

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF OHIO
WESTERN DIVISION

JAMES OBERGEFELL, et al.	:	Civil Action No. 1:13-cv-501
Plaintiffs,	:	
	:	Judge Timothy S. Black
v.	:	
	:	
THEODORE E. WYMYSLO, et. al.,	:	EXPERT DECLARATION OF MEGAN
	:	FULCHER IN SUPPORT OF
Defendants.	:	PLAINTIFFS' MOTION FOR
	:	DECLRATORY JUDGMENT AND
	:	PERMENANT INJUNCTION

I, Megan Fulcher, Ph.D., hereby depose and say as follows:

Preliminary Statement

1. I am an Associate Professor in the Department of Psychology at Washington and Lee University. I have been retained as an expert by the counsel for the plaintiff in connection with the above-referenced litigation ("*Obergefell*"). I have actual knowledge of the matters stated in this declaration and could and would so testify if called as a witness.
2. My background, experience and list of publications from the last 10 years are summarized in my curriculum vitae, which is attached as Exhibit A to this report.
3. I received a Bachelor's degree in psychology from Virginia Commonwealth University (1997) and a Ph.D. in psychology from the University of Virginia (2004). While at the University of Virginia, I was mentored by Dr. Charlotte J. Patterson, a preeminent scholar in research on lesbian and gay parents.

4. I have authored publications in the field of child development that appear either in peer-reviewed journals or in books published by academic presses. I publish primarily on children's development in traditional and nontraditional families.
5. I have served as a peer-reviewer for professional journals over the course of my career. I have also served as a reviewer for academic conference presentations as well as for competitive grant applications.
6. I teach extensively on the topics of child development, sexuality, gender-role development and parent-child relationships. I also teach courses on scientific methodology and data analysis.
7. My research interests span a number of topics in the social and emotional development of children. I have studied the social development of children in traditional and nontraditional families. I have conducted research with gay, lesbian and heterosexual parents. Specifically, I am interested in gender development, and focus especially on individual differences in gender development during childhood and adolescence. Most children have detailed knowledge of gender-role stereotypes and report sex-typed behaviors and preferences. However, children adhere to gender roles with varying intensities, and it is these within-sex individual differences that particularly interest me. I am especially interested in family influences on children's adherence to gender roles.
8. In preparing this declaration, I reviewed the complaint in *Obergefell*, and the materials listed in the Attached Bibliography (Exhibit B). I may rely on those documents, in addition to the documents specifically cited as supportive examples in particular sections of this declaration, as additional support for my opinions. I also rely on my years of experience in this field, as demonstrated in my curriculum vitae (Exhibit A) and the materials listed there. Although

James Obergefell and John Arthur have no children of their own, they have been appointed by friends to serve as their children's guardians in the event of their death. David Michener has three children. I have never met the Plaintiffs and so I do not offer an opinion about their individual capacities to parent.

I. Summary of Ultimate Conclusion

9. Children of lesbian and gay parents do not differ in psychological adjustment or well being from children of heterosexual parents. The skills and processes involved in good parenting do not vary as a function of parents' gender or sexual orientation. The research investigating the efficacy of gay and lesbian parents has been published in rigorous, peer-reviewed journals and has been conducted by respected researchers. Overwhelming evidence supports the idea that parenting competence is not impacted by sexual orientation.
10. Children's adjustment is impacted by parents' behaviors in several ways. Parental warmth and monitoring, the formation of attachment relationships, and parents' financial and emotional resources are each associated with children's behavioral outcomes and adjustment. The same processes that predict success in heterosexual parents also predict success in gay and lesbian parents. Neither gender nor sexual orientation of parents is associated with differences in these parental behaviors.

II. Psychological Adjustment in Children and Adolescents

11. When children and adolescents are functioning well and are able to cope with the demands of everyday life, they are said to have psychological adjustment. Psychological adjustment also includes an absence of problem behaviors and mental health difficulties.

When children are well adjusted they have the skills to build and maintain social relationships and can successfully complete tasks necessary for school and home life. Well-adjusted children are building the skills needed to be happy and productive adults. Children with adjustment problems may show behavior problems at home and at school and may have trouble building friendships and relationships with peers. These children may have difficulty coping with growing demands as they move through development.

III. Parents' Behaviors Impact Children's and Adolescents' Psychological Adjustment

12. There are several parenting processes that have been shown to be associated broadly with children's positive adjustment. These processes include authoritative parenting style, secure attachment with child and between parents, and the availability of both financial and emotional resources.

- a. **Parenting Style:** Research consistently finds that when parents are warm, consistent, and monitor children's behavior, their children do well. Parents differ in warmth toward children, the discipline they use, how and how much they communicate with children, and the developmental appropriateness of the behavior they expect of their children. Parents who are warm and communicative, who make developmentally appropriate demands, and enforce rules with expressed consequences are known as authoritative parents. In these circumstances children learn important communication and relationship skills as well as self-discipline. Research has consistently indicated that authoritative parenting is associated with more positive adjustment in children.
- b. **Attachment with child and one another:** Attachment is an enduring connection between people that produces a desire for contact as well as feelings of distress

during separation. Children form attachment relationships to parents and other important adults. Adults form attachment relationships with their children and with romantic partners. In parenting, attachment relationships are secure when a parent shows sensitivity and synchronicity with an infant, and their play is both emotionally and cognitively stimulating. It is within the context of the early attachment relationships that children create a model of social relationships. This model forms an infant's generalized expectations about the social world. They use the skills they develop in these first relationships to create and maintain other relationships.

- i. Children can form attachments with several caregivers. The earliest attachment research focused on attachment relationships between children and mothers. More recent research indicates that in addition to with their mothers, children form secure attachment relationships fathers, teachers, and other caregivers. Indeed, having multiple attachment relationships is associated with positive development and may protect children against the effects of less secure relationships.
- ii. Parents' attachment with one another also has an impact on children's adjustment. As children watch parents communicate, resolve conflicts and support one another, they learn important relationship skills to take to their future relationships.
- c. Resources: When parents have more financial and emotional resources to draw on, children are better adjusted. Over (number xx) studies over 50 years have indicated that financial security buffers children against many risks for negative adjustment.

More financial resources can have a direct impact on children (safer neighborhoods, better schools, stimulating toys and activities) or an indirect impact (less stressed parents, more time with parents). Indeed, parents who are less stressed are able to parent positively and have more well-adjusted children. When parents have more emotional support and less parenting or other stress their children do well.

IV. The Structure of Families Does Not Directly Affect Children's and Adolescents' Psychological Adjustment.

13. Over and over again, research has indicated that it is not family structure (who is in the family) that is associated with children's adjustment. Instead, it is family processes (how the family interacts) that influence children's behavior and adjustment. Researchers have examined many structural variables such as number of parents in the home, gender of the parents in the home, biological relatedness of parents, and the sexual orientation of parents.

- a. **Single Parents:** At first glance, it seems that being reared by divorced or never-married parents may have a negative impact on psychological adjustment. Group difference data does show that children in single parent homes are at higher risk for poor adjustment. However, a closer look reveals that a number of important process variables are associated with single parenthood. Two parent families are remarkably better off financially than are single parent families. Single parents report more financial and work stress, which impacts parenting quality. This stress can increase as a result of transitions into and out of marriage. Children show behavior problems both before and after their parents' divorce and also after a parent remarries. This indicates it is not the number of parents that is impacting children's well being but the stress from parental marital transitions. Children in

two parent families have more sources of emotional support than do children in single parent homes. Additionally, single parents are always parenting without the relief a parenting partner may contribute. Finally, people who successfully manage a romantic relationship may be better at successfully parenting. Many of the same skills associated with maintaining an adult relationship are necessary in parent-child relationships.

- i. When single parents can continue to use authoritative parenting, maintain and model secure attachment, and offer children financial and emotional resources under the increased stress of single parenthood, children's adjustment is not impacted.
- b. Biological relatedness: Research indicates that adoptive parents are able to build strong and secure attachment relationships with their children. When children are adopted early in life by parents who intend to rear that child together, children's adjustment is not different from children being reared by their biological parents. This is true of heterosexual, gay, and lesbian adoptive families. Some studies do show a link between biological relatedness to parents and children's adjustment. In most of these studies the biologically unrelated parent is a parent's new partner who enters the child's life as part of new parental relationship. In these cases, children may have already experienced several parental relationship transitions (single-parenthood, divorce, remarriage). These transitions are associated with poorer child adjustment, thus explaining the link between a lack of biological relatedness and maladjustment. Recent carefully designed studies of gay, lesbian,

and heterosexual couples who adopted small children indicate that these children do as well as children who were either adopted or born to heterosexual parents.

- c. Gender of Parents: It has been hypothesized that children of single parents may be at risk because they are not interacting with a particular parent (a mother or a father). It was proposed that children needed to be reared by a parent of each gender in order to develop social competencies. However, research testing this hypothesis with single parents, gay and lesbian parents, and nontraditional heterosexual parents indicate this is not the case. Men and women are equally capable of all the parenting skills needed to rear well-adjusted children.

Heterosexual couples still tend to specialize their family labor with mothers doing more nurturing and caretaking work while fathers are more responsible for earning money. These differences in family responsibilities can lead to different parenting behaviors and engagement. Fathers have reported being less involved with the day-to-day care and development of their children. However, when parents divide labor nontraditionally, fathers report having emotional connections and close relationships with their children. Although heterosexual fathers report feeling less competence for childcare tasks, when they are responsible for such tasks, they build skills and competence. Childcare involves learned skills, not intuition, which can be accomplished by anyone involved with children, regardless of their gender or sexual orientation.

- d. Sexual orientation of parents: It has been a scientific question as well as a legal question for sometime whether children reared by lesbian or gay parents are differently adjusted than those raised by heterosexual parents. Numerous peer-

reviewed journal articles over the past 25 years have reported on studies that indicate no differences in children's adjustment as a function of parental sexual orientation. These studies have investigated lesbian and gay parented families in many forms, including: custody after heterosexual marriage and divorce, birth to a gay or lesbian couple using reproductive technology, adoption into gay or lesbian parented families, and gay and lesbian adults serving as foster parents. In each of these family types, the same family processes that predict positive adjustment in the children of heterosexual parents also predict parenting success for gay and lesbian parents. Further, the parenting processes employed by heterosexual, gay, and lesbian parents differ very little from one another.

- i. Parenting style: Interview, survey, and observational research indicate that lesbian and gay parents show similar levels of warmth and communication with children across development. The most recent research (Golombok et. al. 2013) indicates that gay and lesbian parents may employ harsh punishment less often than do heterosexual parents. Harsh punishments have consistently been associated with children's poor adjustment.
- ii. Attachment: Most research assessing parent and child attachment relationship as a function of parental sexual orientation has looked specifically at adoptive parents. In these families, there is no difference between gay, lesbian, and heterosexual parents and their ability to form secure relationships with children. In other family forms, gay and lesbian parents report having close relationships with their children similar to those of heterosexual parents. Adolescent and young adult children of gay

and lesbian parents report secure, close and loving relationships with their parents, similar to those reported by their peers reared by heterosexual parents. In their relationships with one another, parents serve as models of social and attachment behaviors for their children. Lesbian and gay parents report rates similar to heterosexual parents of secure attachment to their partner. Lesbian, gay, and heterosexual parents report similar levels of satisfaction in their relationships with their partners. Studies suggest that gay and lesbian parents may display a less hierarchical relationship model than do heterosexual parents.

- iii. Resources: Income levels of parents vary similarly in gay, lesbian, and heterosexual parented households. Parents in each type of household report similar support from their partners. Early fears about gay and lesbian households included that the family would be isolated from extended families or other sources of social support for parents and children. Evidence indicates that this fear was unfounded; children of lesbian and gay families are as likely to be in contact with grandparents as other children. Parents in each family type are successful at providing other adult role models for their children.

V. The Development of Children with Gay or Lesbian Parents

- 14. Domains of development: Outside of psychological adjustment, there are several other specific areas of children's development of interest to scientists and legal scholars including cognitive development, peer relationships, and gender role development.

- a. Cognitive development: Cognitive development in children measured by standardized intelligence tests, school achievement tests, and grade retention is similar in children of gay, lesbian, and heterosexual parents. Gay and lesbian parents are also reported to be as involved in children's school as are heterosexual parents. Gay and lesbian parents are in as close contact with children's teachers as are heterosexual parents. Parents' involvement with school and contact with teachers are powerful predictors of school success.
- b. Peer relationships: Several studies of adolescent and adult children of gay and lesbian parents indicate that these children are as likely to report or remember forming close friendships and enduring typical levels of teasing as do children of heterosexual parents. Parents, teachers, peers, and children report no peer stigmatization as a result of parental sexual orientation. These children are reported to have similar friendships, activities with friends, and popularity as those reared by heterosexual parents.
- c. Gender role development. Early concerns about children of lesbian and gay parents included that they would not be able to display typical gender roles without a parent of each gender. In childhood, the toy and activity preferences of sons and daughters of gay and lesbian parents do not differ from those of the sons and daughters of heterosexual parents. Children of lesbian parents are more likely to be tolerant of others' nontraditional behaviors but do not show any gendered behavior differences compared to children of heterosexual parents. Even this difference in tolerance disappears when parents' gendered attitudes are considered. Parents with less traditional gender role attitudes and behaviors have

children less restrained by gender stereotypes, regardless of parental sexual orientation.

15. Development across childhood and adolescence. At different ages, well-adjusted children accomplish different developmental tasks. In infancy, a primary accomplishment for children is to form attachment relationships with caregivers. Research indicates that lesbian, gay and heterosexual parents have similar attachment patterns with children. An important accomplishment of preschoolers is to learn to regulate their emotions and to cope with frustrating situations. Again, there is no difference in emotional regulation based on parental sexual orientation. In adolescence, a key accomplishment is to create close and rewarding relationships with peers. We see that adolescents reared by gay and lesbian parents are as capable of creating these important friendships, as are children of heterosexual parents. Across developmental stages, different skills are demanded of parents. None of these skills are different for gay, lesbian, and heterosexual parents.

VI. The Mental Health of Gay and Lesbian Parents

16. Sexual orientation is no longer used in any way to diagnose mental health.

Homosexuality was removed as a mental health disorder from the DSM, the standard tool to diagnose mental disorders, over 25 years ago. Mainstream psychological and medical associations agree that gay and lesbian orientations are well within the normal and healthy variations of sexual attraction. The American Psychological Association, the American Academy of Pediatrics, the American Medical Association, the American Academy of Child and Adolescent Psychiatry, and the American Academy of Family Physicians (among others) each have released statements in support of gay and lesbian parents and their ability and rights to rear children. Over 25 years of research consistently

revealed that gay and lesbian parents are able to cope with the demands of parenting and report the same psychological adjustment themselves as do heterosexual parents.

VII. The Scientific Merit of Research on Gay and Lesbian Parents

17. The research relied on here has all been published in respected journals with peer-review processes that maintain methodological, analytical, and interpretive soundness. The earliest studies of gay and lesbian parenting often included small samples and participants recruited through convenience sampling. Recently, however, nationally representative, large, and longitudinal studies have replicated the findings of those early studies: there is no substantial difference in the psychological adjustment or development of children as a function of parental sexual orientation. Studies relied on in this opinion included outcome measurements from several sources (children, parents, teachers, peers, standardized assessments), children in different stages of development (early childhood, middle childhood, adolescence, and young adulthood), and from many family forms (biological, adoptive, foster, blended). In these widely variable studies, the same findings continue to emerge: children reared by lesbian and gay parents are doing as well as children raised by heterosexual parents.

VIII. The Recognition of Legal Same-Sex Marriage Would Benefit Children.

18. Parents with legal marriages are more financially secure. If gay and lesbian couples achieve the right to marry or to have their legal marriages recognized by the state in which they reside, their children could benefit from the financial protections afforded to other married couples. Spouses would gain social security, survivor benefits and inheritance rights. It is clear that the death of a parent would have a direct impact on

children. Additionally, children's development can be impacted indirectly by the death of their parent if the surviving parent's stress and resources begin to affect their parenting. If these financial protections are afforded to surviving parents it will lessen the financial stress that is associated with poor childhood adjustment. Marriage also would allow spouses to share employment benefits with their family, which reduces stress related to finances.

19. The legal recognition of marriages also protects children during marital transitions. If legal marriage of gay and lesbian parents was recognized, each parent's relationship with children of that marriage would also be recognized. Noncustodial parents would be better able to retain a connection and maintain attachment relationships with their children.
20. The 2010 Census Report indicates that there are many gay and lesbian couples rearing children together in the United States today. More than 115,000 same-sex couples reported having children in their households. There are estimated to be many more gay and lesbian single adults rearing children in the United States.

Signed under penalty of perjury under the laws of the United States this seventh day of October, 2013.



Megan Fulcher, Ph.D.

EXHIBIT A

Megan Fulcher, Ph.D.

Department of Psychology
Washington and Lee University
Lexington, VA 24450

Office: 540 458-8107
Home: 540 463-3534
e-mail: fulcher@m@wlu.edu

Education

Ph.D., Department of Psychology, University of Virginia, 2004

Developmental Psychology

Advisor: Dr. Charlotte J. Patterson

Dissertation Title: Gendered differences in children's aspirations as a function of parental traditionality in attitudes and practices.

B.S., Virginia Commonwealth University, 1997

Magna Cum Laude

University Honors

Psychology Major

Women's Studies Minor

Employment

Associate Professor, Washington and Lee University, 2012-present

Assistant Professor, Washington and Lee University, 2006 - 2012

Visiting Assistant Professor, Washington & Lee University, 2004-2006

Adjunct Professor, Virginia Commonwealth University, Summers 2001-2003

Instructor, University of Virginia, Spring 2002

Graduate Teaching Assistant, University of Virginia 1997-2004

Awards & Grants

Lenfest Grant, Washington and Lee University, 2009, 2011, 2012, 2013

Hess Scholar, 2010

NICHD Summer Institute on Applied Research with Adolescents & Children, Summer Fellow, 2007

Glenn Grant, Washington and Lee University, 2006, 2007, 2008

Distinguished Teaching Fellowship, University of Virginia, 2002

Becky Boone Award for Excellence in Teaching, University of Virginia, 2001

Hamilton Fellowship, University of Virginia, 2001

Academic Enhancement Program Fellowship, University of Virginia, 2000

Center for Children, Families, and the Law, Summer Fellow, 2000

National Institute of Health Developmental Training Grant, Graduate Fellow, 1998-2000

Governor's Fellowship, University of Virginia, 1998

DuPont Fellowship, University of Virginia, 1997

Outstanding Women's Studies Student, Virginia Commonwealth University, 1997

Teaching Interests

Child development; gender-role development; development in non-traditional families; children and the law; psychology of sexual orientation; introductory psychology; research and methods.

Teaching Experience

Washington and Lee University, Department of Psychology

Principles of Development, Gender-Role Development, Social-Emotional Development, Development of Human Sexuality, Children's Development and Public Policy, Quantitative Literacy, Research in Developmental Psychology, Child Psychology, Introduction to Women and Gender Studies and Feminist Theory, Directed Students' Individual Research.

Washington and Lee University, Women's and Gender Studies Program

Introduction to Women's and Gender Studies and Feminist Theory

Virginia Commonwealth University, Department of Education

Child and Adolescent Development

University of Virginia, Department of Psychology

Gender Role Development

Research Interests

Social and emotional development of children; children's gender-role acquisition and understanding; individual differences in children's gender-role flexibility; development in the context of traditional and non-traditional families.

Publications

Weisgram, E. S., Dinella, L.M. & Fulcher, M. (2011). Role of masculinity/femininity, values, and occupational value affordances in shaping young men's and women's occupational choices, *Sex Roles*, 65, 243-258.

Fulcher, M., & Coyle, E. F.* (2011). Breadwinner and caregiver: A cross-sectional analysis of children's and emerging adults' visions of their future family roles. *British Journal of Developmental Psychology*, 29, 330-346.

Fulcher, M. (2011). Individual differences in children's occupational aspirations as a function of parental traditionality. *Sex Roles*, 64, 117-131.

Fulcher, M., Sutfin, E. L., & Patterson, C. J. (2008). Individual differences in gender development: Associations with parental sexual orientation, attitudes, and division of labor. *Sex Roles*, 58, 330-341.

Sutfin, E. L., Fulcher, M., Bowles, R. P., & Patterson, C. J. (2008). How lesbian and heterosexual parents convey attitudes about gender to their children: The role of gendered environments. *Sex Roles*, 58, 501-513.

Fulcher, M., Sutfin, E. L., Chan, R. W., Scheib, J. E., & Patterson, C. J. (2005). Lesbian mothers and their children: Findings from the Contemporary Families Study. In A. Omoto & H. Kurtzman (Eds.), *Sexual Orientation and Mental Health: Examining Identity and Development in Lesbian, Gay, and Bisexual People*. Washington: American Psychological Association.

Patterson, C. J., Sutfin, E. L., & Fulcher, M. (2004). Division of labor among lesbian and heterosexual parenting couples: Correlates of specialized versus shared patterns. *Journal of Adult Development*, 11(3), 179-189.

Fulcher, M., Chan, R. W., Raboy, B., & Patterson, C. J. (2002). Contact with grandparents among children conceived via donor insemination by lesbian and heterosexual mothers. *Parenting: Science and Practice*, 2, 61-76.

Patterson, C. J., Fulcher, M., & Wainright, J. (2002). Children of lesbian and gay parents: Research, law and policy. In B. L. Bottoms, M. B. Kovera, & B. D. McAuliff (Eds.), *Children, Social Science, and the Law*, New York: Cambridge University Press.

*** indicates undergraduate student collaborator**

Manuscripts Under Review

Coyle, E. F.* & Fulcher, M. (under review). Breaking Stereotypes with Barbie?: Barbie as a Model of Nontraditional Career Possible Selves.

Coyle, E. F. *, Fulcher, M. & Trübutschek, D.* (under review). Adults' Attitudes about Boys' and Girls' Gender Nonconformity: The Contradiction in Positive Nonmasculinity.

Dinella, L. M., Fulcher, M. & Weisgram, E.S. (under review). The role of gender ideology and gender identity in predicting young adults' career interests.

Weisgram, E.S., Fulcher, M., & Dinella, L.M. (under review). Pink Gives Girls Permission: Exploring the Roles of Explicit and Implicit Gender Labels on Preschool Children's Toy Preferences.

*** indicates undergraduate student collaborator**

Conference Presentations

- Fulcher, M., Schroeder, K.*, & Warner, E.* (submitted). Masculinity and Femininity and Adolescents' Vision of their Future Selves: A Longitudinal Look at the First Year of College. Submitted for presentation Society for Research on Adolescence, Austin, TX, March 2014.
- Fulcher, M., Weisgram, E. & Dinella, L.M. (2013). The Effects of Implicit and Explicit Gender Labels on Children's interest in Novel Toys. Poster proposal submitted for the 2013 Society for Research on Child Development Biannual Meeting in Seattle, Washington.
- Fulcher, M, Dinella, L.M., & Weisgram, E. (2012). College Men's Vision of their Future Work and Family Roles: Associations with Parental Behaviors. Poster presented at 24th Annual for the Association for Psychological Science in Chicago, IL.
- Coyle, E. F.* & Fulcher, M. (2011). *Toys as models: How Barbie may impact girls' possible self content*. Poster presented at the 2011 Society for Research on Child Development Biannual Meeting in Montreal, Quebec.
- Coyle, E. F.*, Truebutschek, D.*, & Fulcher, M. (2011). *Male gender-nonconformity and derogatory labels: Young adults' attitudes about and labels for preschoolers*. Poster presented at the 2011 Society for Research on Child Development Biannual Meeting in Montreal, Quebec.
- Fulcher, M. & Coyle, E. F. *(2011). *Who will watch the children? The future family role plans of school-age, high school and college aged students*. Poster to be presented at the 2011 Society for Research on Child Development Biannual Meeting in Montreal, Quebec.
- Weisgram, E., Dinella, L. M., Fulcher, M., Grunwald, A., & Kaniewski, L. E. (2011). *Pink monster trucks and camo baby dolls: The impact of implicit color labels on preschool children's interest in toys*. Poster presented at the 2011 Society for Research on Child Development Biannual Meeting in Montreal, Quebec.
- Fulcher, M., VanLeer, E.*, & Coyle, E. F.* (2010). *Examining gender differences in occupational prestige measures*. Poster presented at the Gender Development Conference in San Francisco, CA.
- Fulcher, M., Weisgram, E. S., & Dinella, L. M. (2010). *College students' vision of their future work and family roles: Associations with parental behaviors*. Poster presented at the Gender Development Conference in San Francisco, CA.
- Dinella, L. M., Fulcher, M., Weisgram, E. S., & Connell, S. (2009). *Gender differences and the role of parental occupational characteristics in understanding young adults' career aspirations*. Poster presentation at the Society for Research on Child Development Biannual Meeting, Denver, CO.

- Dinella, L. M., Connell, S., Fulcher, M. & Weisgram, E. S. (2008). *Gender differences in the role of gender identity in young adults' career aspirations*. Poster presentation at the Gender Development Conference in San Francisco, CA.
- Weisgram, E. S., Dinella, L. M. & Fulcher, M. (2008). *Predicting occupational interests in young adulthood: gender, masculinity/femininity, and values*. Poster presentation at the American Psychological Association Annual Meeting, Boston, MA.
- Fulcher, M. (2007). *Visions of future family roles in elementary school, high school, and college students*. Poster presentation at the Society for Research on Child Development Biannual Meeting, Boston, MA.
- Fulcher, M. (2006). *Parental sexual orientation and children's gender role development*. Paper presentation at Symposium on Contemporary Research about LGBT-Headed Families, Philadelphia, PA.
- Fulcher, M. (2006). *College students' plans for combining work and family*. Poster presentation at the Gender Development Conference in San Francisco, CA.
- Fulcher, M. (2005). *Individual differences in children's occupational aspirations as a function of parental traditionality*. Poster presentation at the Society for Research on Child Development Biannual Meeting in Atlanta, GA.
- Fulcher, M. (2004). *Individual differences in children's occupational aspirations as a function of parental traditionality*. Poster presentation at the Gender Development Conference in San Francisco, CA.
- Fulcher, M. & Sutfin, E. L. (2003). *Parental division of labor and children's sex-typed occupational aspirations in families headed by lesbian or heterosexual couples*. In E. Vo (chair), *Examining the Promise and Limitations of Coparenting Constructs in Diverse Family Systems*. Presented at the Society for Research on Child Development Biannual Meeting in Tampa, FL.
- Sutfin, E. L., Fulcher, M., & Patterson, C. J. (2001). *Parents' sexual orientation, gender-role attitudes, and children's environments*. Symposium presentation at American Psychological Association Conference in San Francisco, CA.
- Fulcher, M., Sutfin, E. L., & Patterson, C. J. (2001). *Parental sexual orientation, division of labor, and sex-role stereotyping in children's occupational choices*. Poster presentation at the Society for Research on Child Development Biannual Meeting in Minneapolis, MN.
- Sutfin, E. L., Fulcher, M., & Patterson, C. J. (2001). *Parents' sexual orientation, attitudes, and children's environments: Do lesbian moms provide less stereotyped environments?* Poster presentation at the

Society for Research on Child Development 2001 Biannual Meeting in Minneapolis, Minnesota.

Fulcher, M., Chan, R. W., Raboy, B., & Patterson, C. J. (2000). Contact with grandparents among children conceived via donor insemination by lesbian and heterosexual mothers. In E. Rothblum (chair), *Lesbian Mothers and their Families: New Directions in Research*. Presented at American Psychological Association Conference in Washington, D.C.

Fulcher, M., Chan, R. W., Raboy, B., & Patterson, C. J. (1999). *Contact with grandparents among children conceived via donor insemination by lesbian and heterosexual mothers*. Poster presentation at the Society for Research on Child Development Biannual Meeting in Albuquerque, NM.

* indicates undergraduate student collaborator

Academic Service

Interim Chair, Washington and Lee University, Women's and Gender Studies Program, 2012-2013

Legal Consultant, 2012: Christopher John Walsh, Jr. v. Chelsea Renee Hughs (DR-2011-500192.01). Retained as a witness by the Southern Poverty Law Center to present research findings on families headed by lesbian parents.

Reviewer, conference submissions for Panel 28: "Gender & Development" for the SRCDD 2013 Biennial Meeting to be held in Seattle, WA, April 18-20, 2013.

Reviewer, Blakemore, J.E., Berenbaum, S. A. & Liben, L. S. (2009). *Gender Development*. Psychology Press: New York.

Reviewer, American Association of University Women, AAUW International Fellowships Program Panel, 2011

Reviewer, NICHD/Oxford *Handbook on Child Development and Poverty*, 2011

Reviewer, Second Biennial NICHD Summer Research Institute, 2009.

Reviewer, 2006 Wayne F. Placek Award

Journals Reviews

Reviewer, *Developmental Psychology*

Reviewer, *Journal for Research on Adolescence*

Reviewer, *Journal of Homosexuality*

Reviewer, *Journal of Family Issues*

Reviewer, *Journal of Marriage and Family*

Reviewer, *Journal of Social and Personal Relationships*

Reviewer, *Parenting: Science and Practice*

Reviewer, *Sex Roles*

Reviewer-in-Training, *Journal of Marriage and Family*, 2002-2004

Coordinator, Developmental Psychology Area Lunch Meeting, 1998-1999

Committee Work

GLBT Faculty Student Advisory Board, *Washington and Lee University*
University Athletic Committee, *Washington and Lee University*, 2011-2017
University Committee on Inclusiveness and Campus Climate, *Washington and Lee University*,
2008-2012

Teachers' Education Advisory Committee, *Washington and Lee University*, 2008-2011
Faculty Committee on Inclusiveness, *Washington and Lee University*, 2007-2010
Program in Women's Studies Advisory Committee, *Washington and Lee University*, 2007-2012

Community Service

Faculty Mentor, to new math professor, Elizabeth Denne
Faculty Mentor, Women's Soccer Team, *Washington and Lee University*
Faculty Advisor, GLBT Equality Initiative, *Washington and Lee University*
Faculty Advisor, Literacy Campaign, *Washington and Lee University*
Co-coordinator, Women in Math and Science, *Washington and Lee University*
Central Elementary PTA, Board Member
Rockbridge Area Prevention Council, Member

Community Presentations

You know what they say about assuming... (2013). Seminar, Alumni College Family Adventures in Science, *Washington and Lee University*.

Healthy GLBT Development through the College Years (2012). Presented at *Washington and Lee University's* first Annual GLBTQ Symposium.

What do we have here? Understanding how the mind works (2009, 2011, & 2012). Seminar, Alumni College Family Adventures in Science, *Washington and Lee University*.

Attachment relationships (2011 & 2012). Advocate Institute presentation for Court Appointed Special Advocate for Children (CASA).

Work and family: How children & young adults envision their future (2011). Presented at Developmental Psychology's Area Lunch, University of Virginia.

Growing girls: Magazines, movies, and more (2010). Presentation at the Women's Health Virginia's Annual Conference.

Parent traditionality and children's occupational aspirations (2010). Presentation at NOW-Lexington Virginia chapter.

Gender in the school (2009). In-service workshop for teachers in the Buena Vista School System.

The changing family form (2007). Insight, BRPT television program.

The evolution of attitudes toward work, family and gender (2006). Insight, WMRA radio program.

Occupational aspirations and the family (2006). Presented at Developmental Psychology's Area Lunch, University of Virginia.

I want to be the first girl president (2005). Presented at the Women's Studies Colloquia, Washington and Lee University.

Exhibit B

BIBLIOGRAPHY

Table of Contents

1. Psychological Adjustment of Children and Adolescents	.....	25
2. Parents’ Behaviors Impact Children’s and Adolescents’ Psychological Adjustment	.....	26
Parenting Style	.....	26
Attachment	.....	26
Resources	.....	27
3. Family Structure does not Impact Children’s and Adolescents’ Psychological Adjustment	.....	27
Number of Parents	.....	27
Biological Relatedness	.....	28
Gender of Parents	.....	28
Parents’ Sexual Orientation	.....	29
4. The Development of Children of Gay and Lesbian Parents	.....	29
5. The Mental Health of Gay and Lesbian Parents	.....	31
6. The Scientific Merit of Research on Gay and Lesbian Parents	.....	31
7. Recognition of Legal Same Sex Marriage Would Benefit Children	.....	31

Bibliography

Psychological Adjustment of Children and Adolescents

Bornstein, M. H. (Eds.) Handbook of parenting (5 volumes). Mahwah, NJ: Lawrence Erlbaum Associates.

Damon, W., & Learner, R. (Eds.) (2006). Handbook of child psychology (4 Volumes). Hoboken, NJ: Wiley

Smith, P. K., & Hart, C. H. (Eds.) (2010). Blackwell handbook of childhood social development. (2nd ed.) Oxford: Blackwell.

Weiner, I. (Ed.) (2003). *Handbook of Psychology*. Hoboken, NJ: Wiley.

Parent's Behaviors Impact Children's and Adolescents' Psychological Adjustment

- **Parenting Style**

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4, 1-103.

Farr, R. H., Forssell, S.L., & Patterson, C.J. (2010). Parenting and child development in adoptive families: Does parental sexual orientation matter? *Applied Developmental Science*, 14, 164-178.

Hoeve, M., Dubas, J. S., Gerris, J. R. M., van der Laan, P. H., & Smeenk, W. (2011). Maternal and paternal parenting styles: Unique and combined links to adolescent and early adult delinquency. *Journal of Adolescence*, 34, 813-827. DOI: 10.1016/j.adolescence2011.02.004.

Lamb, M. E. (2012). Mothers, fathers, families, and circumstances: Factors affecting children's adjustment. *Applied Developmental Science*, 162, 98-111. DOI: 10.1080/10888691.2012.667344

Varela, R. E., Vernberg, E. M., Sanchez-Sosa, J.J. Riveros, A., Mitchell, M., & Mashunkashey, J. (2004). Parenting style of Mexican, Mexican American, Caucasian-Non-Hispanic families: Social context and cultural influences. *Journal of Family Psychology*, 18, 651-657. DOI: 10.1037/0893-3200.18.4.651

- **Attachment**

Allen, J.P. & Land, D. (1999). Attachment in adolescence. In Cassidy, J. & Shaver, P.R. (eds.) *Handbook of Attachment: Theory, Research, and Clinical Applications*. The Guilford Press: New York: 319-335.

Friedman, S.L. & Boyle, D.E. (2008).. Attachment in US children experiencing nonmaternal care in the early 1990s. *Attachment & Human Development*, 10, 225-261.

Goldberg, A. E., Moyer, A. M., & Kinkler, L. A. (2013). Lesbian, gay, and heterosexual adoptive parents' perceptions of parental bonding during early parenthood. *Couple and Family Psychology: Research and Practice*, 2, 146-162. DOI: 10.10337/a0031834

Karen, R. (1998). *Becoming Attached: First Relationships and How they Shape our Capacity to Love*. New York, NY: Oxford University Press.

Lamb, M.E. (2012). A wasted opportunity to engage with literature on the implications of attachment research for family court professionals. *Family Court Review*, 50, 481-485.

Raikesa, H.A. & Thompson, R.A. (2008). Attachment security and parenting quality predict children's problem-solving, attributions, and loneliness with peers. *Attachment & Human Development*, 10, 319-344.

Stams, G. J. J. M., Juffer, F. & van IJzendoorn, M. H. (2002). Maternal sensitivity, infant attachment, and temperament in early childhood predict adjustment to middle childhood: The case of adopted children and their biologically unrelated parents. *Developmental Psychology*, 38, 806-821.

- **Resources**

Chan, R. W., Brooks, R. C., Raboy, B., & Patterson, C. J. (1998). Division of labor among lesbian and heterosexual parents: Associations with children's adjustment. *Journal of Family Psychology*, 12, 402-419.

Cheung, C. S., & Pomerantz, E. M. (2011). Parents' involvement in children's learning in the United States and China: Implications for children's academic and emotional adjustment. *Child Development*, 82, 932-950. DOI: 10.1111/j.1467-8624.2011.01582.x

Committee on Integrating the Science of Early Childhood Development (2000). Family Resources. In Shonkoff, J.P. & Phillips, D.A. (Eds.), *From Neurons to Neighborhoods: The Science of Early Childhood Development*. The National Academy Press: Washington, DC: 267-283.

Evans, G.W., Maxwell, L.E., & Hart, B. (1999). Parental language and verbal responsiveness to children in crowded homes. *Developmental Psychology*, 35, 1020-1023.

Golombok, S. Mellish, L., Jennings, S., Casey, P. Tasker, F., & Lamb, M.E. (2013). Adoptive gay father families: Parent-child relationships and children's psychological adjustment, *Child Development*, early online view, DOI: 10.1111/cdev.12155

Lipina, S. J. & Colombo, J. A. (2009). Poverty and Brain Development During Childhood: An Approach from Cognitive Psychology and Neuroscience. Washington, DC: American Psychological Association.

Patterson, C. J., Hurt, S., & Mason, C. D. (1998). Families of the lesbian baby boom: Children's contacts with grandparents and other adults. *American Journal of Orthopsychiatry*, 68, 390-399.

Sameroff, A. J. (1998) Environmental risk factors in infancy. In Warhol, J. G. & Shelov, S. P. (Eds.), *New Perspectives in Early Emotional Development*, Johnson & Johnson Pediatric Institute, 159- 171.

Family Structure does not Impact Children's and Adolescents' Psychological Adjustment

- **Number of Parents**

Kiernan, K. E. & Mensah, F. K. (2010). Unmarried parenthood, family trajectories, parent and child well-being. In K. Hansen, H Joshi, & S. Dex (Eds.), *Children of the 21st Century: From Birth to age 5* (pp. 77-94). London: Policy Press.

Lansford, J. E., Ceballo, R., Abbey, A., & Stewart, A. J. (2001). Does family structure matter? A comparison of adoptive, two-parent biological, single mother, stepfather, and stepmother households. *Journal of Marriage and the Family*, 63, 840-851.

Simons, L.G., Chen, Y. Simons, R.L., Brody, G. & Cutrona, C. (2006). Parenting practices and child adjustment in different types of households: A study of African American families. *Journal of Family issues*, 27, 803-825. DOI:10.1177/0192512X05285447

• **Biological Relatedness**

Casey, P., Jadva, V. Blake, L. & Golombok, S. (2013). Families created by donor insemination: Father-child relationships at age 7. *Journal of Marriage and Family*, 75, 858-870.

Goldberg, A.E. & Smith, J. Z. (2013). Predictors of psychological adjustment in early placed and adopted children with lesbian, gay, and heterosexual parents. *Journal of Family Psychology*, 27, 431-442. DOI:10.1037/a0032911

Golombok, S., Cook, R., Bish, A. & Murray, C. (1995). Families created by the new reproductive technologies: Quality of parenting and social and emotional development of the child. *Child Development*, 66, 285-298.

Golombok, S. Murray, C. Brinsden, P., & Abdalla, H. (1999). Social versus biological parenting: Family functioning and the socioemotional development of children conceived by egg or sperm donation. *Journal of Child Psychology and Psychiatry*, 40, 519-527.

Jadva, V., Freeman, T., Kramer, W., & Golombok, S. (2009). The experiences of adolescents and adults conceived by sperm donation: Comparison by age of disclosure and family type. *Human Reproduction*, 24, 1909-1919.

Juffer, F. & van Ijzendoorn, M. H. (2007). Adoptees do not lack self-esteem: A meta-analysis of studies of self-esteem of transracial, international, and domestic adoptees. *Psychological Bulletin*, 133, 1067-1083.

• **Gender of Parents**

Biblarz, T.J. & Stacey, J. (2010). How does gender of parents matter? *Journal of Marriage and Family*, 72, 3-22. DOI: 10.1111/j.1741-3737.2009.00678.x

Bos, H. Goldberg, N., Van Gelderen, L., & Gartrell, N. (2012). Adolescents of the U.S. National Longitudinal Lesbian Family Study: Male role models, gender role traits, and psychological adjustment. *Gender & Society*, 26, 603-638. DOI: 10.1177/0891243212445465.

Brody, L. (1997). Gender and emotion: Beyond stereotypes. *Journal of Social Issues*, 53(2), 369-391.

Golombok, S., Tasker, F., & Murray, C. (1997). Children raised in fatherless families from infancy: Family relationships and socioemotional development of children of lesbian and single heterosexual mothers. *Journal of Child Psychology & Psychiatry*, 38, 783-792.

Takser, F. (2010). Same-sex parenting and child development: Reviewing the contribution of parental gender. *Journal of Marriage and Family*, 72, 35-40. DOI: 10.1111/j.1741-3737.2009.00681.x

- **Parents' Sexual Orientation**

Chan, R. W., Raboy, B. & Patterson, C. J. (1998). Psychological adjustment among children conceived via donor insemination by lesbian and heterosexual mothers. *Child Development*, 69, 443-457.

Erich, S., Hall, S. K., Kanenberg, H., & Case, K. (2009). Early and late stage adolescence: Adopted adolescents' attachment to their heterosexual and lesbian/gay parents. *Adoption Quarterly*, 12, 152-170. DOI: 10.1080/109226750903330462

Farr, R.H., Forsell, S.L., Patterson, C.J. (2010). Gay, lesbian, and heterosexual adoptive parents: Couple relationship issues. *Journal of GLBT Family Studies*, 6, 199-213. DOI: 10.1080/15504281003705436

Farr, R.H. & Patterson, C.J. (2013). Coparenting among lesbian, gay and heterosexual couples: Associations with adopted children's outcome. *Child Development*, 84, 1226-1240. DOI: 10.1111/cdev.12046

Fulcher, M. Chan, R. W. Raboy, B. & Patterson, C.J. (2002). Contact with grandparents among children conceived via donor insemination by lesbian and heterosexual mothers. *Parenting: Science and Practice*, 2, 61-76.

Patterson, C. J. & Chan, R. W. (1999). Families headed by lesbian and gay parents. In M. E. Lamb (Ed.), *Nontraditional Families: Parenting and Child Development* (2nd ed.). Hillsdale, N. J.: Erlbaum.

Patterson, C. J. (1995). Families of the lesbian baby boom: Parents division of labor and children's adjustment. *Developmental Psychology*, 31, 115-123.

Peplau, L.A. & Fingerhut, A. W. (2007). The close relationships of lesbians and gay men. *Annual Review of Psychology*, 58, 405-424. DOI: 10.1146/annurev.psych.58.110405.085701

Stacey, J. & Biblarz, T.J. (2001). (How) does the sexual orientation of parents matter? *American Sociological Review*, 66, 159-183.

Tasker, F. (2005). Lesbian mothers, gay fathers, and their children: A review. *Developmental and Behavioral Pediatrics*, 26, 224-240.

The Development of Children of Gay and Lesbian Parents

Fedewa, A.L. & Clark, T.P. (2009). Parent practices and home-school partnerships: A differential effect for children with same-sex coupled parents? *Journal of GLBT Family Studies*, 5, 312-339. DOI: 10.1080/15504280903263736

- Flaks, D. K., Ficher, I., Masterpasqua, F., & Joseph, G. (1995). Lesbians choosing motherhood: A comparative study of lesbian and heterosexual parents and their children. *Developmental Psychology, 31*, 105-114.
- Fulcher, M. Sutfin, E. L., & Patterson, C.J. (2008). Individual differences in gender development: Associations with parental sexual orientation, attitudes and division of labor. *Sex Roles, 58*, 330-341. DOI: 10.1007/s1199-007-9348-4
- Gartrell, N., & Bos, H. (2010). US National Longitudinal Lesbian Family Study: Psychological adjustment of 17 year old adolescents. *Pediatrics, 126*, 28-36.
- Goldberg, A. E. (2009). *Lesbian and Gay Parents and Their Children: Research on the Family Life Cycle*. Washington, DC: American Psychological Association.
- Goldberg, A.E., Kashy, D.A., Smith, J.Z. (2012). Gender-typed play behavior in early childhood: Adopted children with lesbian, Gay, and heterosexual parents. *Sex Roles, 67*, 503-515. DOI: 10.1007/s11199-012-0198-3
- Lavner, J.A., Waterman, J. & Peplau, L.A. (2012). Can gay and lesbian parents promote healthy development in high-risk children adopted from foster care? *American Journal of Orthopsychiatry, 82*, 465-472. DOI: 10.1111/j.1939-0025.2012.01176.x
- MacCallum, F. & Golombok, S. (2004). Children raised in fatherless families from infancy: A follow-up of children of lesbian and single heterosexual mothers at early adolescence. *Journal of Child Psychology and Psychiatry, 45*, 1407-1419.
- Patterson, C. J. (2006). Children of lesbian and gay parents. *Current Directions in Psychological Science, 15*, 241-244.
- Patterson, C. J. (1997). Children of lesbian and gay parents. In T. Ollendick & R. Prinz (Eds.), *Advances in Clinical Child Psychology* (Vol. 19; pp. 235-282). New York: Plenum Press.
- Potter, D. (2012). Same-sex parent families and children's academic achievement. *Journal of Marriage and Family, 74*, 556-571. DOI: 10.1111/j.1741-3737.2012.00966.x
- Roesnfeld, M.J. (2010). Nontraditional families and childhood progress through school. *Demography, 47*, 755-775.
- Wainright, J. L., Russell, S. T., Patterson C. J. (2004). Psychological adjustment, school outcomes, and romantic relationships of adolescents with same-sex parents. *Child Development, 75*, 1886-1898
- Wainright, J. L., & Patterson, C. J. (2006). Delinquency, victimization, and substance abuse among adolescents with female same-sex parents. *Journal of Family Psychology, 20*, 526-530.
- Wainright, J. L., & Patterson, C. J. (2008). Peer relations among adolescents with female same-sex parents. *Developmental Psychology, 75*, 117-126.

The Mental Health of Gay and Lesbian Parents

American Psychological Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5)*. Washington, DC: American Psychological Association.

Fulcher, M. Sutfin, E.L. Chan, R.W., Scheib, J.E., & Patterson, C.J. (2005). Lesbian mothers and their children: Findings from the Contemporary Families Study. In A. Omoto & H. Kurtzman (Eds.), *Sexual Orientation and Mental Health: Examining Identity and Development in Lesbian, Gay, and Bisexual People*. Washington: American Psychological Association.

Kurdek, L. A. (2009). Assessing the health of a dyadic relationship commitment in heterosexual and same-sex partners. *Journal of Family Psychology, 22*, 701-711.

Patterson, C. J. (2001). Families of the lesbian baby boom: Maternal mental health and child adjustment. *Journal of Gay and Lesbian Psychotherapy, 4*, 91-107.

Patterson, C. J. (1996). Lesbian mothers and their children: Findings from the Bay Area Families Study. In J. Laird & R. J. Green (Eds.), *Lesbians and Gays in Couples and Families: A Handbook for Therapists* (pp. 420-437). San Francisco: Jossey-Bass.

Patterson, C. J. (1995). Sexual Orientation and human development: An overview. *Developmental Psychology, 31*, 115-123.

The Scientific Merit of Research on Gay and Lesbian Parents

Craig, R. S. (2002). Examining Redding's claims about lesbian and gay parenting. *American Psychologist, 57*, 298-299.

Gartrell, N. Rodas, S. Deck, A. Peyser, H. & Banks, A. (2006). The USA National Lesbian Family Study: Interviews with mothers of 10-year-olds. *Feminism & Psychology, 16*, 175-192. DOI: 10.1177/0959-353506062972

Paige, R. U. (2005). Proceedings of the American Psychological Association, Incorporated, for the legislative year 2004. Minutes of the meeting of the Council of Representatives July 28 & 30, 2004, Honolulu, HI.

Patterson, C. J. (2000). Sexual orientation and family life: A decade review. *Journal of Marriage and the Family, 62*, 1052-1069.

Recognition of Legal Same-Sex Marriage Would Benefit Children

Lofquist, D. (2011). Same-sex couple households. American Community Survey Briefs, United States Census Bureau

Mallon, G. P. (2011). The home study assessment process for gay, lesbian, bisexual, and transgender prospective foster and adoptive families. *Journal of GLBT Family Studies, 7*, 9-29. DOI: 10.1080/1550428X.2011.537229

Patterson, C.J. (2013). Children of lesbian and gay parents: Psychology, law and policy. *Psychology of Sexual Orientation and Gender Diversity*, 1, 27-34. DOI: 10.1037/2329-0382.1.8.27

Patterson, C. J., Fulcher, M., & Wainright, J. (2002). Children of lesbian and gay parents: Research, law and policy. In B. L. Bottoms, M. B. Kovera, & B. D. McAuliff (Eds.), *Children, Social Science, and the Law*, New York: Cambridge University Press.

Patterson, C. J. & Redding, R. (1996). Lesbian and gay families with children: Public policy implications of social science research. *Journal of Social Issues*, 52, 29-50.