

## BACKGROUND

- Sexuality is a core part of human nature and a human right
- Sexuality is not often addressed when providing care to children and young people with disabilities
- To understand how to best support their sexuality needs, we brought together young adults with disabilities, parents, and healthcare professionals for a single-day accessible event called the Connection Day

## OBJECTIVES

### Objectives of the event:

1. Share scholarly and experiential knowledge to facilitate discussion and new insights about sexuality and disability
2. Identify need-based research questions for future exploration
3. Identify and prioritize topics to create evidence-based educational resources

## METHODS

- Virtual event held synchronously
- Six academic and/or lived experience speakers shared their knowledge about sexuality and disability and led a panel discussion
- Attendees participated in small group discussions of 7-9 people to share their experiences, discuss research gaps, and identify research needs
- All attendees participated in two voting exercises to select the group's top research priorities and resource needs

## RESULTS

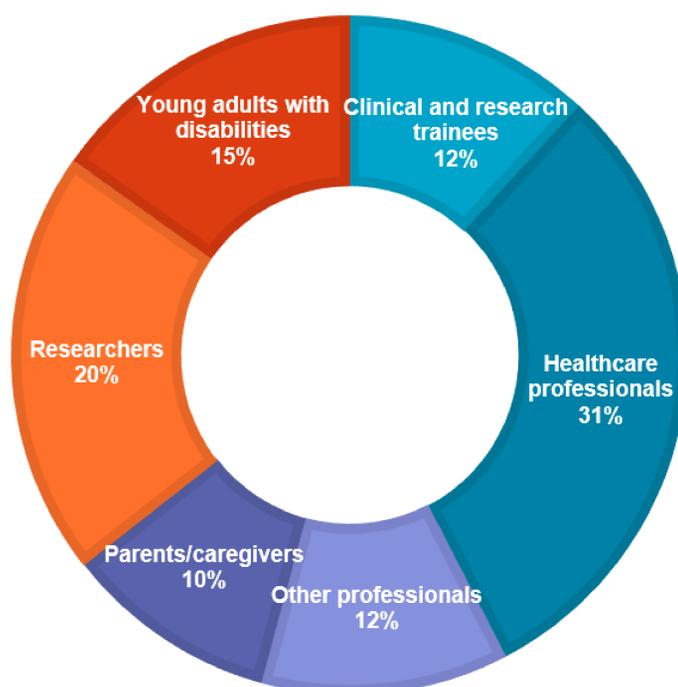
- Diverse group of 59 attendees participated
- The top three identified research priorities will guide future research projects
- Prioritized education resource needs will guide the creation of accessible sexuality and disability resources



# We need to talk to children and young people with disabilities **about sexuality** earlier and more often

## Let's talk disability and sex: *A Connection Day to discuss sexuality and young people with disabilities*

### ATTENDEES



### TOP RESEARCH PRIORITIES

How to start conversations around sexuality early and listen to children and young people

How to create safe and accessible spaces, places, and resources

Focus on intersectionality (race, gender, sexuality, etc.)

### TOP RESOURCE NEEDS

Training modules for health care providers

Educational courses with LGBTQ+ and disability focus

Have creative component (peer role-modelling, comic books)

Authors: Celeste M Lumia<sup>1</sup>, Madison Giles<sup>1,2</sup>, Revi Bonder<sup>1</sup>, Dionne Gesink<sup>2</sup>, Keisha Goberdhan<sup>1</sup>, Marie Hooper<sup>4</sup>, Dilshad Kassam-Lallani<sup>1,5</sup>, Patricia McKeever<sup>1,5</sup>, Fiona J Moola<sup>1,2,6</sup>, Christine Provvidenza<sup>1</sup>, Louise Rudden<sup>1,5</sup>, Meenu Sikand<sup>1</sup>, Joanne Wincentak<sup>1</sup>, Amy C McPherson<sup>1,2,3</sup>

<sup>1</sup>Bloorview Research Institute, <sup>2</sup>Dalla Lana School of Public Health, University of Toronto, <sup>3</sup>Rehabilitation Sciences Institute, University of Toronto, <sup>4</sup>Graduate Program in Psychology, York University, <sup>5</sup>Lawrence S Bloomberg Faculty of Nursing, University of Toronto, <sup>6</sup>School of Early Childhood Studies, Ryerson University