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The project's purpose is to develop staff education about support strategies for ID/DD individuals who identify as LGBTQ+ in group homes to reduce adverse behavioral issues in the cohort.

Studies show that the staff does not support this cohort to express their sexuality or acknowledge their sexual orientation. This study employed quality improvement measures. Data were collected from a convenience sample of the target population via post-workshop surveys adapted from the Knowledge about Homosexuality Questionnaire, pre-and-post community inclusion forms, review of agency's records and environment, and pre-and-post adverse behaviors of the cohort. Data were analyzed by content analysis, Statistical Package for the Social Sciences (SPSS) - Spearman's rho, paired-sample t-test, and Wilcoxon signed-rank test. Evolving findings show that staff education and support would reduce adverse behavioral issues among the cohort. There is a critical need to modify the agency's protocols, forms, cultural competency training, environment, and policies to emphasize information about the cohort's needs using interventions to diminish minority stress and improve positive psychology (PERMA model).

Keywords: LGBTQ+, LGBTQ+ health disparity, LGBTQ+ statistics, LGBTQ+ policies, LGBTQ+ sexual rights, LGBTQ+ definition, lesbian, gay, transgender, bisexual, transsexual, intersex, Queer, LGBTQ+, intellectual disabilities, developmental disabilities, group homes, sexuality, queer, minority distress, three pillars of positive psychology, PERMA.