Proposed Best Practices for Cognitive Testing Considerations for Transgender or Gender Variant Individuals

**NAMES:** Clinicians should use the name the individual provides as their name regardless of its similarity or difference from their given name.

Clinicians can avoid misgendering individuals by asking the individual their pronouns before beginning the testing process.

Clinicians can avoid misgendering individuals by using the individual’s name rather than gendered honorifics.

**USAGE OF GENDER NORMS:** Unfortunately, there are no known tests that have transgender or gender variant norms when calculating standard scores or T-score for cognitive, behavioral or psychological measures. This becomes frustrating when evaluating developmental concerns where the individual has not transitioned. Perhaps a suggestion is to allow the scoring in both genders and evaluate the data incorporating the socialization of gender and the developmental process.

**CONSIDERATION OF DISCRIMINATION:** Clinicians consider that if an individual has tested or received treatment previously, there may be discrimination or bias that exists in the findings of previous clinicians and to interpret those results with caution.

Clinicians consider that historical, biographical or autobiographical data may be prejudiced and biased in binary gender expectations and to interpret the data with caution.

Clinicians communicate and empower individuals with best practice considerations to inform them of best practices and to allow the individual informed consent throughout the process.

**GENERAL COGNITIVE ASSESSMENT:** Historically, there has been a lack of information regarding cognitive assessment with transgender or gender-variant individuals as standards of assessment have been solely focused on assessment for “eligibility and readiness for transition.”
We wish to have conversations about developing standards for using gender norms, consideration of
discrimination in previous assessments, incorporating historical data without bias and using
standardized assessments for evaluation while being cognizant of the othering and pathological ways
clinical organizations have historically conceptualized transgender and gender nonconforming
individuals.

We welcome insights from evaluators, students, experts, psychologists, counselors and encourage
collaboration for consideration in developing a best practices document regarding nondiscriminatory,
ethical and culturally competent best practices in assessment with college students who are transgender
or gender nonconforming.

American Educational Research Association (AERA), American Psychological Association (APA) &


GOALS

1. Our goal is to open a conversation with practitioners unlike we have ever seen before regarding
best practices in assessment with transgender and gender nonconforming individuals.

2. Our goal is provide historical summary of the problem of not addressing best practices in
assessment with transgender and gender nonconforming individuals as well as suggestions of
how to navigate assessment.

OBJECTIVES

1. Attendees to this roundtable conversation will be able enumerate at least three issues in
cognitive/neuropsychological testing and transgender and gender nonconforming students.

2. Attendees to this roundtable conversation will be able to provide their experiences in
cognitive/neuropsychological testing and transgender and gender nonconforming students,
collaborate in consultation, and work together at developing a best practices document.