

Resources on Disability and LGBTQ Followed by a Short Description

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SELF

Blind LGBT Pride International. (2018). Retrieved from <http://blindlgbtpride.org/>

This website states: “Our mission is to promote the awareness, inclusion, and well-being of blind and vision impaired LGBT people through education, advocacy, and peer-support”. There are over 120 members who support each other through “email lists, virtual townhall conversations and an annual gathering at the American Council of the Blind convention” (<http://blindlgbtpride.org/about-us/>).

Come as You Are. (2018). *Sex and Disability*. Retrieved from <https://www.comeasyouare.com/pages/sex-and-disability>

This resource is from an online store that sells adult toys. This page of the website talks about adapting adult toys to make them more accessible for people with different types of disabilities.

Deaf Queer Resource Center. (n.d.). Retrieved from <https://www.facebook.com/deafqueer>

This Facebook site comes from a nonprofit organization out of San Francisco, CA that provides resources and support for people who identify as Deaf and Queer. People also post events around the U.S. and Canada. There is a related website (<http://www.deafqueer.org/>) but it doesn't look like there's any material on the actual website. They also have an Instagram (@deafqueer) and Twitter (@deafqueer).

Fager, S., Hancox, D., Ely, C., Stenhjem, P., & Gaylord, V. (Eds.). (Spring/Summer 2010). ***Impact: Feature Issue on Sexuality and People with Intellectual, Developmental and Other Disabilities***, 23(2). [Minneapolis: University of Minnesota, Institute on Community Integration]. Retrieved from <https://ici.umn.edu/products/impact/232/>

This issue of the publication *Impact* “covers topics ranging from sexuality education in the home and school, to personal stories of dating and marriage, to legal and ethical issues for staff and agencies providing services for people with disabilities. It is written for people with disabilities, family members and professionals” (<https://www.lgbt.ucla.edu/Disabled>).

Guin, K. (n.d.). ***Queerability***. Retrieved from <http://queerability.tumblr.com/>

This seems like a great resource founded by Kris Guin, a college student with autism. Here is the explanation from the home page: “Queerability is an LGBTQ and disability rights advocacy organization run by for LGBTQ people with disabilities and works to ensure that the voices of LGBTQ people with disabilities are heard in the conversation around LGBTQ and disability.” The website includes descriptions of images and transcriptions of videos for people who are blind and/or deaf. Here is the Facebook site: <https://www.facebook.com/qability>

Gurza, A. **DisabilityAfterDark** [podcast]. Retrieved from <http://www.andrewgurza.com/home>

This is a podcast that talks about sexuality and disability. There are 6 episodes on the website that people may listen to. I did not listen to check the quality, but the topics seem important.

Kaufman, M. (2007). ***The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness*** (2nd ed.). San Francisco, CA: Cleis Press.

This is “the first complete sex guide for people who live with disabilities, pain, illness, or chronic conditions” (<https://www.amazon.com/Ultimate-Guide-Sex-Disability-Disabilities/dp/1573443042>). It seems like it has a good amount of information for same-sex sexual relationships.

Passing Twice Stuttering. (n.d.). Retrieved from <https://www.facebook.com/passingtwicestuttering/>

This Facebook group describes it as “a group for LGBTQIA individuals who stutter and their allies to find information, support, and community!” (https://www.facebook.com/pg/passingtwicestuttering/about/?ref=page_internal). There is also a website (<http://www.passingtwice.org/wp/>) but it seems like the Facebook group is more active. Even so, it does not seem like there has been much activity since 2017.

Rainbow Alliance of the Deaf (RAD). (n.d.). Retrieved from <http://www.deafрад.org/home.html>

RAD is a nonprofit organization that has been around since 1977. Its purpose is “to establish and maintain a society of Deaf GLBT to encourage and promote the educational, economical, and social welfare; to foster fellowship; to defend our rights; and advance our

interests as Deaf GLBT citizens concerning social justice” (<http://www.deafrad.org/purpose.html>). RAD has a conference every other year - the next one is in Austin, Texas in 2019.

Regard. (2016). Retrieved from <http://regard.org.uk/>

This is an organization out of London made up of LGBTQ people who identify as disabled. Regard aims to provide support to LGBT people with disabilities, raise awareness, and “combat social isolation” (<http://regard.org.uk/about-us/>). The site states that they follow the Social Model of disability. The website includes a blog, campaigns, resources, and a place to provide your story. This seems like a great site.

PEER

Gurza, A. (2017). *How you can be a better ally to the queer disabled community*. Retrieved from <http://www.newnownext.com/how-you-can-be-a-better-ally-to-the-queer-disabled-community/09/2017/>

The author of this post, Andrew Gurza, is a disability awareness consultant. He has a podcast called “DisabilityAfterDark” and a website (AndrewGurza.com). This post provides four tips for allies: “Advocate for fully accessible queer spaces,” “don’t able-splain,” “educate yourself,” and “ask questions - respectfully” (<http://www.newnownext.com/how-you-can-be-a-better-ally-to-the-queer-disabled-community/09/2017/>).

Webmaster. (n.d.). *Addressing disability within the LGBT community* [web log comment]. Retrieved from <http://www.nyacyouth.org/addressing-disability-within-lgbt-community/>

This blog post gives three tips for advocates for “disabled LGBTs”. Number 1. ‘Let go of stereotypes’, 2. ‘Be a great listener!’ and 3. ‘Stand up for their real life.’ The post is short and to the point, but I

wish the author had included more than three tips. The author seems to identify as a part of the LGBT community, but it is unclear if he/she is a person with a disability. The website seems to be from the National Youth Advocacy Coalition (NYAC), although Wikipedia lists this coalition as no longer existing as of 2011. According to Wikipedia, the NYAC “sought to fight discrimination against and promote the leadership and wellness for lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) youth” (https://en.wikipedia.org/wiki/National_Youth_Advocacy_Coalition).

OTHERS (an important topic is working with the LGBTQ community on inclusion of people with disabilities)

Cassell, H. (2007). [Living the queer crip life](#). *The Bay Area Reporter*. Retrieved from http://www.ebar.com/special_issues/pride/248512

This is an article about the difficulty of identifying as both queer and disabled. The author discusses how many people do not understand that disability and sexuality can go together. There is lack of inclusion in both the LGBT community and the disability community of people who identify as both queer and disabled.

Ghuari, U. (2018). [Queer, disabled people like me are excluded from LGBTQ+ spaces - it is dividing our community](#). Retrieved from <https://www.independent.co.uk/voices/coming-out-lgbt-gay-queer-disabled-disability-twice-sexuality-open-family-friends-a8212431.html>

This article is written by a London-based makeup artist who identifies as pansexual and someone who experiences disability. The article is talking to the LGBTQ+ community about the need for inclusion of people with disabilities (e.g. when planning events). She talks about the difficulty when coming out, and that it is not “black and white” (<https://www.independent.co.uk/voices/coming-out-lgbt-gay-queer-disabled-disability-twice-sexuality-open-family-friends-a8212431.html>).

Linhares, D. (2017). ***Analysis: We must better address needs of LGBT people with disabilities.*** Retrieved from <https://www.nbcnews.com/feature/nbc-out/analysis-we-must-better-address-needs-lgbt-people-disabilities-n801756>

This is an article written by an assistant professor of psychiatry. Dr. Linhares talks about the importance of health practitioners supporting healthy relationship development of people with disabilities. He discusses the importance of proper sexual education in school for LGBT people with physical disabilities.

MyHandicap. (n.d.). ***LGBTs with disability.*** Retrieved from <https://www.myhandicap.com/en/information-disability-chronical-illness/relationships-and-sexuality/sexuality-and-disability/lgbts-with-disability/>

This site gives information about disabilities. It is originally from Switzerland and has been translated to English. This section contains two articles: “The second closet: LGBTs with disabilities” (<https://www.myhandicap.com/en/information-disability-chronical-illness/relationships-and-sexuality/sexuality-and-disability/lgbts-with-disability/gay-lesbian-disability/>) and “The invisible handicap: About same-sex love” (<https://www.myhandicap.com/information-disability-chronical-illness/relationships-and-sexuality/sexuality-and-disability/lgbts-with-disability/homosexuality-disability-gay0/>). This last link gives information about personal and public coming out.

Rosenberg, M. B. (2013). ***LGBT’s living with disabilities:*** Also, here, also queer. *Huffington Post*. Retrieved from https://www.huffingtonpost.com/mark-brennan-rosenberg/lgbts-living-with-disabil_b_3016564.html

This is an interview with Andrew Morrison-Gurza, a 28-year-old gay male from Ontario, Canada, who has Cerebral Palsy. Morrison-Gurza talks about how many LGBT establishments are not wheelchair

accessible, and that there is an “attitude around disability and difference” in the LGBT community
(https://www.huffingtonpost.com/mark-brennan-rosenberg/lgbts-living-with-disabil_b_3016564.html).

LGBTQ Only

Bidstrup, S. (1997). *The cool page for queer teens*. Retrieved from <http://www.bidstrup.com/cool.htm>

This page is for teens who may be in the process of coming out as gay. It does not directly relate to individuals with disabilities, but I like the straightforward presentation of the site. It includes sections on what it means to be gay, how to come out, and safer sex (among others). The page is older so unfortunately not all the links work. The author of the site also created a page for parents, which I have listed below under the “parents” section.

Bidstrup, S. (2000). *My child is gay! Now what do I do?* Retrieved from <http://www.bidstrup.com/parents.htm>

This resource is for parents of individuals who identify as LGBT. This does not directly to relate to individuals with disabilities. However, it is a straightforward guide for parents that includes sections on “your questions answered,” “helping your child,” “helping out in the community,” and “additional resources”.

GLMA. (n.d.). *GLMA Provider Directory*. Retrieved from https://glmainspak.networkats.com/members_online_new/members/dir_provider.asp

GLMA stands for “Gay and Lesbian Medical Association”. This website allows people to look up medical providers in their area that are LGBT-competent. You can also specify language spoken, type of payment/insurance, and specialties.

GLMA. (n.d.). *Top Ten Issues to Discuss with Your Healthcare Provider*. Retrieved from <http://glma.org/index.cfm?fuseaction=Page.viewPage&pageId=947&grandparentID=534&parent>

This is an awesome resource that includes four fact sheets specific to people who identify as *lesbian, gay, bisexual, and transgender*. This could be very helpful to bring to a doctor's visit to make sure to communicate with the provider.

GLSEN. (2018). Retrieved from www.glsen.org

GLSEN stands for the Gay, Lesbian and Straight Education Network. It is an advocacy group that provides resources and information **for students and educators**. It also provides policy resources and research. While it is not directly related to disability, there are a few links within that I found. One is a blog post written by someone who identifies as disabled and trans (<https://www.glsen.org/blog/im-trans-disabled-young-person-not-one-or-other>). There are also helpful educator guides to be more inclusive of LGBTQ students (again not disability-related): <https://www.glsen.org/educate/resources/guides>, https://www.glsen.org/sites/default/files/LGBT%20inclus%20curriculum%202014_0.pdf

Gold, M. (2018). *The ABCs of L.G.B.T.Q.I.A.+*. Retrieved from <https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html>

Another helpful resource to define LGBT+ terms.

Human Rights Campaign Foundation. (2014). *A resource guide to coming out*. Retrieved from https://assets2.hrc.org/files/assets/resources/resource_guide_april_2014.pdf?_ga=2.147378933.35719455.1529265381-516974568.1529265381

This is a coming out resource guide produced by the Human Rights Campaign (HRC). However, there is no mention of people with disabilities in the 24 pages. A lot of it is written in bullet points, which is nice.

PFLAG. (2018). Retrieved from <http://www.pflag.org/>

PFLAG stands for “Parents and Friends of Lesbians and Gays”. Although not directly related to disability, this may be a good resource **for parents and friends** of self-advocates who identify as LGBT. The Facebook site is <https://www.facebook.com/PFLAG>. There was a workshop regarding disability rights at the 2017 national convention (<https://www.pflag.org/be-change-fortify-partnerships-lgbtq-and-disability-rights>).

Rachel. (2015). ***10 ways educators can make schools safer for LGBT youth***. Retrieved from <https://www.autostraddle.com/10-ways-educators-can-make-schools-safer-for-lgbt-youth-309996/>

This is a good list of ways teachers can create a safe space for LGBT students.

Ryan, C. (2009). **Helping families support their lesbian, gay, bisexual, and transgender (LGBT) children.**

https://nccc.georgetown.edu/documents/LGBT_Brief.pdf

This is a practice brief developed by the director of the Family Acceptance Project at San Francisco State University. It is for “families, caretakers, advocates, and providers” to help support LGBT children. This seems like a very informative and straightforward paper.

The PBHS Closet. (n.d.) ***Genders & sexualities***. Retrieved from <http://thepbhscloset.weebly.com/genders--sexualities.html>

This is the resource we talked about at the meeting. It has a list of genders and sexualities with definitions, as well as additional information for being LGBT+ and understanding your own identity. The site was created by LGBT+ students who went to school together.

The Trevor Project. (2018). Retrieved from <https://www.thetrevorproject.org/#sm.001t8owzj1efxek6qd61qm277f71z>

This website is not specifically for people with disabilities but provides help for LGBTQ youth who are in crisis. There is a number to call or text, place to chat, and “TrevorSpace”, a social networking site for LGBTQ youth ages 25 and under and allies. The Facebook site is <https://www.facebook.com/TheTrevorProject/>.

Disability Only

Clare, E. (2008). **Doing disability ally work** [PDF]. Retrieved from <http://eliclare.com/wp-content/uploads/2008/03/disability%20ally%20flyer%20062508.pdf>

This PDF provides a clear how-to guide for allies of people with disability. It includes sections on *respect, language, access, activism,* and *resources*. This is not specifically related to sexuality.

JOURNAL ARTICLES and BOOK CHAPTERS

Duke, T. S. (2011). **Lesbian, gay, bisexual, and transgender youth with disabilities: A meta-synthesis.** *Journal of LGBT Youth*. Retrieved from <https://www-tandfonline-com.ezproxy.uvm.edu/doi/full/10.1080/19361653.2011.519181?scroll=top&needAccess=true>

This meta-synthesis looked at 24 articles/chapters that “addressed the intersection of disability, [homo]sexuality, and gender

identity/expression in P-12 schools, colleges and universities, supported living programs, and other educational and social contexts” in various countries

(<https://www.tandfonline.com/doi/abs/10.1080/19361653.2011.519181>). I've placed it under the 'teachers' heading because many of the articles are intended for school professionals. The author discusses the need for better support in schools for LGBT students with disabilities. Some of the articles cited may be helpful additional resources if this is a topic of interest. However, many articles are specifically related to LGBT or to disability (and not both). I downloaded the PDF if needed.

Duke, T. S. (2010). **Working with LGBTQ youth with disabilities: How special educators can reconceptualize the CEC standards.** In C. C. Bertram, M. S. Crowley, & S. G. Massey (Eds.), *Beyond progress and marginalization: LGBTQ youth in educational contexts* (pp. 149–173). New York, NY: Peter Lang.

This is a chapter in a book. I found the reference in the list of the above article (also by Duke) and thought it may be helpful, although I have not read it.

Loefgren-Martenson, L. (2012). **“I want to do it right!” A pilot study of Swedish sex education and young people with intellectual disabilities.** *Sexuality and Disability, 30*, 209-225. Retrieved from <https://link-springer-com.ezproxy.uvm.edu/content/pdf/10.1007%2Fs11195-011-9239-z.pdf>

This article is written by the same woman as the one below, and it seems to more deeply investigate the way sex education could be most effectively provided.

Loefgren-Martenson, L. (2009). **The invisibility of young homosexual women and men with intellectual disabilities.** *Sexuality and Disability, 27*, 21-26. Retrieved from <https://link-springer-com.ezproxy.uvm.edu/content/pdf/10.1007%2Fs11195-008-9101-0.pdf>

This article discusses the importance of teaching about different sexualities in sex education at school. The author states that heterosexuality is often used as a starting point, which excludes people who identify with other sexualities. It is important to note this study was carried out in Sweden, which may differ from findings in the U.S.

McClelland, A., Flicker, S., Neprveux, D., Nixon, S., Vo, T. ... & Proudfoot, D. (2012). **Seeking safe sexual spaces: Queer and trans young people labeled with intellectual disabilities and the paradoxical risks of restriction**. *Journal of Homosexuality*, 59(6), 808-819. Retrieved from <https://www-tandfonline-com.ezproxy.uvm.edu/doi/pdf/10.1080/00918369.2012.694760?needAccess=true>

This article is about LGBT people with intellectual disabilities and their “unique sexual health needs” (p. 809). I originally placed this article under the “parent” heading because it talks about youth who were limited by authority figures and ended up having less safe sex, even though the authority figures may have thought they were trying to protect them.

Noonan, A., & Taylor Gomez, M. (2010). **Who’s missing? Awareness of lesbian, gay, bisexual and transgender people with intellectual disability**. *Sexuality and Disability*, 29(2), 175-180. Retrieved from <https://link-springer-com.ezproxy.uvm.edu/article/10.1007/s11195-010-9175-3>

This article came from a project in Australia intended to develop training material for disability organizations regarding LGBT people with disabilities. They focus on difficulties surrounding “living full lives and having opportunities for sexual expression” (p. 175).

Richmond, P. (2012). **Almost invisible: Representation of LGBT students in special education settings**. *University of Washington*.

Retrieved from

https://cdn.ymaws.com/www.copaa.org/resource/resmgr/SREC_Files/LGBTQ/Richmond_washington_02500_11.pdf

This is a thesis written to review the literature about LGBT youth in special education. However, Richmond states that the literature often focused either on non-disabled LGBT youth or students with disabilities (not both). This shows that more resources need to be developed for people who identify as both LGBT and having a disability!

Samuels, E. (2003). **My body, my closet: Invisible disability and the limits of coming-out discourse.** *GLQ: A Journal of Lesbian and Gay Studies*. Retrieved from <https://muse-jhu-edu.ezproxy.uvm.edu/article/40803>

Written by a Ph.D. candidate at U.C. Berkeley, this article discusses coming out as gay or lesbian while being a person with a disability. The article is written at a very high level and I am not sure what audience it is intended for. I saved the PDF to my computer if it is difficult to find.

HEALTH CARE PROVIDERS

O'Toole, C. & Brown, A. (2003). **No reflection in the mirror: challenges for disabled lesbians accessing mental health services.** *Journal of Lesbian Studies*, 7(1), 35-49.

This article discusses the difficulties with mental health that people with disabilities who also identify as lesbian may face. There are strategies presented for mental health practitioners to address these challenges when providing care.

McCann, E., Lee, R., Brown, M. (2016). **The experiences and support needs of people with intellectual disabilities who identify as LGBT: A**

review of the literature. *Research in Developmental Disabilities*, 57, 39-53. Retrieved from https://ac.els-cdn.com/S0891422216301299/1-s2.0-S0891422216301299-main.pdf?_tid=8da2d998-3fe5-4410-b169-12e039223128&acdnat=1530909068_1fb12cbcadf109b35e5aff6952d61e0

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This article provides information on the needs of LGBT people who have an intellectual disability. The findings are important for “future research, practice, educational and policy initiatives and provides useful recommendations around socially inclusive practice” (p. 40).

Saad, S.C. (1997). **Disability and the lesbian, gay man or bisexual individual.** In M. Sipski & C. Alexander (Eds.), *Sexual function in people with disability and chronic illness: A health professionals guide* (pp. 413-427). Gaithersburg, MD: Aspen Publications.

This is a chapter in a book. Although I haven’t read the chapter, it seems like it may be helpful for health professionals working with people with disabilities who also identify as lesbian, gay or bisexual. However, it is important to note the book was published 20 years ago.

BLOGS

A Ambrose. **The root cellar** [web log]. Retrieved from <http://poeticoverthrow.blogspot.com/>

This blog is written by a “white, welfare class, disabled trans femme” (<http://poeticoverthrow.blogspot.com/>) from Northern New Mexico. She writes a lot of poetry.

B Stevens. **Crip confessions** [web log]. Retrieved from <http://cripconfessions.com/>

Bethany Stevens is a “queercrip sexologist who loves to generate conversations about the nexus of taboo subjects of disability and sexuality” (<http://cripconfessions.com/>).

D. Hingsburger. **Of battered aspect** [web log]. Retrieved from <http://davehingsburger.blogspot.com/>

Dave Hingsburger is a writer from Toronto who identifies as disabled and gay. This is his blog.

L Alicia. (2017, Oct 8). **My new journey coming out as LGBT with a disability.** [web log comment]. Retrieved from <https://themighty.com/2017/10/coming-out-as-lgbt-and-disabled/>

This is a blog post from Liz Alicia, who identifies as a “disabled mom with a special needs daughter”. She is coming out as the age of 32 and finds that her local LGBT communities have not been welcoming to her “unique situation”. Liz asks others with disabilities who identify as LGBT to comment on their experiences regarding coming out. Three people commented, one of which found an LGBT disabilities group in Washington, D.C. This commenter also recommends author Nicola Griffith’s blog.

Mingus, M. (2018). **Leaving evidence** [web log]. Retrieved from <https://leavingevidence.wordpress.com/>

This is a blog written by a “queer physically disabled Korean woman transracial and transnational adoptee from the Caribbean” (<https://leavingevidence.wordpress.com/about-2/>). She often speaks about her personal experiences and is an advocate for disability justice. This could be for self or others. The blog is written at a higher than 6th grade level.

BOOKS

Allen, J. D. (2003). *Gay, lesbian, bisexual, and transgender people with developmental disabilities and mental retardation: Stories of the rainbow support group*. Harrington Park Press.

This book discusses ways to more effectively serve people with developmental disabilities who also identify as gay, lesbian, bisexual, or transgender. It talks about the “Rainbow Support Group” in New Haven, Connecticut. It is important to note that at the time of publishing, “mental retardation” was the term used that we now call “intellectual disability”. The preface may be found at:

<http://www.benchmarkinstitute.org/glbtr/rainbow-support-group.htm>

Clare, E. (1999, 2009, 2015). *Exile and Pride. Disability, Queerness, and Liberation*. Duke University Press.

Eli lives in Vermont and describes himself as “white, disabled, and genderqueer” (<http://eliclare.com/background/bio>). He writes books and speaks around North America about disability, identity and social justice. He has produced a resource list of books, zines, websites, blogs, podcasts, listservs, and films.

Hingsburger, D. (1992). *I contact: Sexuality and people with developmental disabilities* (3rd ed.). VIDA Publishing.

“The basic message of this book is that all people can love and all people can make human contact with other people” (<https://www.amazon.com/Contact-Sexuality-People-Developmental-Disabilities/dp/B0006P239K>). This is a good book for people working with people with disabilities, and for parents of people with disabilities. It seems hard to find, and costs hundreds of dollars on Amazon.

McRuer, R. (2006). *Crip theory: Cultural signs of queerness and disability*. New York, NY: New York University Press.

This book discusses “crip theory”, which the author describes in the introduction as “the ways in which crip culture is coming out all over” (p. 3). McRuer relates crip theory to disability and LGBT identity. He also relates it to “queer histories of coming out” (p. 3). McRuer also discusses this all in the context of the “norm” of able-bodiedness and heterosexuality.

O’Toole, C. J. (2015). *Fading scars: My queer disability history*. Autonomous Press.

This book documents stories in disability history. O’Toole includes her experiences of “queer disability organizing”. I have not read any, but it seems like a good book.

Smith, B.G., & Hutchison, B. (eds.) (2004). *Gendering disability*. Piscataway, NJ: Rutgers University Press.

This book is a compilation of works about the intersection of gender and disability. Chapters of interest are Sumi Colligan’s *Why the Intersexed Shouldn’t Be Fixed: Insights from Queer Theory and Disability Studies*, and Corbett Joan O’Toole’s *The Sexist Inheritance of the Disability Movement*.

MISC:

Disability Visibility Project. (n.d.). *LGBT*. Retrieved from <https://disabilityvisibilityproject.com/tag/lgbt/>

This project is “an online community dedicated to recording, amplifying, and sharing disability media and culture” (<https://disabilityvisibilityproject.com/about/>). This page brings us to all the posts tagged with “LGBT”.

Queer and Disabled Community Discussion. (n.d.). Retrieved from <https://groups.yahoo.com/neo/groups/QueerDisability/info>

This is a discussion group for Queer/Disability issues. Here is the explanation: “We are focused on the development of ideas, challenging existing norms, and providing much needed information for the Q/D community. This list is not a personal support group.” It is unclear whether this group is still being used.

SAGE. (2018). *The facts on LGBT aging*. Retrieved from <https://www.sageusa.org/wp-content/uploads/2018/05/sageusa-the-facts-on-lgbt-aging.pdf>

This is not fully related to disability but provides information on caring for older LGBT adults. A fact given is that “41 percent of LGBT older adults report having a disability, compared to 35 percent of heterosexual older adults” (<https://www.sageusa.org/wp-content/uploads/2018/05/sageusa-the-facts-on-lgbt-aging.pdf>). This factsheet helps us understand the way people in health care may treat people who identify as LGBT.

Sins Invalid. (n.d.). *Sins Invalid: An Unshamed Claim to Beauty in the Face of Invisibility*. Retrieved from <http://www.sinsinvalid.org/>

“Sins Invalid is a performance project on disability and sexuality that incubates and celebrates artists with disabilities, centralizing artists of color and queer and gender-variant artists as communities who have been historically marginalized from social discourse” (<http://www.sinsinvalid.org/>). They have organized workshops such as “Disability, Race, Gender & The Power of Sex” and various performance workshops.

University of Brighton. (n.d.). *Count me in too*. Retrieved from <http://www.countmeintoo.co.uk/process.php>

Count Me In Too was a research project conducted in a city in England in 2006 to “promote positive changes for LGBT people” (<http://www.countmeintoo.co.uk/process.php>). The project gathered data from LGBT people with shared identities, two of which included *disability*, and *Deaf*. Their community summaries may be found here: http://www.realadmin.co.uk/microdir/3700/File/CMIT_Disability_Summary.pdf (Disability) and http://www.realadmin.co.uk/microdir/3700/File/CMIT_Deaf_Summary.pdf (Deaf). Some topics discussed were exclusion from activities and communities, prejudice, and lack of access. Recommendations were made to promote positive change. This would be good info for background research, although because it was conducted in the UK it is not as relevant for information in the U.S.

Whispers 4u. (2018). *Gay & Lesbian Disabled Dating*. Retrieved from <http://www.whispers4u.com/gay/>

This is a dating service for people with disabilities who also identify as gay or lesbian. The website looks kind of sketchy, but it was listed as a resource on the Healthcare Guild site (cited above).

OUTDATED RESOURCE LISTS:

Chadwick, P. (2004). Lesbians and queers with disabilities. *Disabled Women on the Web*. Retrieved from http://www.disabilityhistory.org/dwa/library_k.html

The original site was created by Corbett O’Toole from the “Disabled Women’s Alliance” to provide support for women with disabilities. This link is to their section for “lesbians and queers with disabilities”. There are sections on *women*, *important works*, *links*, and *bibliographies*.

Christopher & Dana Reeve Foundation. (n.d.). *Lesbian, gay, bisexual and transgender (LGBT) and disability resources*. Retrieved from

<http://s3.amazonaws.com/reeve-assets-production/LGBT-and-Disability-Resources-3-17.pdf>

This is a health care resource list created for LGBT adults with disability, although not all links relate to disability. There are sections entitled *general resources*, *affordable care act*, *benefits*, *health*, and *online communities*. There is also a section on the Reeve Foundation Lending Library, but unfortunately this closed in May 2018. However, the list of relevant books and videos may be a good resource.

Fitzmaurice, S. (n.d.). Gay, lesbian, bisexual, intersexed, and transgender links recommended by Susan. *Susan's Sex Support Site*. Retrieved from <http://www.sexsupport.org/GLBTlinks.html>

Susan Fitzmaurice is a self-advocate who created this site to provide sex education. This page is for members of the GLBT community and includes information on coming out, sexuality for people who identify as GLBT, and disability. Unfortunately, many of the topics are separate (either GLBT or disability). This also seems to be an old site, so some links do not work.

Healthcare Guild. (2016). *Impairment and Disability - LGBTQIA Health Care Guild*. Retrieved from <http://healthcareguild.com/impairment.html>

This is an extensive resource list for the LGBTQIA community with disabilities. "The Healthcare Guild is a non-profit grassroots organization comprised of LGBT-Affirming Healthcare Providers" (<http://healthcareguild.com/impairment.html>). Unfortunately, it seems like many of the links no longer work.

Schur, D., & French, R. (n.d.). Effective outreach to the GLBT disability community. *Benchmark Institute*. Retrieved from <http://www.benchmarkinstitute.org/glbtdisability-and-GLBT-resources.htm>

This webpage is a resource list containing disability and GLBT (gay, lesbian, bisexual, transgender) resources. It includes sections on *web sites, books and articles, bisexual issues, deaf issues, developmentally disabled issues, gay men issues, lesbian issues, mental health issues, traumatic brain injury issues, transgender issues, and GLBT youth & parenting issues*. Unfortunately, many of the links no longer work.

UCLA Lesbian Gay Bisexual Transgender Campus Resource Center. (n.d.). *Disability resources*. Retrieved from <https://www.lgbt.ucla.edu/Disabled>

University of California in Los Angeles' (UCLA) LGBT Campus Resource Center has produced an impressive list of resources for students with disabilities. It includes sections on campus-specific resources, education and information, communities, sex-related resources, disability-specific, and performing arts. Disability-specific resources include those for ADHD, blindness, deaf/hard of hearing, and people who stutter. I am looking further into the resources given to add to our list.



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The Self-Advocacy Resource and Technical Assistance Center (SARTAC) seeks to strengthen the self-advocacy movement by supporting self-advocacy organizations to grow in diversity and leadership. The resource center is a project of Self Advocates Becoming Empowered (SABE), the oldest national self-advocacy organization in the country. SARTAC is a Developmental Disabilities Project of National Significance, funded by the Administration For Community Living – Administration on Intellectual and Developmental Disabilities (AIDD). The information in this manual was written to provide guidance for self-advocates and their allies to assist in understanding policy issues affecting their lives. It is not to be used to determine a person's legal rights or an organization's legal responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disability Act of 1990, as amended or any other federal, state or local laws written to protect the rights of people with disabilities.