

شکل گیری هویت جنسی: درس های
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“If you know one transgender person, you know one transgender person!”

تنوع و تفاوت‌های زیاد در تظاهرات بالینی

- Historically, the various authors that conceptualized their theories on gender identity development often adopted a biological, a psychological, or a social view
- Certain views prevailed at different times, although the perspectives also developed parallel to each other
- Currently, contributions from each of these perspectives allow for a richer understanding of the complex ways in which gender identity develops across a broad spectrum

- Attempts to understand gender identity development will likely ultimately require a nuanced understanding of the ways in which biological, psychological, and social factors interact with one another

Early psychoanalytical theories

- Before the 1950s, Freud's personality development theory prevailed, positing that variability in gender identity was due to anomalous, early childhood psychosexual experiences, specifically during the phallic stage between ages 3 and 6 (Freud, 1962).

Social theories

- A shift in thinking occurred in the 1950s when Money proposed the idea that core gender identity was malleable and could be formed by raising a child as male or female during a critical period in early childhood (Money, Hampson, & Hampson, 1955).
- Although Money's perspective has been shown to be wrong, the role of social factors in gender identity development has been of interest to many scholars, and there is evidence of its importance.

Kohlberg cognitive theory

- In the 1960s, Kohlberg formulated a cognitive theory of gender identity development, proposing that children develop gender identity after they are cognitively able to understand that gender differences exist and understand the lifelong consequences of gender identity (Kohlberg, 1966).

Gender schema theory

- Cognitive psychology further influenced theorizing about gender identity by introducing the “gender schema theory” in the early 1980s, which argued that, while growing up, children develop a “gender schema,” a
- network of gender-related information coloring and influencing their behaviors (e.g., Bem, 1981).
- Various theories have incorporated the importance of social factors for gender identity development.
- Early social learning theory emphasized gender role behavior and how it is shaped by reward (of gender-appropriate play).

- In the 1970s and 1980s, psychosocial theories argued that sex-segregated peer networks reinforced stereotypical gender behaviors (e.g., Maccoby & Jacklin, 1987).
- Bandura argued for the importance of gender role modeling (Bussey & Bandura, 1999).

- During the 1990s, the attention shifted again, this time to the role of biological factors in gender differences and also in gender identity development.
- Modern brain studies not only revealed that there are structural differences between males and females in size and distribution of white and gray matter, but that these differences are correlated with differences in cognitive functioning (e.g., Gur et al., 1999).

Normative or Typical Gender Identity Development

- Boys and girls grow up differently.
- As soon as they are born, behavioral differences can be observed.
- When newborns, quietly lying in their mothers' laps, are confronted with a friendly face and a mobile made of the same colors and sizes as the face; girls spend more time looking at the face whereas boys take more time looking at the physical-mechanical object (Connellan, Baron-Cohen, Wheelwright, Batki, & Ahluwalia, 2000).

- As infancy progresses, additional gender differences have been observed.
- Six-month-old boys have greater difficulty than girls in maintaining affective regulation (they are, e.g., more likely than girls to fuss, to gesture to be picked up, and to try to escape or get away by turning and twisting) (Weinberg, Tronick, Cohn, & Olson, 1999). Sex-typed toy preferences exist as early as age 12–24 months (Jadva, Hines, & Golombok, 2010), with boys showing more interest in a car compared to a doll and vice versa.

- Interestingly, it was not the color or the shape of the toy that mediated the preference; for example, girls preferred a blue doll over a pink car.
- In general, both boys and girls preferred reddish colors over blue and rounded over angular shapes (Jadva et al., 2010).
- So at this young age, no color preferences were found, yet in older children, girls tend to prefer stereotypically feminine colors (pink/purple and warm colors), and boys generally choose the masculine colors (blue, brown, and darker colors).

- During the preschool years, more behavioral gender differences emerge. Five year-old girls are better able to give socially desirable solutions for stories of children with a conflict, like proposing to play together or get a teacher or a parent to mediate.
- Boys more frequently come up with verbally or physically aggressive

- Reaching the cognitive ability to label their own and others' gender is the first stage of what Kohlberg (1966) defined as gender constancy, the proposed notion that children must understand that they will always stay the same sex and that identification should be based on genitals.
- Gender constancy was proposed to develop in three stages between the ages of two and seven, although some studies suggest these stages are reached earlier (Slaby & Frey, 1975).

Gender constancy

- gender labeling, the ability to label one's own and others' gender; gender stability, the recognition that gender does not change over time; and gender consistency, the recognition that gender does not change if someone's appearance or activities change but is generally ascribed to one's genitalia (Ruble, Martin, & Berenbaum, 2006)

These theories did not seem to work
in isolation for atypical gender
development

Clinical implications

Prenatal exposure to androgen

- In females: Prenatal androgen exposure does not lead to changes in gender identity and self perception; however, it leads to changes in gender typical behaviors or roles
- In males: insufficient exposure to androgen does not lead to female-typed behavior. This may be because the society places more pressure on boys to conform to sex-typed behaviors.

Desistence and persistence of childhood dysphoria

- Among boys, the early childhood dysphoria
- The more intense dysphoria

Autism Spectrum Disorders (ASD)

- A pervasive disorder of social cognitive development
- Developmental lag with regards to gender constancy ?
- Delayed development with sexual typing
- Delayed development of sexual segregation

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