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SOCIAL WORKER'S PROFESSIONAL OPPORTUNITIES FROM THE POINT OF VIEW OF TRAINING PEOPLE WITH DISABILITIES FOR INDEPENDENT LIVING IN LITHUANIA AND UKRAINE: THEORETICAL AND EMPIRICAL MODELING

Master's thesis

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Certification on the Original Authorship of the Master Thesis

I confirm that the submitted master thesis **Social worker's professional opportunities from the point of view of training people with disabilities for independent living in Lithuania and Ukraine: theoretical and empirical modeling** is:

1. Performed independently and is not submitted for another course in the current or previous semesters.
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The Master's Degree Thesis Summary

The theoretical analysis of philosophical, psychological, theoretical and practical concepts of independence and the analysis of social worker's possibilities, in preparing people with disabilities for independent life, is carried out in the Thesis. The independence (preparation) model applied to people with disabilities is created, based on the theoretical analysis of the findings.

While performing the structural interview, the research was performed, the aim of which was to create a model of a social worker's opportunities, preparing people with disabilities for independent living. A content data analysis was performed.

12 social workers experts (6 social workers from Lithuania and 6 social workers from Ukraine) were participating in the research.

The empirical part deals with the social worker's activity opportunities in preparing people with disabilities for an independent life in Lithuania and Ukraine.

The main *conclusions* of the empirical research are as follows:

1. The social workers, preparing people with disabilities for independent life, should develop their activity capabilities up to the competence levels of a society, community, people with disabilities and social workers.

2. In accordance with the view of the Lithuanian and Ukrainian participants in the research it is necessary: to change a social worker's view towards a person with disability; to increase the communication between a social worker and a person with disability, while strengthening mutual trust and emphasizing a person's with disability skills and his/her strong sides; to maintain activities and methods, which would promote people's with disability independence and would reduce dependability; to communicate with a community and to teach people with disability to know it; to inform a society of people's with disabilities real possibilities and their independence with the help of the mass media, as well as common events and projects.

3. The Lithuanian participants of the research have revealed that the possibilities of people with disabilities to become independent, while living in the Independent living house are minimal. The Ukrainian participants of the research view are that the independence of people with disabilities is promoted while living in the Independent living house.

Key words: independent life, autonomous/ independent, independence model.

Turinys

Introduction

The same as in Lithuania so in Ukraine the right of people with disabilities to live independently and to be included into a society currently is becoming more and more important, seeking the overall and effective independent participation into a social life. So, the need to increase people with disabilities independency is becoming more and more relevant into our society.

In the world report about the disability[1] it is said that if the people with disabilities are included into society life, providing them with different help services, it would be possible to increase peoples with disabilities independence and to provide them with a possibility to participate in economic and social activities. For people with disabilities would be able to live in the society it is necessary to remove them from the institutions and provide them with the help service (day care, care and help at home) in the communities itself.

Article 19 of the United Nations (UN) Convention on the Rights of Persons with Disabilities[2] 'Living independently and being included in the community 'states that people with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement. This article establishes the people with disabilities right to an independent living and full inclusion into the society.

In the Ukrainian Parliament Commissioner's for Human Rights 'Report regarding the implementation of rights of people with disabilities in accordance with the United Nations (UN) Convention on the Rights of Persons with Disabilities[3] of 2015 it is stated that the provisions of Article 19 'Living independently and being included in the community are not effectively implemented in respect of the Ukrainian people with disabilities. This is caused by an undeveloped network of social services institutions, both at national and community level, as well as lack of qualified social workers, which is influenced by a low financial security and a difficult economic situation in the country. It is noted that the only social service providers - territorial social service centres provide services for people with disabilities in the community. In the report, it is declared that they will aim to increase funding for social services and they will

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[1] Report on disability: summary. Disability and working capacity assesment office at the ministry of social security and labour Republic of Lithuania, 2014

[2] United Nations Convention on the Rights of Persons, 2006

[3] In the Ukrainian Parliament Commissioner 's for Human Rights 'Alternative report regarding the implementation of rights of people with disabilities in accordance with the United Nations (UN) Convention, Ukraine, 2015

attempt to improve the social worker's profession prestige in the Ukrainian society, in order to increase the independence of people with disabilities in Ukraine.

The social services network for people with disabilities is better developed in Lithuania; the approved legal documents reveal the importance of de-institutionalization of people with disabilities independence. The deinstitutionalisation strategic guidelines for adults with disabilities in social care homes were approved by the Order of the Social Security and Labour Minister of the Republic of Lithuania[4] as of 16 November 2012. On 14 February 2014 it was approved the Transition from institutional care to a family and community-based services for people with disabilities and for children without parental care activity plan[5] for the period of years of 2014–2020, which foresees the revision of the legislation acts establishing the service provision for adults with disability in the community, invoking experts to identify the new forms of social services standards for adults with disabilities and their families in the community.

The above-mentioned legislation acts emphasize the importance of strengthening the independence of people with disabilities in the society, the desire to move people with disabilities out of institutions into a community, but the ways and means to do so, are not fully disclosed. It is mainly focused on the transition of people with disabilities living in the social care institutions to community-based services, however increasing the peoples with disabilities, living in the social care institutions, independence and the transition to live in the community is little emphasised.

Scientific problem and research relevance. The attitude towards a disability is rapidly changing both in scientific work, as well as in everyday life, there is a growing recognition that people with disabilities are not fully independent not because of lack of their skills or psychosocial factors, but because of the extent to helplessness and dependency stigma, which the society is imposed to (Albrecht, 2006; Gailiene, 2015; Koubel, 2013; Mazeikis, Ruskus, 2007; Vaicekauskaite, 2008; Vencloviene, 2015).

The independent living philosophy must follow the rights of people with disabilities to enable them to achieve an independent life. The state policy should shift from institutional and paternalistic thinking to a greater choice for people with disabilities and for rights-based policies. People with disabilities have to construct and maintain their living conditions and personal assistance in obtaining personal assistants, rather than being clients of care institutions,

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[4] Order of the Social Security and Labour Minister of the Republic of Lithuania "Regarding confirmation of strategic guidelines regarding the deinstitulization of care homes for children with disabilities remaining with no parental care, adults with disabilities".

[5] Order of the Social Security and Labour Minister of the Republic of Lithuania "Regarding confirmation of activity plan for transition from institutional care to a family and community-based services for people with disabilities and for children without parental care – for the period of 2014 – 2020", 2014

promoting the availability of direct payments for community care services (Pierson, Martin, 2010; Roulstan 2012; Teater 2014b). It is therefore necessary to prepare people with disabilities for independent life, modeling a variety of activity opportunities that would help people to gain independence.

The Lithuanian and foreign researchers have studied the importance of empowering people with disabilities of social care institutions to be independent, as well as independent living skills of children with special needs and independent living experience of people with mental disabilities and the independence, residence, employment opportunities of young people with disabilities. The Public Institution Mental health perspective[6] carried out the monitoring of implementation of the social care system of Article 19 of the UN Convention on the Rights of People with Disabilities. The research has proved that the independence of social care institution residents' is not developed in social care deployment institutions. Orlova and Gruzevskis (in 2014) studied the quality of life in social care institutions and revealed that the independence in these institutions is a key factor in the quality of life. Kieriene (2010) studied the independence experiences of people with mental disability. The study revealed that people with mental disability link the independence of living at home to the free life, the opportunity to make their own decisions, activity planning or understanding of the responsibilities. Hallahan, Kauffman (2003) viewed the independence opportunities of young people with disabilities in everyday life. The authors in their work point out that for young people with disabilities it is extremely difficult to develop a sense of independence. Pascall and Hendey (2004) studied the opportunities for young people with disabilities to reside in separate accommodations, apart from their parents. The study revealed that young people with disabilities come out of the house much later than healthy peers because of excessive parental care, which is the main obstacle to an independent life. Mackie (2012) studied employment opportunities in Great Britain for young people with disabilities. The study has found that young people with disabilities face particular difficulties in getting a job, regardless of their willingness and ability to work.

This research will aim to respond to the *problematic questions of the research:* What functions should be carried out by a social worker for a person with disabilities would become independent? What model of a social worker's activity possibilities should be while preparing people with disabilities for an independent life? *The research is important and relevant* because it is intended to provide guidance (based on a developed activity capabilities model) to social

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[6] Report on carried out the monitoring of implementation of the social care system in accordance with Article 19 of the UN Convention on the Rights of Persons with Disabilities. SE The Public Institution Mental health perspective, 2015

workers who prepare people with disabilities for an independent living, creating real conditions for people with disabilities to integrate into the community.

The object of the research – the modeling of social worker's opportunities, while preparing people with disabilities for an independent living.

The aim of the research - to create a model of social worker's opportunities, preparing people with disabilities for an independent living.

The tasks of the research are as follow:

1. Applying the theoretical analysis, to reveal the independence (for people with disabilities) preparation model, analysing philosophical, psychological, theoretical and practical concepts of the independency.

2. Applying the theoretical analysis, to supplement the independence (for people with disabilities) preparation model, taking into account the social worker's competence, the principles, methods and functions applicable in the activities.

3. To perform expert research (using a structured interview method) in Lithuania and Ukraine, seeking to reveal the factors to train people with disabilities to be independent.

4. With the content analysis method to reveal the (model) structure for training people with disabilities to be independent.

5. Applying the theoretical and empirical data analysis, to create the model of a social worker's activity opportunities, while preparing people with disabilities for an independent life.

Participants of the research. Applying the selection of experts' sample, 12 social workers (6 social workers from Lithuania and 6 social workers from Ukraine) were selected for the research.

Methodology and methods of the research. The basis of the scientific methodological study considered to be Normalization-Valorisation theories and Empowerment paradigm, that are more fully described in empirical part of the research. The analysis of scientific literature and the performed studies highlighted the need to carry out a qualitative study. Data collection method: structured interview. The data were processed using the content (content) analysis.

The structure of the Master's Thesis. *This Master's Thesis is formed of*: the summary, introduction, 3 sections, conclusions, references, the list of used literature (134), the summary in Lithuanian, Annexes. The research data is illustrated within (12) tables, (6) pictures. The interview protocols, the primary categorization and interview questionnaire for social workers (experts) are provided as Annexes. The volume of the Thesis is – 73 pages.

I. THE PHILOSOPHICAL, PSYCHOLOGICAL, THEORETICAL AND PRACTICAL CONCEPTS OF INDEPENDENCE

1.1. The importance of a person's maturity and freedom towards independence

The stage of mature life is a complex and important for human independence. The human maturity is required in making many important life decisions, performing the most of important actions in life. The philosopher Dzezulskis- Duonys (2005) speaks on the human maturity not linking it with age, foreground, and acquired amount of information. According to the author, the maturity it is something complete, achieved, something what cannot be taken away or lost. The Philosopher distinguishes two maturity directions: personal and social maturity. A mature person thinks and decides for himself, takes responsibility for his own actions and choices, realizing that freedom gives him rights and imposes duties. A mature man acquires spiritual balance and peace of mind in realistically evaluating his body, appearance and his abilities. Under the public attitude a mature person respects others and is willing to cooperate in the individual and collective goals. A mature man perceives and recognizes his emotional, intellectual and economic dependence on other members of society.

Let's compare how psychologists classics of different directions see signs of a mature personality. Freud (1992) analysing the human maturity criteria, stated that the maturity means an individual's ability to love and work. This can only be achieved after solving the Oedipus conflict, when a son identifies with his father or a daughter with her mother, when a person moves a large part of his lipid and his ego becomes very strong. Adler (2008) emphasizes that the mature man is very interested in other people and other people's welfare. A socially mature person finds himself appropriate societal challenges, in order to express himself through socially useful activities that promote the personality to mature. Jung (1991) stated that a mature person seeks self-realization, while a personality creates inner harmony and causes a deep human satisfaction. The all mankind common archetypes lie in collective subconscious depths. Jung distinguishes a young age, a mature age, aging man, old age. Erikson (2004) links the adulthood to the ability to relate intimately with others. The psychologist explains that the personality a person will become depends on the roles he will choose in life, as far as he is able to do this himself and how he will be able to build himself a constant coherence. Rogers (1995) notes that the highest human maturity consists of natural human efforts to develop their talents and everything inside what is humane, valuable and real. Rogers states that if a person is allowed to choose, he will choose growth and development, but not a standing in place or a movement back.

Based on the above-mentioned psychologists 'insights, we notice that the authors refer to different personality mature features, but all these features encourage someone to become the

best, authentic, humane, independent, caring not only for themselves, but also for the public. Both a healthy human's and peoples with disabilities maturity takes place and gradually forms, highlighting the human independence to make decisions and perform certain actions. The more a person with disability is mature, the more he is confident and can achieve independence and self-sufficiency in the society.

The philosopher and psychologist Pikunas (1994) stated that in order to be fully mature the one needs to gain excellence, not only in one but in many areas. A physical competence forms the human health, resistance, hygiene habits, impressive use of medical devices to maintain health; Intellectual competence based on learning what is useful and necessary, revealing the characteristics of human nature and talents; Emotional competence lies in its ability to love and be loved, with an ability to express own feelings and emotional feeling self-confidence and their actions; Social competence - reveals the ability to get along with peers and others. The willingness and ability to help others is also part of this competence; Efficiency competence inherent abilities required for employment, profession duties, acquisition. A personal desire to use the skills to increase the work success; Religious competence is expressed in the fields of God and love of neighbour, the need to live according to the conscience, following the example of Christ; Moral competence acquired by suppressing all kinds of pleasure drive, in accordance with moral principles and values, living on the basis of conscience and fighting for human rights, freedom, justice and other values.

As the author notes a person seeking maturity has to gain a lot of competencies, which is not a short-term achievement, it is trained through all lifetime. For a person with disability it is more difficult to acquire certain competences, such as efficiency or intellectual competence, but usually it is caused by people with disability lack of confidence, public opinion, the way public policy decisions are carried out.

A mature person is free and independent. According to Ashford (2003) freedom means that a person has an opportunity to decide how to act. Only the person himself knows what he wants, knows his wishes and goals, that he wants to achieve in life. The psychologist Frankl (2013) states that as much a person understands his own state and wishes „here and now "in the background of his own values, the more correctly he is able to choose. As more often he behaves as he understands, in accordance with his values, the more he feels his responsibility for everything he does and the ways he does and for the outcome of his actions as well. As much inner and outer freedom exists, as much responsibility corresponds it.

Paskus (1984) distinguishes three levels of human freedom: the inherent freedom, the freedom of thoughts, desires, actions and awareness of it, the freedom to be yourself; freedom from what? "- from certain requirements of the law, which does not meet the basic human

values; freedom "for" - the freedom of what and how to do under a self-determination. The author argues that only if he is free on all three levels, and in accordance with its values and the most important goal in life, a person can feel like a real human being.

The philosopher Lobato (2001) states that an absolute freedom does not exist for a person. The freedom associated with the fullness of realization. This shows that a person can be masters of their destiny. The freedom is most often associated with self-determination. We can say that all these authors describe human freedom as a necessary condition of their life goals an individual self-determination is an important independence acquisition factor for a person with disability. Total freedom, independence from something is impossible to any person, not just a person with disability.

Summarizing the philosophical and psychological attitudes of human maturity and freedom, we can single out one of the most important mature personality changes in behaviour, which likely corresponds to a person with disability, needs and possibilities of increased personal independence, independence, the desire to have your life direction and position in society. A person with disability after reaching the maturity (without referring to own age), can think critically, can be responsible, can use his own skills, can seek greater independence in various spheres of life.

1.2. Independence expression in normalization, inclusion, integration theories

While analysing people with disabilities, the links of concept of independence with the scientific discourse based on the theories, we observe that the first of the people with disabilities independence ideas were started to spread in the theories of Normalization-valuable social role (valorisation), Inclusion (empowerment), integration. In order to describe the importance of independence acquisition for people with disabilities in the social work perspective, we will describe the basic provisions of the theories, which according to Teater (2014a) help social workers to understand the situations of human behaviour, and to look at what happened in the past or may occur in the future.

Normalization theories were formed around 1950 years in the Scandinavian countries (Thomson, 2014). The theory pioneer and initiator Bank-Mikkelsen (1991) declared that people who have problems, regardless of their strength, have the right to live as well as other citizens. Upon Bank-Mikkelsen view when changing public attitudes about people with disabilities their problems and opportunities with the help of information, it would be possible to achieve excellent results.

Sherill (1998) describes the Normalization theory how a cost-effective one for transferring people with disabilities from expensive large institutions to community-type service

institutions. Normalization theory has changed the state policy, in the respect of people with disabilities, establishing many small social service centres of a communal nature, refusing the massive institutional framework.

Banks, Gover, Kendall and Marshall, (2009) stress that the Normalization theory did not seek the people with disabilities to make "normal". The ideas of the theory and theoretical approaches target to prospects how people's environment could be adjusted for the people with disabilities and to provide normal opportunities in all areas of life.

Disseminated ideas of Normalization theory were supplemented with the updated in eighties Normalization- valuable social role (valorisation) theory, where theoretical aspects of people said to be different in the society, depreciation, and negative social roles publicly attributed to them has been analysed. In the view of the theory author Wolfensberger (1972) low-value roles of social groups in the society can be replaced setting them with valuable roles. The author stresses the public duty to apply cultured assessment rates to people with disabilities in order to encourage them to live a valuable life.

The recognition of people with disabilities in the society is expressed with provisions of the theories to promote formation of the positive role of people with disabilities (Weezel and others, 2010): Normalization - Valorisation theory is related to the unconscious, uncontrolled public activity, favouring devaluation and oppression of certain groups of people; It is designed for significant social roles of people with disabilities to develop, promote and eliminate the likelihood of negative roles in the society; it is complied with the key provision that it is not enough to have a neutral public attitude towards people with disabilities, but also it needs to actively search for and select a variety of ways and means of presenting a devalued people's prestige; The theory is based on the personal development model, based on the assumption of unlimited human potential and the probability to expand them;

Osburn (2006) specifies that in order to restore the positive role of people with disabilities, it is necessary to change the public attitude towards people with disabilities and to increase the capacity of people with disabilities. The restoration of people with disabilities value and consolidation of a new role is meaningful because it is a society group, that was considered to be a deviation from the norm, people with disabilities were considered as "non-human beings." The author remarks directed to increase the motivation for people with disabilities to believe in their opportunities, which is a significant factor to increase the independence opportunities for people with disabilities.

In conclusion, we can state that the ideas of Normalization - Valorisation theory encouraged public to change attitudes towards people with disabilities, called them in their community, to adapt the environment so that they can act independently and live, perhaps

initially providing some assistance. The formation of positive attitudes in society to persons with disabilities, valuable role assignment, opportunities and capacity-building help to develop independence and is the aspirational activities for social workers, working with people with disabilities.

Empowerment theory /paradigm reveals provisions whereby to small social groups or social minorities it is sought to create conditions for self-determination regarding the assistance to their life, their outside control and command and personal responsibility for their own actions.

Most authors (Johnson, 2001; Llewellyn, Agu, Mercer 2008; Petrauskaite- Duseviciene, Jasiukeviciute, 2014; Ruskus, 2002; Sherrill, 1998; Thomson, 2014) describe the empowerment /inclusion as an activity that gives people power to control their lives and to develop the necessary skills in general, use of resources and funds, to feel responsibility for themselves, others and their environment, as well as an equal impact on society. Empowerment can be described as a training process, where people are trained to become defenders. Empowerment is important while analysing the independence of people with disabilities, as the help provided by social workers and other professionals is not always in line with the expectations of people with disabilities, their life is often controlled too much, that prevents them to take their personal responsibility for the activities carried out and in such a way reducing the independence of people with disabilities.

Empowerment paradigm provides a theoretical basis for social assistance, targeted at those who found themselves in very difficult life situations, the ones that often cannot find the strength to overcome the problem, who are not able to become more independent. Empowerment, as a concept for increasing the person's strengths and opportunities, and as well as a concept for promoting responsibility for their problems, provides the of social work professionals with guidance and vision of what should be the focus of values and objectives, linking them with the client and his problematic situation (Petrauskaite-Duseviciene, Jasiukeviciute, 2014).

The key idea is that the empowerment grants independence to a person (in the position to develop their skills and so on.), using the resources in the environment. Promoting the personal capacity for self-management of life and feel the self-confidence intended to provide greater resilience and focus on the long term, in the long run the customer's strengths - the internal and external resources - will outweigh, and he will be able to independently solve problems (Johnson, 2001; Petrauskaite-Duseviciene, Jasiukeviciute, 2014).

Bricker (1995) focuses on community, social relations, human rights enforcement, the integration of the healthy and of people with disabilities and helping them to integrate, reducing the importance of dependence on others in the empowerment (inclusion) process. Booth,

Ainscow and others (2002) complement the empowerment structure with the respect of people's differences, supporting groups of social exclusion and eliminate barriers, which is associated with the improvement of social services policy, people with disabilities participating and peer evaluation. The authors highlight the importance of equal relationship within the community and people with disabilities, support and assistance to them, declaring that the public also needs to learn how to accept and understand people with disabilities, seeking to achieve their independence and full inclusion.

Gvaldaite (2009) in the Empowerment process highlights the competencies of individuals and internal power activation to positive changes in their lives, which is an effective social welfare model, which manifests itself through the individual and the community working with individual dimensions. Zastrow and Kirst- Ashman (2009) see the empowerment as a key goal of social work practice. The authors distinguish the people's ability to understand their environment, make decisions, take responsibility for their choices, and emphasize social worker's efforts to a fairer distribution of power between different groups in the society.

Llewellyn, Agu, Mercer (2008) assigns the empowerment process, where involved individuals, groups or community control all the circumstances of life, reach their goals, increasing their quality of life. A group or a community as a whole unit acts as an enabler in the community initiatives. Levin and Perkins (1987) in the empowerment process highlight the importance of the opportunities and conditions for granting individuals or groups to use the necessary resources: they need to provide information on the adaptation to the environment, social integration techniques, on the other hand, it is important that they become socially active, i.e. that they would participate in public-community process that can propel the inner human potential and contribute to encourage addressing not only its own but also other people's problems.

Summarizing the provisions of various authors, we can assume that empowerment theory /process is defined as an activation of competencies and internal power of people with disabilities, seeking for positive changes in their lives. Over relations, professional and customer relations emphasized through which the required personal empowerment assistance is sought - directly involving him in the help process, promoting his independence and responsibility, reducing helplessness. With the help of empowerment, the freedom of opportunities is granted, the required knowledge and skills, resources, it is encouraged to take responsibility for their actions and life. Persistent social relations help to develop independence, with the help of social relationship it helped to learn various activities and the experience gained. The more people with disabilities become self-sufficient, the more their dependence on other people decreases. Social

workers should promote the social relationships between people with disabilities and members of the public, the community, in order to minimize the dependency.

Integration of people with disabilities into society can be associated with the highest expression of independence, because as the person, the more successful integration is. Vaicekauskaite (2004) stressed that Lithuanian scientists examined some various problems of people with disabilities, however, the empowerment theme has not had detailed scientific research yet. The social integration is associated with the social environment, the ability to tolerate people with disabilities. According to Valenta (2003) the social integration begins when the excluded ones considered being not as different, but as similar ones. Lovett, Haring (2012) emphasize the integration of people with disabilities people into the community, intensifying the promotion and support of people with disabilities, rather than destroying the relationship between people with disabilities and without disabilities.

One of the principles of social integration, highlighting the independence of people with disabilities as set out in the Republic of Lithuania Law on Social Integration of Persons with Disabilities (2004) Article 3[7], as the independence and freedom of the principle. It is argued that people with disabilities should be encouraged to be independent; this law emphasizes the positive attitude of the public towards the people with disabilities, emphasis on de stigmatisation principle as public education to address negative attitudes and stereotypes associated with people with disabilities.

The Social Services Act (2006)[8] emphasizes that the services provided would develop human independence, its capacity to help yourself. The mentioned legal documents speak of peoples with disabilities independence, but in spite of the decisions taken, there still exist some psychosocial barriers in the society, stereotypes based on the perception of people with disabilities and behaviour dominate, for which the increase of independence of people with disabilities and involvement in public life is still problematic. Studies in foreign countries and in Lithuania show that one of the main factors of social integration - social image of disability, which determine how society actually behave, interact and make decisions with respect to people with disabilities (Raudeliunaite, Savareikaite, 2013). Therefore, seeking the independence of people with disabilities and successful integration, we should form positive social disability images for public behaviour would change interaction and decision-making of people with disabilities as a positive point of view.

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[7]Regulation of social integration of people with disabilities of the Republic of Lithuania. https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.233791
[8]Regulation of social services in the Republic of Lithuania. https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.270342

Reviewing the increase and the expression of independence of people with disabilities in accordance with perspective of theories as described above, we can emphasize that a particularly important factor in increasing the independence of people with disabilities is a positive public attitude and formation of the attitude. This can be achieved through regular social relationships, in order to increase the knowledge of people with disabilities, by strengthening the competencies of people with disabilities and their internal powers, attributing the positive roles and finding appropriate resources in the community.

1.3. The role of public attitude towards the independence of people with disabilities

The public attitude towards the people with disabilities formed through all the periods of human development. In most cases the ratio of the public with disabilities reflected the characteristics of social exclusion. Analysing a historical change of social exclusion forms, Litvak and Enders (2001) identified the following patterns of exclusion of people with disabilities: Elimination model where people with disabilities are condemned to death killing them when no care providing for them. Refusal model, which could be an equivalent to a condemnation to "social death" when a person is isolated from the necessary social relationships with loved ones, leaving at a shelter or adopting him. Segregation model - one of the most common practices to isolate people with disabilities from the society. People with disabilities live and learn in specially designated institutions, but not in the community. Social integration is seen as a future goal, when a person recovers, acquires the necessary skills and abilities to behave in the society. Assist model. People with disabilities are recognized as a part of the society, but the opportunities of people with disabilities to participate in public life are really low, as the aid is linked to the "stigma".

Albrecht (2006) identified two more models of exclusion: marginalization model, when people with disabilities are not excluded from the society, but they feel being different, because the society makes it clear that their behaviour does not meet acceptable standards of conduct. Discrimination model, when a person is treated degrading his dignity, ignoring the rights and opportunities, just because of his disability.

Social exclusion models reflect the previous negative attitude to people with disabilities and ways to distinguish them from "the able" society. People with disabilities lived on the margins of society for many years or were ejected from it with the help of various forms.

In today's society two approaches to disability are highlighted: medical and social. Medical (individual) approach to disability is characterized by a traditional approach, when the reason of a disability considered being physical, emotional and mental damage. Capacity loss expressed in percentage, highlighting the disability category. Long illness, limiting the

possibilities for the realization of human rights, is the equivalent to disability (Dromantiene, Cesnuityte, 2011; O'Brien, 2016). The social (civil) approach to disability is related to equal rights and participation in the society of people with disabilities. This approach recognizes and respects the rights of people with disabilities in the same way as other citizens. It is argued that disability is primarily caused by the social environment, which is not adapted to people with disabilities and by inability of people with disabilities to adapt to the environment (Dromantiene, Cesnuityte, 2011; O'Brien, 2016).

O'Brien (2016) highlights that a part of society, which is guided by the medical model approach recognizes the challenges of people with disabilities, which they experience because of their individual problems. Part of the society, which is guided on a social model, tends to believe that a person is limited not by disabilities, but by a failure of the society to remove barriers that people with disabilities face.

Cameron (2013) supports the social model ideas and believes that the independence of people with disabilities is limited because of a number of social barriers (starting from the steps of the building), limiting the opportunities for people with disabilities to participate independently in daily life activities. The author offers a public exchange, to recognize that people with disabilities barriers consist mainly of the society itself, which should work to remove barriers to the people with disabilities. Social attitude to disability is regarded more in more developed countries this approach is recognized by the EU institutions. The research will also consider a social approach to disability in order to reveal independence opportunities for people with disabilities.

Koubel (2013) offers to public to use an approach that seeks to determine the extent of inequality and barriers that dominate in the society in respect of people with disabilities. The author argues that the public should see and not so much consider the medical condition of a person with disability, but more to the shortages and inequalities, people with disabilities face in their lives.

The studies of public attitudes to disability show that in many cases the social attitude is negative, but some positive changes taking place in public consciousness, which according to Daujotyte (2003) has been rather slow, whereas people with disabilities cannot always and are able to talk about themselves.

Alekseenok, Dombrovskaja (2013) carried out the study "The people with disabilities in the Russian society structure", which revealed that the dominant part of the people with disabilities cannot find a job in a society, they lack of social roles (family, social relationships) in the society, these shortcomings have declining self-esteem, dissatisfaction of people with disabilities grows. This negative situation of people with disabilities in society is formed on the

mass information on the passive life strategy of people with disabilities, discrimination, stereotypes, personal qualities and skills being devalued. Romanov, Jarskaja- Smirnova (2010) also emphasizes that the public's attitude is formed via media, journalists' professionalism to see and explain social inequalities in the society. The authors note that studies of public attitudes to people with disabilities reveal that the formation of information about people with disabilities is not sufficient and fully disclosed.

Simolina's (2015) study on the society's acceptance of people with disabilities in their wheelchairs in society: upon the young people's point of view" revealed that the changes taking place in the society. The study revealed that young people (up to 25 years) support people with disabilities in wheelchairs, advocates for people with disabilities activation in the society, creation of tolerant relations and the environment without barriers. The appearance of positive changes in the respect of people with disabilities is caused by activation of a variety of programs for people with disabilities, Paralympic sports dissemination, and adaptation of infrastructure.

Summarizing the authors who have studied public attitudes towards people with disabilities, we can say that a negative attitude was historically formed towards people with disabilities, by considering them as weak and defective, an attempt was made to distinguish them from the "healthy" society, forming various models of exclusion. The attitude in today's society is gradually changing, with the effort to accept people with disabilities, the performed studies reveal growing support for people with disabilities in the society, but they are often exaggerated cared for, recognizing their freedom and self-determination options. People with disabilities are still not regarded as fully equal citizens, capable of self-functioning. We can assume that the public attitude towards people with disabilities negatively affects their efforts to become independent and self-sufficient.

1.4. The impact of people with disabilities recognition of a disability towards the independence of a person

Seeking to analyse the opportunities for people with disabilities in independence field, we should find out the approach of people with disabilities to existing disability. There are lots of studies that examine the relationship between the people with disabilities to their disabilities. Most of the studies done on people with no disabilities approaches to people with disabilities to explore (Bondar, Kurtanova, 2014; Fetisova, 2014; Gailiene, 2007; Gudonis, Valantinas Strimaitiene, 2003; Radzeviciene, Juodraitis, Kazlauskas, 2005; Simolina, 2015).

The studies, which are intended to analyse the attitude of people with disabilities towards their disability and to analyse the disability-related problems (Alekseenok,

Dombrovskaja, 2013; Gailiene, 1998, Gailiene, 2007; Ivoskuviene, 2000) suggest that for the majority of people with disabilities it is difficult to accept their disability, they have a negative view of themselves. People with disabilities often have disability rejection cases (it is denied or focus on disability). Some positive acceptance of the disability cases is known. The situation of women with disabilities study (2014)[9] in Lithuania has revealed that women's attitude to their disability can be described as their own understanding of the situation and their knowledge of the body. Because of their disability, they do not consider themselves less valuable or not deserved public respect. Any inconvenience associated with their position incomprehension, depreciation in every day, social and cultural life, they are linked with the social environment unprepared to accept and understand a person differently experiencing the world or moving in another way.

People with disabilities seeing a disability with realistic provisions understand a disability as a lifestyle, which they have to accept and learn to adapt to the disability. The people with disabilities having such an approach are characterised as having psychosocial adjustment to the current situation (Gailiene, 2015).

Elijosius, Gudinavicius, Kavaliauskiene (2008) note that the non-acceptance of a disability can take root and be accompanied by a person throughout his whole life, undermining his artistic development. Each person with disabilities has to focus on the real possibilities available to such activities, where the most likely to occur. One of the most important personality developments – human's ability to accept himself as he is. According to Gailiene (2007), on what the meaning of a person with disabilities gives to his disability his lifestyle, goals, and efforts to their available resources depend. Disability rejection cases are unintentionally or under-utilization used as the remaining potential powers.

Koubel (2013) emphasizes, if a person does not see himself as a person with disabilities then any support, information, services offered will be ignored. Upon Gailiene's view (1998) in terms of unequal provisions affect the value system: people with disabilities ignoring their disability persons targeted to difficult or impossible implementation of values, but the ones that emphasize the disability as an obstacle in all areas of life are guided by the simplified values. Interpretations of a disability reality not identical reality cannot affect the self-assessment of the personality: the ones ignoring their disability generally tend to overestimate the wishes and possibilities, and the ones oriented to a disability usually underestimate their ability to limit the demands. In both cases, there is a loss of development of remaining potential powers as the ones ignoring disability believe that they can do everything, while the ones oriented to a disability believe that they can do nothing. Based on the author's observations, it is necessary to pay the

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[9] Office of the equal opportunities ombudsperson. „Study of status for women with disability"
http://www.lygybe.lt/data/public/uploads/2016/02/negalia-turinciu-moteru-padeties-tyrimas.pdf

attention of social workers, other professionals on the following personality uniqueness of people with disabilities, purposeful working and changing the provisions of people with disabilities into their disability.

Summarizing the respective observations and studies on people with disabilities approach to their disability, we can say that disability recognition particularly important factor in nurturing independence. Studies show that people with disabilities often react negatively to a disability, but some positive acceptance of disability cases is noticeable. Social workers who work with people with disabilities should aim for a person with disability actually recognized a disability in all possible ways and trained to adapt to the disability, try to make a person with disabilities entrusted to their capabilities and skills and reach self-sufficiency.

II. LINKS OF SOCIAL WORKER'S COMPETENCE, THE PRINCIPLES, METHODS AND FUNCTIONS PERFORMED TOWARD THE INDEPENDENCE OF PEOPLE WITH DISABILITIES

2.1. Social worker's competence structure

In order to reveal the social worker's contribution to the empowerment of people with disabilities, let's try to reveal the social worker's competence structure and the importance of the independence of people with disabilities. Most authors (Bagdonas, 2001; Davies, 2000; Johnson, 2001; Ivanauskiene, Varzinskiene, 2003; Kepalaite, 2004; Kozlov, 2007; Woodcock Ross, 2016) describe social worker competence as the necessary knowledge, skills, values the acquisition and the ability to apply in practice activities.

Kepalaite (2004) argues that to the professional it is important not only the relevant knowledge, skills, but also personality traits. Johnson (2001) distinguishes the professional assistance of personal qualities: honesty, openness, honesty, warmth, support.

Rogers, the humanistic psychology pioneer (2005) in the help process highlights the relationship that encourages the other person's ability to grow and make positive changes. Describing the help relationship, which is essential for a constructive personality change, the author emphasizes the qualities that are necessary for the person who wants to establish a relationship. Such relationship is desirable, or even necessary in a social work, where the help process must be based on the following social worker's personality traits: honesty, respect for others and empathy. If these qualities manifest professional behaviour, the customer's personality changes become not only possible, but they will surely take place.

The practical activities with people with disabilities, seeking their independence are also an integral part of the social worker's competence, critical analysis and reflection. In summary, we can assume that the provision of social services to the people with disabilities effectiveness and efficiency will affect the staff's competence, personal qualities and adequate preparation to work with people with disabilities to develop their independence.

One of the most important aspects of competence is knowledge. According to Miniotiene and Zindziuviene (2006) the knowledge is a collective term, applied to certain professional practice or general information, specific expertise, information that is necessary to work effectively. The knowledge base is created from the same social worker working with people with disabilities, research, development theories, and the direct and indirect experience of other social workers. Work experience is obtained from clients and information, received from other professionals and the general public knowledge.

As a social worker is an intermediary between the customer and the environment, and help to solve problems, he needs triple knowledge: Knowledge of an individual's behaviour, adaptation techniques and everything related to adaptation; Knowledge of the situation - in the community, its institutions and the resources; Knowledge of Compensatory nature, which would help to understand the transactions between people and the environment (Ivanauskiene, Varzinskiene, 2003).

It can be argued that upon the author's view the knowledge is conceived as a means to achieve the desired result, knowledge is scientifically reasonable, tangible and feasible. In the means of the work a social worker, seeking to strengthen the independence of people with disabilities must have knowledge about the person, the environment, the community and the resources contained therein.

The skills are also very important for social workers. Johnson (2001) describes the skills as the ability to properly use the knowledge, talent, personal characteristics or resources. Social worker's skills include communication, assessing problems and client capabilities by combining existing resources to needs, the discovery of new resources, and changing social structures. The skill is constantly increasing adaptation of know-how, using a variety of techniques and methodologies. They are affected not only by applied knowledge and values, but also by the personal qualities of a social worker, and his style of work.

Bagdonas (2004) believes that a social work specialist having the necessary skills will be able to become a creative individual, who is able to always be close to his client in order to constructively change their lives. Kozlov (2007) points out that in order to become a social work specialist, some certain skills and abilities are required, which include basic and specific communication skills, ability to create a professional working relationships with clients and help the client to see "themselves" from aside, the ability to deal with problematic situations, set goals and develop an action plan and evaluate their client's actions.

A social worker while working with people with disabilities must develop self-awareness, empathy, positive attitudes towards people with disabilities, skills (Johnson, 2003). Ivanauskiene, Varzinskiene (2003) also distinguished these skills and the capacity to properly interact with another race, culture, gender, age, sexual orientation and disability. Marcinkeviciute, Petrauskiene, (2007) emphasize that social workers, spending part-time among the people, must necessarily have communicative skills, knowledge of psychology.

Svedaite (2004) examining the social worker's skills based on Bommesio and Sherri (2000) assertions, highlighting areas where the social worker must have the following skills: to provide assistance how to avoid exclusion (e.g. a person with disabilities falling from the public); support for the inclusion of persons (e.g. a person with disabilities leaving a shelter or

care home to adapt to live in society); administer exclusion (work in social service agencies, where people with disabilities are given supervision or care).

Midgley, Conley (2010) emphasizes that a social worker has to use a systematic approach to apply the skills that will help to find and access to community resources and the skills to use as guidance and advice for people with disabilities to use the services without compromising their independence and independence.

Another important part of a social worker's competence, it is values. In modern living conditions, when the development of society democratization and humanization of ideas is widely open, when it is sought to address the person and the protection of human rights and security issues, social work and the value of human dignity, freedom and independence are the fundamental values. A social worker must follow the code of ethics for social workers[10] and the fundamental values to accept the person as the most important in the society; maintain confidentiality; to provide new services to take into account the wishes of the client; to separate personal feelings and needs of the professional relationship; transferable skills and knowledge; respect individual and group differences; develop the opportunities to help themselves; persistently strive for the client, despite the frustrations; recognize social justice and the economic, physical and spiritual well-being of every member of the public; be responsible for exemplary personal and professional behaviour.

Kavaliauskiene (2005) distinguishes the following social work values: Human worth and dignity. The right of people to self-determination, Human behaviour expediency. People have opportunities for growth and change. Conditions for development are necessary for people. People have the right to actively participate in social work. Confidentiality.

Values-based society and the social worker's attitude to the man, as well as a people with disabilities person can be of dual nature 1) positive attitude, regarded as optimistic as it aims each, even a person with a severe disability see the hidden potential for improvement, the person is considered as a developing and feeling creature; 2) negative attitude - this pessimistic view, which affects human personality denial and rejection (Ruskus, 2001). The social worker's behaviour depends on the above-mentioned approaches while working with people with disabilities and developing their independence. A social worker, having a negative attitude to the person with a disability, will not recognize the people with disability as a personality or will not accept his disability. This approach will prevent the development of independence.

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[10] The Code of Ethics for social workers in Lithuania. Association of Lithuanian social workers. Vilnius, 1998 https://www.google.lt/webhp?sourceid=chrome-instant&ion=1&espv=2&es_th=1&ie=UTF-8#q=socialini%C5%B3%20darbuotoj%C5%B3%20etikos%20kodeksas&es_th=1

In summary, it can be said that a social worker, working with people with disabilities and with a view to their independence, has to acquire professional competence and experience in working with people with disabilities, and have positive personality qualities: honesty, respect for others and empathy. In order to develop the independence for people with it requires knowledge of a person with disabilities, the environment, and community and in resources. Required skills and abilities to communicate with a person with disabilities, skills for providing assistance to maintaining personal independence, living in a social institution, a person came out of the social body to live independently in the community. The values are required to promoting persistently strive for a person with disabilities, in spite of the failures and the positive attitude of a person with a disability.

2.2. Principles and methods applied in the social worker's activity

Let's try to analyse in accordance with what principles the social worker should organize his activities, what working methods should be used in order to bring up people with disabilities independence. Edler-Woodward (2002) argues that if the public believes and emphasizes equal access for all people, social workers, politicians and legislators should create a system of social services, which is liberated from dependence and emphasis on citizenship and independence (personal and public access), assessment (the evaluation of the service provider acts as a mediator), and self-control (relative to the feeling of belonging to the other).

Ruskus, Motieciene and others (2014) believe that social workers often experience internal conflict - they need to decide whether to give the customer a possibility to choose and take responsibility for their own life, or whether to follow the provision of social services legislation. The authors argue that the assessment of the concept of social services, which is directed (and should be directed) to human dignity and independence or to the minimum human needs, respected liberal approach when promoting human need for self-sufficiency. Therefore, the design of social services in the future, the tendency appears that social services should be more focused on human dignity and independence, rather than to meeting the minimum (survival) of people needs.

In this Thesis, the concept of independent living of persons with disabilities associated with the ability to control their lives and to be able to live according to own preference. Individual /independent - a term defined as the ability of people with disabilities in recognition of their daily tasks without assistance (Pierson, Martin, 2010).

Seeking the independence for people with disabilities, social workers should follow the model of independent living. Aubakirova (2012) reveals the people with disabilities independent living model, which should be based on social workers who work with people with disabilities.

The main idea of the independent living model – people with disabilities have to act not only as a social welfare objects, but as subjects of the social security activities. Social worker's activities should be focused on people with disabilities to create motivation for people with disabilities would be able to rehabilitate and adapt, and in particular would like to live an independent life.

Cymru (2000) provides the basic social work and the principles which should be developed in a particular body structure of the work, they are based on social work with people with disabilities system: integration into the community promoting the involvement of people with disabilities in accessible different activities, adapting the environment, dissemination of information, networking and contacts with members of the public; Selection and promotion of self-sufficiency, helping people with disabilities as much as possible to independently manage their own lives; Competence and skills training, helping develop their social skills and abilities; Respect for the rights and dignity of the individual in shaping a positive attitude to people with disabilities, ensuring the quality of social services and controls. All these principles are closely related to each other, but the principle - respect to the persons with disabilities rights and dignity, in other words, the approach to disability formation is initial and the most important provision of a social worker, who works with people with disabilities for the successful activities. The principles presented by the author are directed to people with disabilities, promoting self-sufficiency and development. We can assume that a social worker, working with the above principles can be very successful while working with people with disabilities.

For seeking the increase of independence of people with disabilities, especially working in the social service institutions, the social worker should be guided by the principle of subsidiarity, the basic idea of which is described as follows: any person or organization with a higher power must help the weaker in a way that does not mask its freedom and would promote independence (Girdzijauskiene, Gvaldaite, Petruzyte, 2004). According to the principal of subsidiarity, the idea of solving social problems, the state must create the conditions for each individual to help himself, and only after just trying all the individual sources of assistance, one must count on the support of the closest social environment in the groups and organizations (Dirgeliene, Kiaunyte, 2005). From a practical point of view, it is noted that in most cases not all individual sources of help are tested for a person who has a disability. Seeking to solve the "problem", often an inadequate housing, poor living conditions, bad habits can be a reason to accommodate a person with disabilities into a care home or care facility, thus reducing their independence and freedom.

Working under the principle of subsidiarity, a social worker must meet certain requirements (Girdzijauskiene, Gvaldaite, Petruzyte, 2004). A social worker must respect and be able to observe and evaluate their own and other people's opportunities to be able to find the

resources to score on openness, trust and faith in people. They must devote more effort and time, ingenuity and proficiency to enable the other. A social worker must limit his willingness to control, dominate, to impose his views, to achieve his needs to be met and monitoring the conscious assistance process. It is likely that the requirements mentioned will help the social worker to develop self-sufficiency. The authors summarizing the respondents' opinions distinguished the following social worker's activities, that are in line with the principle of subsidiarity, and that can be attributed as efficient, while increasing the independence of people with disabilities: family, social network, community involvement in the help process; family, social network and community reinforcement in order to help the customer; self-help groups; voluntary work; teamwork.

So, one of the above-mentioned activities of social workers to promote the independence of people with disabilities, is a family, a social networking and community involvement and strengthening. Ivanauskiene and Liobikaite (2004) argue that a strong social network shows the social resources in the community and can provide support for the crisis, or if a problem occurs. It is believed that the social embeddedness is related to the human understanding that it belongs to the community, which reduces alienation and social isolation. Sadan (2004) argues the community creates the individual's ability to work with others and build community. The author describes the community-based empowerment as a better environment and decision-making control in environments where the community works. Community teaches people to make decisions in a group, to solve common problems, to mobilize resources for the common good of reach. People formulate and set goals themselves, choosing means to achieve them, evaluates the results. A community empowerment assumes an active faith in democracy, the maximum participation of the members, human rights, making them important decisions. Leliugiene and Barsauskiene (2002) the customer empowerment, that is the social space to fully participate in community life and feel with civil rights and obligations attribute to the communal social work. The authors stress the family, social network and community benefits of solving personal problems in an effort to activate a person dealing with their problems, while promoting to make independent decisions. Family, social networking and community involvement, and strengthening will contribute to seek long-term results of a person with disabilities, in the process of acquiring the independence.

Another important activity of a social worker – organisation of self-help groups. Self-help groups do not create dependency on a social worker, they allow customers not to feel lonely and helpless in solving their problems, help to discover relationships with people who are facing the same difficulties (Girdzijauskiene, Gvaldaite, Petruzyte, 2004). Johnson (2001) expresses a similar view of the benefits of self-help groups in social work. The author argues that social

workers can help people with similar problems or difficulties, to find each other and help each other. The stronger will feel happy being able to help others to feel happy, to see how quickly they return to independent functioning. Sadan (2004) distinguishes the group as an important empowerment tool. The group is described as a great critical awareness, self-help tool. Donaldson (2004) argues that the social activities oriented groups have sought to change the systemic barriers, that affects the lives of the groups, in addition to contributing to the participants' self-confidence, the self-efficacy, personal skills improvement. Groups considered to be an ideal instrument for promoting individual empowerment: here comes the social and emotional support provided through future social policy work needed skills. For example, self-help groups received help of other people, as well as experienced and assistance to other people. Group individual can experience the mutual influence of the transition from me to us. Gvaldaite and Svedaite (2005) argues that the self-help group, or the process may affect a person: a group can give the customer the hope; the group can help the person to overcome isolation; it is received useful advice and information in the group; group can provide mutual help; the group began a relationship can adjust individual provisions of his environment; group can develop their social skills; group members can become an example for one another; a strong sensuous survival is possible in a group, that brings relief; it is easier to come to terms with the indispensable life events in the group. Sadan (2004) emphasizes that those who receive help must be able to help themselves; self-help groups are an exceptional tool for the promotion of empowerment. The expert must see himself as a temporary measure, which reduces professional help to raise the recipient's independence.

The authors provide methods, that can affect a person in the group may be parallel assimilated to people with disabilities. The group developed with social skills arising from mutual relations incurred emotions gained from the knowledge and experience will encourage peoples with disability development, independence, independence and independence. Let's considers another important social worker activities contributing to develop independence - voluntary organization. Spierts (2003), Saulaitis (2010) argue that the social worker takes responsibility for its own activities, the aims of the work with customers and the work of volunteers in the organization. Laumenskaite (2010) emphasizes that, when a social worker is stuffed into a functional relationship with the client, as his professional activity is judged on measurable results.

Meanwhile, a volunteer, according to Girdzijauskiene, Gvaldaite, Petruzyte (2004), can descend into a personal relationship with the customer. Volunteers can create direct work with a person, family or group relationship, which could be a reference to the client. Kurapkaitiene, Sadauskas (2013) agree that volunteering enables the customer within the support process to

receive not only professional experience - the customer's, but the human as well – human's relationship. Spierts (2003) emphasizes that volunteers become performing assistants of activities that are due to lack of resources beyond the reach of professional social workers.

Summarizing the respective insights on volunteering, we can assume that volunteers can help the social worker to implement significant activities, related to people with disabilities, opportunities, strengthening the person and the sense of individual actions.

Another social worker's activity - Teamwork. According to Girdzijauskiene, Gvaldaite, Petruzyte (2004), this form of work stems from the ability to assess other (in this case, colleagues) the experience, expertise, resources and their respective contributions. The author emphasizes that teamwork is based on the opinion that the social worker has its own needs he also needs some help, encouragement, support, and sometimes even replacement. The authors argue that a social worker has to share activities with others that would lead to the client's independence. According to Vijeikiene and Vijeikis (2000), teamwork enables individuals to work effectively as team members can learn from each other and complement each other, offset each other's weaknesses. It is likely that a social worker in preparing people with disabilities for independent living. Robbins (2003) argues that the organizations to work more effectively by giving priority to teamwork as a better way to use their skills. Teams are more flexible, faster and more efficiently respond to changes than individual employees. Teamwork improves the quality of performance, employee participation, communication, and psychological climate. Kasiulis and Barvydiene (2003) claim that the team focuses on the total of all efforts to achieve a common goal, so team members have the opportunity to implement social and psychological needs. The relationship of the team ensures each member of a safe, productive presence in the group, but they are necessary for the success of each of its member's knowledge, skills and efforts.

All the above-mentioned authors distinguish the importance of teamwork to reach the benefits of common goals and to realize them. The social worker should take advantage of the benefits of a team in order to assist a person with a disability, greater independence and independence.

A social worker seeking the personal independence in his activity must invoke the individual and group empowerment. Vencloviene emphasizes (2015), the empowerment granted to a person of independence, through the resources available in the environment. With the help of individual empowerment, it is sought to reduce personal helplessness, promote the exchange and change their environment, think critically and responsibly and act, given the choice freedom of the required knowledge, skills and resources. The author remarks that a person is promoted to take responsibility for his actions and life. The author with the help of collective social work

empowerment promotes the development of critical awareness, application of the subsidiarity principle, to use self-help measures to enable decision-making group. Mantell, Scragg (2011) argues that a social worker invokes empowerment, as a theory and as a method to achieve the objectives. It helps to recognize that the negative public attitude is not their fault it activates the strengths, increases motivation, develops problem-solving skills, and supports the person acting upon his choice.

Summarizing the working principles of a social worker and methods to help a person who has a disability, to become more independent, we can assume that the help to a person should be organized in such a way that the person with disabilities does not become dependent only from a social worker. A social worker must follow the respect of the rights and dignity for people with disabilities, independent living model ideas and the principle of subsidiarity. It is likely that dependability on a social worker, "inhibits" people to lose their confidence, all activities, which could in part be executed by the people with disabilities person are usually assigned to a social worker. The social worker, seeking to prepare people with disabilities for independent life, to achieve their individual and group empowerment, strengthen the family, social networking and community involvement to help the process, organize self-help groups conducting the voluntary organization involved in a teamwork

2.3. The functions of a social worker in an Independent living home

Any person's independence, independence leads to the freedom to choose both in social and as well in terms of personal capabilities. The option opportunity is always higher living an independent life in a society than in the collective body, where almost everything is regulated by professionals. Therefore, in order to create the welfare for people with disabilities, the state has to provide and organize the services in the society, but not in the specially established institutions.

For the majority of people with disabilities this means to get out of supervision or care institutions and to receive support and information from Independent living centres, which have already started to form in around 1972 in Berkeley, California, USA (Oliver, Sapey, 2006). French, Swain (2011) distinguishes the main objectives of independent living centres: to provide the means by which people with disabilities can control their time, reaching full participation in all spheres of life, getting people with disabilities assessment, encouragement, advice and support.

The ideas of Independent living centres are not yet fully implemented in Lithuania or Ukraine. The nearest to the ideas declared by Independent living centres for the implementation of Lithuania – is a social care facility for the people with disabilities – Independent living home.

Independent living homes in Lithuania were starting to establish a decade ago and currently over 20 independent living home operates in the country (the Information based on the Social Security and Labour of the Ministry[11]). In Ukraine, this type of services is not developed, to match the study the author has chosen the specialty house for war veterans and the people with disabilities[12], where people with physical disabilities can only live, people having mental or psychological disabilities live in boarding schools.

The nature of this social institutions activity - to provide social care services to individuals who do not need constant, intensive care, enabling them to self-manage their personal lives in an effort to create a home environment conditions (Catalogue of Social Services, 2006). Independent living homes provide social care that confirms the Order No. A-93 of the Republic of Lithuania and Labour Minister on Social Services Directory Approval form, dated 5 April 2006, which makes a set of social services: information, counselling, mediation and representation, accommodation, daily living skills training and support (housework, managing money accounts, making purchases and paying taxes planning and carrying out household chores, communication and so on.) cultural services, individual work with each resident, and other services.

Analysing the legislation, which could serve to define how to carry out activities of this institution, we find that in order to organise the Independent living home activities there is a lack of legislation methodologies. The main document, which the mentioned institution can follow, is the Lithuanian Social Security and Labour Order of the Minister regarding Conforming the operating Methodical Recommendations for Independent living homes for the elderly and people with disabilities[13]. This document states that independent living homes for elderly and (or) persons with disabilities (hereinafter - the Institution) - is a social institution providing the care, where partly non-autonomous elderly persons are accommodated and (or) people with disabilities, allowing them to self-manage personal and social life, in promoting and developing their self-expression of the available capacity and (or) the provision of marginal assistance to compensate for loss of (not gained) independent living skills.

It is emphasized that people (families) within this institution take care of their everyday life (cook food, pay for utilities, acquire necessary equipment and food products, clean rooms

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[11] List of Independent living homes. www.socmin.lt/lt/...ir.../savarankisko-**gyvenimo-namu**-sarasas.html

[12] Order of the Republic of Ukraine „Regarding security in Ukraine of people with disabilities" Internet access via: http://kodeksy.com.ua/ka/ob_osnovah_socialnoj_zashhishhennosti_invalidov_v_ukraine.htm

[13] Order of the Minister of Socal Security and Labour of the Republic of Lithuania „Conforming the operating Methodical Recommendations for Independent living homes for the elderly and people with disabilities" www.socmin.lt/download/7088/del_savarank_gyv_**namu**.doc

and so on.) partly assisting by a social worker (social worker's assistant). It is also emphasized that this institution according to the need of people with disabilities working-age people are educated for independent living skills, they are encouraged through education or work, mediation or provision of assistance to entry into employment.

The document further discusses other services to be provided, payment for services, living conditions, etc. Analysing this document, we find that is not specifically defined by the social worker and other staff activities, lack of methodology to organize targeted activities, which documents to keep (the need for individual social care plans, adaptation and so on) and ways to develop independent living skills.

Performing the analysis of the documents that define the functions performed by a social worker in Independent living at home we do not detect anything as well. Based on the social services catalogue as mentioned above and the social worker's functions described by Zalimiene (2003) we will try to distinguish several social worker features that help people with disabilities to develop self-sufficiency: social worker establishing a team of social worker assistant: provides social care services; develops social skills (communication with other people experience); develop daily living skills (teaching plan of income and expenses, teaches shopping, finance, to pay taxes, to handle everyday life, to cook a meal, go to the doctors and other professionals, etc.); mediates between the individual and other institutions; mediates between the individual and his social environment; initiates the exchange of personal; encourages personal initiative; stimulates personal self-help building; defend the person's interests, rights and freedom.

The described features mainly relate to the skills that are needed in everyday life, their education and support. Astapoviciene, Liaudanskiene, Viluniene (2003) argue that independence skills are the basis of life, enabling people with disabilities to integrate into society. The authors formed the independent living skills objectives: to develop working activities useful personality traits (diligence, regularity, helpfulness); developing hygiene habits; develop environment and communication with its perception; to help to integrate into the social life; to help make an informed choice in the future, work.

Summarizing the analysis of legal documents, it can be assumed that in order to organise the independence and operate it, there is a lack of legal documents, methodologies. There is little reference in these documents as how to organize activities. Social worker's function to promote independence of people with disabilities, associated with self, daily living skills and knowledge. Based on these insights, this work study data should be complemented by a social worker performance capabilities and functions relating to people with disabilities, preparation for independent living.

The study of the theoretical part of the summary findings:

In accordance to the research problem (empowerment of persons with disabilities), described in the theoretical analysis described scientific and methodological positions, which is not a high level of investigation, we can submit the summarizing conclusions:

1. A particularly important factor in increasing the independence of people with disabilities is a positive formation of the society attitude and of provisions. This can be achieved through spreading the positive information about the independence opportunities of people with disabilities for the dissemination of regular social relationships with people with disabilities, in order to increase the knowledge of people with disabilities, people with disabilities by strengthening competencies and internal powers, attributing the positive roles and finding appropriate resources in the community;

2. Disability recognition on people with disabilities is a success factor for developing independence. Social workers who work with people with disabilities should communicate more in order that people with disabilities would recognize and would come in terms with the disability. In all possible ways to train to adapt to the disability for the people with disabilities person entrusted to his capabilities and skills and strive to be self-sufficient;

3. The social worker, seeking to raise people's with disability independence, it is necessary to have competence (promoting the independence of people with disabilities), consisting of the knowledge of a people with disabilities person, the environment, community and in resources. Required skills and abilities to communicate with a person with a disability, empathy, capacity to provide assistance while maintaining personal independence, living in social institution and /or the person came out of the social body to live independently in the community. Required values, promoting persistently strive for the customer, despite setbacks and a positive attitude to the person with a disability. A social worker must have positive personal qualities of honesty, respect and empathy for the people with disabilities person.

4. The social worker, seeking to prepare people with disabilities for independent life, is guided by the independent living model of respect for peoples with disabilities rights and dignity, and the principle of subsidiarity. The help for a people with disabilities is organized so that a person with disabilities does not become dependent only from a social worker. Social worker seeks individual and group empowerment, strengthen the family, social networking and community involvement to help the process, organize self-help groups conducting the voluntary organization involved in teamwork.

5. Social worker's function to promote the independence of people with disabilities, are associated with independent daily living skills and knowledge of people skills and development of this.

In accordance to a study of the theoretical analysis of the findings to persons with disabilities, INDEPENDENCE TRAINING MODEL was formed (see. 1 pic.).
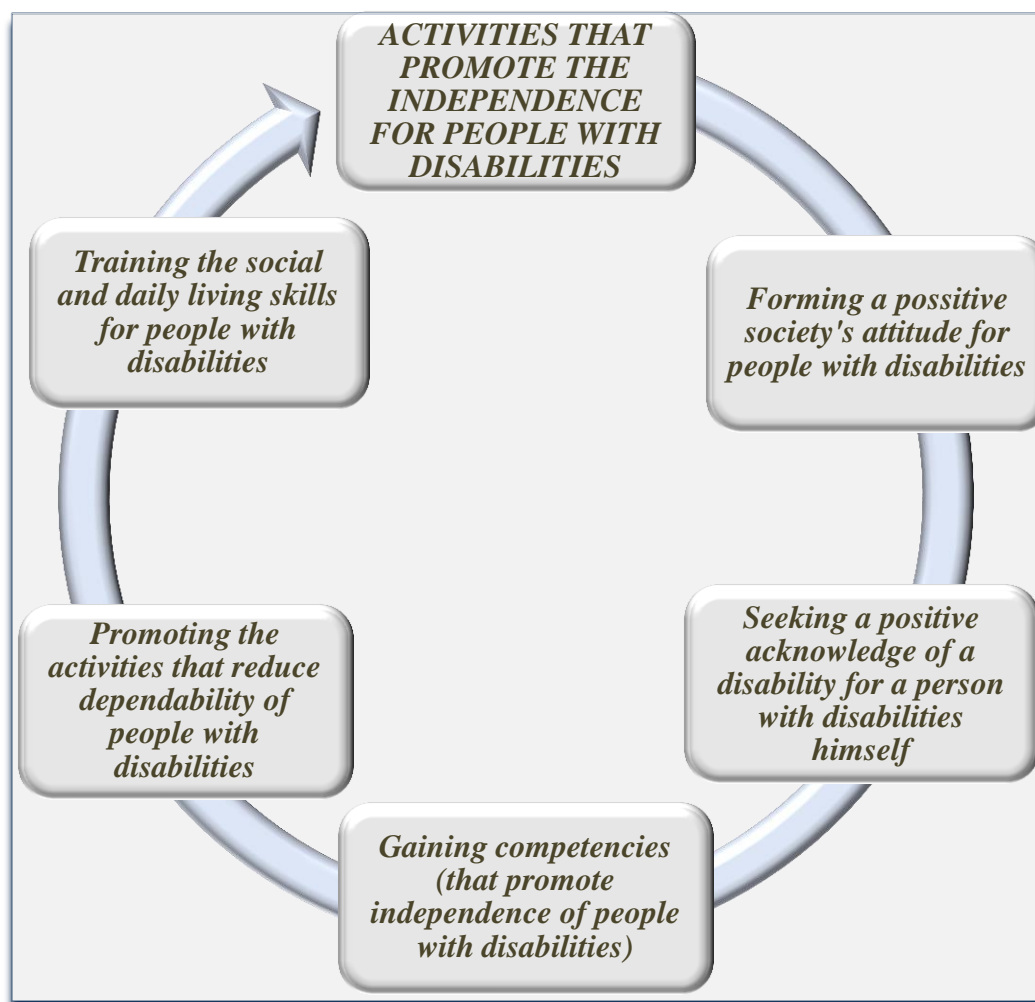
1pic. Independence (preparation) model for people with disability (made by the author of the Thesis)

It is likely that social workers carrying out activities in the model should enhance the independence of people with disabilities and people with disabilities to successfully prepare for independent living. The empirical study of these theoretical concepts relates to the social workers - experts mature experience of people with disabilities empowerment discourse. The study is important and relevant because it is intended to provide guidance (based on a social worker's operational capabilities, preparing people with disabilities for independent life model) for social workers working with people with disabilities in preparing these people for independent living, creating real conditions for people with disabilities to integrate into the community.

III. DATA ANALYSIS OF SOCIAL WORKER PERFORMANCE OPTIONS IN THE PREPARATION OF PEOPLE WITH DISABILITIES FOR INDEPENDENT LIFE

3.1. Methodology of the research

The research revealed the theoretical analysis of persons with disabilities, independence opportunities, based on philosophical concepts of freedom and maturity. In the triangulation method of the theories Normalization-valorisation, empowerment, integration of theory ideas was analysed that are meaningful for independence. It was modelled with the help of the society's and the people with disabilities person's attitudes towards the people with disabilities and the disability. The social worker's activity opportunities in educating independence for people with disabilities were described. The social workers' skills, attitudes towards people with disabilities, operating principles and methods were emphasized as the main criteria for the development of people with disabilities for independent living.

The basis of research of scientific methodological considered being Normalization-Valorisation theory and empowerment paradigm. Normalization means an operation, when people with disabilities are provided with the best and most healthy life, learning and working conditions (Bank-Mikkelsen, 1991; Banks, Gover and Kendall Marshall, 2009; Osburn, 2006; Weezel and others, 2010). Valorisation means the process of society in low-value roles in social groups can be set to replace them with valuable roles (Osburn, 2006; Weezel and others, 2010; Wolfensberger, 1972).

This research will be based on the Normalization-Valorisation theory ideas that allow information to affect public attitudes towards people with disabilities and to know their positive characteristics, ownership opportunities. Positive attitude towards people with disabilities formation associated with people with disabilities procurable robustness and becoming a complete person. We shall follow the provisions in order to restore the positive role of people with disabilities, the public attitudes towards people with disabilities should change and to increase the capacity of people with disability. All people, both people with no disabilities and people with disabilities, have to seek recognition in various social groups, since becoming a member of that group, they feel more comfortable, there is a self-esteem, formed and educated faculty independence.

Empowerment is defined as an activity that gives a person the power to control their lives and to develop the necessary common skills, resources and funds, to feel responsibility for themselves, others and their environment as well as an equal impact on society (Johnson, 2001; Llewellyn, Agu, Mercer, 2008; Petrauskaite- Duseviciene, Jasiukeviciute 2014; Ruskus, 2002).

This research is guided by the provision that the empowerment of independence granted to a person (in the position to develop their skills and so on) using the resources in the environment. Promoting personal capacity for self-management of life and feel the self-confidence intended to provide greater resilience and focus on the long term, in the long run to the peoples with disabilities strengths - the internal and external resources - will outweigh, and he will be able to independently solve problems (Johnson 2001; Petrauskaite-Duseviciene, Jasiukeviciute 2014). The research will be guided by respect for people's differences, social exclusion, support groups, and these eliminate barriers associated with the improvement of social services policy, people's with disabilities participation and peer evaluation. We highlight the community and people with disabilities, equivalent to a relationship of support and assistance to them, declaring that the public also needs to learn how to accept and understand people with disabilities to achieve their independence and full inclusion (Booth, Ainscow et al. 2000).

3.2. Methods of the research

Based on the theoretical insights for the research to be completed, a qualitative research type was selected, seeking to a deeper insight into the phenomenon of people with disabilities acquiring independence and to analyse the current situation in depth. According to Kardelis (2002), qualitative research is often used in social work researches, when it is required in-depth understanding of the phenomenon. Qualitative research reveals the human feelings, which cannot be calculated in any numbers. Received data does not enter into the number because the numbers are not so important when it comes to the human experience and feelings. Qualitative research helps more to see and explain the current situation (Patton, 2002). Qualitative research prevails phenomenological approach to the research object. The research, emphasis was to study the diverse experience of participants and the expression of interventions that best suits the content of this experience (Smith, 2009).

The research aimed to understand the research during the whole process from the beginning - from the construction of open questions to obtain data analysis and conclusions. Each stage is expressed on the assumption that the research participant's experience is reflected at the investigator's internal expectations or ideas. Qualitative research is an important quality features: Validity (internal and external) and reliability (Bitinas, 1998; Rupsiene, 2007; Zydziunaite, 2007). The authors point out that qualitative research is ensured validity of data collection and analysis methods. In order to ensure the internal validity of the study the obtained research data was discussed with the research participants in Lithuania and Ukraine. External validity ensured with a detailed description of the investigation, providing information on the

research subject, location, methods, and investigator role. The research reliability was sought with additional questions and with a provided detailed description of the research, in the data collection process and procedure.

In order to achieve the objective of the research applied, the data collection method was applied: structured interviews (10 study participants structured interviews conducted in writing and orally 2 research participants). A structured interview conducted in writing taking into account the wishes of the research participants [in Lithuania and Ukraine – author's note] and scientific research during the practice in Ukraine. Data collection method "interview" include questioning the research participants, striving to understand the approach of the research participants, experience, evaluations, opinions (Rupsiene, 2007).

Empirical (qualitative) data analysis method is a qualitative content (content) analysis. This data processing is fully suitable for interviews, questionnaires, and in particular in answers to open questions for analysis (Kardelis, 2002; Kaffemaniene, 2006; Tidikis, 2003).

The research instrument: to set the aim set in advance has been made for the interview questions that were asked in writing, according to the already described test conditions. The research instrument structure consists of an introductory part of the main parts. The introductory section contains questions about the research participants: gender, age, length of service in social work, social worker qualifications. In the main part arranged directly with the problem of research issues. Questions are divided into 4 diagnostic blocks: a) the activity of social worker changes the public attitude towards people with disabilities; b) the activity of social worker changes the attitude of people with disabilities to a disability; c) social worker's competence, the activities subject to the principles, methods, preparing people with disabilities for independent living; d) persons with disabilities to become independent living independent living at home (see. Annex 1). All questions to conclude on the basis of the theoretical part of the research reviewed the scientific sources.

Ensuring the research of ethical principles: during the research, it was kept to ethical principles based on respect for the individual. The research participants were given the right to decide to participate or not to participate in the research. During the research, it was taken into account the wishes of the research participants in the interview to answer questions in writing [for lack of time, inadequate environmental and other reasons – author's note]. It is also important to ensure the confidentiality of the research participants, encoded interview protocols.

A qualitative research was carried out in the following stages:

1. Based on the theoretical research of basic scientific aspects, describing people with disabilities, empowerment and the social worker's activities in this area, in April – May, 2016

conducted structured interviews with social worker's experts of Lithuania, Pakruojis district establishments providing social services, according to a pre-prepared interview questions.

2. In October, 2016 the structured interviews conducted with social worker's experts of Ukraine, Kiev city establishments providing social services, according to a pre-prepared interview questions.

3. In October-December, 2016 the data analysis performed and formulation of conclusions.

3.3. A sample of the research

The research sample selection methods. The selection of participants in the research was carried out in the target of non-probabilistic sampling. Non-probabilistic sampling applied when the test population distribution is not exactly known (Kardelis, 2002; Tidikis, 2003). The research used qualitative non-probabilistic sample which is formed by the investigator's discretion, on the basis of qualitative criteria (Bitinas 1998; Kardelis, 2002; Kaffemaniene, 2006). The research involved 12 social workers, experts (6 social workers from Lithuania and 6 social workers from the Ukraine), the object of investigation (social work opportunities, prepare people with disabilities for independent living, modeling) its characteristics and functioning of the experts. The sample size selected for the test of homogeneity of the population with respect to character (Kardelis, 2002), the repetitious answers led the number of research participants.

The criteria of participants in the research. The criteria for the participants in the research in Lithuania: research participant /expert with 10 years of social work experience in working with people with disabilities, qualification of superior social worker[14]; Demographic data on the research participants in Lithuania presented in table 1.

1 table

The study participants (experts) characteristic of Lithuania

Encoded interview protocols	Sex	Age	Social work experience	Social work qualification degree
A	female	37	16	Superior social worker
B	female	45	10	Superior social worker
C	female	46.	18	Superior social worker
D	female	39	15	Superior social worker
E	female	55	17	Superior social worker
F	female	54	10	Superior social worker

The research participant /expert (in Ukraine) with 5 years [because of the low number of participants in the research, the reduced requirement from 10 years to 5 m. – author's note.]

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[14] Order No. V1-280 of the Head of the Department of Supervision of Social Services under the Ministry of Social Security and Labour as of 11 November 2015.

social work experience by working with the people with disabilities, the requirements of social worker qualifications have not been applied to research participants in Ukraine, as the researcher during the practice observed that social workers working in social service institutions, often do not have their social worker training and qualifications[15] [certification category – author's note]. Demographic data on the research participants in Ukraine presented in table 2.

<div align="right">2 table</div>

The study participants (experts) characteristic of Ukraine

Encoded interview protocols	Sex	Age	Social work experience	Social work qualification degree
G	male	28	5	Master of Physical Rehabilitation
H	female	41	7	Practical Psychologist
I	male	43	5	Social worker
J	female	35	5	Social worker
K	female	40	16	Social worker
L	male	62	8	Bachelors in Humanitarian studies

Based on the data from the tables, we find that the subjects by gender distributed differently: in Lithuania, all research participants are women, and in Ukraine research participants were divided equally among 3 women, 3 men. It is likely that the research participants by sex, shows that in Ukraine there are more men working in the social work field than in Lithuania.

The research participants' ages ranged from 28 to 62 years, based on these data, we can assume that social work in Lithuania and in Ukraine is popular in various age groups.

Lithuania research participants indicated that social work with people with disabilities is open from 8 to 18 years, while in Ukraine the research participants in social work with people with disabilities is open from 5 to 16 years. It is likely that these data illustrate the social workers lack job rotation. Superior social worker qualifications [certification by Lithuania – author's note] completed all 6 research participants Lithuania, unlike in Ukraine, a social worker qualifications [according to certification in Ukraine – author 's note] gained 3 social workers, 1 participant received physical rehabilitation master's degree, 1 participant practical psychologist, 1 participant the human, social work. The data about the qualifications of participants shows that Lithuania social workers are only acquired higher social work education and certified social workers. Ukraine practical social work employs a variety of skilled workers, although, according

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[15] Order No. 612 of the Ministry of Social Policy of Ukraine „Regarding the certification of social workers and other specialists, who provide social and rehabilitation service", as of 1 October 2012 [electronic resource]:http://zakon4.rada.gov.ua/laws/show/z1771-12

to the Social Services Act in Ukraine[16] services should be performed by qualified social workers. It is likely that the law enforcement practice is difficult to ensure the economic situation in Ukraine, lack of skilled workers, the low prestige of the profession in society and low remuneration for the duties performed.

3.4. Independence factors for people with disabilities in Lithuania and Ukraine

Carried out in an interview with social workers and experts of Lithuania and Ukraine to process data content analysis, distinguishing categories, subcategories, meaningful units and proving claims. This category has master's thesis presented in descending order. In order to reveal the research participants' answers of different countries [Lithuania and Ukraine – author's note] and to specificity the meaning-unit's abbreviations [U- answers of Ukrainian research participants, L- answers of Lithuanian research participants – author 's note] were used.

The research data carried out in Lithuania and Ukraine on the prevailing public attitude towards people with disabilities, showed more signs of negative public attitudes. Based on the analysis of the data the **1 Category "Signs of negative public attitudes towards persons with disabilities in Lithuania and Ukraine"** (see. table 3) was made.

3 table

Signs of negative public attitudes towards people with disabilities in Lithuania and Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements[17]
Signs of negative public attitudes towards people with disabilities	Underestimation, recognition as inferior and weak	**9** (5U/4L)	*<...it is not expected self-sufficiency and skills from people with disabilities...>* *<...Their opportunities are devalued, regardless their disability...>*
	Pity and patronizing attitude	**7**(4U/3L)	*< The pity towards people with disabilities prevail the most...>*
	Insensibility	**7**(U)	*Society is insensitive towards the people with disabilities...>* *<...A large part of society ignores or does not notice or does not pay attention to people with disabilities...>*
	A reproach and dissatisfaction	**5**(3L/2U)	*Mostly take place <......> and reproach attitude.* *<...people with disabilities has more rights as a healthy one, however their duties are forgotten...>*

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[16] Order on social service of Ukraine, Ukrainian Parlament, 2003. Internet access via: http://uazakon.ru/zakon/zakon-o-sotsialnih-uslugah.html

[17] The autentic answers of the research participants are provided, showing subcategories (1 to 3 statements, the rest are provided in Annex No. 14).

	Fear and confusion	**3**(2L/1U)	*<...Lots of society members <....>are afraid of [author's note- of people with disabilities].*
	Distrust	**2**(L)	*<...Lots of society members do not trust people with disabilities...>* *<...Some people keep an eye through a magnifying glass on people with disabilities...>*
		Total: 33	

The research experts pointed out that in most cases Lithuanian and Ukrainian society towards people with disabilities is dominated with underestimation, recognition as inferior and weak, public feels sympathy for people with disabilities and express patronizing attitude, public insensibility to people with disabilities is felt. The research confirms that in many cases the social attitude is negative towards people with disabilities it is still seen as the hand of compassion or remorse, paying particular attention to disability and not the man himself (Mazeikis, Ruskus, 2007).

The results correlate with Krisko, Caikovskij (2013) described the public attitude towards people with disabilities in Ukraine. The authors argue that society express a lot of negative emotions and reactions, such as aggression, ignorance, hatred, hostility, accusations and others towards people with disabilities. Baida (2011) expressed concern that the problem of people with disabilities caused by weak social protection of these groups. Summarizing the results, we observe a negative public attitude regarding people with disabilities, which are likely to reduce the independence of people with disabilities.

From the participants of the research responses it was formed negative public signs to people with disabilities, the reasons are highlighted in the **Category 2 "Causes of negative public attitude towards persons with disabilities in Lithuania and Ukraine"** (see. table 4).

4 table

Causes of negative public attitude towards people with disabilities in Lithuania and Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements
Causes of negative public attitude towards people with disabilities	Lack of information	**10**(6U/4L)	*Lack of information hinders the public to form positive attitudes towards people with disabilities...>* *<... as do not have information or are not familiar closely ... >*
	Lack of education	**5** (3U/2L)	*<...it is disowned [people with disabilities – author's note] <...>because of lack <...> of educations.*
	State repudiation, stigmatization and creation of exclusion	**5**(3U/2L)	*<...earlier the state disowned people with disabilities and did not let them freely live in the state.>* *<...the state itself indirectly educates the dependability on others, strengthens stigmatization and exclusion...>*

	Lack of culture	**3** (U)	*<...it is disowned...because of lack <...> of culture.>*
	Influence of the environment	**2**(1L/1U)	*<... The approach depends on the environment where people with disabilities people live, from the surrounding population as well...>*
	Lack of tolerance and understanding	**2**(L)	*<...the attitude depends on <...> understanding and tolerance...>*
		Total 27	

The research experts pointed out that the most negative attitude of the public, both in Lithuania and Ukraine, to people with disabilities is formed because of the lack of information and lack of education in society. The data is consistent with a meaningful Romanov Jarskaja-Smirnova (2010) statement that public perception is formed via the mass media. It is likely that the negative attitude of the society towards the people with disabilities-making, contributing a negative mass dissemination of information. The findings correlate with Alekseenok, Dombrovskaja (2013) carried out the study's findings, which showed that the negative situation of people with disabilities in the society are formed on the mass of the passive life of the people with disabilities, the strategy, discrimination, stereotypes, personal qualities and skills being devalued. Krisko, Caikovskij (2013) reveal that the negative attitude of the society towards the people with disabilities is influenced by the formation of education and lack of culture, age and gender peculiarities of individual social status. In conclusion, we can say that public perceptions on the independence of people with disabilities have a significant influence, which is generated during the mass dissemination of information. The social worker should develop and disseminate positive information to the public about people with disabilities and their self-sufficiency opportunities.

In order to research the implementation of the objective a **Category 3 "Social worker's activities that help to change the negative attitudes and increase the independence of people with disabilities"** was formed (see. table 5).

5 table
Social worker's activities that help to change the negative attitudes and increase the independence of people with disabilities in Lithuania and Ukraine, (N=12)

| Category	Subcategory	Frequency units	Proving statements
Social worker 's activities that help to change the negative attitudes and increase the independence	The change of public attitude towards self-sufficiency, promoting information and communication through all publicity measures	**28**(17U/11L)	*<...to inform the other members of the public about disability issues and uniqueness...>* *<...try to involve children and young people in voluntary organizations and the formation of a new approach to the integration of people with disabilities people into society...>* *<To speak to the public about people with disabilities to be independent...>*

of people with disabilities	Promoting community activity and integration	3(L)	*<...to involve as much as possible people with disabilities to a communal life.>* *The more to go out, to go to events, not to hide a people with disabilities person from the public.*
	Formation of favourable public attitude to the environment accessibility	3(L)	*< Public attitudes will change as a social worker forms a favourable people's attitudes in terms of job places adjustment....>.* *<... University environmental adjusted...>*
	The change of a social worker's attitude towards the people with disabilities	2(U)	*<...a social worker has to admit that people with disabilities are also people...>*
		Total: 36	

The Lithuanian and Ukrainian research participants' data analysis revealed that the social worker has to change public attitudes towards self-sufficiency opportunities of the people with disabilities through the dissemination of information in various media. To encourage the communication of people with disabilities with the public members by means of joint projects, participation in joint events together with people with disabilities, highlighting the independence opportunities of people with disabilities. To promote the communal activities and integration of people with disabilities. According to Cymru (2000), the social worker should strive to ensure the participation of people with disabilities in the society, to establish and maintain relationships with others who strive for positive change in public attitudes. The results correlate with Normalization-Valorisation provision theory, in order to restore the positive role of people with disabilities public attitudes towards people with disabilities should change and to increase the capacity of people with disabilities. The restoration value of people with disabilities and consolidation of the new role is meaningful because it is the population that was considered to be a deviation from the norm, people with disabilities in a "non-human beings" (Osburn, 2006). The author remarks directed to persons with disabilities, motivation, believe their opportunities and increase positive public attitude towards the independence of people with disabilities opportunities for promotion.

Karpova, Jarskaja-Smirnova (2008) offer to social workers to draw attention to the fact that most people with disabilities can shape positive public opinion, through advertising, television, various events. It proposes to support a variety of principles, one of them - the people with disabilities and the role of values in society building, activity and self-awareness. Vojevodina, Gorina (2013) states that adequate tolerance and acceptance of people with disabilities need to start being developed as early as in a kindergarten. Forming a positive portrait of people with disabilities, offers a number of methods to develop thematic exhibitions of photographs of people with disabilities, meetings with governmental organizations,

information on forms of disability, ethical communication with people with disabilities, films about the lives of people with disabilities.

Summarizing the results of the investigation and the authors' experience, we can state that the social worker has to carry out his activities on the public level, through his own resources and powers in order to people with disabilities positively present to the public and the possibilities for independence.
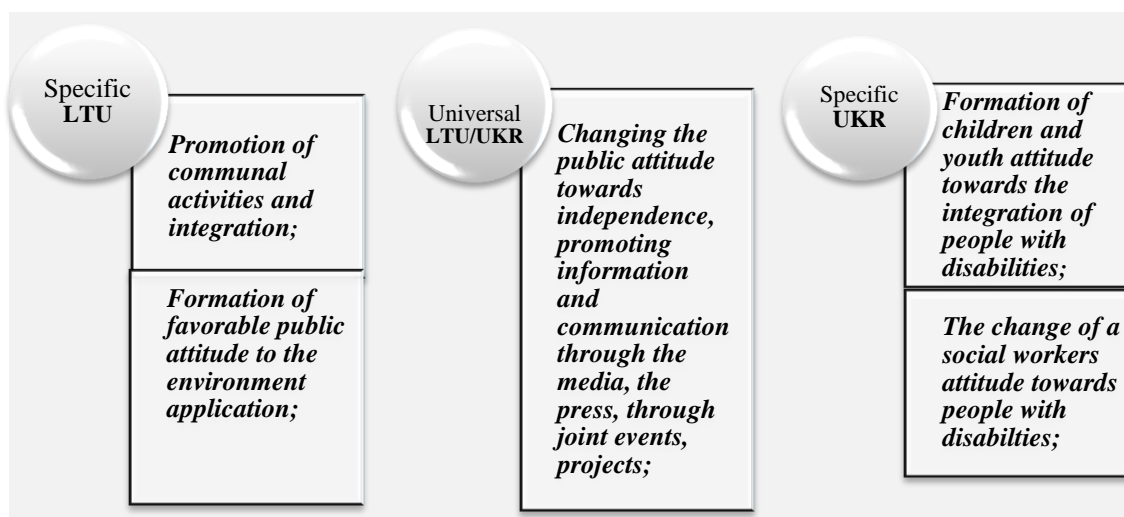
2 pic. Social worker's activity changing the society's attitude towards the people with disabilities and strengthening their self-sufficiency in Lithuania and Ukraine

In order to reveal the specific and universal research participants' data on the social worker's activities, changing public attitudes towards people with disabilities and promoting independence, the picture 2 was composed.

The people with disabilities becoming independent to a large extent depends on a person' with a disability attitude to a disability. In order to reveal this view and to analyse the responses of the research participants a **Category 4 "Signs of the people with disabilities negative attitude towards their disability"** (see. table 6) was formed.

6 table

Signs of the negative attitude of people with disabilities towards their disability in Lithuania and Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements
Signs of the negative attitude of people with disabilities	Disability rejection	**6**(4L/2U)	*<...others [people with disabilities – author's note] want to get rid of their disability. [People with disabilities- author's note] do not notice their disability.*
	Manipulation over the disability	**6**(5L/1U)	*<...Some of them are able to manipulate over their disability ....>*

towards their disability	Overestimated opportunities, consequences underestimated	**6**(L)	*<Overestimate [people with disabilities-author's note] their opportunities with no estimation of the consequences and situation.*
	Loosing motivation	**4**(U)	*<They are disappointed because of not satisfying results <...> they lose motivation...>*
	Feeling of worthlessness	**2**(L)	*Negative attitude- author's note] derogate a people with disabilities person's attitude towards himself.*
	Withdrawal in yourself, refusal to cooperate	**2**(U)	*<The people with disabilities limit their communication and withdraw in themselves...>* *<...refuse to cooperate...>*
	Appearing of addictions	**1**(U)	*Others lower their heads and start using alcohol.*
		Total: 27	

The research participants in Lithuania and Ukraine showed a negative attitude of people with disabilities towards their disability: usually, according to the experts, people with disabilities reject their disability; others manipulate their disability, sometimes overestimate opportunities before considering all the consequences. This research correlates with Gailiene's (2007) research results concluded that on what meaning a person with disabilities gives to his disability depends on his lifestyle, goals, and efforts to his available resources. Disability cases of exclusion (denying it or focusing on it) is not practical or under-utilization of the rest of the person's potential power. And otherwise, when a person recognizes disabilities, he feels a full-fledged. This statement illustrates the study of women with disabilities research (2014)[18], which revealed that women with disabilities do not consider themselves less valuable or not deserved public respect. Any inconvenience associated with their position incomprehension, depreciation every day, social and cultural life, they are linked with the social environment unprepared to accept and understand a person experiencing the world differently or moving in a different way.

Koubel (2013) confirms the people with disabilities approach to existing disability importance, arguing that if a person does not see himself as a people with disabilities, then any support, information, services offered rewards will be ignored, and it is likely that to develop independence without changing the approach to a disability, will be quite complicated.

We can assume that people with disabilities approach to a disability is particularly important for nurturing and self-sufficiency. The social worker should focus on positive activities to help the people with disabilities to take his or her disability. Based on the above suggestion and seeking the aim of the research, the **5 Category** formed **„A social worker's**

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[18] Office of the equal opportunities ombudsperson. „Study of status for women with disability" http://www.lygybe.lt/data/public/uploads/2016/02/negalia-turinciu-moteru-padeties-tyrimas.pdf

activity, that helps to change the negative view of a people with disabilities to an existing disability, increasing the independence of people with disabilities"(see. 7 table).

A social worker's activity, that helps to change the negative attitude of people with disabilities to an existing disability in Lithuania and Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements
A social worker 's activity, that helps to change the negative attitude of people with disabilities to an existing disability and increasing the independence of people with disabilities	Increasing communication, enhancing confidence and self-esteem	**22**(14L/8U)	*A social worker has to constantly interact with a people with disabilities person…* *A social worker has to <...> provide, tell examples of positive experience.*
	Highlighting exclusivity, skills and the strengths and their development	**9**(6U/3L)	*<...to find the hidden skills and talents and to give opportunities to develop them...>*
	Changing the social worker 's view towards the people with disabilities	**6**(4L/2U)	*<...a social worker has to love a human [people with disabilities – author's note.]. A social worker shall support people with disabilities.*
	Social activation	**5**(4L/1U)	*<You have to appear to the society, to different events, where you would be able to meet more friends of destiny...>*
	Information on the help provided, supporting the people with disabilities and defend their rights	**4**(U)	*<...a social worker has to inform the people with disabilities who they have to contact when seeking help...>*
	The real opportunities self-assessment and goal-setting	**4**(L)	*< To help set life goals, which would be followed and be a real opportunity to feel their skills >*
		Total: 50	

Experts in Lithuania and Ukraine showed the social worker's operational capabilities to help to change the negative attitude of people with disabilities towards the disability, increasing their independence. Most focus applied on communication with persons with disabilities by strengthening their self-confidence, increasing self-esteem, reducing the fear and resentment. Experts say that it is necessary to recognize the uniqueness of people with disabilities, skills, highlight and develop strengths.

The findings correlate with Kainikenova's, Kusainova's, Kostanova's (2015) claims that communication is the most important aspect of the social worker and the client (the people with disabilities) relationship. The authors argue that there is no such technology in social work, which is related to communication. All challenges are resolved with the help of communication. Social worker's task to create a positive atmosphere for interviews technique and rules for communication with the help of personal values - gentleness, tolerance and patience in order to strengthen the customer's (people with disabilities) confidence and self-esteem in performing the scheduled tasks in the process of acquiring independence.

The results meaningfully coincide with the empowerment paradigm ideas which provide personal opportunities and strengths increasing responsibility for their own problems promotion, providing social work professional guidance and vision of what should be the focus of values and objectives, linking them with people with disabilities and their problematic situation (Petrauskaite-Duseviciene, Jasiukeviciute 2014). Mantell, Scragg (2011) reveals that the social worker helps people to recognize that the negative public attitude is not their fault, activates strengths, increase motivation, develop problem-solving skills, and supports the person of his choice. Summarizing the results of the investigation and the aforementioned copyright provisions, we can assume that the social worker should try to change the attitude of people with disabilities towards a disability, through the communication skills to encourage people with disabilities motivation, strengths, skills recognition, self-esteem and inner power activation.
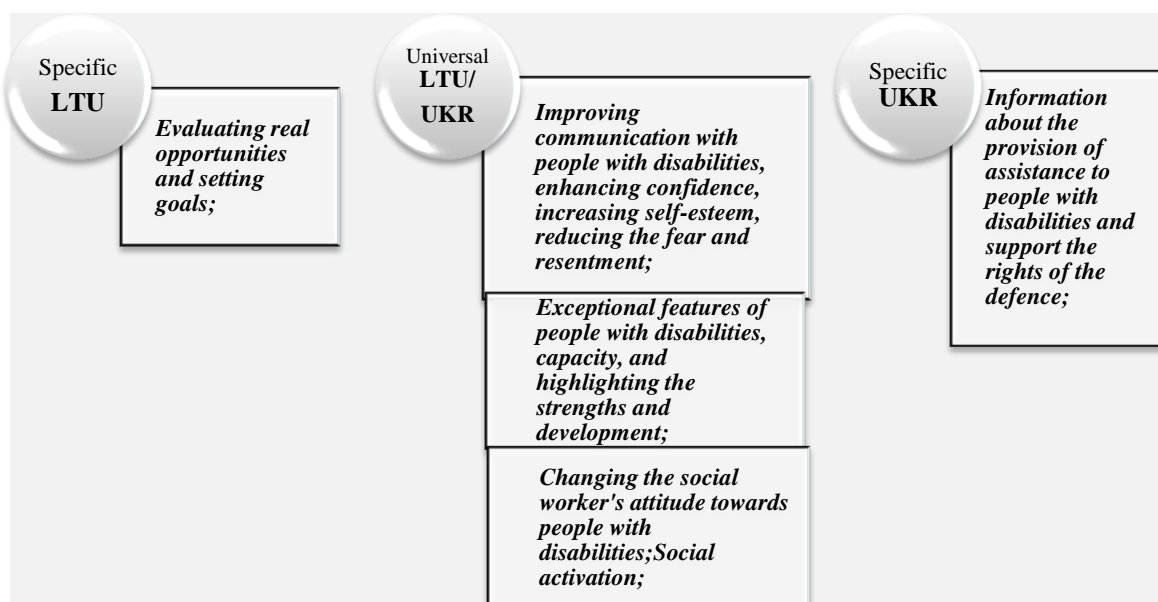
3 pic. Social worker's help to change the negative attitude of people with disabilities towards a disability and promoting independence in Lithuania and Ukraine

Seeking to reveal the specific and universal data of the participants in the research about the activities of social workers, the person with disability by changing attitudes towards disability and increasing the independence of people with disabilities, based on the results of the research the picture 3 was concluded.

A social worker, working with people with disabilities, has to use a systematic approach to the application of knowledge, skills, abilities and values. He has to advise people with disabilities what services to use without compromising their independence (Midgley, Conley, 2010). Completing the analysis of the data on the composition of the social worker's competence, which would encourage the independence of people with disabilities, the **6 Category** was

formed „**The social worker's competence that promotes the independence of people with disabilities**"(see. 8 table).

The social worker's competence that promotes the independence of people with disabilities in Lithuania and Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements
The social worker 's competence that promotes the independence of people with disabilities	Skilled and experienced in working with people with disabilities	**27**(17L/10U)	*A social worker must attend courses, training, to deepen the knowledge of work with people with disabilities.* *The social worker should constantly improve their knowledge.*
	Featuring personal characteristics	**10**(8L/2U)	*A social worker must be <...> creative...>* *[A social worker must be – author's note] sincere.*
	With a positive attitude and wish to cooperate with the people with disabilities	**5**(3L/2U)	*[A social worker– author's note.] has to make contact with him [people with disabilities – author's note....>* *[A social worker– author's note] has to have an ability to get close with people with disabilities.*
		Total: 42	

All the participants of the research noted that the social worker's qualifications are important in developing self-sufficiency. The research participants in Lithuania and Ukraine particularly emphasized that the social worker working with people with disabilities and with a view to their independence, should be qualified and who has practical experience working with people with disabilities, as well as a social worker's personal characteristics of importance, especially empathy, sincerity, adequacy, accountability and the people with disabilities access trust the social worker. It is likely that the responses of the research participants ranking was determined by expert properties raised high the importance of expertise and experience, but only then social workers' personal characteristics influence on the development of persons with disabilities for independent living.

The results correlate with Fedorovykh, Kanonova (2014) research conclusion that effective professional level of social workers depends on the communication abilities and personal qualities, such as kindness, honesty, tact, patience, humanity. Johnson (2001) emphasizes that a social worker working with people with disabilities to develop self-awareness, empathy, positive attitudes towards people with disabilities, skills. Rogers (2005) describing the relationship aid, which is essential for a constructive personality change, emphasizes the qualities that are necessary for the person who wants to establish a relationship. Such a relationship is desirable, or even necessary, and social work, which help process must be based on the following social worker's personality traits: honesty, respect for others and empathy. If

these qualities manifest professional behaviour, the client (people with disabilities), personality changes, not only it becomes possible, but will surely take place.

Based on the research results and the above copyright works can be assumed that a social worker, in preparation for an independent life of people with disabilities should be trained and experienced in working with the people with disabilities, with positive personal qualities and positive attitude towards people with disabilities.

Based on the analysis of data the **7 Category „Social work activity principles, helping a social worker to prepare people with disabilities for independent living in Lithuanian and in Ukraine"** formed (see. 9 table).

9 table

Social work activity principles, helping a social worker to prepare people with disabilities for independent living in Lithuanian and in Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements
Social work activity principles, helping a social worker to prepare people with disabilities for independent living	Love, tolerance, empathy and respect	**8**(6U/2L)	*Principles <...> that promote tolerance ...>* *Principles <...> that promote empathy ...>*
	Confidentiality	**3**(2L/1U)	*< Must respect the confidentiality of the customer, not to make a negative impact on others...>*
	The uniqueness of people with disabilities	**3**(2U/1L)	*< A social worker must follow the principles that everyone is unique...>*
	Trust and mutual assistance	**3**(L)	*<...trust <...> assistance principles...>*
	Equality	**3**(U)	*A social worker must follow the equality <...> principles*
	Objective	**2**(L)	*[A social worker – author 's note] has to behave objectively and disciplined ...>*
	No discrimination	**1**(L)	*<...guided by their knowledge, providing the best assistance regardless of race, religion or gender...>*
	Ethics	**1**(U)	*Ethics [working with people with disabilities and seeking the independence – author's note.].*
	Total: 24		

The research experts in Lithuania and Ukraine stressed that the social worker is seeking to develop the independence of people with disabilities their activities should be guided by love, tolerance, empathy and respect for people, a confidential basis.

The results correlate with Cymru (2000) under explicit provisions on the activities of social workers used the principles of working with the people with disabilities. The author emphasizes the respect for the rights and dignity of the individual importance of a positive approach to the formation of people with disabilities, ensuring the quality of social services and controls. These principles are the primary and most important, a social worker who works with

people with disabilities, the success of the activities. The author's present policies directed to persons with disabilities, promoting self-sufficiency and development.

Reut (2008) emphasizes that in order to avoid the barriers on the way of integration of persons with disabilities, the development of activities based on the principles and values should be spread that would form tolerance, humanity, respect and human values, social justice and the rights of people with disabilities persons in that country. Ruskus, Motieciene and others (2013) believe that designing the social services in the future, the tendency that social services should be more focused on respect for human dignity and independence, rather than to the minimum (survival) of people needs. Johnson (2001) emphasizes to the social workers the need to maintain information about the customer or the customer's identification of confidentiality. The author argues that customers need to understand the whole process, which will work with the people with disabilities person will be known only to the social worker and a professional team.

Summarizing the research data and the researcher provisions it can be said that social workers in order to develop the independence of persons with disabilities in their activities guided by respect and love for man, empathy, confidentiality.

A social worker providing services to people with disabilities prefer different methods of social work. The research participants submitted data analysis which revealed the methods which according to the experts are helpful in preparing people for an independent life. Based on the analysis of data the **8 Category** of **"Social worker's methods helping a social worker to prepare people with disabilities for independent living"** was made (see. 10 table).

10 table

Social worker's methods helping a social worker to prepare people with disabilities for independent living in Lithuanian and in Ukraine, (N=12)

Category	Subcategory	Frequency units	Proving statements
Social worker 's methods helping a social worker to prepare people with disabilities for independent living	Individual work/ Individual empowerment	**12**(11L/1U)	*Individual talks [with people with disabilities – author's note.].* *Enabling factors encourage, motivate, raise self-esteem [people with disabilities – author's note].*
	Communal work	**6**(L)	*[Social worker can guide – author's note] with the communal work methods.*
	Plans compatibility / complex assistance	**5**(4U/1L)	*Looking for the ways of complex assistance.*
	Capturing the connection / relationship between the social worker and the maintenance of the people with disabilities	**5**(U)	*<...Social worker should maintain the link with a disable, shall show that he is not in higher position than a people with disabilities one, but not to pander him as well. Need maneuverer, refusing people with disabilities to lead, not to give up...>*
	Group work	**4**(3L/1U)	*[Social worker's – author's note] work with a group.*
	Team work	**3**(2U/1L)	*To organise team work.*

|	Integration promotion	**2**(1L/1U)	*Social worker should be interested in the integration of people with disabilities to a society and change it.*
	Inclusion of Social Network	**2**(1L/1U)	*<... with methods to increase rather than reduce the independence: the inclusion of a social network.*
	Small successes pursuit	**2**(U)	*Methods to pursuit small successes, achievements>*
	Self-help groups	**2**(U)	*To organise the self-help groups.*
	Volunteering	**1**(U)	*Enlist the help of volunteers.*
		Total: 44	

The research participants in Lithuania and Ukraine emphasize the individual work/ individual empowerment between the social worker and the people with disabilities, community work and plans compatibility, as well as complex assistance to the people with disabilities.

The results highlight the merits of individual empowerment - a shift from passive to active status. Active individual state assumes self-confidence, self-acceptance, the ability to be an important part of the decision-making and control of environmental resources (Ruskus, Motieciene, Mazeikiene, et al. 2013). It is likely that the research confirms Vencloviene's (2015) assertion that the empowerment granted to a person of independence, through the resources available in the environment. With the help of individual empowerment, it is sought to reduce personal helplessness, to promote the exchange and change their environment, to think and act critically and responsibly, given the choice freedom of the required knowledge, skills and resources.

The key idea is that the empowerment of independence granted to a person (in the position to develop their skills and so on) using the resources in the environment. Promoting personal capacity for self-management of life and feel the self-confidence intended to provide greater resilience and focus on the long term, in the long run the customer's strengths - the internal and external resources - will outweigh, and he will be able to independently solve problems (Johnson 2001; Petrauskaite-Duseviciene, Jasiukeviciute 2014).

The results of the social worker's community work of persons with disabilities to independence, correlates with Sadan (2004) claims that the community in which the individual's ability to work with others and build community. The author describes community-based empowerment as a better environment and decision-making control in environments where the community works. Community teaches people to make decisions in a group to solve common problems, to mobilize resources for the common good of reach. People formulate and set goals themselves, choosing the means to achieve them, evaluate the results. A community empowerment assumes an active faith in democracy, the maximum participation of the members, human rights, making them important decisions.

In general, we can say that the social worker's activity, which is directed to the people with disabilities individual empowerment, community work, are compatible /integrated assistance, a positive relationship between people with disabilities and a social worker exposure is likely to help develop self-sufficiency and to prepare them for independent living.
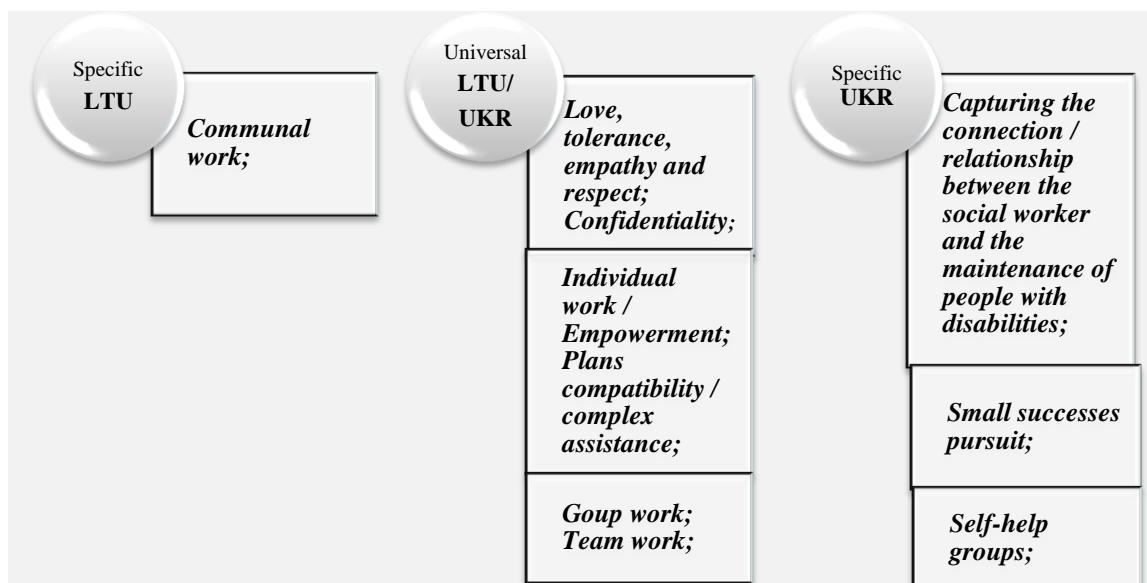
4 pic. Social worker's activity principles and methods, helping to prepare people with disabilities for independent living in Lithuania and in Ukraine

In order to reveal the specific and universal date on the participants about social workers' principles and practice methods, that help to increase the independence of people with disabilities, the picture 4 was concluded.

The research aims to find out, who else apart from a social worker could assist a person with disability to develop independence. Completing the analysis of the data, the **Category 9** was formed **"Persons, who can help people with disabilities to develop skills of independence"** (see. table 11).

11 table

Persons, who can help people with disabilities to develop skills of independence in Lithuania and in Ukraine (N=12)

Category	Subcategory	Frequency units	Proving statements
Persons, who can help people with disabilities to develop skills of independence	Family and relatives	**18**(10U/8L)	*Relatives [could help to develop skills of independence – author's note.]*
	Community representatives/ Volunteers	**8**(6L/2U)	*[Community could help to develop skills of independence – author's note.] <...*
	Friends /people with disabilities people having stronger self-sufficiency skills	**6**(L)	*Friends having stronger self-sufficiency skills could <...> help people with disabilities to develop skills of independence...>*
	Medical staff	**3**(2L/1U)	*Nurses [could help to develop skills of independence – author's note.]*

	Busyness specialists	**3**(L)	*<...Busyness specialists [could help to develop skills of independence – author's note.…>*
	Social Workers assistants	**2**(L)	*<Social Workers assistants...>*
	Eldership workers	**1**(L)	*<Eldership workers could help...>*
	Workers of Educational Institutions	**1**(L)	*<... Workers of Educational Institutions...>*
	Municipality representatives	**1**(L)	*Municipality representatives <...> can help...>*
		Total: 43	

The Lithuanian and Ukrainian research participants believe that the representatives of the next social network could help to develop the independence of people with disabilities - family and other relatives, expressing the opinion as well that the assistance could be provided by the community members /volunteers and friends/ people with disabilities with stronger self-sufficiency skills.

The research results confirm Ivanauskiene's and Liobikaite's (2004) claims that the family, the social network help in solving personal problems in an effort to activate a person dealing with their problems, while promoting to make independent decisions. Family, social networking and community involvement and strengthening help achieve lasting results in people with disabilities in the process of independence acquisition. The results correlate with Spiers (2003) statement on volunteer involvement in the empowerment process. The author argues that the volunteers become an activity which is due to lack of resources beyond the reach of professional social workers, performing assistants. Johnson (2001) assumptions correlate with the findings of friends and people with disabilities having stronger independence skills to help develop independence skills for the ones having them weaker. The author argues that social workers can help people with similar problems or difficulties, to find each other and help each other. Stronger ones to help others feel happy to see how quickly they return to independent functioning.

Summarizing the research insights about family, community members/ volunteers and friends /people with disabilities with stronger self-sufficiency skills involvement of people with disabilities empowerment process, we can assume that the social network of volunteers, friends with disabilities can help the social worker to implement the significant activities related to the opportunities with people with disabilities, strengthening the human person, as the sense of individual decisions.

The last stage of the investigation was to find out whether it is possible to a person who has a disability, to become independent, living in a social care institution in Independent living

home. The data analysis consists of the **10 Category "Functions of a social worker, working in Independent living home"** (see. 12 table).

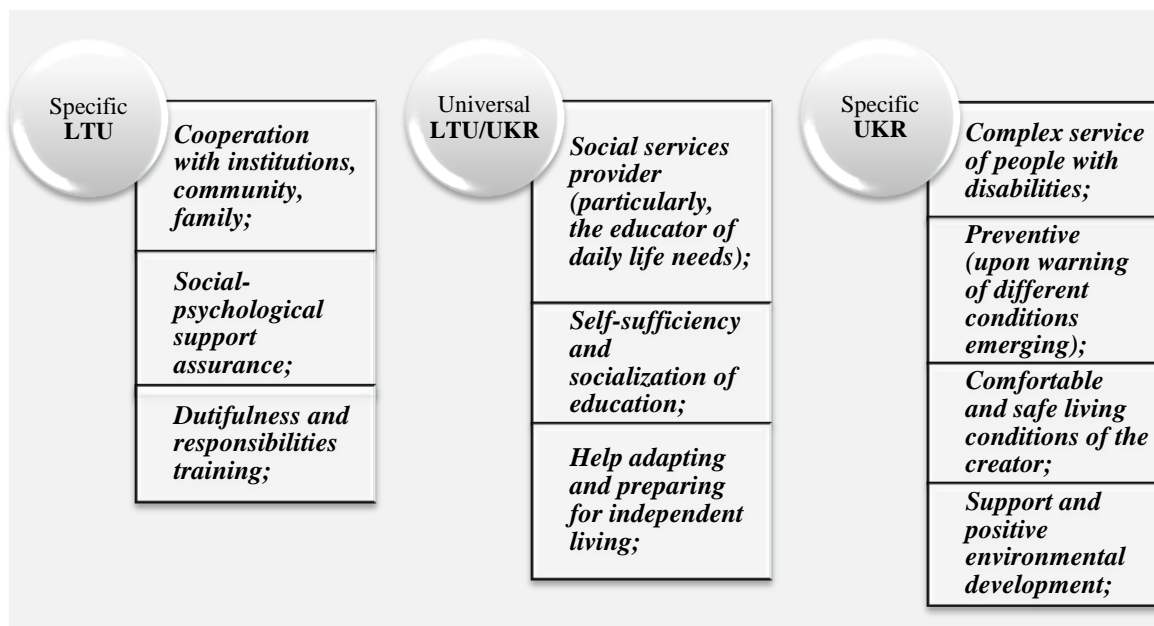**Functions of a social worker, working in Independent living home, (N=12)**

Category	Subcategory	Frequency units	Proving statements
Functions of a social worker, working in Independent living home	Social services provider (in particular, daily life skills educator)	**35**(29L/6U)	*< Social worker seeking to prepare people with disabilities for an independent life in the community should ... mediate <...> ...>*
	Self-sufficiency and socialization education	**6**(4L/2U)	*<...the worker's functions- socialization...> <...must enable a person with a disability for some time to allow himself to do things without staff assistance...>*
	Cooperation with authorities / community / Family	**5**(L)	*<...Cooperation with other authorities, Eldership<...> <...Cooperation with <...> community...>*
	Aid adapting and preparing for independent living	**3**(2U/1L)	*<...social worker's functions <...> Aid preparing for independent living...>*
	Preventive	**2**(U)	*<...Preventive function – warning about the possible emergence of problems in daily life...>*
	Comfortable and safe living conditions developer	**1**(U)	*[...to the people with disabilities – author's note] has to help to create comfortable and safe living conditions, helpful for independent living>.*
	Complex servicing the people with disabilities	**1**(U)	*<..Complex servicing the disable, ensuring as much as possible independency.*
	Social-psychological support assurance	**1**(L)	*<... Social-psychological support assurance...>*
		Total: 54	

The research participants in Lithuania and Ukraine indicated the most basic social worker's functions related to social services (especially in everyday life skills educator) functions, as well as highlighted the independence and socialization skills. The research results confirm Astapoviciene's, Liaudanskiene's, Viluniene's (2003) view that everyday life skills are the basis of life that allows people with disabilities to a successful and self-integration into the society. The authors formed the objectives for independent living skills: to develop working activities personality traits useful (diligence, regularity, helpfulness); developing hygiene habits; develop environment and communication with her perception; help to integrate into the social life; to help make an informed choice in the future, work.

Sakurov, Valejeva, Kuprijanova (2009) to a social worker 's functions assign the human enhancement (facilitation) and the growth of the function for which the primary purpose is the human's /people's with disabilities potential for growth, in order to find the resources in himself, to solve problems independently, to get out of difficult situations. A social worker must

use psychological counselling and educational impact on the people with disabilities in order to gain knowledge and skills, strengthening motivation to personal and social change.

The results added to the social worker functions as specified in the independent living home methodological guidance[19] and social services catalogue.[20] The social worker should cooperate with the authorities, the community, and family, to carry out preventive, comfortable and safe living conditions developing features that help people with disabilities prepare for independent living. It is likely that the features revealed within the whole research help a social worker, working in an independent living home, to develop self-sufficiency.

Specific LTU		Universal LTU/UKR		Specific UKR	
	Cooperation with institutions, community, family;		*Social services provider (particularly, the educator of daily life needs);*		*Complex service of people with disabilities;*
	Social-psychological support assurance;		*Self-sufficiency and socialization of education;*		*Preventive (upon warning of different conditions emerging);*
	Dutifulness and responsibilities training;		*Help adapting and preparing for independent living;*		*Comfortable and safe living conditions of the creator;*
					Support and positive environmental development;

5 pic. Social worker's functions that help to promote the independency of people with disabilities

In order to reveal the specific and universal data of the study about a social worker who works for Independent living home functions, helping to increase the independence of people with disabilities, the picture 5 was concluded.

Summarizing the results of empirical research, we can distinguish the basic factors (major categories), promoting the independence of people with disabilities:

Employee's activities, helping to change public attitudes towards self-sufficiency;

Social worker's activities to help people with disabilities to change the approach to a disability; Social worker's qualifications, operating principles and methods to prepare people with disabilities for independent living; Functions performed by a social worker to help people with disabilities to develop independence in Independent living home.

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[19]Order of the Minister of Socal Security and Labour of the Republic of Lithuanian „Regarding the confirmation of methodological guidelines of Independent living home for elderly people and for people with disabilities" www.socmin.lt/download/7088/del_savarank_gyv_**namu**.doc

[20] Order No. A1-93 of the Minister of Socal Security and Labour of the Republic of Lithuania „Regarding the acceptance of the Socal service catalog", dated 5 April 2006 http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=274453&p_query=&p_tr2

3.5. Summary of the results of the research (the disclosure of model structure of a social worker's activity opportunities, in preparing people with disabilities for independent life)

Seeking the independence, of people with disabilities, social services (social worker) has to help the people with disabilities in a way that does not mask its freedom and foster independence (according to the principle of subsidiarity). Social worker's activities should be focused on people with disabilities motivation created for persons with disabilities to rehabilitation and adaptation, and in particular that they would like to live an independent life (Aubakirova, 2012).

It was revealed that social workers preparing people with disabilities for independent living should be carried on 4 levels: society, community, a people with disabilities person, a social worker's qualification levels.

At a level of society: to change public attitudes towards the real independency opportunities of people with disabilities by promoting public awareness and communication with people with disabilities, organizing joint events, projects, through various publicity media (press, media, etc.). To form a favourable public attitude to environmental accessibility, identifying the difficulties experienced by people with disabilities for the environment not adapted to people with disabilities. Change of children and young people's attitudes to people with disabilities in the preparation and implementation of joint projects and events (Alekseenok, Dombrovskaja, 2013; Cameron, 2013; Dromantiene, Cesnuityte, 2011; O'Brien, 2016; Krisko, Caikovskij, 2013; Romanovas, Jarskaja- Smirnova, 2010; Simolina, 2015).

At a level of community: to cooperate with the community, in the preparation and implementation of joint activities and projects. To encourage community members to volunteer for people within the process of acquiring independence for people with disabilities. Mediating between people with disabilities and the community, teaching people with disabilities to know the community and look for resources and assistance to the community. To promote the integration of people with disabilities and an independent life in the community (Johnson, 2001; Ivanauskiene and Liobikaite, 2004; Midgley, Conley, 2010; Sadanas, 2004; Spierts, 2003; Svedaite, 2004).

At a level of people with disabilities: to increase the communication between the social worker and people with disabilities, enhancing mutual confidence and self-esteem. Highlight and develop the skills of people with disabilities and strengths, promoting social participation of people with disabilities participating in various events, projects publicizing the possibilities of people with disabilities. To encourage people with disabilities to evaluate their opportunities and set goals for achieving independence. To train people with disabilities to adapt to any situation,

finding help providers. Maintaining to explain and defend the rights of people with disabilities (Elijosius, Gudinavicius, Kavaliauskiene, 2008; Gailiene, 2015; Mantell, Scragg, 2011; Osburn, 2006; Sakurov, Valejeva, Kuprijanova, 2009).

At a level of a social worker's competence: to change the social worker's attitude to people with disabilities, showing trust, respect and honesty. Gaining a social worker qualifications and experience in working with people with disabilities, with positive personal characteristics to expand the existing boundaries of competence. Apply the principles of activity (love to human, respect for people with disabilities people, confidentiality, subsidiarity, equality and so on.) and techniques (individual empowerment, community and group work with the people with disabilities, plans compatible /integrated assistance, social network involvement, self-help groups, guidance, etc.) that promote self-sufficiency and reduce dependence on the social worker. Perform functions that promote the growth of the independence of people with disabilities (Astapoviciene, Liaudanskiene, Viluniene, 2003; Bondar, Kurtanova, 2014; Girdzijauskiene, Gvaldaite, Petruzyte, 2004;   Fetisova, 2014; Mazeikiene and etc., 2013; Sakurov, Valejeva, Kuprianov, 2009; Zastrow, Kirst- Ashman, 2009).

INTERNATIONAL COMPARATIVE ASPECT.   In order to highlight the international comparative aspect, the data obtained in Lithuania and Ukraine was compared. The received and processed data analysis revealed that the positive relationship/ networking between the social worker and people with disabilities in Ukraine are particularly emphasized in order to develop the independence of people with disabilities. Ukrainian social workers - experts admit that people with disabilities can become independent, while living in an Independent life home, in contrast to Lithuanian research participants. It is likely that these differences emerged due to certain circumstances, perhaps because of a significant negative relationship of social work practice, between the social worker and people with disabilities in Ukraine. The difference for people with disabilities opportunities to become independent was likely caused because of the lack of this type of [independent living home] institutions in Ukraine, lack of experience in this field and /or Lithuanian research participants-experts distrust the social competence, as well as distrust of employees and /or people with disabilities opportunities.

Scientific literature and empirical analysis of the results has helped create a social worker of possibilities, in preparing people with disabilities for independent living model (see. 6 pic.).
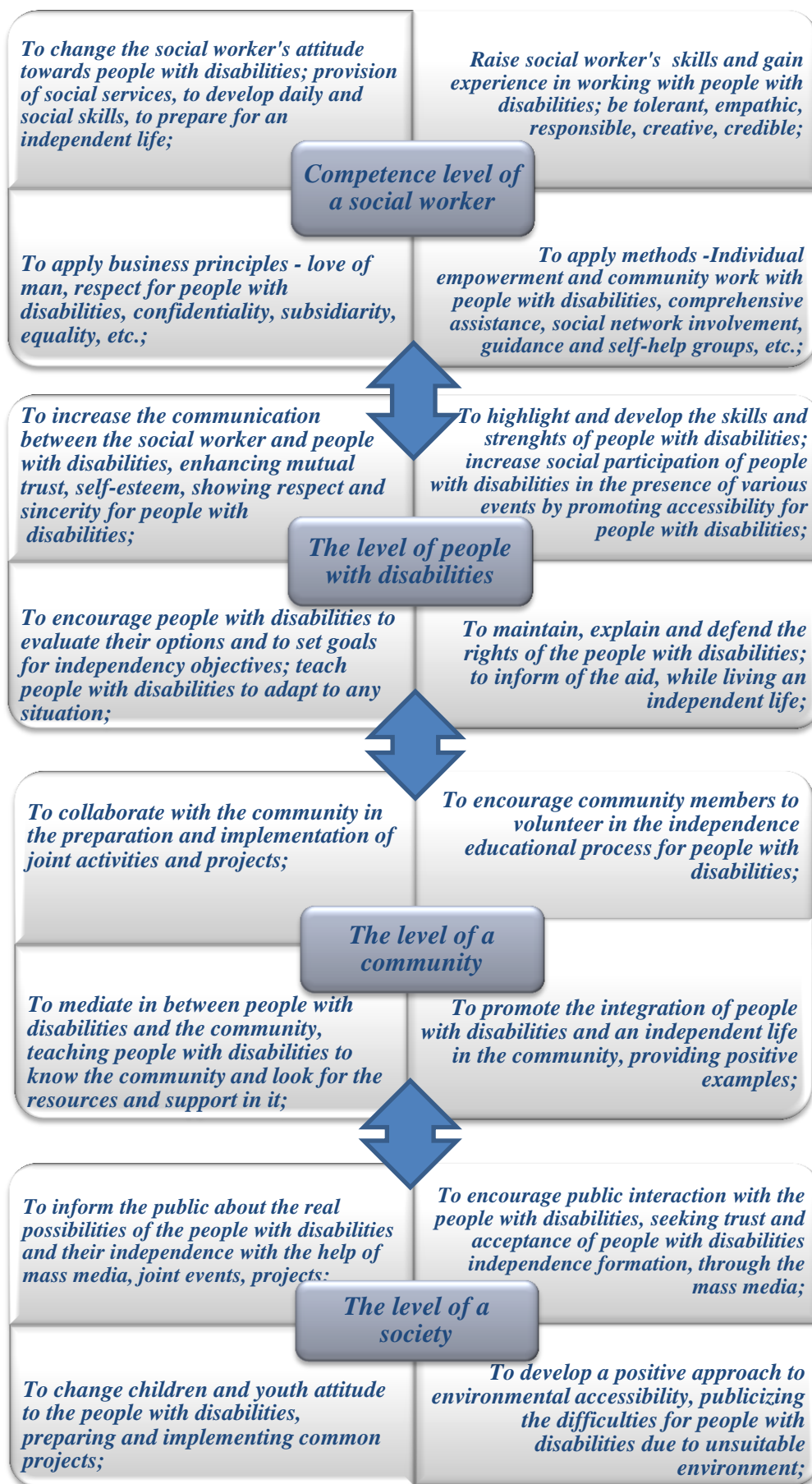
6 pic. The model of social worker's activity opportunities, preparing people with disabilities to an independent life (made by the author of the Thesis)

It is likely that this model will be useful for Lithuanian and Ukrainian social workers, working with people with disabilities both in Independent living homes and in other social institutions, seeking to develop the people 's with disabilities independency and to prepare them for independent living.

Conclucions

1.   Analysing the phenomenon of self-sufficiency philosophical, psychological, theoretical and practical concepts the theoretical model of self-sufficiency training structure is disclosed: a person with disability after reaching the maturity and a degree of freedom can become an independent and a responsible personality; a person's with disability independence reinforced with the positive public view, formed through a stable relationship and positive role in development; a person's recognition of disability increases the opportunities of independence acquisition.

2.   Analysing the structure of social worker's competence, the principles, methods and functions used in the activity, the theoretical model of self-sufficiency training structure is supplemented: social worker's competence, personal qualities and experience working with people with disabilities, help to develop self-sufficiency; the principles declare human values and methods reducing the dependence of people with disabilities, promote the independency; functions promoting the daily living skills helps to prepare people with disabilities for independent living.

3. Applying the structured interview the key factors in the development of independency have been distinguished: social worker's activities which alter public attitudes towards people with disabilities and people's with disabilities approach to a disability; the competence promoting independency, acquisition of personal characteristics and practical experience; the adaptation of principles, methods, features of social worker's occupation that reduce the dependence of people with disabilities.

4. With the respect to the content analysis method the independency of people with disabilities training model structure has been identified. Social workers, preparing people with disabilities for independent living should act at 4 levels: *at the level of society* - to inform the public about the real possibilities of the people with disabilities and the independence of the mass media, joint events, projects; *at a community level* - to cooperate with the community, to teach people with disabilities to know the community; *at a person's with disabilities level* - to increase the communication between a social worker and people with disabilities, enhancing mutual trust, highlighting the skills and strengths of people with disabilities; *at a social worker competence level* - to change the social worker's attitude to people with disabilities, increasing mutual trust and sincere cooperation.

5.   In accordance with the research the social worker's operational capabilities (preparing people with disabilities for independent living) model has been created. In addition to the identified theoretical and empirical model components, social worker's, working at and for

Independent living home, features disclosed (the service provider's, especially the social and daily living skills educator's and other), that helps to develop independence.

Recommendations

for social workers in Lithuania and Ukraine, working with people with disabilities

1. I would suggest to social workers to foster a positive attitude towards a person with disabilities - noting his unique qualities, abilities and uniqueness, in dealing with the person with disabilities both individually and in groups.

2. I suggest rejoicing the small and large successes of a person with disabilities, publicizing different works of people with disabilities preparing events or through the media.

3. Results of the research revealed that the opportunities for people with disabilities to become independent, living at an independent life home are minimum. I suggest to pay attention to the causes and reinforce the people with disabilities in the following areas:

3.1. Strengthening the everyday life skills of people with disabilities, patiently explaining, educating and monitoring;

3.2. To encourage people with disabilities to independently address emerging problems, commissioning and explaining specific tasks, trusting and allowing independent action;

3.3. To educate the dutifulness and responsibility of people with disabilities, explaining the duties and responsibilities for their actions, allowing to make mistakes and learn from their mistakes;

3.4. To increase the motivation of people with disabilities, explaining the advantages of independent living, telling positive experience, increasing the desire to become independent;

3.5. To strengthen the social network of people with disabilities, in dealing with the relatives and friends of people with disabilities, to mediate between people with disabilities and their relatives in an effort to restore the lost contacts and encouraging loved ones to participate in process of acquiring independence of people with disabilities;

4. I suggest that social workers, working in Independent living home, trust their competence and power in order to prepare people with disabilities for independent life, because the research participants [in responses of Ukraine research participants – author's note] revealed that while living at Independent living homes: independent living skills are educated, professional support is available, individual character is distinguished, a positive environment is felt, achievements and triumphs are noticed.

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SOCIALINIO DARBUOTOJO VEIKLOS GALIMYBĖS NEĮGALIŲ ASMENŲ RENGIMO SAVARANKIŠKAM GYVENIMUI ASPEKTU LIETUVOJE IR UKRAINOJE: TEORINIS IR EMPIRINIS MODELIAVIMAS
Magistro darbo Santrauka

Darbe atlikta teorinė filosofinių, psichologinių, teorinių ir praktinių savarankiškumo koncepcijų bei socialinio darbuotojo veiklos galimybių, rengiant neįgalius asmenis savarankiškam gyvenimui, analizė. Remiantis teorinės analizės išvadomis sukurtas asmenų, turinčių negalią, savarankiškumo (rengimo) modelis.

 Struktūruoto interviu metodu buvo atliktas tyrimas, kurio tikslas - sukurti socialinio darbuotojo veiklos galimybių, rengiant asmenis, turinčius negalią, savarankiškam gyvenimui, modelį. Atlikta turinio (content) duomenų analizė.

Tyrime dalyvavo 12 socialinių darbuotojų ekspertų (6 socialiniai darbuotojai iš Lietuvos ir 6 socialiniai darbuotojai iš Ukrainos).

Empirinėje dalyje nagrinėjamos socialinio darbuotojo veiklos galimybės rengiant neįgalius asmenis savarankiškam gyvenimui Lietuvoje ir Ukrainoje.

 Svarbiausios empirinio tyrimo *išvados:*

1. Socialiniai darbuotojai rengdami neįgalius asmenis savarankiškam gyvenimui turėtų plėtoti veiklos galimybes visuomenės, bendruomenės, neįgalaus asmens ir socialinio darbuotojo kompetencijos lygmenyse.

2. Lietuvos ir Ukrainos tyrimo dalyvių nuomone ypatingai svarbu: keisti socialinio darbuotojo požiūrį į asmenį, turintį negalią; didinti socialinio darbuotojo ir neįgaliojo bendravimą, stiprinant tarpusavio pasitikėjimą, išskiriant neįgaliojo gebėjimus ir stipriąsias puses; taikyti veiklos principus ir metodus, kurie skatintų neįgaliųjų savarankiškumą ir mažintų priklausomybę; bendradarbiauti su bendruomene ir mokyti neįgaliuosius pažinti ją; informuoti visuomenę apie neįgaliųjų realias galimybes ir savarankiškumą per masines žiniasklaidos priemones, bendrus renginius, projektus;

3. Lietuvos tyrimo dalyviai atskleidė, kad asmenų, turinčių negalią, galimybės tapti savarankiškais gyvenant Savarankiško gyvenimo namuose minimalios. Ukrainos tyrimo dalyviai mano, kad Savarankiško gyvenimo namuose ugdomas neįgaliųjų savarankiškumas.

Esminiai žodžiai: savarankiškas gyvenimas, savarankiškas/nepriklausomas, savarankiškumo modelis

ANNEXES