thus, staying true to grounded theory methodology, analysis began with the first interview, followed by the next interview, and so on. By comparing interview data to interview data, the researcher was better able to stay grounded in the data itself. This approach helps to ensure that the study remains grounded in actual data and that the evolving theory or hypotheses also remain tightly built upon the data. During the debriefing and analysis sessions, early categories, themes, concepts, and areas for coding

emerged. These debriefing sessions provided a balance against researcher bias and increased the trustworthiness of the study.

Data Analysis Overview

Within grounded theory, the researcher is responsible for developing theories, descriptions, and future hypotheses that emerged from studying a particular phenomenon. These outcomes must be grounded in the data generated during the data collection phases. Grounded theory methodology requires that the researcher add his or her inferences regarding those experiences. Grounded theory attempts to reach a theory or conceptual understanding through a constant comparative, inductive process (Banning, 2005). “Grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative dataThe guidelines offer a set of general principles and heuristics devices rather than formulaic rules” (Charmaz, 2006, p. 2).

Generating theory carries the same responsibilities as hypothesis testing. Both approaches must provide evidence to support the research findings. Interviews, category development through coding of data, and constant comparative analysis play a key role in grounded theory. In the end, the researcher does not have to know all of the facts associated with a phenomenon. However, the researcher’s ultimate goal is to shed light on an area of investigation and the development of a theory that accounts for much of pertinent behavior.

Constant Comparative Analysis

In the introduction to her 2006 grounded theory methodology book, Charmaz argues that grounded theory in the 21st century is no longer the rigid, formulaic method first proposed by Glaser and Strauss. She stated “grounded theory guidelines describe the steps of the research process and provide a path through it. Researchers can adopt and adapt them to conduct diverse

studies” (p. 9). Different from quantitative research and most qualitative studies, grounded theory requires that the investigator begin analysis while actually collecting data. The different phases of coding and category formation are used to inform the data collection process itself. “Comparison is at the core of grounded theory, whether comparing bits of data to generate categories, or comparing categories in order to generate connections between them” (Dey, 2004, p. 88). The process of continually moving between data collection and data analysis is termed *constant comparative analysis*. Thus, grounded theory methodology must be viewed as a fluid, flexible process for which the goal is the building of theory, story, and future hypotheses.

Concept and Category Development

Grounded theory analysis revolves around the conceptualization of the phenomenon being investigated. The researcher identifies a key concept or set of concepts that will be examined and reexamined during data analysis. Generally, the key concepts themselves do not change within the analysis process but becomes clearer and more accurate as new data arrive. It may also become apparent during analysis that more concepts need to be added and examined. Once the concepts begin to accumulate, the researcher begins the process of grouping them to form categories. Additionally, the categories may be defined by their characteristics or attributes or may be separated into subgroups. In grounded theory, characteristics, attributes, or subgroups of a category are known as properties of the category (Charmaz, 2006). Evidence from the emerging categories and properties is used to illuminate the concept or set of concepts within the investigated phenomenon. “These concepts, categories, and properties eventually serve as conceptual elements of an emerging theory, detailed description, or future hypotheses” (Glaser & Strauss, 1967, p. 36). According to Dey (2007), categories “allow us to conceptualize the key analytic features of phenomena, but also communicate a meaningful picture of those phenomena

in everyday terms. They allow us to classify phenomena, but also to construct relationships among the different elements...” (pp. 168-169). Categories are constructed by first fragmenting empirical data through the process of coding and then working with these resultant codes. In this manner abstract categories are formulated “that fit these data and offer a conceptual analysis of them” (Charmaz, 2011, p. 361).

The initial categories and properties for this study included: suicide, suicidal ideation, sexual orientation, giftedness, and nongiftedness. Grounded theory methodology was used to examine the interrelationship, if any, between and among these categories. Interview data regarding the phenomenon of suicide and suicidal ideation was collected from members of the sexual orientation and giftedness categories. These data were analyzed in a constant comparative manner. This approach prevented the study from becoming too wide-ranging in its focus. Specifically, the study examined the possible role that suicide and suicidal ideation played in the adolescent experiences of nongifted heterosexual males (straight nongifted), nongifted homosexual males (gay nongifted), heterosexual gifted males (straight gifted), and homosexual gay gifted males (gay gifted). The inclusion of these categories and properties was selected in order to expand the knowledge base regarding suicide, giftedness, and homosexuality. Cohn (2002) reported that three barriers interfere with investigations of issues related to gifted gay, lesbian, and bisexual (GLB) youths. The first is the absence of explicit operational definitions for the constructs under study, second difficulties in finding participants willing to take part in studies, and third the absence of comparison groups. According to Cross (2005), at this time, there is no compelling evidence to suggest a difference in suicidal behavior between gifted and nongifted students because comparison studies between the two populations have yet to be

accomplished. Therefore, these comparison categories (i.e., sexual orientation) and properties (i.e., giftedness and nongiftedness) were specifically selected for this investigative study.

Coding

In grounded theory analysis, coding of the data is used to develop the underlying structure for the emerging theory or potential hypotheses. The use of coding in qualitative research was first described in detail within Glaser's and Strauss's 1967 work. Glaser and Strauss argued that careful, strategic data coding provides assurance regarding the trustworthiness of qualitative findings. As Dey (1999) explains, the key function of coding is to generate theory not to test theory. Coding serves as the link between collecting data regarding a phenomenon and developing a potential theory about that phenomenon (Charmaz, 2006). The coding process requires that the researcher seek meaning within the data. According to Charmaz, codes are used as a way to define what is being seen in the data; and thus, codes emerge from existing and incoming data in the constant comparative process. "Careful attention to coding furthers our attempt to understand acts and accounts, scenes and sentiments, stories and silences from our research participants' view" (Charmaz, 2006, p. 41).

Strauss and Corbin (1990, 1998) detailed three specific phases of coding within data analysis: phase 1 – open coding; phase 2 – axial coding; and phase 3 – selective coding. Current grounded theorist Charmaz (2006) writes that "grounded theory coding consists of at least two main phases: 1) an initial phase ... followed by 2) a focused, selective phase" (p. 46). As the theoretical focus of the study begins to sharpen the researcher's coding moves from one coding phase to another. These various phases of analysis can be summarized in the following manner. Phase 1 coding is the open coding used to categorize the data. Phase 2, focused coding, is used to investigate the connections and relationships between various categories identified during

initial coding. Phase 3, selective coding, narrows the focus onto the category or categories that form the basis of the developing theory or storyline.

The above description presents the phases as distinct categories. In grounded theory studies, however, the entire process consists of ongoing interactions and analysis. The researcher initially interacts with the participants during the data collection process. By examining and reexamining the words, expressions, statements, and other communications, the researcher indirectly continues to interact with each participant. Below are more detailed descriptions of these phases within this study. They are presented in a linear manner, but were utilized in an interactive, constant comparative manner, in which the researcher constantly moved between data collection and data analysis.

Initial coding. Initial coding involves an open approach to labeling and coding information collected in the early stages of data collection. Initial coding can take the form of word-by-word coding, line-by-line coding, and incident-by-incident coding. According to Charmaz (2011), when the investigation involves a variety of interviews, incident-by-incident coding should be used to prevent the researcher from becoming overwhelmed by incoming data. When comparing incidents, the researcher starts coding data from each incident into as many categories of as possible. This incident-by-incident coding allows the investigator to conduct comparisons across the various incidents. “Here you compare incidents with incidents, then as your ideas take hold, compare incidents to your conceptualization of incidents coded earlier. That way you can identify properties of your emerging concept” (Charmaz, 2006, p. 53).

Within this study, initial coding was conducted using all three coding approaches. When employing the incident-by-incident approach, each interview served as an *incident*. Data from each interview was immediately examined in an early, open coding approach. Upon conclusion

of each interview, the researcher and the licensed counselor who had observed the complete interview met to debrief the information revealed during the interview. This collaborative discussion also examined various statements given during the interview. These statements were also compared to statements made by other participants within other interviews. Possible patterns and abstract concepts related to the overall phenomenon of suicide and suicidal ideation within the various groups of participants were examined and recorded within interview debriefing notes.

Following each interview and debriefing session, extended coding was conducted. The debriefing session notes and information from the participant's questionnaire were examined, analyzed, and coded. Videotaped interview data were transferred to DVD. During this transfer process, the investigator examined each interview and initial memo writing was done. Notes were taken regarding emerging patterns and concepts. These notes were compared to the debriefing notes and questionnaire responses. While coding an incident during this open coding process, interview data were broken down into discrete parts, closely examined, and compared for similarities and differences. As each new interview occurred, this initial, flexible comparison and coding continued. As various codes emerged, they were integrated into categories.

Early coding had provided evidence supporting the broad, core category of resiliency. This broad category included two subcategories: internal resiliency and external resiliency. At this point, in-depth coding began. While reviewing each videotaped interview, a notation was made whenever a participant indicated information that might be related to the category or subcategories beginning to emerge. Again the videotape was reviewed and a phrase-by-phrase and word-by-word coding took place. A third videotape viewing was then conducted in which direct-quotation data was collected that provided evidence of the participant's experiences

around the category and subcategories. A fourth videotape viewing was used to confirm the previously collected and coded data. During this process, data from the various interview incidents were analyzed using grounded-theory's constant comparative process. At this point a variety of concepts or properties began to emerge and to repeat themselves across interviews. This moved the analysis into Phase 2, Focused or Axial Coding.

Focused coding. "Once data is [sic] coded, we can identify all exemplars under particular category heads, a useful means of promoting comparison both within and across categories [and subcategories]" (Dey, 2007, p. 182). This more focused coding was labeled as *axial coding* by Strauss and Corbin (1990). Axial coding is the process of looking for the relationship and connections between a core category and its subcategories, concepts and properties. Coding occurs around the axis of a central or core category, linking subcategories at the level of properties or concepts.

Once an initial set of categories is developed, the researcher identifies a single category as the central phenomenon of interest and begins exploring the interrelationship of categories, called axial coding – causal conditions that influence the central phenomenon, the strategies for addressing the phenomenon, the context and intervening conditions that shape the strategies. (Creswell, 1998, p. 151)

Axial coding is designed to link categories, subcategories, and concepts or properties by asking how they are related to one another. Axial coding is the process of reassembling the data that were "fractured during initial coding to give coherence to the emerging analysis" (Charmaz, 2006, p. 60). The goal is to ask and answer interrelationship questions of the data (Strauss & Corbin, 1990). Question such as where, why, how come and when are considered to be *condition questions*. Condition questions help the researcher understand the underlying structure

of the core category. Questions such as who and how are considered to be *action/interaction questions*. These questions allow the researcher to examine how different participants respond to various circumstances surrounding the core category. Finally, questions regarding what happened because of these actions are termed *consequence questions*. The questions require that the investigator look for outcomes experienced by participants (Charmaz, 2006; Creswell, 1998; Strauss & Corbin, 1998).

Categories of Resiliency. The use of axial coding produced a connected set of interrelated concepts or properties that provided a clearer structure to the categories of resiliency. Data coding and analysis revealed that the resiliency factors within the participants' lives what helped them avoid suicide and suicidal ideation. These factors into two categories: internal resiliency factors and external resiliency. Properties within the internal resiliency subcategory tended to include more abstract concepts, such as self-awareness, while properties within the external resiliency subcategory tended to include both abstract and concrete concepts, such as *athletics* (concrete) and *non-stereotypical behavior* (abstract).

Categories of Risk. Axial coding also revealed the factors that placed the participants at risk of suicide or suicidal ideation when they were adolescents. These risk factors were the identical to the factors that served as protective factors in their lives. For example, the internal factor of "Self Awareness" was a protective factor for some participants. These participants used their understanding of their personal value to the world as a protective factor during times of emotional distress. In contrast, for other participants the internal factor of "Self Awareness" was a risk factor in their lives. This second group of participants' "Self Awareness" caused them to feel worthless and unimportant. For this group, "Self Awareness" was a risk rather than a resiliency factor.

Table 5 located below presents the core category, subcategories, and concepts identified during the initial coding phase. This table also shows that the Core Category was “Resiliency and Risk” and the two subcategories were: “Internal Resiliency and Risk” and “External Resiliency and Risk.”

Table 5

Core Categories, Subcategories & Concepts/Properties

CORE CATEGORY	Resiliency and Risk	
SUBCATEGORY	Internal Resiliency and Risk	External Resiliency and Risk
CONCEPTS & PROPERTIES	Comprehensive Knowledge	Societal Affiliations and Social Interactions
	Numinous Experiences	Social Status
	Physical Attributes and/or Body Image	Religion
	Physical and/or Mental Pain and Suffering	Athletics
	Self-Awareness or Self-Understanding	Non-stereotypical Behavior
	Achievement	Medication
	Stratagems and Coping Mechanism	Future
		Social settings
		Achievement
		The Arts and Hobbies
		Educational Opportunities
		Societal Opinions and Assumptions
		Pets
		Life stressors

These are the definitions of each sub-concept/property (Internal/External Resiliency and Risk Factors).

Internal Resiliency and Risk Factors

1. *Comprehensive Knowledge*-the amount of intelligence and abstract thinking skills acquired by each participant.
2. *Numinous Experiences*-the aspect of spirituality encountered by the participants.
3. *Physical Attributes and/ or Body Image*- these are the physical characteristics of each participant and how they view their appearance internally and externally.

4. *Physical and/ or Mental Pain and Suffering*-this factor involve the body and mind and how they deal with distress and pain.
5. *Achievement*-the act or process of finishing something successfully.
6. *Stratagems and Coping Mechanisms*-managing and handling of one's difficulties.

External Resiliency and Risk Factors

1. *Social Affiliations and Social Interactions*-the relationships that we have with members of society (i.e. family, friends, enemies).
2. *Social Status*-this is the aspect of each participant's socio-economic status, and the standing, honor or prestige attached to one's position in society.
3. *Religion*- peoples spiritual beliefs
4. *Athletics*-making reference to athletes, or other sports activities.
5. *The Arts and Hobbies*- activities that are artistic in nature (e.g., dance, music, painting) or those activities engaged in as a way to relax during free time
6. *Educational Opportunities*- the scholastic prospects that participants encounter.
7. *Societal Opinions and Assumptions*-society's attitudes, beliefs and feelings that are based on conjectures, conventions, and rules that are conveyed by the norms of the society who is in the majority.
8. *Pets*-an animal that is kept at home for companionship, interest or amusement.
9. *Life Stressors*-experiences or events that produce severe strain in one's life.

Selective coding. Selective coding denotes the final step in the analysis. During this final phase of analysis, the researcher creates a theoretical understanding of the interrelationships that emerged during the axial coding phase. "The specific form for presenting the theory differs" (Creswell, 1998, p. 151). It might take the form of hypotheses, a visual model, a story or stories, or a combination of these. Chamaz (2011) advises that, "Rather than aiming for theoretical generalizations, constructivist grounded theory aims for interpretive understanding" (p. 366). Selective coding assisted in the creation of each case study vignette. These vignettes revealed each participant's personal retrospective journey pertaining to their personal encounter with suicide and suicidal ideation. These vignettes and stories are presented in Chapter 4.

Existing Theoretical Preconceptions and Sensitivity for Clarification

The trustworthiness or methodological rigor of a study is an essential responsibility of the investigator. "The qualitative researcher has an obligation to be methodical in reporting

sufficient details of data collection *and* the processes of analysis to permit others to judge the quality of the resulting product” (Patton, 1990, p. 462). Demonstrating the credibility, validity, and reliability in a qualitative study is a less clear-cut process than those processes used in quantitative research. However, qualitative texts recommend a variety of techniques to demonstrate the trustworthiness of an investigation (Denzin, 1989; Lincoln & Guba, 1985; Patton, 1990; Yin, 2009). This study employed the following approaches: interview reliability and validity confirmation, data triangulation, and disclosure of investigator’s perspective and potential bias.

Interview Reliability and Validity Confirmation

Patton argues that the rigor of a qualitative study rests on the quality of observations or interviews conducted by the researcher. He suggests that the traditional mandate for being objective be replaced “with a mandate to be balanced, fair, and conscientious...” (1990, p. 481). Several strategies were used to insure the trustworthiness of the interviews. For this present study, an interview protocol was developed. It was critiqued by the committee members and by a set of advisory counselors. The application of the protocol was fully documented by the videotaping of the actual interview. According to Yin (2009), use of a “...protocol is a major way of increasing *reliability* ... and is intended to guide the investigator in carrying out the data collection....” (p. 79). As recommended by Yin, peer critique of interview questions and peer-debriefing sessions following each interview were employed to establish the validity of the interview process and data. According to Lincoln and Guba (1985), researchers typically employ a technique called *member checks* to measure the internal validity of qualitative data. Member checks consist of providing the participants with an opportunity to review the findings and confirm the validity of the researchers’ interpretation of the data. In this study, all

participants were shown their own data for confirmation, additions, deletions, and clarifications. This brought greater clarity to the original voices of each participant and insured that an accurate portrayal of their story was presented. Participants' member checks are located in Appendix C.

Triangulation

According to Patton (1990), “ triangulation is a process by which the research can guard against the accusation that a study's findings are simply an artifact of a single method, a single source, or a single investigator's biases” (p. 470). Triangulation establishes trustworthiness by authenticating data through multiple sources. The benefits of triangulation include “increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (Thurmond, 2001, p. 254). Two types of triangulation were used in this study: investigator triangulation and data triangulation. Investigator triangulation “...removes the potential bias that comes from a single person and ensures a greater reliability in observations...” (Denzin, 1989, p. 239).

As noted earlier in this chapter, the researcher conducted each interview while a licensed counselor was simultaneously observing it. Immediately following the interview, both the researcher and counselor participated in an in-depth debriefing session. The counselor offered a critique after each interview. The researcher recorded detailed notes on each debriefing session and notes would be immediately documented in his journal. The attending counselor probed for depth of analysis, monitored member checks, and discussed possible follow-up questions to achieve clarification. Whenever there were disparate views regarding data from an interview, evidence was located to support each position. This evidence was discussed and explored until a uniform understanding was reached. These intense debriefing sessions set the stage for later

extensive viewing, reviewing, and coding of the interviews. These debriefing notes, the participants' feedback, and information from the member checks were used within the constant comparative analysis process.

Data triangulation was employed through the process of collecting and comparing data from 32 separate interviews. Grounded theory's constant comparative analysis was used to ensure that a complete picture of suicide and suicidal ideation within this group of participants emerged.

Disclosure of Investigator's Perspective and Potential Biases

In qualitative research the investigator serves as the primary data analysis tool. Therefore, much of the rigor of qualitative studies rests on the quality of the interviews that are conducted by the researcher. In qualitative research, full disclosure of any potential bias on the part of the investigator is necessary (e.g., Charmaz, 2011; Glaser & Straus, 1967; Strauss & Corbin, 1998). Therefore, the following section presents the researcher's perspective and positionality.

Use of an observer during all interviews reduced the likelihood of researcher bias during the interviewing process itself. An example within this study was as follows. During one of the interviews, the licensed counselor interrupted the session by a phone call to the researcher. The counselor pointed out that the researcher's tone of voice had changed. The researcher immediately recognized that his biases had contributed to the change in voice tone. During this interview's debriefing session, the licensed counselor and the researcher explored what had occurred.

Additionally, to further reduce potential biases, the dissertation chair, and the licensed counselors approved by the IRB had continually critiqued the study. These peer debriefers posed

questions, offered suggestions concerning grounded theory methodology, and provided insightful possible interpretations.

Researcher's Perspective

Grounded theorists view the investigator as the instrument for the research. Lempert (2007) explained that the originators of grounded theory, Glaser and Strauss, held that as the research instrument, the investigator must be completely neutral during the study. However, over time this rigid view has been challenged.

The researcher's person (his/her social locations as a raced, gendered, classed, etc., research instrument) was not considered in the initial iterations of Grounded Theory principles and practice. None of the original theorists accounted for the positionality of the researcher in the research process. There were no discussions of the ways that the researcher social locations affect the research process. But they do. (p. 247)

Throughout the research process, I strove to understand the resiliency factor(s) that assisted each participant's life experience as it related to the issue of suicide. I endeavored to maintain respect for the participants and their stories by frequently writing in my researcher journal and debriefing with the counselor after each interview. I am aware that within qualitative research, the investigator and the person(s) being researched have entered into an unbalanced power situation. At a larger level, I strove to comprehend my participants' stories (phenomenology) and used them to provide information to those in the fields of gifted education and of counseling.

Researcher's Positionality

This final section is presented in an effort to disclose my social location with regard to my philosophical viewpoints. I consider myself to be a novice queer-theorist who holds both an essentialist and a constructivist philosophy. With both philosophies located at either end of the

spectrum, I must explain my philosophical views. As an essentialist (Cartwright, 1968), I believe that sexuality, race, gender, ethnicity, and other group characteristics are fixed traits that do not allow for substantial variations among individuals over time. Essentialists believe that homosexuality is an important characteristic in some human beings that could be found throughout time and in many different cultures and civilizations. Homosexuality is a state that some people have and others do not. However, I also believe in the constructivist standpoint that homosexuality is a formed behavior that is understood in different ways by different societies at different times. By hypothesizing that homosexuality is a fixed trait but that through time concepts of homosexuality have been constructed by society, I believe that these philosophies can coexist.

Alfred C. Kinsey's pioneer 1949 research brought to light homosexuality in its classic study on male and female sexuality in American society. Kinsey argued that humans cannot be easily put into invented groupings such as "heterosexual" and "homosexual." French philosopher and psychologist, Foucault (1990) in his series, *The History of Sexuality, Volumes 1, 2, and 3* argued that the classification of homosexuality is a social construct that is only slightly over 100 years old. The notion of homosexuality as a defining, constant, and important personal trait emerged progressively from 1830. The word homosexuality was first noted in 1892 in the English translation of Krafft-Ebing's *Psychopathia Sexualis*. This was a German reference work on sexual perversions. Homosexuality's essentialism with the labels and stereotypes constructed to define it has existed throughout time (Hogan & Hudson, 1998).

Summary

This chapter presented the research methods employed within this investigation with a general description of grounded theory and its relevance to this research. The data collection,

tools, process, and the data analyses techniques were presented. The chapter concluded with this researcher's explanation of the trustworthiness of the investigation and findings, and personal perspective and positionality.

Chapter 4: Research Findings

The purpose of this study was to provide needed data based information regarding the suicide risk for male youth who are both gifted and gay. The results provide knowledge regarding resiliency factors that have assisted the targeted group of gay gifted male adolescents to survive and not commit suicide. Additionally, the results revealed information about the risk factors regarding issues of suicide.

Limitations regarding the identification of this unique population have made it difficult for psychotherapists, researchers, and counselors to study suicide within this group. Few empirical research studies about gay, lesbian, bisexual or transgender (GLBT) gifted adolescents have been conducted. This makes it is nearly impossible to have a full understanding of potential emotional issues these adolescents face (Cross, 1996, 2008; Cross, Cassady, & Miller, 2006; Gibson, 1989). This study used questionnaires and retrospective interviews with 32 young adult participants: gay gifted ($n = 8$), gay nongifted ($n = 8$), straight gifted ($n = 8$), and straight nongifted ($n = 8$). These participants were asked questions regarding issues of suicide and suicidal ideation during their adolescence. All participants in the study were males; thus, the terms *gay* or *straight* mean *gay males* and *straight* males throughout this chapter. In order to assist the reader, references to each of the four participant groups in this study will include its related acronym. These acronyms are: gay gifted = GG, gay nongifted = GNG, straight gifted = SG, and straight nongifted = SGN). This chapter summarizes the collected qualitative data in relationship to the study's following initial research questions:

1. Do gay gifted (GG) adolescents males have a higher degree of suicidal ideation than gay nongifted (GNS) adolescent males, straight gifted (SG) adolescent males or straight nongifted (SNG) adolescent males?

2. Do gay gifted (GG) adolescent males possess more at risk factors for suicidal behaviors than adolescent males who are gifted but not gay (SG) , or gay but not gifted (GNG)?
3. What, if any, are the internal resiliency factors that exist for gay gifted (GG) male individuals?
4. What, if any, are the external resiliency factors that exist for gay gifted (GG) male individuals?
5. Which, if any, of these resiliency factors have helped gay gifted (GG) male individuals avoid suicide?

Chapter Organization

Data regarding the phenomenon of suicide and suicide ideation were collected to understand how sexual orientation and giftedness impacted males who identified themselves as gay. Participants included: gay gifted (GG) males, gay nongifted (GNG) males, straight gifted (SG) males, and straight nongifted (SGN) males. Using constant-comparative analysis, these data were translated into a theory of suicide ideation among gifted and nongifted male adolescent populations (see Chapter 5). Chapter 4 begins by presenting participants' demographics. This is followed by analysis of questionnaire data. This questionnaire section reports the male participants' responses by using basic descriptive analysis. These analyses present the reader with an initial understanding of these participant's experiences regarding suicide and suicidal ideation. The remaining sections of this chapter report findings derived from grounded theory's constant comparative analysis. This portion of the chapter includes a series of narrative vignettes presenting participants' experiences and views regarding factors associated with suicide and suicidal ideation. These vignettes incorporate direct quotations from interviews in order to allow

each participant's voice to be heard. Using the member check process, each individual narrative was approved by its associated participant. The chapter continues with comparative analysis involving information associated with resiliency and risk factors for the following participant groups: (a) gay gifted, (b) gay nongifted, (c) straight gifted, (d) straight nongifted, (e) gay and non-gay participants, and (f) gifted and non-gifted participants. This chapter concludes with finding associated with this study's initial research questions.

Analysis of Questionnaire Data

In order to present a broad picture of the individual and groups of participants, this chapter begins with descriptive reporting and analysis of the participants' responses to the various questionnaire items. The analysis of these general quantitative data provided this researcher with insight into issues of suicide and suicide ideation among a subpopulation of male adolescents. While the use of quantitative data within a qualitative study deviates from the traditional grounded theory approach as initially described by Glaser and Strauss (1967), it does align with the more modern approach to grounded theory as articulated by Bryant and Charmaz (2007) and Charmaz (2006; 2011).

Each participant completed an initial researcher-designed questionnaire. This questionnaire is located in Appendix J. Collaboration with the dissertation committee, which included a licensed mental health counselor, was an integral component in the design of this questionnaire. Additionally, three school counselors reviewed the questionnaire and provided feedback. One of the school counselors also holds a law degree. He was asked to review the questionnaire for any potential legal issues. The University of New Mexico's Internal Review Board (IRB) approved this process.

The questionnaire served as a question-template that was used during the interviewing process. This insured that all interviews were consistent. Additionally it prevented the interview from becoming too wide-ranging in its focus. Prior to the interview, each participant signed a consent form and completed the questionnaire. Questions were read aloud to each participant before he filled it out. Participants were given as much time as needed to complete the questionnaire and the researcher clarified any questions the participants asked. During the interview process, each participant was asked to expand on his written responses for questionnaire items. Appendix K contains the general guidelines used for each interview.

Each item on the questionnaire is reported within this section. Reporting of the questionnaires includes: (a) descriptive characteristics of the participants; (b) comfort level with their sexuality and intelligence; (c) negative experiences regarding the attitude of others toward participants' sexuality and intelligence; (d) age of the participants at their first sexual experience; (e) suicide attempts or engagement in suicidal ideation; (f) frequency and age at which suicidal ideation began; (g) reasons for suicidal ideation; and (h) external and internal resiliency and risk factors.

Descriptive Characteristics of the Participants

Thirty-two men between the ages of 18 to 35 participated in this study. Eight participants were in each of the following categories: gay gifted (GG), gay nongifted (GNG), straight gifted (SG) and straight (i.e., heterosexual) nongifted (SNG). All participants were residing in Albuquerque, New Mexico during the period of data collection. Participants were labeled as gifted based on self-reported information that they had received gifted services in a public school setting as an adolescent.

Ethnicity/Race. Figure 1 below displays the percentages of the participants' ethnicity/race. As Figure 1 illustrates, this study included a wide range of ethnic groups. Hispanic/Latino males comprised the largest percentage of participants (41%). Thirty-one percent of participants were Caucasian and 22% were biracial. The ethnic population with the fewest number of participants was Native American (6%).

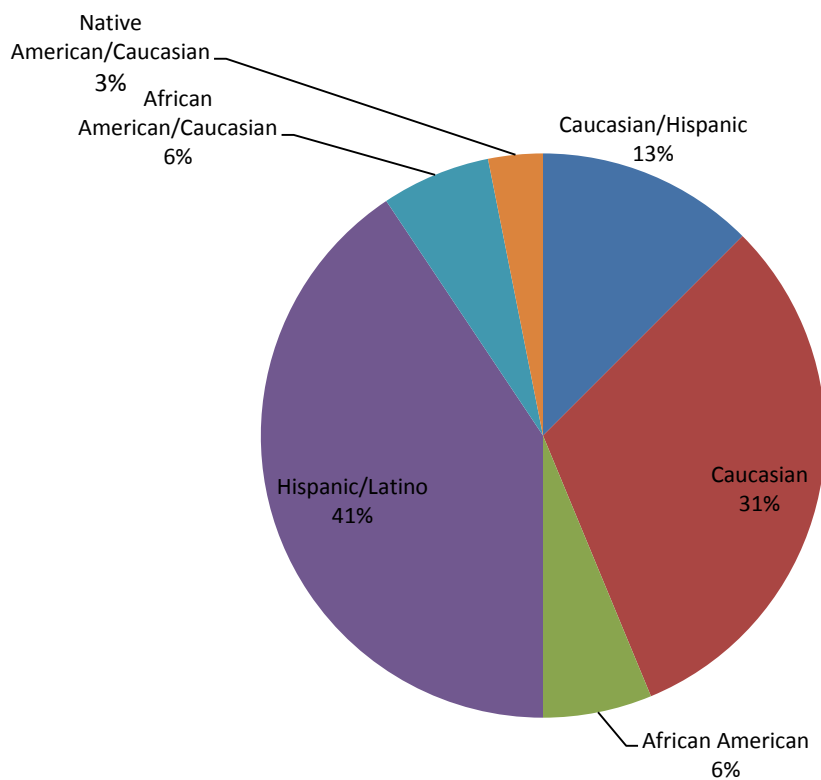


Figure 1. Ethnicity/Race.

The specific ethnic/racial profile of each individual participant within the various groups of male participants is presented below.

Table 6

Ethnic/Race of Participants by Group

	Gay Gifted Males	Gay Nongifted Males	Straight Gifted Males	Straight Nongifted Males
Participant 1	Hispanic/Latino	Hispanic/Latino	Hispanic/Caucasian	Caucasian
Participant 2	Caucasian	Native Am/Caucasian	African Am/Caucasian	Hispanic/Latino
Participant 3	Hispanic/Latino	Hispanic/Latino	Caucasian	African Am/Caucasian
Participant 4	Caucasian	Hispanic/Latino	Caucasian	African Am.
Participant 5	Caucasian	Hispanic/Caucasian	Caucasian	Caucasian
Participant 6	Hispanic/Latino	Hispanic/Latino	Hispanic/Latino	Hispanic/Latino
Participant 7	Hispanic/Latino	Hispanic/Latino	Caucasian	Caucasian
Participant 8	African Am.	Hispanic/Latino	Hispanic/Caucasian	Hispanic/Latino

Age of participants. Table 7 below presents the age of each male participant. The mean age for all participants was 25.6 and the median age was 25.5. Fifteen percent of the participants were in their teens, 58% were in their 20s, and 27% of the participants were in their 30s. The average of each group of males was: gay gifted (GG = 22.9), gay nongifted males (GNG = 26.9), straight gifted (SG = 25.8), and straight nongifted (SNG = 26.8).

Table 7

Age of Participants by Group

	Gay Gifted Males	Gay Nongifted Males	Straight Gifted Males	Straight Nongifted Males
Participant 1	18 years old	29 years old	20 years old	30 years old
Participant 2	19 years old	25 years old	23 years old	31 years old
Participant 3	30 years old	26 years old	20 years old	21 years old
Participant 4	18 years old	31 years old	33 years old	19 years old
Participant 5	29 years old	20 years old	31 years old	35 years old
Participant 6	26 years old	29 years old	29 years old	30 years old
Participant 7	24 years old	21 years old	25 years old	28 years old
Participant 8	19 years old	34 years old	25 years old	20 years old

Analysis of Participants Views Regarding Their Sexuality and Intelligence

The questionnaire asked these male participants to convey their degree of comfort with their sexuality and intelligence. This section reports participants' responses to these items.

Comfort levels regarding sexuality. Figure 2 below and Appendix M presents the participants' questionnaire responses regarding their degree of comfort with their sexuality. A five-point Likert-scale was used to locate the distribution levels across the various participant groups.

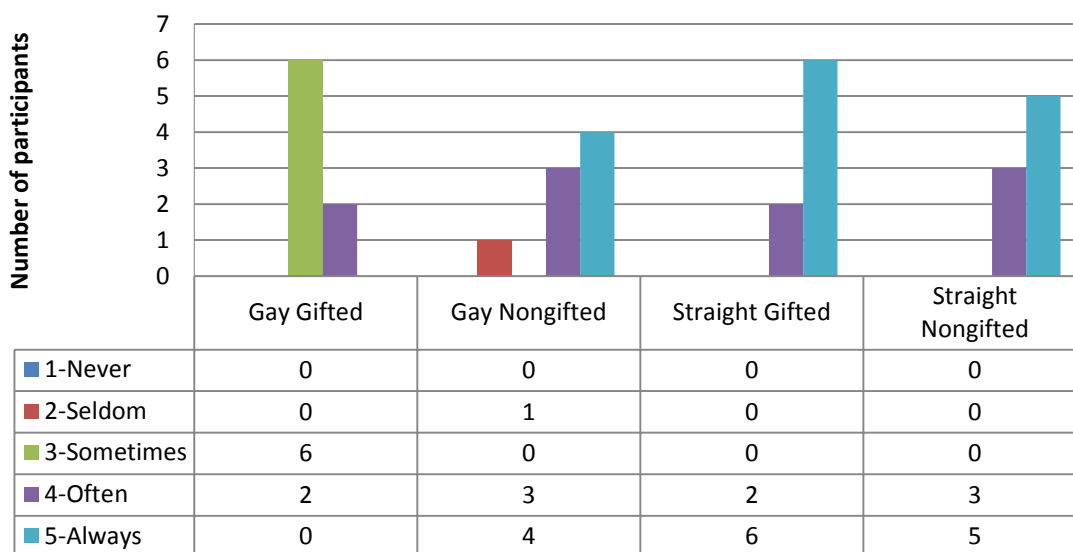


Figure 2. Comfort with sexuality.

The group with the highest levels of comfort with their sexuality was the straight gifted (SG) group. Three of the four groups reported “often” or “always” comfortable with their sexuality. The only group reporting ambivalence about their sexuality was the gay gifted (GG) group who had six members stating that they were only “sometimes” comfortable with their sexuality. Only one participant, a member of the gay nongifted (GNG) group, reported “seldom” being comfortable with his sexuality. The gay gifted (GG) group was the only group that had no member who reported being “always comfortable” with his sexuality.

Comfort levels regarding intelligence. Figure 3 below and Appendix M present the reported comfort level of participants regarding their intelligence.

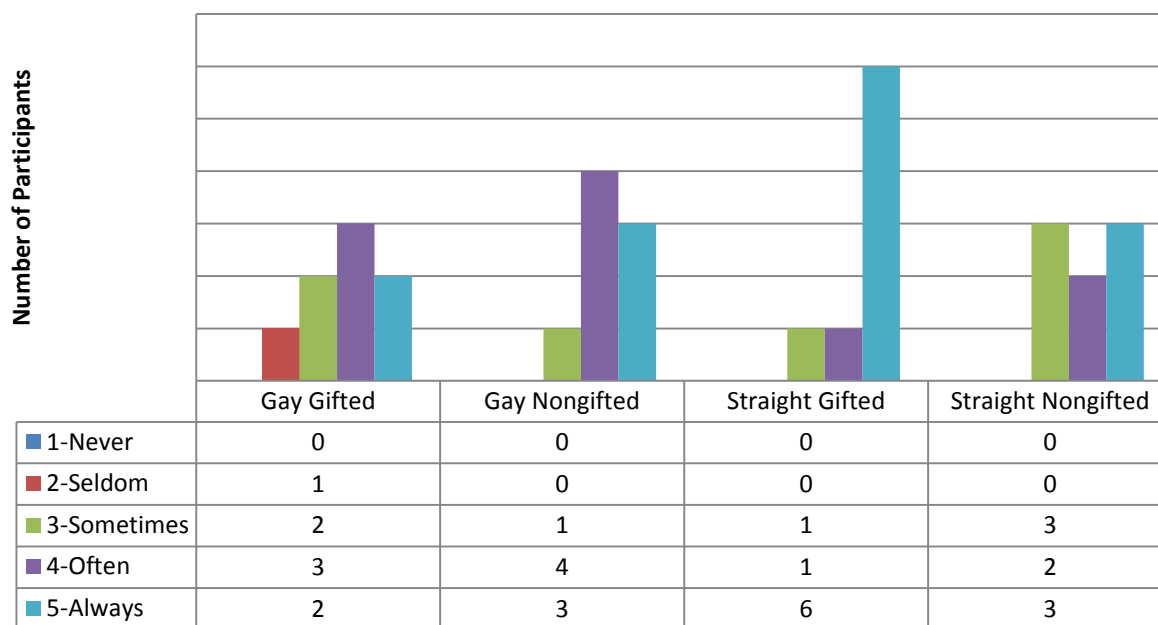


Figure 3. Comfort levels with intelligence.

The straight gifted (SG) group had the highest comfort levels with their intelligence, with 6 participants reporting they “*always*” felt comfortable with their level of intelligence. This group had an average comfort level of 4.63. The group with the lowest comfort level regarding their intelligence was the gay gifted (GG) group. This group was the only group that had a member report that he was “*seldom*” comfortable with his intelligence. This group had an average comfort level of 3.75. The gay nongifted (GNG) group’s average level was 4.25 and the straight nongifted (SGN) group’s average level was 4.00.

Analysis of Participants Views Regarding Negative Experiences Associated with Their Sexuality and Intelligence

The questionnaire asked these male participants to report the degree of negative experiences they had during their adolescence that were associated with their sexuality and intelligence. This section reports participants’ responses to these questions.

Experiences of negative attitudes pertaining to sexuality. Figure 4 below and Appendix M present the degree to which participants in the four groups experienced negative attitudes shown by peers and others regarding their sexuality. A five-point Likert scale was used to collect the data.

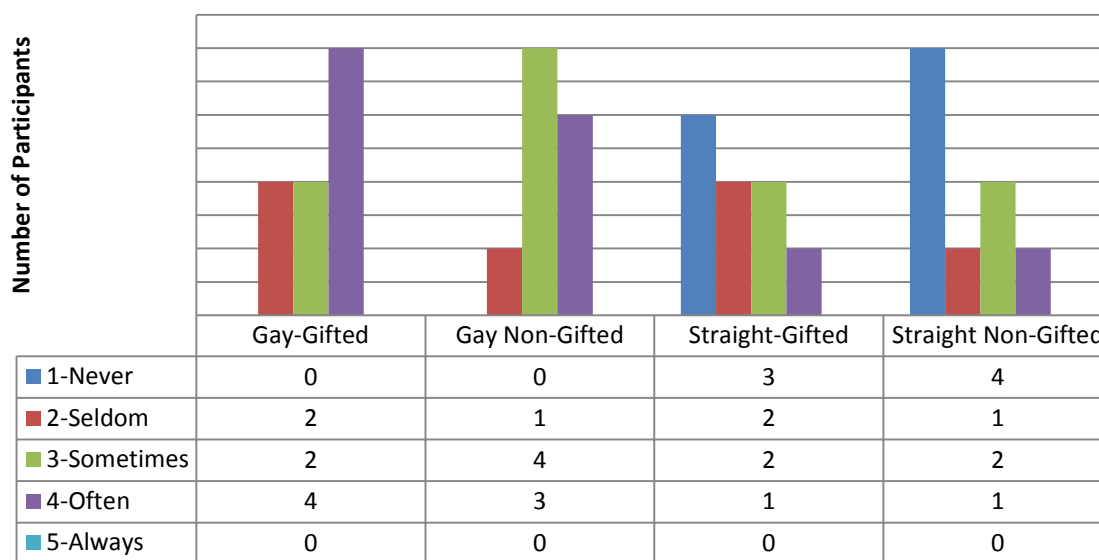


Figure 4. Experiences with negative attitudes pertaining to sexuality.

The gay participants, both gifted (GG) and nongifted (GNG), reported more negative experiences regarding their sexuality than did the straight participants, both gifted (SG) and nongifted (SNG). All gay participants reported at least some degree of negative experiences in this area. In contrast, seven straight participants reported never having experienced negative attitudes toward their sexuality.

Members of the gay nongifted (GNG) group experienced the highest degree of negativity: three participants reported “often” having experienced negative attitudes regarding their sexuality and four participants reported “sometimes” experiencing negative attitudes toward their sexuality. The four of the gay gifted (GG) participants reported “often” experiencing negative attitudes toward their sexuality and two gay gifted (GG) participants reported

“*sometimes*” experiencing negative attitudes pertaining to their sexuality. The straight nongifted (SNG) participants reported the least experience with negative attitudes toward their sexuality: four members reported “*never*” experiencing negativity towards their sexuality and one member reported “*seldom*” experiencing such negative attitudes. The average of negative experiences for the straight nongifted (SNG) group was 2.15. The straight gifted (SG) results were comparable to those of the straight nongifted (SNG) group, with an average of 2.00.

Experiences with negative attitudes pertaining to intelligence. Figure 5 below and Appendix M present information regarding participants’ experiences with negative attitudes that pertain to their intelligence.

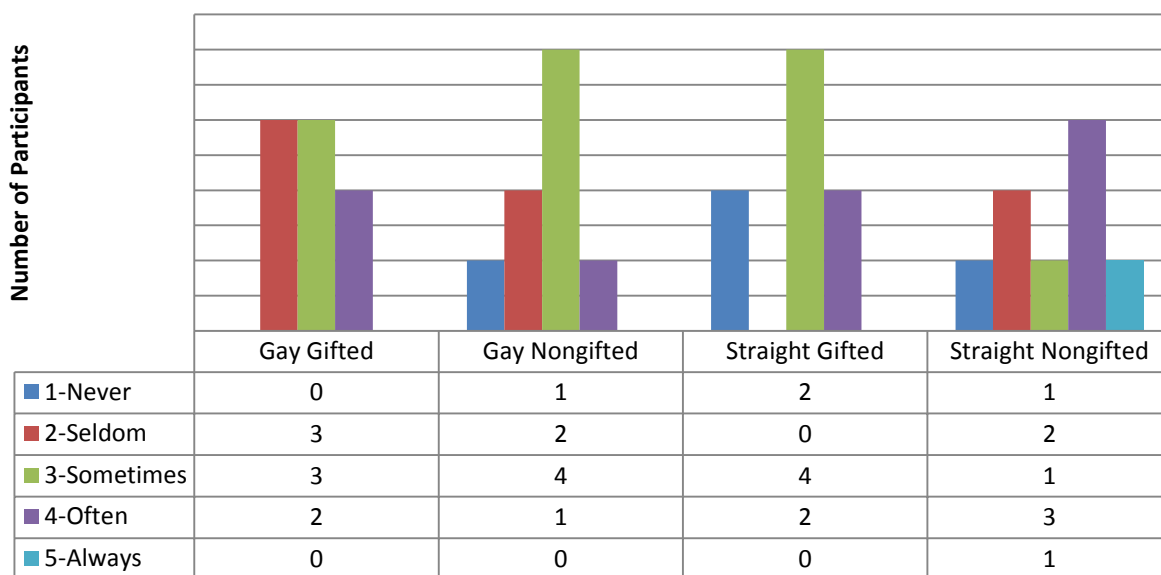


Figure 5. Experiences with negative attitudes toward intelligence.

The straight participants, gifted (SG) and nongifted (SNG), reported having the most frequent negative experiences pertaining to their intelligence. The straight nongifted (SNG) group had three participants who reported “*often*” experiencing negativity and one reporting “*always*” having faced negative attitudes toward his intelligence. The straight nongifted (SNG)

group was the only group that had an individual who reported “*always*” experiencing such negative attitudes. The straight gifted (SG) group experienced slightly less frequent negative attitudes toward their intelligence. Two participants from this group reported “*never*” having faced negative attitudes regarding their intelligence. All members of the gay gifted (GG) group reported having experienced at least “*some*” degree of negative attitudes toward their intelligence: three of these group members reported “*seldom*” experiencing these attitudes, three members “*sometimes*” experiencing negative attitudes and two “*often*” experiencing such negative attitudes. Only four of the 32 participants reported having “*never*” experienced negative attitudes toward their intelligence.

Age At Which First Sexual Experience Occurred

No specific definition of “first sexual experience” was provided to the participants. Each participant was allowed to interpret this in his own manner. This section reports these findings.

First sexual experience. Figure 6 below and Appendix M present data regarding the reported age at which the participants had their first sexual experience.

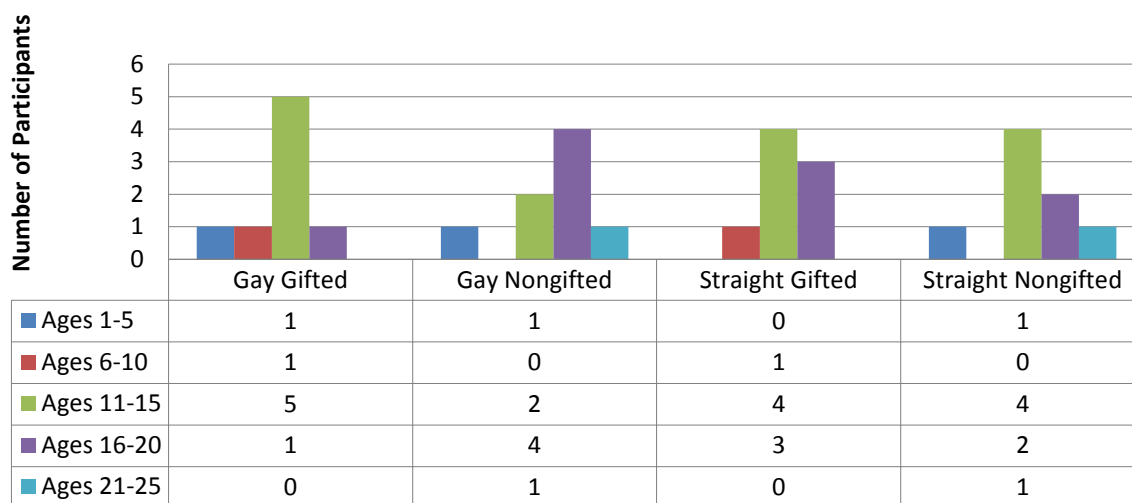


Figure 6. Age at which first sexual experience occurred.

The mean ages of at which members of the various group members had their first sexual experience were: gay gifted (GG = age 13); gay nongifted (GNG = age 15.5); straight gifted (SG = age 14.4); and straight nongifted (SNG = age 14.4). Little discrepancy between the groups existed. Further analysis was conducted to determine whether there was a difference between the groups when ages were clustered (i.e., ages 1-5, 6-10, 16-20, 21-25).

Seven of the eight gay gifted (GG) participants reported their first sexual experience having occurred before the age of 16. The straight gifted (SG) and straight nongifted (SNG) groups each had five participants who experienced sex before 16 years of age. The gay nongifted (GNG) group had only three individuals whose first sexual experience was before age 16. The gay nongifted (GNG) and straight nongifted (SNG) groups each had one participant who had his first sexual experience after the age of 21.

Figure 6 above presents data showing that three of the 32 male participants in this study reported having their first sexual experience at the age of 5 years or younger. Additionally, two of the 32 participants reported their first sexual experience as occurring at the age of 8 years. At least one of these six participants was in each of the four different groups. Further, Figure 6 above shows that 20 of the 32 participants (63%) had their first sexual encounter prior to the age of 16.

Suicide and Suicidal Ideation

The questionnaire asked participants to report whether they had attempted suicide or engaged in suicidal ideation. Those participants who reported having attempted suicide or engaged in suicidal ideation were then asked to report (a) the frequency of these experiences and thoughts and (b) the age at which they first engaged in suicidal ideation. This section reports their responses.

Engagement in Suicide and Suicidal Ideation. The male participants in this study reported the following information about whether they had attempted suicide or had engaged in suicidal ideation. Figure 7 below presents data for each group.

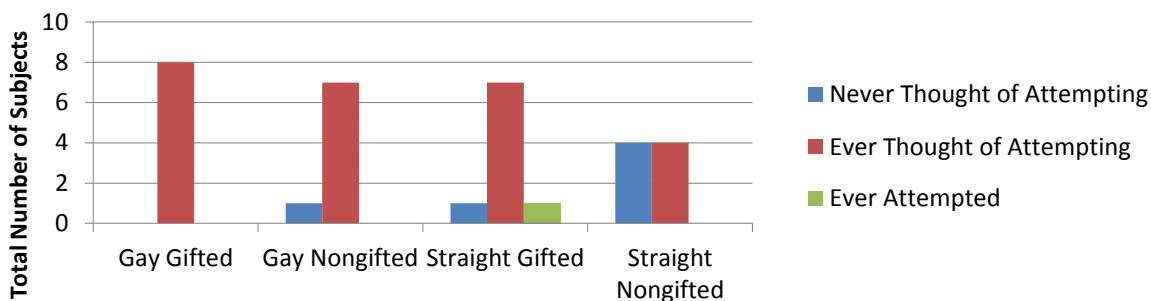


Figure 7. Suicide attempts or engagement in suicidal ideation.

All gay gifted (GG) participants reported considering suicide. Seven of the eight participants from the gay nongifted (GNG) group considered suicide. Similarly, seven of the eight straight gifted (SG) participants reported considering suicide. The one participant who reported having actually attempted suicide was a straight gifted (SG) participant. Overall, only six participants indicated that they had never considered attempting suicide. Four of these six participants were straight nongifted (SNG), one was a gay nongifted (GNG) participant and one was a straight gifted (SG) participant.

Number of thoughts regarding committing suicide and age at which thoughts began.

One of the questionnaire items asked each participant to provide the number of times he thought about committing suicide. Additionally, the questionnaire asked each participant to report the age at which he first thought about committing suicide. Six of the 32 participants indicated that they had never considered committing suicide. Data for these six participants are not included in this data chart. Figure 8 below presents this suicidal ideation data.

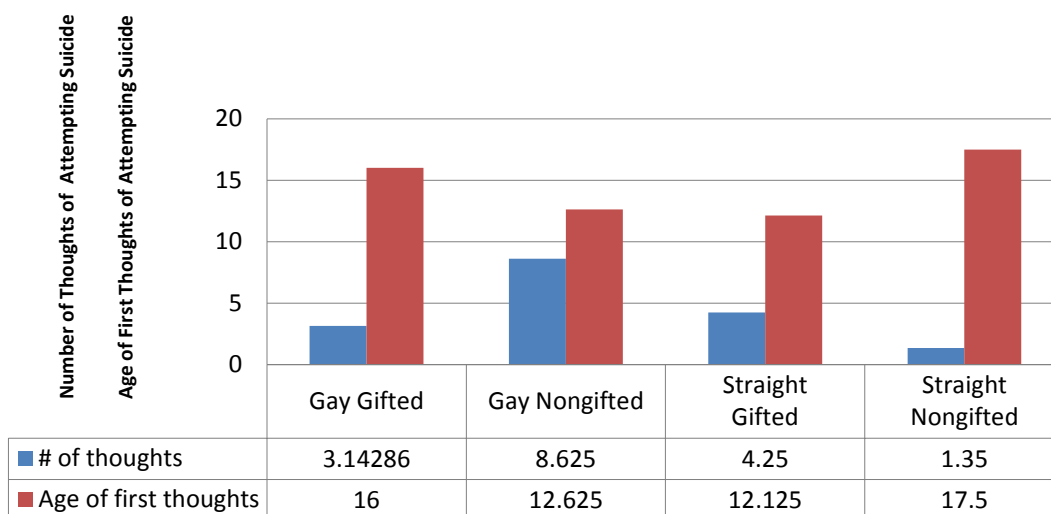


Figure 8. Number of thoughts regarding committing suicide and age at which thoughts began.

The gay nongifted (GNG) group had the highest level of suicidal ideation. The straight nongifted (SNG) group had the lowest level of suicidal ideation. The average age at which members of this group first considered suicide was 12.62 years old. The straight gifted (SG) group had a slightly younger average age (12.1 years) when compared to the gay nongifted (GNG) participants. However, the number of thoughts of attempting suicide for the straight gifted (SG) group was 4.25, which was half the number that the gay nongifted (GNG) participants reported. The straight nongifted (SNG) participants had the lowest number of individuals who had thought about attempting suicide (1.35 times) and were older when their thoughts of suicide began (17.5 years). The gay gifted (GG) and straight gifted (SG) participants were similar in respect to the number of first thoughts of suicidal ideation.

Constant-Comparative Analysis Results

Using Data from Questionnaires and Interviews

The following section presents the information that emerged from the data through grounded theory's constant-comparative analysis process. This approach incorporated

information from the questionnaire and interview data. Information from these sources was coded, categorized, and further analyzed. Using each male's questionnaire responses as a guide, during the interview, each participant was asked three broad questions regarding suicide. The first question asked whether or not participants ever attempted or considered committing suicide. The second question asked participants to provide details regarding external influences that kept them from committing or considering committing suicide. The third questions asked participants to provide details regarding the list of internal influences that kept them from committing or considered suicide.

Below are the outcomes associated with (a) suicide and suicidal ideation and (b) negative (i.e., risk) factors and positive (i.e., protective) factors associated with suicide and suicidal ideation. The section on the negative/risk and positive/protective factors associated with individual male participants includes narrative vignettes for each of the 32 male participants.

Suicide and Suicidal Ideation Information from Constant-Comparative Analyses

Participants' initially reported their experiences with suicide and suicidal ideation through the questionnaire. Their responses on the questionnaire were revisited during their individual interviews. Data from both were subsequently analyzed using grounded theory methodology including coding, memo writing, and comparative analysis. This section reports those findings.

Reasons for suicidal ideation. The questionnaire asked participants to report the various reasons that they had considered attempting suicide. During the 32 individual interviews, additional reasons for suicide/suicidal ideation, beyond those provided on the questionnaires, were revealed. Using grounded theory coding and memo writing techniques, the various questionnaire and interview responses were interpreted, combined, cataloged, and incorporated

into the following 11 categories. Below are the categories that emerged from the initial questionnaire and interview analysis. Directly following each category are examples of specific participant responses.

Loss of a Loved One

- Death of a family member/Friend/Spouse

Lack of a Support Network

- Family / Community / Friends / Religion / Culture / School

Societal Factors

- Bullying
- Peer Acceptance
- Peer Pressure

Life Stressors

- No Independence
- Financial Problems
- Difficult Life
- Dealing with Life's Situations
- Failing School / Job
- Change / Occurrence in Life
- No Purpose
- Life Mundane / Bored
- Burden to Self / Others
- Not being Heard/ No Communication

Self-Image (Outward/Inward)

- Geek / Nerd
- Lack of Self-Acceptance
- Sexual Orientation Issues
- Overweight
- Intelligence (gifted/nongifted)
- Awkward with body/self
- Body changes
- Being Different / Not Fitting In /Do not understand individual

Emotional Issues

- "Broken Heart" – Relationship break-up
- Depression / Unhappy / Angst
- Helplessness
- Loneliness / Lack of Attention
- Confused
- Shame
- Stress

Curious about Death

- What would it be like not to be around?

Drugs/Medication

- Marijuana, Ecstasy, Cocaine, Alcohol, Prescription Drugs

Mental Health Issues

- Delusions
- Bipolar
- ADHD

Lack of Coping Mechanisms

- Easy way out
- Life only gets worse/never gets better
- Problems gone the next day

Abuse

- Physical
- Mental
- Sexual

Figure 9 below presents the reasons provided by the members of each group on their questionnaires and interviews. These reasons were subsequently coded and categorized into the above eleven categories.

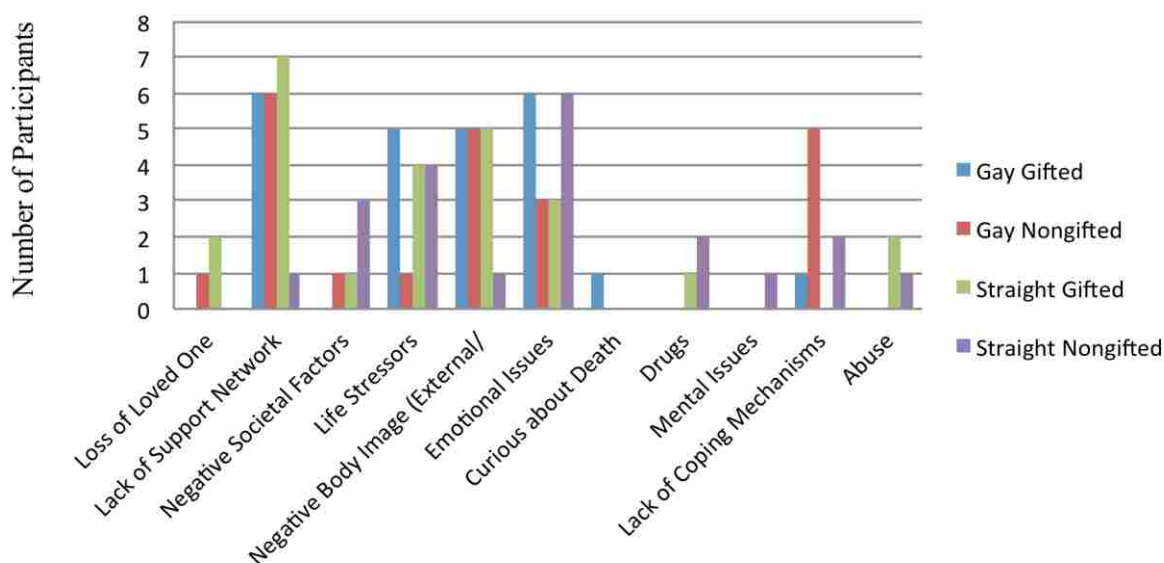


Figure 9. Reasons for suicidal ideation.

According to Figure 9 above, “*Lack of Support Network*” was the most frequent reason from suicidal ideation. The straight gifted (SG) group had the highest number of responses,

seven of the eight participants, in the category of “*Lack of a Support Network*.” The gay gifted (GG) and gay nongifted (GNG) groups each had six of eight participants report that “*Lack of Support Network*” was one reason they engaged in suicidal ideation. Only one member of the straight nongifted (SNG) group reported that “*Lack of Support Network*” contributed to suicidal ideation. “*Emotional Issues*” was also revealed to be a particularly high reason for suicidal ideation for both groups of gifted participants (i.e., gay gifted and straight nongifted participants).

Across the various reasons for suicidal ideation all groups had 20 or more reported reasons. The group that revealed the highest number of reasons for engaging in suicidal ideation was the straight gifted (SG) group, with 25 total reasons across the various categories. This was followed by the gay gifted group (GG = 24 reasons) and the gay nongifted group (GNG = 22 reasons). The gay nongifted (GNG) group had the highest number of responses within the category of “*Lack of Coping Mechanisms*” as a reason for why they engaged in suicidal ideation. The straight nongifted (SNG) participants revealed the lowest amount of suicidal ideation, with 20 responses across the categories.

Risk and Resiliency Factors Revealed Through Constant-Comparative Analyses

In an effort to understand those factors that (a) pose risks for suicide/suicidal ideation among these male participants or (b) protect them from suicide/suicidal ideation, information from the questionnaire and interviews were analyzed using coding, memo writing, and constant comparative analyses. The section below reports those findings: (a) across the four major groups (i.e., gay gifted, gay nongifted, straight gifted, and straight nongifted), (b) for individual male participants through vignettes, and (c) across two subgroups: gay male participants (i.e., gay gifted and gay nongifted) and gifted participants (i.e., gay gifted and straight gifted).

Initial external resiliency factors. The questionnaire asked the participants to report any *external factors* that they believed assisted them in avoiding suicidal ideation or the actual committing suicide. Appendix M presents each participant's responses to this questionnaire item as directly reported by each participant. Each participant's responses to this questionnaire item were revisited during his individual interview. Using focused coding and memo writing, the emerging *external* resiliency factors were analyzed to discover possible patterns within the data. These analyses lead to twelve global categories of external resiliency factors that appeared to protect the male participants in this study from suicide/suicidal ideation. These twelve *external* resiliency categories were: societal affiliations/social interaction, social settings, social status, achievement, religion, arts/hobbies, athletics, educational opportunities, non-stereotypical behavior, drugs, pets, and future perspective. Table 8 below presents the various emergent information regarding *external resiliency factors* associated with the 32 male participants in this study.

Table 8

Concepts of External (Concrete) Resiliency Factors

External Resiliency Factors Concrete Concepts
<p>Societal Affiliations / Social Interaction Family: Mother / Father / Brother / Sister / Step-Brother-Sister / Aunt / Uncle / Cousin / Spouse / Partner / Grandmother / Grandfather / Children</p> <p>Friends/ Boyfriends-Girlfriends / Fiancé / Peers / Co-Workers / Gang Members/ Mentors / Teachers / Psychiatrist/Therapist/Counselor/Bullies</p>
<p>Social Settings School / Gifted Program / Gang / Military / Job / Clubs / Student Government / Athletics / GSA-QSA – Gay-Straight Alliance / Religious Group / Classes</p>
<p>Social Status SES (Socioeconomic Status)</p> <ol style="list-style-type: none"> 1. Multiple Options 2. Security / Finances 3. Opportunity to learn, travel, explore <p>High School Hierarchy / Popular / Prom King / Role Model / Athletic</p>
<p>Achievement Awards / Goals I hope to achieve</p>
<p>Religion Catholicism / Christianity / Religious Right / End up in Hell / God / Agnostic / Baptist</p>
<p>The Arts & Hobbies Painting-Drawing-Sketching / Writing / Drama-Acting-Theater / Dance / Music/ Architecture / Stamp Collecting / Skateboarding / Hiking-Backpacking</p>
<p>Athletics Soccer / Football / Track / Tennis / Skateboarding / Hiking / Volleyball / Baseball / Cage Fighting / Wrestling / Snowboarding / Skiing</p>
<p>Educational Opportunities Gifted Classroom / AP Classes / College</p>
<p>Non-stereotypical Behavior Did not “look” or “act” gay</p>
<p>Societal Opinions & Assumptions Family’s / Society’s opinions (positive or negative outcome) Bullies’ opinions (positive or negative outcome)</p>
<p>Medication / Drugs</p>
<p>Pets</p>
<p>Future</p>

Initial internal resiliency factors. The questionnaire also asked the participants to report any *internal factors* that they believed assisted them in avoiding suicidal ideation or the actual committing suicide. Appendix M presents each participant's responses to this questionnaire item as directly reported by each participant. As with the external factors, each participant's responses to this questionnaire item were revisited during the interview process. Again, focused coding and memo-writing had identified six emerging *internal* resiliency factors. These six categories were: comprehensive knowledge, self-awareness /self-understanding, stratagems/coping mechanism, achievement, numinous experiences, and physical /mental pain/suffering. Table 9 below presents the various concepts regarding *internal resiliency factors* associated with these 32 male participants.

Table 9

Concepts of Internal (Abstract) Resiliency Factors

Internal Resiliency Factors Abstract Concepts
<p>Comprehensive Knowledge Intelligence-Gifted / Suicide not logical/Ability to reason logically / Critical Thinking/Creativity / Continued Knowing and educating not good / Curiosity / Map of consciousness / Pursuit of Knowledge / The need to know/Learn just to learn / Problem Solver/Making Meaning/Analyzer / Knowledge that nothing gets bad enough to die / Contributed to the field of knowledge / Add to academia / Life experiences through educating self / Perfectionism</p>
<p>Self-Awareness/Self-Understanding Love Life / Positives in Life / Happy / Secure with self / Pride of Self / Comfortable with self / Respect for self / Positive Outlook-Attitude / Realist / Optimistic/ Happiness / Autonomous/Independent / Self-Confidence / Patience / Acceptance with –Sexuality/Intelligence / Sadness inside if committed suicide / Love of Self / Life experiences / Self Worth / Pride of Self / Personality / Realization of selfishness / Internalized Discovery of Life’s importance / Lives vividly / Passions / Desires / Desire to be right / Determined / Inner Strength / Drive / Introvert / Extrovert / Challenger / Stubborn / Perfectionism / Inability to give up / Ability to support self / Empowered / “Super Hero Complex”–The need to save others / Liberal / Open Minded Humorous / Funny / Happiness / Content / Understanding delayed gratification / Logic of “one day at a time”/ Aloneness</p>
<p>Stratagems & Coping Mechanisms “Escape Plan”–If Parents found out about homosexuality / It gets better / Looking for the next step / Hope for future / Look to the future / Life has a purpose / Desire to live / Dreams of better future / Control over life factors / Cop Out / Easy Way Out / Not an option / Personal Strength / Would not solve problems only create problems / Face Problems Head On / One day at a time / There’s always tomorrow / Tomorrows a new day / Waking Up / Things were never that bad / Love of Life / I am loved / One day at a time / I knew I could handle my own life / The will to overcome pitfall- peril / Establishing Routines / Life Stressors</p>
<p>Achievement Personal Growth / Education / Potential to achieve goals Mastery with participant / activity: - Math, Hiking, Arts, Sports</p>
<p>Numinous Experiences Love of Life / Life Force Within “Soul” / Belief System / Faith / Spirituality / Self-Created Spirituality / Atheists / Faith in humanity / Fear of Hell / Karma / The Universe / Spiritual Morals / Religious beliefs / Logical Mysticism / Self-Created Spirituality / Dissection of many beliefs /</p>
<p>Physical / Mental Pain & Suffering Fear of Pain / Depression-Manic / ADHD / Mood Swings / Delusions / Physical & Mental Abuse</p>

Final external and internal categories. As this study progressed, existing data and incoming data were constantly analyzed to modify, reorganize, eliminate, or add categories for those external and internal resiliency factors protecting one or more of the participants. These analyses resulted in a set of final *resiliency factor* categories. The constant comparative analysis

of interview data revealed that those factors placing participants at risk of suicide and suicidal ideation were the same ones that could provide protection from suicide. These risk and resiliency categories are presented below with accompanying definitions generated by this researcher. The various factors were separated into internal and external categories according to analysis data.

Final categories for external risk and resiliency factors

1. *Social Affiliations and Social Interactions*: relationships with members in society (e.g., family, friends, enemies).
2. *Social Status*: the aspect of each participant's socio-economic status. This is the standing, honor or prestige attached to one's position in society.
3. *Religion*; the beliefs and opinions concerning one's existence, nature, and worship of a deity or deities, and diving involvement in the universe and human life.
4. *Athletics*; the engagement in or making reference to athletes.
5. *Arts and Hobbies*; the creation of something perceived as beautiful or thought provoking works, e.g., in painting, music, or writing. Hobbies are enjoyable activities in which one engages for pleasure and relaxation.
6. *Educational Opportunities*: the various educational opportunities within and beyond traditional school setting.
7. *Societal Opinions and Assumptions*: the attitudes, beliefs and feelings that are based on conjectures and on established societal.
8. *Pets*: the connection with animals for companionship, interest or amusement.
9. *Life Stressors*: the experiences or events that produce severe strain in one's life.

Final categories for internal risk and resiliency factors

1. *Comprehensive Knowledge*: the amount of intelligence, skill, cognitive abilities that each participant possessed.
2. *Numinous Experiences*: the aspect of spirituality encountered by the participants.
3. *Physical Attributes and/or Body Image*: the physical characteristics of each participant and how they view their appearance internally and externally.
4. *Physical & Mental Pain*: the use of the body and mind to handle distress and pain.
5. *Achievement*: the act or process of finishing something successfully.
6. *Stratagems and Coping Mechanisms*: the ability to manage and handle difficulties.

Specific responses from participants regarding risk and resiliency factors associated with suicide and suicidal ideation. Tables 10-13 below present a series of narrative vignettes regarding each male participant's experiences with suicide and suicide ideation. These narratives were created using the participant's exact words as transcribed from their interviews. Responses presented in these tables were selected based on interview debriefing sessions and on extensive viewing and reviewing of the interview videos. As a participant emphasized one or more factors that helped him avoid suicide or suicidal ideation (i.e., resiliency factor) or drew him toward suicide (i.e., risk factor), a response was immediately marked for repeated review during the initial viewing of the taped interview. During the repeated viewing of the tape, this researcher coded the data and extensively memoed regarding these topics. The emerging information was subsequently compared to the other respondents' information using constant comparative analysis. Again, comparative information was coded and memo writing continued. This process was extensively time-consuming. Thus, this researcher collected and analyzed data over an 18- month period of time.

The tables in this section are organized according to the four subgroups in this study (i.e., gay gifted (GG) males, gay nongifted (GNG) males, straight gifted (SG) males, and straight nongifted (SNG) males. Table 10 presents interview data from each gay gifted (GG) participant. Table 11 presents interview from each gay nongifted (GNG) participant. Table 12 presents data from each straight gifted (SG) participant. Table 13 presents data from each straight nongifted (SNG) participant.

Each subsection of these tables presents an individual vignette or narrative featuring that participant's resiliency and risk external and internal factors. Member checks of these data were conducted with the participants to: (a) ensure that the relevant factors had been included, (b) accurately capture their voices, (c) clarify findings, and (d) strengthen the trustworthiness of the findings. Member checks are located in Appendix C.

Within each section of these tables, the participant's *Resiliency/Risk External* and *Internal Concepts* are presented. Additionally, the tables include this researcher's internal focused coding "scores" regarding the frequency with which that particular issue surfaced within the researcher's coding and memo writing. These focused coding "scores" provide a broad view to the degree to which participants emphasized a particular issue, topic, risk, or resiliency factor based on this researcher's best understanding. However, the reported numbers must be viewed with caution since this researcher did serve as the data coder. All efforts to avoid bias were taken as described in Chapter 3. However, as is true for all qualitative research, there is the possibility that personal bias may have inadvertently played a role in the focused coding. This must be considered when interpreting (a) the "coding and memoing" category within the vignettes and (b) the subsequent comparison figures (i.e., Figures 10-23). Each table's section titled "participant response." presents the voice of the participant using direct quotations.

Gay gifted male participants' external and internal risk/resiliency factors. Table 10

below includes the eight individual narrative vignettes for the gay gifted (i.e., GG) male participants in this study.

Table 10

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 1	<p>Positive External Concept(s): *Societal Affiliations/Social Interactions</p> <p>*Medication</p> <p>*The Arts & Hobbies</p> <p><i>Specifics: Sister and Brother / Medication for ADHD / Drawing and Writing</i></p>	<p>*13</p> <p>*10</p> <p>*8</p>	<p>* "My sister is emotionally fragile. My nonexistence would manifest itself in more horrible disorders in her life."</p> <p>* "[Medication] It takes away all of the weird coping mechanisms that I had in place."</p> <p>* "I spend all my time drawing and writing because it is not mundane"</p>
	<p>Negative External Concept(s): *Life Stressors</p> <p><i>Specifics: The Mundane</i></p>	<p>*14</p>	<p>* "Just the annoyance of having to do really mundane things (pause) like just the annoyance to wake up every morning and brush my teeth, take baths, eat things like that (pause) anything over redundant."</p>
	<p>Positive Internal Concept(s): *Numinous Experiences</p> <p>*Comprehensive Knowledge</p> <p>*Stratagems & Coping Mechanisms</p> <p><i>Specifics: Consciousness/ Routines</i></p>	<p>*14</p> <p>*12</p> <p>*12</p>	<p>* "I have a mystical mindset that helps me, like, think (pause) equate things to other things."</p> <p>* "I think about the fact of thinking, that [obsessiveness consciousness]."</p> <p>* "One of the most frustrating things that are mundane is that I forget them (pause) if I do not have a routine, like to eat."</p>
	<p>Negative Internal Concept(s): *Physical/Mental Pain & Suffering</p> <p>*Stratagems & Coping Mechanisms</p> <p><i>Specifics: Depression / ADHD / Strategies with Redundancy (Mundane)</i></p>	<p>*19</p> <p>*15</p>	<p>* "I wish that I would have someone to do all the mundane things that are overly redundant."</p> <p>* "I had a feeling of nonexistence, and breakdowns of depression."</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 2	<p>Positive External Concept(s): *Societal Affiliations/Social Interactions *Social Settings-Ed. Opportunities *Athletics Specifics: <i>Family-Mentors / Gifted Program/ Track</i></p>	<p>*17 *16 *10</p>	<p>* "I reached the point where all I wanted to do was die, no matter what pictures I took or how far I ran. I couldn't do that to my family, they saved me." * "I related with those kids more than the ones in my regular classroom." "It was a time when I got to be myself." * "Running is primal; it was therapeutic and cleared my head. It just felt good."</p>
	<p>Negative External Concept(s): *Medication / Drugs *Social Status *Nonstereotypical Behavior Specifics: <i>SES /Acted-Looked Gay</i></p>	<p>*15 *11 *11</p>	<p>* "I started drinking and taking cocaine, I came out when I was drunk." * "I tried to fit in with the rich kids and that was not me." * "There is a special privilege. You can do anything that you want when you are a white, straight, male. People aren't going to look at you negatively."</p>
	<p>Positive Internal Concept(s): *Numinous Experiences *Stratagems & Coping Mechanisms *Comprehensive Knowledge Specifics: <i>Spirituality / Personal Strength / Curiosity</i></p>	<p>*23 *13 *11</p>	<p>* "A God judging someone is so backwards. I think we go through different cycles of life, connected with the ultimate truths. There is a life force within me." * "I came to the conclusion, I'm in this body. I can do with it what I may, hate on myself or I can do something great with it." * "I read a lot to find out and know more about life and the unknown."</p>
	<p>Negative Internal Concept(s): *Physical / Mental Pain & Suffering *Self-Awareness / Self-Understanding Specifics: <i>Gay / Depression / Aloneness-Isolation</i></p>	<p>*10 *14</p>	<p>* "I felt just completely like isolated, like nobody could ever understand me or what I was going through (um) and that I would never find anyone that could or would let alone want to." * "Total stigma with being gay." "I wish I could have embraced who I was." * "I really was in a dark place when I was in the closet."</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 3	<p>Positive External Concept(s): *The Arts & Hobbies *Achievement *Societal Affiliations / Social Interaction Specifics: <i>Hiking / Therapist</i></p>	<p>*13 *12 *8</p>	<p>* "I have mastered the trails in the Sandias [Mountains]." * "My clarity and focus come from my hiking trails." * "When I got a job, I was able to pay for a therapist. That is when things changed."</p>
	<p>Negative External Concept(s): *Societal Affiliations / Social Interaction *Religion *Future Specifics: <i>Social Exclusion-Disconnect/Christianity</i></p>	<p>*17 *10 *2</p>	<p>* "People just generally go about life in a fairly unexamined kind of way, and they largely go with the flow, and I sit there and I observe all these dynamics and the way information flows between people and how often times unfair it is when how oblivious people are and they don't want to know, and they can't acknowledge." * "She [Mom] never asks me about that part [gay] of my life because she is a Christian. She doesn't actively listen." * "Sometimes I felt I might have a horrible future. What awaits?"</p>
	<p>Positive Internal Concept(s): *Comprehensive Knowledge *Achievement Specifics: <i>Curiosity / Personal Achievement</i></p>	<p>*25 *15</p>	<p>* "I really enjoy learning and have had an insatiable curiosity." "My curiosity kept me alive; it's that pursuit of knowledge." * "I have achieved to a certain degree personal growth, despite the disconnect with people."</p>
	<p>Negative Internal Concept(s): *Physical Attributes *Physical / Mental Pain & Suffering Specifics: <i>Disconnect / Depression</i></p>	<p>*8 *8</p>	<p>* "I wasn't part of the social flow going on. I didn't fit in." * "I was losing interest in people. I started thinking of myself as useless."</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 4	<p>Positive External Concept(s): *Educational Opportunities</p> <p>*Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Gifted-School / Friends-Sister</i></p>	<p>*10</p> <p>*9</p>	<p>* "I really like learning. It helps me move positive forward. I have always been really good at school."</p> <p>* "When I had issues with my family, I have always had great friends there for me, great friends to talk to and to help me."</p>
	<p>Negative External Concept(s): *Nonstereotypical Behavior *Societal Opinions & Assumptions</p> <p>*Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Social Outcast-Androgynous / Parents</i></p>	<p>*14*14</p> <p>*13</p>	<p>* "I was very gay, socially outcasted. I was very alternative, not mainstream. I was not the norm; I was outside the norm with dress, music, and my life path."</p> <p>* "My parents made me change who I was as a person because I dressed very flamboyantly and feminine."</p>
GG 4	<p>Positive Internal Concept(s): *Comprehensive Knowledge</p> <p>*Stratagems & Coping Mechanisms</p> <p>*Self-Awareness / Self-Understanding</p> <p>Specifics: <i>Intelligence/ Escape Plan/ I believe In Myself</i></p>	<p>*23</p> <p>*20</p> <p>*18</p>	<p>* "If I didn't have my intelligence as a strength as a positive, I would have been more worse off." "It helped me deal with being gay."</p> <p>* "Because my parents did not accept me I realized if I took classes to graduate early, I would have an "escape plan" to get out of the situation." "I realized it always gets better."</p> <p>* "I pride myself in how I move forward and believe in myself to get through things."</p>
	<p>Negative Internal Concept(s): *Self-Awareness / Self-Understanding</p> <p>*Physical / Mental Pain & Suffering</p> <p>Specifics: <i>Acceptance / Unhappy</i></p>	<p>*8</p> <p>*6</p>	<p>* "It is harder for me to accept myself because of the experiences that I went through with my parents. I think people are going to judge me. Hate me."</p> <p>* "There have been times in my life when I was unhappy and life seemed hopeless."</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 5	<p>Positive External Concept(s): *Societal Affiliations / Social Interaction</p> <p>*Nonstereotypical Behavior</p> <p>*Social Status</p> <p>*Future Specifics: <i>Twin / Nonstereotypical / Popular</i></p>	<p>*20</p> <p>*12</p> <p>*10</p> <p>*10</p>	<p>* “[Twin Brother] You are always there for each other. Once I told him [I was gay] we became closer. That bubble went away.”</p> <p>* “You really couldn’t tell I was gay. Not even my twin brother.”</p> <p>* “I was Prom King, popular and well- liked in high school. No one would have guessed or assumed that I was gay.”</p> <p>* “The future seemed to be better.”</p>
	<p>Negative External Concept(s): *Societal Affiliations / Social Interaction</p> <p>*Religion</p> <p>Specifics: <i>Parents / Southern Baptist</i></p>	<p>*14</p> <p>*7</p>	<p>* “It would have been a difficult adjustment for my family if I came out; there would be family shame.”</p> <p>* “My mom feels it is a sin, a phase. She tries but she changes the participant and does not talk about it.”</p>
	<p>Positive Internal Concept(s): *Comprehensive Knowledge</p> <p>*Stratagems & Coping Mechanism</p> <p>*Physical Attributes/ Body Image</p> <p>Specifics: <i>Logic / Would not solve Problems / Personal Appearance</i></p>	<p>*11</p> <p>*9</p> <p>*8</p>	<p>* “Suicide is not logical; it does not make sense. It’s not logical.”</p> <p>* “[Suicide] It would not solve any problems it would only create problems.”</p> <p>* I was Prom King, popular and well liked in high school... Flamboyant and effeminate, and I was not that.”</p>
	<p>Negative Internal Concept(s): *Self-Awareness / Self-Understanding</p> <p>Specifics: <i>Acceptance</i></p>	<p>*10</p>	<p>* “Being gay did not make sense. I did not want to be gay because I would have to give up camping. The only gay people I saw was on the media. Flamboyant and effeminate, and I was not that.”</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 6	<p>Positive External Concept(s): *Societal Affiliations / Social Interaction</p> <p>*Religion</p> <p>*Athletics Specifics: <i>Parents / Grandmother / Teacher/ Catholic / Track</i></p>	<p>*35</p> <p>*17</p> <p>*10</p>	<p>* "My family is the most important thing in my life. The pain or difficult times were not so bad that I could inflict any pain on them if I committed suicide." "My teacher was a pivotal person in my life. She broke me out of my shell." * "We were devout Catholics and my family left the church because of its stance against homosexuality, I believe that God will never give us more than we can handle." * "I make my best decisions when I am running."</p>
	<p>Negative External Concept(s): *Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Peers</i></p>	<p>*7</p>	<p>* "My peers would find flaws on anyone. Coming to terms with my sexuality during that phase [middle school] was difficult."</p>
	<p>Positive Internal Concept(s): *Self-Awareness / Self Understanding *Stratagems & Coping Mechanisms</p> <p>*Comprehensive Knowledge Specifics: <i>Self-Love / Competitive/ Perfectionist</i></p>	<p>*15</p> <p>*6</p> <p>*5</p>	<p>* "I always have had a pretty strong self- love and appreciation of self." * "I am extremely competitive. I don't think I would be where I am at without my competitive edge." * "I have always been conscious of my decisions. I am a perfectionist. I want to get things right the first time."</p>
	<p>Negative Internal Concept(s): *Self-Awareness / Self-Understanding</p> <p>*Stratagems & Coping Mechanisms Specifics: <i>Acceptance/Desire to Live</i></p>	<p>*9</p> <p>*9</p>	<p>* "I didn't want them [Parents] to tell anyone [I was gay] because I wanted to be homecoming king. I lost. My own prejudice limited me. I was living a double life. I was dating a boy from Manzano [High School] and had two groups of friends— one side straight, the other gay. I was worried that both worlds would collide because, I did not accept who I was." * "Life would be easier if I didn't exist because I was gay."</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 7	<p>Positive External Concept(s): *The Arts & Hobbies</p> <p>*Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Drawing / Mom</i></p>	<p>*26</p> <p>*10</p>	<p>* "I do art. That's my Zen. That is where I go to get away from things and I'm thinking but I am also accomplishing something at the same time."</p> <p>* "My mom is the rock of the family. She is the one that I could go to for advice or help; however, I am my mom's rock."</p>
	<p>Negative External Concept(s): *Societal Affiliations</p> <p>*Religion</p> <p>Specifics: <i>Friends / Catholic</i></p>	<p>*3</p> <p>*2</p>	<p>* "I have a hard time with the development of friends. I am so active that usually when I have free time I want to be by myself working on my interests."</p> <p>* "My parents, had a difficult time [with my sexuality] because they were Catholics."</p>
	<p>Positive Internal Concept(s): *Self-Awareness / Self Understanding</p> <p>*Comprehensive Knowledge</p> <p>*Stratagems & Coping Mechanisms</p> <p>Specifics: <i>Stubborn-Respect/ Logical/ Escape</i></p>	<p>*19</p> <p>*12</p> <p>*6</p>	<p>* "I am pretty stubborn, so I wouldn't choose to take an easy way out [suicide]. I have a lot of respect for myself because I am a well-rounded person. I would hate to cause more pain on someone because of my pain."</p> <p>* "I have always been conscious of my decisions. I am a perfectionist. I want to get things right the first time."</p> <p>* "I am a very logical person as opposed to be [being] driven mostly by emotions. Logically, suicide was not an option. I can have an emotional side; however, my logical side-kicks in."</p> <p>* "It all has to do with stress. There is always that trying to escape reality just trying to do something else so that you don't have to deal with whatever you're dealing, with."</p>
	<p>Negative Internal Concept(s): *No Negative Internal Concepts located</p> <p>Specifics:</p>	<p>*0</p>	

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 8	<p>Positive External Concept(s): *Social Settings *Educational Opportunities</p> <p>*The Arts & Hobbies</p> <p>*Societal Affiliations / Social Interaction</p> <p>*Societal Opinions & Assumptions</p> <p>Specifics: <i>Writing-Drama / GSA-QSA / Grandmothers / Theater/ Gifted / Society</i></p>	<p>*30 *8</p> <p>*21</p> <p>*19</p> <p>*5</p>	<p>* "I started going to Under 21 (youth group for GLBT) on a regular basis and learning about my identity from the other queer kids who attended." "I started attending the QSA-GSA (Queer/Gay-Straight Alliance) and found my niche." "When I was identified for gifted in middle school and went to the gifted program it helped me find a group of people that I could connect with.</p> <p>* "I started writing as an escape. What I wrote made me feel beautiful." "Because I am an introvert when I am on stage, I feel good, like I am in power of the situation."</p> <p>* "My grandmas are lesbians on my mom's side. I made the connection with myself that I was also gay." "I have found two niches for my life the queer community that I fit in with and then there are [is] the theater group." Looking back now I felt comfortable with a very liberal, like-minded, accepting group [gifted peers]."</p> <p>* "When I came out in the 7th grade, rumors began to spread. My history teacher called me up and said students were saying that I was gay. She said she would be there for me if I needed someone to talk to, then they called me to see the nurse over the intercom. The principal intercepted me and said if I needed anyone because I was gay, she would be there for me. I was not ready for being out to myself."</p>
	<p>Negative External Concept(s): *Societal Opinions & Assumptions</p> <p>Specifics: <i>Society</i></p>	<p>*5</p>	<p>* "When I was young, I was comfortable coming out to random people. It was later made clear to me that some people didn't like or agree with that. I became more withdrawn."</p>

Table 10 (continued)

Vignettes of Each Gay Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GG 8	<p>Positive Internal Concept(s): *Comprehensive Knowledge</p> <p>*Self-Awareness / Self Understanding Specifics: <i>The Need to Know / Self Worth</i></p>	<p>*8</p> <p>*8</p>	<p>* "In elementary [school] I asked my best friend [female] if she liked me. She said she liked me like a brother because I was gay. That put me on my path to research that there was information that described who I was."</p> <p>* "Surviving was more of a, me thing. I knew I was awkward, but I survived for myself."</p>
	<p>Negative Internal Concept(s): *Self-Awareness / Self-Understanding</p> <p>*Physical Attributes / Body Images</p> <p>*Physical / Mental Pain & Suffering</p> <p>Specifics: <i>Acceptance/Awkward / Depression</i></p>	<p>*21</p> <p>*21</p> <p>*8</p>	<p>* "I was always aware that I am an introvert and awkward person...I don't find myself physically attractive and I don't like my body, I have a somewhat OK personality."</p> <p>"I had an awkward stage. This was during my hormonal stages of puberty about 13 to 15</p> <p>* "I was discovering within myself that I am an awkward person and gay." * "I was down and blue so I kinda started considering what would happen if I wasn't around in anybody's life." I was wandering and searching for something. I think I have some sort of anxiety disorder."</p>

Gay nongifted male participants' external/internal risk and resiliency factors. Table 11

below includes eight individual narrative vignettes for the gay nongifted (GNG) male participants in this study.

Table 11

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 1	Positive External Concept(s): *Societal Affiliations/Social Interactions *Religion <i>Specifics: Deacon / Catholic Church</i>	*6 *5	*"The deacon helped me find my way. He was my saving grace." * "Eventually, I would get the rewards of God."
	Negative External Concept(s): *Societal Affiliations Social Interactions *Religion <i>Specifics: Father / Catholic Church</i>	*24 *6	*My dad instilled in me self-hate and self-doubt because I was gay. It was rough to see my father cry because I was out." * "I prayed for God to take my life because I was a sinner."
	Positive Internal Concept(s): *Stratagems & Coping Mechanisms <i>Specifics: The ability to overcome</i>	*12	* "Obstacles I had in life was [were] something that I had control over them and could overcome."
	Negative Internal Concept(s): *Self-Awareness / Self Understanding *Numinous Experiences <i>Specifics: Self-worth-love / Faith</i>	*10 *5	* "Self-hate and self-doubt made me a failure to my family." * "I prayed for God to take my life; my faith was not strong."

Table 11 (continued)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 2	Positive External Concept(s): *Societal Affiliations/Social Interactions *Social Status Specifics: <i>4th Grade Teacher / SES</i>	*17 *2	* "My teacher was my first love. No, I loved her. She was my savior." * "Growing up we had no problems. I got whatever I asked for."
	Negative External Concept(s): *Societal Affiliations/Social Interactions *Societal Opinions & Assumptions *Social Settings Specifics: <i>Bullies/ School</i>	*26 *11 *11	* "I didn't want to live because life was so hard." "I can remember when they used to take a marker and write on my face." * "I did not have a lot of friends at school, but [I] had a lot of bullies."
	Positive Internal Concept(s): *Self-Awareness/Self-Understanding Specifics: <i>"Super Hero Complex</i>	* 8	* "I am a hero for everyone else except for myself."
	Negative Internal Concept(s): * Self-Awareness/Self-Understanding Specifics: <i>Aloneness</i>	*16	* "Sometimes, I was surrounded in darkness."

Table 11 (continued)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 3	<p>Positive External Concept(s): *Societal Affiliations/Social Interactions</p> <p>*Societal Opinions and Assumptions</p> <p>Specificity: <i>Grandma-Friends / Ridiculed</i></p>	<p>*17</p> <p>*12</p>	<p>* "My grandmother helped me get my apartment, move in, and get my government check transferred in my name. She always knew I was gay and is good with it." "My friends go above and beyond especially with my CP [Cerebral Palsy]."</p> <p>* "Because I have CP [Cerebral Palsy] I have been ridiculed, but when people said I couldn't do it I did it. My determination comes from people who ridicule me."</p>
	<p>Negative External Concept(s): *Societal Affiliations/Social Interactions</p> <p>*Religion</p> <p>Specificity: <i>Parents / Christianity</i></p>	<p>*16</p> <p>*10</p>	<p>* "When I came out, my mom took me to a psychiatrist because she thought it was a phase and my dad gave me a bible lesson. He took out the bible and said this it is Adam and Eve, and God made man for woman, and this is the way it should be."</p> <p>* "My dad accepts it but does not condone it because of his religious beliefs."</p>
	<p>Positive Internal Concept(s): *Achievement</p> <p>* Self-Awareness / Self-Understanding</p> <p>Specificity: <i>Determination / Personal Achievement</i></p>	<p>*16</p> <p>*12</p>	<p>* "Everyone said it would never happen, but I was determined to become Mr. NM Gay Pride, this was the greatest GLBT (Gay, Lesbian, Bisexual, Transgender) accomplishment. The one that was not GLBT was that I am living on my own when I was told I never would and live without my parents. This are my greatest personal achievements "</p> <p>* "I am determined because everything I have set out to do, I have done it."</p>
	<p>Negative Internal Concept(s): * Physical / Mental Pain & Suffering</p> <p>Specificity: <i>Aloneness</i></p>	<p>*10</p>	<p>* "There were times when I wanted to commit suicide because of my CP."</p>

Table 11 (continued)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 4	<p>Positive External Concept(s): *Societal Affiliations/Social Interactions</p> <p>*Societal Opinions and Assumptions</p> <p>*Social Settings</p> <p>Specifics: <i>Mom-Friend / Youth Group</i></p>	<p>*16</p> <p>*5</p> <p>*4</p>	<p>* "Life was a safe place." "A lot of things happen[ed] at sixteen. I came out; that's where family then knows; it becomes placed out more in the open. Family recognized it [being gay] before I recognized it." "There was a lot of positive parental influence. When I came out we worked through it together." "The first person I came out to (um) probably my best friend, indirectly we danced around it for a while. He figured it out, it became a, I 'kinda' know. He [best friend] is straight. He still is my best friend."</p> <p>* "My mom's opinions changed...since I don't hide it and am not ashamed[d], they are positively changing."</p> <p>* "I joined a youth group. I think the name was Family Youth Incorporated. It was more social, not gay. It helped me realize I was not alone."</p>
	<p>Negative External Concept(s): *Religion</p> <p>Specifics: <i>Parents / Christianity</i></p>	<p>*4</p>	<p>* "My mom has those religious values so ingrained in her that we had to deal with it. She is a conservatively lazy Christian, but still has all of those years of religion instilled in her value system."</p>

Table 11 (continued)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 4	<p>Positive Internal Concept(s): *Comprehensive Knowledge</p> <p>* Self-Awareness / Self-Understanding - *Numinous Experiences</p> <p>*Stratagems & Coping Mechanisms</p> <p><i>Specifics: Acceptance / I am Loved / The Need to Knowc / Belief system</i></p>	<p>*11</p> <p>* 9</p> <p>*6</p>	<p>* "I was able to find positive things [about being gay] in the media, TV, or as simple as a gay pride bumper sticker."</p> <p>* "I have my own drive as an individual. I have embraced my nerdism, and actually I am fine with being introspective, but this has only occurred as an adult. When I was younger, I knew that everything would be OK....I guess in the great schemes of this, this has become my mantra or belief system."</p> <p>* "Well, people generally want to socialize, connect with people. You learn to cope and embrace the little challenges that come your way, and it is easier with similar like people."</p>
	<p>Negative Internal Concept(s): * Comprehensive Knowledge</p> <p>*Self-Awareness / Self-Understanding</p> <p><i>Specifics: Not Logical</i></p>	<p>*5</p> <p>*5</p>	<p>* "I was more emotional when I was younger and needed support on who I was, but now as an adult, I am more logical."</p> <p>* "When you are young, you don't realize what you do and or have the logic over it. You don't have control over it [difficult situations]."</p>

Table 11 (continue)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 5	Positive External Factor(s): *Societal Affiliations / Social Interaction *The Arts & Hobbies Specifics: <i>Friends / Cooking</i>	*15 *9	* "You always want the human connection. Since my family lives so far, my friends fill that void." "Although my mom has not been there because she did not make the right choices she has supported me." * "I like to cook for relaxation, and my friends."
	Negative External Factor(s): *Societal Affiliations / Social Interaction *Social Setting Specifics: <i>Family / Moving</i>	*26 *9	* "My family didn't get along so well. It was somewhat shaky. The household was very angry. My mom was scattered. She did a lot of crazy things. Maybe since she had so many kids at a young age." * "We moved so many times. The worst was when all of a sudden I was living in El Paso, and the next day I was in Lovington, NM. I even had plans with my friends that day and could not say goodbye."
	Positive Internal Factor(s): *Self-Awareness / Self-Understanding *Stratagems & Coping Mechanism Specifics: <i>Comfortable with Self / Internal Drive-Persistence</i>	*22 *16	* "I never formally said I was gay; I just brought a boyfriend home. It was natural and matter-of-fact." "I am a trailblazer because I am very natural about who I am and have a comfortable sense of sexuality." "People are comfortable with me because I am comfortable with myself." "I wasn't bullied because I carry myself well, and I know who I am." * "I have a drive and I'm smart and going somewhere. I have no respect for people who are down on their luck and can't get back up. Persistence is key." "Remember if you can't convince people, then you need to confuse them."
	Negative Internal Factor(s): *Self-Awareness / Self-Understanding Specifics: <i>Anxiety</i>	*9	* "I have a lot of anxiety. When I wake up in the morning I have anxiety. So much to do, and it does not all get done." "I don't know, what is my purpose?"

Table 11 (continue)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 6	<p>Positive External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*The Arts & Hobbies</p> <p>*Athletics</p> <p><i>Specifics: Family-Friends / Music-Writing / Gym</i></p>	<p>*16</p> <p>*13</p> <p>*7</p>	<p>* "My mom has always been a good parent. My family accepted my homosexuality. Everyone was fine with it. It didn't faze them." "I get emotional support from my family and friends. I can talk to them, and they give me feedback."</p> <p>* "When I write in my journal before I go to bed and listen to music, it helps me relax and deal with the stress in my life."</p> <p>* "One day when I was frustrated with life, all I could think about was going to the gym. I turn to this when I am stressed out."</p>
	<p>Negative External Factor(s): *Societal Status</p> <p>*Societal Opinions & Assumptions</p> <p><i>Specifics: SES / Opinions</i></p>	<p>*18</p> <p>*7</p>	<p>* "I had to go through college on my own with very little emotional and financial assistance." "My parents have been struggling financially since I was little."</p> <p>* "My mother sometimes made comments when I was little. An example was when my uncle who is gay invited me to visit. I could go as long as he didn't change me. Listening to stuff like that when I was growing up made me feel less accepting of who I am, who I was."</p>
	<p>Positive Internal Factor(s): *Stratagems & Coping Mechanisms</p> <p>*Self-Awareness / Self Understanding</p> <p><i>Specifics: Patience / Drive-Perserverance</i></p>	<p>*13</p> <p>*5</p>	<p>* "When you work hard, it pays off in the long run. That is delayed gratification." "I am patient with myself. It is innate and is my number strength." "I realize[d] I was gay when I was six, and I patiently waited to come out."</p> <p>* "I have always had that mentality, an independent spirit." "I did most of it on my own and did not ask for assistance." "I have always had that internal drive and perseverance."</p>
	<p>Negative Internal Factor(s): No Negative Internal Concepts Identified</p> <p>Specifics:</p>	<p>*0</p>	

Table 11 (continue)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 7	<p>Positive External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*The Arts & Hobbies</p> <p>Specifics: <i>Mom-Counselor / Music</i></p>	<p>*25</p> <p>*5</p>	<p>* "My mom took the time to accept the both of us. She always says how wonderful and fabulous I am." "She instilled in me to never give up, no matter who goes against you." "She is fiercely protective." "I went into depression. My mom wanted me to see a counselor my freshman year of high school. I wasn't truly living my own life. I wasn't allowing them to know who I really was. It was amazing the relief that washed over me when I told my mother that I was gay. That was a pivotal change in my life."</p> <p>* "Music is an outlet to escape whatever emotion you currently have."</p>
	<p>Negative External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Societal Opinions and Assumptions</p> <p>Specifics: <i>Father / Bullies' Opinion</i></p>	<p>*27</p> <p>*10</p>	<p>* "My father passed away when I was 11. He was a severe alcoholic and very verbally, psychologically abusive to myself and some other family members."</p> <p>* "It was a collection of bad experiences in elementary and middle school. One bully in particular came after me no matter what."</p>

Table 11 (continued)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 7	<p>Positive Internal Factor(s): *Stratagems & Coping Mechanisms</p> <p>*Self-Awareness / Self Understanding</p> <p>Specifics: <i>Desire to Live / Advocate of Self/</i></p>	<p>*9</p> <p>*7</p>	<p>* "I have the desire to live." "In seventh grade, I had enough. I fought back and took ownership by beating up the bully who I allowed to come after me."</p> <p>* "I am secure with myself and happy." "I was aware of my father's behavior. I was kind of demanding that he stopped his behavior. I was about six. I was aware that his behavior was not appropriate." "I believe your opinion is none of my business."</p>
	<p>Negative Internal Factor(s): *Self-Awareness / Self Understanding</p> <p>*Physical / Mental Pain & Suffering</p> <p>Specifics: <i>Depression</i></p>	<p>*10</p> <p>*9</p>	<p>* "Hiding it [being gay] from myself gave it fuel to many, many, many people to come after me for it. Instead of owning it and taking and using it as my power I allowed them to come after me."</p> <p>* "After my dad died, I went into depression by secluding myself from the rest of the family. I didn't know what to do, who I am [was] and where I was going."</p>

Table 11 (continued)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 8	<p>Positive External Factor(s): *Achievement - *Educational Opportunities *The Future *Societal Affiliations / Social Interaction *Pets Specifics: <i>Future / Friends / Dog</i></p>	<p>*9 *7 *5 *5</p>	<p>* "I achieved a lot so far in my life, whether with my music, education or just being a good son." * "I have always had dreams of a better future." * "The group I hung around in high school we were[were] very, very supportive. We were all gay, but we didn't discuss it. In a small town, no one is gay." * "My dog was my best friend. Being alone, my dog was there for me. I get that unconditional love."</p>
	<p>Negative External Factor(s): *Societal Opinions & Assumptions *Pets *Social Setting *Achievement Specifics: <i>Parents / Small Town / Dog / Education</i></p>	<p>*9 *6 *5 *1</p>	<p>* "I had to please my father. I have that fear of disappointing my father." "My mother and father were teachers. There was a constant eye on me since it was a small town. Every teacher knew me from grade school to college. That was extremely stressful." "I received a letter a week from my mom telling me that I am not gay for two years. I finally wrote back and said if I get one more letter, I will disown you." *When my dog died, I thought I would die." * "Growing up in a small town was rough. In elementary school, a teacher made a rule that none of the boys could play with the girls. I lost all my friends, and the boys didn't want to play with me and I was alone." "I dropped out of college and became a hair stylist. That really disappointed him, and when I told him I was gay <i>that really</i> disappointed him."</p>

Table 11 (continue)

Vignettes of Each Gay Nongifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
GNG 8	<p>Positive Internal Factor(s): *Self-Awareness / Self Understanding</p> <p>*Stratagems & Coping Mechanisms</p> <p>Specifics: <i>Self-Acceptance / Escape</i></p>	<p>*17</p> <p>*9</p>	<p>* "My cousin committed suicide because he was gay. I saw his parents crying and screaming at his grave. I saw their final acceptance after he died. When I saw their suffering and guilt I got home from the funeral and told him [father] that I was gay so that he didn't have to suffer from it."</p> <p>* "I was able to do many positive transformations in my life." "I knew something good was going to happen to me when I grew up. I knew one day I would leave home, and I would find a place where I would be happy and liked."</p>
	<p>Negative Internal Factor(s): *Self-Awareness / Self-Understanding</p> <p>Specifics: <i>Self-Acceptance</i></p>	<p>*10</p>	<p>* "Even when I was a kid I didn't feel that I fit in. I didn't have many friends. I felt different and alone, and had no one to go to." "I was always alone even with the people I hung out with. I felt lonely because they didn't completely know me. I wore a mask." "I had to please everyone else except for myself." "I had the need to please. I had to be perfect, which was so stressful."</p>

Straight gifted male participants' external/internal risk and resiliency factors. Table 12 includes eight individual narrative vignettes for the straight gifted (SG) male participants in this study.

Table 12

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 1	<p>Positive External Factor(s): *The Arts & Hobbies</p> <p>*Social Setting - *Religion *Societal Affiliations / Social Interactions *Future <i>Specifics: Family / Friends/ Theater-Film Making/Catholic School</i></p>	<p>*19</p> <p>*8</p> <p>*12</p> <p>*3</p>	<p>* "It is my dream and goal to become a filmmaker." * "Catholic School upbringing was good reinforcement for my beliefs." * "I am fortunate for having a supportive family." * "My future has always looked good."</p>
	<p>Negative External Factor(s): *No Negative Concepts Identified <i>Specifics:</i></p>	<p>*0</p>	
	<p>Positive Internal Factor(s): *Stratagems & Coping Mechanisms</p> <p>*Comprehensive Knowledge</p> <p>*Achievement</p> <p>*Self-Awareness / Self Understanding <i>Specifics: Things get better/Ability to reason logical/ Goals-Dreams/Fortunate</i></p>	<p>*13</p> <p>*13</p> <p>*12</p> <p>*10</p>	<p>* "Knowing that nothing I ever go through is not that bad. Things always get better." * "Life situations come at you, and you have the knowledge to help you get through it." * "I have the desire to live to be an old man and dreams that I want to accomplish." * "I am fortunate about the fact that it is kind of easy for me to get to know people and become friends."</p>
	<p>Negative Internal Factor(s): *Self-Awareness / Self-Understanding <i>Specifics: Acceptance</i></p>	<p>*5</p>	<p>* "I didn't fit in with them [Frats]. That is why I went to the GSA; they are more accepting." Theater people are usually more accepting."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
<p>SG 2</p>	<p>Positive External Factor(s): *Societal Affiliations Social Interactions</p> <p>*Social Setting</p> <p>*Athletics <u>Specifics:</u> Brother –Friends/ Gifted Program / Running</p>	<p>*17</p> <p>*8</p> <p>*8</p>	<p>* “I thought about where he [brother] would end up if I committed suicide. My parents emotionally couldn't handle him. I am his mentor. We are very close.” “I have a few close friends. We're like veterans. We have like survived wars together. We have a bond because we feel we have come through so much...it is a brotherhood.”</p> <p>* “Because I was in GATE [Gifted and Talented Education], I went to community college when I was 19. I was trying to get past being in a gang. My intelligence gave me that insight to see that I could do something better.”</p> <p>* “Running helped me lose weight.”</p>
	<p>Negative External Factor(s): *Social Status</p> <p>*Societal Affiliations / Social Interactions</p> <p>*Social Setting</p> <p><u>Specifics:</u> Parents / Gang / SES</p>	<p>*17</p> <p>*15</p> <p>*14</p>	<p>* “My family lives in poverty. My mom lost her job and my father was injured. It was a stressful time. I had to be the bread winner.”</p> <p>* “I resented him [my father] because he went in and out of prison.” “It is a love/hate relationship. I get frustrated with her [mom]. She works a lot, she's never there.” “My mom is white; my dad is black. My mom's family kinda shunned her. My grandpa is Hell's Angel and my uncles are Neo-Nazis.”</p> <p>* “I never realized life past 18.” “Where I grew up, gang violence was very prevalent...by the time I was thirteen, I had seen quite a few dead bodies, like and seen people killed in front of me especially some very close and dear to me that I considered family, even though they were not blood-related.”</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 2	<p>Positive Internal Factor(s): *Physical Attributes/Body Image</p> <p>*Comprehensive Knowledge</p> <p>*Stratagems & Coping Mechanisms</p> <p>*Self-Awareness / Self Understanding <i>Specifics: Intelligence/ Escape / Weight Loss / Self-Support</i></p>	<p>*14</p> <p>*11</p> <p>*12</p> <p>*7</p>	<p>* "I got picked on, and it taught me how to fight. I needed to lose weight for me and my brother." * "My intelligence gave me that insight to see that I could do something better." * "Running is an escape. I picture myself. I am in Africa or South America, and I am running through those countries for survival." * "I have always been able to support myself and provide [for] my needs."</p>
	<p>Negative Internal Factor(s): *Self-Awareness / Self-Understanding</p> <p>Specifics: Other's acceptance and judgment</p>	<p>*21</p>	<p>* "I had a lot of self-image and self-esteem issues where I didn't feel worthy to do certain things. I think that affected my thoughts to commit suicide."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 3	<p>Positive External Factor(s): *Societal Affiliations / Social Interactions</p> <p>*Social Setting - *Educational Opportunities</p> <p>Specifics: <i>Sister-Friends / Gifted</i></p>	<p>*11</p> <p>*7</p>	<p>* "My strongest relationship is with my little sister." "My friends have taught me to come out of that comfort zone."</p> <p>* "I remember when I got into gifted; the excitement with me and my parents was phenomenal."</p>
	<p>Negative External Factor(s): *Societal Affiliations/Social Interactions</p> <p>*Social Setting</p> <p>*Educational Opportunities</p> <p>Specifics: <i>Dad-Friends / High School / Educational Accomplishments</i></p>	<p>*28</p> <p>*11</p> <p>*8</p>	<p>* "I had become distant with family and friends at the time when everything seemed to be spiraling down. Relationships were failing, friends were not just around. I would sanction myself away. I just wanted to be alone." "My dad pushed super hard, and I have always looked at it as rebelling against him to not do well in school. If he hadn't pushed it, I would have done so much better. That was the one thing that I could do to get back at him when I didn't try."</p> <p>* "In high school, my education went downhill. My dad began to push me too hard, and I was mad at my parents and didn't care."</p> <p>* "I got to high school and none of the accomplishments that I had done would transfer. I was forced to take remedial science classes. This led me to fail my first science class."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 3	<p>Positive Internal Factor(s): * Self-Awareness / Self-Understanding *Comprehensive Knowledge *Stratagems & Coping Mechanisms Specifics: Analyze</p>	<p>*17 *10 *8</p>	<p>* "My personality is to fix. I need a lot of fixing so I try to fix everyone and anything by analyzing it to death." * "I have the intelligence. I can talk anyone out of anything negative." "When I solve problems I analyze the situation for weeks until there is nothing left to analyze. I will go through every step by step day until I get to the end." "I am always challenging myself even on everyday experiences." * "I have never asked for it (help). I feel I have accomplished more without someone there...myself has been the fix."</p>
	<p>Negative Internal Factor(s): * Self-Awareness / Self-Understanding Specifics: Trust</p>	<p>*18</p>	<p>* "I had low self-esteem and didn't trust anyone. I didn't want to commit to anything." "I still battle with myself because I can't open up to people because of my trust issues. Trusting others and trusting myself is difficult."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 4	<p>Positive External Factor(s): *Societal Affiliations/Social Interactions</p> <p>*Athletics</p> <p>*Social Settings Specifics: <i>Family / Sports / Gifted</i></p>	<p>*16</p> <p>*10</p> <p>*5</p>	<p>* "We are a close family. My dad died when I was 14. That difficult time made us cope with it and become closer." "[My friend] we both like taking things apart, computers and <i>Star Wars</i>."</p> <p>* "Even though I wasn't good at playing baseball. I loved watching the sport. My passion was studying baseball stats."</p> <p>* "I enjoyed going to gifted once a week. I could be me."</p>
	<p>Negative External Factor(s): *Societal Affiliations/Social Interaction</p> <p>*Social Setting</p> <p>*Societal Opinions & Assumptions</p> <p>*Athletics Specifics: <i>Teacher / School / Peers</i></p>	<p>*30</p> <p>*16</p> <p>*14</p> <p>*11</p>	<p>* "I had a teacher who was cold, arrogant, and a jerk. He was good at intimidating seven- year -olds." "I was tormented by bullies on a regular basis because I was nerdy and awkward."</p> <p>* "I hated school. It was a time which I would like to erase."</p> <p>* "I was a typically nerdy kid which made me a target to easily be bullied."</p> <p>* "I wasn't good at playing baseball."</p>
	<p>Positive Internal Factor(s): *Stratagems & Coping Mechanisms</p> <p>*Comprehensive Knowledge Specifics: <i>Humor-Drive / Intelligence</i></p>	<p>*13</p> <p>*6</p>	<p>* "I have an odd sense of humor. I say things for shock value which has helped me get points across." "I have always had a personal drive. I am stubborn and have to be right."</p> <p>* "I really loved math in elementary [school]. It made me proud that I could do harder math than my other peers." "I began to celebrate my intelligence. People have always told me I was smart, and I believed them." "I was able to learn easily and fast."</p>
	<p>Negative Internal Factor(s): * Physical Attributes/Body Image</p> <p>*Self-Awareness / Self-Understanding</p> <p>*Comprehensive Knowledge Specifics: <i>Nerdy-Awkward / Self-Acceptance / Intelligence</i></p>	<p>*10</p> <p>*6</p> <p>*4</p>	<p>* "I was tormented by bullies because I was nerdy and awkward."</p> <p>*"I couldn't be myself and embrace the fact that I was different."</p> <p>*"Being very smart and achieving is never good. You don't want to be the one who throws off the curve [Bell Curve] at that age."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 5	Positive External Factor(s): *Educational Opportunities *Societal Affiliations / Social Interaction *Social Setting Specifics: Parents / Gifted Classroom	*19 *15 *14	* "I started going to [gifted] class, made friends, and [was] no longer alone. Gifted was my savior or saving grace." "I could be weird, and people would get it, at least the ones in my gifted class." * "My parents were very supportive. They were strong believers that school came first." * "I survived because I was tested in third grade for gifted.
	Negative External Factor(s): *Societal Affiliations / Social Interaction *Social Setting Specifics: Peers / School	*14 *5	* "I played alone on the playground in elementary [school]. I had one friend, then he moved, and I was alone again." * "Teachers didn't understand me [before gifted]. They would pile on the work. I hated that. At that time, I hated being smart."
	Positive Internal Factor(s): *Stratagems & Coping Mechanism *Self-Awareness / Self-Understanding *Comprehensive Knowledge Specifics: Survivor / Differences / Problem Solving	*12 *10 *9	* "I am a fighter not a lover. I always had to fight, gifted vs. average people, geek vs. popular kids, weird vs. normal...not good at sports vs. sportos [kids good at sports]." * "I am like my dad: smart, witty a perfectionist." "My parents had me honor my differences. That was the only thing I had going for me that was positive, even though it was negative." * "I had that internal questioning." "I always question things, which made me a good problem solver."
	Negative Internal Factor(s): *Self-Awareness / Self-Understanding *Comprehensive Knowledge *Physical Changes Specifics: Acceptance / Intelligence / Differences	*14 *12 *8	* "As a child I felt very alone and strangely different." * "I was a science buff, and kids didn't get me. When I was younger, my intelligence was painful. [I] knew too much." * "I was different, weird, geeky, nerdy."

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
<p>SG 6</p>	<p>Positive External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Social Setting - *Educational Opportunities</p> <p>*Achievement Specifics: <i>Grandparents/Goals /Gifted Classroom</i></p>	<p>*19</p> <p>*12</p> <p>*5</p>	<p>* "When I was 12, I went to go live with my grandparents. My grandparents are great. They are like my parents, respectful, honorable, and loving." "My grandfather helped correct some of the things that were fucked up when I was with my mom. He helped me become a man."</p> <p>* "I was in gifted in elementary school in Columbine. I used to get straight A's. I enjoyed school and my gifted program until I started getting into trouble. I later dropped out because I hated school."</p> <p>* "Each small goal brings you happiness."</p>
	<p>Negative External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Future Specifics: <i>Parents / Future</i></p>	<p>*28</p> <p>*5</p>	<p>* "I grew up rough, real rough. My father was basically homeless. My mother was (pause) basically, I mean, my life was basically horrible." "My mom is a hypochondriac, a co-dependent drug addict, (pause) violent. She was just fucked up period."</p> <p>*"My future seemed bleak."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
<p>SG 6</p>	<p>Positive Internal Factor(s): *Stratagems & Coping Mechanism - *Achievement</p> <p>*Self-Awareness / Self-Understanding</p> <p>*Comprehensive Knowledge Specifics: <i>Survivor /Super-hero Complex / Intelligence</i></p>	<p>*16</p> <p>*15</p> <p>*10</p>	<p>* "Despite how my mom was, there is good in everyone if they allow it to come out." "With problems, it is what it is" "I think maybe the thing that keeps me going is that I understand that life is a series of small goals, and I have enough things going in my life. Each small goal you reach brings you happiness."</p> <p>* "I don't care about what people say about me. It doesn't matter to me." "My brother ran away from the situation and went to a foster home. Maybe I was nuts, but I toughed it out." "At f15 the parent role flipped. I stuck with my mom. I tried to help her. I stayed because I was her son."</p> <p>* "My life as a youth was educational, challenging, and painful." "I changed my life because handcuffs get old after awhile." "Possibly my intelligence has always been my strength."</p>
	<p>Negative Internal Factor(s): *Physical / Mental Pain & Suffering Specifics: <i>Physical Abuse</i></p>	<p>*10</p>	<p>* "I got beat a lot (pause), always getting hit. My mom has bare-fisted me, punch[ed] me, thrown things at me. There was fear and paranoia to go home."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
<p>SG 7</p>	<p>Positive External Factor(s): *Social Setting</p> <p>*Educational Opportunities</p> <p>*Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Gifted Program / Parents-Brother-Friend</i></p>	<p>*23</p> <p>*23</p> <p>*21</p>	<p>* "The gifted classes were amazing. I loved going to gifted. It gave me more self-confidence." "All the gifted teachers I had from elementary to high school were my favorites."</p> <p>* "The gifted program substantially influenced my life positively."</p> <p>* "My parents were always supportive. I have always had a loving family. I hit the jackpot with parents." "They gave me the freedom to be me." "I always looked up to him [my brother]. He is carefree, outdoorsy, and awesome." "I've had a great buddy. We always competed and butted heads, but then became very close. He is like a brother. I could have gone to him for anything." My peers in the gifted classes were great. I could intellectually talk to them, which I couldn't with the regular ed. Kids."</p>
	<p>Negative External Factor(s): *Religion</p> <p>*Societal Affiliations / Social Interaction Specifics: <i>Catholic / Bullies' Opinion</i></p>	<p>*11</p> <p>*5</p>	<p>* "I started questioning about 14 or younger because of all of those confirmation classes. The nuns and ladies were always angry at the most trivial things, and that didn't seem too religious to me. I was a naughty boy. I questioned them [nuns] constantly. I was always in trouble."</p> <p>* "I was picked on and shoved into lockers by bullies because I was geeky."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 7	<p>Positive Internal Factor(s): *Numinous Experiences</p> <p>*Comprehensive Knowledge</p> <p>*Self-Awareness / Self Understanding</p> <p>Specifics: <i>Logic /Self-Confidence / Spirituality</i></p>	<p>*26</p> <p>*17</p> <p>*10</p>	<p>* "My spirituality is to be a good person. I follow the golden rule: treat people the way you want to be treated." " If there is a God, it is not a bearded man in the sky that constantly judges every move you make."</p> <p>* "I have the ability to reason logically." "I had the ability because of my intelligence to question." "I am very logical and a problem solver. There is a solution to every problem."</p> <p>* "I have self-confidence. It can take you a long way. When other people think you know what you're talking about, they tend to listen more." "I have a focused vision of who I am."</p>
	<p>Negative Internal Factor(s): *Comprehensive Knowledge</p> <p>*Self-Awareness / Self-Understanding</p> <p>Specifics: <i>Questioning / Compassion</i></p>	<p>*17</p> <p>*5</p>	<p>* "Because I question so much I often got in trouble. At times, I was a little precocious and would get under my teacher's skin. I was constantly asking questions that a fifth grader shouldn't be asking, and just questioning authority. That usually resulted negatively for me."</p> <p>* "Sometimes, I don't follow my heart and do what is expected."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 8	<p>Positive External Factor(s): *The Arts & Hobbies</p> <p>*Athletics</p> <p>*Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Skateboarding-Tennis / Art / Friend</i></p>	<p>*22</p> <p>*13</p> <p>*7</p>	<p>* "Pen and paper drawing is a positive outlet for me. It always has been." * "Skateboarding kept me sane. When I skateboard, I am able to push the limits. I equate skateboarding as a friend." "Tennis was the saving grace of going to Catholic school." * "My best friend showed me skateboarding, and I was never the same." "Our rivalry made us friends. We became partners in crime, and we are still friends to this day."</p>
	<p>Negative External Factor(s): *Societal Opinions & Assumptions *Religion *Social Setting * Societal Affiliations / Social Interaction <i>(These are all linked together)</i></p> <p>Specifics: <i>Parents / School / Religion</i></p>	<p>*17</p> <p>*17</p> <p>*17</p> <p>*12</p>	<p>* "My mother and father got a divorce. It was the most difficult thing I had to deal with. My dad was Jewish and my mom a devout Catholic. It was not a great time. My mom thought I had discipline issues, so she sent me to a private Catholic high school. I went against my will. I was one of the three openly Jewish kids at this school. I didn't go to mass and take the Eucharist. The kids gave me a whole hell of a lot of crap for it. When the <i>Passion of the Christ</i> came out, many students would use expletives against me. They used to have beat-the- Jew-days. I had verbal abuse on a daily basis."</p>

Table 12 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SG 8	<p>Positive Internal Factor(s): *Comprehensive Knowledge</p> <p>*Self-Awareness / Self Understanding *Stratagems & Coping Mechanisms</p> <p>Specifics: <i>Intelligence / Happiness / Strategy</i></p>	<p>*13</p> <p>*12</p> <p>*7</p>	<p>* "My intelligence has been a positive because I am smarter than the average person." "I am waiting to understand the knowledge of what I am waiting for." "I questioned all that I encountered. I had the intelligence to question authority." "I have tried to use my intelligence to be the change that you want to see in the world." * "If people see me happy then they might be happy. Life is contagious." * "I forgave them for all the pain they gave me. Even my parents. They know not what they did. As a Jew, I still followed Jesus who was one who was not also allowed to practice his faith." "Suicide is a cop out." "I had the will to overcome pitfall and peril."</p>
	<p>Negative Internal Factor(s): *Physical / Mental Pain & Suffering</p> <p>*Comprehensive Knowledge Specifics: <i>Depressed / Intelligence.</i></p>	<p>*11</p> <p>*9</p>	<p>* "When I was depressed, semi-suicidal I felt like I wasn't loved because I saw my parents yelling and I was acting out so they yelled at me. It was a lot of yelling." * "People thought I was a little punk because my intelligence was used to challenge them"</p>

Straight nongifted male participants' external/internal risk and resiliency factors.

Table 13 includes eight individual narrative vignettes for the gay gifted (SNG) male participants in this study.

Table 13

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 1	Positive External Factor(s): *Societal Affiliations Social Interactions *Social Setting <i>Specifics: Family / Military</i>	*6 *4	*"My family is religious, cultural, interesting, supportive, and caring." * "I went to the military [Navy] right after high school. I was not getting satisfaction, and I was searching for purpose."
	Negative External Factor(s): *Social Status *Societal Affiliations/Social Interaction <i>Specifics: SES-Security / Father</i>	*13 *7	* "The fear that I struggle with is not believing that I can become self-sufficient, self-supportive. I still need the support of others for security." * "On several levels, my father is disappointed as far as my approach to career. I have navigated away from the typically male-dominated fields. He doesn't tell me directly. That is why he is shallow."
	Positive Internal Factor(s): *Numinous Experiences *Comprehensive Knowledge <i>Specifics: Consciousness/ Routines</i>	*16 *9	* "My spirituality is eclectic. There is a greater meaning and purpose behind life. It incorporates the love of life." * "I think first and act later. I have a logical approach to life, so I have a more logical approach to solving problems not based on emotions like my sister."
	Negative Internal Factor(s): *Self-Awareness / Self-Understanding *Numinous Experiences <i>Specifics: Purpose / Spirituality</i>	*15 *5	* "My fear is not having the belief that my life has a purpose. I am trying to find the meaning of self about my purpose." * "My father would like for me to go back to my religious roots, that of a conservative Christian and not on my spiritual path."

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 2	<p>Positive External Factor(s): *The Arts & Hobbies</p> <p>*Societal Affiliations Social Interactions</p> <p>*Religion</p> <p>*Medication <i>Specifics:</i> Theater-Music / Girlfriend-Counselor/ Roman Catholic</p>	<p>*28</p> <p>*12</p> <p>*8</p> <p>*6</p>	<p>* "Truly the theater helped me. What it did is [was] it connects my brain to my body to my emotions, and at the same time it separates. It allows my body to be my body my voice to be my voice and my brain to think on its own. It lets me be who I am." "Hip-Hop gives me a positive message, and those positive messages I hold onto. They carry me through. It connects me to me."</p> <p>* "I eventually reached a point where I genuinely felt accepted. That came in the form of a girlfriend." "I think the counselor also helped me. I was able to talk about things that I had never been able to talk about before. The counselor listens and is smart. The counselor slapped me into the real world. She caught the delusion."</p> <p>* "I am a religious person. I embrace other religions as well. I think for my religion it sets the framework for those positive happy things."</p> <p>* "I ended up at the hospital because of my delusions. The medicine helps me."</p>
	<p>Negative External Factor(s): *Societal Affiliations/Social Interaction</p> <p><i>Specifics:</i> Family-Friends</p>	<p>*21</p>	<p>* "My family did not know what to do with me. I had no one to turn to. My aunt and cousin and a lot of people told me to see a doctor. At the time, I could not understand why everyone wanted me to see a doctor." "It is not easy talking to my parents about problems. My parents [would] rather not deal with it." "I lost every friend during the most difficult time of my life."</p>

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 2	<p>Positive Internal Factor(s): *Self-Awareness / Self-Understanding <i>Specifics: Optimist/ Realist</i></p>	*7	* "I am an optimist. I am a believer in going forward with it." "The more perceptive I am the more trusting I am of a person." "I have a positive outlook. I am a realist; stuff happens."
	<p>Negative Internal Factor(s): *Physical / Mental Pain & Suffering *Self-Awareness / Self-Understanding *Stratagems & Coping Mechanisms Specifics: Delusions / Happy / Trust</p>	*28 *9 *4	<p>* "I was stage manager for a production. There was a Madonna song at the end of the production. I could start to hear her making references to me during the song. They were not hallucinations, or so I thought. After that, I started visualizing my tongue being removed from my mouth and me being ripped apart." "In the past, I suffocated myself. It was from my delusions." * "When I was young, I did not know how to be happy." * "What would happen if I did trust someone, that was fear."</p>

Note. SNG2's responses were transcribed from each interview with a process of viewing and reviewing each video to locate the appropriate quote to support each positive or negative resiliency factor. **Member Checks** were conducted. Questions and concerns were brought forth from the participant for his clarification. These clarifications are noted in Appendix C.

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 3	<p>Positive External Factor(s): *Societal Affiliations/Social Interactions</p> <p>*The Arts & Hobbies Specifics: <i>Parents-Brother/Teacher / Writing</i></p>	<p>*24</p> <p>*12</p>	<p>* "They [family] have instilled all my morals and ethics. My mom and dad are there for me if I need them. My older brother and I am [are] similar. I can go to him and talk about difficult times in my life." "My best friend I have known since second grade. He is weird, just like me." "My friends helped me keep a positive attitude." "I wasn't sure what direction I would go in my life. She [English teacher] was supportive. She saw talent in my writing." * "Writing is something I have always been good at; since my teacher noticed that I could [write]."</p>
	<p>Negative External Factor(s): *Societal Affiliations/Social Interactions</p> <p>Specifics: <i>Dad (Teacher)</i></p>	<p>*5</p>	<p>* "Even though my dad was a teacher at the middle school I attended, I did not go to him with my problems. It was sometimes difficult that he was there."</p>
	<p>Positive Internal Factor(s): * Self-Awareness / Self-Understanding *Stratagems & Coping Mechanisms</p> <p>Specifics: <i>Drive / Do Not Give Up</i></p>	<p>*8</p> <p>*5</p>	<p>* "I have the drive to improve. If I keep improving, things will get better." * "I believe in the ability not to give up. I am tenacious and have the desire to live."</p>
	<p>Negative Internal Factor(s): * Physical Changes</p> <p>*Self-Awareness / Self-Understanding Specifics: <i>Weird-Nerdy / Aloneness</i></p>	<p>*12</p> <p>*10</p>	<p>* "I was a weird, nerdy, lonely kid. I didn't get along with a lot of people. Therefore, I was sort of isolated in mid school and high school." "Being odd was a problem in mid school; now I look at it as a positive." * "Sometimes, I felt very alone. I didn't know where my life was going."</p>

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 4	<p>Positive External Factor(s): *Societal Affiliations/Social Interactions</p> <p>*Athletics</p> <p>Specifics: <i>Parents-Neighbor-Coach / Wrestling-Cage Fighting</i></p>	<p>*17</p> <p>*16</p>	<p>* "My mom and dad are there for me and support me but sometimes they don't understand me (pause). It's not that they don't listen; it's just they are in a different place." "I had a neighbor to go to [who was] very helpful and listened to me. Since my dad was in the military, we left the base and I left her." "My coach [cage fighting] has become a wise counselor. He has taught me to get it done, have a plan, and live positive." * "I started wrestling in high school and really was good at it. I had the potential and still do to be great. I am now [into] cage fighting. It has given me the get-it-done kinda thinking."</p>
	<p>Negative External Factor(s): *Societal Opinions & Assumptions *Societal Affiliations/Social Interaction *Medication / Drugs</p> <p>Specifics: <i>Teacher / School / Peers</i></p>	<p>*6</p> <p>*5</p>	<p>* "I got bullied when I was younger because I was different and black and because I was quiet (pause). They picked on me." * "Drugs are a way out to ease the pain."</p>

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 4	<p>Positive Internal Factor(s): *Numinous Experiences</p> <p>*Stratagems & Coping Mechanisms</p> <p>*Self-Awareness / Self-Understanding</p> <p>*Physical / Mental Pain & Suffering</p> <p>Specifics: <i>Spirituality / Humor / Life's Lessons / Loss of a Loved One</i></p>	<p>*13</p> <p>*7</p> <p>*5</p> <p>*4</p>	<p>* "I have always had a spiritual awareness for myself. A spiritual consciousness of self, body, and mind. It gives my common sense to (pause) move right forward." "I believe that God is a person who takes notes and watches you. If God was a doctor, he would prescribe medicine to make you happy."</p> <p>* "I handled my situation the best that I could with what I was given." "I am humorous more than serious, and I live by the quote 'laughter is the best medicine.' "</p> <p>* "People are too serious sometimes. They just need to lighten up. I make sandwiches at Subway and used wheat bread instead of Italian. The lady was livid. People just need to lighten up, it's just bread."</p> <p>* "My first break-up, I had a broken heart and thought I would die. However, I did not, and there was a next day."</p>
	<p>Negative Internal Factor(s): * No Negative Internal Concepts Identified</p> <p>Specifics:</p>	<p>*0</p>	

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 5	<p>Positive External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Athletics</p> <p>Specifics: <i>Best Friend-Parents/ Soccer-Backpacking</i></p>	<p>*14</p> <p>*12</p>	<p>* "I met my best friend in elementary school. He would bug me on the playground, my perspective changed when I got to know him. I am still friends with him to this day and was his best man in 2004." "I can go to him for problems." "They [parents] have been supportive and in some instances it has been helpful."</p> <p>* "I have been playing soccer all my life. I get the feel of accomplishing something as a team. . I feel like I belong even when a teammate scores." "When backpacking, I get inspiration and meditation from the natural world."</p>
	<p>Negative External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Social Setting</p> <p>Specifics: <i>Popularity / Rural</i></p>	<p>*8</p> <p>*7</p>	<p>* "Social acceptance was extremely difficult [for me] in middle school. You want to be accepted and popular. "I didn't feel like I was a member of the popular group."</p> <p>* "When I was younger, I was always alone. Being in a rural area, I had no children to play with until I went to school."</p>
	<p>Positive Internal Factor(s): *Stratagems & Coping Mechanism</p> <p>*Self-Awareness / Self-Understanding</p> <p>* Numinous Experiences</p> <p>Specifics: <i>Hope / Self-Awareness / Spirituality</i></p>	<p>*7</p> <p>*6</p> <p>*6</p>	<p>* "There is hope for the future." "Things do change and time does mend things and tomorrow is a new day."</p> <p>* "I am a perfectionist, obsessionist, and have good intentions."</p> <p>* "My spirituality lies in the natural world (pause) —how the light hits me, simple things like that, that take your breath away."</p>
	<p>Negative Internal Factor(s): *Self-Awareness / Self-Understanding</p> <p>Specifics: <i>Acceptance</i></p>	<p>*15</p>	<p>* "The popular kids had a gregariousness and physical looks or beauty and identification with a certain culture like skateboarding. I didn't identify with any of the cultures."</p>

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 7	<p>Positive External Factor(s): *Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Parents-Dad / Brother/ Friends</i></p>	*15	* "When I had problems, my day was more likely to solve it and less likely to make you feel bad about it." "When I had problems, I always had home to go to, and things were better." "I had a close relationship with my brother. He was there if I needed him." "I had other friends who go picked on too. We were buddies, and we had each other. I have been with the same three dudes, hanging with them my entire life."
	<p>Negative External Factor(s): *Societal Affiliations</p> <p>Specifics: <i>Bullies</i></p>	*8	* "I definitely got picked on in mid school. I was a little 'white boy skateboarder kid' in a Hispanic neighborhood who generally got picked on. At this time I was learning to survive."
	<p>Positive Internal Factor(s): *Self-Awareness / Self-Understanding</p> <p>*Stratagems & Coping Mechanisms *Comprehensive Knowledge</p> <p>Specifics: <i>Self-Love / It Gets Better / Intelligence</i></p>	*12 *9 *8	* "I have love of life, and know that I am loved, and I love myself." "Whenever I did sports, I knew I was the worst kid. When I started skateboarding, I was good at that one thing, and It gave me confidence to be good or try to be good at other things." * "Things aren't good, aren't always good, but things get better." * "Simply put, life is hard for stupid people. Being able to speak and communicate well is an intelligence thing. Decision making requires intelligence. It really helps making life easier." "When I solve a problem, I think, plan it out, and do it."
	<p>Negative Internal Factor(s): *Physical Attributes / Body Image Specifics: Did not look like the dominant culture</p>	*12	*"I definitely got picked on in mid school. I was a little 'white boy skateboarder kid' in a Hispanic neighborhood."

Table 13 (continued)

Vignettes of Each Straight Gifted Individual's Interview Data Pertaining to External/Internal Risk and Resiliency Factors

Pseudonym	External & Internal Resiliency Factors	Coding & Memoing Data	Participant's Response
SNG 8	<p>Positive External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Religion</p> <p>Specifics: <i>Family-Mom / Friends / Catholic</i></p>	<p>*22</p> <p>*10</p>	<p>* "My family makes me happy." "Because my family kicked me out of my house because of drugs, I learned that my family is absolutely amazing, and I need to do whatever it takes to keep them. My parents took me back and accepted me." "My mom is loving, strong, and awesome. I still go to mama. She handles the biz." "I had good friends. We were tight. I went to live with friends during my troubles and when I was kicked out."</p> <p>* "Religion kept me on track. I am a Catholic through and through. I think God is good; God is great. I always put God first on my list because without God, I am nothing."</p>
	<p>Negative External Factor(s): *Medication</p> <p>*Religion *Societal Affiliations / Social Interaction</p> <p>Specifics: <i>Drugs / Family</i></p>	<p>*15</p> <p>*15 *7</p>	<p>*"I had problem with drugs when I was little and like that. I kept those problems to myself. My parents never did drugs, and they didn't understand."</p> <p>*Being a Catholic has been hard, especially when I was younger, why was I hated?"</p> <p>* "I have always had a hard time like telling my family some of my hard problems. That's just because (pause) I don't know (pause). I feel like they are distant (pause) in a way, they are different from me and I am different than my family when it came to that [drugs]."</p>
	<p>Positive Internal Factor(s): *Self –Awareness / Self-Understanding Specifics: <i>Self-Acceptance</i></p>	<p>*8</p>	<p>*"I am lucky in the aspect of fitting in. I am nice and outgoing." "I have realized how to make the negative into the positive."</p>
	<p>Negative Internal Factor(s): *Physical / Mental Pain & Suffering</p> <p>Specifics: <i>Depression</i></p>	<p>*9</p>	<p>* "When I was in high school, I always kept to myself. Could I have been depressed (pause)? I got kicked out of my house for drugs. I guess I was depressed back then."</p>

Frequency of data coding regarding various internal/external risk and resiliency factors for each group. Through extensive interview review, comparison, coding, and memo writing, frequency data points pertaining to external/internal risk and resiliency factors emerged. Frequency of coded data points for the groups is presented in Tables 14 - 15 below. Table 14 presents the frequency of coded data points for *external resiliency* and *risk* factors. Table 15 presents the frequency of coded data points for *internal resiliency* and *risk* factors.

Descriptive analysis of this frequency data is reported in the following sections of this chapter. Given the fact that these data are based on information derived from the researcher's coding and memo writing, the reader should keep in mind that these results may be influenced by the researcher's positionality and personal perspective. This is true for data obtained through qualitative research methods such as those used for this study.

Table 14

Total Responses of Group Comparisons of External Resiliency Factors

External Resiliency Factors Concrete Concepts	Gay Gifted		Gay Nongifted		Straight Gifted		Straight Nongifted	
	Resiliency	Risk	Resiliency	Risk	Resiliency	Risk	Resiliency	Risk
Societal Affiliations & Social Interaction	131	54	117	119	118	137	125	75
Social Settings	46	0	4	25	73	53	4	20
Social Status	10	11	2	18	0	17	0	13
Achievement	13	0	9	1	5	0	0	5
Religion	17	19	5	20	8	28	18	15
Arts & Hobbies	71	0	27	0	41	0	40	0
Athletics	21	0	7	0	31	11	28	0
Educational Opportunities	34	0	6	0	64	8	0	6
Non-stereotypical Behavior	12	25	0	0	0	0	0	0
Societal Opinions & Assumptions	8	19	17	37	0	31	0	6
Drugs	10	15	0	0	0	0	6	20
Pets	0	0	5	6	0	0	0	0
Future	10	2	7	0	3	5	0	0

Table 15

Total Responses of Group Comparisons of Internal Resiliency Factors

Internal Resiliency Factors Abstract Concepts	Gay Gifted		Gay Nongifted		Straight Gifted		Straight Nongifted	
	Resiliency	Risk	Resiliency	Risk	Resiliency	Risk	Resiliency	Risk
Comprehensive Knowledge	104	0	11	5	89	42	17	0
Self-Awareness & Self-Understanding	60	62	82	60	81	69	54	57
Numinous Experiences	37	0	8	5	26	0	35	5
Achievement	15	0	16	0	20	0	0	0
Physical Attributes & Body Images	8	29	0	0	14	18	0	12
Stratagems & Coping Mechanisms	66	24	65	0	81	0	46	4
Physical & Mental Pain	0	51	0	19	0	21	4	37

Frequency of data coding regarding total internal/external risk and resiliency factors for each group. Table 16 shows the frequency of coded data points across the 13 external and 7 internal *resiliency* factors.

Table 16

Frequency of Coded Data for Total Resiliency Factors for Each Group

Resiliency Factors	Gay Gifted	Gay Nongifted	Straight Gifted	Straight Nongifted
External Resiliency Factors (Concrete)	383	206	343	215
Internal Resiliency Factors (Abstract)	290	182	311	156
Overall Resiliency Factors	673	388	654	371

Table 16 above reveals that the gay gifted group had the most responses for *external resiliency* supports ($n = 383$), followed by the straight gifted group (GG = 343). The two gifted groups reported the highest number of *external resiliency* factors. The group with the fewest responses for *external resiliency* factors was the gay nongifted (GG = 206) group. The straight nongifted (SNG) group reported a total of 215 *external resiliency* factors. Regarding the *internal resiliency* factors, the gay gifted group (GG = 290) and the straight gifted group (SG = 311) were somewhat similar in their total responses of positive internal resiliency factors. The lowest number of responses for *internal resiliency* factors ($n=156$) were those reported by the straight nongifted (SNG) group. The most frequently coded data points for resiliency factors to the least frequently coded data points for resiliency factors: gay gifted (GG = 673), straight gifted (SG = 654), gay nongifted (GG = 388), and straight nongifted (SNG = 371).

Table 17 below shows the frequency of coded data points across the 13 external and 7 internal *risk* factors.

Table 17

Frequency of Coded Data for Total Risk Factors for Each Group

Risk Factors	Gay Gifted	Gay Nongifted	Straight Gifted	Straight Nongifted
External Risk Factors (Concrete)	159	226	290	160
Internal Risk Factors (Abstract)	166	89	150	115
Overall Risk Factors	325	315	440	275

Table 17 above shows that across all of the *risk* factors the straight gifted (SG = 440) group had the highest number of coded data points. The straight nongifted group (SMG = 275) had the lowest number of coded *risk* factors, when *internal* and *external risks* are combined. The gay gifted (GG = 325) and gay nongifted (GNG = 315) had a similar number of coded data points for the combined *internal* and *external risks*. The gay gifted group (GG = 19) and straight nongifted group (SNG = 16)) had an almost identical number of coded *external risk* factors. The gay gifted group (GG = 166) had highest number of *internal risk* factors, while the gay nongifted (GNG = 89) group had the lowest number of internal risk factors. The gay gifted (GG) group's number of *internal risk* factors and *external risk* factors was very similar (i.e., internal risks = 159, external risks = 166). In contrast, the other three groups had more frequently coded *external risks* than *internal risks*.

Coded frequency of all factors across the groups. Figure 10 presents the frequency data regarding *external/internal risk* and *resiliency suicidal* factors for each group.

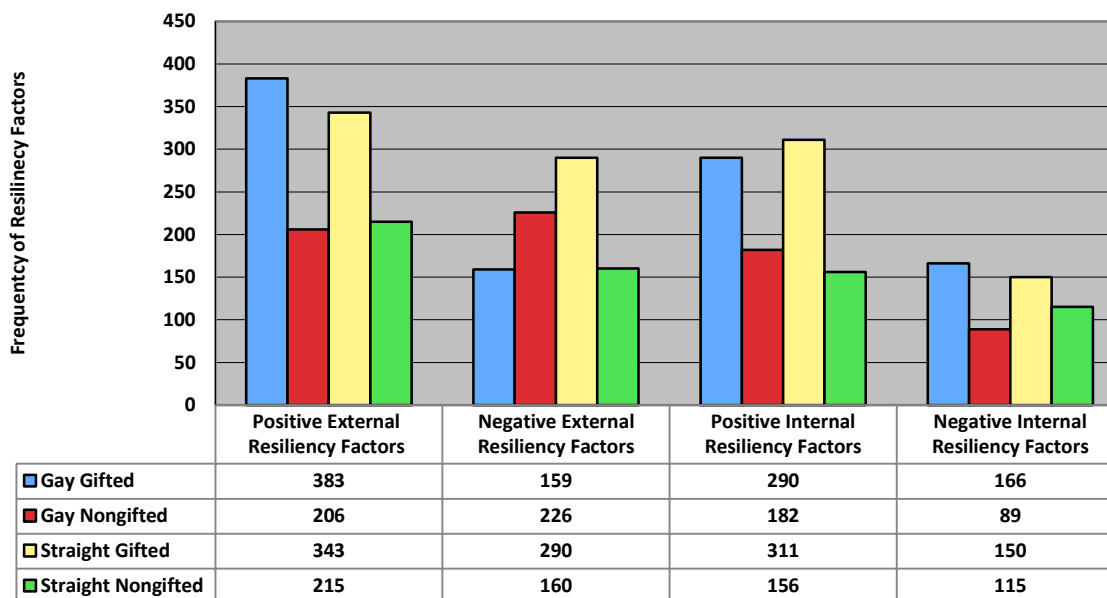


Figure 10. Frequency of internal/external risk and resiliency factors for groups.

In terms of *external resiliency* factors, the groups' frequency coding, arranged from highest to lowest: gay gifted (GG) males' frequency was 383, straight gifted (SG) males' frequency was 343, straight nongifted (SNG) males' frequency was 215, and gay nongifted (GNG) males' frequency was 206. The gay gifted (GG) males had the highest frequency coding for their *external resiliency* factors, followed by the straight gifted (SG) males. The two nongifted groups (i.e., gay nongifted, straight nongifted) had lower and very a similar number of *external resiliency* factors.

In terms of *internal resiliency* factors, the groups' frequency coding, arranged from highest to lowest: straight gifted (SG) males' frequency was 311, gay gifted (GG) males' frequency was 290, gay nongifted (GNG) males' frequency was 182, and straight nongifted (SNG) males' frequency was 156. As was true for the *external resiliency* factors, the two gifted groups (i.e., gay gifted and straight gifted) had a higher number of coded frequency data points regarding their *internal resiliency* factors.

Figure 10 also shows the *external/internal risk* and *resiliency* factors for each group. The *external risk* factors, listed from highest to lowest, were: straight gifted (SG = 290), gay nongifted (GNG = 226), straight nongifted (SNG = 160), and gay gifted (GG = 159). In terms of the *internal risk* factors for each group were as follows, listed from highest to lowest: gay gifted (GG = 166), straight gifted (GG = 150), straight nongifted (SNG = 115), and gay nongifted GNG = 89). The straight gifted (SG) participants had the highest frequency of coding regarding their *external risk* factors. The gay gifted (GG) participants had the highest frequency of coding regarding their *internal risk* factors.

Figure 11 below compares the groups' *resiliency factors* against their *risk factors* based on the researcher's memo and coding data.

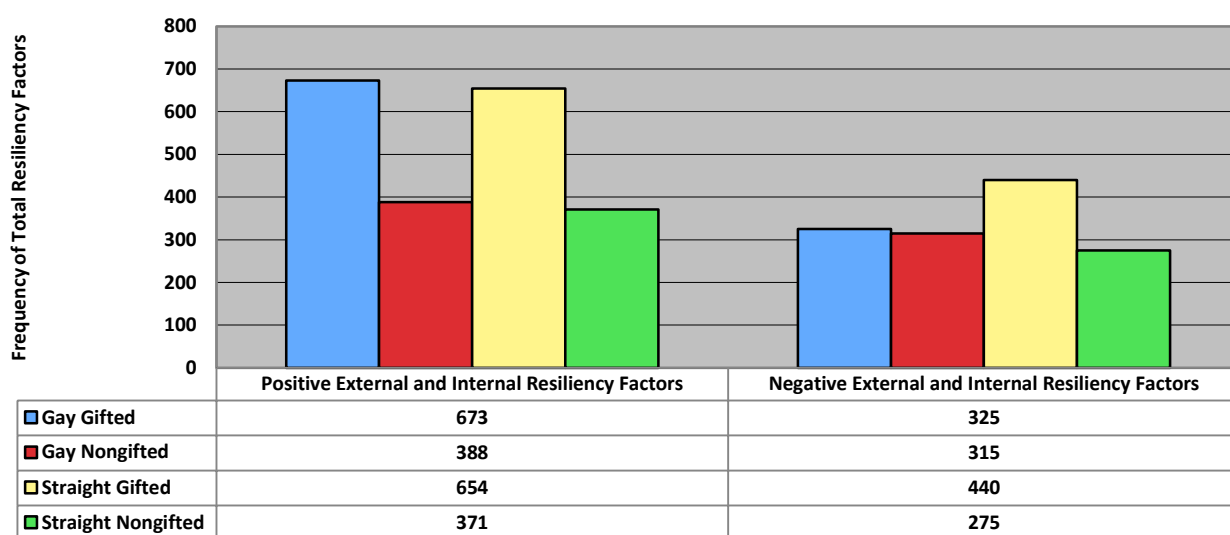


Figure 11. Group comparison of external/internal risk and resiliency factors.

Data for this chart was generated by combining each group's *external and internal resiliency* factors. Based on the researcher's frequency coding data the total *resiliency* factors for the groups were: gay gifted (GG = 673), straight gifted (SG = 654), gay nongifted (GNG = 388), and straight nongifted (SNG = 371). When looking at the total *resiliency* factors for the

four groups, the two gifted groups (i.e., gay gifted and straight gifted) had the highest frequency of coded factors.

Figure 11 also compares the frequency of coded data regarding each group's total *risk* factors both internal and external. The range of frequency coded data for *risk* factors was: straight gifted (SG = 440), gay gifted (GG = 325), gay nongifted (GNG = 315), and straight nongifted (SNG = 275). When looking at the total *risk* factors for the four groups, the two gifted groups (i.e., straight gifted and gay gifted) again had the highest frequency of coded factors.

Coded frequency of external risk and resiliency factors across the groups. Figures 12 and 13 below illustrate similarities and differences across the four groups based on the researcher's coded and memoed data regarding the *external risk and external resiliency* factors. The data is arranged according to categories generated through constant comparative analysis. *Figure 12* below present presents the data regarding the *external resiliency* categories for the various groups.

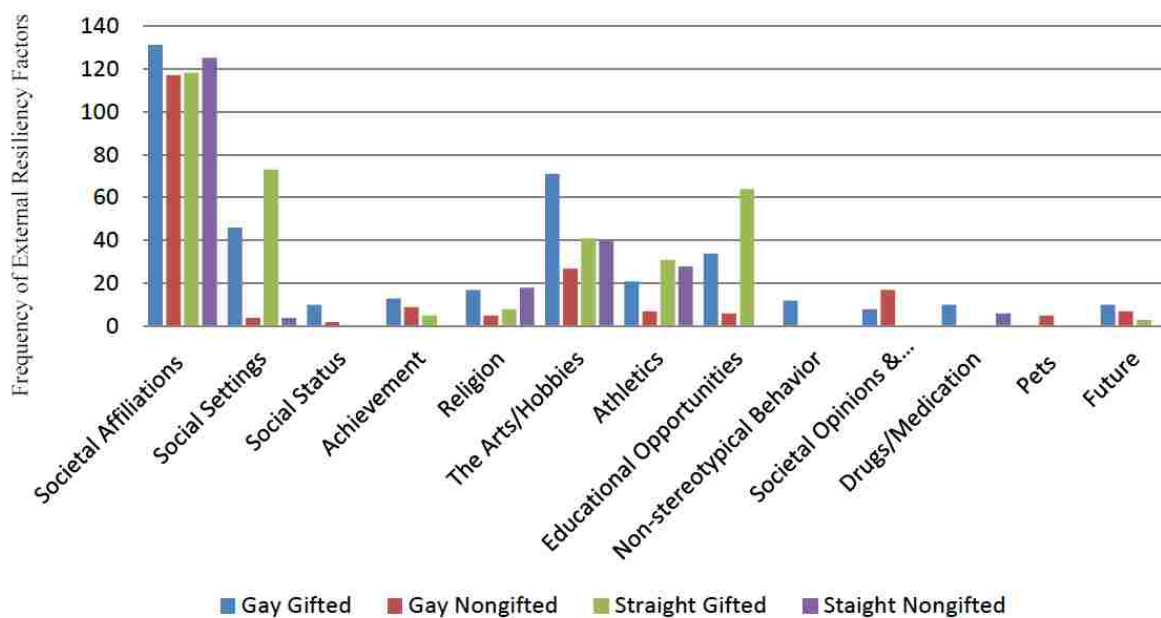


Figure 12. Group comparison of *external resiliency* factors by categories.

Figure 12 reveals that across all groups the factor of “*Societal Affiliations and Social Interaction*” was the strongest or most frequently coded *external resiliency* factor. This factor was coded more than twice as often as any other *external resiliency* factor for every group. The range of coded data for each group for the *external resiliency* factor of “*Societal Affiliations and Social Interaction*” was: gay gifted (GG = 131), gay nongifted (GNG = 117), straight nongifted (SNG = 118), and straight nongifted (SNG = 125). The *external resiliency* factor of “*Arts and Hobbies*” was the second most frequently coded *external resiliency* factor for the gay gifted (GG = 71) group. The range for this factor across the other groups was: gay nongifted (GNG = 27), straight gifted (SG = 41), and straight nongifted (SNG = 40). The two gifted groups had more coded data for the *external resiliency* factor of “*Social Setting*” than did the nongifted groups: straight gifted (SG = 73), gay gifted (GG = 46), gay nongifted (GNG = 4), and straight nongifted (SNG = 4). Additionally, the two gifted groups had much more coded data for the *external resiliency* factor of educational opportunities: straight gifted (SG = 64), gay gifted (GG = 34), gay nongifted (GNG = 6), and straight nongifted (SNG = 0). “*Religion*” also served as an *external resiliency* factor for many of these participants based on coded data: gay gifted (GG = 17), gay nongifted (GNG = 5), straight gifted at 8, and straight nongifted (SNG = 18). Another *external resiliency* factor for some participants was “*Athletics*”: gay gifted (GG = 21), gay nongifted (GNG = 7), straight gifted (SG = 31), and straight nongifted (SNG = 28). The gay gifted (GG = 10) and straight nongifted group (SNG = 6) indicated that “*Drugs*” played an *external resiliency* role during adolescence. The external category of “*Future*” was seen as an *external resiliency* factor for the gay gifted males (GG = 10), the gay nongifted (GNG = 7), and the straight gifted (SG = 3). The only group that, based on coding data, indicated that the category of “*Non-*

stereotypical Behavior” was an *external resiliency* factor in their lives was the gay gifted males (GG = 12).

Figure 13 below present presents the data regarding the *external risk* categories for the various groups.

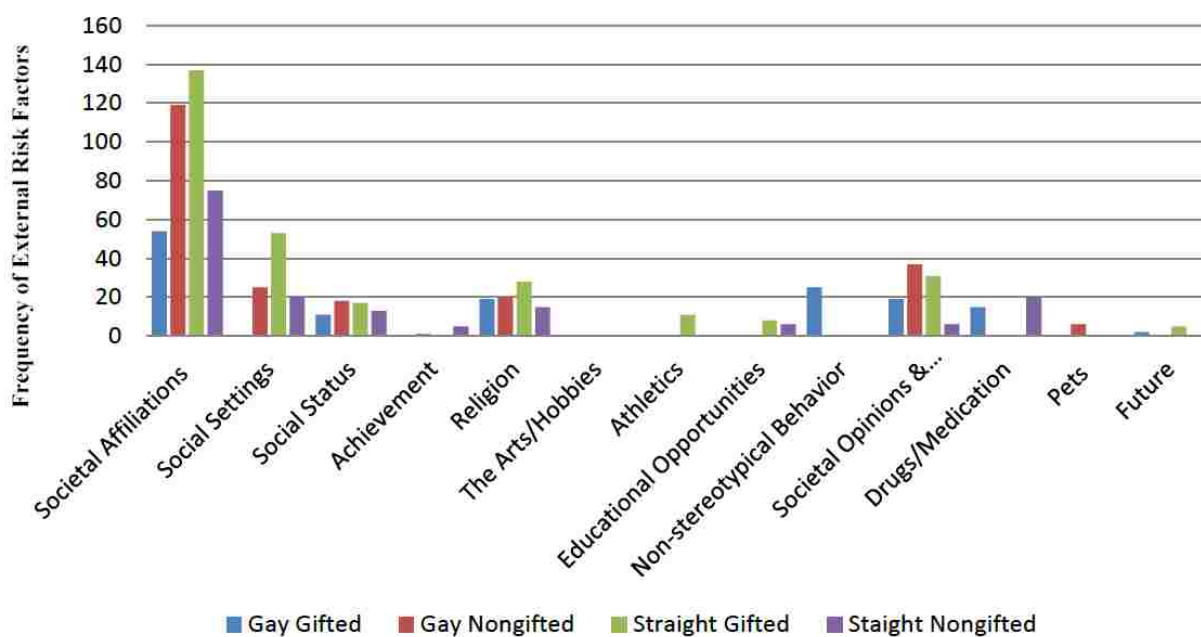


Figure 13. Group comparison of *external risk* factors by categories

Figure 13 above shows that just as the category of “*Social Affiliations/Social Interactions*” was the most frequently coded as an *external risk* factor for all groups. It is noteworthy that this same category also was the most frequently coded *external resiliency* factor for all the groups. The straight gifted group (SG = 137) and gay nongifted group (GNG = 119) had the highest coded data indicating that “*Social Affiliations/Social Interactions*” was a powerful *external risk* factor in their adolescent lives. The straight nongifted (SNG = 75) and gay gifted (GG = 54), however, also revealed that “*Social Affiliations/Social Interactions*” was a strong *external resiliency* factor for them. As Figure 13 shows, that the categories of “*Social Setting*” and “*Religion*” served as an important *external risk* factor for some participants. As

previously described Figure 12 showed, these same two categories also served as a significant *external resiliency* factor for others. The straight gifted (SG = 53), gay nongifted (GNG = 25), and straight nongifted (SNG = 20) indicated that “*Social Setting*” was an *external risk* factor. Notably, this category was not an *external risk* for the gay gifted groups based on coding data. The straight gifted group (SG = 28), gay nongifted group (GNG = 20), gay gifted group (GG = 19), and straight nongifted group (SNG = 15) indicated that “*Religion*” was an *external risk* factor during their adolescence. The gay gifted group (GG = 15) and the straight nongifted group (SNG = 20) indicated that the external category of “*Drugs*” was a *risk* factor during their adolescence. However, as previously noted in the discussion of Figure 12, the gay gifted group and the straight nongifted group also revealed that this category served as a *resiliency* factor in their adolescent lives. The only group that indicated that the category of “*Life Stressors*” was an *external risk* factor in their lives was the gay gifted group (GG = 14). Similarly, the gay gifted group was the only group that indicated that the category of “*Non-stereotypical Behavior*” was a *risk external* factor in their lives as adolescents. Coded data points indicated that the gay gifted male participants saw the external factor of “*Non-stereotypical Behavior*” as both a *resiliency* and a *risk* factor during adolescence.

Coded frequency of internal risk and resiliency factors across the groups. Figures 14 and 15 below illustrate similarities and differences across the four groups based the researcher’s coded/memoed data regarding the *internal resiliency* and *risk* factors. Figure 14 presents the data regarding the *positive resiliency* categories for the various groups of male participants.

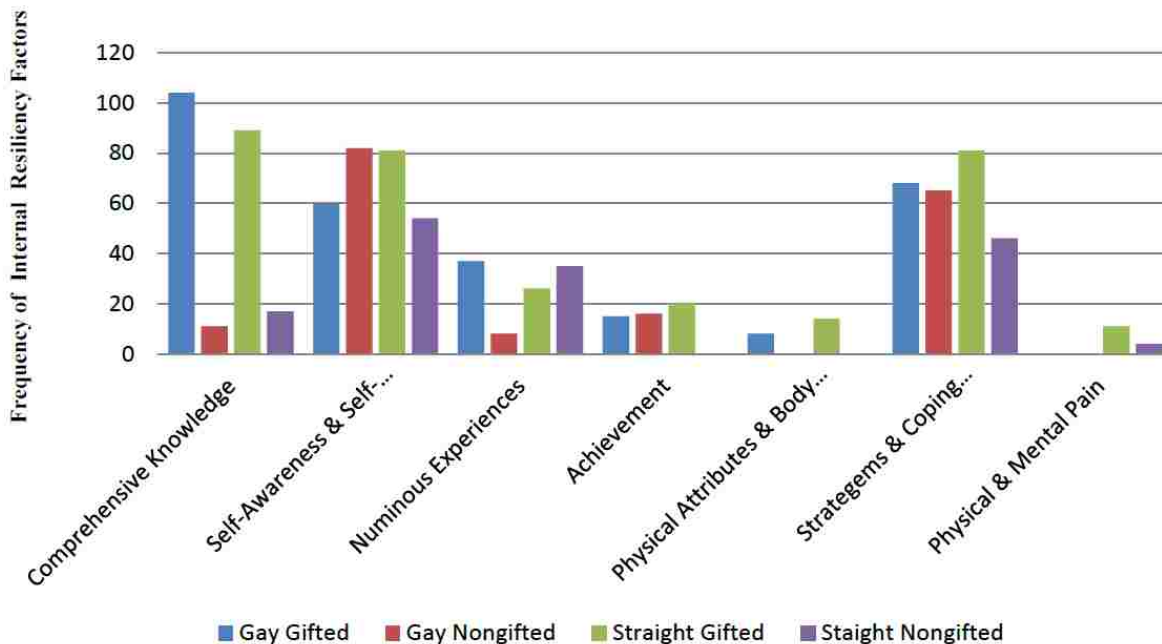


Figure 14. Group comparison of *internal resiliency* factors by categories.

Figure 14 above shows that the category of “*Comprehensive Knowledge*” was the most powerful *internal resiliency* factor for the two gifted groups. This category was coded as an *internal resiliency* factor 104 times for gay gifted (GG) males and 89 times for the straight gifted (SG) males. This contrasts with this category being coded only 17 times for the straight nongifted (SNG) males and 11 times for the gay nongifted (GNG) males. All of the groups indicated that “*Self-Awareness/Self-Understanding*” and “*Stratagems & Coping Mechanisms*” were important *internal resiliency* factors during their adolescence. For “*Self-Awareness/Self-Understanding*,” the range was: gay nongifted (GNG = 82), straight gifted (SG = 81), gay gifted (GG = 60), and straight nongifted (SNG = 54). For “*Stratagems & Coping Mechanism*,” the range was: straight gifted (SG = 81), gay gifted (GG = 66), gay nongifted (GNG = 65), and straight nongifted (SNG = 46). The *internal resiliency* factor of “*Numinous Experiences*” was a supportive factor for three groups: gay gifted (GG = 37), straight nongifted (SNG = 35), and straight gifted (SG = 26). Three groups revealed “*Achievement*” as an *internal resiliency* factor: straight gifted (SG = 20), gay nongifted (GNG = 16), gay gifted (GG = 15). No member of the

straight nongifted group indicated “*Achievement*” as an *internal resiliency* factor. The straight gifted group (SG = 14) and the gay gifted group (GG = 8) were the only groups to indicate that “*Physical Attributes/Body Image*” was an *internal resiliency* factor. The only group to indicate, based on coding data, that “*Physical & Mental Pain*” was an *internal resiliency* factor during their adolescence was the straight nongifted males (SNG = 4).

Figure 15 below present presents the data regarding the *internal risk* categories for the various groups.

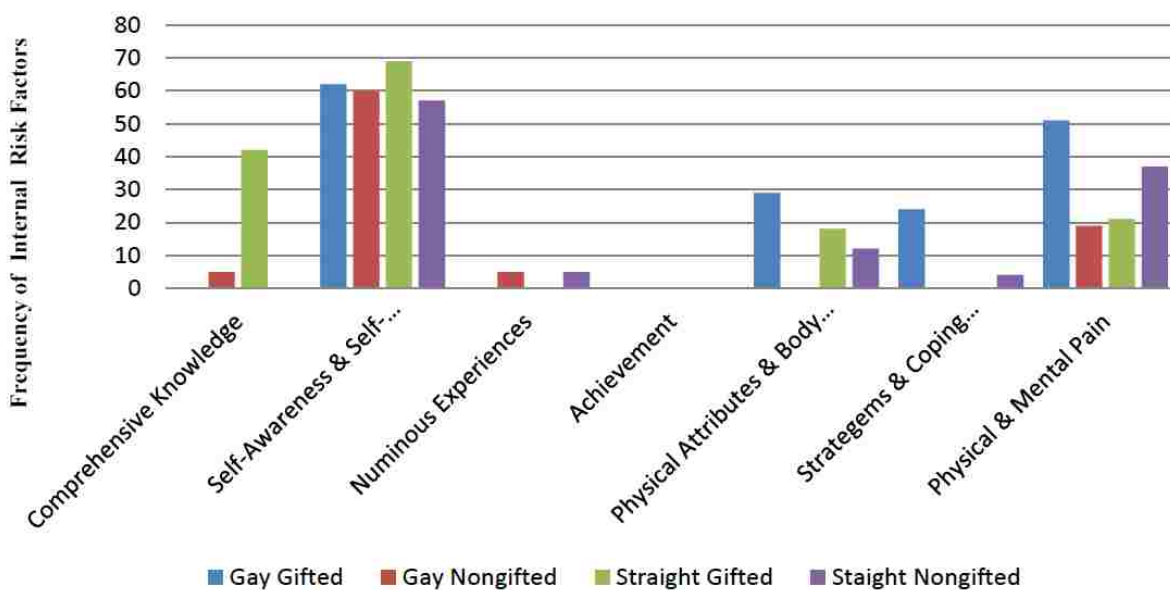


Figure 15. Group comparison of *internal risk* factors by categories.

Figure 15 above shows that for all four groups of male participants, the category of “*Self-Awareness/Self-Understanding*” was the most frequently coded *internal risk* factor. The range of coded data for this category as an *internal risk* was: straight gifted (SG = 9), gay gifted (GG = 62), gay nongifted (GNG = 60), and straight nongifted (SNG = 57). “*Physical & Mental Pain*” was a coded as an *internal risk* factor for all the groups: gay gifted (GG = 51), straight nongifted (SNG = 37), straight gifted (SG = 21), and gay nongifted (GNG = 19). The category that was

coded as an *internal risk* for three of the four groups was “*Physical Attributes & Body Image.*” The range of scores for this category as an *internal risk* factor was: gay gifted (GG = 29), straight gifted (SG = 18), and straight nongifted (SNG = 12). The gay nongifted group did not appear to consider this category to have been a *risk* factor during their adolescence. Some of the straight gifted males (SG = 42), based on coding data, indicated that “*Comprehensive Knowledge*” was an *internal risk* factor. The gay gifted group was the only group with noticeable coded data (GG = 24) for “*Stratagems & Coping Mechanisms*” as an *internal risk* factor. The straight nongifted group was the other group with coding in this category (SNG = 4). There were a small number of participants with coding in the *internal risk* category of “*Numinous.*” gay nongifted (GNG = 5) and straight nongifted (SNG = 5).

Comparison of gifted and nongifted participants’ factors associated with suicide and suicidal ideation. Figures 16 - 19 below show similarities and differences between the gifted (GG and SG) and nongifted (GNG and SNG) groups pertaining to their (a) *external risks* and *resiliency* factors and (b) *internal risks* and *resiliency* factors. These figures are based on data from the researcher’s coded and memoed information. The various *resiliency* factors and various *risk* factors for the two gifted groups (i.e., gay gifted and straight gifted) also were combined. Figure 16 compares the gifted and nongifted participants’ *external resiliency* factors.

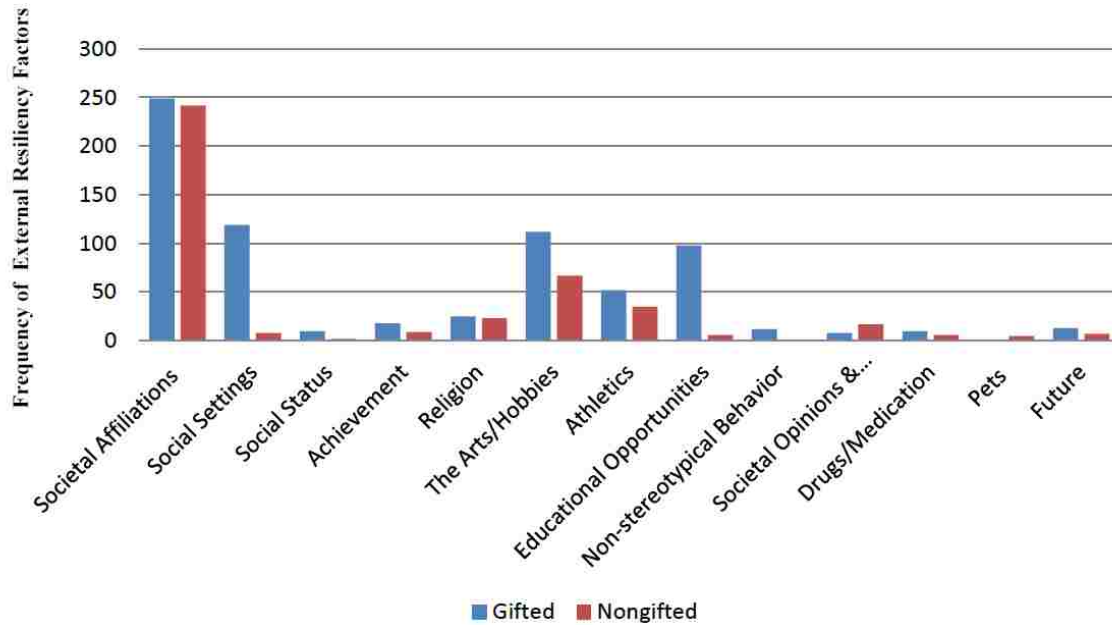


Figure 16. Gifted and nongifted *external resiliency* factors by categories.

Figure 16 above shows that, for both the gifted (GG and SG) and nongifted (GNG and SNG) participants, the category of “*Societal Affiliations & Social Interactions*” was the more coded positive *external resiliency* factor. In this category, there were only seven coded responses separating these groups: gifted (GG + SG = 249) and nongifted (GNG + SNG = 242). The category of “*Arts & Hobbies*” was also coded as an *external resiliency* factor for the gifted (GG + SG = 112) and the nongifted (GNG + SNG = 67). The coding for this category in regard to the gifted participants was almost twice as high as that of the nongifted. “*Athletics*” was coded as an *external resiliency* factor for the gifted (GG + SG = 52) and also for the nongifted (GNG + SNG = 25). There were two *external resiliency* categories that showed differences between the gifted and nongifted participants. On the category of “*Social Setting*,” the gifted participants (GG + SG = 119) had more data coded as *external resiliency* factor than did the nongifted (GNG + SNG = 8). Additionally, the gifted participants had more coded data (GG + SG = 98) in the

external resiliency category of “*Educational Opportunities*” than did the nongifted (GNG + SNG = 6).

Figure 17 below compares the gifted and nongifted *external risk* factors based on coded and memoed data.

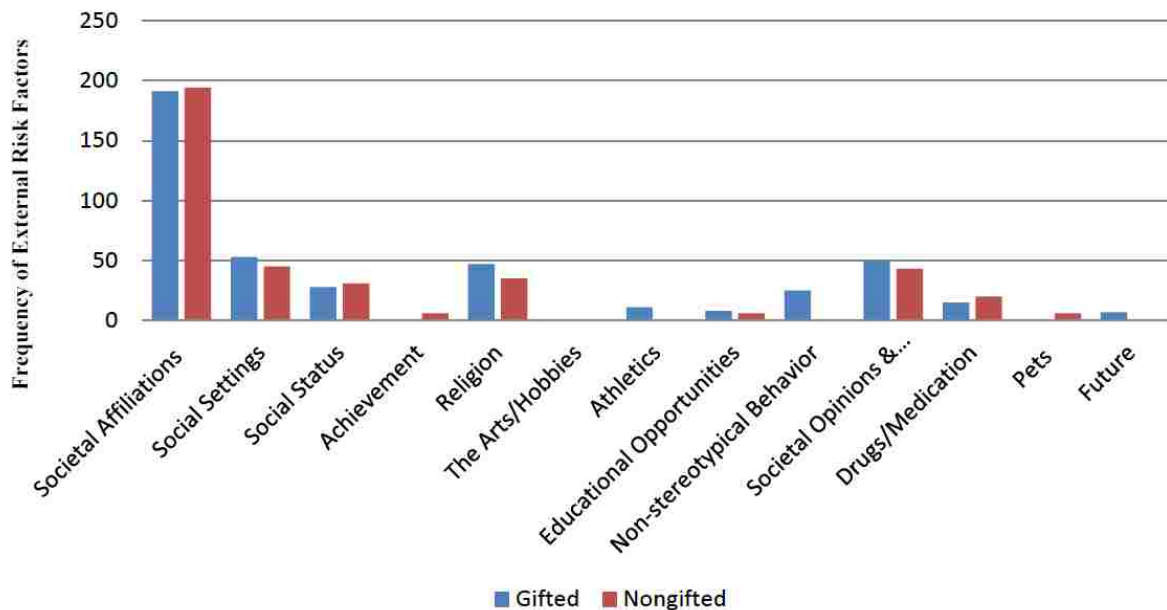


Figure 17. Gifted and nongifted *external risk* factors by categories.

Comparing Figures 16 and 17 above shows that, both the gifted (GG and SG) and nongifted (GNG and SNG) participants had fewer coded *external risk* categories than they had for *external resiliency* categories. The gifted and nongifted groups had very similarly coded data points across many of the *external risk* categories. The categories with similar coded data numbers are: “*Societal Affiliations/Social Interactions*” (gifted = 191 and nongifted = 194); “*Social Settings*” (gifted = 53 and nongifted = 45); “*Religion*” (gifted 47 = and nongifted = 35); “*Education*” (gifted = 8 and nongifted = 6); “*Societal Opinions & Assumptions*” (gifted = 50 and nongifted = 43); and “*Drugs*” (gifted = 15 and nongifted = 20).

Figure 18 compares gifted and nongifted participants' coded data regarding their *internal resiliency* factors.

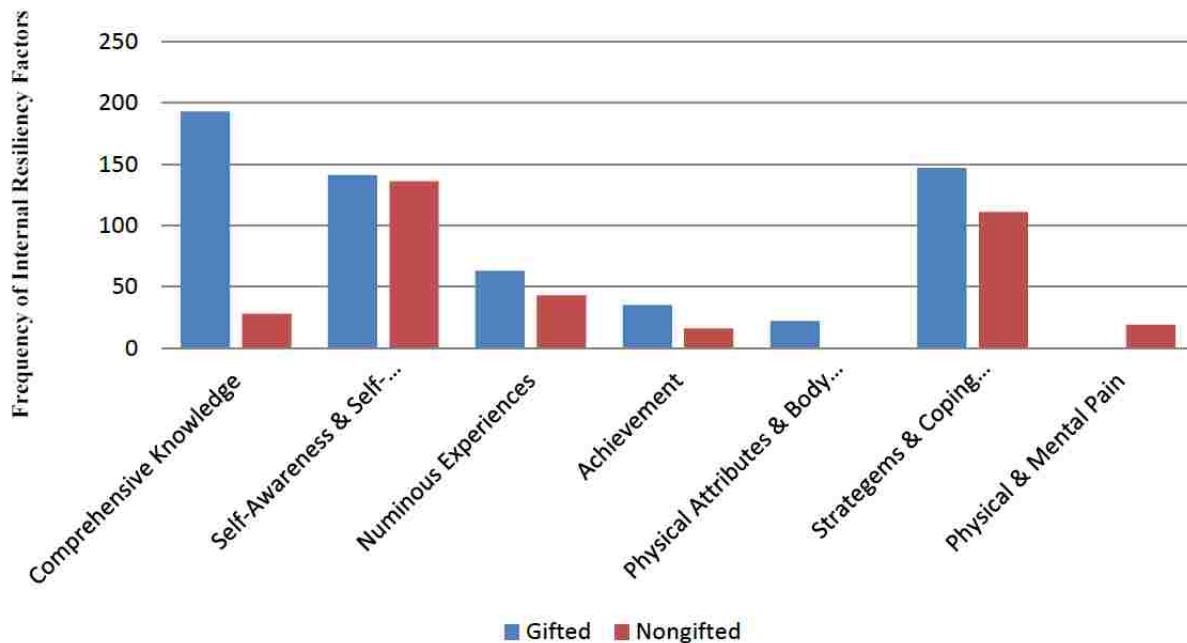


Figure 18. Gifted and nongifted *internal resiliency* factors by categories.

Figure 18 above shows that, across the various categories of *positive/protective internal* factors, participants in the two gifted (GG and SG) groups had a high number of coded responses in the *internal resiliency* category of “*Comprehensive Knowledge*” (GG + SG = 190). The same category for the nongifted (GNG and SNG) participants was coded at a much lower frequency (GNG + SNG = 28). The gifted participants had noticeably more coded points for the following categories: “*Numinous Experiences*” (gifted = 63, nongifted = 43), “*Achievement*” (gifted = 35, nongifted = 16), and “*Stratagems/Coping Mechanisms*” (gifted = 147, nongifted = 111). The gifted participants had 22 coded points for the *internal resiliency* category of “*Physical Attributes/Body Images*” while the nongifted participants had no coded data in the positive factor category.

Figure 19 compares gifted (GG and SG) and nongifted (GNG and SNG) participants' *internal risk* factors.

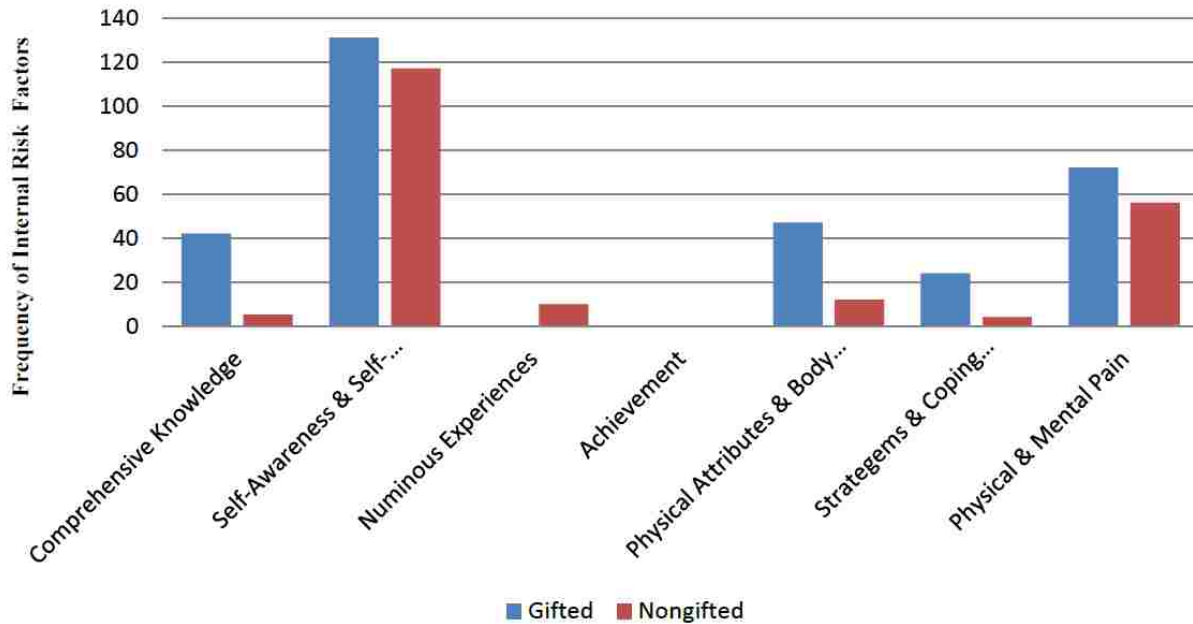


Figure 19. Gifted and nongifted *internal risk* factors by categories.

Figure 19 above compares the gifted participants (GG and SG) and nongifted participants (GNG and SNG) regarding the coded data for *internal risk* factors. None of these gifted or nongifted participants saw “*Achievement*” as an *internal risk* factor. The gifted participants had a noticeably higher number of *internal risk* coded data than did their nongifted counterparts five *internal risk* categories. These *internal risk* factors were: “*Comprehensive Knowledge*” (gifted = 42, nongifted = 5), “*Self Awareness/Self Understanding*” (gifted = 131, nongifted = 117), “*Physical Attributes & Body Image*” (gifted = 47, nongifted = 12), “*Stratagems/Coping Mechanisms*” (gifted = 24, nongifted = 4), and “*Physical & Mental Pain*” (gifted = 72, nongifted = 56).

Comparison of gay and straight male participants’ factors associated with suicide and suicidal ideation. Figures 20 – 23 reveal similarities and differences between the gay (GG and GNG) and straight (SG and SNG) male groups pertaining to their *external* and *internal resiliency*

and *risk* factors. These figures are based on data from the researcher's coded and memoed information. Data from the two gay groups (GG and GNG) were combined to generate the gay data. The straight gifted (SG) and straight nongifted (SNG) data were combined to generate the straight data. Figure 20 below compares the gay and straight male participants' *positive, external* resiliency factors.

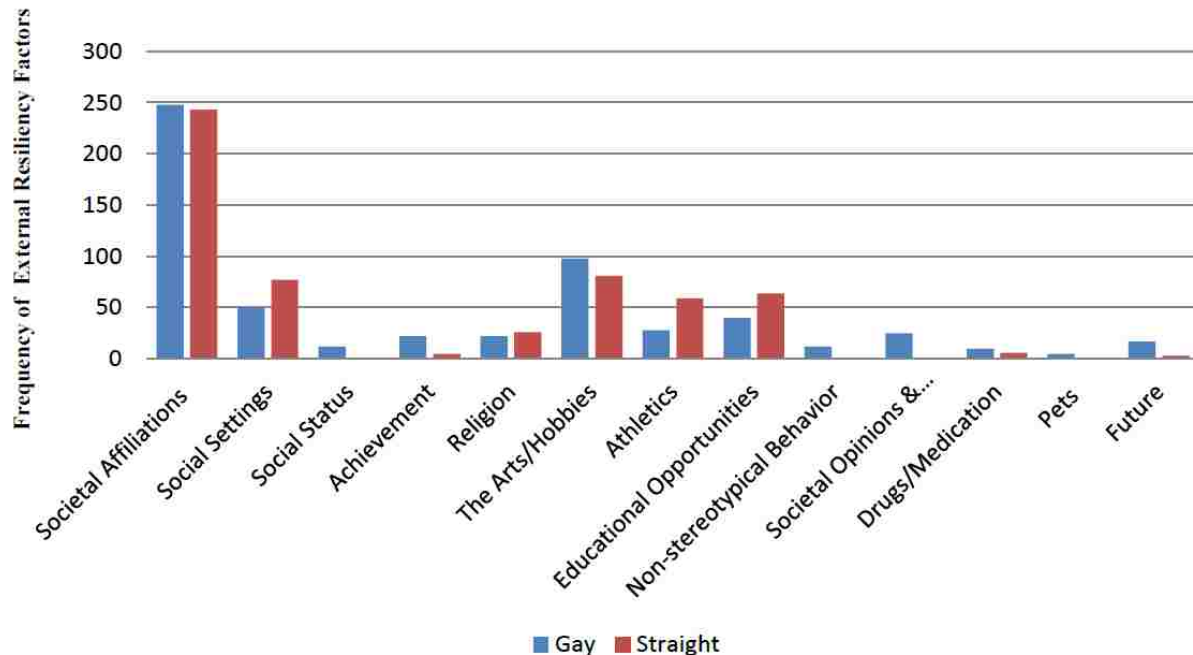


Figure 20. Gay and straight *external resiliency* factors by categories.

Figure 20 compares the gay (GG and GNG) and straight (SG and SNG) participants in terms of their *external resiliency* factors. A similar number of coded responses for the gay (gay = 248) and the straight (straight = 243) participants were recorded in the *external resiliency* category of “*Societal Affiliations & Social Interaction.*” The gay participants (gay = 98) had more coded *external resiliency* in the category of “*Arts & Hobbies*” than did the straight participants (straight = 81). The straight participants (straight = 64) had more coded responses for the *external resiliency* category of “*Educational Opportunities*” than did the gay participants (gay = 40). The gay participants had 28 coded data points for the *external resiliency* factor of

“*Social Status*” while the straight participants had no coded data in this category. The gay participants had 17 coded points for the *external resiliency* factor of “*Future*” while the straight participants had 3 coded data points in this category. The gay participants had a broader range of *external resiliency* factors than did the straight participants.

Figure 21 below presents compares the gay and straight participants’ *external risk* factors based on coded data.

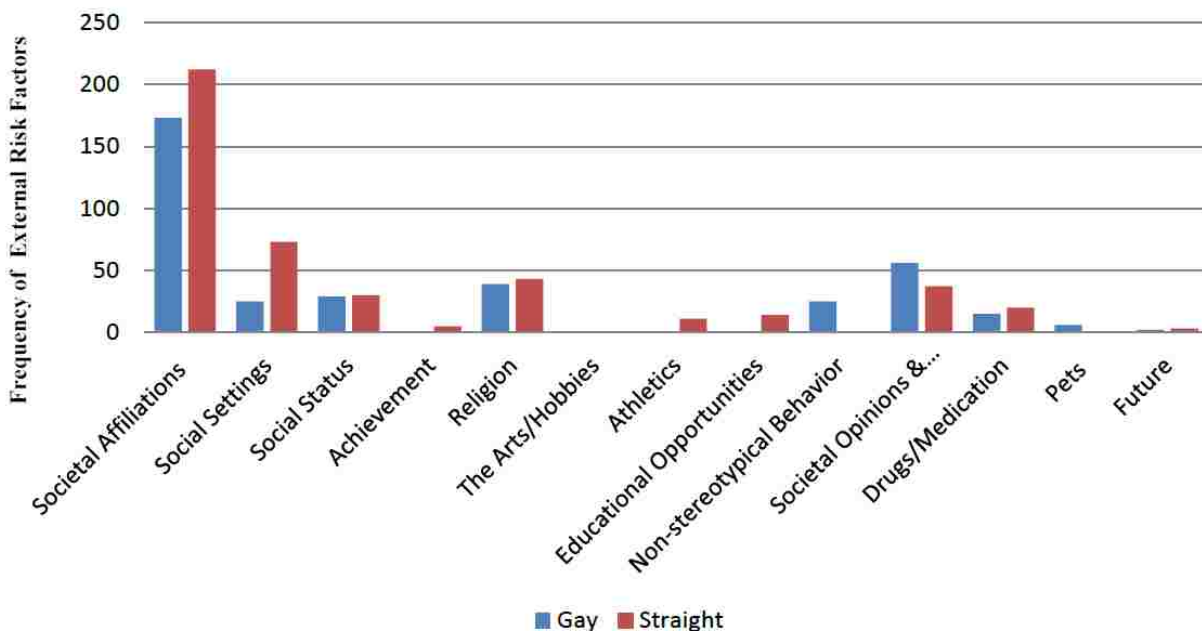


Figure 21. Gay and straight *external risk* factors by categories.

Figure 21 above shows the *external risk* category of “*Societal Affiliations & Social Interactions*” gay participants had more coded responses (gay = 73) in the *external risk* category of “*Social Settings*” than did the straight male participants (straight = 25). The gay participants had more coded data points (gay = 56) for the *external risk* category of “*Societal Opinions & Assumptions*” than did the straight participants (straight = 37). Both gay and straight participants had a similar amount of coded responses for the *external risk* category of “*Religion*.” (GG + GNG = 22, SG + SNG = 26).

Figure 22 below compares gifted and nongifted participants' *internal resiliency* factors. This figure is based on the researcher's coding data.

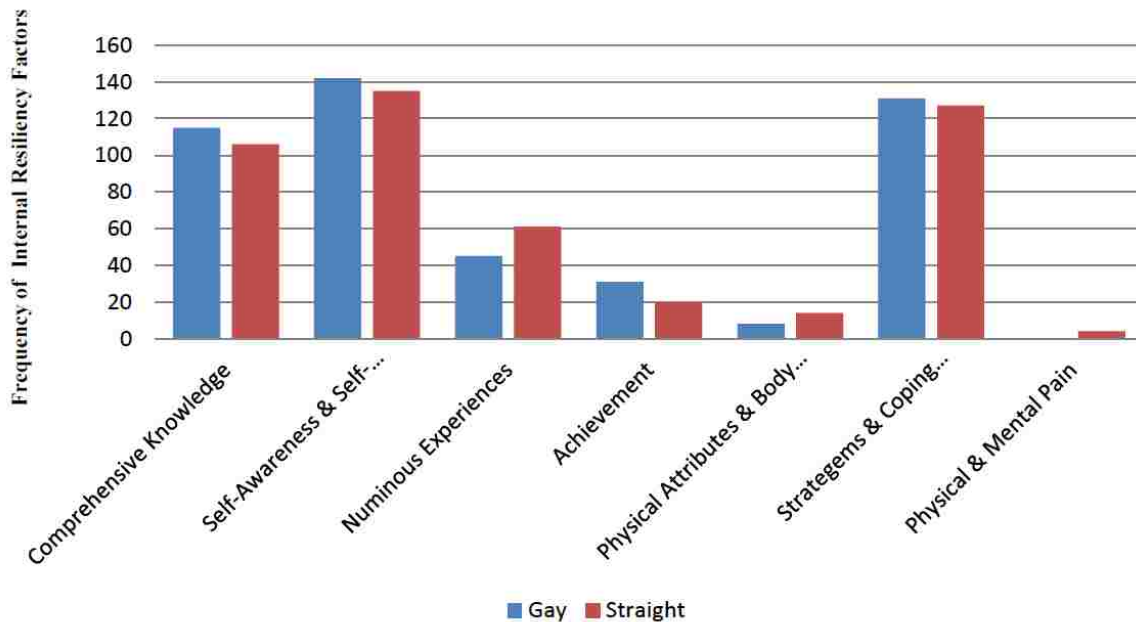


Figure 22. Gay and straight positive internal factors by categories.

Figure 22 above compares the coded responses of the gay (GG and GNG) and straight (SG and GNG) groups for *internal resiliency* factors. Both groups had a similar number of coded responses in the *internal risk* categories of “*Comprehensive Knowledge*,” (gay = 115, straight= 106), “*Self-Awareness & Self-Understanding*” (gay = 142, straight = 135), and “*Stratagems & Coping Mechanisms*” (gay = 131, straight = 127). The straight male participants had more coded responses (straight = 45) for the *internal risk* category of “*Numinous Experiences*” than did the gay participants (gay = 61).

Figure 23 compares gay and straight participants' *internal risk* factors. This figure is based on the researcher's coding data.

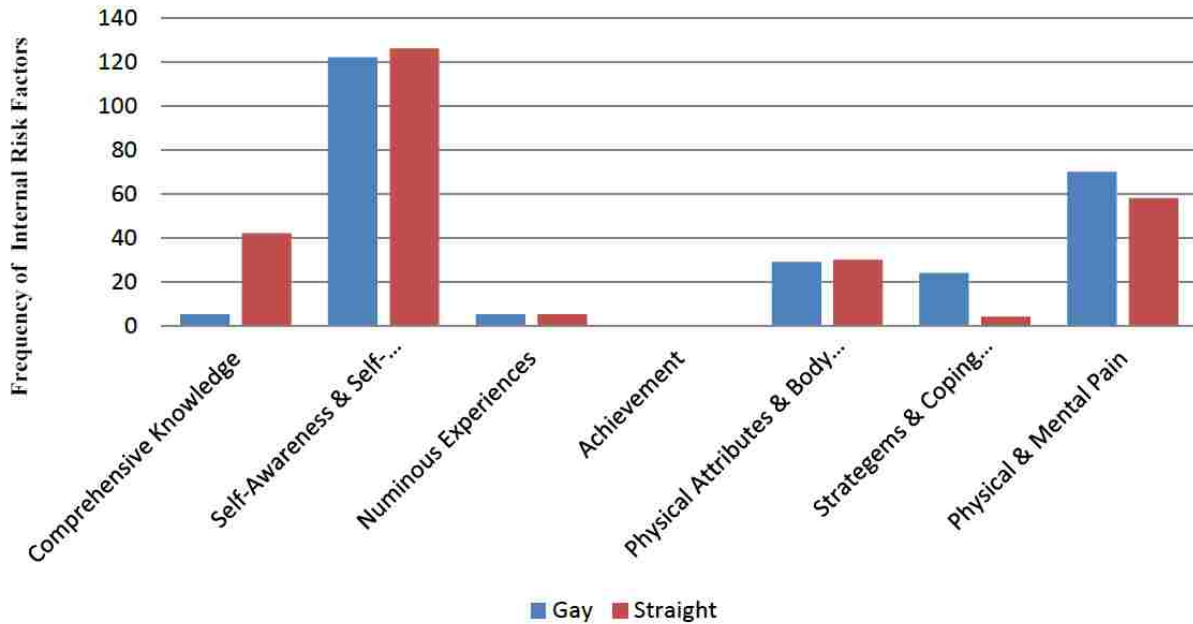


Figure 23. Gay and straight *internal risk* factors by categories.

Figure 23 above the coded data for gay (GG and GNG) and straight (SG and SNG) participants' *internal risk* factors. The gay and straight participants had a similar number of coded data points for the *internal risk* categories. These categories with associated data were: "Self-Awareness & Self-Understanding" (gay = 122 and straight = 126), "Numinous Experiences" (gay = 5 and straight = 5), "Physical Attributes & Body Image" (gay = 29 and straight = 30), and "Physical & Mental Pain" (gay = 51 and straight = 58), The straight participants had 42 coded data points indicating that "Comprehensive Knowledge" was an *internal risk* factor in their adolescent life while the gay participants had only 5 coded data points in this area. The gay participants has 24 coded data points for "Stratagems & Coping Mechanism" as an *internal risk* factor while the straight participants had only 4 coded data points.

Findings Regarding the Initial Research Questions

The five research questions proposed at the beginning of this dissertation are presented so that each question can be answered according to the data collected.

Initial Question 1: Do Gay Gifted Adolescents Males Have A Higher Degree Of Suicidal Ideation Than Gay Nongifted Adolescent Males, Straight Gifted Adolescent Males Or Straight Nongifted Adolescent Males?

On the initial questionnaire and during the interviews for this study, participants were asked whether or not they had every attempted suicide or considered committing suicide. All of the eight gay gifted (GG) male participants reported having thought about committing suicide. However, none of the gay gifted (GG) males reported actually following through on their suicidal ideation and attempting suicide.

Through constant-comparative analyses of the taped interview data, the degree of suicidal ideation for all participants was explored in depth. This data show that gay gifted (GG) male participants *did not* have a higher degree of suicidal ideation across the four groups. Two of the four groups of males (i.e. gay nongifted/GNG, straight gifted/SG) reported engaging in suicide ideation more frequently than did the gay gifted (GG) males. The average suicidal ideation per group arranged from highest to lowest were: gay nongifted (GNG = 8.6), straight gifted (SG = 4.3), gay gifted (GG = 3.1), and straight nongifted (SNG = 1.35). The gay nongifted (GNG) male individuals considered committing suicide on an average of approximately 8.6 times while gay (GG) gifted participants only considered committing suicide an average of 3.1 times. Thus, gay nongifted (GNG) participants' degree of suicidal ideation was approximately 2.8 times higher than that of the gay gifted (GG) participants. The group that reported the lowest average times they had considered committing suicide was the straight nongifted (SNG) group whose average was 1.4.

Initial Question 2: Do Gay Gifted Adolescents Males Possess More At Risk Factors For Suicidal Behaviors Than Adolescents Males Who Are Gifted But Not Gay, Or Gay But Not Gifted?

The gay gifted (GG) male participants in this study *did not* have more *risk factors* for suicidal behavior than the other participants. The number of risk factors for the gay gifted (GG) participants was similar to that of the gay nongifted (GNG) and the straight nongifted (SNG) participants. The straight gifted (SG) group had the most *negative factors* for suicide. However, data did indicate that gay gifted (GG) males have some risk factors associated with suicide/suicidal ideation that distinguish them from the other groups (i.e., gay nongifted, straight gifted, and straight nongifted males). These risk factors were: age of first sexual experience and the negative impact of “*Non-stereotypical Behavior*,” “*Life Stressors*” and “*Drugs*” during their adolescence.

Seven of the eight gay gifted (GG) males reported that their first sexual experience occurred before the age of 16. This was the youngest mean age for first sexual experience for any of the four groups. The gay gifted (GG) males were the only participants who indicated that the *external* factor “*Life Stressors*” were a *risk* factor during their adolescence. The gay gifted (GG) group additionally was the only group who indicated that the factor “*Non-Stereotypical Behavior*” was both an *external risk* and *external resiliency* factor. The gay gifted (GG) group was the only group who had any coded data points in the category of “*Non-Stereotypical Behavior*.” The gay gifted (GG) participants also were one of two groups who reported the use of “*Drugs*” as both a *risk* factor and a *resiliency* factor when they were adolescents. The other group who indicated drug use as a *risk* and a *protective* factor was the straight nongifted (SNG)

males. None of the other participants, either straight gifted (SG) or gay nongifted (GNG), indicated that “*Drugs*” was either a *risk* factor or a *protective* factor during adolescence.

Not only did the gay gifted (GG) male participants have fewer *external* and *internal risk* factors than two of the three other groups, but they also were part of the two groups that reported the most number of *external* and *internal resiliency* factors. The other group with the most number of *resiliency* factors was the straight gifted (SG) males. The straight nongifted (SNG) and gay nongifted (GNG) groups had approximately 50% fewer coded *external* and *internal resiliency* factors than those of the gay gifted (GG) and straight gifted (SG) groups.

Initial Question 3: What, If Any, Are the Internal Resiliency Factors That Exist for Gay Gifted Male Individuals?

The gay gifted (GG) males in this study reported that the following seven internal resiliency factors helped them avoid suicide and suicidal ideation: (a) comprehensive knowledge, (b) self-awareness/self-understanding, (c) numinous experiences, (d) achievement, (e) physical changes, (f) stratagems and coping mechanism, and (g) physical/mental pain and suffering.

Initial Question 4: What, If Any, Are the External Resiliency Factors That Exist for Gay Gifted Male Individuals?

The gay gifted males (GG) in this study reported that the eleven following eleven external resiliency factors helped them avoid suicide and suicidal ideation: (a) societal affiliations/social interactions, (b) social settings, (c) social status, (d) achievement, (e) religion, (f) arts and hobbies, (g) athletics, (h) educational opportunities, (i) non-stereotypical behavior, (j) societal opinions and assumptions, and (k) drugs.

Initial Question 5: Which, If Any, of These Resiliency Factors Helped Gay Gifted Male Individuals Avoid Suicide?

As questions 4 and 5 demonstrate, the gay gifted (GG) males in this study reported a variety of internal and external factors that assisted them in avoiding suicide and suicidal ideation. However, there was one particular resiliency factors that appeared to be most important for these gay gifted (GG) male participants. This *internal resiliency* factor was “*Comprehensive Knowledge.*”

Summary

Using data analysis, including grounded theory’s constant comparative strategy and basic quantitative analyses, finding for this study provides a better understanding of the experiences of gay gifted (GG) adolescents regarding issues of suicide and suicidal ideation. Questionnaire responses and in depth interviews, offered a preliminary picture the internal and external factors that provided these males with protection against suicidal ideation or lead them toward suicide. According to the data analyses, the eight gay gifted (GG) males all had considered attempting suicide at least once during their adolescence. However, they *did not* have a higher degree of suicidal ideation than gay nongifted (GNG) or the straight gifted (SNG) males in this study. Additionally, the gay gifted (GG) males were part of the two groups of participants that reported the highest number of protective factors regarding suicidal ideation.

Chapter 5: Discussion and Conclusions

This chapter includes the following sections: (a) a summary of the study, (b) limitations of the study, (c) discussion of the findings, (d) a proposed theoretical framework regarding suicidal ideation among gifted and nongifted male adolescents, (e) recommendations for further research, (f) recommendations, and (g) summary.

Summary of the Study

Four groups of young adult males participated in this retrospective study: gay gifted (GG), gay nongifted (GNG), straight gifted (SG), and straight nongifted (SNG). This study examined the recalled adolescent experiences of these populations regarding issues of suicide. The limited number of research-based studies on suicide and giftedness has led to ambiguity, speculation, and conjecture. This current research primarily focused on the experiences of the gay gifted (GG) participants in regard to suicide and suicidal ideation. This study collected and analyzed questionnaire and interview data to develop deeper understanding of the relationship between this population and the phenomena of suicide. Using grounded theory methodology, analyses resulted in the development of a theory of suicide and suicidal ideation within gifted and nongifted populations of adolescent males.

The prevention of suicide requires an in-depth understanding of the individual who is at risk of suicide. This study's initial research questions were designed to identify risk and protective factors that assisted the gay gifted male participants to avoid suicide and suicidal ideation. Historically, ethical restrictions on conducting research with adolescents on the topics of homosexuality and suicide have made it difficult for researchers to provide credible, trustworthy, empirical findings. In order to provide research-based information, this

retrospective study was conducted with 32 young male adults who were asked to recall their adolescence in terms of their sexual orientation, intellectual abilities, and issues of suicide.

Within gifted education literature, there has been little awareness of the experiences of students who are both gay and gifted. No overarching theory is available to assist educators and counselors in addressing potential emotional difficulties, including those related to suicidal, that these youth have experienced. Therefore, the findings in this study have been analyzed to: (1) contribute to the suicide database associated with gifted populations and (2) begin the development of an initial theoretic framework that can be useful for those working with gay/male gifted adolescents.

The study's participants, aged 18-35, completed an initial questionnaire and were also individually interviewed regarding their experiences as adolescents. Questions within the interview and questionnaire predominately focused on suicide and suicidal ideation. This study developed a snapshot of the adolescent life of these gay gifted male individuals.

As noted in Chapter 3, participants were selected using purposive sampling techniques. Thus, the four groups were not matched in terms of ethnicity, age, or socioeconomic level. Approval to conduct the study was obtained from the University of New Mexico's Institutional Review Board (IRB) on August 25, 2010. Furthermore, Certificates of Confidentiality obtained from the National Institute of Health (NIH) were granted to respect and honor the anonymity of the participants. Anonymity protects identifiable research information from forced disclosure. The study took approximately 18 months to collect and analyze the data.

Responses from each participant's questionnaire and individual interview session were coded, categorized, and analyzed using constant-comparative methodology. Analyses revealed extensive information regarding a range of suicide-related issues including: frequency and causes

of suicidal ideation, level of comfort with sexual orientation and intellectual level, age of first sexual experience, and internal and external risk and resiliency factors.

Limitations

Prior to discussing the finding of this qualitative study, the limitations of the study, originally presented in Chapter 1 are revisited here in more depth. Knowledge of these limitations allows the reader to understand the study's outcomes with regard to the limitations that restrict interpretation of results beyond the parameters of this specific study. This current study included the following set of limitations:

- This study utilized qualitative methodology. This requires readers to be aware that the researcher's personal perspective and positionality cannot be eliminated from the investigation. Thus, this researcher's positionality (see Chapter 3) must be considered when interpreting the finding of this study.
- The purpose of this grounded theory research was not to generate findings that can be used in the creation of broad generalizations but rather its purpose was to deepen our understanding of the experiences of a selected group of gay gifted (GG) male adolescents in regarding to suicide and suicidal ideation. Therefore, readers cannot generalize results beyond this present study.
- Any comparison findings for this research are based on data specific to this study. Only eight participants were in each of the four groups. The small number does not allow for any in depth statistical analyses. Therefore, comparison information is provided only to present a general understand of these specific 32 young adult males' experiences during their adolescence.

- In order to limit gender-related factors, this study did not include female participants. Thus, readers should not generalize these findings to lesbian, bisexual, or transgender gifted adolescents.
- This retrospective study is based on young adult, male participants' ability to accurately recall and report their experiences as adolescents. This introduces a potential problem with participant recall.
- As with all interview data, readers must take into account the possibility that one or more of the participants may only provide information that he believes "the interviewer wants to hear" (Yin, 2009, p. 102) rather than reporting his own reality.

Discussion

This section of Chapter 5 begins with a discussion of those findings associated with the initial research questions. This is followed by discussion of the risk factors and protective factors associated with suicidal ideation within the gay gifted (GG) male participants in this study. The discussion then moves to an exploration of similarities and differences between the gay (GG + GNG) males and gifted (GG + SG) male participants. This section concludes with a discussion of Durkheim's theory of suicide and suicidal ideation as related to the experiences of the gay gifted and gifted participants.

Discussion of Initial Research Questions

Discussion of the research findings associated with the initial five research questions are presented below.

Initial research question 1. Question 1 for this study asked: "Do gay gifted (GG) adolescent males have a higher degree of suicidal ideation than gay nongifted (GNG) adolescent males, straight gifted (SG) adolescent males or straight nongifted (SNG) adolescent males?"

The answer to this questions was no; gay gifted (GG) adolescent males in this study did not have a higher degree of suicidal ideation than gay nongifted (GNG) or straight gifted (SG) males. However, it is noteworthy that all eight gay gifted (GG) males did report having engaged in suicidal ideation during their adolescent years. Also, the gay gifted (GG) participants did have a higher degree of suicidal ideation than the straight nongifted (SNG) males. As a group, the male participants who were gay but not gifted (GNG) were more likely to contemplated suicide than any other group. The straight nongifted (SNG) males reported the lowest degree of suicidal ideation. These findings indicate that those male participants who did not have to deal with issues of sexuality or giftedness (i.e., straight nongifted) were less likely to contemplate suicide than those participants who were dealing with these issues. Interestingly, the group that was dealing with both of these issues was the gay gifted (GG) group who reported one of the lowest rates of suicidal ideation.

Initial research question 2. Research question 2 asked: “Do gay gifted (GG) adolescent males possess more at risk factors for suicidal behaviors than adolescent males who are gifted but not gay (SG), or gay but not gifted (GNG)?” The answer to this question is: the gay gifted (GG) participants *did not* have a higher degree of suicidal ideation than gay nongifted (GNG) or the straight gifted (SG) males in this study. Additionally, the gay gifted (GG) males were part of the two groups of participants that reported the highest number of protective factors regarding suicidal ideation.

However, the gay gifted (GG) group, as did the other groups, reported a high degree of life stressors and emotional issues. There were four risk factors that seemed unique to the gay gifted (GG) participants. One of these factors was the age of first sexual experience. Seven of the eight participants in the gay gifted (GG) group reported on their questionnaire that they had

their initial sexual encounter before the age of 16. In fact, one participant reported his first experience was at the age of four years and one was at the age of eight years. Five gay gifted (GG) participants reported their first experience between the ages of 14 and 15 years. Only one gay gifted (GG) participant reported his first experience as having occurred after the age of 16 years. This information may indicate that these gay gifted (GG) males are at risk for sexual abuse and sexually transmitted diseases. However, given the emotionally charged nature of this issue, it was not explored during the follow up interviews.

The gay gifted (GG) males also had three other noteworthy risk factors for suicide and suicidal ideation: “Life Stressors,” “Non-Stereotypical Behavior,” and “Drugs.” The gay gifted (GG) group was the only group who had coded data points in the *external risk* category labeled as “*Life Stressors*.” The gay gifted (GG) group also was the only group who indicated that “*Non-stereotypical Behavior*” was both a risk and a resiliency factor related to how they handled emotional problems during their adolescence. Finally, the gay gifted (GG) group was one of the two groups that reported use of “*Drugs*” as both a *risk* and a *resiliency* factor for suicide. These issues would be valuable to explore in future studies.

Initial research questions 3. Research question 3 asked: “What, if any, are the internal resiliency factors that exist for gay gifted (GG) male individuals?” Either on their questionnaires or during their interviews, gay gifted (GG) participants disclosed the following six internal resiliency factors as having helped them avoid suicide during their adolescence: (a) comprehensive knowledge, (b) numinous experiences, (c) physical/mental pain & suffering, (d) self-awareness/self-understanding, achievement, (e) physical attributes/body images, and (f) stratagems & coping mechanisms. It is important to note that not all gay gifted participants had

all of these internal resiliency factors. However, for each category at least one of the gay gifted (GG) male was found to have that particular internal resiliency factor.

Initial research questions 4. Research question 4 asked: “What, if any, are the external resiliency factors that exist for gay gifted (GG) male individuals?” Based on their interview and questionnaire data, the gay gifted (GG) participants possessed the following external resiliency factors: (1) societal affiliations/social interaction, (2) social status, (3) religion, (4) athletics, (5) non-stereotypical behaviors, (6) medication, (7) future, (8) social settings, (9) achievement, (10) the arts & hobbies, (11) educational opportunities, (12) pets, and (13) life stressors. Again, it is important to note that not all gay gifted (GG) participants had all of these external resiliency factors. However, for each category at least one of the gay gifted (GG) males noted that this was an external resiliency factor for him during adolescence.

Initial research question 5. Research question 5 asked: “What, if any, of these resiliency factors have helped gay gifted (GG) male individuals avoid suicide?” The gay gifted (GG) individuals in this study directly or indirectly reported using their “*Comprehensive Knowledge*” as a tool in the avoidance of suicide. It appears that these gay gifted (GG) males turned to their intellectual skills when confronting emotionally challenging situations. These individuals appeared to use their intellectual skills to problem solve, to reason logically, to pursue knowledge, and to analyze and make meaning from a complicated or emotional situation. Because of their unique ability to handle abstract concepts, these gay gifted (GG) individuals utilized skills associated with their giftedness to avoid suicide. In essence their giftedness served as a protective shield against suicide.

Risk and Protective Factors Associated with Suicidal Ideation within Gay Gifted Male Adolescents

This study revealed a number of risk and protective factors associated with gay gifted male adolescents who engage in suicidal ideation. These various factors are described below.

Risk/negative factors for gay gifted adolescent males. The gay gifted (GG) males in this study revealed several risk factors that could potentially lead to suicidal ideation. These factors are: existential depression, feelings of isolation, and perfectionism.

Risk factor 1: existential depression. Over the years, many myths and suppositions have existed in regard to the emotional well-being of individuals who are gifted. The earliest writing on this topic was associated with Terman's (1916) longitudinal study of giftedness. These writing indicated that giftedness protects children from emotional problems. Merrell, et al. (1996) described the varied perceptions about this topic that was in place during the 1990s. "The conflicting research regarding giftedness as it relates to social and emotional adjustment suggests that a general consensus has not been reached in this area" (p. 186). Current research indicates that gifted adolescents are more similar than dissimilar to other adolescents in regarding to their mental health (e.g., Neihart, 2001; Richards, et. al, 2003). However, this does not mean that gifted adolescents have no mental health problems. The data from the gifted males in this study showed that the gifted young men had experienced episodes deep depression during their adolescence.

According to Webb (1993) gifted youth are likely to experience existential depression. Existential depression is brought forth by a crisis concerning one's meaning or purpose in life. This type of depression results from a belief that life is meaningless. When a person does not feel passionately about life, loves, or work, he or she has the potential to experience existential

depression (Webb, 1993). Dabrowski (1996) hypothesized that individuals with higher intellectual ability are more likely to encounter existential depression tied into “positive disintegration” (p. 149). Sometimes, gifted individuals perceive that the world around them is not as it should be. According to Webb, gifted youth experience frustration when they do not reach their personally predetermined principles and standards. Gifted adolescents see the randomness, inconsistencies in society and in the behaviors of those around them (Webb, Meckstroth, & Tolan, 1994). This knowledge can lead gifted adolescents to react with frustration and anger. According to Web, et al., gifted adolescents then realize that their anger is not in their control, has no weight, and these initial feelings evolve quickly into depression.

Based on participant data, this study found that episodes of existential depression deserve careful attention because they can be antecedents to suicidal ideation. Kerr and Cohn (2001) cautioned that highly gifted males may be particularly vulnerable to feelings of alienation and existential depression. Other researchers such as Jackson and Peterson (2003) and Grobman (2006) also have noted that gifted adolescents experience episodes of deep depression.

Risk factor 2: Feelings of isolation. Researcher such as Hollingsworth (1942), Terman (1916), and other professionals suggest that gifted adolescents who become isolated are at greater risk of suicide. Previous research noted that gifted adolescents have reported experiencing intense feelings of isolation (Shahzad & Begume 2010) and a sense of being different (Jackson, 1998). This present study’s data support these previous findings that gifted male adolescents experience problems with loneliness. The gifted participants in this study often reported having few if any peers with whom they could relate. This sense of isolation was particularly strong among the gay gifted participants.

Risk factor 3: Perfectionism. Perfectionism is an abstract concept that refers to having extremely high standards, preciseness, and the desire to accomplish and to accept high levels of responsibility (Galbraith & Delisle, 1987). Problems can occur when perfectionism frustrates and inhibits success. Researchers have found that rigid perfectionism is a risk factor in adolescent suicide. Hewitt and Flett (1991a, 1991b) and Hewitt, et al. (1997) argue that self-oriented perfectionism may play a role in suicidal episodes because perfectionistic individuals view more events as stressful. Hewitt and Flett speculate that this may be the result of the individual's strict, inflexible criteria for success. Perfectionistic individuals evaluate themselves based on absolute success or absolute failure.

The experiences of the gifted participants in this study match these theories regarding giftedness, perfectionism, and emotional risk. The gifted participants in this study reported the need to perform at high levels and they refused to settle for anything less than perfect results. These gifted males set high personal standards and evaluated their performance against these unrealistic standards. This study also found that several of the gifted participants who reported being perfectionistic also reported deciding that since they could not meet their standards they tended to give up. In turn, they noted that this led to depression and suicidal ideation.

Resiliency factors for gay gifted male adolescents. The study indicated that three particular resiliency factors appeared to protect these gay gifted male participants from engaging in suicidal ideation included: their unique cognitive abilities, participation in gifted programs, and participation in gay/queer straight alliance support groups (GSA-QSA).

Resiliency factor 1: Cognitive strengths. Among the internal resiliency factors that appeared to protect the gay gifted males in this study avoid suicidal ideation and suicide was their strong cognitive ability. These were reflected in their responses within the internal

resiliency categories of “*Comprehensive Knowledge*,” “*Self-Awareness/Self-Understanding*” and “*Stratagems & Coping Mechanisms*.” An example of such a response, given by a gay gifted male, is: “I am a very logical person as opposed to be[ing] driven mostly by emotions. Logically, suicide was not an option. I can have an emotional side; however, my logical side [does] kick in.” A second example from a different gay gifted participant is: “I have embraced my nerdism.” Throughout the interviews with the gifted men in this study, they directly or indirectly discussed how, when considering suicide, they turned to their intellectual ability to avoid actually acting on their suicidal thoughts. Examples of these abilities included: specific talent areas, problem solving skills, skill in find creative solutions, and ability to place their issues in a larger context. Thus, they appeared to use their giftedness as a shield protecting them from suicide.

Previous writings regarding giftedness and emotional well-being have reached similar conclusions. Jackson (1998) gifted young adults who are dealing with depression report the “need to grasp the deepest nature of a thing” (p. 218). Reis and Renzulli (2004) reported that current research regarding the emotional development of gifted students has found that: “gifted children’s . . .problem solving abilities, advanced social skills, moral reasoning, out-of-school interests, and satisfaction in achievement may help them to be more resilient” (p. 122). Similarly, Neihart (2001) reported that gifted students’ problem solving abilities, self-efficacy, and heightened intellectual curiosity serve as protective factors when facing emotional difficulties.

Baker (1995) also examined levels of depression among highly gifted, gifted, and academically average students. He found that the level of depression was the same for all three groups. Richards, Encel, and Shute (2003) reported that their findings “suggest that intellectual giftedness in adolescence is associated with psychological robustness and resilience that lends

itself to psychological wellness” (p. 161). Neihart, et al. (2002), Cross (2012), Metha and McWhirter (1997) wrote that that gifted adolescents appear to be as emotionally well-adjusted as are other adolescents.

Additional researchers have argued for needed empirical studies to investigate whether giftedness may protect individuals from serious mental health problems. In 2010, Martin, Burns, and Schonlau conducted a meta-analysis of studies on the mental health of gifted adolescents. They argued for studies using comparison groups of gifted and nongifted participants to determine whether giftedness is an advantage with regard to the avoidance of mental health issues. Similarly, using 1995 data from the National Longitudinal Study on Adolescent Health, Muller (2009) also called for research regarding giftedness as a protective factor for mental health. “Whether giftedness improves resiliency or increases vulnerability is still to be determined” (p. 4).

Resiliency factor 2: Participation in gifted education services beyond what can be provided in a general education classroom. This study identified several external resiliency factors that helped gifted male adolescents avoid suicide and suicidal ideation. Two specific external resiliency factors that appeared to be of particular importance to the gay gifted males during their adolescence were: “*Educational Opportunities*” and “*Social Settings*.” These gifted males frequently described the positive role that attendance in gifted programs played in their school lives. Below are verbatim quotations from these male participants that support the dire need for gifted programs.

(SG 7) “The gifted classes were amazing. I loved going to gifted. It gave me more self-confidence.” “All the gifted teachers I had from elementary [school] to high school were my favorites.” “The gifted program substantially influenced my life positively.” “My

peers in the gifted classes were great. I could intellectually talk to them, which I couldn't with the regular ed. [education] kids.”

(GG 2) “I related with those kids more than the ones in my regular classroom.” “It was a time when I got to be myself.”

(SG 2) “Because I was in GATE [Gifted and Talented Education], I went to community college when I was 19. I was trying to get past being in a gang. My intelligence gave me that insight to see that I could do something better.”

(SG 5) “I played alone on the playground in elementary [school]. I had one friend; then he moved and I was alone again.” “I started going to class [gifted], made friends and no longer alone. Gifted was my savior or saving grace.” “I could be weird, and people would get it, at least the ones in my gifted class.” “I survived because I was tested in third grade for gifted.” “Teachers didn't understand me [before gifted]. They would pile on the work. I hated that. At that time, I hated being smart.”

(SG 4) “I enjoyed going to gifted once a week....I could be me.”

(GG 8) “When I was identified for gifted in middle school and went to the gifted program, it helped me find a group of people that I could connect with.”

The importance of gifted education for a gifted adolescent is clearly articulated by these young men as they reflected upon their earlier personal experiences. Based on their reported views, some of these participants gifted program was a primary reason that they were able to avoid acting on their suicidal ideation. This research revealed that gifted programs provide the positive “*Social Setting*” and “*Educational Opportunities*” that function as positive resiliency factors in the lives of the gifted participants. Many written responses in the questionnaires indicated that one of the reasons for engaging in suicidal ideation was lack of a support network.

Seven out of eight straight gifted (SG) and six out of eight gay gifted (GG) noted that this was a reason for suicidal ideation. The gifted educational programs in which these gay and straight gifted young men participated were provided during the school day/week in special programs beyond the general education classroom. These programs for the gifted provided a specialized, differentiated curriculum and employed instructional methods appropriate for gifted students.

Previous researchers also have found that participation in gifted education programs provides much needed emotional support to gifted students. Jackson and Peterson (2003) conducted a qualitative investigation on the relationship between depression and giftedness. These investigators reported that those adolescents who did not have opportunities to engage in deep intellectual exchanges with others were “more susceptible to a depressive state” (p. 178-179). Based on qualitative interview data from ten young adults, Jackson (1998) concluded that “educational programming...which afford the gifted adolescent opportunities to interact with true peers may truly be a life saving measure” (p. 219). Neihart, et al. (2002) argued that opportunities to learn from peers who have similar abilities contribute to the emotional health of gifted adolescents. Educators in the field of gifted education have reiterated this argument (e.g., Kerr & Cohn, 2001; 1991; Reis & Renzulli, 2004; Silverman, 1993).

Protective factor 3: Participation in GSA-QSA (Gay/Queer Straight Alliance) support groups. In recent years, schools have begun to permit the formation of student organizations specifically designed to create a safe haven for adolescents of all sexual orientations. Typically, these clubs are call Queer/Straight Alliances (QSAs) or Gay/Straight Alliances (GSAs). Based on data from the gay participants in this study, Queer/Straight Alliances served as a powerful positive external resiliency factor. Such groups allowed these participants to experience a positive, informative “*Social Setting.*” These support groups for GLBT youth also can

contribute to positive internal resiliency by increasing their “*Self-Awareness/Self-Understanding*” and “*Stratagems & Coping Mechanisms*.” One of the participants of this study stated, “I started going to Under 21 [a youth group for GLBT individuals] on a regular basis and learning about my identity from the other queer kids who attended. I started attending the QSA-GSA [Queer/Gay-Straight Alliance] and found my niche.” Gay youth need assistance to cope with difficult situations. They need positive external and internal resiliency factors. QSAs and GSAs are powerful *social settings* that are essential components to the development of *external* resiliency factors for gay youth. Through participation in such support groups, gay males can help to develop *internal* resiliency factors that deter suicidal ideation. Qualitative research by Jackson and Peterson (2003) and Peterson and Rischar (2000) also found that their participants described the need for a safe place to discuss their sexuality and problems associated with being gay or lesbian. Jackson reported that “all of the [GTLB] gifted adolescents in this study sought ... a haven: a place to be, to express the deepest sense of self” (1998, p. 219).

Discussion and Comparison of Gifted Male and Gay Male Participants

Qualitative research studies often uncover unexpected information. The primary focus of this qualitative study was the experiences of gay gifted (GG) youth regarding suicide and suicidal ideation. However, this study unexpectedly revealed an interesting pattern of similarities and differences between the 16 gifted male participants (GG and SG) and the 16 gay male participants (GG and SG). The eight gay gifted (GG) males were in both of these groups, being both gay and gifted. This next section discusses these unexpected findings.

Similarities between gifted male and gay male participants. This study found that the gifted and gay participants in this study had many characteristics in common. Among them are feelings of differentness, isolation, sexual-identity formation, school issues, and depression. The

gay participants described their experiences with “coming out” (i.e., telling others about one’s own sexual preference in the hope of receiving acceptance). These experiences were quite similar to the experiences described by the gifted participants when they talked about “coming to terms” with their giftedness. This experience for the gifted participants was one that might be described as “coming out” in terms of who they are as highly intelligent individuals. Both the gay and gifted groups reported feelings of wanting to hide their intellectual abilities or their sexual orientation for fear of being seen as “different.” Both the gay and the gifted participants wanted acceptance of their intellectual or sexual differentness. This led them to make the decision to stop hiding this information and openly acknowledge it to others. This finding is similar to the research finding from a study conducted by Peterson and Rischar (2000). These two researchers wrote that the coming out experience for the gifted and gay youth in their study involved coming to terms with being different from the majority of their age-mates in both ability and sexual orientation.

A second similarity between the gifted and the gay males in this study was the large degree of school problems encountered by both groups. Both groups described experiences as adolescents that involved negative stereotyping, either homophobic or anti-high-intelligence in nature. Additionally, the gay participants reported that they had experienced serious school problems. These involved a lack of mentors or role models, subjection to humiliation, and verbal/physical violence. These participants’ school fears were exacerbated by frequent exposure to derogatory homosexual labels applied to themselves and to any of their peers who were disliked. The gifted males described school problems associated with ridicule over their grades and academic success. The gifted participants also reported experiencing school problems related to their emerging sexual identity. These gifted participants described feeling

that they did not fit into the expected and traditional gender stereotypes. Both gifted and gay participants stated that these school problems contributed to their feelings of differentness and isolation. In turn, these feelings of being alone and different contributed to depression. Gay and gifted male participants experienced a sense of disenfranchisement, social isolation, and rejection by family and peers. The cause of these feelings may be tied to their non-traditional, non-typical status. The similarities between gifted and gay male participants are presented in Table 18 below.

Table 18

Common Characteristics of Gay Adolescents and Gifted Adolescents

	Sexual Identity	Feelings of Differentness	Isolation	School Issues	“Coming Out”	Abstract Reasoning/Perfection	Supersensitivity
Gay Adolescent	<input checked="" type="checkbox"/> Asynchrony Androgyny Gender Identity Stereotypes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Coming to terms with being different from the majority of their agetates in both ability and sexual orientation (Peterson & Rischar, 2000).		
Gifted Adolescent	<input checked="" type="checkbox"/> Asynchrony Androgyny Gender Identity Stereotypes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Coming to terms with being different from the majority of their agetates in both ability and sexual orientation (Peterson & Rischar, 2000).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Differences between *gifted* male and *gay* male participants. Both the gay (GG and GNG) and gifted (GG and SG) participants in this study reported engaging in suicidal ideation. However, a particular set of characteristics within the gifted participants distinguished their suicidal ideation from that of the gay participants. This set of characteristics was: *abstract*

reasoning, perfectionism and *super-sensitivity* (i.e., a heightened awareness about problems of the world). The gifted participants in this study identified these characteristics as playing a role in their feelings of depression and engagement in suicidal ideation. It also appeared that these gifted male participants were able to use their internal resiliency factors, especially the factor identified as *comprehensive knowledge* to counteract these thoughts of suicide. The nongifted participants did not indicate these particular characteristics as playing any role in their depression or thoughts of suicide (see Table 18 above).

Durkheim’s theory of suicide and the experiences of gifted male and gay male participants. This study’s data, demonstrated the usefulness of Durkheim’s theory when exploring suicidal ideation in male adolescents who are gay and gifted (see Table 19 below).

Table 19

Commonalities between Gay and Gifted Adolescents in Association with Durkheim’s Theories of Suicide

	Egoist Suicide	Acute Economic Anomie Suicide	Chronic Economic Anomie Suicide
Gay Adolescents	*Little support or guidance. *Not bound to a social group *No well-defined norms, values, traditions and goals.	*Lack of regulation to fulfill social needs.	*Eroded traditional social regulators. *Lack of balance of sexual and behavioral means and needs.
Gifted Adolescents	*Little support or guidance. *Not bound to a social group *No well-defined norms, values, traditions and goals.	*Lack of regulation to fulfill social needs.	*Eroded traditional social regulators. *Lack of balance of sexual and behavioral means and needs.

Utilizing Durkheim’s theories of suicide and the commonalities between gay and gifted adolescents, correlations can be made among the negative *external* resiliency factors—primarily with “*Societal Affiliations/Social Interaction,*” “*Social Status,*” “*Religion,*” and “*Educational Opportunities.*” These are similar to Durkheim’s *Egoist Suicide*. *Internal risk* factors,

especially “*Numinous Experiences,*” “*Physical Changes,*” “*Physical/Mental Pain & Suffering,*” “*Self-Awareness/Self-Understanding*” and “*Stratagems & Coping Mechanisms,*” are similar to elements in Durkheim’s theory (i.e., acute economic anomie suicide and chronic economic anomie suicide). Durkheim’s types of suicide are determined by the degree to which there is imbalance between an individual’s level of social integration and moral integration. In essence, Durkheim’s *social integration* would be an *external* resiliency factor while Durkheim’s *moral regulation* would be an *internal* resiliency factor.

Proposed Theoretical Framework Regarding Suicidal Ideation

The findings from this study suggest that the members of the different groups differ vastly in their encounters with suicide and suicidal ideation. Interactions with the stresses of life as an adolescent, mental health, and encounters with depression are always deeply personal in nature. As intelligence and sexuality interact in the process of suicidal ideation, the question is not who may or may not engage in suicidal ideation to a greater degree, but why individuals in each subgroup process life problems differently.

The next sections of this chapter present an initial, proposed theory describing ways participant groups in this study dealt with suicide and suicidal ideation. In order to concretely explain this theory, data from randomly selected participants were used. These data serve as cases illustrating the operation and use of this proposed *Resiliency Theory of Suicidal Ideation*.

Proposed Theory - Sedillo’s Resiliency Theory of Suicidal Ideation

Based on participant data, male adolescents’ ability to avoid suicide and suicidal ideation rests on two sets of essential factors: external resiliency factors and internal resiliency factors. An example of an essential *external* resiliency factor for the gay and gifted young adults in this study was a connection with a supportive individual, group, or organization. These “*Societal*

Affiliations/Social Interactions” must be empathetic, accepting of the individual, and capable of providing unconditional support. An example of an essential *internal* resiliency factor for the gifted participants was their giftedness itself (i.e., “*Comprehensive Knowledge*”). Table 20 below presents the internal and external resiliency factors that emerged from data provided by the male participants in this study. Through constant comparative analysis, it was discovered that the same set of factors also had the potential to play a negative or *risk* role in the lives of the study’s participants. Thus, Table 20 includes both the potential *resiliency* and *risk* factors.

Table 20

Essential Internal/External Resiliency and Risk Factors

INTERNAL RESILIENCY & RISK FACTORS (ABSTRACT)	
Comprehensive Knowledge	Self-Awareness / Self-Understanding
Achievement	Physical / Mental Pain & Suffering
Stratagems & Coping Mechanisms	Awareness of Physical Attributes / Body
Numinous Experiences	Images
EXTERNAL RESILIENCY & RISK FACTORS (CONCRETE)	
Societal Affiliations / Social Interaction	Social Settings
Social Status	Achievement
Religion	The Arts & Hobbies
Athletics	Educational Opportunities
Non-stereotypical Behavior	Societal Opinions & Assumptions
Medication / Drugs	Pets
Future	Life Stressors

When an adolescent encounters emotional problems that involve *external risk* or *internal risk*, the adolescent must draw upon his various *internal* and *external resiliency* factors to overcome those obstacles. The greater the number of *resiliency* factors the individual possesses, the more likely it will be for the individual to: counteract the *risk*, avoid suicide, and find a way to cope with his emotional problem. In this proposed theory, an *external* or *internal risk* factor

(e.g. risk source = “*Social Affiliation/Social Interaction*”) needs to be replaced with an external/internal protective resiliency factor (e.g. protective/resiliency source = “*Social Affiliation/Social Interaction*).” For example, if an adolescent encounters the *external risk* caused by ridicule from a peer, that risk can be reduced if an *external resiliency* factor, such as support from a brother or understanding grandfather, is available to the adolescent. This proposed theory holds that more similar in nature the risk/resiliency factors are, the more likely it will be that the protective/resiliency factor can: (a) serve as an ideal intervention and (b) lead to the best-case scenario in the deterrence of suicidal ideation.

It also is theorized that gifted and nongifted adolescent males manage emotional problems differently. This is illustrated by the two versions of this proposed resiliency theory of suicidal ideation: (a) *Sedillo’s Proposed Resiliency Theory For Gifted Adolescent Males* and (b) *Sedillo’s Proposed Resiliency Theory For Nongifted Adolescent Males*.

Sedillo’s Proposed Resiliency Theory For Gifted Adolescent Males. The gifted young adult males in this study, whether straight gifted or gay gifted, had reported emotional problems that appeared to be more intense and complex than those of their nongifted counterparts. It is hypothesized that these gifted adolescent males deal with emotional issues in a manner that is more associated with adults of normal intelligence. It is further hypothesized that gifted adolescent males confronted issues and problems from a more abstract perspective. The gifted participants in this study appeared to be dealing with abstract emotional problems that most adolescents do not confront until they reach adult age. These gifted males experienced pressure and stress from two primary sources: the environment and themselves. Based on interview data, it appeared that these gifted males reacted to the nuances and complexities of their emotional problems and acted accordingly. These gifted participants appeared to recognize the gray areas,

the overlaps, the exceptions, and the contradictions. Consequently, these gifted male adolescents reported feeling out of step with their environment. According to these gifted males this ever-present sense of being different was a stress-producing aspect of their lives.

It is hypothesized that the gifted male adolescents in this study had the ability to solve problems at a higher level because of their intelligence. They drew upon the category “*Comprehensive Knowledge*” more than their nongifted counterparts. Thus, their giftedness itself appeared to serve as a protective, resilient factor. It is hypothesized, however, that these adolescents needed additional external and internal protective factors to: avoid suicide, devise coping strategies, and find solutions for their emotional problems. The Sedillo’s Proposed Resiliency Theory for Gifted Adolescent Males illustrates the hypothesized way that gifted male adolescents address emotional problems that can potentially lead either to suicide or to a positive solution. This study’s proposed Sedillo’s Resiliency Theory for Gifted Adolescent Males is presented in Figure 24 below.

©Sedillo's Resiliency Theory of Suicidal Ideation

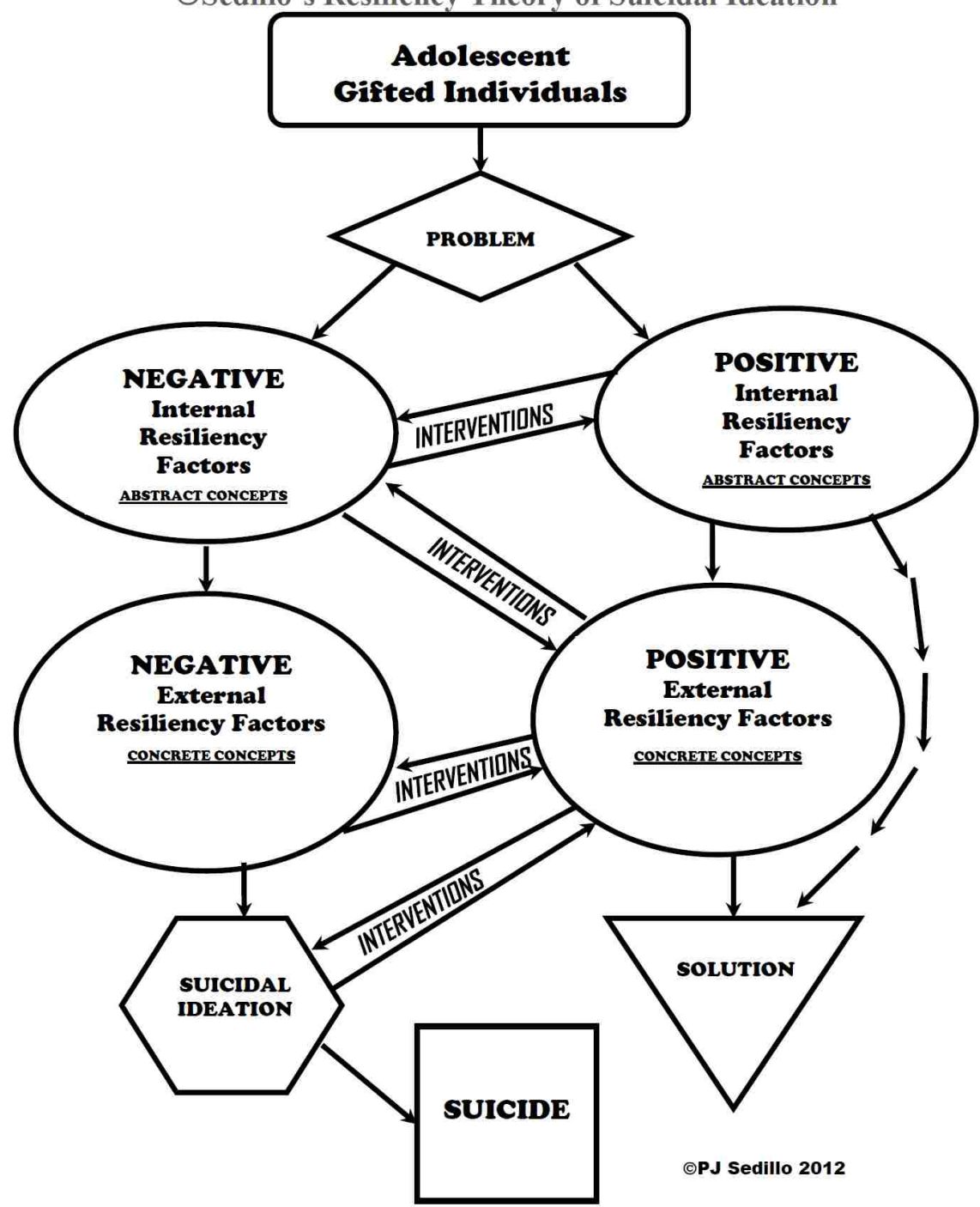


Figure 24. Theory of gifted male adolescents' suicidal ideation and suicide. This figure graphically describes the path that gifted male adolescents utilize to avoid suicide and suicidal ideation.

An initial hypothetical case scenario is provided to demonstrate theoretically how gifted male individuals solve a dilemma or avoid suicide according to Sedillo's Proposed Theory of Suicidal Ideation for Gifted Male Adolescents (see Figure 24 above). This hypothetical scenario is followed by two actual case studies. These actual cases illustrate Sedillo's Proposed Resiliency Theory of Suicidal Ideation for Gifted Male Adolescents applied to two actual gifted case studies.

Hypothetical gifted case scenario. In this hypothetical case, a gifted male adolescent is dealing with being bullied because of his sexuality. His problem is magnified by his “*Comprehensive Knowledge*,” “*Physical Attributes & Body Images*,” and “*Mental Pain & Suffering*.” Regardless of the identified problem, according to Sedillo's Proposed Theory of Resiliency for Gifted Male Adolescents, this hypothetical gifted male has three possible solutions to avoid or follow through with his suicidal ideation.

Hypothetical Solution Path 1. This hypothetical gifted male adolescent uses his *internal resiliency* factors and finds a solution.

Hypothetical Solution Path 2. This hypothetical gifted adolescent male fails to recognize his *internal resiliency* factors and instead seeks assistance from some *external resiliency* factors that he possesses (e.g., “*Societal Affiliations/Social Interactions*” or “*Social Settings*”). He also uses the *internal resiliency* factor of “*Comprehensive Knowledge*” to locate additional *internal* and *external resiliency* factors. Therefore, a positive solution is attained.

Hypothetical Solution Path 3. This hypothetical gifted male adolescent has a number of *internal risk* factors. He seeks assistance from some *external resiliency* factor in his life (e.g., “*Societal Affiliations/ Social Interactions*” or “*Social Settings*”). He also might tap into his “*Comprehensive Knowledge*” to help handle his emotional problem by locating additional

internal resiliency factors. He also might acquire *new internal resiliency* factors. Therefore, a positive solution is attained.

Hypothetical Suicidal Ideation Path 1. This hypothetical gifted male adolescent has *internal risk* factors and does not seek assistance from any *external* or *internal resiliency* factors. If interventions do not take place, the adolescent may potentially engage in suicidal ideation when confronted with an emotional problem. Hypothetically, intervention from an *external* or *internal resiliency* factor could still take place. If these interventions do take place a positive solution can still be reached. If they do not take place at this junction, the adolescent may engage in suicidal ideation leading to suicide.

Hypothetical Suicidal Ideation Path 2. This hypothetical gifted male adolescent has *internal risk* factors and relies on his *external risk* factors as his means of dealing with his problems. When this gifted adolescent does not seek assistance from *external* or *internal resiliency* factors, then this adolescent is highly vulnerable to engaging in suicidal ideation. If no other interventions take place at this junction, then the adolescent may engage in suicidal ideation leading to suicide

Hypothetical Suicidal Ideation Path 3. This hypothetical gifted male adolescent has *internal risk* factors and turns to *external risk* factors for assistance in dealing with his emotional problems. Hypothetically, this gifted adolescent can still locate supportive interventions by identifying *external resiliency* factors that he does not possess but can locate or by drawing on his *internal resiliency* factor of “*Comprehensive Knowledge*” to develop additional *internal resiliency* factors. If this happens, the outcome is positive. However, if this final process of locating and using *external/internal resiliency* factors does not take place, this adolescent may engage in suicidal ideation leading to suicide.

Two actual case scenarios illustrating Sedillo's Proposed Theory of Suicidal

Ideation for Gifted Male Adolescents. Two actual cases from this study's gifted participants (i.e., 1 gay gifted and 1 straight gifted) provide a descriptive example of how Sedillo's Proposed Theory of Suicidal Ideation for Gifted Male Adolescents might explain the way they solve their specific emotional problem.

Gay gifted participant case scenario. Participant case study 1 examines the way one *gay gifted* male participant addressed his emotional problems as explained by Sedillo's Proposed Theory of Suicidal Ideation for Gifted Male Adolescents.

Actual solution path taken by this gay gifted male participant. Based on the information below, this gay gifted young man used both his *internal* and *external resiliency* factors from Sedillo's Proposed Resiliency Theory of Suicidal Ideation for Gifted Males to combat suicidal ideation. Detail of his process is presented below.

Gifted Case Scenario 1 - Gay Gifted Male Adolescent

External & Internal Resiliency Factors	Highest Recorded Response	Participant's Response
<p>Positive External Concept(s): *Societal Affiliations/Social Interactions *Social Settings-Ed. Opportunities *Athletics Specifics: <i>Family-Mentors / Gifted Program/ Track</i></p>	<p>*17 *16 *10</p>	<p>* "I reached the point where all I wanted to do was die, no matter what pictures I took or how far I ran. I couldn't do that to my family, they saved me." * "I related with those kids more than the ones in my regular classroom." "It was a time when I got to be myself." * "Running is primal; it was therapeutic and cleared my head. It just felt good."</p>
<p>Negative External Concept(s): *Medication / Drugs *Social Status *Non-stereotypical Behavior Specifics: <i>SES /Acted-Looked Gay</i></p>	<p>*15 *11 *11</p>	<p>* "I started drinking and taking cocaine, I came out when I was drunk." * "I tried to fit in with the rich kids and that was not me." * "There is a special privilege. You can do anything that you want when you are a white, straight, male. People aren't going to look at you negatively."</p>

Gifted Case Scenario 1 - Gay Gifted Male Adolescent (continued)

<p>Positive Internal Concept(s): *Numinous Experiences</p> <p>*Stratagems & Coping Mechanisms</p> <p>*Comprehensive Knowledge Specifics: <i>Spirituality / Personal Strength / Curiosity</i></p>	<p>*23</p> <p>*13</p> <p>*11</p>	<p>* “A God judging someone is so backwards. I think we go through different cycles of life, connected with the ultimate truths. There is a life force within me.”</p> <p>* “I came to the conclusion, I’m in this body. I can do with it what I may, hate on myself or I can do something great with it.”</p> <p>* “I read a lot to find out and know more about life and the unknown.”</p>
<p>Negative Internal Concept(s): *Physical / Mental Pain & Suffering</p> <p>*Self-Awareness / Self-Understanding Specifics: <i>Gay / Depression / Aloneness-Isolation</i></p>	<p>*14</p> <p>*14</p>	<p>* “I felt just completely like isolated, like nobody could ever understand me or what I was going through (um) and that I would never find anyone that could or would let alone want to.”</p> <p>* “Total stigma with being gay.” “I wish I could have embraced who I was.” * “I really was in a dark place when I was in the closet.”</p>

Gifted case scenario 1 is a *gay gifted* participant from this study. This male participant reported many difficulties during adolescence. One the many problems he reported experiencing related to trying to deal with his homosexuality. *External* and *internal risk* factors entered his life. He felt the “total stigma with being gay” and “was in a dark place when I was in the closet.” His social status and ethnicity intensified his isolation. He started using alcohol and cocaine as way to cope with his feelings of isolation.

According to his interview data, he possessed *external resiliency* factors from the category “*Societal Affiliations/Social Interactions.*” He decided to speak with members of his family. Although he only realized it later, they were able to help him avoid attempting suicide. In addition to his family, he received *external resiliency* support from the peers in the gifted classroom. Once he was able to cope with his emotional stressors, he was relieved to learn that he could be himself, no longer needing to hide his giftedness or sexual orientation. He also discovered another supportive intervention from the *external resiliency* factor of “*Athletics*” (running), which he described as “therapeutic”. He also relied on the following *internal*

resiliency factors that he possessed: “*Spirituality*,” “*Stratagems & Coping Mechanisms*,” and “*Comprehensive Knowledge*.” Therefore, this gay gifted male participant used the two solutions from Sedillo’s Proposed Resiliency Theory of Suicidal Ideation described above to deal with his emotional problems.

Straight gifted participant case scenario. Information from a randomly selected straight gifted participant from this study is presented below to demonstrate how one *straight gifted* male participant addressed his emotional problems as explained by Sedillo’s Proposed Resiliency Theory of Suicidal Ideation.

Actual solution path taken by this straight gifted male participant. Based on the above information, this straight gifted adolescent relied on his *internal resiliency* factors and *external resiliency* factors to attain a positive solution. This process is described below.

Gifted Case Scenario 2 - Straight Gifted Male Adolescent

External & Internal Resiliency Factors	Highest Recorded Response	Participant’s Response
<p>Positive External Factor(s): *Societal Affiliations Social Interactions</p> <p>*Social Setting</p> <p>*Athletics</p> <p><i>Specifics:</i> Brother –Friends/ Gifted Program / Running</p>	<p>*17</p> <p>*8</p> <p>*8</p>	<p>* “I thought about where he [brother] would end up if I committed suicide. My parents emotionally couldn’t handle him. I am his mentor. We are very close.” “I have a few close friends. We’re like veterans. We have like survived wars together. We have a bond because we feel we have come through so much...it is a brotherhood.”</p> <p>* “Because I was in GATE [Gifted and Talented Education], I went to community college when I was 19. I was trying to get past being in a gang. My intelligence gave me that insight to see that I could do something better.”</p> <p>* “Running helped me lose weight.”</p>

Gifted Case Scenario 2 - Straight Gifted Male Adolescent (continued)

<p>Negative External Factor(s): *Social Status</p> <p>*Societal Affiliations / Social Interactions</p> <p>*Social Setting</p> <p><i>Specifics: Parents / Gang / SES</i></p>	<p>*17</p> <p>*15</p> <p>*14</p>	<p>* “My family lives in poverty. My mom lost her job and my father was injured. It was a stressful time. I had to be the bread winner.”</p> <p>* “I resented him [my father] because he went in and out of prison.” “It is a love/hate relationship. I get frustrated with her [mom]. She works a lot, she’s never there.” “ My mom is white; my dad is black. My mom’s family kinda shunned her. My grandpa is Hell’s Angel and my uncles are Neo-Nazis.”</p> <p>* “I never realized life past 18.” “Where I grew up, gang violence was very prevalent...by the time I was thirteen, I had seen quite a few dead bodies, like and seen people killed in front of me especially some very close and dear to me that I considered family, even though they were not blood-related.”</p>
<p>External & Internal Resiliency Factors</p>	<p>Highest Recorded Response</p>	<p>Participant’s Response</p>
<p>Positive Internal Factor(s): *Physical Changes</p> <p>*Comprehensive Knowledge</p> <p>*Stratagems & Coping Mechanisms</p> <p>*Self-Awareness / Self Understanding</p> <p><i>Specifics: Intelligence/ Escape / Weight Loss / Self-Support</i></p>	<p>*14</p> <p>*11</p> <p>*12</p> <p>*7</p>	<p>* “I got picked on, and it taught me how to fight. I needed to lose weight for me and my brother.”</p> <p>* “My intelligence gave me that insight to see that I could do something better.”</p> <p>* “Running is an escape. I picture myself. I am in Africa or South America, and I am running through those countries for survival.”</p> <p>* “I have always been able to support myself and provide [for] my needs.”</p>
<p>Negative Internal Factor(s): *Self-Awareness / Self-Understanding</p> <p><i>Specifics: Other’s acceptance and judgments</i></p>	<p>*21</p>	<p>* “I had a lot of self-image and self-esteem issues where I didn’t feel worthy to do certain things. I think that affected my thoughts to commit suicide.”</p>

This straight gifted participant reported having many difficulties during adolescence. He had the following problems: being overweight, coming from a low socio-economic background, being involved in gang violence, having a parent in jail, and having a mother’s unavailability

because of stress. *External risk* factors such as “*Societal Affiliations/Social Interactions,*” “*Social Settings,*” and “*Social Status*” were a part of his life. He then added additional hurdles to his life by turning to his *internal risk* factors including negative “*Self-Awareness/Self-Understanding*” and negative “*Physical Changes.*” Positive interventions took place that counteracted these *external/internal risk* factors. Using his *internal resiliency* factors, this young man applied his “*Stratagems & Coping Mechanisms.*” This allowed him to use his imagination to mentally escape for his negative experiences. He also used the *internal resiliency* factor of “*Comprehensive Knowledge.*” That gave him insight to see that he could do something better. His internal “*Self-Awareness/Self-Understanding*” assisted him in being able to support himself and provide for his needs. Even though his weight concern was an *internal risk* factor, he made his weight into an *internal resiliency* by stating that because “I got picked on, and it taught me how to fight. I needed to lose weight for me and my brother.”

For this straight gifted young man, he relied on the *external resiliency* factor of “*Social Setting*” to help him handle his emotional issues and avoid suicidal ideation. He explained this using these words: “Because I was in GATE (Gifted and Talented Education in elementary and middle school), I went to community college when I was 19. I was trying to get past being in a gang. My intelligence gave me that insight to see that I could do something better.” He used both *external* and *internal resiliency* factors to combat the negative factors in his life that were potential so destructive.

Sedillo’s Proposed Resiliency Theory of Suicidal Ideation For Nongifted Adolescent Males. Interview data from the nongifted male participants, whether gay or straight, also revealed a need for positive *external* and *internal* factors to assist them in dealing with their emotional problems especially those associated with suicidal ideation. The nongifted males

needed these resiliency factors to deal with emotional problems in their adolescent lives.

However, based on the data from their interviews and questionnaires, they approached these emotional problems in a different manner than did the gifted participants in this study.

The emotional problems reported by the gay nongifted participants in this study were different than those faced by the straight nongifted male participants. The gay nongifted males reported that the major source of their emotional problems during their adolescence related to being gay. These gay nongifted adolescents reported the need for *external resiliency* factors or *internal resiliency* factors to support themselves during their stressful youth. They reported a strong need for their sexual orientation to be acknowledged and accepted.

The risk factors in the lives of the straight nongifted participants' were not directly tied to their sexual orientation as had been reported by the gay straight participants. The nongifted straight participants reported a variety of sources that contributed to the emotional problems they experienced during their adolescence (e.g., broken heart from a relationship). However, both of the nongifted groups reported the need for help and support in order to cope with emotionally challenging situations that occurred during their adolescence. It is hypothesized that this assistance needs to come from *external resiliency* factors and *internal resiliency* factors. However, the particular types of *external* and *internal resiliency* factors on which these participants rely were different than the type of factors that supported the gifted participants.

A hypothetical case study and two real case scenarios (i.e., 1 gay nongifted and 1 straight nongifted) are presented below. These cases can help the reader understand Sedillo's Proposed Theory of Suicidal Ideation for Nongifted Male Adolescents. Figure 25 illustrates the way that nongifted adolescents approach problems. The flow can either lead to a solution or to suicide.

©Sedillo's Resiliency Theory of Suicidal Ideation

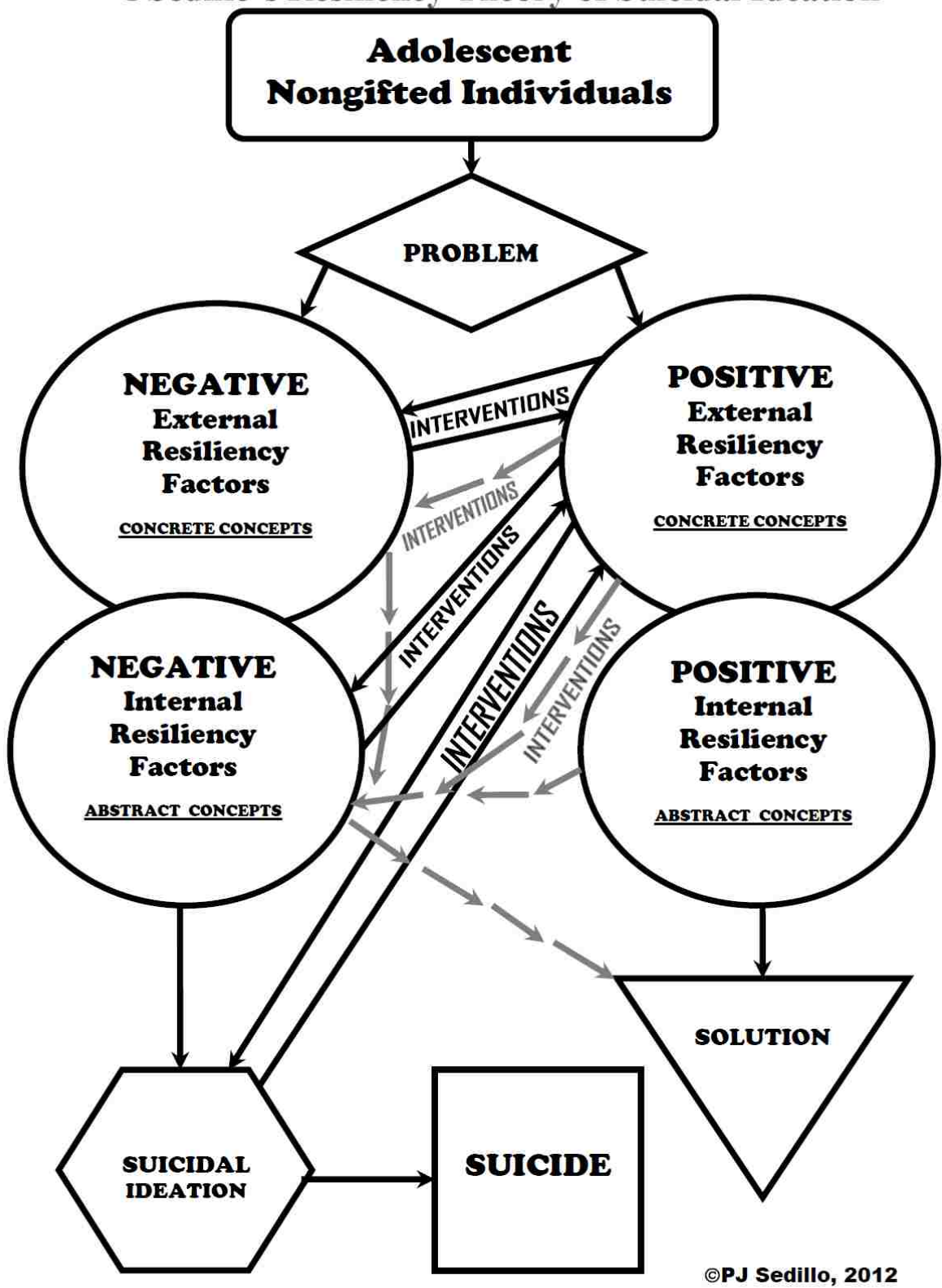


Figure 25. Theory of nongifted adolescents' suicidal ideation and suicide. This figure graphically describes the path that nongifted male adolescents utilize to avoid suicide and suicidal ideation.

Hypothetical nongifted case scenario. This hypothetical gay nongifted adolescent is dealing with being bullied due to his sexual orientation and because of his, “*Physical Changes/Attributes*” and “*Mental Pain & Suffering.*” He deals concretely with these emotional problems.

Hypothetical Solution Path 1. This hypothetical nongifted adolescent uses both *external resiliency* factors and *internal resiliency* factors he possesses to deal with his emotional problems. He finds a positive solution.

Hypothetical Solution Path 2. This hypothetical nongifted adolescent tries to handle his *external risk* factors, by seeking assistance from an existing *external resiliency* factors or he searches for a *new external resiliency* factors (e.g. “*Societal Affiliations/Social Interactions*” or “*Social Settings*”). If the newly found *external resiliency* factor assists the nongifted adolescent with his problem or if he locates an alternative *external resiliency* factor the nongifted male can find a positive solution.

Hypothetical Solution Path 3. This theoretical nongifted adolescent has *negative external risk* factors in his life. A *positive external resiliency* factor (e.g. “*Societal Affiliations/Social Interactions*” or “*Social Settings*”) is employed to help mitigate the *negative external/internal resiliency* factors. If the *positive external resiliency* factor is powerful enough it will succeed in deterring suicidal ideation. This nongifted male then achieves a positive solution.

Hypothetical Solution Path 4. For this hypothetical nongifted adolescent, *external risk* factors must be counteracted by one or more *external resiliency* factors. If these *external resiliency* factors are employed, the *external* and *internal risk* factors will be deterred as long as

these *external resiliency* factors are strong enough. Therefore, this hypothetical nongifted male would achieve a positive solution.

Hypothetical Solution Path 5. This hypothetical nongifted participant tries to reduce the *internal risk* factors in his life. He seeks intervention from an *external resiliency* factor. If the *external resiliency* factor is able to counteract his *internal risk* factors and if his *external resiliency* factor is powerful enough, he would be able to avoid suicidal ideation. Therefore, this hypothetical nongifted male would achieve a positive solution.

Hypothetical Suicidal Ideation Path 1. This hypothetical nongifted adolescent has *external/internal risk* factors. If no counteracting influences, the adolescent is more likely to engage in suicidal ideations. At this time, interventions from *external resiliency* factors can occur. If such interventions do not take place, this hypothetical nongifted adolescent may commit suicide.

Hypothetical Suicidal Ideation Path 2. This theoretical nongifted adolescent has *negative internal* resiliency factors and seeks interventions from his *external resiliency* factors. If a successful intervention takes place at this junction, the adolescent will be less likely to engage in suicidal ideation. If no such intervention takes place, the adolescent is more likely to engage in suicidal ideation, which could theoretically lead to his suicide.

Hypothetical Suicidal Ideation Path 3. This hypothetical nongifted adolescent experiences no interventions from the *external* and *internal resiliency* factors at this junction, so this adolescent might hypothetically commit suicide.

Two actual case scenarios illustrate Sedillo's Proposed Theory of Suicidal Ideation for Nongifted Male Adolescents. Two actual case studies (i.e., 1 gay nongifted and 1 straight

nongifted) are used to provide an understanding of Sedillo’s Proposed Theory of Suicidal Ideation for Nongifted Male Adolescents.

Gay nongifted participant case scenario. Nongifted participant case 1 examines the way that one randomly selected *gay nongifted* participant addressed his emotional problems as explained by Sedillo’s Proposed Theory of Suicidal Ideation for Nongifted Male Adolescents.

Actual solution path taken by this gay nongifted participant. Based on the information presented below, this gay nongifted young man used both his *external* and *internal resiliency factors* from Sedillo’s Proposed Theory of Suicidal Ideation for Nongifted Male Adolescents to combat suicidal ideation. He used Solution Path 1, Solution Path 2, Solution Path 3, and solution Path 4 to handle his emotional problems. Details of this process are presented below.

Nongifted Case Scenario 1 - Gay Nongifted Male Adolescent

External & Internal Resiliency Factors	Highest Recorded Response	Participant’s Response
<p>Positive External Concept(s): *Societal Affiliations/Social Interactions *Religion <i>Specifics: Deacon / Catholic Church</i></p>	<p>*6 *5</p>	<p>*“The deacon helped me find my way. He was my saving grace.” * “Eventually, I would get the rewards of God.”</p>
<p>Negative External Concept(s): *Societal Affiliations Social Interactions *Religion <i>Specifics: Father / Catholic Church</i></p>	<p>*14 *6</p>	<p>*My dad instilled in me self-hate and self-doubt because I was gay. It was rough to see my father cry because I was out.” * “I prayed for God to take my life because I was a sinner.”</p>

Nongifted Case Scenario 1 - Gay Nongifted Male Adolescent (Continued)

<p>Positive Internal Concept(s): *Stratagems & Coping Mechanisms <i>Specifics: The ability to overcome</i></p>	<p>*12</p>	<p>* “Obstacles I had in life was [were] something that I had control over them and could overcome.”</p>
<p>Negative Internal Concept(s): *Self-Awareness / Self Understanding *Numinous Experiences Specifics: Self-worth-love / Faith</p>	<p>*5 *5</p>	<p>* “Self-hate and self-doubt made me a failure to my family.” * “I prayed for God to take my life; my faith was not strong.”</p>

Case scenario 1 is a gay nongifted participant who reported having many difficulties during adolescence. He had problems with being homosexual and his father’s hatred because of his homosexuality, and his Catholicism and religious belief system. These *external risk* factors that are “*Societal Affiliations/Social Interactions,*” “*Social Settings,*” “\and “*Religion,*” influenced his life. He also had issues associated with “*Self-Awareness/Self-Understanding*” and “*Numinous Experiences,*” which were additional *internal risk* factors.

Interventions counteracted the *negative external* and *internal risk* factors. Utilizing *internal resiliency* factors, he found a deacon within his Catholic faith that counteracted his father’s hatred of the participant’s homosexuality. “The deacon helped me find my way. He was my saving grace.” Even though the participant’s religion played a major role in his thoughts of suicidal ideation, his religion did offer some help as a *external resiliency* factor. He responded that because of his religion, “eventually I would get the rewards of God.”

This gay nongifted participant possessed *internal risk* factors in the category of “*Self-Awareness/Self-Understanding.*” He understood that he had a self-hate and self-doubt. He felt like a failure to his family. He utilized *internal resiliency* factors, such as “*Stratagems & Coping Mechanisms*” to cancel out the *internal risk* factors. Using “*Stratagems & Coping Mechanisms*” he stated that “obstacles I had in life was [*sic*] something that I had control over them and had

Nongifted Case Scenario 2 - Straight Nongifted Male Adolescent (continued)

<p>Negative External Factor(s): *Societal Affiliations / Social Interaction</p> <p>*Social Setting Specifics: <i>Popularity / Rural</i></p>	<p>*8</p> <p>*7</p>	<p>* “Social acceptance was extremely difficult [for me] in middle school. You want to be accepted and popular. “I didn’t feel like I was a member of the popular group.”</p> <p>* “When I was younger, I was always alone. Being in a rural area, I had no children to play with until I went to school.”</p>
<p>Positive Internal Factor(s): *Stratagems & Coping Mechanism</p> <p>*Self-Awareness / Self-Understanding * Numinous Experiences Specifics: <i>Hope / Self-Awareness / Spirituality</i></p>	<p>*7</p> <p>*6</p> <p>*6</p>	<p>* “There is hope for the future.” “Things do change and time does mend things and tomorrow is a new day.”</p> <p>* “I am a perfectionist, obsessionist, and have good intentions.”</p> <p>* “My spirituality lies in the natural world (pause) —how the light hits me, simple things like that, that take your breath away.”</p>
<p>Negative Internal Factor(s): *Self-Awareness / Self-Understanding</p> <p>Specifics: <i>Acceptance</i></p>	<p>*15</p>	<p>* “The popular kids had a gregariousness and physical looks or beauty and identification with a certain culture like skateboarding. I didn’t identify with any of the cultures.”</p>

The participant known as nongifted case scenario 2 had many difficulties during adolescence. He had problems with social acceptance, was unpopular, and grew up in a rural area where he felt isolated. All of these things were *external risk* factors. These *external risk* factors, “*Societal Affiliations/Social Interactions*” and his “*Social Settings*” entered his life negatively. He described the situation in this way: “Social acceptance was extremely difficult [for me] in middle school. You want to be accepted and popular. When I was younger, I was always alone. Being in a rural area, I had no children to play with until I went to school.” He also reported having problems with the *negative internal* risk factors “*Self-Awareness/Self-Understanding*.” This is how he describes his situation: “The popular kids had a gregariousness and physical looks or beauty and identification with a certain culture like skateboarding. One of

the problems was that I didn't identify with any of the cultures." This contributed to his *internal risk* factor.

This case scenario participant counteracted these *external* and *internal risk* factors using *external resiliency* factors included in his making use of positive "*Social Affiliations/Social Interactions*." He "met a best friend in elementary school." He stated that "I can go to him for problems." He described his parents as having been supportive and helpful during his adolescence. He used the *internal resiliency* factor of "*Athletics*." He would "get the feeling of accomplishing something as a team. It is not about individual accomplishments." Backpacking also gave him the inspiration and time to meditate. Nongifted case scenario 2 also used his *internal resiliency* factors in the form of "*Stratagems & Coping Mechanisms*," "*Self-Awareness/Self-Understanding*," and "*Numinous Experiences*" to address his problems. In terms of "*Stratagems & Coping Mechanisms*," he stated, "There is hope for the future. Things do change and time does mend things, and tomorrow is a new day."

Summary of Sedillo's Proposed Resiliency Theory of Suicidal Ideation

All adolescents desire essential affiliations with another individual, with a group, or with an organization in association with *internal resiliency* factors to continue to live. *External resiliency* factors involve feeling understood, having a sense of commonality, and receiving unconditional support. Adolescents must possess both *external* and *internal resiliency* factors to avoid engaging in suicidal ideation. If the adolescent is experiencing *risk factors* that are either *external*, *internal*, or *both*, then the individual must replace these *risk factors* with *internal* or *external resiliency* factors. These *resiliency factors* counteract the negative factors. The closer the similarity is between the type of *external* or *internal risk* factor causing stress and the type of *internal* or *external resiliency* that is use as a source of intervention, the more ideal the

intervention will be. For example, if the effects of a brutal father are counteracted by support from a loving grandfather, then the outcome may be good.

In conclusion, according to *Sedillo's Proposed Resiliency Theory of Suicidal Ideation* and data from this study, it is hypothesized that gifted adolescents deal with emotional problems on more abstract level, whereas nongifted adolescents approach their emotional problems on a more concrete level. That does not mean that one solution strategy is more difficult than the other or that one solution strategy is better than the other. It does indicate that both gifted and nongifted young men are striving to find successful ways to handle their emotional difficulties and avoid suicidal ideation. In order to provide support for these adolescents, parents, educators, counselors, and therapists must realize that gifted and nongifted adolescents may face different stresses and may use different solutions, abilities, and strengths to solve their emotional problems. *Sedillo's Proposed Resiliency Theory of Suicidal Ideation* may be of value to those working with gay and nongay adolescents.

Future Research

The following section of this chapter presents a series of research topics associated with this present study that will be pursued in the future.

Need for Research Regarding Sedillo's Proposed Resiliency Theory of Suicidal Ideation

Sedillo's Proposed Resiliency Theory of Suicidal Ideation, although not tested beyond these 32 participants, requires further studies to demonstrate its potential relevance. Awareness of resiliency and risk factors, both internal and external in nature can provide these adolescents with ways to deal with their emotional problems. *Sedillo's Proposed Resiliency Theory of Suicidal Ideation* may provide assistance to those concerned about this population. This

proposed theory could potentially provide an opportunity to reduce the number of gay gifted or other adolescent males' suicides.

Need for Research Regarding Lesbians and Transgender Individuals

The limited amount of research studies regarding gay gifted male adolescents also applies to gifted lesbian adolescents. Future studies, modeled after this current study, need to be conducted with a population of lesbian gifted adolescents. Similarly, parallel studies of transgender individuals are needed. The literature search for this study located no research exploring the ramifications of transgendered individuals' intelligence and their transformation, with or without their giftedness.

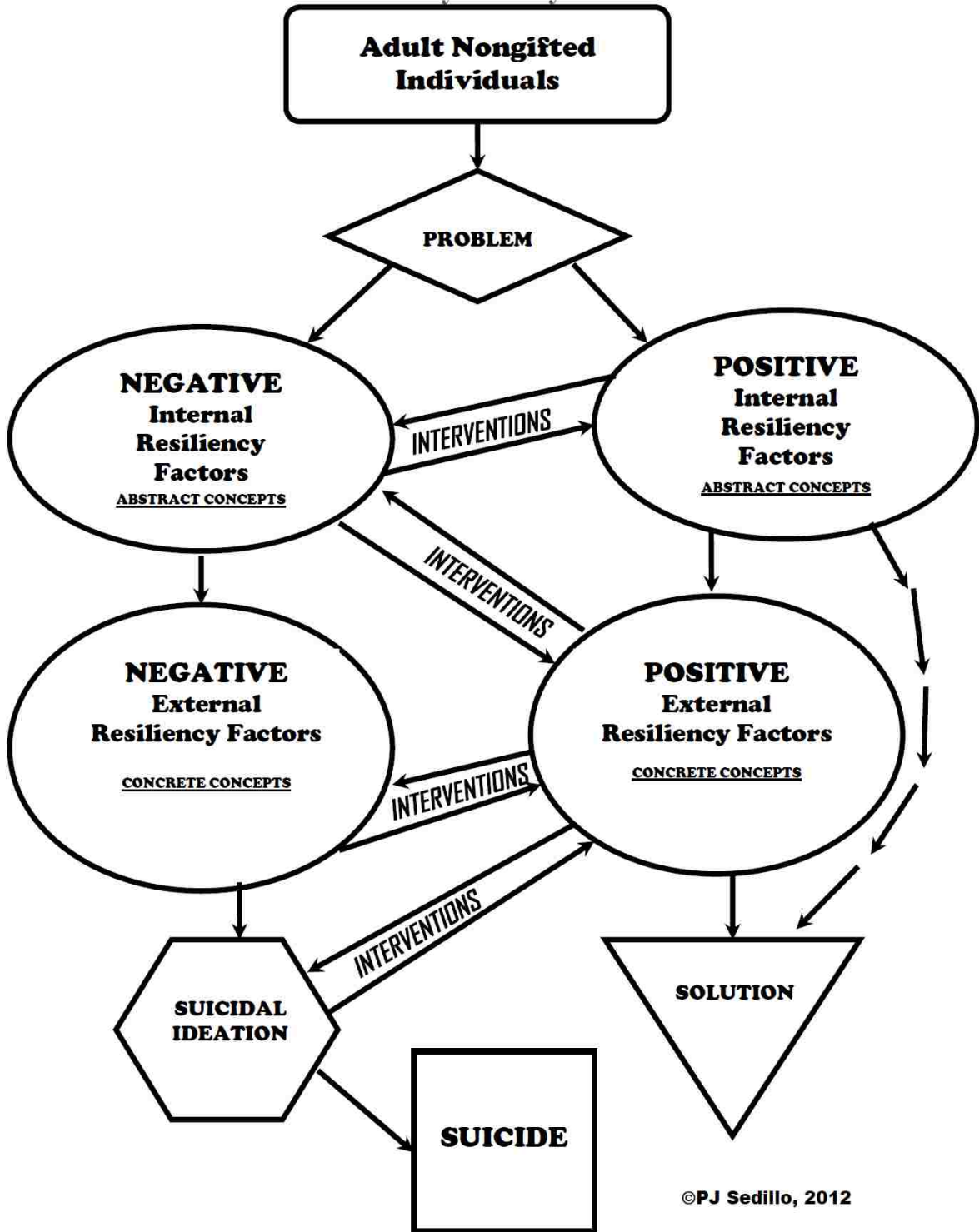
Need for an Assessment Instrument Regarding Gay Gifted Adolescents and Suicide

This study began by searching among the many assessments for suicidal ideation to determine what instruments were appropriate for use with this unique population. Pocket guides, ex-post-facto assessments for those who had committed suicide were located. However, nothing appeared to exist for counselors, therapists, or educators to use to assess gay gifted individuals who might not yet even be considering suicide but who appear to be at risk of engaging in suicidal ideation when emotional problems arise. This researcher designed a pre-assessment tool for suicidal ideation among gay gifted youth. The assessment instrument is located in Appendix N. The assessment tool is titled *Resiliency Inventory Suicide Evaluation (RISE)* in conjunction with *Sedillo's Proposed Resiliency Theory of Suicidal Ideation*. It is proposed that the reliability and validity of this instrument be determined. Should it prove to be reliable and valid, a pilot study could be designed and conducted.

Need for Research Regarding Similarities with Gifted Adolescents and Adults of Normal Intelligence

The gifted adolescent males in this study dealt well with abstractions. This level appeared to be similar to the way male adults of normal intelligence handled emotional difficulties. Should this be an accurate hypothesis, a theory of resiliency similar to the one presented in Figure 24 might have relevance for nongifted adult males in terms of how they address emotional stress and avoid suicidal ideation. Theoretically, the schematics of how a problem is solved would be similar to that of how gay gifted adolescent males find a solution to a problem. Future studies need to be conducted to verify this inference.

©Sedillo's Resiliency Theory of Suicidal Ideation



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Figure 26. Theory of nongifted adults' suicidal ideation and suicide. This figure graphically describes the path that nongifted male adults utilize to avoid suicide and suicidal ideation.

Recommendations

This section presents practical recommendations for the dissemination of finding from this study.

- Educators could be introduced to the positive/protective external and internal factors and the negative/risk external and internal factors that were revealed in this study. This information would be valuable for: (a) gifted educators who work in gifted programs, (b) educational counselors, and (c) general educators. These professionals need to know how the theory might be used to understand how gifted adolescents solve the problems that they encounter.
- Counselors and therapists could be introduce to the outcomes of this study with an emphasis on positive and negative factors that can support or inhibit the development of adolescents, whether gay, straight, gifted, or nongifted.
- GLBTQ organizations such as Parents and Friends of Lesbians and Gays (PFLAG) could be introduced to the role that positive external and internal factors and negative external and internal factors play in the lives of GLBT youth. These organizations need to understand how gay adolescents solve the problems that they encounter.
- Graduate students from a counseling department could conduct a critique of Sedillo's Proposed Resiliency Theory of Suicidal Ideation and the associated assessment tool, Resiliency Inventory: Suicide Evaluation (RISE). This would provide this researcher with valuable information regarding the potential usefulness of this theory.

Summary

This study explored suicidal ideation within a subset of young adult males. The study participants were 32 men between the ages of 18 to 35, eight in each category: gay gifted (GG),

gay nongifted (GNG), straight gifted (SG) and straight nongifted (SNG). Based on interview data it appeared that the gifted participants in the study coped with emotional problems on an abstract level, while nongifted participants sought more concrete ways to deal with emotional issues. All of the eight gay gifted male participants reported engaging in suicidal ideation during their adolescence. However, the actual degree of suicidal ideation for these gay gifted participants was lower than that of most other participants. Additionally, they appeared to rely on various aspects of their giftedness, such as their abstract thinking and problem solving skills, to combat depression and suicidal ideation. Both *external* and *internal resiliency* factors and *external* and *internal risk* factors associated with suicidal ideation were identified through the use of questionnaire and interview data. Using grounded theory methodology, a proposed theory of suicidal ideation within gifted and nongifted adolescent male populations was developed.

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Appendix A: Information Regarding Literature Review Process

Journals, Newsletters, and Conference Proceedings Hand-Searches for Literature Review

- Advanced Development Journal
- American Journal of Psychiatry
- American Psychologist
- Exceptional Children
- Exceptionality: A Special Education Journal
- Gifted Child Quarterly
- Gifted Child Today
- Journal for the Education of the Gifted
- Journal of Advanced Academics
- Journal of Applied Psychology
- Journal of At-Risk Issues
- Journal of Creative Behavior
- Journal of Emotional and Behavioral Disorders
- Journal of Gay & Lesbian Mental Health
- Journal of Homosexuality
- Journal of Lesbian and Gay Studies
- Journal of LGBT Youth
- Journal of Secondary Gifted Education
- Journal of Special Education
- National Association for Gifted Children Conference Proceedings
- Parenting for High Potential
- Psychological Review
- Roeper review
- Suicide and Life-Threatening Behavior
- Teaching Exceptional Children
- Teaching for High Potential
- Understanding Our Gifted

Literature Reviewed for LGBT Suicide Section of Chapter 2

DATE	AUTHOR	TITLE	TYPE OF ARTICLE/RESOURCE
1987	Kourany	Suicide among homosexual adolescents	Survey of psychiatrists
1994	Rotheram-Borus, Hunter, & Rosario	Suicidal behavior and gay-related stress...	Data analysis of 138 gay & bisexual adolescents
1995	Rotheram-Borus & Fernandez	Sexual orientation and development challenges...	Literature review
1995	Schaeffer, Fisher, Hicks, Parides, & Gould	Sexual orientation in adolescents who commit ...	Data analysis from NY Suicide Study
1995	Muehrer	Suicide and sexual orientation: A critique	Critique of current research
1997	McBee & Rogers	Identifying risk factors for gay and lesbian suicidal...	Literature review
1998	Anhalt & Morris	Developmental and adjustment issues of gay ...	Literature review
1998	Remafedi, French, Story, Resnick, & Blum	Relationship between suicide risk and sexual...	Data analysis Adolescent Health Survey database
1999	Garofalo, Wolf, Wissow, Woods, & Goodman	Sexual orientation and risk of suicide attempts ...	Data analysis from Mass. CDC Youth Risk Behavior Survey
2000	Bagley & Tremblay	Elevated rates of suicidal behavior in gay, lesbian...	Review of U.S. Youth Risk Behavior Surveys
2000	Kulkin, Chauvin & Percle	Suicide among gay and lesbian adolescents...	Literature review
2001	Savin-Williams	Critique of research on sexual-minority youth	Critique of current research
2001	Russell & Joyner	Adolescent sexual orientation and suicide risk...	Data analysis of National Longitudinal Study of Adol. Health
2001	Morrison & L'Heureux	Suicide and gay/lesbian/bisexual youth: implications...	Analysis of risk factors
2002	Halpert	Suicidal behavior among gay male youth	Literature review
2002	D'Augelli	Mental health problems among lesbian, gay...	Survey of attendees at LGB support groups
2002	McDaniel	Relationship between sexual orientation and suicide...	Review of research findings
2002	Rutter & Soucar	Suicide risk and sexual orientation	Data analysis of attendees at support agency
2002	Sullivan & Wodarski	Social Alienation in gay youth	Data analysis of NORC General Social Survey
2003	Thompson & Johnson	Risk Factors of gay, lesbian, and bisexual adolescents...	Literature review
2003	Savin-Williams & Ream	Suicide attempts among sexual-minority male youth	Data analysis of Detroit dataset from Children's Hospital of Michigan
2005	Kitts	Gay adolescents and suicide...	Literature review for physicians
2006	Goodenow, szalacha, & Westheimer	Support groups, other school factors and safety...	Data analysis from Mass. CDC Youth Risk Behavior Survey
2006	Eisenberg & Resnick	Suicide among gay, lesbian, and bisexual youth	Data analysis of Minnesota Student Survey
2007	Silenzio, Pena, Duberstein, Cerei, & Knox	Sexual orientation and risk factors for suicidal...	Data analysis of National Longitudinal Study of Adol. Health
2008	King, Semlyen, Tai, Killaspy, Osborn, Popelyuk, et al.	Systematic review of mental disorders, suicide...	Meta-analysis of empirical research
2008	Suicide Prevention Center	Suicide risk and prevention for lesbian, gay, bisexual...	Literature review and national recommendations
2011	Langhinrichsen-Rohling, Lamis, & Malone	Sexual attractions statue and adolescent suicide...	Data analysis of 1,533 attendees of urban high school Truancy Program
2010	Mustanski, Garofalo, & Emerson	Mental health disorders, psychological distress...	Data analysis of attendees at LGBT support agencies
2011	Russell, Ryan, Toomey, Diaz & Sanchez	Lesbian, gay, bisexual, transgender adolescent...	Data analysis of survey from Family Acceptance Project
2011	Fedewa & Ahn	Effects of bullying and peer victimization...	Meta-analysis of research on homophobic bullying
2013	Fried, Williams, Cabral, & Hacker	Differences in risk factors for suicide attempts...	Data analysis Adolescent Health Survey database
2012	Hawton, Saunders, & O'Connor	Self-harm and suicide in adolescents	Literature review and recommendations for physicians
2012	Liu & Mustanski	Suicidal ideation and self-harm in lesbian, gay...	Data analysis of attendees at LGBT support agencies
2012	Shields, Whitaker, Glassman, Franks, & Howard	Impact of victimization on risk of suicide among ...	Data analysis of San Francisco School District Youth Risk Behavior Survey
2012	Porrilli, Serafini, Innamorati, Biondi, Sirachusano, et	Substance abuse and suicide risk among adolescents	Meta-analysis of research on suicide and substance abuse in youth
2012	Rieger & Savin-Williams	Gender nonconformity, sexual orientation...	Data analysis of survey of NY high school seniors
2013	Ploderl, Wagenmakers, Tremblay, Ramsay, Kralovec,	Suicide risk and sexual orientation: A critical review	Critique of current research

Appendix B. Researcher's Life Story / A Gay Gifted Student of Life

*“Someday,” she said to Toto, “I’ll find a place where we can’t get into trouble.
It’s not a place you can get to by boat or train.
It’s far, far away—behind the moon, beyond the rain, maybe over the rainbow.”*
-Dorothy Gale

It is another night, and PJ is exhausted. All day, he has been running around like a chicken with his head cut off. He thrives on doing and doing and doing—anything for his work, community, spouse, and himself. PJ Sedillo thrives on stress. When he is not active, his mind begins to wander, and he realizes that rest is not an option.

PJ Sedillo makes sure to give himself personal time; however, this is usually penciled in on his date book and usually only happens once a month if the time is available. PJ Sedillo has not only one day planner but two. He has two because there is a backup if he loses one. Always on the go, he sometimes loses important items, something that frustrates him to no end, but life goes on, and one must continue to serve. To call him ADHD would be an understatement.

PJ Sedillo, who was known as Paul James, grew up in a household that was as close to *Leave it to Beaver* as possible. Paul James grew up in a stable household with a mother, father, brother, and himself. Paul James just happened to be gay. No divorce, no drugs, no fighting (at least not severe) just normal living or as normal as it would be viewed by the audience of the world. The only problem that Paul James encountered was that he didn't fit in. He somehow felt that he, The Beav, was different and did not belong in this normal sitcom family. He was a Technicolor kid living in a black-and-white world.

His earliest recollection of his life was of being when he was about four or five. He was sent to preschool at his local Catholic church. Kindergarten did not exist when he was young, but preschool at the nearby Catholic Church did. Every day, Paul James would wait by the

television to watch the relationship between Big Bird and Mr. Snufalupagus grace the television screen during a daily routine of watching *Sesame Street*. For some reason, Paul James was plucked out of his world and sent off to another place, where *Sesame Street* was not shown or considered a priority. Disappointed by this new environment, Paul James left the preschool and walked two miles home to watch his television show. Little did he realize that the police and other agencies were contacted because he was missing from his preschool. When Paul James was located, his parents were angered. He was eventually spanked with the belt that his father reserved for that purpose. When Paul James was sent to preschool the next day, he again left without notice and walked home. Mr. Snufalupagus and Big Bird were not to be missed. Paul James was eventually excused and not asked to return to Catholic preschool because he did not want to be there and kept on leaving without notice. He had flunked preschool. This stubbornness would plague him for the rest of his life.

When Paul James entered elementary school, he was already labeled as different or, as his parents said, "Special." He typically played girl activities and was often criticized by his father for being effeminate. Paul James's mother loved him and tried to dissuade his father from being so critical about his son's feminine behavior. Paul James was forced to participate in sports. Paul James was unlike his brother, who was extremely sports-oriented and a success at baseball, swimming, basketball, and golf (which was *the* sport loved by his father). Paul James tried and tried to be good at sports. He hated the fact that he did not fit in.

During baseball practice in the pee-wee leagues, Paul James was once singled out and told that he needed to learn how not to throw like a girl. For one hour (which seemed endless), he had to throw rocks at a field while being reminded constantly to stop throwing like a girl. Tears streamed from his eyes which only made matters worse. Paul James began to hate

anything that had to do with sports. Eventually, because of his mother, Paul James would be able to drop out of baseball and would begin to take up the violin. His mother told his father that one day, Paul James would make his father proud because of other accomplishments that had nothing to do with sports. This would turn out to be true.

During his elementary school years, Paul was inundated by hateful comments from the boys in his classroom. *Sissy boy, faggot, gay boy, and queer* were commonly said to Paul James. He lacked the skills to be successful in sports and hid during recess with the girls. Almost every day when Paul would walk home after school, and sometimes just when he was about to get home he would pee in his pants. His father would notice, and Paul would get the belt. This happened regularly for about two years, not every day, but at least twice a month.

The females in his class would become his saviors because they accepted him and protected him. Paul did have a close friend, a best friend, who was as butch as could be. They lived on the same street, and this boy, named Robert would defend Paul on many occasions. Paul eventually had enough of the torments, finally decided to defend himself by going against the most powerful boy of his school. Despite the fact that Paul had beaten the hell out of the boy who was the most powerful, the other boys reported that Paul had won the fight because he had fought like a girl (scratching, biting, and pulling hair). Nevertheless, this small, but glorious, victory ensured that Paul was able to defend himself; however, others continued to single out Paul. He would always have to be on his guard. The sad thing is that the boys who persecuted Paul would be present in his middle school and his high school years. Paul would constantly try to prove that he was worthy of fitting in. Sometimes Paul was so discouraged he contemplated suicide.

Paul dated many girls so that he would be perceived as heterosexual. He often picked the girls who most needed to be loved (mostly the misfits who were given that title by the more popular members of the class system that existed within the school). Eventually, Paul decided to come out to his close circle of friends during his senior year. However, he was required to leave his hometown and attend a university in a different city. He would have to go back in the closet. At the university, Paul pretended to be heterosexual to survive. Being beaten up for being gay was common in this city. Such beatings could even result in death, a consequence for being an out homosexual in this small town.

Paul knew that he was gay, and had a lover who was ninety miles away; Paul would go to him every weekend just to survive by living out the gay life. He did this for 3 years calling his mother for support, who knew that he was gay. His mother, brother and sister-in-law had a meeting where Paul finally revealed who he was. It was decided by the group not to tell his father. Paul eventually graduated from college and was extremely tired of denying the love of his life and his sexual orientation.

While attending a gay pride parade in his hometown, Paul watched from the sidelines. The six o'clock camera crew had arrived, so Paul hid behind a side of a building so they would not film him. When he went home after the event was over, he started to cry. Paul then realized that his life needed to change. He was walking around with his head hanging low, heartbroken, an aching soul, knees shaking if people would find out; ready to quit living, and then Paul finally realized he was tired of not being true to himself. His misery and pain changed to an internal anger which eventually became a positive self-actualization. He had an eye-opening and life awakening experience that he should be and finally realized that he was a proud gay man. Paul was loved by God, and was an awesome human being. He did not deserve to hide in the

shadows for fear of revealing the true Paul. This transformation of his total being revealed to him that he needed a new name. He changed his name from Paul James, and just Paul to “PJ”, a rebirth that moved him into a new light, gave him a new identity, and hope that would help him survive.

PJ graduated at the top of his class and entered the field of elementary education at the age of 20. PJ would no longer accept anything in his life that restricted him because he was gay. He was out and proud: to himself, his students, staff at school, principal, parents of his students, and the world. He hated anyone who did not accept him for who he was. He gave his family an ultimatum: his father must know about his son’s homosexuality, or PJ was no longer to be part of the family. Upon this scary revelation to his dad, the sky did not fall, and his father did not die with the information given to him.

PJ decided to challenge the Albuquerque Public School (APS) System to include a policy of nondiscrimination against persons based on sexual orientation. With the help of his mentor, Neil Isbin, PJ was able to obtain the statement of nondiscrimination included in the APS negotiated contract. The process would lead PJ to fight against other inadequacies within the public school system. PJ Sedillo would marry the love of his life in a ceremony in Canada. PJ and his spouse would receive a proclamation from the mayor of Albuquerque for their union. Thirteen years later PJ Sedillo would win full spousal health benefits with the support of his spouse. Together, they would earn the deserved rights for his spouse and get full benefits and change the process in their state.

PJ Sedillo became an openly gay teacher, a female impersonator (known as Fontana DeVine), and an advocate who is as proud of his life as he could be. He still constantly fights the

bullies whom he encounters on a daily basis. He must be on the go, to assist all those who have been persecuted because they are gay.

Whether as gay pride president for 21 years with Albuquerque Pride, establishing Los Ranchos de Albuquerque Pride, working at a booth at the New Mexico State Fair for the GLBT (Gay, Lesbian, Bisexual, Transgendered) Community, working with the legislature to pass hate crime bills, and traveling to different counties and states that need a positive presence of GLBT adults are only a few things that he does. He desires to befriend those isolated, friendless, ignored boys who are forced to throw rocks into oblivion or get whipped in their pants when they pee to relieve their pain and humiliation because they hide being gay. He wants to assist them in believing that they are okay and not sissy boys, gay boys, girly men, degenerates, or queers. All people deserve dignity, and (Paul James Sedillo) PJ will not rest until all gays are respected by society.

This story is about my life, my personal journeys, and the struggles that will affect my future and the future of others. Coming to terms with my own sexuality and intelligence has taken years of blood, sweat, and tears. The fact that I am an intellectually competent homosexual or gay man (gay is the term that I prefer) has been a struggle of acceptance that has made me a stronger and more compassionate individual.

Through these difficult times I have found something to reduce the grief and agony in my life. I have always been fascinated with the movie *The Wizard of Oz*. I have been collecting *Wizard of Oz* memorabilia for about 20 years. I started collecting as an escape for dealing with problems and stressors, primarily difficulties with self-acceptance. Whenever I was down, I would purchase a piece of Wizard of Oz memorabilia to fill a void, I now have a room full of memorabilia to show for it.

Like Dorothy, I, too, have been on that great big yellow brick road of life, with all its ups and downs. One meets many people on that yellow brick road. Some are good friends who do not have brains, a heart, or even courage; however, they can help in difficult times and despite their shortcomings they can be true to the end, or until you need to say good bye and thank you. These are times when one must part from these friends. One also meets people who are just wicked, but the solution to that is simple. One has the power over evil; evil people can easily be destroyed. One also meets individuals who pretend to be wizards. Those people hide behind their screens, boom out a loud voice, and try to be intimidating; however, once revealed from behind their screen, there's nothing there but a humbug. Also, one meets those rare individuals who will help no matter what happens. Those people, like Glinda, help one find home. Glindas help one discover that one must come to terms with any struggle in your life and realize that home is in your own heart. The answer to life as Dorothy found out is simple. "If you ever need to go looking for something again, you shouldn't look any farther than your own backyard." The answer to life lies within—in accepting and loving yourself.

How or why does the problem of self-acceptance pertain to this study? It has taken me years to deal with my homosexuality. Through time and skipping down that yellow brick road of life, I have accepted my intelligence and homosexuality wholeheartedly. Traveling to Oz and being over that rainbow have helped me to discover that I have the power (with my little bucket of water) to overcome any negative forces. My resiliency has come from the realization that there is no place like home because I have found that safety of home within me.

So how again does all this information pertain to this study? The only genuine answer that I can give is that there are no definitive answers or theories that relate to the subject matter of gay gifted adolescents and suicide. Many would like to question this, but few have enough

courage like the Cowardly Lion to go out on a limb to proclaim that studies need to be conducted on this crucial subject. I hope that this study will champion these segments of our population to survive so that these individuals can safely and successfully precede down their own yellow brick roads of life to realize that “there is no place like home.”

Appendix C: Member Checks

GG5's Member Check (secured e-mail not edited)

Looks right to me

SNG1's Member Check (secured e-mail not edited)

It was so long ago that I cannot offer any corrections to the statements, however nothing appears to be incorrect.

Thank you,
SNG1

GG3's Member Check (secured e-mail not edited)

I got the results from you last week, PJ, and it all looks great to me. Thank you for letting me review.

GG4's Member Check (secured e-mail not edited)

All of the quotes are right on!
I would love to see the dissertation in full once it is completed! Let me know if there is anything else I can do!

SG4's Member Check (secured e-mail not edited)

No corrections or suggestions, all looks well.

GNG8's Member Check (secured e-mail not edited)

PJ, no corrections needed. Thanks for the opportunity to share my life with you and others. Hope that positive things come out with your study.

Thanks,
GNG 8

SG5's Member Check (secured e-mail not edited)

Got it, looks good, thanks. E-mail me for any other questions.

GNG4's Member Check (secured e-mail not edited)

Interesting information. Thanks for the opportunity...no corrections needed.

SNG2's Member Check (secured e-mail not edited)

After “the delusion slapped me into the real world” I would add, “like waking up from a bad dream.” Instead of “she caught the delusion.” It is “she cornered the delusion (and forced it to prove itself).”

We need to talk about those quotes for the negative internal factors. You have a lot of the words I use to describe those situations but they are not accurately conveyed. I did not “start” visualizing my tongue ripped from my mouth or being torn apart. I do not use the phrase “being torn apart” when I describe those feelings thus I think that may totally wrong. As for the tongue thing, it was the used to describe the stigmatism I felt in social situations when the knot quite hallucinations were coming from the people around me. Like they were tangentially addressing me. The tongue thing was a metaphor for the feeling of loss of ability to address the problems I was facing. After all, when I finally did, people told me to go see a doctor. Good advise, but nobody ever really acknowledged what I was going through, only that I was sick.

“They were not hallucinations, or so I thought...” can simply read “they were not hallucinations.” I do not experience visual or auditory hallucinations. Perhaps you all can find the correct terminology but I heard a form of “word switching.” For example the word “hear” might sound like “ear.” Or “here”. “There” might sound like “care.” Some phrases can switch as well like “summer phases can swatch as well.” Get it? It sounds like I suffocated myself physically in the second quote. I never did that. If I said “suffocated myself” it referred to me not paying attention to me and acting and talking in ways that were meant to please others and ended up stunting my own growth and progress as a human.

I’m not sure in what context I said, “When I was young, I did not know how to be happy.” I question this because as a child I was pretty happy. Not all the time of course because my household was a little rough. I was probably referring to my teenage and early adulthood years. If you want to talk about this, please contact me. I’m having issues with it because I can hear myself saying it but am not sure in what context because like I said, I was a happy child. Perhaps, I took certain things for granted and just listened to what I was told for a long time and was not as self aware as I am today. Thus, what I really liked and wanted was out of reach for me at that time. Idk

You have a question mark (?) at the end of the last quote, I believe that should be a period. Not knowing who to trust because I was afraid of incarceration, institutionalization, and rejection is the actual fear.

FYI unless you are quoting directly from voice recorder, there are several typos in the quotes. I hope this is all helpful. Please let me know if there is anything else. Sincerely, SNG2 ;)

PJ Sedillo’s Response to SNG2

I want to thank you for responding back with the clarifications. I will make a notation in the dissertation and put your e-mail responses in the addendum so that people reading the dissertation will know that you made clarifications. I will not include your name only your pseudonym. Thanks for looking at the punctuation....the dissertation was given to an editor yesterday to proofread the entire dissertation. I will let them know about what you found. Again,

thank you for this “member check” your response will be included in the final submitted dissertation so that your voice can be heard.

Have a great day.

Pridefully yours,

PJ Sedillo

ABD

SNG2's Response

Your welcome. Good luck!

SNG5's Member Check (secured e-mail not edited)

Hi PJ, I'm fine with how things are portrayed, it all seems to be accurate and interpreted in the light I intended. Quick question: what do the numbers under “highest recorded responses” quantify?

PJ Sedillo's Response to SNG5

I viewed every videotaped interview three times to verify your responses and locate quotes. This is a type of “coding” that is done to find out what the participant repeats over and over. This gives me the ability to find out what was the positive/negative – external/internal resiliency factors that you continued to talk about during the interview. The response is how many times you talked about that particular factor and they are arranged in the order from highest to lowest. I was able to generate a list of all the External and Internal Resiliency Factors that were revealed during the questionnaire and interview session by all of the participants. Therefore, I was able to use the table below to find out what you possessed as your positive and negative factors. Hope that makes sense. Thanks again for your assistance.

SNG5's Response

Interesting. Not to be a pain, but I feel like I remember you prompting me on a number of occasions. Although I can't remember whether or which category the prompt related to. Did you discount the number of responses in a category by the number of prompts towards that category (i.e., a rate of responses/prompt)?

PJ Sedillo's Response to SNG5

The questions that I asked you during the interview were based from the questionnaire that you filled out. You wrote down the reasons that you thought about suicide were social factors and friends. The first question I asked you was based on your written response for that question (*List some reasons why you thought about suicide*). I followed the same format for all of the interviews, asking questions based on the questionnaire.

You then wrote that your external factors were: sports, friends, family. You also wrote that your internal resiliency factors were morals/ethics, fear, hope for future and goals. The first table below that I sent you earlier reveals your written responses that we verbally talked about as factors.

I was then able to ask questions about which factors were the most important in your life and eventually catalogue them by importance of how many times you responded to that factor. Through that process of asking questions we were able to locate negative resiliency factors. Each interview was essentially and completely different, because I asked questions based on yours and their personal reasons about suicidal ideation and what were each person's unique external and internal resiliency factors. Example: I asked you no questions about the factor

Societal Opinions and Assumptions because nothing came out of your written questionnaire for me to talk about that or during the interview. However, you did not write the factor *Social Setting*, but during our interview you brought up the difficulties of living in a rural area, thus it became one of your factors and was noted how many times you talked about that as an issue.

In essence, I was constantly observing you during the interview to see how comfortable or not comfortable you were pertaining to the questions that I asked you based on your written questionnaire. This led me to stop any particular questioning or delve more into your response based on your comfortability level or stop if you were done talking about that particular issue. Anyone during an interview session like you experienced has certain body and verbal cues that are revealed, and through my training I could identify these cues. Essentially, I had a licensed counselor (IRB's requirement) who observed 31 out of the 32 interviews so that I would not prompt or lead the participant in what I wanted to hear. That is why the phone was in the room for the licensed counselor to interrupt the interview if I was conducting anything that was inappropriate during each interview session. Also, each interview was debriefed by the licensed counselor who is on my dissertation committee and a professor in the UNM Counseling Department. I will talk to him about your questions and concerns so that he is made aware.

Please note that this is one of the reasons that I am conducting a "member check" to answer any questions that you might have, and for that I thank you. Have a great day.

Pridefully yours,

PJ Sedillo

ABD

SNG5's Response

Very interesting. Thanks for taking the time to explain it to me! No need to talk to the prof unless you want to. I am happy to be more educated about this style of collecting interview data.

SNG6's Member Check (meeting to discuss quotations)

SNG6—It all looks good to me, very interesting information about my life.

PJ Sedillo— Do you have any questions?

SNG6—Thank you for letting me have the opportunity to share my life. It was very healing to talk to someone.

SG1's Member Check (secured e-mail not edited)

You hit it right on....It was a pleasure to be part of your study, I didn't realize how open I was. Thank you for listening to me and validating my feelings.

Appendix D: Approval of Research IRB (Initial Review-Modifications)



21-Mar-2011

Responsible Faculty: Elizabeth Neisen
Investigator: Paul James Sedillo
Dept/College: Educational Specialties Ed Spec

SUBJECT: IRB Approval of Research - Initial Review - Modification

Protocol #: 10-267

Project Title: A Retrospective Study of Gay-Gifted Adults' perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach

Type of Review: Full Committee Review

Approval Date: 25-Aug-2010

Expiration Date: 27-Jul-2011

The Main Campus Institutional Review Board has reviewed and approved the above referenced protocol. It has been approved based on the review of the following:

1. Full Committee New Study Application Checklist dated 8/18/2010
2. protocol dated 5/6/2010
3. recruitment flyer dated 8/11/2010
4. recruitment flyer dated 8/11/2010
5. consent form dated 8/18/2010
6. interview guide dated 5/6/2010
7. questionnaire dated 8/11/2010

A condition of this approval is that the researcher submit an interim report after the first six subjects have completed the study.

Consent Decision:

Requires a signed consent form

HIPAA Authorization Addendum not applicable

If a consent is required, we have attached a date stamped consent that must be used for consenting participants during the above noted approval period.

If HIPAA authorization is required, the HIPAA authorization version noted above should be signed in conjunction with the

consent form.

As the principal investigator of this study, you assume the following responsibilities:

- CONSENT: To ensure that ethical and legal informed consent has been obtained from all research participants.
- RENEWAL: To submit a progress report to the IRB at least 45 days prior to the end of the approval period in order for this study to be considered for continuation.
- ADVERSE EVENTS: To report any adverse events or reactions to the IRB immediately.
- MODIFICATIONS: To submit any changes to the protocol, such as procedures, consent/assent forms, addition of subjects, or study design to the IRB as an Amendment for review and approval.
- COMPLETION: To close your study when the study is concluded and all data has been de-identified (with no link to identifiers) by submitting a Closure Report.

Please reference the protocol number and study title in all documents and correspondence related to this protocol.

Sincerely,



J. Scott Tomgan, PhD
Chair
Main Campus IRB

* Under the provisions of this institution's Federal Wide Assurance (FWA00004890), the Main Campus IRB has determined that this proposal provides adequate safeguards for promoting the rights and welfare of the subjects involved in the study and is in compliance with HHS Regulations (45 CFR 46).

Appendix E: Approval of Research IRB



THE UNIVERSITY of
NEW MEXICO
Main Campus Institutional Review Board
Human Research Protections Office
MSC08 4560

1 University of New Mexico-Albuquerque, NM 87131-0001

<http://hsc.unm.edu/som/research/HRRC/>

28-Jul-2011

Responsible Faculty: Elizabeth Nielsen
Investigator: Paul James Secillo
Dept/College: Educational Specialties Ed Spec

SUBJECT: IRB Approval of Research - Continuation

Protocol #: 10-267

Project Title: A Retrospective Study of Gay-Gifted Adults' perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach

Type of Review: Full Committee Review

Approval Date: 27-Jul-2011

Expiration Date: 27-Jul-2012

The Main Campus Institutional Review Board has reviewed and approved the above referenced protocol. It has been approved based on the review of the following:

1. Progress Report submitted 06/21/2011;
2. Investigator Protocol v 05/06/2010;
3. UNM MC Consent 08/18/2010;
4. Journal/Lobo Ad Flyer #1 v 08/11/2010;
5. Recruitment Flyer #2 v 08/11/2010.

Consent Decision:

Requires a signed consent form

HIPAA Authorization Addendum not applicable

If a consent is required, we have attached a date-stamped consent that must be used for consenting participants during the above noted approval period.

If HIPAA authorization is required, the HIPAA authorization version noted above should be signed in conjunction with the consent form.

As the principal investigator of this study, you assume the following responsibilities:

- **CONSENT:** To ensure that ethical and legal informed consent has been obtained from all research participants.
- **RENEWAL:** To submit a progress report to the IRB at least 30 days prior to the end of the approval period in order for this study to be considered for continuation.
- **ADVERSE EVENTS:** To report any adverse events or reactions to the IRB immediately.
- **MODIFICATIONS:** To submit any changes to the protocol, such as procedures, consent/assent forms, addition of

- subjects, or study design to the IRB as an Amendment for review and approval.
- **COMPLETION:** To close your study when the study is concluded and all data has been de-identified (with no link to identifiers) by submitting a Closure Report.

Please reference the protocol number and study title in all documents and correspondence related to this protocol.

Sincerely,



J. Scott Tomigan, PhD
Chair
Main Campus IRB

* Under the provisions of this institution's Federal Wide Assurance (#W000004090), the Main Campus IRB has determined that this proposal provides adequate safeguards for protecting the rights and welfare of the subjects involved in the study and is in compliance with HHS Regulations (45 CFR 46).

Appendix F: IRB Application (Full Committee New Study Application Checklist)

Full Committee New Study Application Checklist

1 copy of each of the following documents except where noted should be delivered to our office and emailed to irb@salud.unm.edu.

You can download each of the forms directly from this checklist.

Required for Every Submission

	Full Committee Application (this document)
	Department Review Form
	Conflict of Interest forms for Every Investigator on the study Conflict of Interest form for UNM Employees or Students Conflict of Interest form for non-UNM Employees
	<i>Make sure all of the above documents are signed and filled out!</i>
Three Copies of One:	Investigators Protocol: Guidelines for developing the Protocol NIH Grant Application (If study is supported by NIH)

Attachments that may be applicable

	1. Additional Investigators List
	2. Studies Involving Minors
	4. Studies Involving Biological Specimens
	8. Request for Waiver of Informed Consent
	10. Studies Involving Prisoners
	Consent or Assent Forms The link will take you to our forms where you can find the consents
	HIPAA Forms The link will take you to our forms where you can find the HIPAA Forms
	All Questionnaires, assessment tools, data collection forms, surveys, etc.
	All recruitment Material and Advertisements
	Dissertation Committee or Masters Project Committee Approval, or equivalent
	Appropriate Organizational Support/approval letters, etc (ie APS or other outside organization that you may be working with)

Required Training information for all investigators can be found at:
<http://hsc.unm.edu/som/research/hrrc/CITI.shtml>

[Information on Data and Safety Monitoring](#)

HUMAN RESEARCH PROTECTIONS OFFICE (HRPO)
MAIN CAMPUS IRB

For HRPO Office Use Only

FULL REVIEW APPLICATION

I. BASIC INFORMATION

A. Research Project Title (also include Grant title, as applicable): A Retrospective Study of Gay-Gifted Adults' Perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach

B. Principal Investigator: Paul James Sedillo (Definition: The scientist or scholar with primary responsibility for the design and conduct of a research project.)
Faculty Appointment** and title/position: Dr. Elizabeth Nielsen
College or Department & Division: 505-277-6652 Special Education

Phone: 505-856-0871 Pager/Cell: 505-362-2237 Fax: 505-262-0946 E-mail: psedill2
Please use UNM email accounts only
MSC#: _____ Dept: _____ Address: 4119 Dietz Loop NW
Albuquerque, New Mexico 87107

** If no Faculty Appointment (i.e. student research project), please provide the following about the Responsible Faculty Member for this research project:

Name & title/position of Responsible Faculty Member: _____
College or Department and Division: _____
MSC, Phone & E-mail: _____

C. Additional Investigators: Attachment 1 included None
(Note: If additional investigators are involved, all must be listed in Attachment 1- links to all forms are on the first page of this document)

INVESTIGATOR: An individual, whether faculty, staff, student, consultant, or collaborator, who actually conducts an investigation **or** who is responsible for tasks related to the design, conduct, or reporting of the study including obtaining informed consent.

D. Study Contact (if different than PI): _____

Phone: _____ Pager/Cell: _____ Fax: _____ e-mail: _____

Note: If study contact has any interaction with research subjects, this person must also be listed on Attachment 1.

E. Is this research project intended to fulfill a requirement of any student curriculum?

Yes No

If yes, 1) State the projected time frame that the student will be involved: 2 years
2) State the students level: Doctoral Candidate
3) State the student's role: Principal Investigator

F. CITI (Collaborative IRB Training Initiative) is the **required training** program (web-based) for **all investigators (including responsible faculty member)** conducting human subject research. This includes ANY person involved with the design, conduct, and/or reporting of human subject research

conducted through UNM. Please state that the Principal Investigator has completed the training - others can be listed on Attachment 1: _____. To access the CITI Training module, please refer to our website at <http://hsc.unm.edu/som/research/hrrc/CITI.shtml>.

- G. **Responsible Conduct of Research and Training:** Please describe how the applicant is qualified to conduct the proposed research; also, include any training the applicant has received that is relevant to the proposed research: (Note: CITI is a separate, required training and should not be listed here)

As a researcher, I have completed the course in Interviewing Techniques and Communication in Counseling within the Counseling Department. I have fulfilled and completed the various trainings in counseling, counseling coursework, and all requirements which are part of my degree. I have been coached by the licensed counselors who are part of the dissertation team. A practice interview session was conducted with an Assistant Professor of the Counseling Department (Dr. David Olquin) at the University of New Mexico to rehearse and perfect the interview questions and interviewing techniques. The practice interview session was critiqued, dissected and reviewed by a member of UNM's counseling department for its content, process and intent to minimize risks.

- H. Will other entities cooperation and/or permission be required for this research (i.e. APS, UNM course instructor, State of NM, other universities, etc.)?

Yes No

If yes, list other entities and state where the research will take place (if not at UNM). Indicate if other IRB approvals are required or have been obtained and whether you are relying on that organization's IRB for oversight of the research. Provide copies of all support letters and approvals with this application submission): Interviews will be conducted at the University of New Mexico's Counselor Education Program (Manzanita Counseling Center) where there will be a one-way/two-way mirror situation to reduce the risks to the subjects. Licensed counselors will observe and be available if problems arise during any interview. Intervention will take place immediately and be made available if the subject's interview triggers any past negative or positive retrospectives. The Manzanita's Counseling Center is a facility whose primary purpose is to conduct counseling sessions, trainings and student observations by trained licensed professors from the University of New Mexico Counseling Department. The facility has private comfortable rooms which provide the required safeguards needed for clients who are receiving counseling services. Phones are readily available to interrupt the interview sessions by licensed counselors who will be monitoring behind the one-way/two-way mirror if any problems arise during any interview.

- I. Is this a multi-center study (one where different PI's at different institutions are conducting the same study)?

Yes No

If yes, will UNM function as the lead (coordinating) center?

Yes No

If yes, attach a copy of the management plan describing the communication with participating sites regarding: Modifications to the study, safety information, unexpected problems, and study results. Also include information on the administrative aspects of the study (i.e. record retention, submissions to HRPO Main Campus IRB office, review of other IRB correspondence, etc.).

J. **Sponsorship:** Does this study involve any arrangements with a commercial, nonprofit, or federal entity (sponsor)?

Yes No

If Yes, state Sponsor name and monetary amount, or state other type of support provided: _____

II. PARTICIPANT INFORMATION

A. Does this study involve subjects of both genders?

Yes No

B. Is study designed to target specific ethnic/cultural groups?

Yes No

If yes, list groups: Sub-Culture [Homosexuals]

Definition: A homosexual can refer to both attraction or sexual behavior between organisms of the same sex or to a sexual orientation.

Sub-Culture [Heterosexual]

Definition: Heterosexuals can refer to attraction or sexual behavior between organisms of a different sex.

Sub-Culture [Gifted]

Definition: Gifted is defined utilizing the New Mexico (NM) State Definition of the "gifted & talented": 1. "Gifted child" means a school-age person as defined in Sec. 22-1-2U NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking is so outstanding that a properly constituted Individualized Education Plan (IEP) team decides special education services which are required to meet the child's educational needs. 2. 'Intellectual ability' means performance in the very superior range as defined by the test author on a properly administered intelligence measure. 3. 'Subject matter aptitude/achievement' means superior academic performance on a total subject area score on a standardized measure, or as documented by information from other sources... 4. 'Creativity/divergent thinking' means outstanding performance on a test of creativity/divergent thinking, or in creativity/divergent thinking as documented by information from other sources...

5 'Problem-solving/critical thinking' means outstanding performance on a test of problem-solving/critical thinking, or in problem-solving/critical thinking as documented by information from other sources..." (New Mexico Admin. Code title 6, § 31.2.12)

Sub-Culture [Non-Gifted]

Definition: These are individuals who have an intelligence within the average range who are not individuals who are developmentally delayed or learning disabled.

C. Does this study involve any vulnerable populations? (Mark all that apply):

- Minors (if minors are to be included, complete Attachment 2)
- Prisoners OR persons who are at increased risk of meeting the definition of "prisoner" during the course of the research (See Attachment 10 for definition and complete if definition is met)
- Pregnant Women > 18 years old
- Pregnant Women < 18 years old

- Economically/Educationally Disadvantaged
 Native American Populations
 Persons unable to give valid informed consent due to a physical or mental condition (please complete section below)
 UNM employees
 Healthy Volunteers
 Students
 Non-English Speaking – specify language _____ (If it is anticipated that non-English speaking/reading subjects will be enrolled, note that you must present documents (consents, assessment instruments, ads, etc) in the specified language with an English translation to the IRB as an amendment once the study is approved. Include in your amendment documentation of the translators qualifications with the language and population at the appropriate communication level.
 Other-please describe: Homosexuals
A homosexual can refer to both attraction or sexual behavior between organisms of the same sex or to a sexual orientation.

- D. If any vulnerable subject populations (as indicated in II.C above) are to be included in this study:
1. List additional protective measures to be taken with these subjects: It is crucial to note that first and foremost the priority of this study will embody the values of respect for the persons who are part of this study. The study will treat the adult subjects of this study as autonomous human beings who are capable of making their own decisions and choices. It is imperative that the subjects have full autonomy in order to comprehend and process the information. They will have the freedom to volunteer or withdraw from the research at any time. Coercion or influence will not enter this study. I, as the researcher, must minimize the risks of harm and maximize the potential benefits of the research and guarantee that the prospective benefits justify the risks of harm. Certain risks must be noted that may take place within this study. Therefore, licensed counselors will assist and be present at all interviews and observations. Interviews will be conducted at the University of New Mexico's education counseling location (Manzanita Center) where there will be a one-way/two-way mirror situation to reduce the risks to the subjects. Licensed counselors will observe and be available if problems arise during any interview. Intervention will take place immediately and be made available if the subject's interview triggers any past negative or positive retrospectives. Licensed counselors will provide consultation after any sessions as often as any vulnerability sets forth after the fact. Licensed counselors, the dissertation committee, and a professor from the University of New Mexico counseling department who is on the dissertation committee assisted with the designing and implementation of an open-ended and closed-ended questionnaire and developed collaboratively all interview questions. Resumes of the counselors will be made available to the dissertation committee and the participants of the study. As a researcher, I have completed the course in Interviewing Techniques and Communication in Counseling within the Counseling Department. I have fulfilled and completed the various trainings in counseling, counseling coursework, and all requirements which are part of my PhD. degree and concentration in counseling. I have been coached by licensed counselors who are part of the dissertation team. A practice interview session was conducted and was supervised by Dr. David Olquin (Assistant Professor) of the Counseling Department at the University of New

Mexico to rehearse and perfect the interview questions and interviewing techniques. The practice interview session was critiqued, dissected and reviewed for its content, process and intent to minimize risks. The names of the participants will be substituted as codes/pseudonyms for identifiers (i.e., gg1, gg2, gg3 etc). The information will not be linked to the respondents' identities, that is, it will be anonymous. The participants will have the opportunity to view the final results. Whenever appropriate, the participants will be provided with additional relevant information after participating. This debriefing process will give the subject the opportunity to withdraw and not have their data included in the results.

I will maintain code lists and data files in principal investigators office (under lock and key). Computer passwords will only be known by the Dissertation Chair and me. As an investigator I will not communicate via email with subjects within the study. Emails can be viewed by the public at any time and are not secured; therefore, I will use only the means of telephoning to contact the subjects. They will determine what phone number and what time is best to call. Questionnaires and interview recordings will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality. All documents will be destroyed within eight years so that any subsequent analysis might be utilized for future studies within the parameters of the eight years. Additional analysis will follow federal guidelines required for any secondary data analysis projects to be submitted for IRB approval prior to the beginning of the new project. Due to the sensitive subject matter of ones own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences; a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure. This will allow the researcher and others who have access to the research records to be protected from disclosing identifying information of the subjects. Sexual preference or practices is information that is protected by a Certificate of Confidentiality. Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. I, as the researcher, will provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. I will give those individuals two weeks to consider their decision to be part of the study. I will ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. Coercion or influence will not enter the study at any time. Member checks will take place because it is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of research results do not take place and the trustworthiness of the findings are strengthened. As a safeguard, all participants will have the ability to view transcripts to see if their thoughts were adequately represented. The members of the study will be informed about how the research results will be disclosed and what the implications of disclosure are. Therefore, a licensed counselor or dissertation advisor will be present to ensure

that these safeguards are occurring at all times to reduce the possibility of harm resulting to the subjects when the research is published and or presented.

2. For populations whose decision making capacity may be in question, include how an individual's capacity to consent is determined – both before and during the study: N/A
3. If requesting approval for obtaining consent from a legally authorized representative (LAR), provide clear reasoning and justification: N/A

III. INFORMED CONSENT

A. Written Consent proposed for this research:

- Yes, informed consent document(s) with all required elements of consent is attached.
 No, altered/abbreviated informed consent document(s) attached (form does not include all required elements of consent). Complete Attachment 8
 No, waiver of informed consent is being requested. Complete Attachment 8
 No, waiver of documentation of informed consent is being requested (requesting to not obtain a signature, but consent contains required elements of consent). Complete Attachment 8

B. Verbal Consent proposed for this research:

- Yes, informed consent script(s) (which contains all required elements of consent) is attached, requesting waiver of documentation (signature) of informed consent Complete Attachment 8
 No, altered/abbreviated informed consent script(s) attached (does not include all required elements of consent). Complete Attachment 8

C. Other Consent method proposed for this research:

- Please describe: _____

IV. HIPAA AUTHORIZATION (IF APPLICABLE)

Individually Identifiable Protected Health Information (Protected Health Information – PHI) is information that is a subset of health information, including demographic information collected from an individual, and relates to the past, present, or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present, or future payment for the provision of health care to an individual; and in which it is reasonably believed the information can be used to identify the individual.

- A. Does this project involve the use or disclosure of Individually Identifiable Protected Health Information (referred to as Protected Health Information – PHI)?
- No, PHI is not being collected or HIPAA is not applicable (such as international research)
 Yes, If yes one of the following actions must occur:
- HIPAA Authorization Addendum is attached to this application and will be used in conjunction with the main consent during the consent process
 - Waiver of HIPAA Authorization is being requested. Complete Attachment 8

V. DRUGS/DEVICES/RADIOPHARMACEUTICALS

NOTE: If this study involves use of drugs, biologics, and/or radiopharmaceuticals or the research is testing the use of a medical device or research activities will be conducted through the MIND Research Network, you must submit an IRB Application to the HSC HRPO for HRRC review)

- A. Does this study involve exposure to ionizing radiation (x-rays, radionuclides, nuclear medicine scans, DXA scans, CT scans)?

Yes No

If yes, you must complete Attachment 5. Also note, review and approval from the Human Uses Subcommittee (HUS) is required for all studies involving ionizing radiation.

- B. Does this study involve exposure to non-ionizing radiation (MRI, ultrasound)?

Yes No

If yes, differentiate between procedures for standard care and research: _____

- C. Are readable MRI images being obtained through research procedures?

Yes No

If yes, a) describe the images to be obtained in this study and b) explain whether all images will be reviewed by a designated radiologist. If the radiologist agrees that only certain images will need review or that none will be useful for reading, specify the recommended review plan: _____

- D. The HRPO Main Campus IRB requires that images obtained through research be read by a qualified neuroradiologist /radiologist. Please state who will perform this evaluation: _____

VI. **BIOLOGICAL SPECIMENS**

- A. Does this study involve use of biological specimens (these may include samples originally collected for research or non-research purposes or use of archived specimens)?

Yes No

If Yes, Complete Attachment 4

VII. **SUMMARY OF RESEARCH**

Note: Each question must be fully addressed; a reference to the protocol or Investigator's Brochure will not be accepted.

- A. State Purpose & Research Questions/Study Goals: _____

Purpose

This dissertation and study will provide the reader with information about adolescent gifted, gay and gay-gifted suicide. The purpose of this dissertation study is to provide needed research-supported information to those who serve individuals who are both gay and gifted youth. This will further assist these professionals to realize that the problem of suicide exists with individuals who are both gay and gifted, and that these young people are at-risk. It is valuable to educate the greater public about suicides in general. Preventing suicide requires an in-depth understanding of the person at-risk. To accomplish this goal, a developmental perspective is important. Due to certain restrictions pertaining to researching this subject matter (adolescents, homosexuality and suicide) has made it difficult for psychotherapists, a handful of select researchers and counselors

to study these suicides which are based on the few known sources that exist. When adolescents who are homosexual, gifted or both are the ones studied; it makes it nearly impossible to collect sufficient data. Therefore, this will be a Retrospective Study conducted with adults. The study will eventually provide an informative understanding of what resiliency factors assisted the targeted group of gay-gifted homosexuals to not attempt suicides and take their lives.

Research Questions

Researchers believe that hidden within the overall group of adolescents there are subgroups that have higher rates of suicide (Friedrichs, 1997; Peterson & Rischar, 2000; Tolan, 1997). Subgroups such as the gifted and homosexuals have a higher degree of at-risk factors for completion of suicide. Therefore, one can conclude that the subgroup of gay-gifted adolescents has a higher degree of suicide ideation. Some questions that I hope to answer are as follows:

1. Do gay-gifted adolescents have a higher degree of suicide ideation?
2. Do gay-gifted adolescents possess more at-risk factors for suicidal behaviors than adolescents who are only gifted or only gay?
3. What, if any, are the internal resiliency factors that exist for gay-gifted individuals?
4. What, if any, are the external resiliency factors that exist for gay-gifted individuals?
5. Which, if any, of these resiliency factors helped gay-gifted individuals avoid suicide?

Significance of the Present Study

"There has been only rare attention in gifted-education literature to the experience of being both gifted and gay / lesbian / bisexual" (Friedrichs, 1997; Tolan, 1997). They are underserved in that there is no theory or method for educating, treating, counseling, providing appropriate therapeutic techniques or theories to keep this segment from committing suicide that are present for working with adolescents who are both gay and gifted. Therefore, the present study contributes to the knowledge of this issue primarily concerning suicides for this population in particular and provides a theory and method that can be useful with this sub-group and other populations.

Scope of the Present Study

The present study's focal point is on a sample that is both gay-gifted and their experiences that they had encountered as an adolescent pertaining to the issues of suicide or suicide ideation. The present study will develop a snapshot of these gay-gifted individuals during their life. One-on-one in-depth interviews will be conducted with an open-ended questionnaire that will be administered. The scope of the participants will vary in age, ethnicity, and socio-economic status. Comparison groups which are a basic operation and analytic tool of grounded theory will be utilized. The comparison groups will be non-gifted heterosexual males, non-gifted homosexual "gay" males, gay-gifted and heterosexual gifted males.

B. Rationale:

1. Describe relationship of proposed study to previous investigations in the field, summarize those previous studies, including previous human, laboratory, and animal studies (describe existing knowledge):

Significance of the Present Study

The gifted, homosexuals and gay-gifted individuals are underserved in that there is no theory or method for educating, treating, counseling, providing appropriate therapeutic techniques or theories to keep this segment from attempting suicide that are present for working with adolescents who are both gay and gifted. Therefore, the present study contributes to the knowledge of this issue primarily concerning suicides for this population in particular to provide a theory and method that can be useful with this sub-group.

2. Identify specific knowledge gaps which research is intended to fill (rationale for performing the research):

Significance of the Present Study

No literature exists that contributes to the knowledge base of this issue primarily concerning suicides for this population (gay-gifted). In particular, no literature exists that provides theory and methods that can be useful with this sub-group.

C. Research Methodology & Procedures:

1. **Provide concise description of study design below. Include:**

- All methods that will be used to accomplish study goals.
- Precise descriptions of all procedures (e.g. surveys, interviews, experimental treatment, etc) and their expected duration.
- Optional testing, blinding/un-blinding procedures, and deception if applicable.
- Description of methods by which data will be managed (stored and destroyed), analyzed, and interpreted:
- METHODOLOGY
- Grounded Theory methodology and methods (procedures) are now among the most influential and widely used modes of carrying out qualitative research when generating theory is the researcher's principal aim (Strauss & Corbin 1997). Nevertheless, they argue that the researcher, by comparing different views, can reach "a proportioned view of the evidence" as "biases of particular people and methods tend to reconcile themselves as the analyst discovers the underlying causes of variation" (Glaser & Strauss, 1967, p. 68).
- The necessity to explain this section in detail within this study pertaining to Grounded Theory is to provide an outline and basic understanding of this type of methodology. The desire to be so detailed for this particular section is intended for me as I embark on a Grounded Theory Approach. Therefore, this entire methodology section will focus on explaining the purpose, systems and any requisites that exist with this mode of methodology. This detailed execution is to ensure that I

- am factual to the foundations of a Grounded Theory approach instituted by Glaser & Strauss.
- Researching the various domains of this particular methodology, I have come to the conclusion not to limit my study to only Glaser or Strauss ideologies. Therefore, I will apply from a combination of both Glaserian and Straussian paradigms within this study.
 - This belief is supported by an article written by Robin E. Grubs: Reimagining Grounded Theory: Moving toward an Interpretive Stance (2006). Many researchers have studied both paradigms, and as Grubs recognized "the importance of crafting a logic or justification for grounded theory rather than simply choosing one version of grounded theory as authoritative." Grubs also "realized the futility of searching for the "right" method for generating a grounded theory method and instead focused attention on crafting an interpretative logic or justification for (my) grounded theory." I as well will implement and develop this philosophy of Grubs.
 -
 - Main Tenets of Grounded Theory
 - In this approach, researchers are responsible for developing other theories that emerge from observing a group. The theories are "grounded" in the group's observable experiences, but researchers add their own insight into why those experiences exist. In essence, grounded theory attempts to "reach a theory or conceptual understanding through step wise, inductive process" (Banning 1995). Creswell (1998) introduced his version of the main tenets of grounded theory.
 - • The aim of grounded theory is to generate or discover a theory.
 - • The researcher has to set aside theoretical ideas to allow a "substantive" theory to emerge.
 - • Theory focuses on how individuals interact in relation to the phenomenon under the study.
 - • Theory asserts a plausible relation between concepts and sets of concepts.
 - • Theory is derived from data acquired thorough fieldwork, interviews, observations, and documents.
 - • Data analysis is systematic and begins as soon as data becomes available.
 - • Data analysis proceeds through identifying categories and connecting them.
 - • Further data collection (or sampling) is based on emerging concepts
 - • These concepts are developed through constant comparison with additional support.
 -
 - Generating theory carries the same benefit as testing theory, and a theory's only replacement is a better theory. Evidence is not crucial for generating theory. The kind of evidence is also not so crucial. Single cases can indicate a general conceptual property or category. More cases confirm the indication. Theoretical sampling, comparative analysis and carefully selected cases are important to generating theory. The researcher does not have to have all of the facts or know the whole field; however, the ultimate goal is to provide an unblemished account of an area of discovery and the development of a theory that accounts for much of the

pertinent behavior.

The first step in theory building is conceptualizing. A concept is a labeled phenomenon. It is an abstract representation of an event, object, or action that a researcher identifies as being significant in the data. Therefore, in conceptualizing we are abstracting. The important thing to remember is that once concepts begin to accumulate, the researcher should begin the process of grouping them or categorizing them under more abstract explanatory terms, that is, categories. Properties are the specific or general characteristics or attributes of a category; dimensions represent the location of a property along a range or continuum. The evidence from which the category emerged is used to illustrate the concept. The evidence may not necessarily be accurate beyond a doubt, but the concept is definitely a pertinent theoretical abstraction about what is going on in the area studied. Furthermore, the concept does not change.

In discovering theory, one generates conceptual categories or their properties from evidence. The evidence emerges from each category and is used to exemplify the concept. The evidence may not necessarily be accurate, nor is it even in studies concerned only with accuracy, but the concept is unquestionably applicable theoretical abstraction about what is going on in the area of study. The concept itself will not change, while even the most accurate facts change. At certain times concepts have their meanings respecified because other theoretical and research purposes have evolved.

The main abstract concept for this dissertation is gay-gifted adolescents. From this abstract concept categories emerged for this study. The four categories determinant to this analysis will be essential for the purpose of this academic study. The four categories consist of the following:

- 1. Homosexuals who are gifted
- 2. Heterosexuals who are gifted
- 3. Homosexuals who are not gifted
- 4. Heterosexuals who are not gifted

-
-
- The two types of theories that exist in a Grounded Theory approach are labeled as Substantive Theory and Formal Theory. A Substantive Theory is developed for a substantive or empirical area of sociological inquiry, such as patient care, race relations, professional education, delinquency, or research organizations. Formal theory is developed for a formal or conceptual area of sociological inquiry, such as stigma, deviant behavior, formal organizations, socialization, status congruency, authority and power, reward systems or social mobility (Glaser & Strauss, 1967, p. 32). Both must be grounded in data. If the researcher starts with raw data, he will end up initially with a substantive theory. If he starts with the findings drawn from many studies pertaining to an abstract sociological category, he will end up with a formal theory pertaining to a conceptual area. This move to Formal Theory requires

additional analysis on one's Substantive Theory, and the researcher should include material from other studies with the same formal theoretical significance.

- _____
- _____
- Substantial = empirical
- Substantive theory is not designed to explain phenomena at a lower level of generality. It is designed to account for a particular phenomenon, which is defined in terms of time and space. Substantive theory has a particular subject (specified in time and space) while formal theories have general subjects, which at least to some extent escape these spatial and temporal boundaries.
- _____
- Formal = conceptual
- Formal theory should be produced through the hard work of comparative analyses. Single case study as a method of generalizing or generating theory should be criticized. It is notable that Glaser and Strauss (and Strauss and Corbin) studiously avoid any reverence to "cases" or "case studies"—perhaps because, from their perspective, neither an "encased" study nor a "case of" study can generate empirical comparisons. (Glaser and Strauss 1967) (Strauss and Corbin 1998)
- For the purpose of this dissertation and study, and since no data currently exists on the subject of gay-gifted adolescent suicide or suicide ideation a Substantive Theory will be located first which will assist in the data collection. Thus, it will empirically drive the Substantive Theory to become that of Formal Theory. Therefore, the definitive purpose of this study is to create a Formal Theory that can be interpreted and used by gay-gifted adolescents, sociologists, educators, parents, and the gifted academia.
- _____
- Categories are defined as "conceptual elements of a theory" (Glaser & Strauss, 1967, p. 36). Variables are defined as something that is likely to vary; something that is subject to variations. Range of variability is the degree to which a concept varies dimensionally along its properties, with variation being built into the theory by sampling for diversity and range of properties. Therefore, within this study the categories and variables are the same. The first thing to do, in order to develop this agenda, is to identify "categories" which capture uniformities in data, and then to identify their interesting properties and dimensions.
- • Select an area of investigation and an appropriate site for study
- • Shun theoretical preconceptions— disregard the literature in that area (at first)
- • Rely on preliminary observations and "theoretical sensitivity" which will result in the developed categories that need to be related.
- _____
- Utilizing the three bullets above, the following results are presented. The area of inquiry for this study is gifted education and from that area of inquiry and within gifted education exist diverse gifted children who are at-risk. One such group from

the realm of at-risk diverse gifted children is gay-gifted adolescents. The suitable site for this study would be at an actual elementary or middle school site and a study conducted on gay-gifted adolescents; however, there is a probable rejection of using these particular adolescents and requested site in this study because of the sensitive subject matter and age group of the identified subjects. The actual theoretical sample and site of study will be further discussed in this section of methodology.

Avoiding theoretical preconceptions and ignoring the literature in the area of gifted education will be easily attempted, considering that the literature does not exist. No current studies on gay-gifted adolescent suicide or suicide ideation has been conducted; therefore, theoretical preconceptions will be avoided. With an interest in this population for years, I have come to rely on my initial observations and "theoretical sensitivity." The countless researching of a Grounded Theory Approach and the little data that I have collected pertaining to gay-gifted issues has given me the ability to develop categories and how they relate. These categories / variables will include homosexual/heterosexual gifted adults and homosexual/heterosexual non-gifted adults.

- _____
- As described above, a category is a class or division and one of a set of classes among which things are distributed. Categories are concepts that "stand by themselves" as elements of a theory. A category which is a type of concept is usually used for a higher level of abstraction. A property is a type of concept that is a conceptual characteristic of a category. Thus, the property is at a lesser level of abstraction than a category. A property is a concept of a concept. Presented below are the categories and properties that are being compared for this study.
- CATEGORIES: HOMOSEXUAL / HETEROSEXUAL MALE
PROPERTIES: GIFTED / NON-GIFTED
- Comparative analysis is a general method that is used as the experimental and statistical methods to compare social units of any size. Accurate evidence collected from other comparative groups is used to check out whether the initial evidence was correct. Asking the question: Is the fact a fact? Thus, facts are replicated with comparative evidence, either within a study or outside a study or both. Comparison groups provide the following:
 - 1. Control over the two scales of generality
 - 2. Initially, the conceptual level
 - 3. Next, the population scope
 - 4. Lastly, simultaneous minimization or maximization or both the differences and similarities of data that bear on the categories being investigated
- I am comparing non-gifted heterosexual males, non-gifted homosexual males to heterosexual gifted males, and (homosexual) gay-gifted males. The two primitive categories are gifted males who are homosexual or heterosexual. The subcategories are non-gifted males who are homosexual or heterosexual. Also, the comparison groups will provide simultaneous maximization or minimization of both the differences and similarities of data that bear on the categories being studied. Categorization along these lines does not proceed on the basis of common

characteristics. There are different levels of categories that can be on the basic level, the most general, the most specific, or somewhere between. Superordinate categories are generalizations "up" from basic level and subordinate categories are specializations (or refinements) "down" from the basic level (Dey, 1999). Basic levels can be understood as a single mental image.

-
- Theoretical Sampling
- Theoretical sampling is data gathering driven by concepts derived from the evolving theory and based on the concept of "making comparisons." The purpose is to go to places, people, or events that will maximize opportunities to discover variations among concepts and to find the density of the categories in terms of their properties and dimensions. Theoretical sampling, when investigating new or un-chartered areas, enables the researcher to decide those avenues of sampling that can bring about the greatest theoretical return. Theoretical sampling is cumulative. Within the confines of a Grounded Theory Approach the researcher cannot cite the number of groups from which he collected data until the research is completed.
 - At the beginning of a study, there are many sampling concerns that the researcher must consider. Strauss and Corbin (1998) suggest the following considerations:
 - 1. A site group to study must be chosen.
 - 2. A decision must be made about the types of data to be used....observations, interviews, documents.
 - 3. Another consideration is how long an area should be studied.
 - 4. Initially, decisions regarding the number of sites and observations and/or interviews depends on access, available resources, research goals, and the researcher's time schedule and energy.
 - Theoretical Sampling or the site groups for the purpose of this study will include homosexual/ heterosexual gifted adults and homosexual/heterosexual non-gifted adults between the ages of 18 (post high school) and 30. Therefore, this Retrospective Study will include individuals who are not older than the upper age group (30 years). Participants who are over 30 might have different recollections of the past due to their present level of experience which might "cloud" their memories, and these recollections are too distant from their adolescence.
 - These groups can be studied simultaneously or one at a time. Although Grounded Theory suggests that the researcher cannot cite the number groups or individuals, both Glaserian and Straussian paradigms support the researcher's creativity. Therefore, I have determined that there will be four groups of adults (categories) and no less than five individual adults for each category. Also, since this is a controversial area to study, decisions regarding the number of sites, observations, and interviews will depend on the amount of access, available resources, research goals, the time, energy and schedule allotted for this particular study.
-

- Establishing trustworthiness allows a qualitative researcher to study and make logical statements to methodological soundness. The general trustworthiness of a study can be established by using different methods that allow for transferability, credibility, dependability, and confirmability. Lincoln and Guba (1985) suggest several methods to establish trustworthiness, some of which were used in this study and discussed further within this section.
Triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation inquires to swiftly examine data on hand to strengthen interpretations and improve policy and programs based on the available evidence. By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study. Triangulation methodology provides a powerful tool when a rapid response is needed, or when adequate or substantial data does not exist to answer a specific question. Triangulation can be used when the collection of new data is not feasible or cost-effective. Triangulation also establishes trustworthiness through the process of authenticating data through multiple sources. In this present study, sources were used for data triangulation: non-participant observation, formal and informal interviews, field observations and document inspections. Another way to establish credibility by allowing the researcher to present data to other researchers or colleagues for their critique of methods, interpretations, data, and theoretical explanations is to use peer debriefing. Peer debriefers within this study include Dr. David Olquin (licensed counselor) Professor UNM Counselining and Dr. Elizabeth Nielsen (Dissertation Chair) Professor UNM Special Education Department (Gifted) who are assisting with this study. Dr. Loretta Serna-Professor UNM Special Education Department and Dr. Dennis Higgins Professor UNM Special Education Department (Gifted) will only serve as peer depriefers. These peer debriefers will pose questions, offer suggestions to issues with Grounded Theory, and suggest insightful interpretations. According to Lincoln and Guba (1985), peer debriefing differs from traditional reliability checks associated with quantitative methodologies in that agreement among interpretations is not always necessary. Peer debriefing significance rests in the various concerns when discussing the data and theory. This assists the researcher in focusing on the study. Dr. Serna and Dr. Higgins will not have any contact with any of the subjects and only serve as peer debriefers.
Another technique suggested by Lincoln and Guba (1985) to institute credibility of a study is called member checks. The participants of the study are presented periodically the collected data for confirmation, additions, or clarification on what has been documented. This enables me to bring about greater clarity to the original voices of the participants.
- Grounded Theory utilizes many different types of analytic tools. Field notes, observations, interviews, surveys and open-ended questionnaires will be some of the analytic tools that are part of this study. The use of nontechnical literature

such as letters, biographies, diaries, reports, videotapes, newspapers, and catalogs might be used as well. This type of methodology, data collection, and analysis occurs in alternating sequences. Analysis begins with the first interview and observation which leads to the next interview or observation, followed by more analysis, more interviews or fieldwork, and so on. It is the analysis that drives the data collection. By comparing incident to incident in the data, the researcher is better to stay grounded in them.

Grounded Theory guidelines for interview and observation have the researcher first developing a list of interview questions or areas for observations. This type of methodology suggests that one should not enter the field with a structured questionnaire because persons will then answer only that which is asked and often without elaboration. Asking questions and making comparisons remain the essential analytic processes. Types of questions the analyst might ask are as follows: What would happen if...? When? How? Where? Logician and philosopher John Dewey expressed the purpose of inquiry and question.

- Inquiry and questioning, up to a certain point, are synonymous terms. We inquire when we question, and we inquire when we seek for whatever will provide an answer to the question asked. Thus, it is of the very nature of the indeterminate situation which evokes inquiry to be questionable...Indeterminate situations...are disturbed, troublesome, ambiguous, confused, full of conflicting tendencies, [and] obscure. (Dewey, 1938, p. 105)
- Strauss and Corbin reason that many questions can be asked and that just as many can lead the researcher down a subsidiary path, one that might be interesting but not in service of the evolving theory. However, some questions can lead the researcher astray and off in directions that have little or no bearing on the present investigation. These are some of the suggestions that Strauss and Corbin (1998) offer for the types of questioning that will be part of this study.
- 1. Sensitizing questions: What is going on here? Who are the actors involved? How do they define the situation? What is its meaning to them? What are the various actors doing? Are their definitions and meanings the same or different? When, how, and with what consequences are they acting, and how are they the same or different for various actors and various situations?
- 2. Theoretical questions: These help the researcher to see process, variation, and the like and to make connections among concepts. How do they compare and relate? How do events and actions change over time? What are the larger structural issues here, and how do these events play into or affect what I am seeing or hearing?
- 3. Practical and Structural in nature: Questions that proved directions for sampling and that help with development of the structure of the evolving theory. Which concepts are well developed and which are not? Where, when and how do I go next to gather the data for my evolving theory? What types of permission do I need? How long will it take? Is my developing theory logical? Where are the breaks in logic? Have I reached the saturation point?

- 4. Guiding questions: These questions guide the interviews, observations, and analyses of these and other documents. These questions will change over time, are based on the evolving theory. Begin with open-ended and then become more specific and refined as the research moves along. After questioning it is important to listen closely to what the interviewed person is saying and how they are saying it to ensure that the researcher takes into account the interviewees' interpretation.
- "Coding...is an essential procedure...The excellence of the research rests in large part on the excellence of the coding" (Straus, 1987, p.27). Glaser and Strauss established the legitimacy of qualitative methods by borrowing from procedures and the language of quantitative research. The term "coding" applied to procedures for managing responses to "precoded" questions in survey research. Coding in this methodology refers only to the mechanical task of identifying and assigning the appropriate codes to the responses of those being sampled. The key function of coding is to generate rather than to test theory (Dey, 1999).
Within a Grounded Theory approach there are different phases that are divided into open, axial, and selective coding. As the theoretical focus sharpens and analysis passes, they move from one phase to another. These various phases of analysis can be summarized as the following:
- 1. Categorizing the data (open coding)
- 2. Connecting categories (theoretical or axial coding)
- 3. Centering on a primary category (selective coding)
- Open coding is the analytic process through which concepts are identified and their properties and dimensions are discovered in data. Phenomena which are the central ideas in the data are represented as concepts. Concepts, categories, properties, and dimensions are also discovered in the data. Concepts are the building blocks of theory; categories are the concepts that stand for phenomena; properties are the characteristics of a category; the different dimensions range along which general properties of a category vary, giving specification to a category and variation to a theory. Subcategories are also concepts that pertain to a category, giving it further clarification and specification.
When comparing incidents applicable to each category, the analyst starts coding each incident in his data into as many categories of analysis as possible. While coding an incident for a category the analyst compares it with the previous incidents in the same and different groups coded in the same category. It is crucial for the researcher to listen, relax, and let the data speak. During open coding, data are broken down into discrete parts, closely examined, and compared for similarities and differences. Some variations on ways of doing open coding are as follows:
- 1. Line-by-line analysis...examination of data-phrase by phrase and sometimes word by word (microanalysis)
- 2. Theoretical sampling
- 3. Whole sentence or paragraph analysis
- _____

- Axial coding is the process of relating categories to their subcategories. Coding occurs around the axis of a category, linking categories at the level of properties and dimensions. The paradigm which is an analytic tool is devised to help analysts integrate structure with process. Also, the structure which is the conditional context in which a category (phenomenon) is situated utilizes axial coding. Finally, the process in axial coding locates the sequences of action/interaction pertaining to a phenomenon as they evolve over time. The purpose is to begin the process of reassembling data that were fractured during open coding. Therefore, axial coding is the act of relating categories along the lines of properties and dimensions. Axial coding involves several basic tasks (Strauss, 1987).
- 1. Laying out the properties of a category and their dimensions...begins during open coding.
- 2. Identifying the variety of conditions, action/interactions, and consequences associated with the phenomenon.
- 3. Relating a category to its subcategories through statements denoting how they are related to each other.
- 4. Looking for cues in the data that denote how major categories might relate to each other.
- When the analysts code axially, they look for answers to questions such as why or how come, where, when, how and with what results. In so doing, they uncover relationships among categories. Answering the questions of who, when, where, why, how, and with what consequences, enable the researcher to relate structure with process. Selective coding denotes the final step in the analysis. Selective coding is the process on integrating and refining the theory. This is the integration of concepts surrounding a core category and the filling in of categories that are in need of supplementary development and fine-tuning. Diagrams and memos reflect the profundity and complexity of thought of the theory that is evolving.
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- The criteria for determining when to stop sampling the different groups that are pertinent to a category are when the categories reach theoretical saturation. Saturation is reached when no additional data, no new properties, relationships and dimensions emerge or that are being located by the researcher. After hundreds of pages of coding it is advised not to go back and re-code. This can change or move the theory in a different direction which is an undesired process.
-
- Validation & Verification of Theory
One should not accept a theory as true just because it is expedient and opportune, nor should the researcher hold something to be true just because it is standard or widely understood. Therefore, Truth must not be matter of convenience, convention or consensus, but one that must be checked.
Researchers and educators are indebted to assent to the truth of a theory by the strength of the evidence. Truth or theory is not meant to be absolute but can be rebuffed only by creating another better explanation or description of one. I too

must be accountable to these statements as I proceed with this study. Glaser and Strauss state that theory can be verified either in the process of its production or by further testing this, perhaps, poses too stringent a condition if it were taken to mean establishing truth beyond any possible doubt.....At any rate, we cannot hope to prove theories true—or even, for that matter, to prove them false (Dey, 1999). The best a researcher can hope for is not to verify or falsify theory but to produce evidence strong enough to allow one to confirm or reject alternative accounts. Verifying theory both implicitly and explicitly, the researcher must continually check out his theory as the data pours in. Explicit verification beyond testing a researcher's hypothesis may lead to establishing major uniformities and universals, to strategic variations of theory under different conditions and to grounded modifications of theory (Glaser & Strauss, 1967).

-
2. Provide a description of procedures, if any, that will be performed for diagnostic or treatment purposes: N/A
 3. Provide number of subjects (sample size) to be enrolled locally & study wide (if applicable): _____
 - a. Provide reasoning/justification for the number of subjects/groups you plan to enroll: Theoretical Sampling or the site groups for the purpose of this study will include homosexual/heterosexual gifted adults and homosexual/heterosexual non-gifted adults between the ages of 18 (post high school) and 30. Therefore, I have determined that there will be four groups of adults (categories) with no less than five individual adults and no more than eight for each category. This will be a Retrospective Study. These groups can be studied simultaneously or one at a time.
 - b. If appropriate, provide anticipated number of subjects needed for screening to derive p proposed sample size: Although Grounded Theory suggests that the researcher cannot cite the number groups or individuals, both Glaserian and Straussian paradigms support the researcher's creativity. Therefore, I have determined that there will be four groups of adults (categories) with no less than five individual adults and no more than eight for each category. Also, since this is a controversial area to study, decisions regarding the number of sites, observations, and interviews will depend on the amount of access, available resources, research goals, the time, energy and schedule allotted for this particular study.
 4. What characteristics (inclusion criteria) must subjects have to be in this study? (Answer for each subject group, if different). **Also**, state how criteria is determined: Theoretical Sampling or the site groups for the purpose of this study will include homosexual/ heterosexual gifted adults and homosexual/heterosexual non-gifted adults between the ages of 18 (post high school) and 30. Therefore, I have determined that there will be four groups of adults (categories) with no less than five individual adults and no more than eight for each category. This Retrospective Study will include individuals who are not older than the upper age group (30 years). Participants who are over 30 might have different recollections of the past due to their present level of experience which might

"cloud" their memories, and these recollections are too distant from their adolescence.

5. What characteristics (exclusion criteria) would exclude subjects, who are otherwise eligible, from this study? (Answer for each subject group, if different).Also, state how criteria is determined: **These are some of the individuals excluded: Women, transgendered males, males under 18 and over 30**
 - a. If applicable, how will people be informed if they are ineligible? Specificities of the requirements that are needed to be a participant of this study will be given to every individual who is interested in participating.
6. Where will the study procedures be carried out?
Interviews will be conducted at the University of New Mexico's Counselor Education Program (Manzanita Counseling Center) where there will be a one-way/two-way mirror situation to reduce the risks to the subjects.
7. Please describe how the facilities at the study site conducting the research are adequate for the research? (i.e. private room for study procedures, emergency equipment available, etc) The Manzanita's Counseling Center is a facility whose primary purpose is to conduct counseling sessions, trainings and student observations by trained licensed professors from the University of New Mexico Counseling Department. The facility has private comfortable rooms which provide the required safeguards needed for clients who are receiving counseling services. Phones are readily available to interrupt the interview sessions by licensed counselors who will be monitoring behind the one-way/two-way mirror if any problems arise during any interview.

VIII. RECRUITMENT METHODS

- A. Provide a detailed description of how potential subjects will be recruited for participation. State how, when, where, and by whom potential subjects will be approached and include all other recruitment methods for all subject populations: An advertisement will be place in the Albuquerque Pride Program. Flyers will be distributed to local GLBT (Gay, Lesbian, Bisexual, Transgender) organizations in Albuquerque. The Albuquerque Pride Directory (attached) will be used to locate GLBT organizations to locate possible candidates to participate in the study. An advertisement will be made into flyers that will be distributed at the University of New Mexico GSA (Gay, Student Association) and MPower (a Gay organization for men between the age of 18 to 29). Smaller advertisements will be placed in the Daily Lobo and the Albuquerque Journal. Smaller advertisements (with no graphics) will include similar verbaqe selected from the advertisement. Advertisements are attached.
 1. State relationship between recruiters and potential participants: I was President of Albuquerque Pride Inc. for the past 18 years. This organization produces a yearly Parade and Festival for the GLBT community. I have worked with most of the GLBT organizations in Albuquerque and Santa Fe. As a "public figure head" within the GLBT community I could potentially know some of the participants. Therefore, the dissertation chair and committee members

will be the primary contacts for the final selection of candidates for the study. Once the participants are selected I will become the primary contact.

2. State if flyers, ads or other written materials will be used for recruitment (Note-all materials must be submitted for review by the IRB and approved prior to use). See attached flyer.

B. Discuss alternatives for non participants, if applicable: N/A

C. Will you need access to subjects' academic or other personal records for screening purposes or will you receive such information from a data repository?

Yes No

If yes, explain answer. Specify types of records, how you will access them, what information you will take from the records and/or repository and how you will use them: _____

IX. INFORMED CONSENT PROCESS

If you are requesting a waiver of informed consent (as you would have been indicated in section III above) please state so here and skip the rest of this section: N/A

A. Provide a detailed timeline that describes the consent process (include study introduction, discussion, and granting of consent processes etc.): I will conduct study introductions with each individual to discuss the research and go over the Informed Consent form. Individuals will have two weeks, which is adequate time, to consider their decision to be part of the study.

•Individuals participating in this study will be responsible for:

1. Meeting to discuss Informed Consent Form and Research (1 hour)
2. Filling out questionnaire (1 hour)
3. Individual Interview Session (2 to 3 hours)
4. Follow-up Interview [if needed] (1 to 2 hours)
5. Review of statements (1 to 2 hours)

B. Describe how you will provide the prospective subject or their representative sufficient opportunity and time to consider whether or not to participate: Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. I, as the researcher, must provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. I will give those individuals two weeks which is adequate time, to consider their decision to be part of the study. I will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. Coercion or influence will not enter the study at any time. The Informed Consent Form is attached. _____

C. Describe how you will minimize the possibility of coercion or undue influence: I will make it obvious by ensuring each subject that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. Coercion or influence will not enter the study at any time.

- D. Describe how you will attempt to ensure the information given to the subject or their representative will be understood: I, as the researcher, will read the Informed Consent Form to the participant as they follow along. Each bulleted section will require the participants to initial to ensure that they understand the information that was read to them.
- E. Describe how the consent process will be documented in the research records (timeline, discussion, questions answered, subject given a copy of the consent, etc). I will give the individuals two weeks to consider their decision to be part of the study. I will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. The participant will receive a copy of the Informed Consent Form for their personal records. Informed Consent forms and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality.
- F. If there is documented consent (signed), state how and where consent forms will be stored and secured: I will maintain code lists and data files in a secure location. Computer passwords will only be known by the Dissertation Chair and the researcher. As an investigator I will not communicate via email with subjects within the study. Emails can be viewed by the public at any time and are not secured; therefore, I will use only the means of telephoning to contact the subjects. They will determine what phone number and what time is best to call. Questionnaires, interview recordings, Informed Consent forms and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality.

X. SUBJECT PRIVACY & CONFIDENTIALITY OF SUBJECTS' DATA

- A. Describe steps that will be taken to protect subject privacy throughout the research (recruitment, consenting, and research procedures, follow-up, etc.): Due to the sensitive subject matter of one's own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences, a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure. This will allow the researcher and others who have access to the research records to be protected from disclosing identifying information of the subjects. Sexual preference or practices is information that is protected by a Certificate of Confidentiality. It is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of

research results does not take place. The members of the study will be informed about how the research results will be disclosed and what the implications of disclosure are. This will reduce the possibility of harm resulting to the subjects when the research is published or presented.

B. Will you make audio-visual tape recordings or photographs of subjects?

Yes No

If Yes, this information must be disclosed in the procedure section of the consent form and complete the following: Explain what type of recordings you will make, how long will you keep them, and if anyone other than the members of the research team will have access to them: Audio-Visual recordings are needed to notice body language cues that will add pertinent data that might have been missed from the interview. These body language cues cannot be obtained from audio recordings alone. Videotaping will be optional for the subject and will be included in the consent sections of the consent form. Interview video and audio recordings, Informed Consent forms, video tapes and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality.

1) Explain what type of recordings you will make: I will be utilizing video and audio recordings. It is important to have a back-up because technology sometimes has a tendency to fail. Therefore, it is safe to say that if one of the recordings fails during a session I will have a back-up.

2) State who will have access to recordings: Interview video and audio recordings will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur.

3) State how long you will keep recordings/when you will destroy recordings: All documents will be destroyed within eight years so that any subsequent analysis might be utilized for future studies within the parameters of the eight years. Additional analysis will follow federal guidelines required for any secondary data analysis projects to be submitted for IRB approval prior to the beginning of the new project.

4) State how you will destroy recordings: A professional company will be located to destroy all documents that are part of the study. A certificate of destruction will be obtained as record.

5) Provide justification if you plan to NOT destroy recordings: _____

C. Will you maintain any identifiers (names, Social Security numbers, claim numbers, addresses, telephone numbers, locator information, etc.)

Yes No

If Yes, attach all data collection forms with your application and complete the following:

1) State the identifiers that will be collected: Telephone numbers, emails, and addresses

2) Explain why this is necessary: I will maintain code lists and data files in a secure location. Computer passwords will only be known by the Dissertation Chair and the researcher. As an investigator I will not communicate via email with subjects within the study. Emails can be viewed by the public at any time and are not secured; therefore, I will use only the

means of telephoning to contact the subjects. They will determine what phone number and what time is best to call. Addresses will be collected so that any follow-up information can be delivered to the subjects' addresses.

D. Will you retain a link between study code numbers and identifiers?

Yes No

If Yes, attach all data collection forms with your application and complete the following:

- 1) State where the link will be kept and for how long:
- 2) Explain why this is necessary:

E. Describe how the data will be coded to protect it against disclosure to the public or to other researchers or non-researchers. Explain who (other than members of the research team) will have access to data (e.g., sponsors, advisers, regulatory agencies, IRB, etc.): I will maintain code lists and data files in a secure location. Computer passwords will only be known by the Dissertation Chair and the researcher.

F. Do you plan to use any results from this study (that are identifiable or linked) for other studies in the future?

Yes No

If yes, explain answer and include this information in the consent form: This information is included in the Consent Form. A published dissertation will give opportunities to study any new questions that come about from the study. Additional analysis will follow federal guidelines required for any secondary data analysis projects to be submitted for IRB approval prior to the beginning of the new project.

G. If data collected are identifiable, describe how you are storing data:

Personal Computer-Describe security: I will maintain code lists and data files in a secure location. Computer passwords will only be known by the Dissertation Chair and the researcher.

Hard-Copy-Describe security: Any Hard-Copies such as Informed Consent forms and any other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur.

Flash/Jump Drive-Describe security: Flash/Jump Drives will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur.

6) Other-Describe method and security: A professional company will be located to destroy all documents that are part of the study. A certificate of destruction will be obtained as record. Any data from participants who decide to withdraw from the study will be destroyed.

XI. RISKS/BENEFITS

A. Describe all potential risks (including risks to an identifiable group), including physical, psychological, social, economic, or legal, as well as those that might arise due to a breach of privacy and/or confidentiality:

Due to the sensitive subject matter of one's own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure. This will allow the researcher and others who have access to the research records to be protected from disclosing identifying information of the subjects. Sexual preference or practices is information that is protected by a Certificate of Confidentiality.

Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. As a public figurehead within the gay, lesbian, bisexual, transgender community I will have the dissertation head (Dr. Elizabeth Nielsen) assist with obtaining any gay-gifted or gay subjects for the study. She will provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. The participants will be given two weeks, which is adequate time, to consider their decision to be part of the study. Dr. Nielsen will ensure the subjects that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. Coercion or influence will not enter the study at any time. Upon locating the participants I, as the researcher, will read the Informed Consent Form to the participant as they follow along. Each bulleted section will require the participant to initial to ensure that they understand the information that was read to them. The participants will receive a copy of the Informed Consent Form for their personal records. The Informed Consent Form is located at the end of this proposal.

It is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of research results does not take place. The members of the study will be informed about how the research results will be disclosed and what the implications of the findings are. This will reduce the possibility of harm resulting to the subjects when the research is published or presented. As a safeguard, all participants will have the ability to view transcripts to see if their thoughts were adequately represented.

1. Identify the seriousness and likelihood of all potential risks: Due to the sensitive subject matter of one's own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences, a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure. This will allow the researcher and others who have access to the research records to be protected from disclosing identifying information of the subjects. Sexual preference or practices is information that is protected by a Certificate of Confidentiality. Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. I, as the researcher, must provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. I will

give those individuals two weeks which is adequate time, to consider their decision to be part of the study. I will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. Coercion or influence will not enter the study at any time. I, as the researcher, will read the Informed Consent Form to the participants as they follow along. Each bulleted section will require the participants to initial to ensure that they understand the information that was read to them. The participant will receive a copy of the Informed Consent Form for their personal records. It is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of research results does not take place. The members of the study will be informed about how the research results will be disclosed and what the implications of disclosure are. Member checks will take place because it is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of research results do not take place and the trustworthiness of the findings are strengthened. As a safeguard, all participants will have the ability to view transcripts to see if their thoughts were adequately represented. Therefore, a licensed counselor or dissertation advisor will be present to ensure that these safeguards are occurring at all times to reduce the possibility of harm resulting to the subjects when the research is published and or presented.

2. Describe procedures for protecting against or minimizing likelihood of identified risks. Include any procedures that will be used to maintain privacy and confidentiality as applicable: Risks in social and behavioral sciences generally fall into three categories: invasion of privacy, breach of confidentiality, and study procedures. All three will be scrutinized. The names of the participants will be substituted as codes or pseudonyms for identifiers (gg1, gg2, ng1, ng2, etc.). The information will not be linked to the respondents' identities, that is, it will be anonymous. The participants will have the opportunity to view the final results. Whenever appropriate, the participants will be provided with additional relevant information after participating. This debriefing process will give the subjects the opportunity to withdraw and not have their data included in the final results if so desired. I will maintain code lists and data files in separate secure locations. Computer passwords will only be known by the Dissertation Chair and the researcher. As an investigator I will not communicate via email with subjects within the study. Emails can be viewed by the public at any time and are not secured; therefore, I will use only the means of telephoning to contact the subjects. They will determine what phone number and what time is best to call. Questionnaires, interview video recordings, Informed Consent forms and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality. All documents will be destroyed within eight years so that any subsequent analysis might be utilized for future studies within the parameters of the eight years. A professional company

will be located to destroy all documents that are part of the study. A certificate of destruction will be obtained as record. Due to the sensitive subject matter of one's own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences, a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure.

3. If this study involves deception, describe debriefing procedures: N/A
Note: Include all debriefing materials with submission of this application
 4. Discuss circumstances in which an investigator would remove an individual subject or terminate the entire study (i.e. dimension benefit for continuing study, specific types of adverse events, etc): Participants who began the study and expressed a wish to discontinue participation would immediately be dropped from the study. Any participant, who upon the advise of the University of New Mexico counseling department observer/faculty member seemed to be experiencing stress or difficulty with the interview would be discontinued from the study.
- B. Describe expected benefits to participants. Include any possible direct benefits (such as alleviating a condition, learning a skill etc), societal benefits (such as learning the answer to an important question) or any benefits to other constituents. Note: payment to subjects is not a benefit: The benefits of research fall into two major categories: benefits to subjects and benefits to society. The research collected from this study is designed principally to increase understanding and accumulation of knowledge pertaining to human physiology and behavior. These benefits take the form of increased knowledge. This dissertation found that the problem exists that "there has been only rare attention in gifted-education literature to the experience of being both gifted and gay / lesbian / bisexual" (Friedricks, 1997; Tolan, 1997). There have been few empirical studies pertaining to gifted suicides (Cross, 1996), and it is believed that 10% of the population might be homosexual (Kinsey, 1949), which means that one in five families has a gay or lesbian child. The 1989 Report of the Secretary's Task Force on Youth Suicide indicated that some individuals belong to two groups each with a high risk for suicide: being young and being homosexual. At the same time in the United States, there is great concern about reports of increase suicide amongst the young. While there is a substantial body of literature that uses quantitative methodology to address the particular challenges and stressors facing adolescents in general, few articles address the effects of one's giftedness and homosexuality pertaining to adolescent suicide. Only four articles have materialized that investigate the experiences encountered in school with gay, lesbian, or bisexual students who are gifted with little or no information of suicide. Therefore, it is crucial that the benefits of this study will provide knowledge to a topic that can make a positive change in society. This research will also become a primary source for future studies pertaining to gay-gifted suicide and will serve as a foundation for clinical work in this area. My investigation aspires to comprehend, educate and provide information to the field of gifted education, with an emphasis on understanding what resiliency factors assisted the participants to survive and not take their lives. I will achieve this inquiry through decoding and unraveling nonverbal and verbal responses from the participants while utilizing a grounded theory approach. The preferred approach to observing the participants is

as a “passionate participant” (Lincoln & Guba, 2000, p. 166). This is to give power to the voices of the participants. In order to empower their voices, I will engage the participants in member checks. This will allow the participants to “review the material” (Janesick, 2000, p. 393). This will confirm the interpretation of the researcher’s meaning. Meaning and language is crucial to this study because it is making sense or making meaning that will ultimately have a positive effect on the results and conclusions. Benefits for participants are that they will be able to receive counseling services during and after the study. This study might provide possible links to other mental health issues. Participants might benefit by telling their stories. Also, participants might benefit by knowing they are contributing to the knowledge that would save future lives. The benefits of this study out weigh the possible risks.

XIII. DATA AND SAFETY MONITORING PLAN

Prior to completing this section, please read the DATA & SAFETY MONITORING GUIDELINES (link to guidelines is on first page of this form)

A. Check the proposed level of risk and provide justification for this determination:

1. Minimal Risk: Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physicals or psychological examinations or tests.

Justification: _____

2. Moderate Risk: Risks are more than minimal but less than high risk as defined below.

Justification: The risk is higher than that encountered in daily life but participation is not likely to result in serious adverse outcomes. The risk of loss of confidentiality is serious but has been addressed.

3. High Risk: Interventions associated with risk of serious adverse events at high or uncertain frequency; studies in populations associated with very high risk of serious adverse clinical events based on underlying disease or in whom assessment of treatment associated adverse events may be difficult.

Justification: _____

B. Is there a separate Data & Safety Monitoring Plan (DSMP) for this study (ie: for a NIH grant)?

Yes No

If Yes, submit plan with this application and skip *item C* below.

C. **Please describe the plan to monitor progress and safety:** Members of the IRB will be assured that a progress report will be submitted after the first six subjects have been interviewed. As requested the interim report will discuss recruitment of the four groups and how subjects are tolerating the sensitive nature of the interview. This statement will be added to Full Review Application. _____

D. Is there a Data & Safety Monitoring Board (DSMB) in place for this study?

Yes No

If Yes, state Board Name and include monitoring plan: _____

E. Is there a designated Data Safety Monitor for this study?

Yes No

If Yes, state Monitor Name and include monitoring plan: _____

F. What information would result in early termination of the study? (ie: unanticipated events; early demonstration of efficacy, inferiority, or futility where results will not confirm nor refute the hypothesis, etc.) Participants who began the study and expressed a wish to discontinue participation would immediately be dropped from the study. _____

G. Does the protocol reference any actions to be taken upon specific events or end points?

Yes No

If Yes, explain:

Licensed Counselors available

XIV. COSTS/PAYMENTS

A. Are there any costs to subjects?

Yes No

If Yes, complete the following:

1. List any costs to subjects (include any charges for study procedures, visits, etc.): _____
Note: Ensure that the cost section of the informed consent document reflects the costs that are covered by the study and the costs for which the subject is responsible.
2. State who is responsible for all costs listed above (subject, study, 3rd party payer etc.)

B. Explain who will be responsible for the payment of any adverse events, consequences, or distress caused by the research: N/A

C. Explain who will provide referral services (if applicable): _____

D. Will participants receive any compensation?

Yes No

If Yes, complete the following:

1. State method of compensation (i.e. Cash, check, gift card, Course Credit, etc.): _____
2. If compensation is monetary, state amount per visit and maximum amount possible: _____
3. If compensation is NOT monetary, state value of the compensation method: _____
4. Schedule of payments (at each visit, after final study visit:) _____
5. Briefly explain why the proposed compensation is reasonable, fair and appropriate for subject's time involved. Explain why compensation does not constitute (or appear to constitute) undue pressure, influence, or coercion to participate in the research study: _____

ACKNOWLEDGEMENT AND SIGNATURE

The signature below certifies that:

- The information provided in this application form is correct.
- The Principal Investigator (PI) and study personnel are aware of, and **agree to conduct the research** in accordance **with state law**, Good Clinical Practices and regulations presented in the Code of Federal Regulations (CFR) Title 21 Parts 50, 56, 312 and 812 / Title 45 Part 46 and Title 45 Parts 160-164 (the HIPAA Privacy Rule).
- The PI agrees to **conduct the research** in accordance with the **three basic ethical principles** of the Belmont report (Respect for persons, Beneficence, and Justice)
- The PI will **seek and obtain prior written approval** from UNM Main Campus IRB for any **modification** in the proposal, including, changes in procedures, co-investigators, information present to subjects, etc.
- **Unanticipated problems** involving risks to subjects or others in the course of this study will be **promptly reported** to the UNM Main Campus IRB in accordance with Human Research Protections Office Policy for Reporting Unanticipated Problems.
- The PI or someone under the PI's supervision will **explain the consent form to all prospective subjects** before obtaining their signature (unless waiver or alteration of consent is approved).
- **Any significant new findings** that develop during the course of this study that may affect the risks and benefits to participation **will be reported** in writing to the UNM Main Campus IRB and to subjects. The UNM Main Campus IRB must review and approve the notification/information to subjects prior to dissemination, unless in an emergency situation.
- The research **may not be initiated until** final written **approval** from UNM Main Campus IRB is received.
- This research, once approved, **is subject to continuing review** and approval by the UNM Main Campus IRB (applies unless the HRPO provides written determination that research is *exempt*).
- The PI **will comply with all HRPO and Main Campus IRB requests to report** on the status of this study.
- The PI will **maintain records of this research** according to federal and state regulations and guidelines, including keeping a copy of this application for the investigator's records. *If this application is approved, the PI must maintain copies of all HRPO & IRB correspondence for at least 3 years after the completion of the study; or longer if required by a study sponsor.*
- **Appropriate** administrative, technical and physical **safeguards to protect the privacy** of protected health information are in place.
- The PI and all investigators under the PI's supervision **agree to abide** by the UNM Subject **Recruitment Fees** ("finders fees") Policy, which prohibits offering/receiving finder's fees in human subject research.
- The PI and all investigators **agree to complete a UNM Conflict of Interest Disclosure Statement** with this application. If there is a disclosed conflict, the Conflict of Interest Committee, an independent committee from the IRB, must conduct a review. The IRB must then review the Conflict of Interest Committee's final determination before approval of the proposed research can be granted.

Principal Investigator

Your signature on this form indicates that you will be responsible for ensuring that all investigators at this site fulfill their responsibilities as Principal or Sub-Investigators as defined in the Code of Federal Regulations, the conditions listed above as well as any additional responsibilities that may be imposed by the UNM Main Campus IRB. If these conditions are not met, approval of this research could be suspended.

Signature of Principal Investigator

Date

If applicable

Signature of Responsible Faculty Member

Date

Printed name of principal investigator

Printed name of Responsible Faculty Member

Appendix G: Protocol (IRB)

Form v072108sj

Protocol Guidelines – Basic Outline

I. Research Project Title: A Retrospective Study of Gay-Gifted Adults' Perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach

II. Investigator's Name, Degree, Title, and Department: Paul James (PJ) Sedillo ABD Special Education

III. Study Purpose and Research Questions/Study Goals:

Purpose

This study will provide information about adolescent gifted, gay and gay-gifted suicide. The purpose of this study is to provide needed research-supported information to those who serve individuals who are both gay and gifted youth. This will further assist these professionals to realize that the problem of suicide exists with individuals who are both gay and gifted, and that these young people are at-risk. It is valuable to educate the greater public about suicides in general. Preventing suicide requires an in-depth understanding of the person at-risk. To accomplish this goal, a developmental perspective is important. Due to certain restrictions pertaining to researching this subject matter (adolescents, homosexuality and suicide) it has made it difficult for psychotherapists, a handful of select researchers and counselors to study these suicides which are based on the few known sources that exist. When adolescents who are homosexual, gifted or both are the ones studied; it makes it nearly impossible to collect sufficient data. Therefore, this will be a Retrospective Study conducted with adults. The study will eventually provide an informative understanding of what resiliency factors assisted the targeted group of gifted homosexual and non-homosexual adolescents to survive and not take their lives.

Research Questions

Other researchers believe that hidden within the overall group of adolescents there are subgroups that have higher rates of suicide (Friedrichs, 1997; Peterson & Rischar, 2000; Tolan, 1997). Subgroups such as the gifted and homosexuals have a higher degree of at-risk factors for completion of suicide. Therefore, one can conclude that the subgroup of gay-gifted adolescents has a higher degree of suicide ideation. Some questions that I hope to answer are as follows:

1. Do gay-gifted adolescents have a higher degree of suicide ideation?
2. Do gay-gifted adolescents possess more at-risk factors for suicidal behaviors than adolescents who are only gifted or only gay?
3. What, if any, are the internal resiliency factors that exist for gay-gifted individuals?
4. What, if any, are the external resiliency factors that exist for gay-gifted individuals?
5. Which, if any, of these resiliency factors helped gay-gifted individuals avoid suicide?

Scope of the Present Study

The present study's focal point is on a population that is both gay-gifted and their experiences that they had encountered as an adolescent pertaining to the issues of suicide or suicide ideation. The present study develops a snapshot of these gay-gifted individuals during their life. One-on-one in-depth interview situations and an open-ended questionnaire will take place. The scope of the participants will vary in age, ethnicity, and socio-economic status. Comparison groups which are a basic operation and analytic tool of grounded theory will be utilized.

Form v072108sj

The comparison groups will be non-gifted heterosexual males, non-gifted homosexual “gay” males, gay-gifted and heterosexual gifted males.

III.

IV. Rationale:

- i) Describe relationship of proposed study to previous investigations in the field, summarize those previous studies, including previous human, laboratory, and animal studies (describe existing knowledge).

Significance of the Present Study

“There has been only rare attention in gifted-education literature to the experience of being both gifted and gay / lesbian / bisexual” (Friedricks, 1997; Tolan, 1997). They are underserved in that there is no theory or method for educating, treating, counseling, providing appropriate therapeutic techniques or theories to keep this segment from committing suicide that are present for working with adolescents who are both gay and gifted. Therefore, the present study contributes to the knowledge of this issue primarily concerning suicides for this population in particular and provides a theory and method that can be useful with these sub-group and other populations.

Search Process

Searches were conducted using computerized database: ERIC, LIBROS, GOLDRUSH, and PsycINFO and search engines such as: Google, Dogpile.com, Ask.com, and Wikipedia. Reference lists of articles were obtained from these sources using Boolean keywords: gifted-gay-suicide, gay, homosexual, gifted, youth and adolescents. Articles and reference books on gay and gifted suicide were located; however, on completion of the search process, **only four articles and eight books on the subject of gay-gifted issues were located, none included studies about suicide. No studies have been conducted on any subjects.**

- ii) Identify specific knowledge gaps which research is intended to fill (rationale for performing the research).

Significance of the Present Study

“There has been only rare attention in gifted-education literature to the experience of being both gifted and gay / lesbian / bisexual” (Friedricks, 1997; Tolan, 1997). They are underserved in that there is no theory or method for educating, treating, counseling, providing appropriate therapeutic techniques or theories to keep this segment from committing suicide that are present for working with adolescents who are both gay and gifted. Therefore, the present study contributes to the knowledge of this issue primarily concerning suicides for this population in particular and provides a theory and method that can be useful with these sub-group and other populations.

Search Process

Searches were conducted using computerized database: ERIC, LIBROS, GOLDRUSH, and PsycINFO and search engines such as: Google, Dogpile.com, Ask.com, and Wikipedia. Reference lists of articles were obtained from these sources using Boolean keywords: gifted-gay-suicide, gay, homosexual, gifted, youth and adolescents. Articles and reference books on gay and gifted suicide were located; however, on completion of the search process, **only four articles and eight books on the subject of gay-gifted issues were located, none included studies about suicide. No studies have been conducted on any subjects.**

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V. Research Methodology & Procedures:

- i) Provide concise description of study design. Include all methods that will be used to accomplish study goals. Include precise descriptions of all procedures (e.g. surveys, interviews, experimental treatment, etc) and their expected duration. Include optional testing, blinding/un-blinding procedures, and deception if applicable.

METHODOLOGY

Grounded Theory methodology and methods (procedures) are now among the most influential and widely used modes of carrying out qualitative research when generating theory is the researcher's principal aim (Strauss & Corbin 1997). Nevertheless, they argue that the researcher, by comparing different views, can reach "a proportioned view of the evidence" as "biases of particular people and methods tend to reconcile themselves as the analyst discovers the underlying causes of variation" (Glaser & Strauss, 1967, p. 68).

The necessity to explain this section in detail within this study pertaining to Grounded Theory is to provide an outline and basic understanding of this type of methodology. The desire to be so detailed for this particular section is intended for me as I embark on a Grounded Theory Approach. Therefore, this entire methodology section will focus on explaining the purpose, systems and any requisites that exist with this mode of methodology. This detailed execution is to ensure that I am factual to the foundations of a Grounded Theory approach instituted by Glaser & Strauss.

Researching the various domains of this particular methodology, I have come to the conclusion not to limit my study to only Glaser or Strauss ideologies. Therefore, I will apply from a combination of both Glaserian and Straussian paradigms within this study.

This belief is supported by an article written by Robin E. Grubs: *Reimagining Grounded Theory: Moving toward and Interpretive Stance* (2006). Many researchers have studied both paradigms, and as Grubs recognized "the importance of crafting a logic or justification for grounded theory rather than simply choosing one version of grounded theory as authoritative." Grubs also "realized the futility of searching for the "right" method for generating a grounded theory method and instead focused attention on crafting an interpretative logic or justification for (my) grounded theory." I as well will implement and develop this philosophy of Grubs.

A Grounded Theory Approach

Main Tenets of Grounded Theory

In this approach, researchers are responsible for developing other theories that emerge from observing a group. The theories are "grounded" in the group's observable experiences, but researchers add their own insight into why those experiences exist. In essence, grounded theory attempts to "reach a theory or conceptual understanding through step wise, inductive process" (Banning 1995). Creswell (1998) introduced his version of the main tenets of grounded theory.

- The aim of grounded theory is to generate or discover a theory.
- The researcher has to set aside theoretical ideas to allow a "substantive" theory to emerge.
- Theory focuses on how individuals interact in relation to the phenomenon under the study.
- Theory asserts a plausible relation between concepts and sets of concepts.
- Theory is derived from data acquired through fieldwork interviews, observations, and documents.
- Data analysis is systematic and begins as soon as data becomes available.
- Data analysis proceeds through identifying categories and connecting them.
- Further data collection (or sampling) is based on emerging concepts

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- These concepts are developed through constant comparison with additional support.

Generating Theory

Generating theory carries the same benefit as testing theory, and a theory's only replacement is a better theory. Evidence is not crucial for generating theory. The kind of evidence is also not so crucial. Single cases can indicate a general conceptual property or category. More cases confirm the indication. Theoretical sampling, comparative analysis and carefully selected cases are important to generating theory. The researcher does not have to have all of the facts or know the whole field; however, his ultimate goal is to provide an unblemished account of an area of discovery and the development of a theory that accounts for much of the pertinent behavior.

The first step in theory building is conceptualizing. A concept is a labeled phenomenon. It is an abstract representation of an event, object, or action that a researcher identifies as being significant in the data. Therefore, in conceptualizing we are abstracting. The important thing to remember is that once concepts begin to accumulate, the researcher should begin the process of grouping them or categorizing them under more abstract explanatory terms, that is, categories. Properties are the specific or general characteristics or attributes of a category; dimensions represent the location of a property along a range or continuum. The evidence from which the category emerged is used to illustrate the concept. The evidence may not necessarily be accurate beyond a doubt, but the concept is definitely a pertinent theoretical abstraction about what is going on in the area studied. Furthermore, the concept does not change.

In discovering theory, one generates conceptual categories or their properties from evidence. The evidence emerges from each category and is used to exemplify the concept. The evidence may not necessarily be accurate, nor is it even in studies concerned only with accuracy, but the concept is unquestionably applicable theoretical abstraction about what is going on in the area of study. The concept itself will not change, while even the most accurate facts change. At certain times concepts have their meanings respecified because other theoretical and research purposes have evolved.

The main abstract concept for this study is gay-gifted adolescents. From this abstract concept categories emerged for this study. The four categories determinant to this analysis will be essential for the purpose of this academic study. The four categories consist of the following:

1. Homosexuals who are gifted
2. Heterosexuals who are gifted
3. Homosexuals who are not gifted
4. Heterosexuals who are not gifted

Building from the abstract concept of gay-gifted adolescents and development of a matrix for the four comparison groups will be explained in further detail within this methodology section.

Two Kinds of Theories

The two types of theories that exist in a Grounded Theory approach are labeled as Substantive Theory and Formal Theory. A Substantive Theory is developed for a substantive or empirical area of sociological inquiry, such as patient care, race relations, professional education, delinquency, or research organizations. Formal theory is developed for a formal or conceptual area of sociological inquiry, such as stigma, deviant behavior, formal organizations, socialization, status congruency, authority and power, reward systems or social mobility (Glaser & Strauss, 1967, p. 32). Both must be grounded in data. If the researcher starts with raw data, he will end up initially with a substantive theory. If he starts with the findings drawn from many studies pertaining to an abstract sociological category, he will end up with a formal theory pertaining to a conceptual area. This

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move to Formal Theory requires additional analysis on one's Substantive Theory, and the researcher should include material from other studies with the same formal theoretical significance.

Substantive and Formal Theory Guidelines

<p>Substantial = empirical</p>	<p>Substantive theory is not designed to explain phenomena at a lower level of generality. It is designed to account for a particular phenomenon, which is defined in terms of time and space. Substantive theory has a particular subject (specified in time and space) while formal theories have general subjects, which at least to some extent escape these spatial and temporal boundaries.</p>
<p>Formal = conceptual</p>	<p>Formal theory should be produced through the hard work of comparative analyses. Single case study as a method of generalizing or generating theory should be criticized. It is notable that Glaser and Strauss (and Strauss and Corbin) studiously avoid any reverence to "cases" or "case studies"—perhaps because, from their perspective, neither an "encased" study nor a "case of" study can generate empirical comparisons. (Glaser and Strauss 1967) (Strauss and Corbin 1998)</p>

For the purpose of this dissertation, and since no data currently exists on the subject of gay-gifted adolescent suicide or suicide ideation a Substantive Theory will be located first which will assist in the data collection. Thus, it will empirically driving the Substantive Theory to become that of Formal Theory. Therefore, the definitive purpose of this study is to create a Formal Theory that can be interpreted and used by gay-gifted adolescents, sociologists, educators, parents, and the gifted academia.

Categories & Variables

Categories are defined as "conceptual elements of a theory" (Glaser & Strauss, 1967, p. 36). Variables are defined as something that is likely to vary; something that is subject to variations. Range of variability is the degree to which a concept varies dimensionally along its properties, with variation being built into the theory by sampling for diversity and range of properties. Therefore, within this study the categories and variables are the same.

The first thing to do, in order to develop this agenda, is to identify "categories" which capture uniformities in data, and then to identify their interesting properties and dimensions.

- Select an area of investigation and an appropriate site for study
- Shun theoretical preconceptions— disregard the literature in that area (at first)
- Rely on preliminary observations and "theoretical sensitivity" which will result in the developed categories that need to be related.

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Utilizing the three bullets above, the following results are presented. The area of inquiry for this study is gifted education and from that area of inquiry and within gifted education exist diverse gifted children who are at-risk. One such group from the realm of at-risk diverse gifted children is gay-gifted adolescents. The suitable site for this study would be at an actual elementary or middle school site and a study conducted on gay-gifted adolescents; however, there is a probable rejection of using these particular adolescents and requested site in this study because of the sensitive subject matter and age group of the identified subjects. The actual theoretical sample and site of study will be further discussed in this section of methodology.

Avoiding theoretical preconceptions and ignoring the literature in the area of gifted education will be easily attempted, considering that the literature does not exist. No current studies on gay-gifted adolescent suicide or suicide ideation has been conducted; therefore, theoretical preconceptions will be avoided.

With an interest in this type of population for years, I have come to rely on my initial observations and “theoretical sensitivity.” The countless researching of a Grounded Theory Approach and the little data that I have collected pertaining to gay-gifted issues has given me the ability to develop categories and how they relate. These categories and variables will include homosexual/heterosexual gifted adults and homosexual/heterosexual non-gifted adults.

Comparative Analysis

As described above, a category is a class or division and one of a set of classes among which things are distributed. Categories are concepts that “stand by themselves” as elements of a theory. A category which is a type of concept is usually used for a higher level of abstraction. A property is a type of concept that is a conceptual characteristic of a category. Thus, the property is at a lesser level of abstraction than a category. A property is a concept of a concept. Presented below are the categories and properties that are being compared for this study.

CATEGORIES: HOMOSEXUAL / HETEROSEXUAL MALE

PROPERTIES: GIFTED / NON-GIFTED

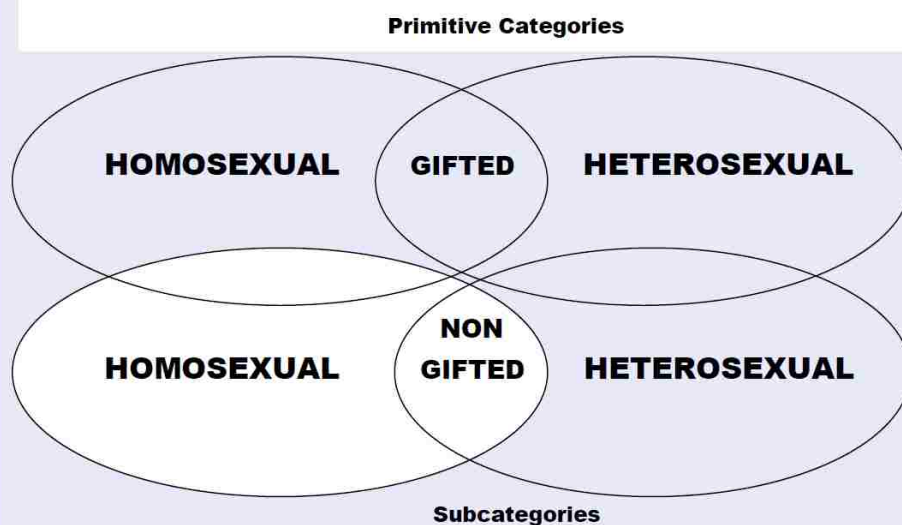
Comparative analysis is a general method that is used as the experimental and statistical methods to compare social units of any size. Accurate evidence collected from other comparative groups is used to check out whether the initial evidence was correct. Asking the question: Is the fact a fact? Thus, facts are replicated with comparative evidence, either within a study or outside a study or both. Comparison groups provide the following:

1. Control over the two scales of generality
2. Initially, the conceptual level
3. Next, the population scope
4. Lastly, simultaneous minimization or maximization or both the differences and similarities of data that bear on the categories being investigated

I am comparing non-gifted heterosexual males, non-gifted homosexual males to heterosexual gifted males, and (homosexual) gay-gifted males. The explanation of how comparative analysis will be conducted as part of this study is in the figure below entitled MATRIX of Comparative Analysis

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Figure

MATRIX of Comparative Analysis

The figure above entitled Matrix of Comparative Analysis shows the intersection among the various categories. The two primitive categories are gifted males who are homosexual or heterosexual. The subcategories are non-gifted males who are homosexual or heterosexual. The figure also shows the linkage between the different sexual orientations, which are homosexuality and heterosexuality. There is one final linkage which is between gifted individuals and non-gifted individuals both who are homosexual and

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heterosexual; therefore, this linkage is only through intelligence and not sexual orientation. The Matrix of Comparative Analysis was created to control over the two scales of generality which are the conceptual level and population scope. Also, the comparison groups will provide simultaneous maximization or minimization of both the differences and similarities of data that bear on the categories being studied. Categorization along these lines does not proceed on the basis of common characteristics. There are different levels of categories that can be on the basic level, the most general, the most specific, or somewhere between. Superordinate categories are generalizations “up” from basic level and subordinate categories are specializations (or refinements) “down” from the basic level (Dey, 1999). Basic levels can be understood as a single mental image. An explanation of the different levels of categories is shown in the table below.

Table Examples of Different Category Levels

Superordinate	Basic	Subordinate
Male	Homosexual	Gifted
Male	Heterosexual	Gifted
Male	Homosexual	Non-Gifted
Male	Heterosexual	Non-Gifted

Theoretical Sampling

Theoretical sampling is data gathering driven by concepts derived from the evolving theory and based on the concept of “making comparisons.” The purpose is to go to places, people, or events that will maximize opportunities to discover variations among concepts and to find the density of the categories in terms of their properties and dimensions. Theoretical sampling, when investigating new or un-chartered areas, enables the researcher to decide those avenues of sampling that can bring about the greatest theoretical return. Theoretical sampling is cumulative. Within the confines of a Grounded Theory Approach the researcher cannot cite the number of groups from which he collected data until the research is completed.

At the beginning of a study, there are many sampling concerns that the researcher must consider. Strauss and Corbin (1998) suggest the following considerations:

1. A site group to study must be chosen.
2. A decision must be made about the types of data to be used....observations, interviews, documents.
3. Another consideration is how long an area should be studied.
4. Initially, decisions regarding the number of sites and observations and/or interviews depends on access, available resources, research goals, and the researcher’s time schedule and energy.

Theoretical Sampling or the site groups for the purpose of this study will include homosexual/ heterosexual gifted adults and homosexual/heterosexual non-gifted adults between the ages of 18 (post high school) and 30. Therefore, this will be a Retrospective Study. Individuals who are older than the upper age group (30 years) might have different recollections of the past due to there present level of experience which might “cloud” their memories, and these recollections are too distant from their adolescents. Also since the spectrum of age is condensed the information gathered will be more aligned.

These groups can be studied simultaneously or one at a time. Although Grounded Theory suggests that the researcher cannot cite the number groups or individuals, both Glaserian and Straussian paradigms support the researcher’s creativity. Therefore, I have determined that there will be four groups of adults (categories) and no less than five individual adults for each category. Also, since this is a controversial area to study, decisions regarding the number of sites, observations, and interviews will depend on the amount of access, available resources, research goals, the time, energy and schedule allotted for this particular study.

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Trustworthiness

Establishing trustworthiness allows a qualitative researcher to study and make logical statements to methodological soundness. The general trustworthiness of a study can be established by using different methods that allow for transferability, credibility, dependability, and confirmability. Lincoln and Guba (1985) suggest several methods to establish trustworthiness, some of which were used in this study and discussed further within this section.

Triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation inquires to swiftly examine data on hand to strengthen interpretations and improve policy and programs based on the available evidence. By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study. Triangulation methodology provides a powerful tool when a rapid response is needed, or when adequate or substantial data does not exist to answer a specific question. Triangulation can be used when the collection of new data is not feasible or cost-effective. Triangulation also establishes trustworthiness through the process of authenticating data through multiple sources. In this present study, sources were used for data triangulation: non-participant observation, formal and informal interviews, field observations and document inspections.

Another way to establish credibility by allowing the researcher to present data to other researchers or colleagues for their critique of methods, interpretations, data, and theoretical explanations is to use peer debriefing. The peer debriefers within this study include members of the dissertation committee, professional colleagues, and certified counselors—all who engage in qualitative research. These peer debriefers will pose questions, offer suggestions to issues with Grounded Theory, and suggest insightful interpretations. According to Lincoln and Guba (1985), peer debriefing differs from traditional reliability checks associated with quantitative methodologies in that agreement among interpretations is not always necessary. Peer debriefing significance rests in the various concerns when discussing the data and theory. This assists the researcher in focusing on the study.

Another technique suggested by Lincoln and Guba (1985) to institute credibility of a study is called member checks. The participants of the study are presented periodically the collected data for confirmation, additions, or clarification on what has been documented. This enables me to bring about greater clarity to the original voices of the participants.

Analytic Tools & Guidelines

Grounded Theory utilizes many different types of analytic tools. Field notes, observations, interviews, surveys and open-ended questionnaires will be some of the analytic tools that are part of this study. The use of nontechnical literature such as letters, biographies, diaries, reports, videotapes, newspapers, and catalogs might be used as well. This type of methodology, data collection, and analysis occurs in alternating sequences. Analysis begins with the first interview and observation which leads to the next interview or observation, followed by more analysis, more interviews or fieldwork, and so on. It is the analysis that drives the data collection. By comparing incident to incident in the data, the researcher is better to stay grounded in them.

Grounded Theory guidelines for interview and observation have the researcher first developing a list of interview questions or areas for observations. This type of methodology suggests that one should not enter the field with a structured questionnaire because persons will then answer only that which is asked and often without elaboration. Asking questions and making comparisons remain the essential analytic processes. Types of questions the analyst might ask are as follows: What would happen if....? When? How? Where? Logician and philosopher John Dewey expressed the purpose of inquiry and question.

Inquiry and questioning, up to a certain point, are synonymous terms. We inquire when we question,

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and we inquire when we seek for whatever will provide an answer to the question asked. Thus, it is of the very nature of the indeterminate situation which evokes inquiry to be questionable...Indeterminate situations...are disturbed, troublesome, ambiguous, confused, full of conflicting tendencies, [and] obscure. (Dewey, 1938, p. 105)

Strauss and Corbin reason that many questions can be asked and that just as many can lead the researcher down a subsidiary path, one that might be interesting but not in service of the evolving theory. However, some questions can lead the researcher astray and off in directions that have little or no bearing on the present investigation. These are some of the suggestions that Strauss and Corbin (1998) offer for the types of questioning that will be part of this study.

1. Sensitizing questions: What is going on here? Who are the actors involved? How do they define the situation? What is its meaning to them? What are the various actors doing? Are their definitions and meanings the same or different? When, how, and with what consequences are they acting, and how are they the same or different for various actors and various situations?

2. Theoretical questions: These help the researcher to see process, variation, and the like and to make connections among concepts. How do they compare and relate? How do events and actions change over time? What are the larger structural issues here, and how do these events play into or affect what I am seeing or hearing?

3. Practical and Structural in nature: Questions that proved directions for sampling and that help with development of the structure of the evolving theory. Which concepts are well developed and which are not? Where, when and how do I go next to gather the data for my evolving theory? What types of permission do I need? How long will it take? Is my developing theory logical? Where are the breaks in logic? Have I reached the saturation point?

4. Guiding questions: These questions guide the interviews, observations, and analyses of these and other documents. These questions will change over time, are based on the evolving theory. Begin with open-ended and then become more specific and refined as the research moves along. After questioning it is important to listen closely to what the interviewed person is saying and how they are saying it to ensure that the researcher takes into account the interviewees' interpretation.

Certified, licensed counselors, the dissertation committee, and a professor from the University of New Mexico counseling department who is on the dissertation committee assisted with the designing and implementation of an open-ended and closed-ended questionnaire and developed collaboratively all interview questions. The Questionnaire, Opening Statement / Interviewing Techniques, and the Interview Questions are attached and can be examined.

Attached to this basic outline entitled **Protocol Guidelines** are three documents.

1. Questionnaire
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Coding

Coding...is an essential procedure...The excellence of the research rests in large part on the excellence of the coding (Strauss, 1987, p.27). Glaser and Strauss established the legitimacy of qualitative methods by borrowing from procedures and the language of quantitative research. The term "coding" applied to procedures for managing responses to "precoded" questions in survey research. Coding in this methodology refers only to the mechanical task of identifying and assigning the appropriate codes to the responses of those being sampled. The key function of coding is to generate rather than to test theory (Dey, 1999).

Within a Grounded Theory approach there are different phases that are divided into open, axial, and selective coding. As the theoretical focus sharpens and analysis passes, they move from one phase to another. These various phases of analysis can be summarized as the following:

1. Categorizing the data (open coding)
2. Connecting categories (theoretical or axial coding)
3. Centering on a primary category (selective coding)

Open coding is the analytic process through which concepts are identified and their properties and dimensions are discovered in data. Phenomena which are the central ideas in the data are represented as concepts. Concepts, categories, properties, and dimensions are also discovered in the data. Concepts are the building blocks of theory; categories are the concepts that stand for phenomena; properties are the characteristics of a category; the different dimensions range along which general properties of a category vary, giving specification to a category and variation to a theory. Subcategories are also concepts that pertain to a category, giving it further clarification and specification.

When comparing incidents applicable to each category, the analyst starts coding each incident in his data into as many categories of analysis as possible. While coding an incident for a category the analyst compares it with the previous incidents in the same and different groups coded in the same category. It is crucial for the researcher to listen, relax, and let the data speak. During open coding, data are broken down into discrete parts, closely examined, and compared for similarities and differences. Some variations on ways of doing open coding are as follows:

1. Line-by-line analysis...examination of data-phrase by phrase and sometimes word by word (microanalysis)
2. Theoretical sampling
3. Whole sentence or paragraph analysis

Axial coding is the process of relating categories to their subcategories. Coding occurs around the axis of a category, linking categories at the level of properties and dimensions. The paradigm which is an analytic tool is devised to help analysts integrate structure with process. Also, the structure which is the conditional context in which a category (phenomenon) is situated utilizes axial coding. Finally, the process in axial coding locates the sequences of action/interaction pertaining to a phenomenon as they evolve over time. The purpose is to begin the process of reassembling data that were fractured during open coding. Therefore, axial coding is the act of relating categories along the lines of properties and dimensions. Axial coding involves several basic tasks (Strauss, 1987).

1. Laying out the properties of a category and their dimensions...begins during open coding.
2. Identifying the variety of conditions, action/interactions, and consequences associated with the phenomenon.
3. Relating a category to its subcategories through statements denoting how they are related to each other.

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4. Looking for cues in the data that denote how major categories might relate to each other.

When the analysts code axially, they look for answers to questions such as why or how come, where, when, how and with what results. In so doing, they uncover relationships among categories. Answering the questions of who, when, where, why, how, and with what consequences, enable the researcher to relate structure with process.

Selective coding denotes the final step in the analysis. Selective coding is the process on integrating and refining the theory. This is the integration of concepts surrounding a core category and the filling in of categories that are in need of supplementary development and fine-tuning. Diagrams and memos reflect the profundity and complexity of thought of the theory that is evolving.

Theoretical Saturation

The criteria for determining when to stop sampling the different groups that are pertinent to a category are when the categories reach theoretical saturation. Saturation is reached when no additional data, no new properties, relationships and dimensions emerge or that are being located by the researcher. After hundreds of pages of coding it is advised not to go back and re-code. This can change or move the theory in a different direction which is an undesired process. *Validation & Verification of Theory*

One should not accept a theory as true just because it is expedient and opportune, nor should the researcher hold something to be true just because it is standard or widely understood. Therefore, Truth must not be matter of convenience, convention or consensus, but one that must be checked.

Researchers and educators are indebted to assent to the truth of a theory by the strength of the evidence. Truth or theory is not meant to be absolute but can be rebuffed only by creating another better explanation or description of one. I too must be accountable to these statements as I proceed with this study. Glaser and Strauss state that theory can be verified either in the process of its production or by further testing this, perhaps, poses too stringent a condition if it were taken to mean establishing truth beyond any possible doubt.....At any rate, we cannot hope to prove theories true—or even, for that matter, to prove them false (Dey, 1999). The best a researcher can hope for is not to verify or falsify theory but to produce evidence strong enough to allow one to confirm or reject alternative accounts.

Verifying theory both implicitly and explicitly, the researcher must continually check out his theory as the data pours in. Explicit verification beyond testing a researcher's hypothesis may lead to establishing major uniformities and universals, to strategic variations of theory under different conditions and to grounded modifications of theory (Glaser & Strauss, 1967).

ii) Describe methods by which data will be managed, stored and destroyed.

I will give the individuals two weeks to consider their decision to be part of the study. I will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. The participant will receive a copy of the Informed Consent Form for their personal records. Informed Consent forms and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The locked file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality. All documents will be destroyed within eight years so that any subsequent analysis might be utilized for future studies within the parameters of the eight years.

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I will maintain code lists and data files in separate secure locations. Computer passwords will only be known by the Dissertation Chair and the Primary Investigator. As an investigator I will not communicate via email with subjects within the study. Emails can be viewed by the public at any time and are not secured; therefore, I will use only the means of telephoning to contact the subjects. They will determine what phone number and what time is best to call. Questionnaires, interview recordings, Informed Consent forms and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The locked file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur.

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iii) Describe methods by which data will be analyzed and interpreted.

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3. Interview Questions

Coding

Coding...is an essential procedure...The excellence of the research rests in large part on the excellence of the coding (Straus, 1987, p.27). Glaser and Strauss established the legitimacy of qualitative methods by borrowing from procedures and the language of quantitative research. The term "coding" applied to procedures for managing responses to "pre-coded" questions in survey research. Coding in this methodology refers only to the mechanical task of identifying and assigning the appropriate codes to the responses of those being sampled. The key function of coding is to generate rather than to test theory (Dey, 1999).

Within a Grounded Theory approach there are different phases that are divided into open, axial, and selective coding. As the theoretical focus sharpens and analysis passes, they move from one phase to another. These various phases of analysis can be summarized as the following:

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1. Categorizing the data (open coding)
2. Connecting categories (theoretical or axial coding)
3. Centering on a primary category (selective coding)

Open coding is the analytic process through which concepts are identified and their properties and dimensions are discovered in data. Phenomena which are the central ideas in the data are represented as concepts. Concepts, categories, properties, and dimensions are also discovered in the data. Concepts are the building blocks of theory; categories are the concepts that stand for phenomena; properties are the characteristics of a category; the different dimensions range along which general properties of a category vary, giving specification to a category and variation to a theory. Subcategories are also concepts that pertain to a category, giving it further clarification and specification.

When comparing incidents applicable to each category, the analyst starts coding each incident in his data into as many categories of analysis as possible. While coding an incident for a category the analyst compares it with the previous incidents in the same and different groups coded in the same category. It is crucial for the researcher to listen, relax, and let the data speak. During open coding, data are broken down into discrete parts, closely examined, and compared for similarities and differences. Some variations on ways of doing open coding are as follows:

1. Line-by-line analysis....examination of data-phrase by phrase and sometimes word by word (microanalysis)
2. Theoretical sampling
3. Whole sentence or paragraph analysis

Axial coding is the process of relating categories to their subcategories. Coding occurs around the axis of a category, linking categories at the level of properties and dimensions. The paradigm which is an analytic tool is devised to help analysts integrate structure with process. Also, the structure which is the conditional context in which a category (phenomenon) is situated utilizes axial coding. Finally, the process in axial coding locates the sequences of action/interaction pertaining to a phenomenon as they evolve over time. The purpose is to begin the process of reassembling data that were fractured during open coding. Therefore, axial coding is the act of relating categories along the lines of properties and dimensions. Axial coding involves several basic tasks (Strauss, 1987).

1. Laying out the properties of a category and their dimensions...begins during open coding.
2. Identifying the variety of conditions, action/interactions, and consequences associated with the phenomenon.
3. Relating a category to its subcategories through statements denoting how they are related to each other.
4. Looking for cues in the data that denote how major categories might relate to each other.

When the analysts code axially, they look for answers to questions such as why or how come, where, when, how and with what results. In so doing, they uncover relationships among categories. Answering the questions of who, when, where, why, how, and with what consequences, enable the researcher to relate structure with process.

Selective coding denotes the final step in the analysis. Selective coding is the process on integrating and refining the theory. This is the integration of concepts surrounding a core category and the filling in of categories that are in need of supplementary development and fine-tuning. Diagrams and memos reflect the profundity and complexity of thought of the theory that is evolving.

Theoretical Saturation

The criteria for determining when to stop sampling the different groups that are pertinent to a category are

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when the categories reach theoretical saturation. Saturation is reached when no additional data, no new properties, relationships and dimensions emerge or that are being located by the researcher. After hundreds of pages of coding it is advised not to go back and re-code. This can change or move the theory in a different direction which is an undesired process.

Validation & Verification of Theory

One should not accept a theory as true just because it is expedient and opportune, nor should the researcher hold something to be true just because it is standard or widely understood. Therefore, Truth must not be matter of convenience, convention or consensus, but one that must be checked.

Researchers and educators are indebted to assent to the truth of a theory by the strength of the evidence. Truth or theory is not meant to be absolute but can be rebuffed only by creating another better explanation or description of one. I too must be accountable to these statements as I proceed with this study. Glaser and Strauss state that theory can be verified either in the process of its production or by further testing this, perhaps, poses too stringent a condition if it were taken to mean establishing truth beyond any possible doubt.....At any rate, we cannot hope to prove theories true—or even, for that matter, to prove them false (Dey, 1999). The best a researcher can hope for is not to verify or falsify theory but to produce evidence strong enough to allow one to confirm or reject alternative accounts.

Verifying theory both implicitly and explicitly, the researcher must continually check out his theory as the data pours in. Explicit verification beyond testing a researcher's hypothesis may lead to establishing major uniformities and universals, to strategic variations of theory under different conditions and to grounded modifications of theory (Glaser & Strauss, 1967).

- iv) Provide a specific description of any biological samples that will be used. State if the samples will be collected for research purposes only. Include their origin, links to identifying information, storage, access, and future use. N/A

VI. Human Subjects/Research Sample:

- i) Describe characteristics (inclusion criteria) of subject population, including precautions to be taken with vulnerable populations (e.g. children, prisoners, mentally ill/disabled person). Answer for each subject group, if different.

Theoretical Sampling or the site groups for the purpose of this study will include homosexual/heterosexual gifted adults and homosexual/heterosexual non-gifted adults between the ages of 18 (post high school) and 30. Therefore, I have determined that there will be four groups of adults (categories) with no less than five individual adults, and no more than eight for each category. This Retrospective Study will include individuals who are not older than the upper age group (30 years). Participants who are over 30 might have different recollections of the past due to their present level of experience which might "cloud" their memories, and these recollections are too distant from their adolescence. Also since the spectrum of age is condensed the information gathered will be more aligned.

Although Grounded Theory suggests that the researcher cannot cite the number groups or individuals, both Glaserian and Straussian paradigms support the researcher's creativity. Therefore, I have determined that there will be four groups of adults (categories) and no less than five and no more than eight individual adults for each category. Also, since this is a controversial area to study, decisions regarding the number of sites, observations, and interviews will depend on the amount of access, available resources, research goals, the time, energy and schedule allotted for this particular study.

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These are some of the individuals excluded: Women, transgender males, males under 18 and over 30. Specificities of the requirements that are needed to be a participant of this study will be given to every individual who is interested in participating.

ii) Provide approximate number of subjects (both control and intervention groups).

Although Grounded Theory suggests that the researcher cannot cite the number groups or individuals, both Glaserian and Straussian paradigms support the researcher's creativity. Therefore, I have determined that there will be four groups of adults (categories) and no less than five individual adults for each category. Also, since this is a controversial area to study, decisions regarding the number of sites, observations, and interviews will depend on the amount of access, available resources, research goals, the time, energy and schedule allotted for this particular study.

iii) What characteristics (exclusion criteria) would exclude subjects, who are otherwise eligible, from this study? (Answer for each subject group, if different.)

These are some of the individuals excluded: Women, transgender males, males under 18 and over 30. Specificities of the requirements that are needed to be a participant of this study will be given to every individual who is interested in participating.

iv) Describe recruitment. Include source, initial contact methods, etc.)

An advertisement will be placed in the Albuquerque Pride Program. Flyers will be distributed to local GLBT (Gay, Lesbian, Bisexual, Transgender) organizations in Albuquerque. The Albuquerque Pride Directory (attached) will be used to locate GLBT organizations to locate possible candidates to participate in the study. An advertisement will be made into flyers that will be distributed at the University of New Mexico GSA (Gay, Student Association) and MPower (a Gay organization for men between the age of 18 to 29). Smaller advertisements will be placed in the Daily Lobo and the Albuquerque Journal. Smaller advertisements (with no graphics) will include similar verbiage selected from the advertisement. Advertisements are attached.

VII. Informed Consent:

i) Describe Informed Consent procedures.

Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. As a public figurehead within the gay, lesbian, bisexual, transgender community I will have the dissertation head (Dr. Elizabeth Nielsen) assist with obtaining any gay-gifted or gay subjects for the study. They will provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. The participants will be given two weeks to consider their decision to be part of the study. Dr. Elizabeth Nielsen will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. Upon locating the participants I, as the researcher, will read the Informed Consent Form to the participant as they follow along. Each bulleted section will require the participant to initial to ensure that they understand the information that was read to them. The participant will receive a copy of the

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Informed Consent Form for their personal records.

VIII. Risks & Benefits:

i) Benefits:

The benefits of research fall into two major categories: benefits to subjects and benefits to society. The research collected from this study is designed principally to increase understanding and accumulation of knowledge pertaining to human physiology and behavior. These benefits take the form of increased knowledge. This dissertation found that the problem exists that “there has been only rare attention in gifted-education literature to the experience of being both gifted and gay / lesbian / bisexual” (Friedricks, 1997; Tolan, 1997). There have been few empirical studies pertaining to gifted suicides (Cross, 1996), and it is believed that 10% of the population might be homosexual (Kinsey, 1949), which means that one in five families has a gay or lesbian child. The 1989 Report of the Secretary’s Task Force on Youth Suicide indicated that some individuals belong to two groups each with a high risk for suicide: being young and being homosexual. At the same time in the United States, there is great concern about reports of increase suicide amongst the young. While there is a substantial body of literature that uses quantitative methodology to address the particular challenges and stressors facing adolescents in general, few articles address the effects of one’s giftedness and homosexuality pertaining to adolescent suicide. Only four articles have materialized that investigate the experiences encountered in school with gay, lesbian, or bisexual students who are gifted with little or no information of suicide. Therefore, it is crucial that the benefits of this study will provide knowledge to a topic that can make a positive change in society. This research will also become a primary source for future studies pertaining to gay-gifted suicide and will serve as a foundation for clinical work in this area. My investigation aspires to comprehend, educate and provide information to the field of gifted education, with an emphasis on understanding what resiliency factors assisted the participants to survive and not take their lives. I will achieve this inquiry through decoding and unraveling nonverbal and verbal responses from the participants while utilizing a grounded theory approach. The preferred approach to observing the participant is as a “passionate participant” (Lincoln & Guba, 2000, p. 166). This is to give power to the voices of the participants. In order to empower their voices, I will seek the participants to make member checks. This will allow the participants to “review the material” (Janesick, 2000, p 393). This will validate the interpretation of the researcher’s meaning. Meaning and language is crucial to this study because it is making sense or making meaning that will ultimately have a positive effect on the results and conclusions. Benefits for participants are that they will be able to receive counseling services during and after the study. This study might provide possible links to other mental health issues. Participants might benefit by telling their stories. Also participants might benefit by knowing they are contributing to the knowledge that would save future lives. The benefits of this study outweigh the possible risks.

ii) Risks:

Due to the sensitive subject matter of one’s own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject’s homosexuality could result in the subject’s loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure. This will allow the researcher and others who have access to the research records to be

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protected from disclosing identifying information of the subjects. Sexual preference or practices is information that is protected by a Certificate of Confidentiality.

Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. As a public figurehead within the gay, lesbian, bisexual, transgender community I will have the dissertation head (Dr. Elizabeth Nielsen) assist with obtaining any gay-gifted or gay subjects for the study. They will provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. The participants will be given two weeks to consider their decision to be part of the study. Dr. Nielsen will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. Coercion or influence will not enter the study at any time. Upon locating the participants I, as the researcher, will read the Informed Consent Form to the participant as they follow along. Each bulleted section will require the participant to initial to ensure that they understand the information that was read to them. The participant will receive a copy of the Informed Consent Form for their personal records.

It is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of research results does not take place. The members of the study will be informed about how the research results will be disclosed and what the implications of the findings are. This will reduce the possibility of harms resulting to the subjects when the research is published or presented. As a safeguard, all participants will have the ability to view transcripts to see if their thoughts were adequately represented.

A risk is defined as the probability of harm or injury occurring as a result of participation in a research study. The risks to which research subjects may be exposed have been classified as physical, psychological, social and economic [Levine (1986), p. 42]. Risks, even when unavoidable, can be reduced and managed. Safeguards, precautions and alternative options can be incorporated into the research and will reduce the probability of harm or limit its difficulty, severity or duration. Researchers should consciously be aware of focusing on the responsibility of assuring that risks are minimized to the least extent possible.

I, as the researcher, must minimize the risks of harm and maximize the potential benefits of the research and guarantee that the prospective benefits justify the risks of harm. Certain risks must be noted that may take place within this study. Therefore, licensed counselors will assist and be present at all interviews and observations. Interviews will be conducted at the University of New Mexico's education counseling location where there will be a one-way/two-way mirror situation to reduce the risks to the subjects. Counselors will observe and be available if problems arise during any interview. Intervention will take place immediately and be made available if the subject's interview triggers any past negative or positive retrospective. Licensed counselors, the dissertation committee, and a professor from the University of New Mexico counseling department who is on the dissertation committee assisted with the designing and implementation of an open-ended and closed-ended questionnaire and developed collaboratively all interview questions. The Questionnaire, Opening Statement / Interviewing Techniques, and the Interview Questions are attached and can be examined. Counseling services will also be provided for any subjects who desire so after the completion of the study because of the sensitive subject matter of this study. Resumes of the counselors will be made available to the dissertation committee and the participants of the study. As a researcher, I have completed the course in Interviewing Techniques and Communication in Counseling within the Counseling Department. As a researcher, I have completed the course in Interviewing Techniques and Communication in Counseling within the Counseling Department. I have fulfilled and completed the various trainings in counseling, counseling coursework, and all requirements which are part of my

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PhD. degree and concentration in counseling. I have been coached by licensed counselors who are part of the dissertation team. A practice interview session was conducted with Dr. Olguin of the Counseling Department at the University of New Mexico to rehearse and perfect the interview questions and interviewing techniques. The practice interview session was critiqued, dissected and reviewed for its content, process and intent to minimize risks. Risks in social and behavioral sciences generally fall into three categories: invasion of privacy, breach of confidentiality, and study procedures. All three will be scrutinized. The names of the participants will be substituted as codes or pseudonyms for identifiers. The information will not be linked to the respondents' identities, that is, it will be anonymous. The participants will have the opportunity to view the final results. Whenever appropriate, the participants will be provided with additional relevant information after participating. This debriefing process will give the subjects the opportunity to withdraw and not have their data included in the final research if so desired.

I will maintain code lists and data files in separate secure location. Computer passwords will only be known by the Dissertation Chair and the researcher. As an investigator I will not communicate via email with subjects within the study. Emails can be viewed by the public at any time and are not secured; therefore, I will use only the means of telephoning to contact the subjects. They will determine what phone number and what time is best to call. Questionnaires, interview video recordings, Informed Consent forms and other pertinent data collected will be locked in an inaccessible file cabinet only available to the researcher. The file cabinet will be located at the researcher's office. Information obtained will not be disclosed outside the research setting so that the risk of harm does not occur. Participants will be cautioned not to share information outside the data collection setting, and they will be made aware that the researcher cannot guarantee complete confidentiality. All documents will be destroyed within eight years so that any subsequent analysis might be utilized for future studies within the parameters of the eight years. A professional company will be located to destroy all documents that are part of the study. A certificate of destruction will be obtained as record. Due to the sensitive subject matter of one's own homosexuality it must be a priority not to breach confidentiality because disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing or family rejection to name a few of the possible risks; therefore, because of these adverse consequences, a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH) which protects identifiable research information from forced disclosure. This will allow the researcher and others who have access to the research records to be protected from disclosing identifying information of the subjects. Sexual preference or practices is information that is protected by a Certificate of Confidentiality. Informed consent is a process that begins with the recruitment and screening of subjects. This continues throughout the subject's involvement in the research. I, as the researcher, must provide specific information about the study and answer any questions to ensure the participants understand what their role is within the study. I will give those individuals two weeks, which is adequate time to consider their decision to be part of the study. I will make it obvious and ensure them that they will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. This will be asked before the interview starts, reviewed in the middle, and as a reminder at end of the interview. Coercion or influence will not enter the study at any time. I, as the researcher will read the Informed Consent Form to the participant as they follow along. Each bulleted section will require the participant to initial to ensure that they understand the information that was read to them. The participants will receive a copy of the Informed Consent Form for their personal records. It is ultimately important to disclose research results to participants ahead of time so that inappropriate disclosure of research results does not take place. The members of the study will be informed about how the research results will be disclosed and what the implications of disclosure are. Therefore, a

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<p>licensed counselor or dissertation advisor will be present to ensure that these safeguards are occurring at all times to reduce the possibility of harm resulting to the subjects when the research is published and or presented.</p>
<p>iii) Discuss alternatives for non participants, if applicable. N/A</p>
<p>iv) Identify circumstances in which an investigator would terminate the study (specify types of adverse events).</p> <p>As the primary investigator (PJ Sedillo) I do not see any adverse events that would terminate the study. If I become incapacitated or mentally impaired from any health reasons or life-altering events that occur in my life the study would be terminated. Dr. Elizabeth Nielsen would have access to any data collected and would be responsible for destroying the data following the guidelines within this Protocol.</p>

Appendix H: Informed Consent

**The University of New Mexico Main Campus IRB
Consent to Participate in Research**

**A Retrospective Study of Gay-Gifted Adults' Perceptions of
Homosexuality, Giftedness and Suicide: A Grounded Theory Approach**

Introduction

You are being asked to participate in a research study that is being done by Paul James (PJ) Sedillo, who is the Principal Investigator and Dr. David Olguin who is a co-investigator and an Assistant Professor, from the Department of Counseling Education. This research is studying gay-gifted, non-gay-gifted, heterosexual-gifted and heterosexual non-gifted males.

PREVIOUS STUDIES

Only *four* articles and *eight* books on the subject of gay-gifted issues exist; none include studies about suicide.

WHAT IS BEING RESEARCHED? The purpose of this study is to provide needed research-supported information to therapists, educators and others who work with youth who are both gay and gifted. This will assist these professionals to realize that the problem of suicide exists and that these young people are at-risk. Although participants who are gay gifted represent only 25% of the total subjects it is important to note that your contribution to this study will serve as comparison groups that will provide needed information about how sexual orientation and IQ influence suicidal thoughts.

You are being asked to participate in this study because we would like to learn about how sexual orientation and IQ influence suicidal thoughts. You will take part in this study at the University of New Mexico.

This form will explain the research study, and will also explain the possible risks as well as the possible benefits to you. We encourage you to talk with your family and friends before you decide to take part in this research study. If you have any questions, please ask one of the study investigators.

What will happen if I decide to participate?

If you agree to participate, the following things will happen:

1. Filling out a Questionnaire (1 hour)

Sample Questions:

A. Have you never thought about attempting suicide? Yes No

B. At what age did you have your first sexual experience? _____

C. List some reasons why you thought about suicide: _____

2. Individual Interview Session (1 to 2 hours)
3. Follow-up Interview [if needed] (1 to 2 hours)
4. Review of Statements (1 to 2 hours)

Taped recordings and videotaping will be part of this study if you participate.

Only videotaping is optional. Please mark Yes or No if you would like to be videotaped:

Yes No

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All information collected will be locked in a file cabinet at the researcher's office. All information will be destroyed within 8 years by a certified company who will destroy all if the documents.

How long will I be in this study?

Participation in this study will take a total of 8 hours or less for participation hours over a period of two to three weeks required for participation.

What are the risks of being in this study?

Due to the sensitive subject matter of discussing one's own sexuality or sexual orientation it will be a priority not to breach confidentiality because disclosure could result in the subject's loss of employment, discrimination in housing or family rejection. Therefore, because of these consequences a Certificate of Confidentiality will be obtained by the National Institute of Health (NIH). Sexual preference or practices is information that is protected by a Certificate of Confidentiality. The researcher and research records will be protected from being disclosed and identifying information of the subjects.

A licensed counselor will assist and be present at all interviews and observations. Interviews will be conducted at the University of New Mexico's education counseling location. At this location there will be a one-way/two-way mirror used to reduce any emotional risks associated with discussing potentially painful memories. Counselors will observe and be available if you are encountering any problems during the interview. If you feel uncomfortable about any questions asked or feel uneasy about any situation, you can stop the interview.

An intervention will take place immediately and be made available upon your request.

Resumes of the counselors will be made available upon request.

Regardless of the subject's sexual orientation you will be asked about memories of adolescent adjustment in particular about your personal history of suicidal thoughts.

- There are risks of stress, emotional distress, inconvenience and possible loss of privacy and confidentiality associated with participating in a research study.

For more information about risks, ask one of the study investigators.

What are the benefits to being in this study?

The benefits may outweigh the risks, but we cannot know how painful it might be for you to revisit painful memories; however, this study will help researchers learn more about sexual orientation and suicide.

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What other choices do I have if I do not want to be in this study?

Participation is voluntary; refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of benefits.

How will my information be kept confidential?

We will take measures to protect your privacy and the security of all your personal information, but we cannot guarantee confidentiality of all study data.

Information contained in your study records is used by the Principal Investigator PJ Sedillo, in some cases it will be shared with the sponsor of the study. The University of New Mexico IRB that oversees human subject research, and the dissertation chair will be permitted to access your records. There may be times when we are required by law to share your information. However, your name will not be used in any published reports about this study.

Confidentiality

Information collected as part of the study will be labeled with your initials and a study number. Information (without your name) will be entered into a computer database/locked file cabinet in the Principal Investigator's office. PJ Sedillo and associates will have access to your study information. Data will be stored for eight years and then will be destroyed. If you decide **not** to participate with this study, any information collected that you were part of will be destroyed.

To help further protect the confidentiality of your data, the investigators have obtained a Confidentiality Certificate from the Department of Health and Human Services (DHHS). With this certificate, the investigators cannot be forced to disclose research information that may identify you in any Federal, State, or local civil, criminal, administrative, legislative, or other proceedings. Disclosure will be necessary; however, upon request of DHHS or other federal agencies for audit or program evaluation purposes.

Understand that a Confidentiality Certificate does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this research. Note; however, that if an insurer or employer learns about your participation and obtains your consent to receive research information, then the investigator may not use the Certificate of Confidentiality to withhold this information. This means that you and your family must also actively protect your own privacy and the confidentiality of your data. Participation in this study will not take place until a Confidentiality Certificate has been obtained. If a Confidentiality Certificate being sought is not granted, you will be notified if you would still like to proceed or not with the study.

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Finally, understand that the investigator is not prevented from taking steps, including reporting to authorities, to prevent serious harm to yourself or others.

What are the costs of taking part in this study?

Costs

There will be **no** costs for participation in this study for the Principal Investigator or the participant.

What will happen if I am injured or become sick because I took part in this study?

No commitment is made by the University of New Mexico (UNM) to provide free medical care or money for injuries to participants in this study. If you are injured or become sick as a result of this study, UNM will provide you with emergency treatment, at your cost. It is important for you to tell one of the study investigators immediately if you have been injured or become sick because of taking part in this study. If you have any questions about these issues or believe that you have been treated carelessly in the study, please contact the Main Campus IRB Office at the University of New Mexico, Albuquerque, New Mexico 87131, (505) 272-1129 for more information.

Will I be paid for taking part in this study?

Compensation

The subjects will be compensated by receiving a complementary ticket to the annual "Come Out" variety show held in October each year at the National Hispanic Cultural Center. The ticket is valued at \$25.00.

How will I know if you learn something new that may change my mind about participating?

You will be informed of any significant new findings that become available during the course of the study, such as changes in the risks or benefits resulting from participating in the research or new alternatives to participation that might change your mind about participating.

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Can I stop being in the study once I begin?

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study without affecting any services to which you are entitled.

Instructions for withdrawal

You, as a participant, will have two weeks to consider being part of the study. You will have the freedom to volunteer or withdraw from the research at any time or decline to answer any specific questions or complete specific tasks. You will not be coerced or influenced at any time during this study.

Participation is voluntary; refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

Whom can I call with questions or complaints about this study?

If you have any questions, concerns or complaints at any time about the research study, PJ Sedillo ABD, or his/her associates Dr. David Olguin or Dr. Elizabeth Nielsen will be glad to answer them at PJ Sedillo -505-362-2237 / Dr David Olguin- / Dr. Elizabeth Nielsen-. If you need to contact someone after business hours or on weekends, please call 505-362-2237 and ask for PJ Sedillo. If you would like to speak with someone other than the research team in regards to any complaints you have about the study, you may call the UNM IRB at (505) 272-1129.

Whom can I call with questions about my rights as a research subject?

If you have questions regarding your rights as a research subject, you may call the UNM IRB at (505) 272-1129. The IRB is a group of people from UNM and the community who provide independent oversight of safety and ethical issues related to research involving human subjects. For more information, you may also access the IRB website at <http://hsc.unm.edu/som/research/HRRC/maincampusirbhome.shtml>.

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Consent

You are making a decision whether to participate in this study. Your signature below indicates that you read the information provided (or the information was read to you). By signing this consent form, you are not waiving any of your legal rights as a research subject.

I have had an opportunity to ask questions, and all questions have been answered to my satisfaction. By signing this consent form, I agree to participate in this study. A copy of this consent form will be provided to you.

Name of Adult Subject (print)

Signature of Adult Subject

Date

INVESTIGATOR'S SIGNATURE	
I have explained the research to the subject or his/her legal representative and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to participate.	
_____ Paul James (PJ) Sedillo Name of Investigator/ Research Team Member (type or print)	
_____ (Signature of Investigator/ Research Team Member)	_____ Date

Appendix I: NIH Certificate of Confidentiality

CERTIFICATE OF CONFIDENTIALITY

CC-MH-11-55

issued to

University of New Mexico

conducting research known as

A Retrospective Study of Gay-Gifted Adults' Perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach

In accordance with the provisions of section 301(d) of the Public Health Service Act 42 U.S.C. 241(d), this Certificate is issued in response to the request of the Principal Investigator, Dr. Elizabeth Nielsen, to protect the privacy of research subjects by withholding their identities from all persons not connected with this research. Dr. Nielsen is primarily responsible for the conduct of this research.

Under the authority vested in the Secretary of Health and Human Services by section 301(d), all persons who:

1. are enrolled in, employed by, or associated with the University of New Mexico and their contractors or cooperating agencies and
2. have in the course of their employment or association access to information that would identify individuals who are the subjects of the research pertaining to the project known as A Retrospective Study of Gay-Gifted Adults' Perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach

are hereby authorized to protect the privacy of the individuals who are the subjects of that research by withholding their names and other identifying characteristics from all persons not connected with the conduct of that research.

This research study examines how sexual orientation and IQ influence suicidal thoughts.

A Certificate of Confidentiality is needed because sensitive information will be collected during the course of the study. The certificate will help researchers avoid involuntary disclosure that could expose subjects or their families to adverse economic, legal, psychological and social consequences.

All subjects will be assigned a code number and identifying information and records will be kept in locked files at the Institution.

This research is currently underway and is expected to end on 09/30/2012.

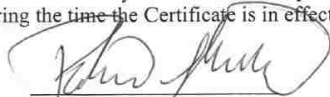
As provided in section 301 (d) of the Public Health Service Act 42 U.S.C. 241(d):

'Persons so authorized to protect the privacy of such individuals may not be compelled in any Federal, State, or local civil, criminal, administrative, legislative, or other proceedings to identify such individuals.'

This Certificate does not protect you from being compelled to make disclosures that: (1) have been consented to in writing by the research subject or the subject's legally authorized representative; (2) are required by the Federal Food, Drug, and Cosmetic Act (21 U.S.C. 301 et seq.) or regulations issued under that Act; or (3) have been requested from a research project funded by the National Institutes of Health (NIH) or the Department of Health and Human Services (DHHS) by authorized representatives of those agencies for the purpose of audit or program review.

This Certificate does not represent an endorsement of the research project by the DHHS. This Certificate is now in effect and will expire on 09/30/2012. The protection afforded by this Confidentiality Certificate is permanent with respect to subjects who participate in the research during the time the Certificate is in effect.

Date: 4/18/2011



Patrick Shirdon
Associate Director for Management
National Institute of Mental Health



DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

National Institutes of Health
National Institute of Mental Health
6001 Executive Boulevard
Bethesda, Maryland 20892

4/18/2011

University of New Mexico
Dr. Elizabeth Nielsen
4119 Dietz Loop NW
Albuquerque, NM 87107

Dear Dr. Nielsen,

Enclosed is the Confidentiality Certificate protecting the identity of research subjects in your project entitled, 'A Retrospective Study of Gay-Gifted Adults' Perceptions of Homosexuality, Giftedness and Suicide: A Grounded Theory Approach'. Please note that the Certificate expires on 09/30/2012.

Please be sure that the consent form given to research participants accurately states the intended uses of personally identifiable information (including matters subject to reporting) and the confidentiality protections, including the protection provided by the Certificate of Confidentiality with its limits and exceptions.

If you determine that the research project will not be completed by the expiration date, 09/30/2012, you must submit a written request for an extension of the Certificate three months prior to the expiration date. If you make any changes to the protocol for this study, you should contact me regarding modification of this Certificate. Any requests for modifications of this Certificate must include the reason for the request, documentation of the most recent IRB approval, and the expected date for completion of the research project.

Please advise me of any situation in which the Certificate is employed to resist disclosure of information in legal proceedings. Should attorneys for the project wish to discuss the use of the Certificate, they may contact the Office of the NIH Legal Advisor, National Institutes of Health, at (301) 496-6043.

Correspondence should be sent to:

Olga Boikess
Certificate of Confidentiality Coordinator
National Institute of Mental Health
6001 Executive Boulevard
Room. 8222, (MSC 9653)
Bethesda, MD 20892
Telephone: 301-443-3877
Fax: 301-443-7264

Sincerely,

A handwritten signature in black ink, appearing to read "Olga Boikess", written over a horizontal line.

Olga Boikess

Appendix J: Questionnaire

**A Retrospective Study of Gay-Gifted Adults' Perceptions of
Homosexuality, Giftedness and Suicide:**

A Grounded Theory Approach

PJ (Paul James) Sedillo ABD

Questionnaire

Name _____ Date _____ Birth Date _____ Age _____

Ethnicity/Race (Please Circle One):

African American Asian American/Pacific Islander Caucasian Hispanic/Latino Native American

Biracial (Explain): _____

Other (Explain): _____

Sexual Orientation (Please Circle One)

Homosexual

A homosexual can refer to both, attraction or sexual behavior between organisms of the same sex, or to a sexual orientation.

Heterosexual

A Heterosexual can refer to attraction or sexual behavior between organisms of a different sex.

Intelligence (Please Circle)

Gifted

Gifted is defined utilizing the New Mexico (NM) State Definition of the "gifted & talented."

Non-Gifted

Does not meet the New Mexico (NM) State Definition of the "gifted & talented."

Please Circle Yes or No for Each Question

1. Have you never thought about attempting suicide? Yes No
2. Have you ever thought about attempting suicide? Yes No
3. Have you ever attempted suicide? Yes No

Please Rank (Circle the appropriate number)

Never Sometime Always
1 **2** **3** **4** **5**

- 1. How comfortable are you with your sexuality ? 1 2 3 4 5
- 2. How comfortable are you with your intelligence? 1 2 3 4 5
- 3. Have you ever encountered negative attitudes pertaining to your intelligence? 1 2 3 4 5
- 4. Have you ever encountered negative attitudes pertaining to your sexuality? 1 2 3 4 5

Please Respond

- 1. At what age did you have your first sexual experience? _____
- 2. How many times have you thought about attempting suicide? _____ (If **never** go to 6)
- 3. How many times have you attempted suicide? _____
- 4. How old were you when you first thought about attempting suicide? _____
- 5. List some reasons why you thought about suicide: _____

6. Write a list of four (4) external and internal influences that you believe kept you from not considering suicide or from completing the act of suicide. Begin with the one that is most important (1) to least important (4).
 (Please write below)

External (outside influences)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Internal (personal inside influences)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Please do not fill out this section.

Age _____

Ethnicity _____

Sexuality G S

Intelligence G NG

Pseudonym _____

Appendix K: Opening Statements and Interviewing Techniques

A Retrospective Study of Gay-Gifted Adults' Perceptions of Homosexuality, Giftedness and Suicide:

A Grounded Theory Approach

OPENING STATEMENT

Name _____, I will be interviewing you during this session to assist me with my dissertation. I appreciated your willingness to help me out.

I will audio and videotape the interview, but if you want me to turn them off, I will do so immediately.

I will type out a transcript of this session and show it to you before the final publication.

I will take out anything that might identify you personally.

I will stop anytime you wish

I will also be taking notes and show you the notes occasionally to ask you to check for accuracy.

If you feel at all unsafe or any past memories trigger negative or positive reflections and you need support, the interview will be stopped and a licensed counselor will be able to assist you with any concerns immediately.

Do you have any questions before we proceed with the interview?

INTERVIEWING TECHNIQUES (based on questionnaire/not needed to be shared with subjects)

1. I will utilize *open ended questions*.
2. I will utilize *closed questions*.
3. I will utilize *encouragers*.
4. I will utilize "*what else*" questions. (encouragers will be used after each question)
 - "Looking back at what we've been talking about, what else might be added?"
 - "As you think about this session, what might we have missed?"
 - "Could you tell me a bit about what occurs to you at this moment?"
 - "What else might a friend or family member add to what you've said?"
 - "Have we missed anything?"
 - "Another way looking at this is....."
 - "The way I see what you are saying is....."
5. **Paraphrase/Summarize**

**A Retrospective Study of Gay-Gifted Adults' Perceptions of
Homosexuality, Giftedness and Suicide: A Grounded Theory Approach**

Interview Questions

<p style="text-align: center;"><i>Thought About Attempting Suicide</i></p> <p>Follow Script Question 1. You stated in the questionnaire that you thought about attempting suicide. Can you explain some of the reasons why you considered this?</p> <p>Encourager What else questions? Encourager Paraphrase/Summarize</p>	<p style="text-align: center;"><i>Attempted Suicide</i></p> <p>Follow Script Question 1. You stated in the questionnaire that you attempted suicide. Can you explain some of the reasons why you considered this?</p> <p>Encourager What else questions? Encourager Paraphrase/Summarize</p>	<p style="text-align: center;"><i>Never Thought About Attempting Suicide</i></p> <p>Follow Script Question 1. You stated in the questionnaire that you never thought about attempting suicide. Can you explain some of the reasons why you never considered this?</p> <p>Encourager What else questions? Encourager Paraphrase/Summarize</p>
<p style="text-align: center;"><i>Thought About Attempting Suicide</i></p> <p>Follow Script Question 2. You stated in the questionnaire that _____ was/were (an) outside [external] influence(s) that kept you from following through or not taking your life. Please explain these resiliencies.</p> <p>You stated that in the questionnaire that _____ was/were (an) inside [internal] influence(s) that kept you from following through or taking your life. Please explain these resiliencies.</p> <p>Encourager What else questions? Encourager Paraphrase/Summarize</p>	<p style="text-align: center;"><i>Attempted Suicide</i></p> <p>Follow Script Question 2. You stated in the questionnaire that _____ was/were (an) outside [external] influence(s) that kept you from following through or not taking your life. Please explain these resiliencies.</p> <p>You stated in the questionnaire that _____ was/were (an) inside [internal] influence(s) that kept you from following through or taking your life. Please explain these resiliencies.</p> <p>Encourager What else questions? Encourager Paraphrase/Summarize</p>	<p style="text-align: center;"><i>Never Thought About Attempting Suicide</i></p> <p>Follow Script Question 2. You stated in the questionnaire that _____ was/were (an) outside [external] influence(s) that kept you from not thinking about not taking your life. Please explain these resiliencies.</p> <p>You stated in the questionnaire that _____ was/were (an) inside [internal] influence(s) that kept you from not thinking about or taking your life. Please explain these resiliencies.</p> <p>Encourager What else questions? Encourager Paraphrase/Summarize</p>

Appendix L: IRB (Closure Report)

The University of New Mexico Human Research Protections Office

- Human Research Review Committee
- Main Campus IRB

For HRPO Office Use Only

CLOSURE REPORT

HRRC/IRB #: 10-267

Title of Study: "Retrospective Study of Gay-Gifted Adults'
Perceptions of Homosexuality and Suicide"

Date of Closure Report: 8/10/12

Current Contact Information:

PRINCIPAL INVESTIGATOR: Paul James Sedillo	Pager/Cell:505-362-2237
E-mail:psedill2@unm.edu	Dept: Special Education
COORDINATOR/CONTACT: Elizabeth Nielsen	Pager/Cell:505-417-6755
E-mail:enielsen@unm.edu	Dept: Special Education
RESPONSIBLE FACULTY (If Main Campus student research): Same as above	
Pager/Cell:	E-mail:
Dept:	

1. Study Approval Period

2/21/12 to 7/27/12
Last Approval Date Expiration Date

2. Is this study considered "VA research"?

VA research is that conducted completely or partially in VA facilities, approved off-site locations, facilities and/or conducted by VA researchers while on official VA duty time

NO YES

If yes, the following must be done and checked off prior to submission to HRRC/IRB:

- VA R&D approval memo (to close study) is attached to HRRC/IRB closure report
 VA Medical Records of participants have been "unflagged" (if flagging was applicable)

3. Type of Study and Approved Study Methods (check all that apply)

<input checked="" type="checkbox"/> Survey(s) or Questionnaire(s)	<input checked="" type="checkbox"/> Interview and/or Focus Groups
<input type="checkbox"/> Chart Review / Database/Case Review	<input type="checkbox"/> Intervention or Task Study
<input type="checkbox"/> Investigational Drug/ Device Study	<input type="checkbox"/> Laboratory or Human Specimen Study (Type):
<input type="checkbox"/> Other: Please describe	

4. How was data collected for the study? (check all that apply)

<input checked="" type="checkbox"/> Video/Audio Tape	<input checked="" type="checkbox"/> Transcribed Interviews
<input type="checkbox"/> Data Collection Forms/Case Report forms	<input type="checkbox"/> Transcribed Focus Group
<input type="checkbox"/> Personal Computer Database	<input type="checkbox"/> Web-Based/Online Data Entry
<input type="checkbox"/> Other: Please describe	

5. Status of the research study/trial:

- Study never began, OR
 Local enrollment is closed, local *research-related** interventions are complete, and participant follow-up is complete. *"*Research-related*" interventions refer to those interventions outlined in the protocol and/or consent form.

a. One of the following is true regarding data analysis (check one):

Closure Report

Version 02/14/12

Page 1 of 4

1. Data analysis is complete. (Attach a summary of the study findings.) OR
 2. Data analysis continues locally, and no links to identifiers remain OR
 3. This is a multi-center trial, and data analysis is not being done at this site
- b. For studies that involved specimen banking for future research and identifiable data are to be maintained, a separate application must be submitted to HRRC Human Bio-specimen Repository Application. Please indicate date of submission:
- c. For studies involving the use of an investigational device, EITHER indicate that all devices have been used for the research or returned to the appropriate entity (e.g. Sponsor, Manufacturer) by checking the box Verified that devices were used for research or returned as appropriate OR justify why there are devices remaining with the local investigators:

6. **Review of the Protocol:**

Provide a **brief** summary (250 words or less) of the study goals and methods used for this research. (**NOTE: Please do NOT attach a protocol or sponsor summary): **A Retrospective Study of Adult Males' Perceptions of Sexuality, Giftedness, and Suicide: A Grounded Theory Approach, concerning suicidal ideation had 32 men between the ages of 18 to 35 participate, 8 in each category: Gay Gifted (GG), Gay Nongifted (GNG), Straight Gifted (SG) and Straight Nongifted (SNG). This retrospective study found that Gay Nongifted adolescents have the highest degree of suicidal ideation, followed by Straight Gifted and Gay Gifted Adolescents. The least one to suicidal ideation were Straight Nongifted. Most noteworthy is that gifted adolescents cope with problems on an abstract level, while nongifted adolescents do so concretely; therefore, they cope differently with suicidal ideation. Positive External/Internal Resiliency Factors and Negative External/Internal Resiliency Factors were also uncovered. An innovative formal theory is proposed: Sedillo's Resiliency Theory of Suicidal Ideation. An assessment piece (SOAR) was designed from these resiliency factors to be implemented by counselors and therapists to locate negative and positive factors that exist in one's life at any particular time to assist people in becoming healthy, productive, resilient members of society.**

7. How were the data (referenced in #4 above) linked to individual participants?

(e.g., Study code numbers, direct identifiers, pseudonyms, URSI numbers, etc.)? **Gay Gifted (GG), Gay Nongifted (GNG), Straight Gifted (SG) and Straight Nongifted (SNG). 8 in each categories: examples- GG 1, GG 2, GG 3, etc...**

8. a. Describe your procedure to de-identify data: **All documents will be destroyed within eight years so that any subsequent analysis would be possible in future studies within eight years. A professional company will be used to destroy all documents that are part of the study. A certificate of destruction will be obtained as a record.**
- b. Describe your procedure used to destroy your link to identifiers: **The names of the participants were replaced with codes or pseudonyms used as identifiers in all written records. The coded information was not linked to the respondents' identities. This procedure safeguarded anonymity. The participants were given the opportunity to view the final results. Whenever appropriate, the participants were provided with additional relevant information after participating. This debriefing process gave each subject the opportunity to withdraw and not have his data included in the final research.**

I maintained code lists and data files in separate secure locations. Computer passwords were known only by the dissertation chair and me. As an investigator I communicated first by only using the means of telephoning to contact the subjects. This determined what phone number and what time is best to call. I asked them if they prefer to be contacted by phone, text, or via e-mail. I let them know that the use of e-mails can be viewed by the public at any time, and that e-mails are not completely secured; therefore, they have the opportunity and choice on how they would like to be responded, and answered to. Questionnaires, interview video recordings, informed consent forms, and other pertinent data collected are locked in an inaccessible file cabinet available only to the researcher. The file cabinet is located at the researcher's home. Information obtained will not be disclosed outside the research setting to reduce the risk of harm. Participants were cautioned not to share information outside the data-collection setting, and they were made aware that the researcher could not guarantee complete confidentiality. All documents will be destroyed within eight years so that any subsequent analysis would be possible in future studies within eight years. A professional company will be used to destroy all documents that are part of the study. A certificate of destruction will be obtained as a record.

c. Provide date that destruction of link was completed: Questionnaires, interview video recordings, informed consent forms, and other pertinent data collected are locked in an inaccessible file cabinet available only to the researcher. The file cabinet is located at the researcher's home. Information obtained will not be disclosed outside the research setting to reduce the risk of harm. Participants were cautioned not to share information outside the data-collection setting, and they were made aware that the researcher could not guarantee complete confidentiality. All documents will be destroyed within eight years so that any subsequent analysis would be possible in future studies within eight years. A professional company will be used to destroy all documents that are part of the study. A certificate of destruction will be obtained as a record.

Note: Data analysis may continue locally, however, all links to identifiers must be destroyed, unless justification is provided below in #9 and approved by the HRRC/IRB.

9. **In some situations**, it may be appropriate to maintain the link to identifiers after data analysis is complete (i.e. safety purposes). If you are proposing to maintain a link, please provide:

- a. Justification for retaining identifiable data: **All documents will be destroyed within eight years so that any subsequent analysis would be possible in future studies within eight years. The amount of data collected will produce**
- b. Procedures in place to protect confidentiality of any identifiable data (including storage and security for electronic files and hard copies): **Due to the sensitive subject matter of one's own homosexuality, confidentiality must not be breached. Disclosure of a subject's homosexuality could result in the subject's loss of employment, discrimination in housing, or family rejection, to name a few of the possible risks. Because of these adverse consequences a certificate of confidentiality was obtained by the National Institute of Health (NIH) that protects identifiable research information from forced disclosure. This allowed the researcher and others who have access to the research records to be protected from disclosing identifying information of the subjects. Information about sexual preference or practices is protected by a certificate of confidentiality.**

10. **Study Participant Enrollment Information:**

ENROLLMENT NUMBERS	VA	Local Sites* (excluding VA)	All Sites (For multi-center studies)
a) Target number of subjects approved to be enrolled		32	
b) Total number of subjects enrolled to date (<i>include all participants consented AND from whom data was collected</i>)		32	
c) Number of subjects enrolled in this review period (<i>since the last continuing review or since the initial review</i>)		32	
d) Number of subjects enrolled using a Legally Authorized Representative/surrogate (<i>if applicable</i>)			
Complete the following for VA Studies only, per VHA Handbook 1200.5			
e) Number of racial and/or ethnic minority** subjects enrolled to date			
f) Number of subjects enrolled as members of the following vulnerable populations: <ul style="list-style-type: none"> ➤ Pregnant Women ➤ Mentally disabled/decisionally impaired 			

* "Local sites" refers to those sites where this research is being conducted under the purview of UNM/UNMHSC
 ** "Racial and/or Ethnic Minority" refers to any subset of the U.S. population that is distinguished by racial, ethnic, and/or cultural heritage. For VA research this includes the following categories: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic or Latino.

Age/Gender of Subjects Enrolled Locally (including VA)	# of Males	# of Females
Younger than 18 years old	0	
18 years or older	32	

If there is a gender imbalance in the table above, provide explanation.

11. Since the last HRRC/IRB review have there been any:

- No Yes Unanticipated problems*?
- No Yes Complaints about the research?
- No Yes Withdrawals from the research?

If yes to any of the above, provide explanation:

* If VA research, has the unanticipated problem(s) been reported as required by VHA Handbook 1200.5?
 No Yes N/A

12. Since the last HRRC/IRB review have there been any of the following publications:

- No Yes As a result of this research?
- No Yes Other literature relevant to this research?
- No Yes Any interim findings that are not in a publication format?


If yes to any of the above, attach a list of all publications/abstracts or provide interim findings that are unpublished:

13. Since the last HRRC/IRB review have there been any multi-center trial reports or data and safety monitoring board (DSMB) reports?

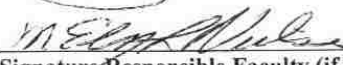
N/A No Yes If yes, attach a copy of all multi-center trial reports or DSMB reports.

CERTIFICATION OF PRINCIPAL INVESTIGATOR

Signature by the Principal Investigator as described above certifies that the information provided on this form is accurate and that the above titled research was conducted in full compliance with the HHS/FDA Regulations and HRRC/IRB requirements and policies governing human subject research. By submission of this form, the Principal Investigator certifies that the information provided represents an accurate final progress/closure report for this study. It is understood that HRRC/IRB requires that all data be de-identified and no link maintained in order for closure of the study to be considered, unless justification is provided and determined to be adequate by the HRRC/IRB. If the HRRC/IRB determines that the above study cannot be closed based on the above information, then continuing review is required in order to maintain approval and any changes in the study must be approved by the HRRC/IRB prior to implementation.


 Signature, Principal Investigator

9/11/12
 Date


 Signature Responsible Faculty (if main campus student research)

9-11-12
 Date

Appendix M: Tables Associated with Questionnaire Data

Appendix M includes the various data table that were used to develop the figures within Chapter 4 of this dissertation.

- Table reporting: Demographic Data
- Table reporting: Thoughts of Suicidal Ideation or Attempts of Suicide
- Table reporting: Participants Responses that Pertain to Comfort with Sexuality and Intelligence
- Table reporting: Negative Attitudes that Pertain to Sexuality and Intelligence
- Table reporting: Age of First Sexual Experience
- Table reporting: Reasons for Suicidal Ideation
- Table reporting: Written Response of External Resiliency Factors (Concrete)
- Table reporting: Written Responses of Internal Resiliency Factors (Abstract)

Demographics

Pseudonym	Age	Ethnicity/Race	Sexual Orientation	Intelligence
Participant #1 GNG1	29	Hispanic/Latino	Homosexual	Nongifted
Participant #2 GG 1	18	Caucasian/Hispanic	Homosexual	Gifted
Participant #3 GNG 2	25	*Human/ Native Am.	Homosexual	Nongifted
Participant #4 SG 1	20	Caucasian/Hispanic	Heterosexual	Gifted
Participant #5 GG 2	19	Caucasian	Homosexual	Gifted
Participant #6 GG 3	30	Hispanic/Latino	Homosexual	Gifted
Participant #7 GG 4	18	Caucasian	Homosexual	Gifted
Participant #8 GG 5	29	Caucasian	Homosexual	Gifted
Participant #9 GNG 3	26	Hispanic/Latino	Homosexual	Nongifted
Participant #10 SNG 1	30	Caucasian	Heterosexual	Nongifted
Participant #11 GG 6	26	Hispanic/Latino	Homosexual	Gifted
Participant #12 GG 7	24	Hispanic/Latino	*Homosexual/Bisexual	Gifted
Participant #13 SG 2	23	African Am./Caucasian	Heterosexual	Gifted
Participant #14 GG 8	19	African American	Homosexual	Gifted
Participant #15 GNG 4	31	Hispanic/Latino	Homosexual	Nongifted
Participant #16 SNG 2	31	Hispanic/Latino	*Heterosexual/Bisexual	Nongifted
Participant #17 SNG 3	21	African Am./Caucasian	Heterosexual	Nongifted
Participant #18 GNG 5	20	Caucasian/Hispanic	Homosexual	Nongifted
Participant #19 SG 3	20	Caucasian	Heterosexual	Gifted
Participant #20 GNG 6	29	Hispanic/Latino	Homosexual	Nongifted
Participant #21 SG 4	33	Caucasian	Heterosexual	Gifted
Participant #22 SG 5	31	Caucasian	Heterosexual	Gifted
Participant #23 GNG 7	21	Hispanic/Latino	Homosexual	Nongifted
Participant #24 GNG 8	34	Hispanic/Latino	Homosexual	Nongifted
Participant #25 SNG 4	19	African American	Heterosexual	Nongifted
Participant #26 SNG 5	35	Caucasian	Heterosexual	Nongifted
Participant #27 SG 6	29	Hispanic/Latino	Heterosexual	Gifted
Participant #28 SNG 6	30	Hispanic/Latino	Heterosexual	Nongifted
Participant #29 SG 7	25	Caucasian	Heterosexual	Gifted
Participant #30 SNG 7	28	Caucasian	Heterosexual	Nongifted
Participant #31 SNG 8	20	Hispanic/Latino	Heterosexual	Nongifted
Participant #32 SG 8	25	Hispanic/Caucasian	Heterosexual	Gifted

Notes. Participant #3 indicated Human for Ethnicity/Race and noted that his mother was Native American and his father was Caucasian. Participant #12 identified as Bisexual and stated that he was 75% homosexual and 25% heterosexual; therefore, because of the extreme percentage difference, he was permitted to participate with the label of homosexual. Participant #16 identified as 85% heterosexual and 15% bisexual; therefore, because of the extreme percentage difference, he was permitted to participate with the label of heterosexual.

Thoughts of Suicidal Ideation or Attempts of Suicide

Gay Gifted Pseudonym	Thought about Attempting Suicide		Ever Attempted Suicide
	Never	Ever	
Participant #2 GG 1		X	
Participant #5 GG 2		X	
Participant #6 GG 3		X	
Participant #7 GG 4		X	
Participant #8 GG 5		X	
Participant #11 GG 6		X	
Participant #12 GG 7		X	
Participant #14 GG 8		X	
Gay Nongifted Pseudonym	Thought about Attempting Suicide		Ever Attempted Suicide
	Never	Ever	
Participant #1 GNG 1		X	
Participant #3 GNG 2		X	
Participant #9 GNG 3		X	
Participant #15 GNG 4	X		
Participant #18 GNG 5		X	
Participant #20 GNG 6		X	
Participant #23 GNG 7		X	
Participant #24 GNG 8		X	
Straight Gifted Pseudonym	Thought about Attempting Suicide		Ever Attempted Suicide
	Never	Ever	
Participant #4 SG 1	X		
Participant #13 SG 2		X	
Participant #19 SG 3		X	
Participant #21 SG 4		X	
Participant #22 SG 5		X	X
Participant #27 SG 6		X	
Participant #29 SG 7		X	
Participant #32 SG 8		X	
Straight Nongifted Pseudonym	Thought about Attempting Suicide		Ever Attempted Suicide
	Never	Ever	
Participant #10 SNG 1		X	
Participant #16 SNG 2		X	
Participant #17 SNG 3		X	
Participant #25 SNG 4	X		
Participant #26 SNG 5		X	
Participant #28 SNG 6	X		
Participant #30 SNG 7	X		
Participant #31 SNG 8	X		

Participants Responses that Pertain to Sexuality and Intelligence

Note. *S* represents Sexuality and *I* represent Intelligence.

Gay Gifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never		Sometimes		Always
	1	2	3	4	5
Participant #2 GG 1			<i>I</i>	<i>S</i>	
Participant #5 GG 2				<i>I</i>	<i>S</i>
Participant #6 GG 3				<i>S/I</i>	
Participant #7 GG 4				<i>S</i>	<i>I</i>
Participant #8 GG 5				<i>S/I</i>	
Participant #11 GG 6			<i>I</i>	<i>S</i>	
Participant #12 GG 7					<i>S/I</i>
Participant #14 GG 8		<i>I</i>		<i>S</i>	
Gay Nongifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never		Sometimes		Always
	1	2	3	4	5
Participant #1 GNG 1				<i>I</i>	<i>S</i>
Participant #3 GNG 2				<i>S</i>	<i>I</i>
Participant #9 GNG 3				<i>I</i>	<i>S</i>
Participant #15 GNG 4				<i>S</i>	<i>I</i>
Participant #18 GNG 5				<i>I</i>	<i>S</i>
Participant #20 GNG 6		<i>S</i>		<i>I</i>	
Participant #23 GNG 7				<i>S</i>	<i>I</i>
Participant #24 GNG 8			<i>I</i>		<i>S</i>
Straight Gifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never		Sometimes		Always
	1	2	3	4	5
Participant #4 SG 1				<i>S</i>	<i>I</i>
Participant #13 SG 2					<i>S/I</i>
Participant #19 SG 3			<i>I</i>		<i>S</i>
Participant #21 SG 4					<i>S/I</i>
Participant #22 SG 5					<i>S/I</i>
Participant #27 SG 6				<i>S</i>	<i>I</i>
Participant #29 SG 7				<i>I</i>	<i>S</i>
Participant #32 SG 8					<i>S/I</i>
Straight Gifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never		Sometimes		Always
	1	2	3	4	5
Participant #10 SNG 1			<i>I</i>	<i>S</i>	
Participant #16 SNG 2				<i>S</i>	<i>I</i>
Participant #17 SNG 3				<i>I</i>	<i>S</i>
Participant #25 SNG 4			<i>I</i>		<i>S</i>
Participant #26 SNG 5			<i>I</i>	<i>S</i>	
Participant #28 SNG 6				<i>I</i>	<i>S</i>
Participant #30 SNG 7					<i>S/I</i>
Participant #31 SNG 8					<i>S/I</i>

Negative Experiences with Attitudes Pertaining to Sexuality and Intelligence

Note. *S* represents Sexuality and *I* represent Intelligence.

Gay Gifted Pseudonym	Encountered Negative Attitudes to Sexuality/Intelligence				
	Never	Sometimes		Always	
	1	2	3	4	5
Participant #2 GG 1		<i>S/I</i>			
Participant #5 GG 2		<i>I</i>		<i>S</i>	
Participant #6 GG 3				<i>S/I</i>	
Participant #7 GG 4		<i>I</i>	<i>S</i>		
Participant #8 GG 5			<i>I</i>	<i>S</i>	
Participant #11 GG 6			<i>I</i>	<i>S</i>	
Participant #12 GG 7			<i>S</i>	<i>I</i>	
Participant #14 GG 8		<i>S</i>	<i>I</i>		
Gay Nongifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never	Sometimes		Always	
	1	2	3	4	5
Participant #1 GNG 1			<i>S/I</i>		
Participant #3 GNG 2		<i>I</i>	<i>S</i>		
Participant #9 GNG 3				<i>S/I</i>	
Participant #15 GNG 4		<i>I</i>		<i>S</i>	
Participant #18 GNG 5	<i>I</i>	<i>S</i>			
Participant #20 GNG 6			<i>I</i>	<i>S</i>	
Participant #23 GNG 7			<i>S/I</i>		
Participant #24 GNG 8			<i>S/I</i>		
Straight Gifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never	Sometimes		Always	
	1	2	3	4	5
Participant #4 SG 1	<i>I</i>		<i>S</i>		
Participant #13 SG 2			<i>I</i>	<i>S</i>	
Participant #19 SG 3		<i>S</i>		<i>I</i>	
Participant #21 SG 4		<i>S</i>	<i>I</i>		
Participant #22 SG 5	<i>S/I</i>				
Participant #27 SG 6	<i>S</i>			<i>I</i>	
Participant #29 SG 7	<i>S</i>		<i>I</i>		
Participant #32 SG 8			<i>S/I</i>		
Straight Gifted Pseudonym	How comfortable are you with your Sexuality /Intelligence?				
	Never	Sometimes		Always	
	1	2	3	4	5
Participant #10 SNG 1				<i>S/I</i>	
Participant #16 SNG 2			<i>S</i>	<i>I</i>	
Participant #17 SNG 3			<i>S/I</i>		
Participant #25 SNG 4	<i>S</i>			<i>I</i>	
Participant #26 SNG 5		<i>S/I</i>			
Participant #28 SNG 6	<i>S</i>				<i>I</i>
Participant #30 SNG 7	<i>S</i>	<i>I</i>			
Participant #31 SNG 8	<i>S/I</i>				

Note. *S* represents Sexuality and *I* represent Intelligence.

Age of First Sexual Experience

Gay Gifted Pseudonym	Age	Comments
Participant #2 GG	14	
Participant #5 GG 2	5	
Participant #6 GG 3	8	
Participant #7 GG 4	15	
Participant #8 GG 5	14	
Participant #11 GG 6	15	<i>*sexually experimenting at Age 10</i>
Participant #12 GG 7	19	<i>*(Age 18 w/female) (Age 19 w/male)</i>
Participant #14 GG 8	14	
Gay Nongifted Pseudonym	Age	Comments
Participant #1 GNG 1	16	
Participant #3 GNG 2	17	
Participant #9 GNG 3	19	
Participant #15 GNG 4	15	
Participant #18 GNG 5	17	
Participant #20 GNG 6	23	
Participant #23 GNG 7	13	
Participant #24 GNG 8	4	
Straight Gifted Pseudonym	Age	Comments
Participant #4 SG 1	18	
Participant #13 SG 2	18	
Participant #19 SG 3	18	
Participant #21 SG 4	14	
Participant #22 SG 5	8	<i>*sexual penetration at 15</i>
Participant #27 SG 6	15	
Participant #29 SG 7	11	
Participant #32 SG 8	13	
Straight Gifted Pseudonym	Age	Comments
Participant #10 SNG 1	21	
Participant #16 SNG 2	12	
Participant #17 SNG 3	16	
Participant #25 SNG 4	5	
Participant #26 SNG 5	11	
Participant #28 SNG 6	14	
Participant #30 SNG 7	19	
Participant #31 SNG 8	13	

Thoughts of Attempting Suicide and Age at which First Thought of Attempting

Gay Gifted Pseudonym	# of Thoughts of Attempting	Age	# of Attempts	Age
Participant #2 GG 1	2	17	0	
Participant #5 GG 2	12	12	0	
Participant #6 GG 3	1	27	0	
Participant #7 GG 4	2	14	0	
Participant #8 GG 5	2	17	0	
Participant #11 GG 6	1	12	0	
Participant #12 GG 7	<i>*did not answer</i>	0	0	
Participant #14 GG 8	2	13	0	
Gay Nongifted Pseudonym	# of Thoughts of Attempting	Age	# of Attempts	Age
Participant #1 GNG 1	50	15	0	
Participant #3 GNG 2	4	13	0	
Participant #9 GNG 3	3	13	0	
Participant #15 GNG 4	0	0	0	
Participant #18 GNG 5	1-2	15	0	
Participant #20 GNG 6	3	21	0	
Participant #23 GNG 7	2	12	0	
Participant #24 GNG 8	5	12	0	
Straight Gifted Pseudonym	# of Thoughts of Attempting	Age	# of Attempts	Age
Participant #4 SG 1	0	N/A	0	
Participant #13 SG 2	8	13	0	
Participant #19 SG 3	2	16	0	
Participant #21 SG 4	2	12	0	
Participant #22 SG 5	100/15	12	1	12
Participant #27 SG 6	3	15	0	
Participant #29 SG 7	2-3	12	0	
Participant #32 SG 8	2	17	0	

Note. Participant # 22 (SG 5) wrote 100 of times. I rephrased the question and asked him out of the hundreds of times how many were severe enough for an attempt. He responded “seriously about 15 times.” He was the only participant in the subgroup to report a suicide attempt at age 12.

Straight Gifted Pseudonym	# of Thoughts of Attempting	Age	# of Attempts	Age
Participant #10 SNG 1	4	18	0	
Participant #16 SNG 2	1	25	0	
Participant #17 SNG 3	4	15	0	
Participant #25 SNG 4	0	N/A	0	
Participant #26 SNG 5	3	12	0	
Participant #28 SNG 6	0	N/A	0	
Participant #30 SNG 7	0	N/A	0	
Participant #31 SNG 8	0	N/A	0	

Reasons for Suicidal Ideation

<i>Gay Gifted</i>	Pseudonym	Reasons for Suicidal Ideation
Participant #2	GG 1	Burden of mundane/Sunny too many days in a row
Participant #5	GG 2	Curiosity of death/Isolated/Denial of Sexuality/Burden to Others
Participant #6	GG 3	Disconnect from people/Low self-worth/Social / Exclusion/ Helplessness
Participant #7	GG 4	Unhappy/Feeling unaccepted by self and family/Socially Outcaste
Participant #8	GG 5	Lack of fitting in with friends and family / Shame
Participant #11	GG 6	Difficult life situation/ Feeling as life was too difficult
Participant #12	GG 7	Angst / Stress / Desire to not be in current situation
Participant #14	GG 8	What would life be like if not around / Lost elementary school friends / Became terribly awkward
<i>Gay Nongifted</i>	Pseudonym	Reasons for Suicidal Ideation
Participant #1	GNG 1	Lack of family-community support/ Cultural identity / Religion / Bullying in School / Self hate
Participant #3	GNG 2	It was hard to be alone / Thought it would never get better
Participant #9	GNG 3	<i>*Choose not to answer</i>
Participant #15	GNG 4	<i>*Never thought of committing suicide</i>
Participant #18	GNG 5	Not because of sexuality/intelligence, but because dying is so much easier, it's harder to go on living
Participant #20	GNG 6	College on my own-no external emotional and financial assistance
Participant #23	GNG 7	Father passing away
Participant #24	GNG 8	loneliness, stress, being gay
<i>Straight Gifted</i>	Pseudonym	Reasons for Suicidal Ideation
Participant #4	SG 1	<i>*No Reasons noted / Never thought about suicide</i>
Participant #13	SG 2	Loss of friends-family / I was heavy and overweight / Poverty
Participant #19	SG 3	Failing Relations / Failing School / Becoming distant with Friends and Family
Participant #21	SG 4	Difficulty being accepted by peers
Participant #22	SG 5	Because life was shitty. How simple can that be.
Participant #27	SG 6	Alone, intelligence-people don't understand, different, Geek
Participant #29	SG 7	To see if people were paying attention to me, problems I realize how are silly -like girls & being made fun of.
Participant #32	SG 8	Verbal abuse on a daily basis, (religion)/parents going through terrible divorce
<i>Straight Nongifted</i>	Pseudonym	Reasons for Suicidal Ideation
Participant #10	SNG 1	Purpose / Change / Confusion / Difficulty becoming independent / Easy way out / Struggle
Participant #16	SNG 2	Had delusions at the time and did not know
Participant #17	SNG 3	Loneliness for the most part
Participant #25	SNG 4	Bullying / drugs / broken heart from a relationship
Participant #26	SNG 5	Social Factors / Friends
Participant #28	SNG 6	Depression / Drug use
Participant #30	SNG 7	Helplessness
Participant #31	SNG 8	Not fitting in Bullying / Being different / Not being communicated with / Depression

Written Responses of External Resiliency Factors (Concrete)

<i>Gay Gifted</i>	Pseudonym	External Resiliency Factors (Concrete) (In order of importance: most important to least important)
Participant #2	GG 1	Brother / Best Friend / Family would be sad
Participant #5	GG 2	Family / Planet as a whole / Friends / Hobbies-running, writing
Participant #6	GG 3	Friends/ Family / Pain of the physical act of suicide
Participant #7	GG 4	Not wanting to hurt family / Not wanting to hurt friends
Participant #8	GG 5	Brother / Best Friend
Participant #11	GG 6	Family / Teachers / Friends / Team Mates
Participant #12	GG 7	Family / Friends
Participant #14	GG 8	Family / New friends / Theater / Prospect of high school
<i>Gay Nongifted</i>	Pseudonym	External Resiliency Factors (Concrete) (In order of importance: most important to least important)
Participant #1	GNG 1	God / Dad / Deacon / Close Friends / Youth Group / Family/ Hell
Participant #3	GNG 2	Disappointing Teacher / Hurting siblings-friends / Did not want to Leave the beauty of everyday life and the good in the world
Participant #9	GNG 3	Friends / Family
Participant #15	GNG 4	Recognition of similar peers to self/ Recognition that family's opinions are changeable
Participant #18	GNG 5	Mother / Friends / Boyfriends
Participant #20	GNG 6	Friends / Family / Education / Music / Exercise / Architecture
Participant #23	GNG 7	Mother / Music and/or singing / Family
Participant #24	GNG 8	Family / Friends / Partner-Husband / fear of Hell
<i>Straight Gifted</i>	Pseudonym	External Resiliency Factors (Concrete) (In order of importance: most important to least important)
Participant #4	SG 1	Loving-supportive family/ Friends / Fortunate life / Catholic
Participant #13	SG 2	Brother / Friends / Family
Participant #19	SG 3	Friends / Sports / Work
Participant #21	SG 4	Family / Friends / Baseball
Participant #22	SG 5	Family / Kids
Participant #27	SG 6	Gifted Program-Friends (Peers)/Parents/Sister/Best Friend
Participant #29	SG 7	Parents / Brother / Close friends / Teachers I liked
Participant #32	SG 8	Family / My Future / Friends / Skateboarding-Tennis
<i>Straight Nongifted</i>	Pseudonym	External Resiliency Factors (Concrete) (In order of importance: most important to least important)
Participant #10	SNG 1	Social Support/ SES / Positive feedback / Religion
Participant #16	SNG 2	Hip-Hop/Friends/Ability to support myself/ Diversity/ Acceptance/Theater
Participant #17	SNG 3	Friends / Family / Teachers / Co-Workers
Participant #25	SNG 4	god / cage fighting / family / friends (girlfriend)
Participant #26	SNG 5	Sports / Friends / Family
Participant #28	SNG 6	My Marriage / Kids / Family / Job
Participant #30	SNG 7	Family / Friends / Hobbies / Finances
Participant #31	SNG 8	God / Family / Friends

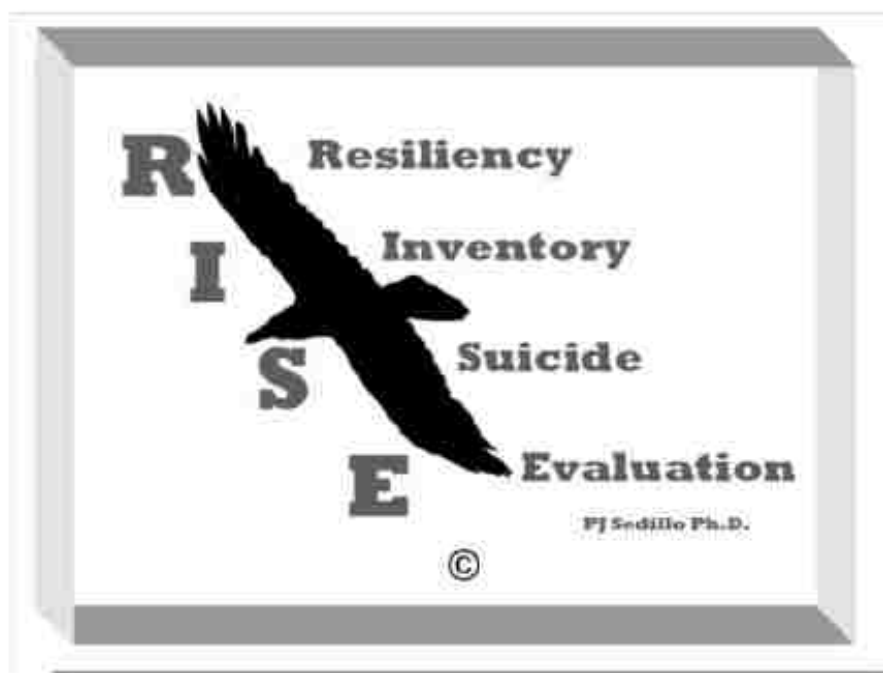
Written Responses of Internal Resiliency Factors (Abstract)

<i>Gay Gifted</i>	Pseudonym	Internal Resiliency Factors (Abstract) (In order of importance: most important to least important)
Participant #2	GG 1	Suicide not logical
Participant #5	GG 2	Curiosity-future/Personal Strength/Meaning of Hardship/Love life
Participant #6	GG 3	Curiosity / Pursuit of knowledge / Personal achievement
Participant #7	GG 4	Knowing not good / Strength “it gets better” / Positives in life
Participant #8	GG 5	Suicide not logical / Would make my family sad (feeling inside)
Participant #11	GG 6	Goals (Children/Career) / Self love / Love of family / Faith in God
Participant #12	GG 7	Respect for myself / Impact on others lives / Life experience
Participant #14	GG 8	Fear of physical pain / Realization of selfishness / Discovered writing
<i>Gay Nongifted</i>	Pseudonym	Internal Resiliency Factors (Abstract) (In order of importance: most important to least important)
Participant #1	GNG 1	Faith / Ability to fight-overcome obstacle / Scared of death “Hell”
Participant #3	GNG 2	Disappointment in myself/Feeling of giving up/Love for family and friends
Participant #9	GNG 3	Me – Life is too short
Participant #15	GNG 4	Realization-that I have control over life factors, that people want social interaction, that I can be vividly individual and thrive
Participant #18	GNG 5	Potential – I have goals I can achieve / Drive-Inspired by sister /Comfortable with self
Participant #20	GNG 6	Understanding delayed gratification/ Drive/ Patience/ Independent
Participant #23	GNG 7	I’m secure with myself, happy/ the desire to live/ faith in humanity
Participant #24	GNG 8	Dreams of better future
<i>Straight Gifted</i>	Pseudonym	Internal Resiliency Factors (Abstract) (In order of importance: most important to least important)
Participant #4	SG 1	Desire to live-be an old man / Goals / Dreams I want to accomplish / Knowledge that nothing gets bad enough to die / Positive outlook
Participant #13	SG 2	What would happen next (if I did) / Worry about brother / Faith
Participant #19	SG 3	Personality / Challenge self / Analyzer
Participant #21	SG 4	Personal Drive / Desire to be right / Intelligence
Participant #22	SG 5	<i>*No factors written down (factors revealed during interview)</i>
Participant #27	SG 6	Intelligence-The ability to know / Internal questioning / Fighter not a lover / Honor difference inner and outer
Participant #29	SG 7	Self-Confidence / My ability to reason logically / Religious beliefs / Things were never that bad
Participant #32	SG 8	The will to overcome pitfall-peril / Logic of “one day at a time” / Seemed like a cop out / I <u>knew</u> I could handle my own life
<i>Straight Nongifted</i>	Pseudonym	Internal Resiliency Factors (Abstract) (In order of importance: most important to least important)
Participant #10	SNG 1	Spirituality / Not knowing / Making Meaning
Participant #16	SNG 2	Happiness / Optimism / Love of Life / General Health / Positive Outlook / Realist / Stuff Happens
Participant #17	SNG 3	Drive to improve / Tenacity / Inability to give up
Participant #25	SNG 4	spiritual morals / funny / personality / job
Participant #26	SNG 5	Morals-Ethics / fear / hope for future / goals
Participant #28	SNG 6	Happiness / Thinking Positive / Waking Up
Participant #30	SNG 7	Love of Life / Knowing that I am Loved / Self Confidence / Intelligence
Participant #31	SNG 8	Happiness / Content / My goals I hope to achieve

Appendix N: RISE-Resiliency Inventory Suicide Evaluation



Sedillo's Resiliency Theory of Suicidal Ideation©





Sedillo's Resiliency Theory of Suicidal Ideation©

FIRST SECTION

Negative External / Internal Resiliency Factors

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Therapist/ Counselor's Name _____

Client's Name _____

Initial Consultation Date _____ 2nd Consultation Date _____

Follow-Up Date _____

Therapist/Counselor (Please Follow the Directions Below)

1. **Introductions of Self / Get to Know the Client – “Tell me about yourself?”**
2. **State- “I am going to ask you questions about your life. I want you to answer to the best of your ability and as honestly as you can. I am not here to judge you, but to assist you with any issues that you might be struggling with in your life at this time. We will also talk about the wonderful events happening in your life. Do you have any questions at this time?” (Make any clarifications if needed.)**
3. **State- “When you go to the doctor for an injury the doctor asks you about your pain. I am going to ask you a series of questions, and I want you to answer on a scale from one to ten how much does it hurt or how much you are experiencing pain. Again, we will use a scale from one to ten. One will be no pain, and ten means severe or unbearable pain. You may use any number.”**
4. **State- “Do you have any questions?” (Make any clarifications if needed.)**
5. **State- “We will begin.”**

Notes _____



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EXTERNAL RESILIENCY FACTORS

Societal Affiliations / Social Interaction

State—"On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following people who are in your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Father	N/A	1	2	3	4	5	6	7	8	9	10
Stepfather	N/A	1	2	3	4	5	6	7	8	9	10
Mother	N/A	1	2	3	4	5	6	7	8	9	10
Stepmother	N/A	1	2	3	4	5	6	7	8	9	10
Sister 1	N/A	1	2	3	4	5	6	7	8	9	10
Sister 2	N/A	1	2	3	4	5	6	7	8	9	10
Sister 3	N/A	1	2	3	4	5	6	7	8	9	10
Brother 1	N/A	1	2	3	4	5	6	7	8	9	10
Brother 2	N/A	1	2	3	4	5	6	7	8	9	10
Brother 3	N/A	1	2	3	4	5	6	7	8	9	10
Grandmother (Dad)	N/A	1	2	3	4	5	6	7	8	9	10
Grandfather (Dad)	N/A	1	2	3	4	5	6	7	8	9	10
Grandmother (Mom)	N/A	1	2	3	4	5	6	7	8	9	10
Grandfather (Mom)	N/A	1	2	3	4	5	6	7	8	9	10
Aunt	N/A	1	2	3	4	5	6	7	8	9	10
Uncle	N/A	1	2	3	4	5	6	7	8	9	10
Spouse	N/A	1	2	3	4	5	6	7	8	9	10
Boyfriend / Girlfriend	N/A	1	2	3	4	5	6	7	8	9	10
Fiancé	N/A	1	2	3	4	5	6	7	8	9	10
Friend	N/A	1	2	3	4	5	6	7	8	9	10



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Societal Affiliations / Social Interaction

Continued

Coworker	N/A	1	2	3	4	5	6	7	8	9	10
Mentor	N/A	1	2	3	4	5	6	7	8	9	10
Teacher(s)	N/A	1	2	3	4	5	6	7	8	9	10
Psychiatrist	N/A	1	2	3	4	5	6	7	8	9	10
Therapist/Counselor	N/A	1	2	3	4	5	6	7	8	9	10
Gang Members	N/A	1	2	3	4	5	6	7	8	9	10
Bullies	N/A	1	2	3	4	5	6	7	8	9	10

State - "Are there any other negative individuals in your life that I did not bring up that you would like to share?" (Write the response and restate - "On a scale from one to ten, how would you rate how you feel about this individual?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Social Settings

State - "On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following places and organizations who are in your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

School	N/A	1	2	3	4	5	6	7	8	9	10
Recess/Playground	N/A	1	2	3	4	5	6	7	8	9	10
Gifted Program	N/A	1	2	3	4	5	6	7	8	9	10
Gang	N/A	1	2	3	4	5	6	7	8	9	10
Military	N/A	1	2	3	4	5	6	7	8	9	10
Job	N/A	1	2	3	4	5	6	7	8	9	10
Sports	N/A	1	2	3	4	5	6	7	8	9	10
Home	N/A	1	2	3	4	5	6	7	8	9	10



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Social Setting/ *Continued*

State- "Are there any other negative places in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten, how would you rate how you feel about this setting?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

The Arts & Hobbies / Athletics

State- "On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following hobbies, artistic activities or sports that are part of your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Painting	N/A	1	2	3	4	5	6	7	8	9	10
Drawing	N/A	1	2	3	4	5	6	7	8	9	10
Sculpting	N/A	1	2	3	4	5	6	7	8	9	10
Drama	N/A	1	2	3	4	5	6	7	8	9	10
Dancing	N/A	1	2	3	4	5	6	7	8	9	10
Writing	N/A	1	2	3	4	5	6	7	8	9	10
Music	N/A	1	2	3	4	5	6	7	8	9	10
Stamp Collecting	N/A	1	2	3	4	5	6	7	8	9	10
Soccer	N/A	1	2	3	4	5	6	7	8	9	10
Football	N/A	1	2	3	4	5	6	7	8	9	10
Track	N/A	1	2	3	4	5	6	7	8	9	10
Tennis	N/A	1	2	3	4	5	6	7	8	9	10
Volleyball	N/A	1	2	3	4	5	6	7	8	9	10



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The Arts & Hobbies / Athletics

Continued

Baseball N/A 1 2 3 4 5 6 7 8 9 10

Skateboarding N/A 1 2 3 4 5 6 7 8 9 10

State - "Are there any other negative hobbies, artistic activities or sports in your life that I did not bring up that you would like to share?" (Write the response and restate - "On a scale from one to ten, how would you rate how you feel about this activity?")

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10

Religion

State - "On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following religions that are part of your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Roman/Catholic N/A 1 2 3 4 5 6 7 8 9 10

Judaism N/A 1 2 3 4 5 6 7 8 9 10

Baptist N/A 1 2 3 4 5 6 7 8 9 10

Christian N/A 1 2 3 4 5 6 7 8 9 10

Buddist N/A 1 2 3 4 5 6 7 8 9 10

Baptist N/A 1 2 3 4 5 6 7 8 9 10

State - "Are there any other religions in your life that I did not bring up that you would like to share?" (Write the response and restate - "On a scale from one to ten, how would you rate how you feel about these religions?")

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10



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Achievement / Educational Opportunities

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following achievements or educational opportunities that are part of your life.” (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Awards	N/A	1	2	3	4	5	6	7	8	9	10
Goals	N/A	1	2	3	4	5	6	7	8	9	10
Grades/Job Eval.	N/A	1	2	3	4	5	6	7	8	9	10
Gifted Classroom	N/A	1	2	3	4	5	6	7	8	9	10
AP Classes	N/A	1	2	3	4	5	6	7	8	9	10
School/College	N/A	1	2	3	4	5	6	7	8	9	10

State-“Are there any other achievements or educational opportunities in your life that I did not bring up that you would like to share?” (Write the response and restate- “On a scale from one to ten, how would you rate how you feel about these achievements or educational opportunities?”)

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Pets

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about your pets that are part of your life.” (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Dog (s)	N/A	1	2	3	4	5	6	7	8	9	10
Cat (s)	N/A	1	2	3	4	5	6	7	8	9	10

State-“Are there any other pets in your life that I did not bring up that you would like to share?” (Write the response and restate- “On a scale from one to ten, how would you rate how you feel about these pets?”)

_____	N/A	1	2	3	4	5	6	7	8	9	10
-------	-----	---	---	---	---	---	---	---	---	---	----



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Future

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following how you see your future.” (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Future N/A 1 2 3 4 5 6 7 8 9 10

Social Status

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about your social status?” (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Ask what is your SES? (Socio-Economic Status -Poor/Middle Class/Wealthy- Make a Note)

_____ N/A 1 2 3 4 5 6 7 8 9 10

Finances N/A 1 2 3 4 5 6 7 8 9 10

Travel N/A 1 2 3 4 5 6 7 8 9 10

Popularity N/A 1 2 3 4 5 6 7 8 9 10

Role Model N/A 1 2 3 4 5 6 7 8 9 10

Athletic N/A 1 2 3 4 5 6 7 8 9 10

Intelligent N/A 1 2 3 4 5 6 7 8 9 10

Sexuality N/A 1 2 3 4 5 6 7 8 9 10

Education N/A 1 2 3 4 5 6 7 8 9 10

State-“Are there examples of social status in your life that I did not bring up that you would like to share?” (Write the response and restate- “On a scale from one to ten, how would you rate how you feel about these pets?”)

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10



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Medication / Drugs

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following medications or drugs that are part of your life.” (Circle the client’s response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Prescribed Medication	N/A	1	2	3	4	5	6	7	8	9	10
Drugs	N/A	1	2	3	4	5	6	7	8	9	10

Societal Opinions & Assumptions

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the following societal opinions and assumptions that are part of your life.” (Circle the client’s response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Family(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Friend(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Teacher(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Peer(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Bully(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10

State- “Are there any other negative societal opinions & assumptions in your life that I did not bring up that you would like to share?”(Write the response and restate- “On a scale from one to ten how would you rate how you are feeling about this achievement or educational opportunity.”)

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

At this time, you can continue, take a break, or stop and conduct the next section at another session. The next section covers the Internal Resiliency Factors



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INTERNAL RESILIENCY FACTORS

Comprehensive Knowledge

State- "On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about the knowledge that you possess that is part of your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Gifted	N/A	1	2	3	4	5	6	7	8	9	10
Intelligent	N/A	1	2	3	4	5	6	7	8	9	10
Educated	N/A	1	2	3	4	5	6	7	8	9	10
Problem Solver	N/A	1	2	3	4	5	6	7	8	9	10
Analyzer	N/A	1	2	3	4	5	6	7	8	9	10
Perfectionist	N/A	1	2	3	4	5	6	7	8	9	10
Curious	N/A	1	2	3	4	5	6	7	8	9	10
Pursuit Knowledge	N/A	1	2	3	4	5	6	7	8	9	10
Autonomous	N/A	1	2	3	4	5	6	7	8	9	10
Knowledgeable	N/A	1	2	3	4	5	6	7	8	9	10
Curious	N/A	1	2	3	4	5	6	7	8	9	10
Reason Logically	N/A	1	2	3	4	5	6	7	8	9	10
Logical	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other negative examples of knowledge you possess in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Self-Awareness / Self-Understanding

State—"On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about your self-awareness and self-understanding that is part of your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Love Life	N/A	1	2	3	4	5	6	7	8	9	10
Happy	N/A	1	2	3	4	5	6	7	8	9	10
Secure with self	N/A	1	2	3	4	5	6	7	8	9	10
Comfortable with self	N/A	1	2	3	4	5	6	7	8	9	10
Respect for self	N/A	1	2	3	4	5	6	7	8	9	10
Positive Outlook	N/A	1	2	3	4	5	6	7	8	9	10
Realist	N/A	1	2	3	4	5	6	7	8	9	10
Optimist	N/A	1	2	3	4	5	6	7	8	9	10
Autonomous	N/A	1	2	3	4	5	6	7	8	9	10
Self-Confident	N/A	1	2	3	4	5	6	7	8	9	10
Patient	N/A	1	2	3	4	5	6	7	8	9	10
Passionate	N/A	1	2	3	4	5	6	7	8	9	10
Determined	N/A	1	2	3	4	5	6	7	8	9	10
Stubborn	N/A	1	2	3	4	5	6	7	8	9	10
Perfectionist	N/A	1	2	3	4	5	6	7	8	9	10
Humorous	N/A	1	2	3	4	5	6	7	8	9	10
Content	N/A	1	2	3	4	5	6	7	8	9	10
Empowered	N/A	1	2	3	4	5	6	7	8	9	10
Introvert	N/A	1	2	3	4	5	6	7	8	9	10
Extrovert	N/A	1	2	3	4	5	6	7	8	9	10



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Self-Awareness / Self-Understanding

Continued

Desire to Live	N/A	1	2	3	4	5	6	7	8	9	10
Ability to Support Self	N/A	1	2	3	4	5	6	7	8	9	10
Need to Save Others	N/A	1	2	3	4	5	6	7	8	9	10
Selfish	N/A	1	2	3	4	5	6	7	8	9	10
Unhappy	N/A	1	2	3	4	5	6	7	8	9	10
Depressed	N/A	1	2	3	4	5	6	7	8	9	10
Desire to be Right	N/A	1	2	3	4	5	6	7	8	9	10
Sexuality	N/A	1	2	3	4	5	6	7	8	9	10
Intelligence	N/A	1	2	3	4	5	6	7	8	9	10
Pride in Self	N/A	1	2	3	4	5	6	7	8	9	10
Inner Strength	N/A	1	2	3	4	5	6	7	8	9	10
Personality	N/A	1	2	3	4	5	6	7	8	9	10
Attitude	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other negative examples of self-awareness or self-understanding you possess in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Strategems & Coping Mechanisms

State- "On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about your strategies or coping mechanisms that you possess that is part of your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Hope for the future	N/A	1	2	3	4	5	6	7	8	9	10
It gets better	N/A	1	2	3	4	5	6	7	8	9	10
Life has a purpose	N/A	1	2	3	4	5	6	7	8	9	10
Desire to live	N/A	1	2	3	4	5	6	7	8	9	10
Dreams & goals	N/A	1	2	3	4	5	6	7	8	9	10
Face problems head on	N/A	1	2	3	4	5	6	7	8	9	10
One day at a time	N/A	1	2	3	4	5	6	7	8	9	10
Control of life	N/A	1	2	3	4	5	6	7	8	9	10
There's always tomorrow	N/A	1	2	3	4	5	6	7	8	9	10
Love of Life	N/A	1	2	3	4	5	6	7	8	9	10
I am loved	N/A	1	2	3	4	5	6	7	8	9	10
Schedules/Routines	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other negative examples of strategies or coping mechanisms that you possess in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Numinous Experiences

State- "On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about your spirituality that you possess that is part of your life." (Circle the client's response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Love of life	N/A	1	2	3	4	5	6	7	8	9	10
Life force within	N/A	1	2	3	4	5	6	7	8	9	10
Soul	N/A	1	2	3	4	5	6	7	8	9	10
Belief system	N/A	1	2	3	4	5	6	7	8	9	10
Faith	N/A	1	2	3	4	5	6	7	8	9	10
Spirituality	N/A	1	2	3	4	5	6	7	8	9	10
Atheist	N/A	1	2	3	4	5	6	7	8	9	10
Faith in humanity	N/A	1	2	3	4	5	6	7	8	9	10
Fear of Hell	N/A	1	2	3	4	5	6	7	8	9	10
Karma	N/A	1	2	3	4	5	6	7	8	9	10
The universe	N/A	1	2	3	4	5	6	7	8	9	10
Spiritual morals	N/A	1	2	3	4	5	6	7	8	9	10
Religious beliefs	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other negative examples of spiritual connections or spirituality that you possess in your life that I did not bring up that you would like to share?" (Write the response and **restate-** "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Physical Changes

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about any physical changes that you possess that is part of your life.” (Circle the client’s response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Puberty	N/A	1	2	3	4	5	6	7	8	9	10
Hormones	N/A	1	2	3	4	5	6	7	8	9	10
Awkwardness	N/A	1	2	3	4	5	6	7	8	9	10
Geek / Nerd	N/A	1	2	3	4	5	6	7	8	9	10
Sexuality	N/A	1	2	3	4	5	6	7	8	9	10

State- “Are there any other negative examples physical changes that you possess in your life that I did not bring up that you would like to share?” (Write the response and restate-“On a scale from one to ten how would you rate how you are feeling about this.”)

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Physical / Mental Pain & Suffering

State-“On a scale from one to ten, with one being no problem in your life to ten, which is a severe or unbearable problem, please answer about any physical or mental pain and suffering that you possess that is part of your life.” (Circle the client’s response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS (Positive or Negative). If there is no response circle N/A.

Fear of pain	N/A	1	2	3	4	5	6	7	8	9	10
Depression	N/A	1	2	3	4	5	6	7	8	9	10
ADHD	N/A	1	2	3	4	5	6	7	8	9	10
Physical Abuse	N/A	1	2	3	4	5	6	7	8	9	10
Mental Abuse	N/A	1	2	3	4	5	6	7	8	9	10
Sexual Abuse	N/A	1	2	3	4	5	6	7	8	9	10



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NEGATIVE INTERNAL RESILIENCY FACTORS

CATEGORY	CONCEPT	SCORE
<u>Self-Awareness/Self Understanding</u>	<u>Passionate</u>	<u>10</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The counselor/therapist now has a list of problem areas that can be used in conjunction with Sedillo's Theory of Suicidal Ideation. Upon review of the problem areas, rank them from most severe to least. Start by locating Positive Internal/External Resiliency Factors by administering the next assessment to counteract the Negative Internal/External Resiliency Factors. Be aware that the client might already possess positive factors for an intervention. If the client is ready to have the next portion of the assessment conducted, it would be best practice to continue.



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SECOND SECTION

Positive External / Internal Resiliency Factors

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Therapist/Counselor (Please Follow the Directions Below)

1. **Introductions of Self / Get to Know the Client:** "Tell me about yourself?"
2. **State** - "I am going to ask you questions about your life. I want you to answer to the best of your ability and as honestly as you can. I am not here to judge you, but to assist you with any issues that you might be struggling with in your life at this time. We will also talk about the wonderful events happening in your life. Do you have any questions at this time?" (Make any clarifications if needed.)
3. **State** - "I am going to ask you a series of questions, and I want you to answer on a scale from one to ten how much *happiness* and *satisfaction* you experience with certain events, people, or items in your life. The number one will be no happiness to ten which will be complete elation, utter happiness. Again, we will use a scale from one to ten. One will be not happy to ten which is completely happy."
4. **State:** "Do you have any questions?" (Make any clarifications if needed.)
5. **State:** "We will begin."

Notes _____



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EXTERNAL RESILIENCY FACTORS

Societal Affiliations / Social Interaction

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about the following people who are in your life." (Circle Their Response. DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative) If there is no response circle N/A.

Father	N/A	1	2	3	4	5	6	7	8	9	10
Stepfather	N/A	1	2	3	4	5	6	7	8	9	10
Mother	N/A	1	2	3	4	5	6	7	8	9	10
Stepmother	N/A	1	2	3	4	5	6	7	8	9	10
Sister 1	N/A	1	2	3	4	5	6	7	8	9	10
Sister 2	N/A	1	2	3	4	5	6	7	8	9	10
Sister 3	N/A	1	2	3	4	5	6	7	8	9	10
Brother 1	N/A	1	2	3	4	5	6	7	8	9	10
Brother 2	N/A	1	2	3	4	5	6	7	8	9	10
Brother 3	N/A	1	2	3	4	5	6	7	8	9	10
Grandmother 1 (Dad)	N/A	1	2	3	4	5	6	7	8	9	10
Grandfather 1 (Dad)	N/A	1	2	3	4	5	6	7	8	9	10
Grandmother 2 (Mom)	N/A	1	2	3	4	5	6	7	8	9	10
Grandfather 2 (Mom)	N/A	1	2	3	4	5	6	7	8	9	10
Aunt	N/A	1	2	3	4	5	6	7	8	9	10
Uncle	N/A	1	2	3	4	5	6	7	8	9	10
Spouse	N/A	1	2	3	4	5	6	7	8	9	10
Boyfriend / Girlfriend	N/A	1	2	3	4	5	6	7	8	9	10
Fiancé	N/A	1	2	3	4	5	6	7	8	9	10
Friend	N/A	1	2	3	4	5	6	7	8	9	10



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Societal Affiliations / Social Interaction

Continued

Coworker	N/A	1	2	3	4	5	6	7	8	9	10
Mentor	N/A	1	2	3	4	5	6	7	8	9	10
Teacher(s)	N/A	1	2	3	4	5	6	7	8	9	10
Psychiatrist	N/A	1	2	3	4	5	6	7	8	9	10
Therapist/Counselor	N/A	1	2	3	4	5	6	7	8	9	10
Gang Members	N/A	1	2	3	4	5	6	7	8	9	10
Bullies	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive individuals in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you feel about this individual?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Social Settings

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about the following places and organizations that are part of your life." (Circle Their Response. DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative) If there is no response circle N/A.

School	N/A	1	2	3	4	5	6	7	8	9	10
Recess/Playground	N/A	1	2	3	4	5	6	7	8	9	10
Gifted Program	N/A	1	2	3	4	5	6	7	8	9	10
Gang	N/A	1	2	3	4	5	6	7	8	9	10
Military	N/A	1	2	3	4	5	6	7	8	9	10
Job	N/A	1	2	3	4	5	6	7	8	9	10
Sports	N/A	1	2	3	4	5	6	7	8	9	10
Home	N/A	1	2	3	4	5	6	7	8	9	10



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Social Setting! *Continued*

State- "Are there any other positive places in your life that I did not bring up that you would like to share." (Write the response and **restate-** "On a scale from one to ten how would you rate how you feel about this setting?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

The Arts & Hobbies / Athletics

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about the following artistic activities, hobbies or sports that are part of your life." (Circle Their Response. **DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative**) If there is no response circle N/A.

Painting	N/A	1	2	3	4	5	6	7	8	9	10
Drawing	N/A	1	2	3	4	5	6	7	8	9	10
Sculpting	N/A	1	2	3	4	5	6	7	8	9	10
Drama	N/A	1	2	3	4	5	6	7	8	9	10
Dancing	N/A	1	2	3	4	5	6	7	8	9	10
Writing	N/A	1	2	3	4	5	6	7	8	9	10
Music	N/A	1	2	3	4	5	6	7	8	9	10
Stamp Collecting	N/A	1	2	3	4	5	6	7	8	9	10
Soccer	N/A	1	2	3	4	5	6	7	8	9	10
Football	N/A	1	2	3	4	5	6	7	8	9	10
Track	N/A	1	2	3	4	5	6	7	8	9	10
Tennis	N/A	1	2	3	4	5	6	7	8	9	10
Volleyball	N/A	1	2	3	4	5	6	7	8	9	10



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The Arts & Hobbies / Athletics

Continued

Baseball	N/A	1	2	3	4	5	6	7	8	9	10
Skateboarding	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive artistic activities, hobbies, or sports in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you feel about these/this activities?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Religion

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about the following religions that are part of your life." (Circle Their Response. DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative) If there is no response circle N/A.

Roman/Catholic	N/A	1	2	3	4	5	6	7	8	9	10
Judaism	N/A	1	2	3	4	5	6	7	8	9	10
Baptist	N/A	1	2	3	4	5	6	7	8	9	10
Christian	N/A	1	2	3	4	5	6	7	8	9	10
Buddist	N/A	1	2	3	4	5	6	7	8	9	10
Baptist	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any positive religions in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you feel about these/this religion(s)?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Achievement / Educational Opportunities

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about the following achievements or educational opportunities that are part of your life." (Circle Their Response. DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative) If there is no response circle N/A.

Awards	N/A	1	2	3	4	5	6	7	8	9	10
Goals	N/A	1	2	3	4	5	6	7	8	9	10
Grades/Job Eval.	N/A	1	2	3	4	5	6	7	8	9	10
Gifted Classroom	N/A	1	2	3	4	5	6	7	8	9	10
AP Classes	N/A	1	2	3	4	5	6	7	8	9	10
School/College	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive achievements or educational opportunities in your life that I did not bring up that you would like to share?" (Write the response and restate- "On a scale from one to ten how would you rate how you feel about this achievement or educational opportunity?")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Pets

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer you feel about your pets." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS -Positive or Negative) If there is no response circle N/A.

Dog (s)	N/A	1	2	3	4	5	6	7	8	9	10
Cat (s)	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive pets in your life that I did not bring up that you would like to share?"(Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this pet.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
-------	-----	---	---	---	---	---	---	---	---	---	----



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Future

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about the following about how you see your future." (Circle Their Response. DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative) If there is no response circle N/A.

Future N/A 1 2 3 4 5 6 7 8 9 10

Social Status

State- "On a scale from one to ten, with one being not happy in your life to ten, which is completely happy, please answer about your social status." (Circle Their Response. DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS, Positive or Negative) If there is no response circle N/A.

Ask what is your SES? (Socio-Economic Status –Poor/Middle Class/Wealthy- Make a Note)

_____ N/A 1 2 3 4 5 6 7 8 9 10

Finances N/A 1 2 3 4 5 6 7 8 9 10

Travel N/A 1 2 3 4 5 6 7 8 9 10

Popularity N/A 1 2 3 4 5 6 7 8 9 10

Role Model N/A 1 2 3 4 5 6 7 8 9 10

Athletic N/A 1 2 3 4 5 6 7 8 9 10

Intelligent N/A 1 2 3 4 5 6 7 8 9 10

Sexuality N/A 1 2 3 4 5 6 7 8 9 10

Education N/A 1 2 3 4 5 6 7 8 9 10

State- "Are there any other positive examples of Social Status in your life that I did not bring up that you would like to share?"(Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10

_____ N/A 1 2 3 4 5 6 7 8 9 10



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Medication / Drugs

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about medications or drugs that are part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS –Positive or Negative) If there is no response circle N/A.

Prescribed Medication	N/A	1	2	3	4	5	6	7	8	9	10
Drugs	N/A	1	2	3	4	5	6	7	8	9	10

Societal Opinions & Assumptions

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about societal opinions and assumptions that are part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS –Positive or Negative) If there is no response circle N/A.

Family(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Friend(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Teacher(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Peer(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10
Bully(s) Opinions	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive societal opinions & assumptions in your life that I did not bring up that you would like to share?"(Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

At this time you can take a break, stop, or conduct the next section at another session or continue. The next section are the Internal Resiliency Factors



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INTERNAL RESILIENCY FACTORS

Comprehensive Knowledge

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about the knowledge that you possess that is part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS –Positive or Negative) If there is no response circle N/A.

Gifted	N/A	1	2	3	4	5	6	7	8	9	10
Intelligent	N/A	1	2	3	4	5	6	7	8	9	10
Educated	N/A	1	2	3	4	5	6	7	8	9	10
Problem Solver	N/A	1	2	3	4	5	6	7	8	9	10
Analyzer	N/A	1	2	3	4	5	6	7	8	9	10
Perfectionist	N/A	1	2	3	4	5	6	7	8	9	10
Curious	N/A	1	2	3	4	5	6	7	8	9	10
Pursuit Knowledge	N/A	1	2	3	4	5	6	7	8	9	10
Educated Self	N/A	1	2	3	4	5	6	7	8	9	10
Knowledgeable	N/A	1	2	3	4	5	6	7	8	9	10
Curious	N/A	1	2	3	4	5	6	7	8	9	10
Reason Logically	N/A	1	2	3	4	5	6	7	8	9	10
Logical	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive examples of knowledge you possess in your life that I did not bring up that you would like to share?" (Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Self-Awareness / Self-Understanding

Scale- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about your self-awareness and self-understanding that you possess that is part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS -Positive or Negative) If there is no response circle N/A.

Love Life	N/A	1	2	3	4	5	6	7	8	9	10
Happy	N/A	1	2	3	4	5	6	7	8	9	10
Secure with self	N/A	1	2	3	4	5	6	7	8	9	10
Comfortable with self	N/A	1	2	3	4	5	6	7	8	9	10
Respect for self	N/A	1	2	3	4	5	6	7	8	9	10
Positive Outlook	N/A	1	2	3	4	5	6	7	8	9	10
Realist	N/A	1	2	3	4	5	6	7	8	9	10
Optimist	N/A	1	2	3	4	5	6	7	8	9	10
Autonomous	N/A	1	2	3	4	5	6	7	8	9	10
Self-Confident	N/A	1	2	3	4	5	6	7	8	9	10
Patient	N/A	1	2	3	4	5	6	7	8	9	10
Passionate	N/A	1	2	3	4	5	6	7	8	9	10
Determined	N/A	1	2	3	4	5	6	7	8	9	10
Stubborn	N/A	1	2	3	4	5	6	7	8	9	10
Perfectionist	N/A	1	2	3	4	5	6	7	8	9	10
Humorous	N/A	1	2	3	4	5	6	7	8	9	10
Content	N/A	1	2	3	4	5	6	7	8	9	10
Empowered	N/A	1	2	3	4	5	6	7	8	9	10
Introvert	N/A	1	2	3	4	5	6	7	8	9	10
Extrovert	N/A	1	2	3	4	5	6	7	8	9	10



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Self-Awareness / Self-Understanding

Continued

Desire to Live	N/A	1	2	3	4	5	6	7	8	9	10
Ability to support self	N/A	1	2	3	4	5	6	7	8	9	10
Need to save others	N/A	1	2	3	4	5	6	7	8	9	10
Selfish	N/A	1	2	3	4	5	6	7	8	9	10
Unhappy	N/A	1	2	3	4	5	6	7	8	9	10
Depressed	N/A	1	2	3	4	5	6	7	8	9	10
Desire to be right	N/A	1	2	3	4	5	6	7	8	9	10
Sexuality	N/A	1	2	3	4	5	6	7	8	9	10
Intelligence	N/A	1	2	3	4	5	6	7	8	9	10
Self-Pride	N/A	1	2	3	4	5	6	7	8	9	10
Inner Strength	N/A	1	2	3	4	5	6	7	8	9	10
Personality	N/A	1	2	3	4	5	6	7	8	9	10
Attitude	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive examples of self-awareness or self-understanding you possess in your life that I did not bring up that you would like to share?" (Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Strategems & Coping Mechanisms

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about any strategies or coping mechanisms that you possess that is part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS -Positive or Negative) If there is no response circle N/A.

Hope for the future	N/A	1	2	3	4	5	6	7	8	9	10
It gets better	N/A	1	2	3	4	5	6	7	8	9	10
Life has a purpose	N/A	1	2	3	4	5	6	7	8	9	10
Desire to live	N/A	1	2	3	4	5	6	7	8	9	10
Dreams & goals	N/A	1	2	3	4	5	6	7	8	9	10
Face problems head on	N/A	1	2	3	4	5	6	7	8	9	10
One day at a time	N/A	1	2	3	4	5	6	7	8	9	10
Control of life	N/A	1	2	3	4	5	6	7	8	9	10
There's always tomorrow	N/A	1	2	3	4	5	6	7	8	9	10
Love of Life	N/A	1	2	3	4	5	6	7	8	9	10
I am loved	N/A	1	2	3	4	5	6	7	8	9	10
Schedules/Routines	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive examples of strategies or coping mechanisms that you possess in your life that I did not bring up that you would like to share?"(Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Numinous Experiences

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about your spirituality that you possess that is part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS -Positive or Negative) If there is no response circle N/A.

Love of life	N/A	1	2	3	4	5	6	7	8	9	10
Life force within	N/A	1	2	3	4	5	6	7	8	9	10
Soul	N/A	1	2	3	4	5	6	7	8	9	10
Belief system	N/A	1	2	3	4	5	6	7	8	9	10
Faith	N/A	1	2	3	4	5	6	7	8	9	10
Spirituality	N/A	1	2	3	4	5	6	7	8	9	10
Atheist	N/A	1	2	3	4	5	6	7	8	9	10
Faith in humanity	N/A	1	2	3	4	5	6	7	8	9	10
Fear of Hell	N/A	1	2	3	4	5	6	7	8	9	10
Karma	N/A	1	2	3	4	5	6	7	8	9	10
The universe	N/A	1	2	3	4	5	6	7	8	9	10
Spiritual morals	N/A	1	2	3	4	5	6	7	8	9	10
Religious beliefs	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive examples of spiritual connections or spirituality that you possess in your life that I did not bring up that you would like to share?"(Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10



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Physical Changes

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about any physical changes that you possess that is part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS –Positive or Negative) If there is no response circle N/A.

Puberty	N/A	1	2	3	4	5	6	7	8	9	10
Hormones	N/A	1	2	3	4	5	6	7	8	9	10
Awkwardness	N/A	1	2	3	4	5	6	7	8	9	10
Geek / Nerd	N/A	1	2	3	4	5	6	7	8	9	10
Sexuality	N/A	1	2	3	4	5	6	7	8	9	10

State- "Are there any other positive examples of physical changes that you possess in your life that I did not bring up that you would like to share?"(Write the response and restate "On a scale from one to ten how would you rate how you are feeling about this.")

_____	N/A	1	2	3	4	5	6	7	8	9	10
_____	N/A	1	2	3	4	5	6	7	8	9	10

Physical / Mental Pain & Suffering

State- "On a scale from one to ten with one being not happy in your life to ten which is completely happy please answer the following about any physical or mental pain and suffering that you possess that is part of your life." (Circle Their Response-DO NOT MAKE ANY COMMENTS or BODY OR FACIAL MOVEMENTS –Positive or Negative) If there is no response circle N/A.

Fear of pain	N/A	1	2	3	4	5	6	7	8	9	10
Depression	N/A	1	2	3	4	5	6	7	8	9	10
ADHD	N/A	1	2	3	4	5	6	7	8	9	10
Physical Abuse	N/A	1	2	3	4	5	6	7	8	9	10
Mental Abuse	N/A	1	2	3	4	5	6	7	8	9	10
Sexual Abuse	N/A	1	2	3	4	5	6	7	8	9	10



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POSITIVE INTERNAL RESILIENCY FACTORS

<u>CATEGORY</u>	<u>CONCEPT</u>	<u>SCORE</u>
<u>Self-Awareness/Self Understanding</u>	<u>Passionate</u>	<u>10</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The counselor/therapist now has a list of Positive Resiliency Factors that can be used in conjunction with Sedillo's Theory of Suicidal Ideation. Upon review, rank them from least positive to most positive. The therapist/counselor can have a list of Positive Internal/External Resiliency Factor that can counteract the Negative Internal/External Resiliency Factors. Be aware that the client might already possess positive factors for an intervention.



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Formal Theory: Sedillo's Resiliency Theory of Suicidal Ideation

All adolescents need to have a connection with an individual, group, or organization that is present in their lives as a Positive External Resiliency Factor. These Positive External Resiliency Factors need to be empathetic, acceptance of the individual, and provide unconditional support. These individuals, groups or organizations must also possess Positive Internal Resiliency Factors in order for the individual to deter from suicidal ideation or in the worst case scenario the advent of suicide. Societal Affiliations / Social Interaction provide one example of Positive External Resiliency Factor. Comprehensive Knowledge is one Positive Internal Resiliency Factor that the adolescent can use to navigate from a dilemma.

The Internal Resiliency Factors (Abstract)

Comprehensive Knowledge	Self-Awareness/Self Understanding
Numinous Experiences	Achievement
Physical Changes	Strategems & Coping Mechanisms
Physical/Mental Pain & Suffering	

The External Resiliency Factors (Concrete)

Societal Affiliations/Social Interaction	Social Settings
Social Status	Achievement
Religion	The Arts & Hobbies
Athletics	Educational Opportunities
Non-Stereotypical Behavior	Societal Opinions & Assumptions
Medication	Pets
Future	Life Stressors



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If a human being encounters obstacles from Negative External Resiliency Factors and Negative Internal Resiliency Factors the individual must draw upon Positive Internal or Positive External Resiliency Factors to overcome those obstacles. The more positive factors there are with which to counteract negative factors, the more likely will it be for the individual to survive and find a solution. A Negative External/Internal Resiliency Factor (e.g. Negative Social Affiliation / Social Interaction) needs to be replaced with a Positive External/Internal Resiliency Factor (e.g. Positive Social Affiliation / Social Interaction), such as with a brother, father, or an understanding grandfather. Such a close similarity can help to lead to an ideal intervention and the best-case scenario for deterring suicidal ideation.

Gifted and Nongifted adolescent males do manage in different ways how they utilize the schematics of Sedillo's Resiliency Theory of Suicidal Ideation which is presented in the next sections.



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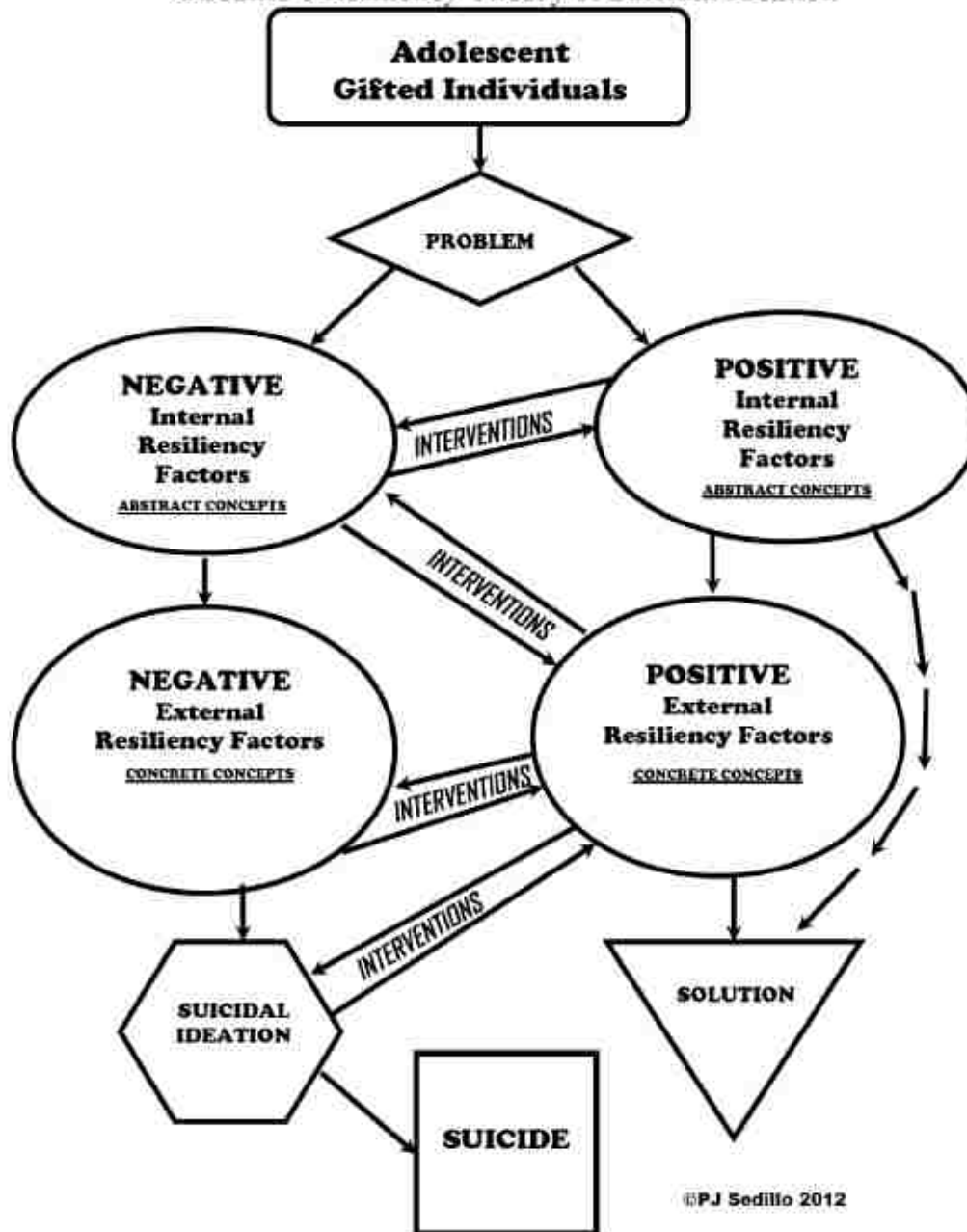
It is your responsibility as the therapist or counselor to locate interventions or find out what the client already possesses to counteract the Negative External/Internal Resiliency Factors by replacing them with Positive External/Internal Resiliency Factors. Locating similar factors is key to deterring suicidal ideation and suicide.

Notes _____



Figure 1

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Case Scenario / Problem:

A Gay Gifted adolescent is dealing with being bullied about his sexuality. Because of his Comprehensive Knowledge, Physical Attributes / Body Images, and Mental Pain & Suffering, his problem is magnified.

Solution Path 1.

The Gifted adolescent uses his Positive Internal Resiliency Factors, and he finds a solution.

Solution Path 2:

The Gifted adolescent might question his Positive Internal Resiliency Factors and seek assistance from any Positive External Resiliency Factors that he possesses (e.g., Societal Affiliations/ Social Interactions or Social Settings). He might also seek interventions and locate Positive Internal/External Resiliency Factors through his Comprehensive Knowledge (Intelligence). Therefore, a solution is attained.

Solution Path 3.

The Gifted adolescent has Negative Internal Resiliency Factors. He can seek assistance from any Positive External Resiliency Factors that he has in his life (ie. Societal Affiliations/ Social Interactions or Social Settings). He might also seek interventions by locating Positive External Resiliency Factors or he might acquire new Positive Internal Resiliency Factors through tapping into his Comprehensive Knowledge. Therefore, a solution is attained.

Suicidal Ideation/Suicide Path 1.

The Gifted adolescent has Negative Internal Resiliency Factors and does not seek interventions from any Positive External/Internal Resiliency Factors. If interventions do not take place, the adolescent will have suicidal ideation. At this time, interventions from a Positive External/Internal Resiliency Factor can still take place. If interventions do not take place at this junction, the adolescent may commit suicide.

Suicidal Ideation / Suicide Path 2:

The Gifted adolescent has Negative Internal Resiliency Factors and seeks interventions from Negative External Resiliency Factors. When the Gifted Adolescent does not seek assistance or help from Positive External/Internal Resiliency Factors, then the adolescent will encounter suicidal ideation. If no other interventions take place at this junction, then the adolescent may commit suicide.

Suicidal Ideation / Suicide Path 3.

The Gifted adolescent has Negative Internal Resiliency Factors and draws from the Negative External Resiliency Factors. At this time the Gay Gifted adolescent can still locate interventions by identifying Positive External Resiliency Factors that he does not possess or drawing on his Comprehensive Knowledge to develop new Positive Internal Resiliency Factors. When this final process of obtaining Positive External/Internal Resiliency Factors does not take place at this junction, the adolescent may ultimately commit suicide.



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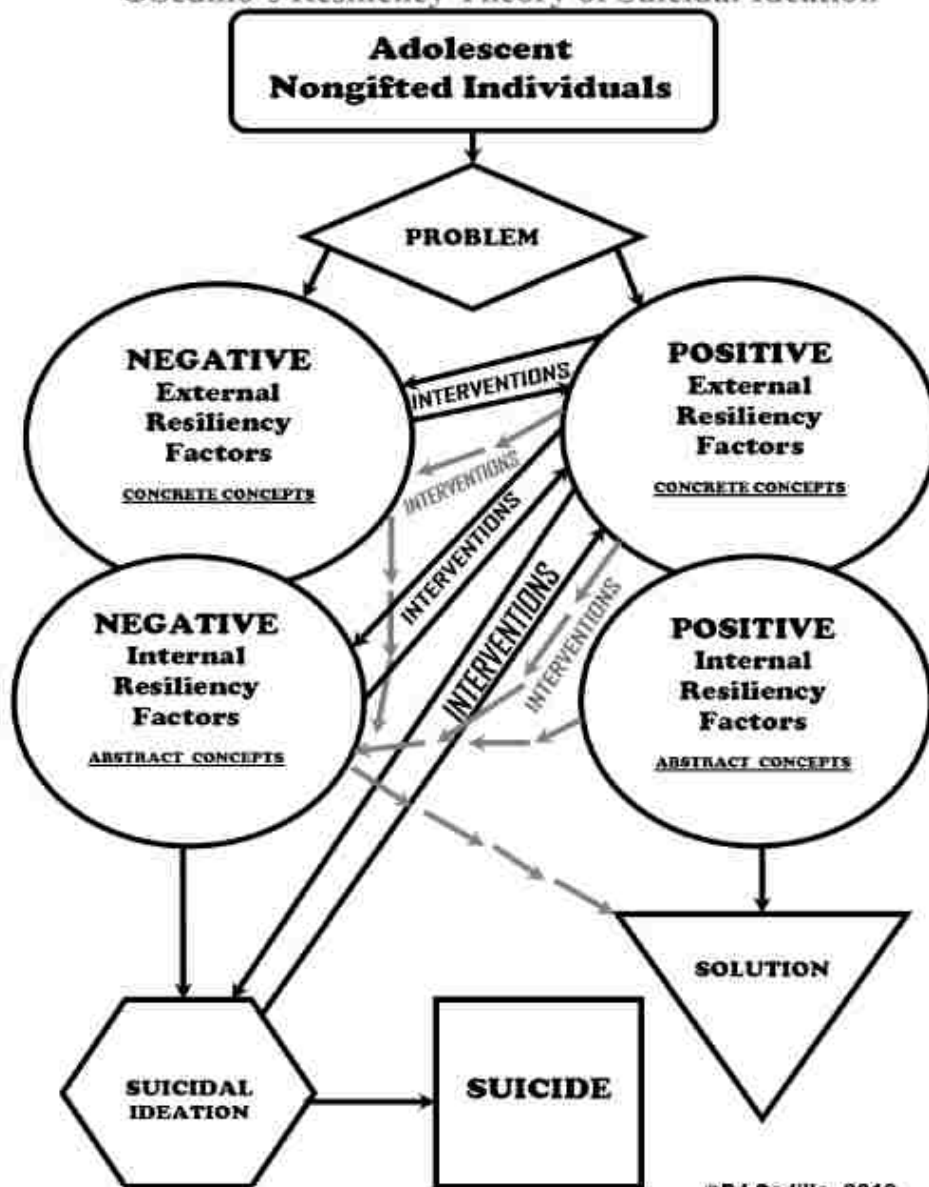
Notes





Figure 2

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Case Scenario / Problem:

A Gay Nongifted adolescent is dealing with being bullied about his sexuality and because of his, Physical Changes/Attributes and Mental Pain & Suffering. He deals concretely after determining that the problem exists.

Solution Path 1

The Nongifted adolescent uses the Positive External Resiliency Factors and Positive Internal Resiliency Factors he possesses. He finds a solution.

Solution Path 2

The Nongifted adolescent might be questioning Negative External Resiliency Factors and seek assistance from an extant Positive External Resiliency Factors or may search for one (e.g. Societal Affiliations/ Social Interactions or Social Settings). If the newly found Positive External Resiliency Factor assists the Nongifted adolescent with his problem or locates an alternative Positive External Resiliency Factor he can find a solution.

Solution Path 3

The Nongifted adolescent has Negative External Resiliency Factors in his life. A Positive External Resiliency Factor (e.g. Societal Affiliations / Social Interactions or Social Settings) gets involved by intervening with the Negative External/Internal Resiliency Factors. If the Positive External Resiliency Factor is powerful enough it will succeed in deterring suicidal ideation. He therefore, achieves a positive solution.

Solution Path 4

Negative External Resiliency Factors require counteracting influences from the Positive External Resiliency Factors. If the Positive External Resiliency Factor gets involved by interacting with the Negative External Resiliency/Internal Factors suicidal ideation will be deterred if the Positive External Resiliency Factor is sufficient. Therefore, he will achieve a positive solution. This outcome is unlikely.

Solution Path 5

The Nongifted subject questions his powerful Negative Internal Resiliency Factors. He seeks intervention from a Positive External Resiliency Factor. If the Positive External Resiliency Factor counteracting Negative Internal Resiliency Factors and if the Positive External Resiliency Factor is powerful enough, he will avoid suicidal ideation. Therefore, he will achieve a positive solution. This is the least likely outcome.

Suicidal Ideation/Suicide Path 1

The Nongifted adolescent has Negative External/Internal Resiliency Factors. If no counteracting influences intervene the adolescent will have suicidal ideations. At this time, interventions from Positive External Resiliency Factor can occur. If such interventions do not take place at this junction, the adolescent is likely to commit suicide.

Suicidal Ideation/Suicide Path 2

The Nongifted adolescent has Negative Internal Resiliency Factors and seeks interventions from the Positive External Resiliency Factors. If a successful intervention takes place at this junction, then the adolescent will not commit suicide. If no such intervention takes place, the adolescent will encounter suicidal ideation, which might lead to his committing suicide.



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Case Scenario / Problem: Continued

Suicidal Ideation/Suicide Path 3

The Non- Gifted adolescent experiences no interventions from the Positive External/Internal Resiliency Factor at this junction, so the adolescent probably will ultimately commit suicide.

It is your responsibility as the therapist or counselor to locate interventions or find out what the client already possesses to counteract the Negative External/Internal Resiliency Factors by replacing them with Positive External/Internal Resiliency Factors. Locating similar factors is key to deterring suicidal ideation and suicide.

