

SIGNIFICANCE OF DEVELOPMENT WITH REGARD TO TAKEOVER OF LIFE ROLES AMONG PERSONS WITH MILD INTELLECTUAL DISABILITY

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Abstract. The school plays an important role in preparation of persons with mild intellectual disability to adult's life. A person who starts his/ her independent life, usually experiences a shift in three general roles at work, in recreational activity and in socialization. An in-depth interview was conducted among persons with mild intellectual disability at the age of 18-33 in Lithuania and Italy in 2012-2013, in order to reveal the structure of takeover of life roles and the significance to success related to the participation in labour market. The successful structure of takeover of life roles among persons with mild intellectual disability along with the prerequisites for its formation and the significance to occupational integration are analysed in the current article. The article emphasizes the importance of prevocational education in formation of skills with regard to takeover of life roles.

Key words: *persons with mild intellectual disability, prevocational education, occupational integration, life roles.*

Introduction

After having finished school, a complex takeover of life roles takes place where a person is required by the surroundings to takeover new roles (King, Baldwin, Currie, & Evans, 2005). A person has several roles, they are internalized for as long as they become an inseparable part of Self-image of the person (Antinienė, 2002). Attitude of the surroundings towards the personality depends on the fact how such person succeeds in the takeover of his/her roles. The roles render a feeling of identity to the person, indicate the way on how to behave and are related not only to privileges but also to responsibilities (Kielhofner, 2002). Possession of multiple roles is related to the person's general satisfaction with life and at the same time preserves mental and emotional health of such person (Crowe, VanLeit, Berghmans, & Mann, 1997).

A person should experience the shift in three general roles at work, in recreational activity and in socialization: **social roles** (friendship and sexual relations); **productivity or occupational role** (job placement, further studies and volunteering); **leisure, recreational roles** (Miezio, 1983, cit. King, et al., 2005). The largest dangers await for young people where, while taking over any new roles, they experience a gap among needs, role expectations and own knowledge, skills or available sources (King et al., 2005). Some certain degree of incompatibility between oneself and the surroundings may influence personal shift facilitating the takeover of new roles; however too large incompatibility may culminate in failure (Elder, 1968, cit. King et al., 2005). King et al. (2005) note that young people with mild intellectual disability (hereinafter referred to as MID) have more threats to encounter any insuperable situations. Then, the prevention is necessary which could facilitate the takeover of adult's roles (see Figure 1).

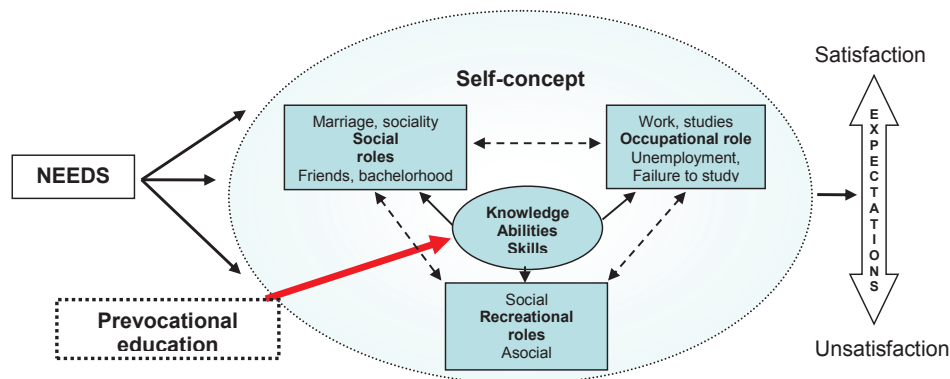


Figure 1. Interaction between occupational career and takeover of adult's roles from the aspect of prevocational education

King et al. (2005) indicate that the process of takeover of adult's roles depends on development, degree of preparation, complexity of needs, family resources, receipt of the support from surroundings and accessibility to choices among young people. In the course of transition, persons with MID may encounter a great number of social, occupational and recreational activity problems which may affect self-respect, Self-concept, confidence in young people since transition brings the sociogram of new relations evoking new expectations and opportunities which may demand self-reassessment (King et al., 2005).

Young people with MID after having finished school encounter difficulties in getting a job, participating in social life, and adapting to constantly increasing demands of the society.

Persons with MID are less reluctant to participate in labour market and are more dependent on others (Osgood, Foster, Flangan, & Ruth, 2005). If to compare the young people without disability and those with disability, the latter tend to find a job on a fewer occasion which comes to one third and only as many as half of them continues their studies after finishing school (Peraino, 1992). Other researches show that persons with disability much less participate in social activities, are not so eager to keep in touch with their contemporaries who finished school together, and more tend to a passive, single activity (King, Baldwin, Currie, Evans, 2005). Thinking skills of persons with MID very often become the reason related to employer's disappointment, devaluation, later doubts and pessimism; the employers more often prefer employing other persons than those with intellectual disability (Baranauskienė & Juodraitis, 2008).

Persons with MID lack inner motivation for work, independent life skills, responsibility, communication skills; moreover unrealistic assessment of own possibilities is characteristic to such persons. Reasons of failure at work among persons with MID very often include the behaviour related to responsibility towards work and social skills and not the work activity itself (Butterworth & Strauch study, cited from Hallahan & Kauffman, 2003). The unsuccessful occupational career is followed by alcohol consumption, discontentment with own profession, work; moreover, the benefits received for children in this case become the source of living. When persons with MID are incapable to play their roles they experience social separation not only from the society but also from their family. According to the research results, the last stage in the unsuccessful occupational career is usually an offer to accommodate persons with MID in care homes (Baranauskienė & Ruškus, 2004). Such results prove inefficiency of the Lithuanian vocational training system, the tasks of which are very often focused on the imposition of penalties and not on rendering assistance.

Daviso, McMahan Queen, & Baer (2010) indicate that pupils with MID having experienced occupational failure do not continue their studies after finishing school since they did not receive financial support in time, did not have applied lessons, did not plan their transitional period, studied professions which are not in great demand and are less paid, and also lacked the experience in community work. The early preparation for occupational life has

positive effect on transition from school to adult's life in persons with MID. Test, Mazzotti, Mustian, Fowler, Kortering, & Kohler (2009) distinguished six factors affecting the life career of persons with MID after finishing school: inclusion, paid work experience, development of independent life skills, focused youth employment programs, vocational education and work activity studies.

Super, the supporter of occupational psychology, stated that the selection of an individual career model depends on socioeconomic status, intellectual skills, personal characteristics of individuals as well as existing opportunities (Osa-Edoh & Alutu, 2011). A relevant preparation for independent life is particularly important to pupils with MID, thus the task of prevocational education should not solely include the preparation for occupational activity, but also for independent adult's life without which the successful participation in labour market is simply impossible. The life as such is not only a "pure" occupational activity. Work is related to all roles and therefore it should be analysed in the context of a person's life. King et al. (2005) relate the preparation to adult's life with the takeover of life roles; whereas, the process of transition from school to adult's life is described as partial exchange of existing roles with some new roles. *The successful takeover of roles* allows reaching better results, including stronger self-determination, larger success in continuing studies after finishing school, *higher chances in getting a job*, less poverty, more happiness and higher activeness in life (King et al., 2005). Hallahan & Kauffman, (2003) note that a good transitional period program should foresee not only work opportunities. A person's life quality, wellness and personal plenitude should be considered as such programs are compiled.

In order that the independent life is successful, persons with MID require early education related to the preparation to adult's life. Education related to takeover of roles could become one of the prevocational education tasks at school. Prevocational education could refer to *the self-determination and individual liberty theory* which is closely related to the principles of normalization, social inclusion and protection of personal rights. A presumption is made by *the self-determination theory* that people have a natural tendency to grow and develop from a psychological point of view as well as to fight challenges in the surroundings and to integrate new experience into own Self-concept; however this natural tendency does not run automatically, the supporting surroundings are required for an individual to function efficiently (Deci & Ryan, 2000).

The scientific problem in this article is based on the question, what individual experience structures related to takeover of life roles predetermine successful participation of persons with MID in labour market?

Object of the research: significance related to takeover of life roles among persons with mild intellectual disability to their occupational integration.

Aim of the research: analysing subjective occupational integration experiences of persons with mild intellectual disability, to reveal the structure of takeover of life roles and its significance to success of the participation in labour market.

Method

A non-standardized in-depth interview – non-structured long-lasting interview – was expediently selected for the research, with the help of which it is striven to collect the empirical material as comprehensive as possible about an individual's *attitudes, feelings, experiences and expectations* from the world in which he/she lives (Kvale, 1996). The non-standardized in-depth interview has two aims: in-depth research of personal experience and analysis of what sense is given to such experience by these persons.

In the course of the in-depth interview, it was referred to the interview conduct techniques described by Boyce & Neale (2006), Kvale (2003), Creswell (2008), Silverman (2011), Maxwell (2005).

The research was conducted in Lithuania and Italy in 2012-2013. In total, 19 informants with mild intellectual disability took part in the in-depth interview, including 6 women and 13 men, 8 Italian and 11 Lithuanian residents. The criteria of *targeted selection* were chosen for the scope of the research. In the course of the research, the theory of Levinson, the representative

of phenomenological psychology, was referred to as the theory being the closest and reflecting the research subject; moreover, the persons with MID at the age of 17-33 were selected for the research.

The in-depth interview took approximately 1-2 hours. Watching for any signs of fatigue in the informant and in order to maintain his/her activeness, the interviews were divided into two stages according to some specific needs, while appointing one more meeting. The scope of the qualitative poll was predetermined by the indicator on information "saturation", i.e. the informants were questioned for as long as the information obtained in the interview started to repeat itself and the content of the information obtained in general did not differ anymore from the previous stories told by the informants. Content of the interviews upon the informants' consent was recorded on a dictaphone and transcribed afterwards, leaving the authentic speech as it is specified in the methodology for interview transcription. Striving for precision, audio records were listened and compared with the text transcribed twice.

It is very important to note the reactions shown in the answers provided by the informants (Boyce & Neale, 2006; Kvale, 2001; Creswell, 2008; Maxwell, 2005; Berg & Lune, 2012; Alvesson, 2011) since the answer itself may be very short, however emotional reaction may reveal the relevance of the problem experienced, its significance to life, hostility to some specific axiological attitudes, or their deep apprehension. While transcribing the data of the interview, emotional reactions of the informants were marked by coherent symbols described in the research realisation technology by Silverman (2011) and Creswell (2008).

All informants residing in Italy spoke Italian, therefore an interpreter participated in the research who translated from Italian into English. On the contrary to the cases involving the Lithuanian informants, the symbols of transcription were not marked as there were no possibilities to precisely indicate any pauses and to emphasize the most significant observations. It is not possible to precisely mark the most significant observations and emotional experienced in the translation from English. When transcribing the interview, solely the observations by the researcher and the interpreter were indicated.

The descriptive phenomenological analysis method by A. Giorgio described by Creswell (2008), Kvale (2001) was used in order to determine the structure of successful and unsuccessful occupational integration by persons with MID.

Results and discussion

Young people with MID, after finishing school encounter one of the largest challenges in their life, namely how to live further on. The issue is solved in the after-school period, namely what status and social roles are to be taken by a young person with MID: to be a father/mother, worker, or unemployed. The closest environment of the young man/woman participates in this process of choices, such as his/her family, friends and former educators. Different achievements of every person are observed with regard to the same period. This is predetermined by personal structure, skills, timely provided assistance and support received from the closest environment. Selection of a place within the life structure is significant from an occupational point of view since while considering what decision to take in life, the person directs his/her attention and time to the realisation of life tasks: if first of all young people select to create a family, then occupational career will be less developed during this time. In the course of the research, the significance of successful takeover of roles by persons with MID to occupational integration was determined. However, with this article it is endeavoured not only to describe the structure related to takeover of life roles but also to pay attention to the factors having encouraged the successful takeover of life and, at the same time, occupational roles, which were determined in the course of the research (see Figure 2).

<p>Strong self-determination regarding life choices (Lithuanian cases)</p> <p>Self-determination not to take over any negative characteristics from the closest environment (Lithuanian cases)</p> <p>Different life choices among persons having grown up under the same conditions (Lithuanian cases)</p> <p>Strive for a better life (Lithuanian cases)</p> <p>Future planning, when aiming to get advice from persons with successful life experience (Lithuanian and Italian cases)</p> <p>Psychosocial assistance during transitional period (Lithuanian and Italian cases)</p>

Figure 2. Internal factors related to takeover of life roles by persons with mild intellectual disability

Strong self-determination regarding life choices. After finishing school, support is provided to the informants by their parents. Those young people who grew up in children care homes try to keep in touch with their educational and care institutions. Their former pedagogues help them to gain a footing in life. Lithuanian pedagogues tend to help more their former educatees than those in Italy. As for example, an employee of the children care institution indicated that they try to weaken their relationship with the person having started his/her independent life.

After finishing school, the process related to formation of life tasks takes place, when a person with MID asks himself/herself, how to live further on:

After finishing school, I was thinking about my future. What it would be like and how should I live further on? What awaits for me in life? What life stage is it? Shall I follow my parents' example, or shall I follow the ways which I am meant to follow and which I create myself? (Tadas, 27 years old, working, Šiauliai)

At the stage of transition from school to adult's life, pedagogues play an important role in the person's socialization. Lithuania has not yet developed the system supporting the continuance of prevocational education; these functions are informally carried out by former pedagogues providing advice, helping to look for a job. Former educatees address their former pedagogues for assistance for few years ahead. At the time of prevocational education, pupils with MID should be prepared for the transition from school to adult's life, assisting them in formation of not solely the occupational but also their life career, while takeover of roles is at the initial stage of development and young people had not had any time yet to takeover any negative experience.

Self-determination not to take over any negative characteristics from the closest environment. Young people starting their independent life bring already-formed values which are involved at the stage of formation of life tasks and render orientation to their behaviour. Informant Tadas states that his attitude not to take over the life style of his parents formed already back in his childhood:

It is important not to follow the example of your parents, brothers or sisters. If they used to drink, they may do so if they like. But why should I do this, if I don't like it? I don't want. Here again, it is some kind of a slap in the face, when you don't like it and you cannot force yourself to do it. He drinks, yes, so why can't I drink? Because I don't want to drink. I saw how my parents lived (.2), and how they lost all their farm (.2), and lost all their property. But what was the reason that they lost their farm and their property? It was because of drinking. Drinking, smoking ruin a man completely. You trust me. (Tadas, 27 years old, working, Šiauliai)

During the interview, a critical attitude of the informant was observed towards the family values, way of living, strong self-determination to strive for higher aims in life, and negative attitudes to bad habits. In the course of prevocational education, a holistic sense of responsibility should be developed, and traditional family, work values should be fostered. The task of prevocational education should be of a preventive type, namely to prevent pupils with MID from repeating their family mistakes, to encourage them to learn from positive examples, to develop the skills of communication, and the skills to deal with conflicts and problems.

Different life choices among persons having grown up under the same conditions. With this subcategory it is striven to explain the grounds for formation of values, why persons grown up under the same conditions accept different values and life style. In the words of informant Tadas, social environment, development, right education and assistance of people having a larger life experience were indeed the factors which helped him to become of what he is now:

Good environment and good people surrounding me helped me to become of what I am. These people are met through good communication and through different acquaintances. Up to today, we call each other and they help me. But not my friends. Those who help are state servants: those working in the police department, those working in the municipality and those working at university, as I say I have some acquaintances. They help me all the time. <...> We talk a lot. I tell her my problems and she tells me to do this or that. You will see, everything will be ok. I learn from that. When I go outside, I think for a while (.2) and then I tell to myself: „Let's try to do this way“. That's how it happens: good works, good attitude to life. That's how it is. (Tadas, 27 years old, working, Šiauliai)

A strong locus of inner control, realised inner responsibility for own success in life are characteristic to the informant having experienced occupational satisfaction. Ability to deal with problems is a very important factor with regard to successful takeover of adult's roles. During the interview, a lack of skills to deal with life problems was determined in the informants and therefore a strong tendency to look for advice and assistance from other persons was observed. In this case, the role of advisers, their life experience, values, beliefs and attitudes which informants internalize and referring to them form their life style and take over new adult's roles become rather important. (see Figure 3).

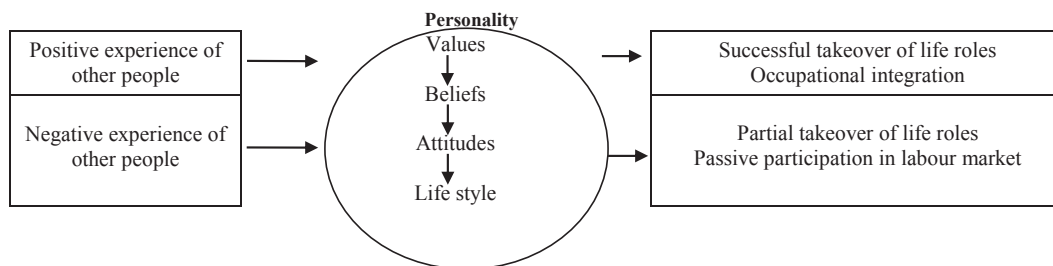


Figure 3. Influence of other people to success in takeover of life roles and to occupational integration among persons with mild intellectual disability

At the age of 17-33, the takeover of life roles by persons with MID takes place and therefore if a person is not sufficiently prepared to take over adult's life roles, the assurance of continuance of prevocational education is necessary, when observing the life process of persons with MID and rendering them psychoeducative assistance at the right moment. Rendering of assistance should be targeted not to imposition of penalties, as for example, restriction of parents' rights due to inappropriate care of children, but firstly to rendering of assistance, when teaching how to properly carry out obligations with regard to life roles to be taken over, moral education, and when strengthening the system of values and senses of responsibility.

Results of the research reveal the influence of the surroundings on the success of the person's socialization process; moreover, connatural personal characteristics developing and changing in different life stages are equally significant:

No, I am not the oldest one. There was another but for her (.1), she was interested in other things. Let's say, if I was her age ((annoyed, sarcastic)), you take it, I would have had three children already. Well, she was simply interested in other things. She wished to sleep around, she was interested in other things. Well, we have the same mother but our fathers are different. She is more like her father and alcohol. Well (.1), she is simply a heavy drinker. I could not look at that. I simply run away and I told to myself that I need to leave, I need to study, to resist any temptations and to go on. I sought this, I had this goal set. Well (.1) we keep in touch but not often because the distance is quite big for

me to travel every time, the trip is too expensive and also you need to bring something, so we just chat on phone. My mum visits me quite often because for her it's easier. I do not go because I don't have a wish to go there, from where I ran away. (Rasa, 26 years old, working, Radviliškis)

The formation of asocial conduct is influenced by personal inner attitudes, beliefs dictated not just by social environment but also by connatural characteristic features of informants.

Strive for a better life. This subcategory supports the *self-determination not to take over any negative characteristics from the closest environment*. A wish to live better initiates another wish to improve oneself, to strive for better living conditions and to grow as the personality. Persons with MID are able to take over, to simulate positive examples, and to reject what would prevent them from striving for positive occupational and life goals:

Probably when you see how others live, like worse or so. Sometimes you look at it and think that you don't want to live like this, I want to live better. I used to look at people, at my neighbours or some other persons I knew. And I thought, I will have a better life. (Romas, 26 years old, working, Radviliškis)

Striving to surpass the environment in which they grew up is a strong source of motivation, positively influencing occupational self-determination and life choices.

Future planning, when aiming to get advice from persons with successful life experience develops the idea of subcategories *Strive for a better life* and *Different life choices among persons having grown up under the same conditions*. When the independent life is started, persons with MID encounter life challenges for dealing with which they usually lack knowledge and experience. The first reaction is to look for the closest assistance. Future planning is characteristic to the informants who experienced occupational satisfaction. However, there are also other persons participating in the planning process. Fair enough, if more experienced life advisers take part in the planning process; however, possible risk to have the asocial life is increased by lesser independence and higher suggestibility among persons with MID. Pedagogues, parents and friends take part in future planning for persons with MID. If young people grew up without their parents' care, they seek advices from their former pedagogues. The informants look for advices on issues of profession selection, work, and independent life:

I used to go to good people who accepted me, advised me and I listened to their good advice. I used to go to my former educators who understood me, made me welcome and told me: „You boy do this and that. You will see, good advice will be useful for you.“ <...> As you see, I could do it on my own but (.2) advice of old people is quite useful anyway. (Tadas, 27 years old, working, Šiauliai)

At times, teachers used to ask me something, give advice and tell me what to do. In some way, it was much better than talking to my friends. (Rūta, 21 years old, working, Marijampolė)

The informants living in Italy also seek advice on the issues of profession selection, work, and independent life from their former teachers, older people. Pupils with MID having grown in a family, usually seek advice from their family:

I always asked older people for advice who have some experience. If I like something, I ask how I should behave so that I become as he is, good in his profession. They always give me advice. I receive some experience from them. I used to talk to my friends, teachers. They used to give me advices and talk about my future plans. They used to motivate me slightly. My family helped me the most. My friends and my teachers motivated me but not as much as my father, my family and my brothers. (Lorentino, 22 years old, working, Rome, Italy)

I know some people. Who are more experienced in this field. <...> I asked people for advice, was thinking myself what I want and this helped me to choose a mechanic's profession. (Renaldo, 25 years old, working, Rome, Italy)

Results of the in-depth interview reveal the need to develop the independent life skills and substantiate the continuance of prevocational education. Assistance during transitional

period should be rendered taking account of a person's situation and should be continued for as long as life skills are fully formed.

Dreams of the informants experiencing successful occupational integration are true to life, realistic and adequate:

To buy my own house (laughing). Now I am renting it, I don't have permanent residential dwelling. I run from one side of the town to another ((smiles)). So I do not get bored in one place. I don't know about any other dreams. Of course, I want to earn more all the time. (Romas, 26 years old, working, Radviliškis)

The informants from Lithuania and Italy experiencing successful occupational integration acknowledge that occupational career needs to be planned, whereas striving for goals they relate to a hard work:

It is very important to start planning where you want to work beforehand. (Lorentino, 22 years old, working, Rome, Italy)

I used to have difficulties in imagining my future. I guess that if you strive for your goals slowly, slowly, then you may get these things. But first of all you need to do hard things. If you don't work hard, you will get nothing in the future. (Francesco, 19 years old, working in the project, Rome, Italy)

The informants experiencing successful occupational integration learn from positive life examples:

You know, the influence like this, well I was not interested in what my sister used to do. I somehow did not pay attention to that, I looked at the people who were interesting to look at, who did their best, who worked, who had some knowledge, when you can ask what you don't know, you find out about that from another person, you have a look, for example, let's say, ask something, some new recipe, you try something, and do something. You resist and go on, because if you like looking, you will look at such people. You simply look at some leader; at another person, you get some knowledge from him, take some interest. That's it. (Rasa, 26 years old, working, Radviliškis)

The tendency to follow a positive example is partly inherent, predetermined by inner needs and also formed by the surroundings. The formed system of values filtrates what is unacceptable and strengthens resistance to negative impact. The grounds for selection of a place in life among persons with MID is formed already back in the childhood while their personality develops and forms. After finishing school, the choice of person with MID is realised, namely to follow a positive example or to choose an asocial way of living.

In the course of prevocational education it is very important to assist in finding any positive life examples, to develop perception of social justice, aesthetic world, to learn to choose what is true and valuable, and to form traditional, spiritual values. Drawing a practical and simple plan of the life career will be more efficient than a narrower planning of the occupational career comprising sole attainment of a profession and getting a job. The most important life choices, such as proper profession choice, family planning, selection of friends influence occupational satisfaction, thus such subjects should be included into the planning process, foreseeing any possibilities, consequences and ways related to alteration of the plan, and any possibilities of reactions to any unforeseen changes.

Psychosocial assistance during transitional period. This subcategory supports another subcategory, *future planning, when aiming to get advice from persons with successful life experience.* In Italy, the same as in Lithuania, support is rendered until majority, however the informants express their need for the assistance for a longer term:

It was the City of Boys which helped me to plan my career since I used to talk about my hobbies, and then the City of Boys provided me with a list of courses which I could complete. The City of Boys helped me to set my goals, and to plan my career. (Renaldo, 25 years old, working, Rome, Italy)

The City of Boys should allow living two or more months longer when you turn 18. Sometimes they let you stay, however you need to leave the City of Boys in the morning and then have to come back only in the evening. But if you get a job, then you immediately need to leave the City of Boys. If you have nothing, you may stay in the City of Boys. (Francesco, 19 years old, working in the project, Rome, Italy)

Although the psychosocial assistance for persons with MID during transitional period has not been developed in Lithuania, former pedagogues take an informal care of their educatees.

The first problem encountered by persons with MID living in Italy and Lithuania after finishing school is search for a residential house. In Lithuania, persons with MID, having grown in children care homes are entitled to get social homes and funds for their minimal repairs. However, due to various reasons not all people make use of this service. Lack of abilities to find a residential house in Italy and Lithuania may become the first step to a passive participation in labour market, and to a homeless life in the worst case; therefore the issues should be settled prior to the majority on where and how the pupil with MID should live: should he/she rent or look for a social house, whether he/she has where to live, or should he/she take a loan for acquisition of a house.

Conclusions

Analysing the subjective experiences related to occupational integration by persons with MID, the significance of takeover of adult's roles to the participation success in labour market was revealed.

Persons with MID, having successfully taken over adult's roles, experience more successful occupational integration for the formation of which future planning, when aiming to get advice from persons with successful life experience, and psychosocial assistance during transitional period help in both cases, the Italian and the Lithuanian one.

Results of the research allowed determining the structure and the factors of the takeover of life roles by persons with mild intellectual disability which influence the formation of the latter. The structure of the takeover of roles comprises a strong self-determination with regard to life choices, self-determination not to take over any negative features from the closest environment, strive for a better life, future planning, when aiming to get advice from persons with successful life experience, and psychosocial assistance during transitional period. The closest environment of the child with MID plays an important role in the formation of the life structure. A pupil internalizes any actual values, beliefs and attitudes diffused by the environment, on their grounds, the life style is formed and the takeover of life roles takes place.

Persons who grew up in the same environment, may have a different structure of the takeover of life roles, which encourages to make a hypothetic presumption not only with regard to the influence of the surroundings, but also with regard to the influence of any genetically programmed inclinations to the formation of the structure related to life and occupational career. The modification of adult's roles formed in the result of genetic factors and surroundings is a complex, complicated and less successful process. Therefore, the preparation of persons with MID for takeover of roles (occupational, social, productivity, recreation) should take place at an early age stage, at the very start of formation of the system of values, attitudes and beliefs. At the last stage of prevocational education, a plan for takeover of roles by pupils with MID should be drawn and the continuance of prevocational education should be ensured in transitional period.

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Significance of Development with Regard to Takeover of Life Roles among Persons with Mild Intellectual Disability

Summary

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The school plays an important role in preparation of persons with mild intellectual disability to adult's life. A person who starts his/her independent life, usually experiences the shift in three general roles at work, in recreational activity and in socialization.

An in-depth interview was conducted among persons with mild intellectual disability at the age of 18-33 in Lithuania and Italy in 2012-2013, in order to reveal the structure of takeover of life roles and the significance to success related to the participation in labour market. In total, 19 informants took part in the research, including 8 Italian and 11 Lithuanian residents.

Results of the research revealed the significance of takeover of life roles to the success of participation in labour market.

Persons with MID, having successfully taken over adult's roles, experience more successful occupational integration for the formation of which future planning, when aiming to get advice from persons with successful life experience, and psychosocial assistance during transitional period help in both cases, the Italian and the Lithuanian one.

The structure of the takeover of roles comprises a strong self-determination with regard to life choices, self-determination not to take over any negative features from the closest environment, strive for a better life, future planning, when aiming to get advice from persons with successful life experience, and psychosocial assistance during transitional period.

Results of the research substantiated the need for an early preparation in the takeover of life roles among persons with MID, while at an early stage forming the system of personal values, attitudes and beliefs as the premise for successful occupational integration. At the last stage of prevocational education, a plan for takeover of roles by pupils with MID should be drawn and the continuance of prevocational education should be ensured in transitional period.