

DONNA GEPHART

# Lily AND DUNKIN

An illustration of two children standing in a forest. The child on the left is wearing a yellow shirt and blue pants, and the child on the right is wearing a red shirt and blue pants. They are surrounded by large, stylized trees with green leaves. The title 'Lily AND DUNKIN' is written in large, red, outlined letters across the center of the image.

Let the world see you.

**EDUCATORS' GUIDE | SCHOOL COUNSELORS' GUIDE**

Includes Common Core State Standards and  
American School Counselor Association Standards Correlations

Dear Educator,

Last week, I received this note from someone who read *Lily and Dunkin*: “I know your book will impact the lives of trans kids and, as a trans man, I wish it existed when I was one.”

I’m hopeful that *Lily and Dunkin* provides not only a mirror for young readers to see themselves, but windows that create empathy, understanding, and kindness toward those who are different. A good story can offer a pathway from heart to heart in a way no other medium can.



RHEA LEWIS

*Lily and Dunkin* will open not only pathways of empathy and understanding, but also opportunities for meaningful dialogue.

I began this book when there was deep stigma and pain associated with both gender identity and mental health issues. Now the tides are turning to promote more inclusion and acceptance. *Lily and Dunkin* offers another tool to engage minds and hearts.

Thank you for reading this book, which I put my whole heart into. (There’s an author’s note at the back explaining my motivation and a promise I made to our older son.) Thank you for sharing Lily’s and Dunkin’s stories with young readers. Thank you for helping change the world for the better . . . one human story at a time.

And thank you for the good work you do. It matters.

With gratitude and appreciation,

A handwritten signature in black ink that reads "Donna Gephart". The signature is fluid and cursive.

Donna Gephart



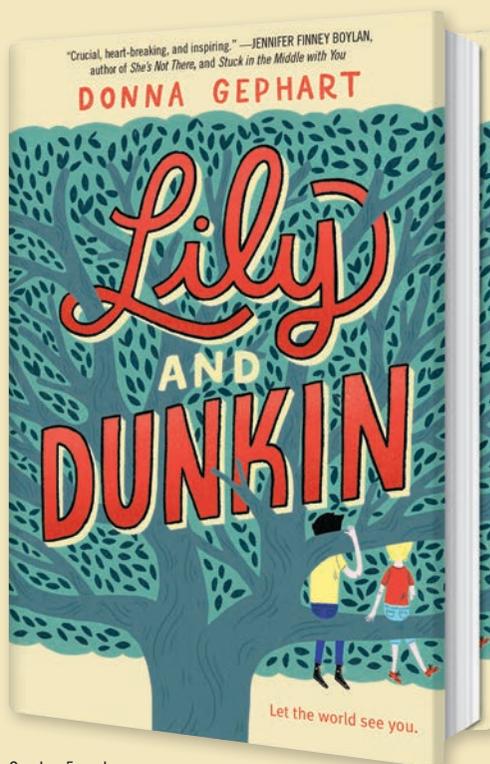
Art © 2016 Mary Kate McDewitt

## ABOUT THE BOOK

Lily Jo McGrother, born Timothy McGrother, is a girl. But being a girl is not so easy when you look like a boy. Especially when you're in the eighth grade.

Dunkin Dorfman, birth name Norbert Dorfman, is dealing with bipolar disorder and has just moved from the New Jersey town he's called home for the past thirteen years. This would be hard enough, but the fact that he is also hiding from a painful secret makes it even worse.

One summer morning, Lily Jo McGrother meets Dunkin Dorfman, and their lives change forever.



Grades 5 and up

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## PRAISE

“*Lily and Dunkin* is a delight. Here’s a book for anyone who’s ever struggled with being different—or anyone who’s ever loved someone who bears the burden of difference. Donna Gephart’s book is about trans children, and bipolar children, and their parents, of course, but what it’s really about is friendship, and the redeeming power of love. Crucial, heartbreaking, and inspiring.”

—Jennifer Finney Boylan, author of *She’s Not There* and *Stuck in the Middle with You*

“Gephart clearly has a lot of heart, and she tells [Lily’s and Dunkin’s] stories with compassion.”

—Kirkus Reviews

★ “A thoughtfully and sensitively written work of character-driven fiction that dramatically addresses two important subjects that deserve more widespread attention.”

—Booklist, Starred

“Gephart sympathetically contrasts the physical awkwardness, uncertainty, and longings of these two outsiders during a few tightly-plotted months, building to a crescendo of revelation. . . . [A] valuable portrait of two teenagers whose journeys are just beginning.”

—Publishers Weekly

## PRE-READING ACTIVITIES

Ask students to write a definition of *transgender*. Allow time for students to read the information about gender at [transactiveonline.org/inabind/parentfaq.php](http://transactiveonline.org/inabind/parentfaq.php). Have them write down the myths and the facts about being transgender. Then discuss how the facts clarify one's understanding of gender identity.

- Correlates to Common Core Language Arts Standards in Writing: Research to Build & Present Knowledge W. 6-8.7; Speaking & Listening: Comprehension & Collaboration SL. 6-8.1, SL. 6-8.3.

Have students read the myths and facts about bipolar disorder on the following website: [dbsalliance.org/pdfs/mythsfinal.pdf](http://dbsalliance.org/pdfs/mythsfinal.pdf). Have them consider the facts and write a two-to-three-page story about a bipolar adolescent.

- Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 6-8.3; Research to Build & Present Knowledge W. 6-8.7.

## VOCABULARY/USE OF LANGUAGE

Students may find unfamiliar words in the novel. Ask students to jot them down and try to define unknown words by taking clues from context. Such words may include *oblivious* (p. 25), *traitorous* (p. 27), *invincible* (p. 113), *euphemism* (p. 121), *salvation* (p. 122), *aberration* (p. 126), *alliteration* (p. 202), *vulnerable* (p. 204), *metaphorical* (p. 218), *replenish* (p. 221), and *cordoned* (p. 302).

- Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 6-8.4.

## INTERNET RESOURCES

[kidshealth.org/parent/positive/talk/transgender.html](http://kidshealth.org/parent/positive/talk/transgender.html)

This website helps adolescents understand transgender people and the issues they face in their families and with their peers.

[kidshealth.org/teen/your\\_mind/mental\\_health/bipolar.html](http://kidshealth.org/teen/your_mind/mental_health/bipolar.html)

This website explains bipolar disorder.

## CLASSROOM DISCUSSION

- A transgender person is someone who does not identify with the biological gender assigned to him or her at birth. Lily, born Tim, associates as a female and wants to start the hormone therapy that will allow her to begin the physical transition to become a girl. When did Lily begin to think of herself as a girl? Why is it best that she begin the hormone therapy now? Her mother and her sister are very supportive, but her father is not. Discuss why her father is resistant. How is Lily's father finally convinced to support her decision?
- Throughout the book, members of Lily's family and her close friend tell her how brave she is. How does Lily exhibit this when she stands up to the city in an attempt to save the tree she has named Bob? Why is the tree especially important to her as she takes bigger steps toward becoming Lily? What is her ultimate act of bravery?
- Norbert suffers from bipolar disorder, a mood disorder that causes extreme lows and extreme highs. The proper medication can control his mood swings. Why does he think stopping the medication will help him on the basketball court? Why does his mother suspect that he isn't taking his medication? Who is Phin? Why is Norbert's mother so concerned when he talks to Phin?
- Lily is one of the first people Norbert meets when he moves to Florida. Why does Lily nickname Norbert "Dunkin"? Why is Lily so disappointed when Dunkin wants to sit with the basketball team at lunch? Cite evidence that Dunkin is uncomfortable when the basketball players call Lily names like "fag" or bully her in the hallways.
- Both characters are bullied because they don't fit in with their classmates. Why are they hesitant to report the bullying to school officials? How might schools intervene to help students like Lily and Dunkin?
- Discuss Lily's relationship with Dare. How does Dare contribute to Lily's decision to go to the eighth-grade dance as herself? What does Lily realize about Dare at the dance?
- Discuss the courage it takes for Lily and Dunkin to share their secrets. How does their acceptance of one another affect the way they act throughout the rest of the novel? It won't be an easy road for either of them. What are some of the obstacles they are likely to face in the future?
- Ask students to discuss the effectiveness of the two parallel stories. How are they different but related? Lily and Dunkin tell their own stories. Explain how the reader benefits from two viewpoints on certain scenes. For example, the day Norbert is walking through the neighborhood before school starts and sees Lily in a dress. What is Norbert thinking? What about Lily?
- How is this book about tolerance and understanding?

 Discussion questions correlate to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 6-8.1, RL. 6-8.2; Craft & Structure RL. 6-8.5, RL. 6-8.6; Speaking & Listening: Comprehension & Collaboration SL. 6-8.1, SL. 6-8.3; Presentation of Knowledge & Ideas SL. 6-8.4, SL. 6-8.6; Language: Conventions of Standard English L. 6-8.1; Knowledge of Language L. 6-8.3.

## CURRICULUM CONNECTIONS

Transgender teens like Lily often feel rejection, discrimination, and anger from peers and family who don't understand their reality. Adolescents like Dunkin who suffer from bipolar disorder may experience the same feelings. Ask students to select either rejection, discrimination, or anger as a spine word and write an acrostic poem about Lily and one about Dunkin. Allow time in class for students to share their poems.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 6-8.3.

Grandpa Bob once told Lily, "Words have the power to change the world. Use them carefully." Write an editorial that Lily might present to the local newspaper for the purpose of changing attitudes about transgender people. Encourage peer editing for clarity, grammar, and punctuation.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 6-8.1; Production & Distribution of Writing W. 6-8.5.

Read the following true story about Maya, a transgender teen: [broadly.vice.com/en\\_us/article/starting-hormones-and-high-school-a-day-in-the-life-of-a-trans-teen](http://broadly.vice.com/en_us/article/starting-hormones-and-high-school-a-day-in-the-life-of-a-trans-teen). Ask students to write a letter of support from Maya to Lily as she begins hormone blockers.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 6-8.2.

Gay-Straight Alliance for Safe Schools is a national organization that encourages students to form a gay/straight alliance in their schools for the purpose of creating a safe environment for LGBT students. Divide students into small groups and ask them to explore the possibility of forming an alliance in their school. Why is it needed? Who can belong? When will it meet? What will happen in meetings? Refer them to the following website as they plan: [gsafewi.org/resources/for-youth-gsas/building-your-gsa/10-steps-for-starting-a-gay-straight-alliance/](http://gsafewi.org/resources/for-youth-gsas/building-your-gsa/10-steps-for-starting-a-gay-straight-alliance/). Then have each group create a PowerPoint presentation that makes the case for forming an alliance in their school.

Correlates to Common Core Language Arts Standards in Writing: Production & Distribution of Writing W. 6-8.6; Research to Build & Present Knowledge W. 6-8.7.

Lily and Dunkin are bullied at school. Read about the types of bullying on the following website: [bullyingstatistics.org/content/school-bullying.html](http://bullyingstatistics.org/content/school-bullying.html). Then have students chart the types of bullying that Dunkin and Lily suffer. What are the best ways to deal with bullies?

Correlates to Common Core Language Arts Standards in Writing: Research to Build & Present Knowledge W. 6-8.9.

Display the following quote: "Sometimes our hearts see things our eyes can't." Then have students write a brief paper called "Hearts and Eyes" from the point of view of either Lily or Dunkin that reveals their journey. Cite specific scenes from the novel to support points.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 6-8.3.

Dear School Counselor,

As professional counselors, it is our responsibility to create a school culture free from stigma and bias, where all students are visible, accepted, included, and safe. One way to work toward this goal is to establish small counseling groups or book groups for students who need additional social and emotional support.

I highly recommend starting with *Lily and Dunkin* by Donna Gephart. This powerful middle-grade novel celebrates uniqueness and diversity. Lily Jo McGrother, born Timothy McGrother, wants desperately to be seen and accepted as a girl. Dunkin Dorfman, born Norbert Dorfman, is coming to terms with bipolar disorder and his father's suicide. Gephart masterfully portrays the social and emotional development of identity through her characters. As the story unfolds, Lily and Dunkin's friendship deepens, and they find the courage to be true to themselves.

*Lily and Dunkin* is a story that proves we cannot afford to ignore bullying or overlook the warning signs of mental health challenges in children and adolescents. The statistics are staggering:

- 63.5 percent of all students feel unsafe because of their sexual orientation, and 43.9 percent because of their gender expression (National School Climate Survey, 2011).
- 81.9 percent of students who identify as LGBTQ were bullied in the last year based on their sexual orientation (The Trevor Project, 2016).
- Teens who self-identify as LGBTQ have a suicide risk that is four times higher than the general population of adolescents (Health Research Funding, 2011).
- Suicide is the third-leading cause of death among persons aged ten to fourteen, and the second among persons fifteen to thirty-four years old (Centers for Disease Control, 2015).
- 90 percent of teens who die by suicide have a mental health problem such as bipolar disorder or depression (healthychildren.org).
- One in five young people live with a mental health condition. Less than half of these individuals receive needed services (National Alliance on Mental Illness, 2015).

I hope you will find the following guide useful in helping students explore the powerful themes in Donna Gephart's brave book. Please adjust the lessons according to the age and population of students, and your own counseling style.

With gratitude,



Laura Barbour

Laura Barbour, MA, has taught and counseled children from preschool through high school in a variety of educational and mental-health settings for over twenty-five years. She works as a professional elementary school counselor at Stafford Primary School in West Linn, Oregon. Laura also has a private practice counseling children and adolescents.

## LOOKING AT LILY'S AND DUNKIN'S JOURNEYS

### For Discussion

- What are Lily's greatest strengths?
- What challenges does Lily overcome?
- Give examples of Lily's resilience.
- What are Dunkin's skills and talents?
- Why does Dunkin stop taking his medication? What does he hope to accomplish?
- What are the consequences of Dunkin going off his medication?
- Give examples of Dunkin's resilience.

### Be-True Challenge

In *Lily and Dunkin*, the main characters overcome many obstacles to be true to themselves. They have friends and family who support them, as well as others who challenge them. Both Lily and Dunkin navigate their complicated social worlds to find a place where they can become their authentic selves.

Working in pairs or triads, locate examples in the book where the characters sacrifice their authentic selves to fit in. Next, search for examples of characters standing up for what they believe in and doing one small thing at a time to be true to themselves.

Lily and Dunkin describe doing "one small thing" at a time to become their authentic selves. Ask your students:

*What is one small thing you can do to be more true to yourself?*

Tell students to take some quiet time to think, and then write in their journal. Make a promise to be true to themselves. Remind them that they deserve to be seen, accepted, and celebrated for all that they are.

### Walk in Our Shoes

Explore the website [walkinourshoes.org](http://walkinourshoes.org) with your students and encourage them to explore further in pairs or triads. Learn more about mental health challenges and listen to others' personal stories. Learn how to give and get help. Then create your own unique shoe!

Students can create their own shoe at [walkinourshoes.org/shoes](http://walkinourshoes.org/shoes).

Invite students to bring their favorite shoe (e.g., sneaker, ballet slipper, cleat, hiking boot, high heel) to school. The shoe should represent the student's unique and diverse talents, skills, tastes, and personality, quirks and all. Display the shoes to exhibit the diversity of the students in your group.



## DISCUSSING LILY'S STORY

### The ASCA Position on the School Counselor and LGBTQ Youth

School counselors promote equal opportunity and respect for all individuals regardless of sexual orientation, gender identity or gender expression. School counselors work to eliminate barriers that impede student development and achievement and are committed to the academic, personal/social and career development of all students.

### ASCA National Standards

7.3.1. Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

7.3.3. Standard 9: Students will understand safety and survival skills.

### A Note of Caution to Counselors

It is essential to practice sensitivity when discussing gender identity and sexual orientation with your students. This topic may make some students uncomfortable due to their lack of knowledge and experience, and may hit close to home for other students. You may know your students well, but do not assume you know their values, belief systems, and life experiences. Although it is important to be prepared for self-disclosure, do not expect your students to talk openly about their own gender identity or sexual orientation. It is essential that you model respect and sensitivity to your students and uphold a high standard for respectful conversation in your counseling groups and in the classroom.

### Establish a Safe Learning Environment

It is necessary to establish ground rules with students to ensure safe and compassionate discussions in class, in small groups, or in book clubs. Here are examples of ground rules that are supportive of safe and open discussions:

- Counselor and students will honor confidentiality. Personal information shared in the group will not be shared outside of the group.
- Students listen respectfully, demonstrate compassion, and honor different perspectives, opinions, and experiences.
- Students disagree respectfully and use “I-statements.”
- Students speak for themselves and not for others.
- Students have the right to pass and be silent during group discussions.

### Identity Continuum

Begin the discussion of gender identity, expression, and sexual orientation by discussing the Anti-Defamation League's continuum of identity.

[adl.org/assets/pdf/education-outreach/transgender-identity-and-issues.pdf](http://adl.org/assets/pdf/education-outreach/transgender-identity-and-issues.pdf)

## Definitions Related to Sexual Orientation and Gender Identity

In order to develop common language for group discussion, students will work in pairs or triads to match terms with definitions.

Bisexual	Gender Role
Gay	Lesbian
Gender	LGBTQ
Gender Expression	Straight Ally
Gender Identity	Transgender
Gender Non-conforming	Transition

1. The socially defined rules and roles for men and women in a society.
2. Refers to the ways in which people externally communicate their gender identity to others through behavior and appearance. This is not an indicator of sexual orientation.
3. One's innermost concept of being male or female (regardless of biological sex), including how individuals perceive themselves and what they call themselves.
4. The set of roles and behaviors assigned to females and males by society. U.S. culture recognizes two: masculine and feminine.
5. A person who is emotionally, physically, and/or romantically attracted to some other people of the same gender.
6. A female who is emotionally, physically, and/or romantically attracted to some other females.
7. A person who is emotionally, physically, and/or romantically attracted to some people of more than one gender.
8. The acronym that groups lesbian, gay, bisexual, transgender, and questioning individuals into one group based on their common experience as targets of heterosexism and their common struggle for sexual and gender freedom.
9. Any person outside the LGBTQ community who supports and stands up for the rights of LGBTQ people.
10. Refers to those whose gender identity and/or expression do not match society's expectations with regard to gender roles, or who do not identify as either of the sexes as currently defined.
11. The process by which a person begins living as the gender with which they identify rather than the gender they were assigned at birth, which often may include changing one's first name and dressing and grooming differently.
12. A person who doesn't adhere to societal pressures to conform to gender norms and roles.

Source: © 2011 Anti-Defamation League, [adl.org/education](http://adl.org/education); GLSEN, [glsen.org](http://glsen.org); StoryCorps, [storycorps.org](http://storycorps.org)

Answer Key: 1. Gender, 2. Gender Expression, 3. Gender Identity, 4. Gender Role, 5. Gay, 6. Lesbian, 7. Bisexual, 8. LGBTQ, 9. Straight Ally, 10. Transgender, 11. Transition, 12. Gender Non-conforming

## Partner Work

Have students work with a partner to find examples in *Lily and Dunkin* of the following terms: *gender*, *gender role*, *gender identity*, *gender non-conforming*, *transgender*, *transitioning*, and *ally*. For example:

- “That’s cool,” I say. But all I can think about is how the whole boy/girl color code is determined right from birth. The moment a baby comes into the world, someone decides whether the baby gets a pink hat or a blue hat, based on the baby’s body. Not brain. Why can’t they put a neutral color hat on the baby and wait to see what happens? (p. 73)
- Nine hundred ninety-nine out of a thousand people are born into the right body. *Lucky them*. (p. 74)
- I can’t wait until the whole world calls me by the correct pronoun. (p. 141)
- “I look like a boy. I have boy parts. . . . But I feel like a girl. I always have.” (p. 272)
- “It’s just that I never met anyone before who was transgender. . . . Or at least I don’t think I have.” (p. 272)

## Timeline

Have students work with a partner to find examples in the book that describe Lily’s transition, then use the examples to create a timeline of significant moments in Lily’s life. Encourage students to extend the timeline beyond the scope of the book.

## For Discussion: Advocacy

- How can we work together to create a safe school for all students?
- How can we make our school safe for transgender and gender non-conforming youth?
- How can we ensure that all students are visible, included, and accepted?

## For Discussion: Become an Ally

- How can you become an ally for LGBTQ students at your school?
- How would you stand up for a student who is being bullied or discriminated against based on their gender identity, expression, or orientation?
- How would you respond if the bully was a classmate? A friend? A teacher?
- Which adults at school and at home would you approach for help?

Students may consider establishing a Gay-Straight Alliance (GSA) in their school if there is not one already. A GSA provides a safe place for students to meet; support each other; talk about issues related to sexual orientation, gender identity, and expression; and work to end homophobia and transphobia. Here are the steps to get started: [gsanetwork.org/files/resources/10Steps.pdf](http://gsanetwork.org/files/resources/10Steps.pdf)

## Public Service Announcements

Show public service announcements that promote acceptance of gender diversity, such as the one found at [lovehasnolabels.com](http://lovehasnolabels.com). Have students consider these questions as they plan to share existing PSAs, or to create their own in small groups:

- How can you educate your peers and raise awareness?
- How can you increase empathy among your peers?
- How will you make the information relatable to all students?
- Where will you show the PSAs at your school?

## DISCUSSING DUNKIN'S STORY

### The ASCA Position on the School Counselor and Mental Health

School counselors recognize and respond to the need for mental health and behavioral prevention, early intervention and crisis services that promote psychosocial wellness and development for all students. School counselors are prepared to address barriers and to assess ways to maximize students' success in schools, communities and their family structure by offering education, prevention, and crisis and short-term intervention until the student is connected with available community resources.

### ASCA National Standards

7.3.1. Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

7.3.3. Standard 9: Students will understand safety and survival skills.

### A Note of Caution to Counselors

It is essential to practice sensitivity when discussing mental health challenges with your students. This topic may make some students uncomfortable due to their lack of knowledge and experience, and may hit close to home for other students. You may know your students well, but do not assume you know their life experiences and family history. It is essential that you model respect and sensitivity to your students and uphold a high standard for respectful conversation in the classroom. Include an open discussion about how your students can seek help for themselves, or for friends or family members who may be struggling with their own mental health. Provide local resources for mental health support as well as mental health and suicide prevention hotline numbers.

### For Discussion: Celebrities with Depression and Bipolar Disorder

Explore the gifts that can accompany mental health conditions to increase awareness and understanding in your students. Research correlates mental illness with creativity across the arts and sciences.

Share these inspirational photos and quotes with your students to address and contradict the stigma associated with depression and bipolar disorder:  
[buzzfeed.com/juliapugachevsky/celebrities-on-dealing-with-depression-and-bipolar-disord#.ucKY3Alooe](https://www.buzzfeed.com/juliapugachevsky/celebrities-on-dealing-with-depression-and-bipolar-disord#.ucKY3Alooe)

### TED Talk

Joshua Walters is a comedian, poet, educator, and performer diagnosed with bipolar disorder. Walters cofounded the Depression Bipolar Support Alliance (DBSA) Young Adults Chapter in San Francisco. DBSA is one of the few support groups in the country specifically for young adults with mental illness. In his TED Talk, Walters explores the balance between mental illness and "mental skillness."

Share Joshua Walters's TED Talk with your students: [ted.com/talks/joshua\\_walters\\_on\\_being\\_just\\_crazy\\_enough?language=en](https://www.ted.com/talks/joshua_walters_on_being_just_crazy_enough?language=en)

## Research Creative Genius

There are many famous and successful people with bipolar disorder who have made great contributions to society throughout history. Working in pairs or triads, research famous people who were diagnosed with bipolar disorder.

Famous People with Mental Illness:

[namivirginia.org/assets/pdfs/Famous%20People%20with%20Mental%20Illness%20Powerpoint%20Presentation.pdf](http://namivirginia.org/assets/pdfs/Famous%20People%20with%20Mental%20Illness%20Powerpoint%20Presentation.pdf)

- What contributions did they make to society?
- What were their character strengths?
- What were their talents?
- How did they overcome their challenges?
- To what do they attribute their strength and resilience?
- How do their mental health challenges contribute to their work?

Share what you learned with the class in a brief presentation.

School Counselors' Guide prepared by Laura Barbour, MA.



# INTERNET RESOURCES

## MENTAL HEALTH RESOURCES

### **American School Counselor Association (ASCA)**

[schoolcounselor.org/asca/media/asca/positionstatements/ps\\_studentmentalhealth.pdf](http://schoolcounselor.org/asca/media/asca/positionstatements/ps_studentmentalhealth.pdf)

The ASCA supports school counselors' efforts to help students focus on academic, career, and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

### **Mental Health America (MHA)**

#### **Bipolar Disorder in Children**

[mentalhealthamerica.net/conditions/bipolar-disorder-children](http://mentalhealthamerica.net/conditions/bipolar-disorder-children)

MHA is the nation's leading community-based nonprofit dedicated to addressing the needs of those living with mental illness and to promoting the overall mental health of all Americans.

### **National Alliance on Mental Illness (NAMI)**

#### **NAMI Mental Health in Schools**

[nami.org/Learn-More/Public-Policy/Mental-Health-in-Schools](http://nami.org/Learn-More/Public-Policy/Mental-Health-in-Schools)

NAMI is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

### **National Institute on Mental Health (NIMH)**

#### **Bipolar in Children and Teens**

[nimh.nih.gov/health/publications/bipolar-disorder-in-children-and-teens-qf-15-6380/index.shtml](http://nimh.nih.gov/health/publications/bipolar-disorder-in-children-and-teens-qf-15-6380/index.shtml)

NIMH is the lead federal agency for research on mental disorders.

### **Substance Abuse and Mental Health Services Administration (SAMHSA)**

[samhsa.gov/children/national-childrens-awareness-day-events/awareness-day-2016](http://samhsa.gov/children/national-childrens-awareness-day-events/awareness-day-2016)

SAMHSA hosts the National Children's Mental Health Awareness Day.



## **TRANSGENDER/GENDER VARIANCE RESOURCES**

### **Gay, Lesbian, and Straight Education Network (GLSEN)**

[glsen.org](http://glsen.org)

GLSEN works to ensure that LGBT students in grades K–12 are able to learn and grow in a school environment free from bullying and harassment.

### **GLAAD**

[glaad.org](http://glaad.org)

GLAAD rewrites the script for LGBT acceptance. As a dynamic media force, GLAAD tackles tough issues to shape the narrative and provoke dialogue that leads to cultural change.

### **Gay-Straight Alliance Network: Beyond the Binary**

[gsanetwork.org/get-involved/change-your-school/campaigns/beyond-binary](http://gsanetwork.org/get-involved/change-your-school/campaigns/beyond-binary)

GSA Network is a next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans, and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities.

### **PFLAG**

[community.pflag.org/transgender](http://community.pflag.org/transgender)

PFLAG is the nation's largest family and ally organization. Uniting people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) with families, friends, and allies, through its threefold mission of support, education, and advocacy.

### **Trans Youth Family Allies (TYFA)**

[imatyfa.org](http://imatyfa.org)

TYFA empowers children and families by partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected.

### **Trevor Project Lifeline**

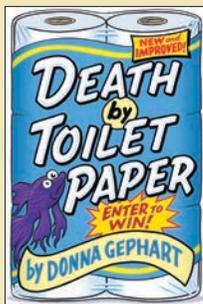
[thetrevorproject.org/section/about](http://thetrevorproject.org/section/about)

Provides 24/7 crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

## ABOUT THE AUTHOR

Donna Gephart's award-winning novels are packed with humor and heart. They include *Death by Toilet Paper*; *Olivia Bean, Trivia Queen*; *How to Survive Middle School*; and *As if Being 12-3/4 Isn't Bad Enough, My Mother Is Running for President!* Donna is a popular speaker at schools, conferences, and book festivals. For reading guides, resources, writing tips, and more, visit [donnagephart.com](http://donnagephart.com).

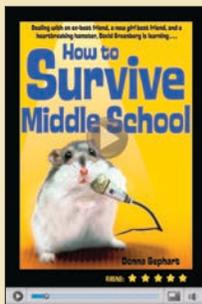
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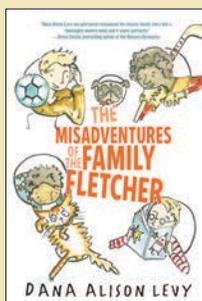


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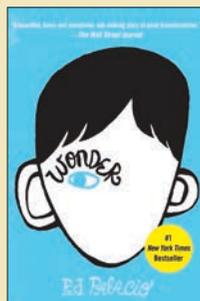


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