

# QueerAlly-IDD: Supporting Intellectual Disability and Developmental Disability (ID/DD) individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer, Questioning (LGBTQ+)

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## Introduction

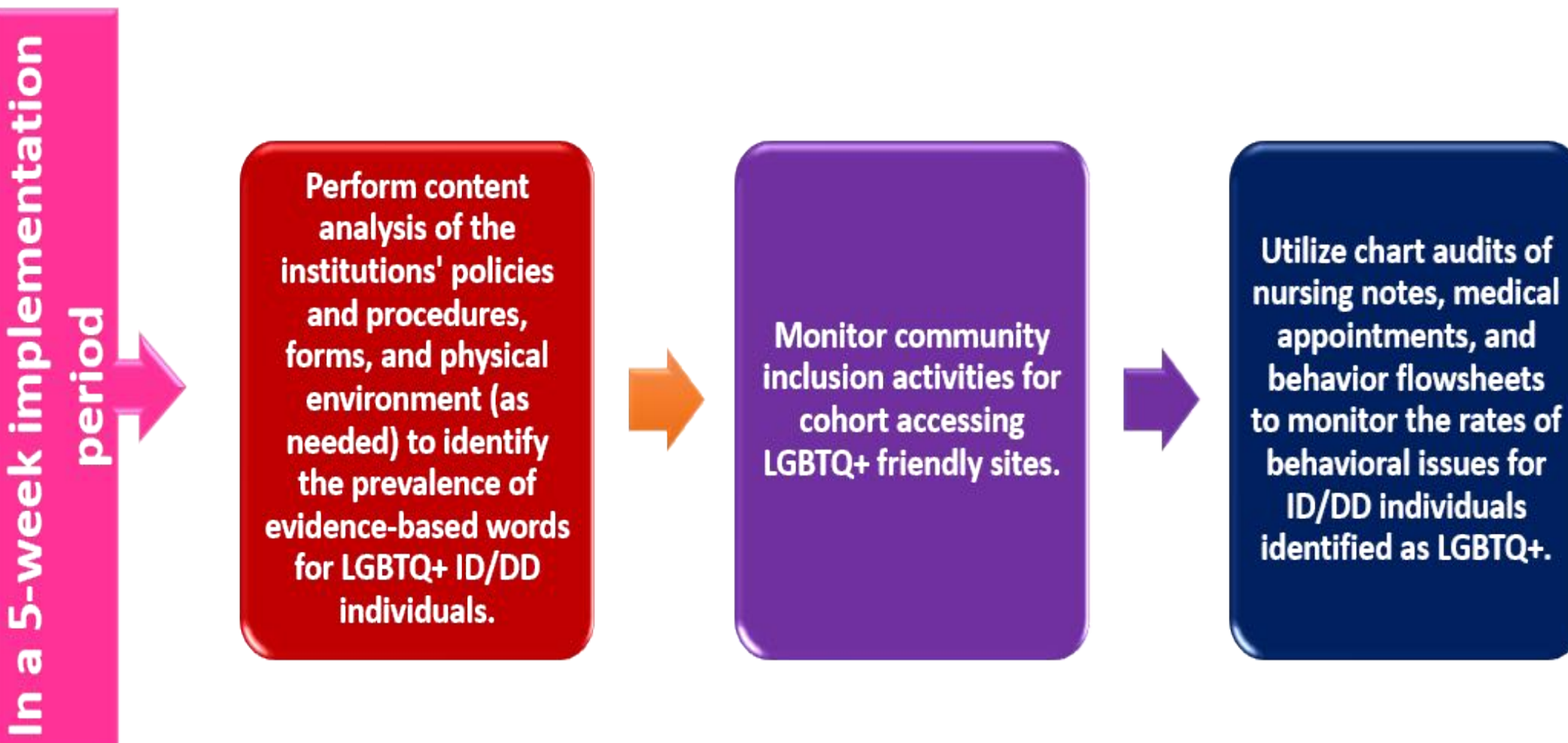
Many healthcare agencies struggle with how to provide holistic care that addresses the sexual needs of these individuals. However, the needs of individuals who identify as LGBTQ+ are not always met or managed by these agencies that provide care for these individuals. Inconsistent culturally congruent care and support for LGBTQ+ ID/DD individuals could contribute to increase in behavioral issues in the cohort, decrease staff satisfaction and retention, and increase unnecessary emergency room and hospitalizations.



Studies show that ID/DD individuals who identify as LGBTQ+ are less likely to be educated about their sexuality, lifestyle, or supported. Some of these individuals are less likely to have role models or opportunities to meet sexual partners. Due to cultural, societal, and personal beliefs, some staff members may not be willing to support these individuals' sexual rights.

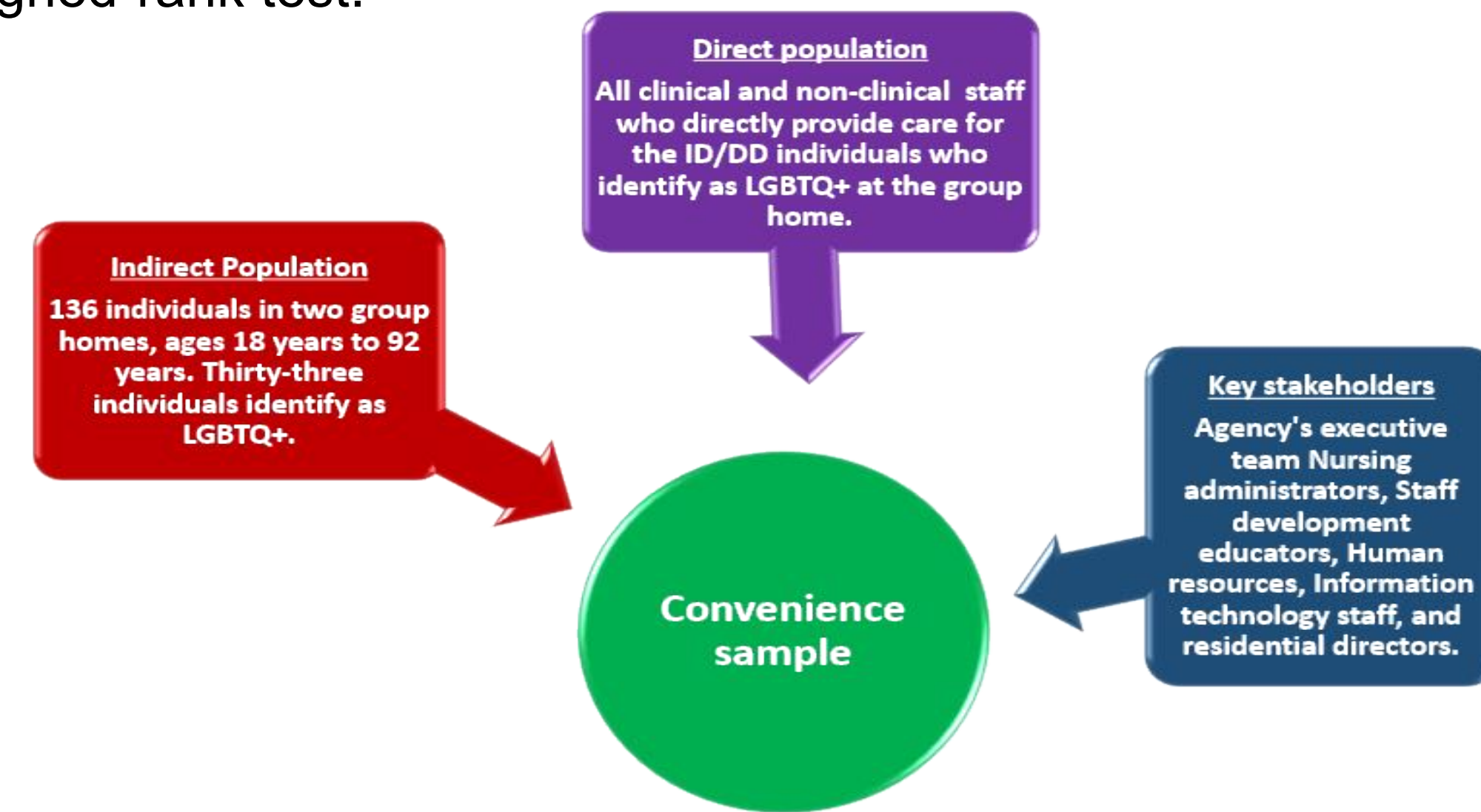
## Aim

The proposed project aims to use quality improvement measures to develop staff education on support strategies for ID/DD individuals who identify as LGBTQ+ in group homes to reduce behavioral issues in the cohort. The guiding research question was based on the exploration of how implementing a supportive strategic education protocol for the group home staff that is evidence-based and culturally competent, compared to current practice will decrease behavioral issues in ID/DD individuals within five weeks.

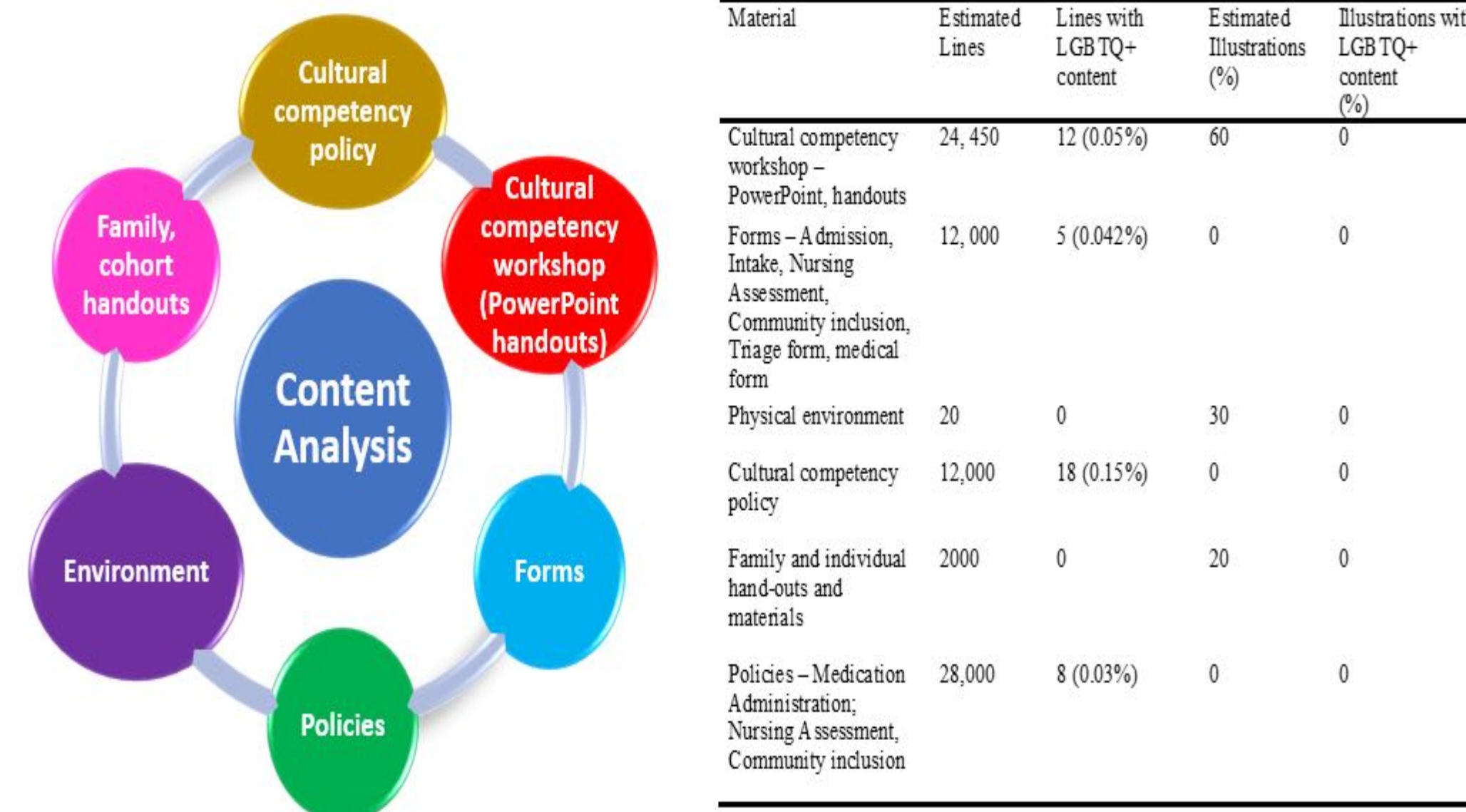


## Method

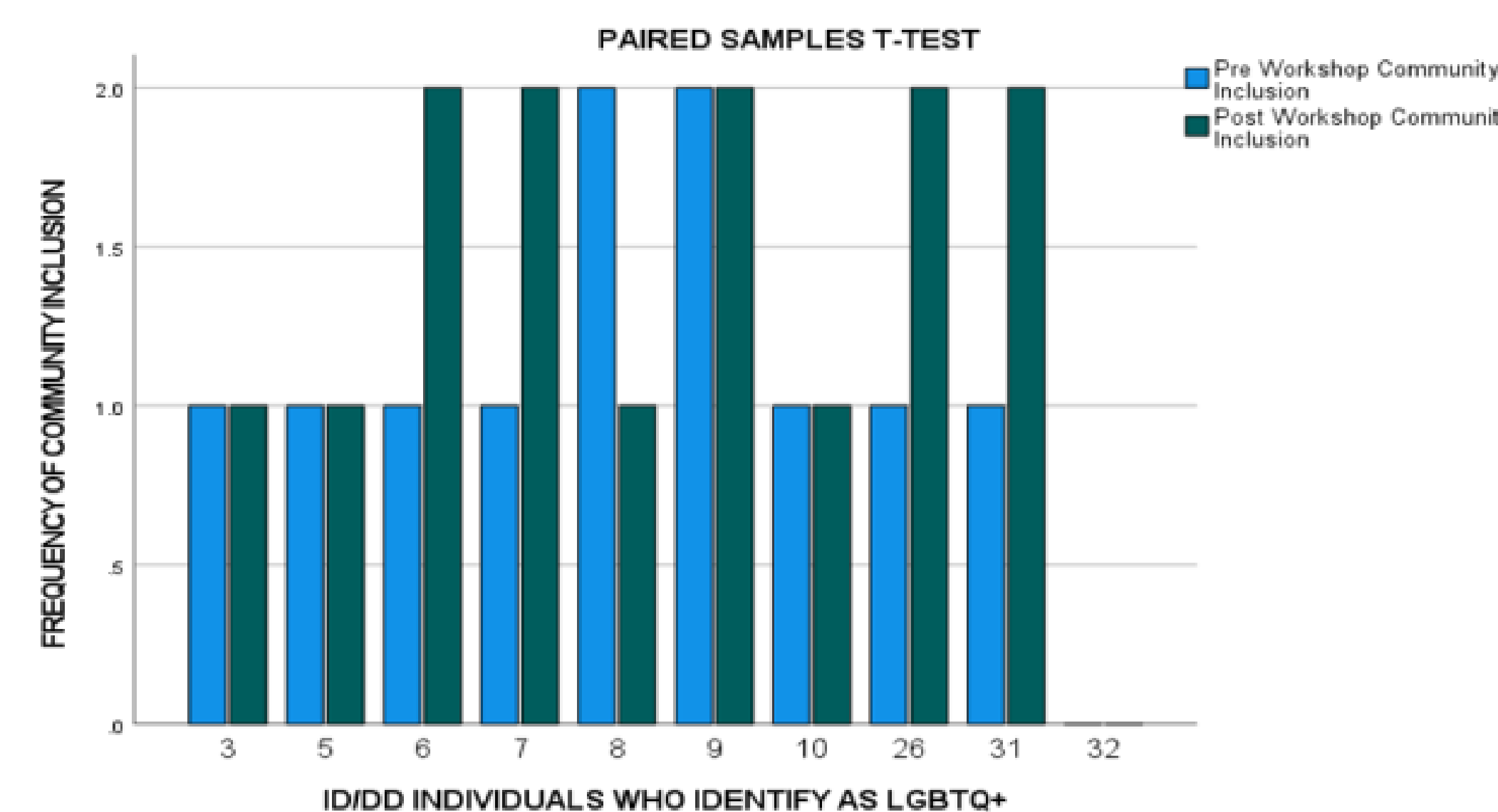
This study employed quality improvement measures. Data were collected from a convenience sample of the target population via post-workshop surveys adapted from the Knowledge about Homosexuality Questionnaire, pre-and-post community inclusion forms, review of agency's records and environment, and pre-and-post 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.



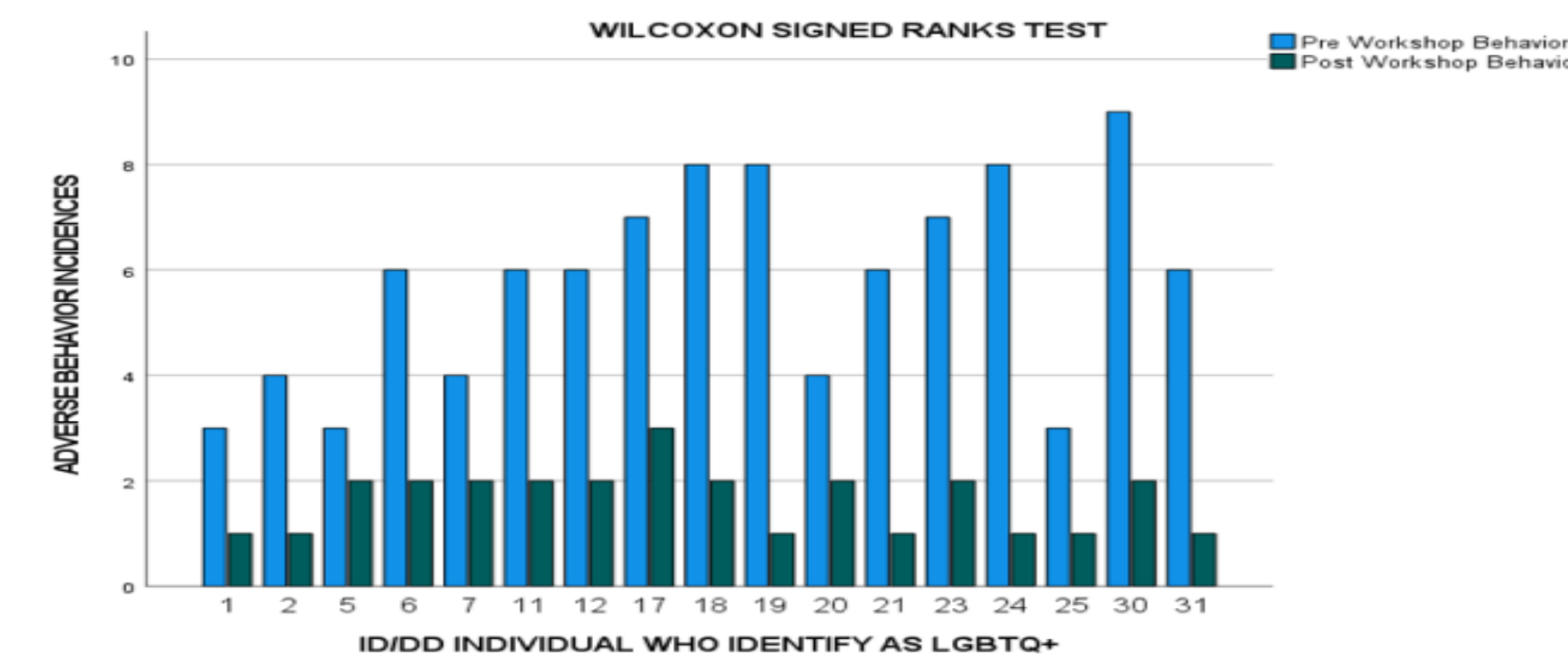
## Results – Content Analysis



## Results – Paired samples t-test



## Results – Wilcoxon signed-rank test



## Results – Descriptive and Secondary analysis

Demographic Data	Number of Respondents (N)	Percentage (%)
Gender		
Female	16	64
Male	6	24
Other	3	12
Age Range		
18-34	5	20
35-44	3	12
45-54	1	4
55-64	13	52
65+	2	8
Highest Level of Education		
High school/GED	0	0
Technical/trade school	1	4
Some college	2	8
Associates Degree	10	40
Bachelor's Degree	6	24
Master's degree	3	12
Doctorate Degree	3	12
Sexual Orientation		
Heterosexual	17	68
Homosexual	4	16
Bisexual	3	12
Asexual	0	0
Pansexual	0	0
Other	1	4
Class or course in which homosexuality is part of the curriculum?		
Yes	13	52
No	12	48
Tenure at the agency		
< 2 years	6	24
2-3 years	3	12
3-5 years	3	12
5-10 years	5	20
> 10 years	8	32

## Discussion with Key Conclusions

There is a statistically significant decrease in the adverse behaviors exhibited by ID/DD individuals who identify as LGBTQ+ after the workshop compared to pre-workshop behaviors.

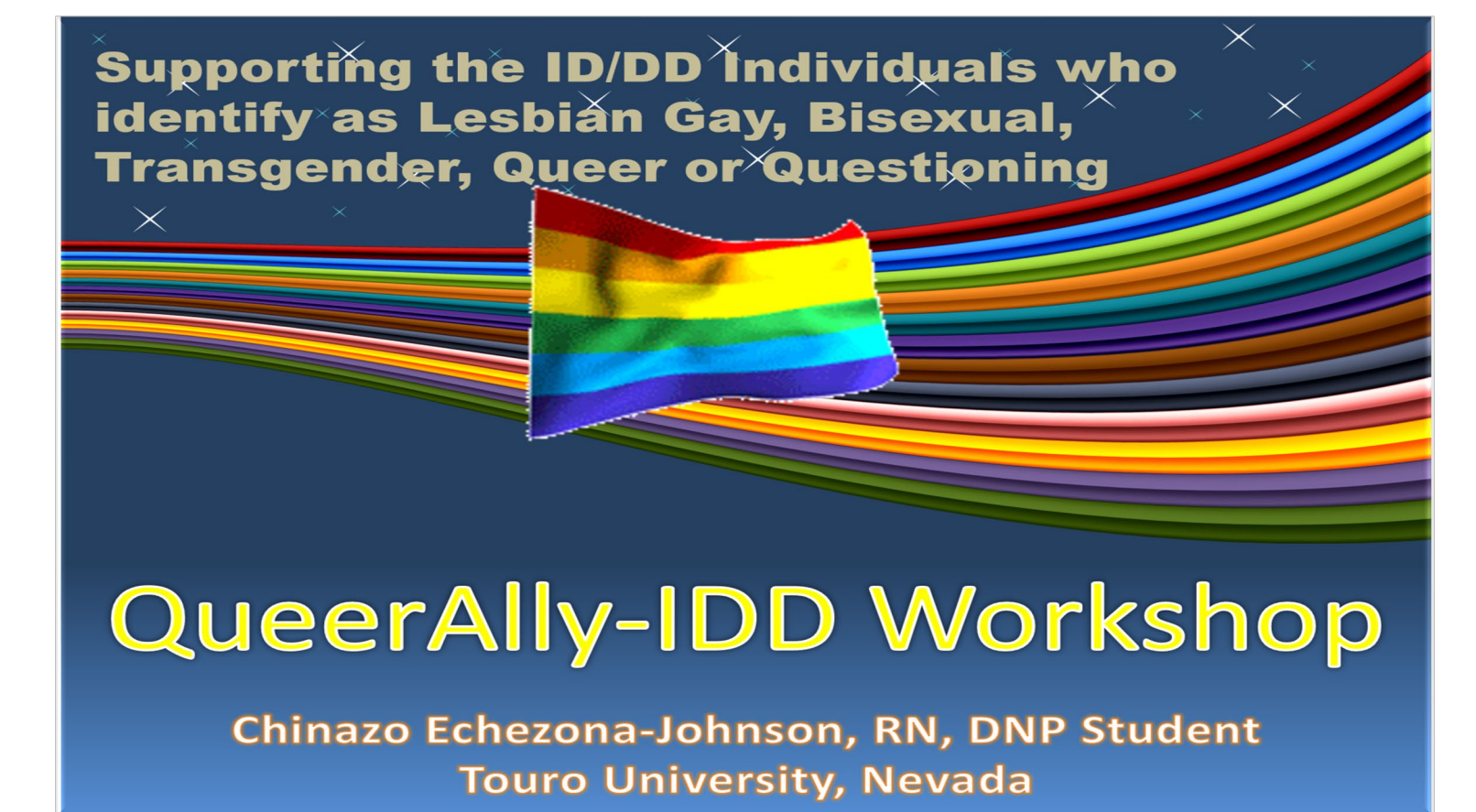
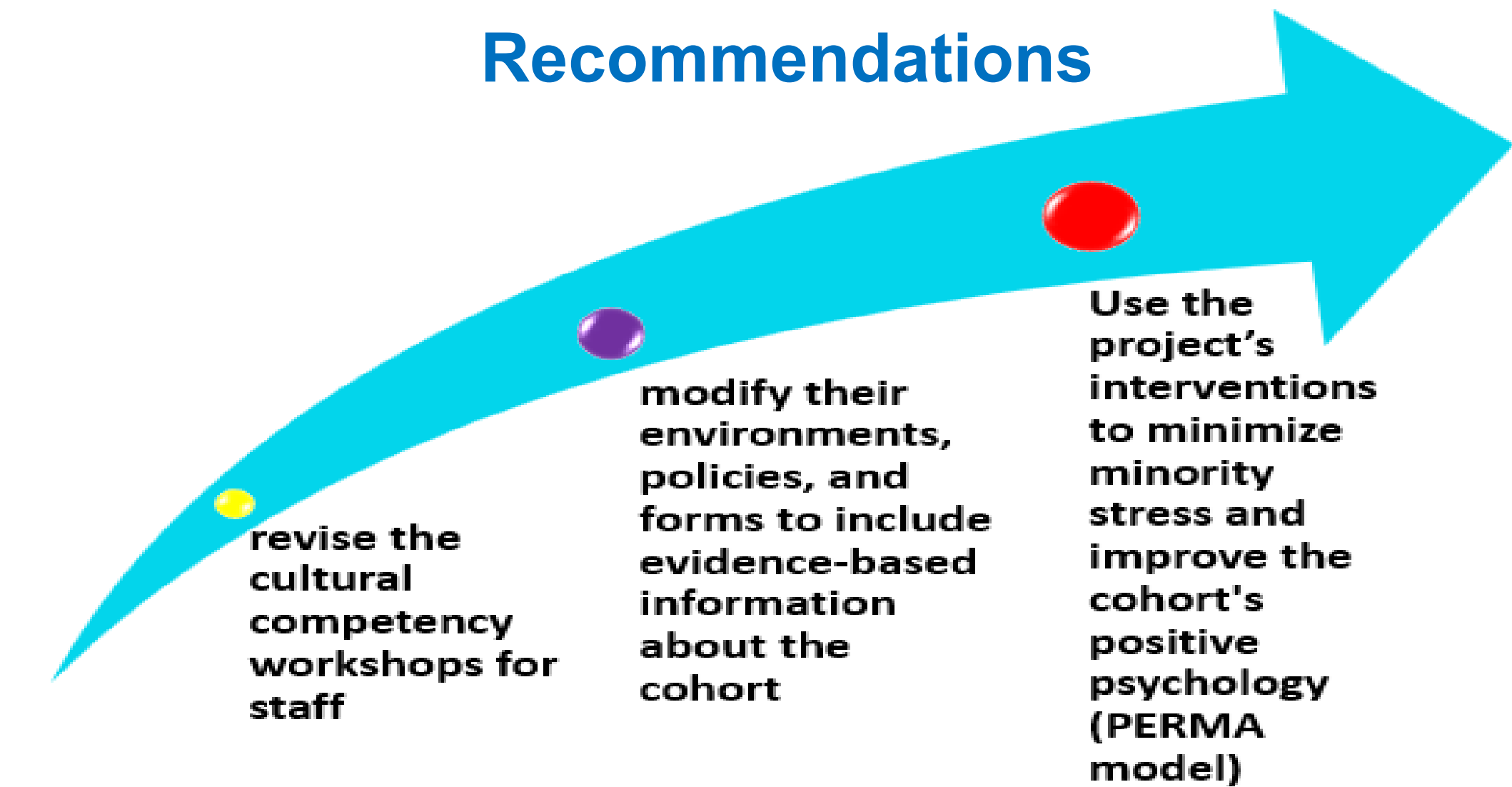
Agency's environment, documents, policies, and cultural competency workshop did not contain a significant number of words, symbols, pictures for words, or any phrase related to the care and support of the LGBTQ+ cohort.

Workshop implementation had a small effect on the staff support to accompany the cohort members to LGBTQ+-friendly sites compared to pre-workshop activities.

## Significance/Implications for Nursing



## Recommendations



## References

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