Experiences of Microaggressions and Resiliency among Children with Same-Sex Parents
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Introduction
• As social and political climates shift concerning the rights of same-sex couples and their families, research regarding the experiences of lesbian and gay individuals and their children has become increasingly relevant.
• Studies have examined topics from microaggressions to emotional and behavioral consequences of oppression in the lives of sexual minority individuals (e.g., Woodfall, Howell, & Silverscham, 2013; Williams et al., 2005).
• Specifically, microaggressions are defined as subtle ways in which others oppress individuals of marginalized groups (Sue et al., 2007).
• Furthermore, researchers have studied the behavioral and socioemotional development of children with sexual minority parents. Findings indicate that these children meet the same developmental milestones as children with heterosexual parents (e.g., Farr, Forsell, & Patterson, 2010).
• However, limited research exists about the possible victimization of children with same-sex parents (e.g., Koscw & Diaz, 2008; Rivers, Poteat, & Noce, 2008).
• Moreover, adoptees’ experiences with microaggressions have been scarcely documented, let alone children adopted by sexual minority parents.
• Recently, Garber (2013) pioneered the first study to our knowledge about microaggressions encountered by adoptees.
• Our study aims to expand research on the experiences of adopted children with same-sex parents, specifically instances of microaggressions, awareness of difference, and resiliency.

Methods
• Data were collected from the second wave of a larger longitudinal study examining child development, parenting, and family functioning in diverse adoptive families (e.g., Farr & Patterson, 2013).
• Participating families were recruited from five different adoption agencies throughout the United States, which were located in a jurisdiction that permitted legal adoptions by same-sex couples.
• Generally, adoptive parents worked full time, were well-educated, and had family incomes above the national average.
• Video-recorded interviews and interview transcriptions from 44 children, (M = 8 years, range = 6-11 years; 21 girls, 23 boys) representing 27 two-dad families and 17 two-mom families, were coded using thematic analysis.
• Specifically, 25 target questions, which generally elicited responses about children’s experiences with same-sex parents, were used.
• For example, children were asked “Are there any things your particularity like/do not like about having two moms/dads, how would you describe your family, how is your family different/same as other families, have you ever been bullied or treated unfairly?”
• Thematic analysis was chosen as the method to coding the qualitative data set in this study.
• A template of themes related to microaggressions, feelings of difference, and resiliency and positive conceptualizations of family were coded for.
• Three research personnel systematically coded the interviews for each theme, as well as rated emotional valence and intensity/salience.

Results
• Results indicated that 24 (of the 44) different children reported 50 instances of microaggressions; 14 of these children reported more than 1 microaggression (range: 1 to 7).
• The average emotional valence for the total number microaggressions was neutral and on average microaggressions were committed at a low intensity.
• The most common microaggression reported was Heterosexism; 18 different children cited 26 total instances of heterosexism. Most frequently, children reported neutral emotional valence (Mode = 2, 88.5%) and low intensity (Mode = 1, 51.5%).
• Out of 40 children, 62.5% reported not being afraid of disclosure.
• Nine children reported a total of 14 distinct instances of acknowledging their difference through a place of a resiliency. These resilient conceptualizations were on average moderate or high saliency (35.7% medium, 35.7% high).
• 26 individual children made 47 total positive feelings statements about their families; 46.2% of these children reported 2 or more positive feelings about their family.
• Additionally, 16 different children expressed 21 instances of positive feelings specifically regarding their parents’ sexual orientation.
• Outside of the scripted interview questions, 6 individual children made reference to positive external supports regarding the sexual orientation of their parents by others.

Discussion
• Microaggressions are generally occurring at low levels of intensity and children typically display neutral emotional valence when talking about such offenses.
• 54.5% of the children in our sample report experiencing microaggressions.
• Microaggressions are most often committed by classmates and peers and most frequently take the form of heterosexism, followed by public outing.
• Children frequently feel their family and positive conceptualizations of family more frequently than microaggressions; and over double the number of children express such feelings (70.5%).
• The majority of children can identify domains in which their own family is different from others’, especially recognizing their parents’ sexual orientation.
• Although they can recognize this difference and the majority of these children also know others with same-sex parents, still less than half of the children can define the terms “lesbian” and “gay.”
• Above all, children are demonstrating resiliency and can form positive conceptualizations of their family, especially as they grow older with age.
• Children identified more instances of resiliency and positive feelings of their family more often than both microaggressions and feelings of difference.
• Our findings add support to the notion that same-sex parented families provide loving and nurturing environments for their children.
• Additionally, having a more clear and in-depth understanding of these children’s experiences is of critical importance to educators, counselors, parents, and other personnel who can help cultivate inclusive environments that contribute to children’s positive development and growth.

Selected References

Table 1: Themes & Child Examples
<table>
<thead>
<tr>
<th>Theme</th>
<th>Questions</th>
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<tbody>
<tr>
<td>Heterosexism</td>
<td>“I tell people who do not know that same-sex couples exist.”</td>
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<tr>
<td>Testing &amp; Bullying</td>
<td>“It’s not nice, but people make fun of me because of my parents.”</td>
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<tr>
<td>Public Outing</td>
<td>“I was told I’m going to help.”</td>
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<tr>
<td>Negative Stereotypes &amp; Overt Discrimination</td>
<td>“I was told I’m going to help.”</td>
</tr>
<tr>
<td>Spoken Language</td>
<td>“They ask me lots of questions about my difference.”</td>
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Figure 1: Total Frequencies & Averages

Table 2: Participant Demographics

<table>
<thead>
<tr>
<th>Geographic Location</th>
<th>Number of Children Reporting</th>
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<tbody>
<tr>
<td>West Coast</td>
<td>21</td>
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<tr>
<td>Southwest</td>
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<tr>
<td>Midwest</td>
<td>20</td>
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<tr>
<td>Northeast</td>
<td>17</td>
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<tr>
<td>North Central</td>
<td>17</td>
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Table 2: Participant Demographics

<table>
<thead>
<tr>
<th>Family Type</th>
<th>Number of Children Reporting</th>
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