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**THE DEVELOPMENT OF SOCIAL SKILLS OF PEOPLE WITH MENTAL
DISABILITIES: THE FORMATION OF THE INNOVATIVE MODEL OF
SOCIAL SERVICES PROVISION**

Master’s thesis

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CONTENT

The summary of the master work	3
Introduction	4
I. THE CONTEXT OF THE CONSTRUCTION OF THE INNOVATIVE MODEL OF SOCIAL SERVICES, POLITICAL AND JURIDICAL ASPECTS OF THIS CONTEXT.....	10
1.1. The social attitudes of the European Union and Lithuania connected with the persons with mental disabilities in the general context of social integration	10
1.2. The documents of the European Union and Lithuania which play the role of the reglamentation on the complete services which are provided for the persons with mental disabilities.....	11
1.3. The nominative juridical reglamentation of the Joniskis self-government which limit the social integration of the persons with mental disabilities and the services which are provided fir them.....	14
II. SOCIAL ABILITIES, THEIR EXPRESSION AND THE PARTICULARITIES OF THEIR DEVELOP	17
2.1. The conception of social abilities.....	18
2.2. The spheres of the functioning of the abilities of the persons with mental disabilities and the ways of their expression at the day center.....	23
III. THE SOCIAL PARTICIPATION OF THE PERSONS WITH MENTAL DISABILITIES AS A PURPOSE OF SOCIAL INTEGRATION.....	28
3.1. The particularities of social attitudes with the persons with mental disabilities.....	28
3.2. Social integration as the remedy of forming the positive opinion about the persons with mental disabilities.....	31
3.3. The phenomenon of social participation.....	34
3.4. The particularities of the expression of the social participation of the persons with the disordered mentality.....	39
IV. THE METHODOLOGY OF THE RESEARCH. THE ANALYSIS OF THE CASE.....	41
4.1. The methodic of the research.....	41
4.2. The organization of the research and its stages.....	46
V. THE DEVELOPMENT OF THE SOCIAL ABILETIES OF THE PERSONS WITH MENTAL DISABILITIES WHILE ASCERTAINING THE MODEL OF SOCIAL SERVICES, EMPIRICAL RESEARCH AND ITS RESULTS.....	47
Conclusions	75
Recommendations	77
Literature	79
Appendix	86

SUMMARY

The Development of Social Skills of People with Mental Disabilities: the Formation of the Innovative Model of Social Services Provision

The questions of providing suitable help, the improving life quality, the annihilation of discrimination, socialization, adaptation, social participation, the development of the social abilities are analyzed in this study due to this reason, these questions are very important to the persons with mental disabilities also for the members of their families and for the social workers, also for the official workers of various educational institutions which are responsible and administrate the educational institutions, also it is necessary to know for the non-governmental organizations which represent the interests of the persons mental disabilities and the self-governments.

The purpose of this study is to reveal, that the model of social services the development of special education which was created at the “Saule“ basic school in Joniskis, which can construct social images a based on humanistic ideas, also its useful for the persons both according to the pragmatic and socially systematical attitude, also to its usefulness for the persons with mental disabilities, for the members of their families and for their environment.

The practice of providing social services at the basic schools in all over Lithuania is considered to be quite new due to this cause this research will help not only to observe the problematic aspects of integration but also will help to find new possibilities of practical integration of the persons with mental disabilities, will show the successful aspects and experience of this integration and the innovative practice of social work while forming abilities and creating the suitable environment for the social work.

The strategy of the certain case is ascertained and the qualitative research of it is carried out. The analysis is based on the questionnaire on the method of half interview with special structures, 15 parents and care givers were asked to answer these questions, also 6 social workers, 2 specialists of entertainment activities and 3 social partners were involved into this research.

It was ascertain that the innovative model of the social services is able to create the suitable environment in order social abilities of the persons with mental disabilities to be developed and these person to be involved into active social participation.

The results of the research state this model to be based on the attitudes of being open – minded to humanistic points of view. The attendants of the center and members of the families of the persons with mental disabilities are given the services which completely accord to this expectation due to this reason, that these services are completely qualitative. The ability to

involve the parents into this model of providing services plays a very important role in order these partnership and relationship to be improved. It is also revealed in this research, that this model is able to change the stereotypical views and discriminative attitudes about the persons with mental disabilities quite effectively.

The respondents of this research are capable of finding the possibilities in order these services to be improved considerably better in future in the self-government in order more various services to be presented for the persons with mental disabilities due to this factor, that these persons with mental disabilities are in the shortage of services of professional rehabilitation and the abilities in order the self- independent life to be started.

It is noticed, that the activities of this center are in the shortage of suitable places in order professional abilities to be improved and the capabilities of social communication to be developed.

INTRODUCTION

The importance of the research. The level of mentality is considered to be one of the greatest values in our modern society. The welfare of the persons with mental disabilities depends on the attitude to the disability of the person who surround these persons with mental disabilities due to this cause, that these persons cannot take care about themselves and are in the complete dependency of the other persons who can take care of them properly in a great majority of cases. Varzinskiene (2003) states disability to be whether physical or mental disturbance which limitates or creates disturbances in order a person can function as the others. The persons with mental disabilities appear in a particularly difficult situation due to this fact that the disabilities of the mental development create disturbances for their normal functioning, socialization, when the disturbances are created in introductive, motorical and social spheres also in ability to speak normally.

Such persons according to the level of their disability need to be provided special educating and social care. The forming of social abilities provides the very strong foundation in order the self-confidence of oneself to be developed. It also lets suitable relationship to be created which in its own turn will provide the possibility to communicate in any group effectively. The improvement of social abilities of the persons with mental disabilities provides the suitable possibilities of active social functioning, which gives the possibilities to become active in the society life activities while achieving the higher quality of his life, which will help to solve various problems of life and adapt in new- created life surrounding and also these social abilities give the

possibility to effect the surrounding in order the positive views to be created. (Raudeliunaite (2007).

It is popular to speak about school for everybody, about the integrative views and the equal rights for all groups of the people of our society, even for marginaling groups of persons, who cannot adapt normally. However, according to the practical point of view these attitudes are very complicated to be integrated into real life of our society. The problem is that the negative attitude about the persons with mental disabilities is dominating quite strong in our society even some special fears or negative stereotypes. Although it is spoken a lot about the integration of disable children into basic schools, however, a great majority of children with mental disabilities are educated whether at special schools or at home due to this reason they must suffer because of isolation or segregation. Basic schools are not ready to integrate the persons with mental disabilities due to the same attitudes, also due to the shortage of qualified specialists and not properly prepared conditions.

The greatest problem of integration, which is especially seen in little towns, is that when a child with mental disabilities gets older and is 21 year old, he gets into closed home surrounding from the special educational institution. Also he can get into special institution which provides some cares, but still it is closed for social communication. The persons with mental disabilities lose their relationship with the members of his family or even with the society in total. The abilities on improving social skills are limiteded very strongly, also his possibilities to socialize suffer and integration into the other spheres of society becomes almost impossible.

Due to this complicated situation the persons with mental disabilities suffer, also the members of his family and the society on the whole, because integration is mutually useful on the economical point of view. The integration of the persons with mental disabilities increases the integration into the working marketing while improving the sensitivity, understanding and tolerance of society while creating the mutual respect and the feeling of unity.

The scientific importance of the research.

The scientific importance of this research is based on the fact, that a great majority of the persons with mental disabilities seem to be „unseen“ in many various spheres of life according to (Tomić, Dejanović, Mihajlović, Petrović, 2011; Sheerin, 2011; Kleinert, Jones, Sheppard-Jones, Harp, Harrison, 2012; Grubbs, Brice, Jennings, 2012; Drebing, Bell, Campinell, Fraser, Malec, Penk, Pruitt-Stephens, 2012; Weiss, 2012; Jessop, De Bondt, 2012 and ath.). H. Ennedy, S. Evans, S. Thomas (2011) due to this reason they quality of their life is not analyzed so widely.

We have a great number of scientists who come across with the problem of children with mental disabilities in all Lithuania. During recent decade this idea „school for everyone“ become

considerably popular while confirming new economically based status while improving the possibilities of social activities of the children with mental disabilities in the sphere of education. Alisauskas (2008), Ruskus (1998, 2005), Vaicekauskaitė (2005) were analyzing the processes of the children with mental disabilities and the possibilities of their integration. Kaffemaniene (2001), Gudonis (2003) Milteniene (2006) were interested in the special needs of such children and the possibilities of their educating. Ambrukaitis (1999, 2003, 2004), Unciurys (2000), Gribaciauskas, Merkys (2003), Gedvilienė (2007) were interested in the possibilities of the integration of such children. Alisauskas (2001, 2008) was interested in the satisfying the needs of such children. However, the integration of social services has not been analyzed.

According to Ruskus (2003) after Lithuania joined into the European Union and became the fully-self-candidate member of Europe the attitude about the children with mental disabilities also must be totally changed while trying to accept the concept of participation. Loubat (2003) states, that the concept of participation does not give any prestige for one or the other way of integration, the participation tries to be adapted to personal needs of every person according to his possibilities. Ebersold states, that the idea of social participation does not make the purpose to adapt or rehabilitate the persons with mental disabilities vice versa the main idea of this process is to try to reduce the disturbances as much as possible. The organizers of social services must use all the possible sources in order the persons with mental disabilities to be given this opportunity to be involved activity into life of this community and also into the life of all modern society. The concept of social participation means, that every person has a right and can participate in daily society activities and at the same time the person with mental disabilities also can develop his social abilities, the feelings of self-estimating and the understanding of his personal behavior. All the disabled persons as all the rest persons of our society also can and must have their personal opinion while participating in order their life conditions to be improved. They can address about themselves for the society as well.

Lekavičienė (2000) Bulotaite, Gudžinskiene (2003) Grebliauskiene, Večkienė (2004) Abromaitienė (2008); wrote about the development of social skills also they were interested in abilities also be improved - sniras, Malinauskas (2006). Special needs, children's social skills specifics were viewed by Radzevičienė L. (2003), Naraukaitė (2006).

Lithuania examined the social integration of scientists: I. Baranauskienė, I. and J. Valčiukienė Vinikaitytė (2008) - actualizing the importance of integrated education of the disabled, general, supplementary and vocational training in the context; Ambrukaitis, 2005; Bakk, Grunewald, 1998; Baranauskienė, Juodraitis, 2008; Galkienė, 2000; Hallahan, Kauffman, 2003; Pigeon 2001 analyzed the issues on Social integration in the context of the general process of education while emphasizing how important this problem is also they revealed

the juridical regulation of this phenomenon in order all the person of our society to have the equal rights to participate actively in the life of our modern society. Sinkūniene (2003) managed to reveal how artistic point of communication can help children to reveal themselves in order their social skills to be developed as property as they could. Ruskus, Mazeikis (2007) - analyzed the disability and social participation in critical reflection about the experience and capabilities Lithuania; Zaleskienė, Rutkauskienė (2003), Jonutyte, Smitiene (2007) – analyzed the critical situation of this issue in our present Lithuania while adding the significant role of the non-governmental institutions in order these social services to be provided. They revealed that nowadays integration has very little in common in reality with the main aspects of the activities, which must be carried out in order the position of the persons with mental disabilities to be improved obviously. *The main purpose of the integration is to educate and inspire the society to accept the other particularities of the person with mental disabilities as normal phenomenon.*

Due to this fact integration is considered to be a quite powerful challenge for our nowadays society.

Practical meaning of the research. There are no a lot of examples of the integration of the persons with mental disabilities. According to J. Ruskus (2007) it is necessary to create methodology in order the analysis of the integration of the persons with mental disabilities to be carried out properly together with reflexive researches without any attitudes of discrimination or segregation, but vice versa it must be the practice which would inspire the reflexive researches to become acceptable to real possibilities in order the relationship of such persons to be developed and their social abilities to be improved. The research is important both for the practical integration and also for the social working practice which main purpose is to help the persons with mental disabilities. The improvement of social skills, social participation, adaptation, socialization, the annihilation of discrimination, the improvement of life quality and the remedies in order the persons with mental disabilities to be given the best help are analyzed in this work. All then items are important for the persons with mental disabilities, for the members of their families and for the official workers who work with this social group of persons, also for official workers of the educative institutions, for the administrative institutions, for non-governmental institutions which represent the needs of the persons with mental disabilities in the self-governmental institutions. This research will help not only to see the problematic aspects of integration, but also to reveal the practical possibilities of the persons with mental disabilities in order the successful experience of practical improvement of the integration of social skills to be developed, which will inspire to create positive stereotypes of the attitudes of the persons with mental disabilities in order the previous disturbance of communication of such persons to be

destroyed. Also it will help to create the proper spheres for future communication in the environment where these disable persons live.

We have the purpose to reveal, that the innovative system of the improvement of social skills which was created in the “Saule“ Joniskis school is based on humanistic ideas, also it is very useful both according to the pragmatism and systematic point of view due to this reason, that it can create social images, which in its own turn will help to create social abilities not only for the persons with mental disabilities but also for the members of their families.

I would like to present my personal experience due to this reason, that I participated at the creating of this project from the very beginning till it was represented at the meeting at our self-government, when the juridical normative regulations were created due to this fact there will be elements of ethnographical research.

The novelty of the research. The issue of the providing the services in order the social abilities of the persons with mental disabilities to be improved in a quite new way, therefore, this research will help to reveal the problematical aspects of this integration, the practical possibilities of the persons with mental disabilities, also will show the successful experience of this integration and the innovative practical side of this social work in order social abilities to be improved and the proper environment to be created.

The problematical questions of this research. What possibilities of the improvement of social abilities can be revealed in accordance with this model of this innovative system? Is it really effective remedy for the persons with mental disabilities according to their possibilities, so that their social abilities to be improved as much as possible?

The object of the research. The possibilities of the persons with mental disabilities and their participation in this research.

The purpose of the research is to reveal the possibilities of the improvement of the social abilities of the persons with mental disabilities according to the innovative services and on the basis of the experience which was got while using this model at the “Saule“ Joniskis school.

The tasks of the research.

1. To reveal the juridical and social context of the construction of this innovative model of the possibilities of social abilities according to the analysis of the suitable scientific literature.
2. To reveal the particularities of the social abilities of the persons with mental disabilities and the purpose of their participation in the life of our society in accordance to the scientific literature.
3. While using the method of interview to reveal the opinion of the parents and the care givers of the persons with mental disabilities about the possibilities of the improvement of the social abilities of the persons with mental disabilities in order this model to work out as a very

effective remedy in the environment of our society and would give effective possibilities in order these social skills to be developed.

4. According to the qualitative research it is necessary to analyze the effectiveness of this model and also its novelty according to the needs of modern society in order to be sure, that the persons with mental disabilities would start participating in our society life.

5. According to the results of the research we create the task to prepare the recommendations according the level of the national, the organization of the social seaports due to the acpansion on the innovative model of the providing of the social service also due to the conditions of its appliance in the others self-governments. It was been the qualitative research the analysis wish this methods of research:

- a) *The analysis of scientific literature.* The propose of this method will be to clarify the factors which influence the disables to be involved into the to the active social participation
- b) *The analysis of the documents.* This method is applied in order the laws and the preventive regulations to be the analyzed which are connected with the social integration of the disables.
- c) *Haff standartizate interview.* On the basis of the method of haff standartizate interview the opinion about the providing of social the services is revealed, also about the aficionsy of this inovatve model and its novelty in order the social abilities of the persons with mental disabilites to be developed.
- d) *The analysis of content.* On the bases of this mentioned method the uncial analysis of the data is carried the categories and subcategories of the date are distinguish.
- e) *The method of summarizing .* On the basis of summarizing method generalized and reviewed and presented through the oral form of the analysis. With this method cording the results of research.

The capacity of the research. In the case of analysis the attendants of the day center who are whether the parents of the children with mental disabilities or their care givers, 15 respondents, 6 official workers of the day center, 2 specialists of the occupying activities and 2 social partners.

I. JURIDICAL AND POLITICAL CONTEXT OF THE CONSTRUCTING OF THE INNOVATIVE MODEL OF SOCIAL ABILITIES

Nowadays society cannot even imagine themselves living without the social care, which is provided by the government. The creation of the systems of social security which are influenced by social politics makes the influence on the integration of various social groups to our society. Also quite a strong aspect is the social integration of the persons with mental disabilities due to this reason the concept of social interaction is used considerably more often, which creates the priorities in the political system of the European Union (EU). Also it is important, that the social needs of the persons with mental disabilities are foreseen and emphasized and the social institutions are inspired to be opened for changes in order the complete services of social abilities to be constructed so that to encourage the disable person to be self independent and active in our society life.

1.1 The social and political regulations of European Union and Lithuania of the persons with mental disabilities in the context of social integration

The attitude towards the disable persons dominates, that they are the persons with their special needs. The significance of this point is that this attitude is the basis of all the politics, connected Social politics of European Union pays quite a lot of attention in order the questions connected with the persons with mental disabilities to be solved due to this cause, that about 10% of the inhabitants of EU are considered to be disable (it is about 38mln. persons). with the integration of disable persons, which in its own help try to come to a higher level from the individual programs for disables to the equal programs for everyone, which make the equal possibilities refusing the perspective of social support, which has been making the greatest influence on the political sphere. Lithuania also tries to make the first steps towards this political system. The attitude, that a person must see the disables as helpless and hopeless persons does not accord the comprehension of nowadays needs. Disables must have the equal rights and the possibilities to use all the sources of our society, such as education, latest technologies, the services of health care and social security, the remedies of massive usage also they must have the right to participate in all sport or leisure entertainments.

When Lithuania entered EU on the first of May in 2004, it opened not only new possibilities of economical and political development, but also it became a great political challenge. Lithuania as well as the other 28 numbers of EU tries to realize the values and principles of EU, which were established in the main regulation of the Main laws of EU (2000 m Nica), try to carry out the tasks which created in the contract connected which Constitution for Europe (on the 29th of 2004 year). These regulations of the social politics of EU give

responsibility to increase the engagement, create better conditions for living and working, achieve suitable social security, the dialogue of the social partners, the improvement of humanistic resources and fight which social separatism).

EU the documents of the foundation and the Constitution for Europe. -Vilnius 2005

Whole generalizing we can state, that Lithuania as a member of EU must take the responsibility of disables according to the tasks of social security and remedies, are in the accordance which the main aspects of the disables of EU. It is the same in Lithuania as in the other countries that there are the changes coming from declarative help for disables to the methods in order the disables to be given the possibility to develop themselves to become self- independent with their rehabilitation and integration into the society. Social politics of Lithuania also try to carry out the philosophical ideas of care giving which help to involve all the persons into active participation in our society.

Galkiene (2003) remains, that the necessary condition of change is suitable juridical reglamentation giving the clear direction and inspiring the future perspectives (p.42). The juridical basis is a dynamical construct, which has its own direction of perfection, way and periods due to this factor it is significant to observe the documents connected which strategic planning of the social abilities creating in Lithuania in EU.

1.2 The documents of strategic planning of Lithuania and European Union which make the reglamentations on the services which are provided for the persons with mental disabilities

The very important step was based on the integration of the disables on the juridical basis on 2010-2020 years in Lithuania as in the other countries that there are the changes *about disability*, which was confirmed by the European commission on the 15th.of November in 2010 by communicate N. KOM (2010) 636. The strategy of 10 days length for the disables so that they could start participating it the activities of our society in all over EU. The purpose of it is to make easier in the daily life of the disables so that they could live as normal persons and use all the rights of the citizens of EU. The goal of this strategy – to create the life in EU which would be without disturbances, also all the members of EU will encourage the disables to become more self- independent in order deinstitutionalization to be carried out. This strategy gives the possibilities in order all the necessary money to be got, society becomes more familiar about the disables and the governments of the members of EU are encouraged to communicate more in order all the disturbances to be removed. The strategy creates very suitable conditions for the construction of this model of social abilities in order the persons with mental disabilities to be given the best environment and conditions

so that the infrastructure of the integration to be created with various and complete services and the disabled would be given the equal rights so that to participate in the society life and would be given the greatest guarantee of their own self-independency.

To regulations of the juridical laws of the social investments of the European Commissions, which was declared on the 20 February 20th of 2013 make the influence in the social politics of Lithuania and its juridical laws which make the regulations on the social rights of the disabled encouraging them to be involved into society life. This influence is evident due to the following reasons such as:

1. With the purpose to get more effective remedies in order the protection to be confirmed and really safe (making more simple the payments of benefits and administrating the services in order they to be distributed more properly);
2. With the purpose of investigation into the development of abilities which would be active all the rest life (investigating into the children care, education, health care, rehabilitation while integrating these services, financial help and any help in all the kinds of critical life situations);
3. With the purpose of insurance that the systems of social security would satisfy all the needs of the persons, when people really need it. (Investating as earlier as it is possible in order disturbances to be avoid due to this cause it is important to make investments into children and young people).

According to these strategic documents of EU and also according to my personal understanding very progressive plans which were prepared in Lithuania, which would encourage to involve the disabled into active social life. The help for the persons and families (including children) and the remedies for them are included in the declaration on the 12th of November in 2012 according to the decision by the Lithuania government Number 1408, which was confirmed in the *national program 2013-2019, connected which help for the disabled, in order the social integration to be carried out*. This program is the continuance of the social program of the *social integration of the disabled of 2003-2012 year*. which gives the assurance in order these programs to be carried out properly and the realization of the tasks of the program.

It is also significant to mention *the plan of the activities for the disabled and for the children, who can no bet be without the care of parents in order the change of coming to the level of carrying out from the institutional care to this strategy in 2014-2020 year* to be carried out successfully in TAR (2014.02.17) (further – the plan). The purpose of this plan (2014-2020) is to make the future plan for coordinated and detailed activities which would encourage to change the institutional care the care of the development of social abilities for the disabled

for the persons with mental disabilities (both adults and children) and for children who must grow without the care of their parents (including even children), for the families, who are in the society and for the care givers, who take care about these families who must be given some social help. The purpose of this strategic plan is to create the system of complete services which would create the possibilities so that every adults with mental disabilities or child with mental disabilities, or a child without parents would be given all the necessary help and the services he needs in our society in order every child, who must grow without his parents would feel himself safe and in the suitable environment together with his care givers.

The purposes of this plan:

1. To assure the harmonious surrounding for every child (whether he is disable or without parents) so that he could grow suitably in his parents family or in the family of his care givers and also to be given all the necessary help from the society.
2. To create the conditions for the disables and the members of their family (also for the care givers of this person) to get all the necessary help in order his needs to be fully satisfied in terms of our society.
3. To encourage the change of the attitudes of the society in order the tolerance and understanding about the needs of the disables to be developed. Among all the members of our society.

The plan of activities in order society to be involved more in 2014-2020 year creates the purpose to consolidate all the social partners, the persons who are interested in it and social groups so that to increase the welfare of all the inhabitants and social integration while reducing poverty and economical differences among people assuring everyone to be given equal rights the plan of the involvement carries out the plan of the government based on progressive strategies “The strategy of the Lithuanian progress“, „Lithuania 2030“ which was confirmed by the Parliament of Lithuania on the 15th of May 2012 by the declaration Nr. XI-2015 (Žin., (News) 2012, Nr. 61-3050), and program of progress 2014–2020 (NPP), which was consolidated by the government on the 28th November in 2012 by the document Nr 1482 (Žin., (News) 2012, 144-7430) and its regulations the plan of the increasing the involvement is common with the purposes in order the national poverty to be reduced and also it is in the same accord in order the national separation to be reduced, which was consolidated in the national timetable of reforms in order poverty and social separation to be reduced from 984 thousand (in 2008 years) till 814 thousand (in 2020 years). The purposes of the plan of the involvement, remedies and tasks are ascertained according to the horizontal and vertical tasks and goals of the program „Active and practicing solidarity society“ according to their NNP priorities, directions of implement while reacting to the main social

challenges. These parts of the plan are very important, because they are connected with the theme of this work:

1.1 To create suitable conditions in order family and work responsibilities to be increased, while improving the amount of the services for families and children.

1.2 . To increase the number of the day centers for children at the self-governments and improve their activities in order non-standart services to be provided both for families and children.

1.3 To expand the cooperation among institutions in the self-governments in order complete services for children to be provided (connected with help health social care).

1.4 To expand the social and health remedies which would reduce the poverty and social isolation of a child.

Summarizing all these highly said items the conclusion can be drawn, that the strategic plans of social abilities give the possibility to change the direction in order the medical attitude towards the disables to be refused completely in order the persons with mental disabilities to be accepted as equal members of our society. These regulations of the law confirmed, that the self-government of Joniskis accepted the right direction and realized the involvement of the persons with mental disabilities into active social life which would inspire the disables to become more self-independent.

Ruskus (2002) stated that while important changes take place in our society, during this period of the 21st century there is the most suitable time in order the basis for the persons with mental disabilities to be created in order their integration into the society to become reality. The real implement of the juridical laws takes place at the level of self-government due to this cause we will observe nominative laws of the self-government on the basis of them the new practice was created, which was based on the experience in order social abilities of the persons with mental disabilities to be developed and their integration into active society life to be carried out in the Joniskis self-government.

1.3 Normative juridical regulations of the Joniskis self-government based on the reglamentation of the regulation of the social services and the integration of the persons with mental disabilities into our society.

Self-government is the organ which is most closely connected with the person, who get these services, the self-government gives the basis in order the regulations of higher social institutions to be implemented about them, it was written in the previous chapters. The regulations of the self-government are oriented to the practical implement of these regulation, therefore, we will analyze them in both aspects, the first will be planning and the second will

be expanding the infrastructure of the system of social services for the disabled. The purpose of this chapter is to reveal the future perspectives of the construction of this innovative model and juridical political context in our society.

1.3.1. The documents of the planning of social integration and social services declared by the Joniskis self-government

The beginning of the providing social services was based on the activities of non-governmental institution and on the social partners at the “Saule” Joniskis basic school. Only later these services were supported by the Joniskis self-government which was transferred into their strategic annual plans. While realizing the idea of providing the social services for the persons with mental disabilities in order they to be integrated into society life according to the declaration on the 8th of February in 2007 Nr T-9 the strategic plan 2007-2012 of providing the social services for the children with mental disabilities and for the persons above 21 year old was confirmed in which all the necessary remedies were revealed in order this plan to be implemented suitably.

In 2011 the plan of 2008-2013 year was confirmed by the Joniskis self-government, the purpose of this plan the is development of healthy, cultural, polite and harmonious society in order it to be achieved such purposes and tasks were formed. 1.3 Reduce social separatism and increase the social security in this district; 1.3.1. To increase the variety of social services and encourage inter-institutional cooperation; 1.3.2. To optimize and modernize the infrastructure which works according to the needs of the persons with mental disabilities in order they to be satisfied. The remedies in order these tasks to be implemented are given in this additional appendix (N. 1 table 1)

According to the plans and remedies it is obviously seen, that the program of the infrastructural social services for the persons with mental disabilities and their expansion were implemented with the partnership with NGO, the certain remedies of expansion are ascertained also the responsible social workers are given the special tasks. According to the pragmatic and rational principles in order the expansion of the social services to be implemented with the least possible financial resources we try to expand these services using the material basis of our educational system, which has already been created. The other suitable example is the Zagares basic school, who have the remedies, the suitable environment, the specialists for the special needs, it is very pragmatic and rational to use all these items in order social services to be provided.

In 2014-2016 program was declared by the Joniskis self government, the task was confirmed – **to expand and modernize the net of social services**. The prioriative directions of social services are the services of social care and engagement for the persons with mental

disabilities. These services are provided at the day center of the Joniskis “Saule” basic school.

In 2012 the cooperation of Latvia and Lithuania was started called “My social responsibility”, the purpose of it was to increase the social integration of the disables, improve the quality of the present social services and their acceptability. The works at the 2nd hostel were carried out in order these accommodation to become suitable for the social services at the “Saule” Joniskis basic school. The finishing of this project must be carried out in April 2014 year. The project is on its successful implement, the persons with mental disabilities are given the services of the day engagement, the short length, social care and the services of rest for the adults with mental disabilities and for their families were presented.

I the program was declared for 2014-2020 years, there are remedies which are presented in the appendix N.1 (table 2). There are no remedies for the persons with mental disabilities in order the infrastructure of social services to be developed. However, while implementing these services we hope, that among the persons, who will be given these services, the disables also will be joined into this program.

2008 year was the first year, when according to the declaration of the Lithuania government which was announced on the 15th of November 2006, Nr1132 the methodic of the model of social services was confirmed, the plan of social services for the Joniskis disable persons was prepared (further the plan of the services). The main purpose of this plan was to ascertain the kids and the capacity of social services for the following year according to the needs of the inhabitants. From 2008year such kind of plan is prepared every year. The purpose of the implement of social services is presented in the appendix N.1 (table 3).

The plans of social services cannot give guarantees for the disables in order the social integration to be carried out. So, we will observe all the remedies in order these plans to be implemented for the disables where the assistance with non-governmental institutions is completely necessary.

1.3.2. The expansion of the infrastructure of social services for the persons with mental disabilities, its expansion and the improvement of the cooperation with non-governmental institutions in the self-government

The whole system of social services contains the social services of various infrastructures the unity of structural elements commonly connected which creates the conditions so that all the structures could function properly. The conditions also support all this system. While implementing the strategic plans of the Joniskis self-government and the plans of the social services it is important to be taken into consideration the program of 2003-2012 of the

integration of the disables into the social integration. The special system of infrastructures was being created in the Joniskis self-government till 2012. (appendix N. 2)

According to the plans of the program of the Joniskis self-government we can notice, that one of the purposes of the social programs of social services was to expand the services and improve the cooperation of self-government with the organizations of the disables of the Joniskis region, however the communication among these organizations was some years before starting this project. Such detailed work gave the results. The success was also based on the comprehension of the social institutions which provide the social services for the children with mental disabilities and for the members of their families in order their needs to be satisfied which give the close direction in order this project to be developed successfully in future. This experience of the model of the social services opened for integral, complete and effective remedies for the persons with mental disabilities so that to create and expand the environment for tolerance, inclusive understanding, acceptance in order to be together in equal rights and possibilities so that social abilities to be developed equally. While expanding the communication with non-governmental sector in 2012 the commission of the disables was confirmed, which was connected with the Joniskis self-government. It is worth mentioning, that confirming of special commissions there are only in 11 self-governments according to NRD data.

While summarizing it can be stated, that the significance of the role of the regional self-government in providing the social services for disables is very important due to this factor, that a self-government has its own power in order the decisions to be acceptable which would help to integrate the disables into active social life, which let the self-government to be a valuable partner in order the disables to be given all the necessary social services. Also the self-government can become the initiator, who gives new innovations in order the previous systems to be improved and the previous expectations to be improved in the integration of the disables into active social life. These factors make influence on the expansion on this infrastructure due to this fact the differences of the expansion of this model of social abilities can be explained.

II. SOCIAL ABILITIES, THEIR EXPRESSION AND THE PARTICULARITIES OF THEIR DEVELOPMENT

It is not easy to define the concept of social abilities. The specialists of every different spheres explain this concept of social abilities differently due to this reason we can find a lot of various definitions. So, it is worth analyzing the concept of social abilities and also the

different definitions presented by the specialists of social and educational spheres, also it is vital to look at the definitions represented by psychologists and psychiatrists.

Sergin (2000) states social abilities to be the ability to react suitably (without interfering into changing the expectations of society, the system of values) and the active interaction with other people in order the common purposes to be achieved. Lekaviciene (2000) states social abilities to be the component of social competency which helps to change personal relationship into the social abilities, which would become considerably effective, when this effectiveness is admitted not only by the person himself but also by the others. The improvement of social abilities and the integration of the disables into active social life become one of the most significant tasks in order the personal situation of the disables to be changed and the quality of his life to be improved considerably better.

2.1. The concept of social abilities

The ability to communicate is defined as automatized activity of presenting, practicing social abilities while expressing desires, so, this activity must be carried out perfectly. This attitude dominates in the educational and psychological spheres according to the ability to act (Butkiene, Kepalaite, 1996; Jovaisa, 2007) unit of all components, such as the cognition, active, motivate, in its own turn on ability let these activities to be motivated and regulated, also it makes easy new activities to be learnt while looking for new ways how they can be improved. Radzeviciene, (2003); Kucinskas, Kucinskiene, (2000) consider an ability to be perfectly learnt activity, so well, that a person does not need to put efforts or even regulate or control. However, some time must pass and a lot of activities must be put till an activity becomes an ability. However, in some cases an activity cannot reach the level of mind even after putting a lot of efforts (in this particular case with the persons with mental disabilities). Radzeviciene (2003) states an ability to be the common component of two-closely connected components, the first definition is considered to be like the expression of an activity, which consists of reaction and the coordination of activities and their common harmony in order this activity to be carried out. The second component is the ability to adopt during the process of education according to be certain situation in order the certain knowledge to be realized. There are the three stages in order a certain ability can be formed:

- analysis, when a person learns how to divide a task into separated parts so that to carry out this certain task in stages;
- synthesis, when a person learns how to join different actions into one unit so that to carry out them properly;

– automatizing, when a person learns how to carry out activities with maximum speed and with the least efforts, then this activity is carried out quickly, swimming without requiring lot of efforts.

It is complicated to define social abilities due to this reason, that on the one hand this concept is quite simple, however, on the other hand, it is closely connected even with a few objects: a person, a speech, an attitude, comprehension, estimation, also the interaction of behavior and environment. The other problem is, that this definition is formulated by the specialists of various spheres, such as social workers, educators, psychologists and psychiatrists, according to Sniras (2005). Social abilities are considered to be persons' social behavior.

If behavior is appropriate, a person can find friends, express his gratitude, smile while communicating with the others, also a person is capable of expressing his respect and reliable feelings, while carrying out his activities he can take care about the others properly and feel the needs of other persons while expressing empathy, compassion, if it is necessary, accepting suitable decisions while being honest, truthful and etc. according to (Mikulenaite, 2007).

In accordance to Gresham (2001) social abilities are defined as suitable behavior, which lets a person communicate effectively while avoiding negative reaction of other persons which makes strong influence in order important results to be achieved such as: popularity, acceptance oneself as a good person, a suitable opinion of other persons and appropriate behavior. The author gives the essential basic component in order this definition to be comprehended properly:

- Social abilities contain certain verbal and non-verbal actions which were formed according to social influence, such as expectations, needs, particularities;
- *Social abilities according to their nature are closely connected with interaction*, which makes influence on their behavior and activities, their expression is closely connected with the ability to initiate the interaction, also the reaction of the others to the certain behavior;
- Social abilities are acquired while the process of learning, observing, repeating the certain activity according to the given example, where the feedback is necessary.

Similar definition is presented by the other authors (Kemeriene, Sadauskiene, Petronis, Mazuriene, (2001), who state social abilities to be the unit of the interaction of verbal and non-verbal activities which is closely connected with the behavior of other persons according to the opinion of these authors, social abilities are acquired while observing and making model of the behavior of other persons also while increasing the suitable feedback as the consequences of appropriate behavior.

The games are also very important, because they help them to try various kinds of behavior. Social abilities are connected with the particularities of environment, with the specification of a certain situation, with age, sex, the state of one's mind. If a case is connected with the persons with mental disabilities, the situation of forming social abilities is the same, moreover, it is vital to be noticed, that any mental disability cannot be changed into normal position without a lot of efforts, which is taken into consideration in a great majority of countries, especially in case connected with children with mental disabilities.

The term of social concept becomes identifying in a great majority of scientific sources according to (Vyšniauskyte – Rimkiene, Kardelis, 2004). Social abilities and social competence are very closely connected concepts. Social abilities can be considered to be the expression of suitable social competence according to (Lekaviciene, 2001) social abilities are considered to suitable behavior which is necessary, so that a person would be able to carry out the certain task, however a definition social competence *is used so that to express the fact, that a person was able to carry out the certain task properly and also it is necessary to estimate the efforts of this person. If we use the definition social competence*, then we express our opinion about the social behavior of this person while presenting that the social abilities of the certain person, which can be used in quite wide social range of situation (Sniras, Malinauskas, 2006) . While speaking about social abilities the context of social competence it is necessary to emphasize the type of their functioning. Also social abilities are necessary, in case a person wants to carry out some activity or to achieve his desirable results. Social abilities let a person change his knowledge from “The knowledge, which I acquire” which contains various attitudes and system of the values into the other attitude” What I think, feel, believe” coming to the other point “What to do in order it to be achieved” according to (Bulotaite, 1999). These facts are confirmed by the theory of social constructing. The specialist of this theory state, that the knowledge of the society and comprehension is the activity, but not only the information about the world, which surrounds us. The mind of the person can make the researches only with the experience of his own inner world, but not the outside world in the objective way, according to (L. Berger and T. Lukmann 1999).

All these highly above mentioned authors come to the similar opinions while making the researches of social abilities. All of them come to the same conclusion, that social abilities are vitally important in order the education of children to be carried out properly. Also social abilities are very significant for the persons with mental disabilities in order their social adaptation and integration into the society to be performed out properly. I consider social abilities to be important not only for the disables, but for all society due to this cause, that it lets a person solve the various life problems effectively, also to adapted to changed

environment successfully and communicate with other people properly. To my personal understanding the forming of social abilities can be considered to be equal to the beginning of self-independent life. If the persons with mental disabilities develop social abilities properly, they become very self-confident and ready for their quite independent life, they are able to take care of themselves properly and need only minimum care which the other persons must show to them, because only minimum care is necessary, if persons develop suitable social abilities. Various groups of social abilities are described in the social literature. Essential (basic) abilities and social abilities, which are considered to be something like protection, because they assure the persons' social security and interaction in various life situations. (Sniras 2005) divides social abilities into two groups:

- *Essential*, which are completely necessary in all daily life situations.
- *Situational social abilities*, which are completely necessary only in some life situations.

They contain such abilities as the comprehension to ask proper question in the suitable situation and the compassion for the other person and reflect one's feeling correctly, the ability to express the feelings of your own, the ability to start a conversation, the ability to continue a conversation, the ability to finish a conversation' the ability to listen to the other person, the ability to make the influence on the other person, the ability to behave properly in order the desired purposes to be achieved, the ability to be a good leader (Steedy, Schwart, Levin, Luke, 2008), also the ability to present social abilities. According to the others social abilities help to carry such daily interactions, as: greeting keeping a conversation, asking for a help. These abilities are very often identified and classified according to the groups, according to social definitions, which present persons, relationship with oneself, with the persons activities, the ability lets a person distinguish his own relationship with oneself to separate his relation-ship with one person from his relationship with his activities, also the ability of cooperation, according to (Raudeliunaite, 2007).

Raudeliunaite states, that some authors distinguish the sphere of the person relationship with oneself which they consider to be basic ones in order the relationship with other persons to be started properly. These abilities are connected with the image of "I", the ability to express ones ideas, understanding, the ability to express one's feelings properly, the ability to estimate the certain situation properly, the ability to understand ones particularities, also the weak and strong sides of one's character. It is emphasized interpersonalistic abilities to be the basic of suitable social abilities which make the influence on the person relationship with environment. The ability of the cognition of oneself, the ability of self- control, the ability of self-estimation are considered to be closely connected with interpersonalitic relationship according (Sugai, Lewis, 1996) who consider the ability of expressing oneself to be closely

connected with interpersonal relationship, especially in this case, if a person is able to express one's opinion without offending the others. These abilities are closely connected with all the spheres of social interaction, which create the activities, which make the basis in order proper both personal and also impersonal relationship to be created.

A great majority of educators pay the great attention to the effective aspect of active interaction which lets the essential impersonal particularities to be distinguished, as (Argyle, 1996; Bulotaitė, 1996; Selmistraitienė, 2001) stated in their works.

Due to this reason, that interaction is expressed by the common relationship, by its coordination and ability, to provide the help if necessary therefore, in a great majority two kinds of activities are distinguished: communication and cooperation, which are in the very close connection with social abilities, according to Raudeliūnaitė (2007).

Canney, Byrne (cit. Jurevičienė, Kaffemanienė, 2009) make the classification of social abilities according to the spheres of their activities:

- *foundative*, which expressed in the social interactions (the contact of a glance, keeping a suitable own distance with a partner, the proper choice of gestures and the expressions of a face);
- *essential ability of the social interaction* (the choice of the theme for the conversation, the ability to start a conversation and finish it, the ability to keep a dialogue, communication, solving of conflicts. Emotional abilities are necessary in order a person to be able to comprehend oneself and other persons. The recognition of one's feelings and also the feelings of the other persons, emphasis, the comprehension of face expressions and gestures of a body, self-confidence.
- *the ability of cognition* is necessary in order the behavior of various life situations to become suitable (the comprehension of social activities and the perception of the norms of society, the suitable choice of different behavior in different situations, self-control).

The shortages of the social abilities are classified into three groups: *the shortages of usage*, when a person is not able to use them properly, *the shortage of ability* of doing activities swimmingly, when the person has some social abilities, but he uses them not properly, not according to the situation, according to (Gresham, Sugai, Horner, 2001). The shortage of social abilities can appear due to the cultural differences, when one's expectations are not clear and do not accord to the real life situation, also due to unclear motivation. The shortage of social abilities can be expressed in many different ways but due to one certain reason.

While summarizing everything it can be stated, that a great majority of the authors distinguish the same groups of social abilities according to their functioning spheres (intrapersonal and interpersonal).

Referring to my personal experience I would like to state them to be the most important ones due to this reason, that they make foundation for a person to understand not only oneself, but also the other persons. The spheres of these social abilities are very closely connected among themselves.

2.2. The spheres of functioning of social abilities of the persons with mental disabilities and the ways of their expression at the day centers.

Social abilities are usually classified into the categories or into the types of capabilities, into the different spheres of their functioning and into the ways of their expression.

Communication and cooperation are the first spheres, which are important for our research.

Social abilities are defined as abilities to be in the relationship with other persons according to the scientific literature. Besides, there are two aspects of personal relationship, which influence the interaction, this is the aspect of very close relationship, which is closely connected with ability regulating the ability for communication, as (Raudeliunaite, Paigozina, 2009) states.

Communication is considered to be a meaningful activity between two or among more persons (Almonaitiene, 2007) also communication can be the ability to present or accept information and express it in suitable ways T. Alisauskiene, Milteniene, 2004). Communication is considered to be when a person is able to accept all the information from the other person (Louise, 2003).

Garsviene (1996) states, that communication makes us closer to the others, also it helps to satisfy our social needs, when every person feels the need to make influence on the others while taking care of them and also accepting their care. Only while communicating we can express our desires and can have the expectations in order they to be satisfied completely.

Lippitt (Alisauskienė, Milteniene, 2004) state communication to consist of speaking, listening to the others, solving the conflicts, also the ability to see the problem and etc. The successful components of communication are there ones: self-confidence, reliability for the others, understanding, autonomy, flexibility. Successful communication is considered to be a very significant part of life and the source of positive emotions (Almoniene, 2007). Also we can state communication to be our daily bread (Dirginciene, Saulyte, 2003).

Communication can be defined as influence on the others, when persons change information with the help of informative remedies while forming their relationship (Barkauskaite, 2001).

Communication always consists of communicative, interactive and perceptive components which make our relationship stronger and also strengthen the mutual dependency in order the

social unity to become natural so that need and desires to be satisfied which would help to acquire the sense of being valuable for the others and feeling oneself safety, self-confidence according to the view of social understanding and harmonious life style (Barkauskaite, 2001).

- Mutual comprehension, social understanding, social perception let to foresee the behavior of the other person while communicating and also it helps to plan one's behavior (help to achieve the desired purposes, evaluate the conditions of interaction, also it gives self-confidence so that to answer for the other person in a proper way and with the same adequacy (Raudeliunaite, Paigozina, 2009).

- Changing information helps to change the information, it is called (*communication*) while using verbal and non-verbal language (Raudeliunaite, Paigozina, 2009). The success of the exchange of information depends on the persons who get this information, his understanding, the language of signs and gestures (Beksta, Lukosiunienė, 2005).

- Mutual interaction (social interaction) is considered to be the common need for both persons to communicate. While communicating persons make influence on the others because they change their feelings, attitudes and behavior. The interaction of mutual communication is the change of attitudes, cooperation, taking solutions while working in groups (Beksta, Lukosiunienė, 2005) solving the problems together (Raudeliunaite, Paigozina, 2009).

The ability of activity and cooperation play a very important role in the interaction of social abilities. Cooperation is closely connected with *communication* as the activity of social active life. Both forms of interaction become the continuance one of each other (Tereseviciene, Gedviliene, 2000), however, this research will pay the greatest attention to the communication of the persons with mental disabilities communication is considered to be the foundation for cooperation, because of this reason the persons with mental disabilities are taught how to communicate among themselves and interact in the groups, however, the tendency is greater to the other, individual groups, which are created according to the certain situation, connected with the certain disability. The importance of the social abilities of communication is distinguished here due to this reason, that a person with mental disabilities must be with someone else together, sharing his mind and emotions, creating conversation and exchanging information.

Self- independency and working material. The education of self-independency is considered to be a challenge for the families of the disables and for all the participants of this process. This self-independency is necessary for the person, who wants to achieve meaningful,

successful and socially directed active participation in the society activities (Gerulaitis, Guzauskiene, 2008).

Self-independency was analyzed by a lot educators, however, we have not got the attitudes which all the scientists would agree completely. Self-independency is considered as the particularity of a nature personality, which is very significant both as the ability to carry out (Pikunas, Palujanskiene, 2000) the activities without anybody's help and also as the certain activity to act properly in the suitable situation (Jucevičienė, 1998). (Jovaišos (2007) Self-independency is considered to be the essential particularity of a personality which creates the conditions in order the choices of activities and the purposes of communication to be made appropriately while choosing suitable remedies, the ways and activities.

The highest stage of self-independency is autonomy of a personality, when a student becomes fully independent and completely ready for his life to be started. This stage can be achieved only in this case, when the pupil keeps to some certain normative regulations in spite of one's liking or disliking these regulations (Bitinas, 2004). In case of disability this self-independency is the greatest purpose according to the maximum of the social abilities of the persons with mental disabilities.

Astapovičienė, Liaudanskienė, Viliūnienė (2003) state, that in our society the wrong attitude dominates, that the persons with mental disabilities can not live without the care of someone else. However, after having formed the suitable ability the disables can live without the help of other persons. The ability of self-independency is considered to be the foundation for successful life, which lets the persons with mental disabilities integrate into active social life. Having acquired self-independency the children with mental disabilities must understand the connection between reason and the consequence, also they must understand how to analyze them and how to accept them properly, the author states, that it is very important to distinguish the importance of tidiness, cleanliness, exactness, the desire to take care about the others, also the desire to do favors for the others while revealing the meaningfulness of the work and all the valuable points of it, while educating about the culture of the work and creating the conditions in order a person to feel himself happy getting some pleasure and joy after he manages to carry out the given task for him quickly.

The successful practising of working ability depends on the type of activities and also on the psychological particularities of certain persons with mental disabilities.

Working abilities of the persons are the potential power of any individual personality to be able to work very effectively for some period of time (Radzevičienė, Juodraitis, Kazlauskas, 2005). The specifics of psychological development of the certain disability makes the limitations on the disables in order one's working abilities to be developed properly.

Work consists of difficult activities where it necessary to have at least minimum ability of analyzes, synthesis also the feeling of responsibility, the ability of detailed planning and some abilities of communication (Radzeviciene, 2003).

In order working ability to be formed these factors are very significant: the degree of mental disability, social environment, the particularities of working activities.

Ergonomical aspects make very important influence on the persons with mental disability, these aspects must be worth being analyzed in future. Ergonomics is the science which investigates the physical, psychological and physiological particularities of a person in the system a person-technique, or in the system a person-person, also they investigate the influence of remedies and environment for a body of a person (Kucinskas, Kucinskiene, 2000).

As it was mentioned above by one of the others, the ability of self independence is considered to be the basis of normal social life which lets a person to be integrated into active social life. It is essentially significant in the case of disability due to this fact and the certain disabilities make the limitations in order the ability of self-independence to be acquired and developed. Therefore, particular attention was paid in order the ability of self-independency to be acquired among the persons, who attended our day center.

Free time and engagement. Free time can be defined in various ways. Jovaisa (2007) states this time to the time, devoted only for personal activities in order the persons' desires to be fully satisfied. Adaskeviciene (1999) states this time to be the period, which a person spends only according to one's personal abilities, interests, desires and wishes.

In the case of mental disabilities it is very important this free time to be spent much meaning fully as it is possible, which will help to find the way so that to express one's personality properly, so that a person would learn to trust oneself while estimating one's abilities positively. The main activity of the day centers is to organize the engagement due to this cause, that the persons with mental disabilities are given the possibilities to express oneself through carrying out various activities, also for development the ability of self independences which were mentioned before. So, we only mentioned shortly about the activities of day center, however, we will speak about them widely. We will speak about the special programs of the activities for the persons with mental disabilities, because is so closely connected with the paradigm of the formation of social abilities.

The social abilities of the attendants of the groups of the day center are formed while using the group and individual methods. Grakauskaite, Kruopaite (2004) state the groups of persons to consist of a few persons who are in the closely connects by their common interests and make influence one on the other. The norms of groups are the main reasonable expectation which define what behavior to be suit able and de fine to be wrong or right,

good or bad. Norms of behavior strengthen the feeling of community, help to keep the order and control in one's behavior, give unwritten rules and make influence on one's behavior. This communication in groups helps the attendants to improve their social abilities.

The main spheres of social development are these principles on which the structure of the work must be formed, they become the basis of social work. It is important to mention, that while analyzing the work all the groups of the day centers must analyze the theories in order integrated society to be based on these four fundamental principles:

1. The encouragement of the integrating into the society: the acceptability of the activity. It would assure the participation of the disable and the active social life, which would make both our society richer and also the disables. *The adaptance of the environment* makes the assurance for the acceptability of social accommodation. *The distribution* gives the assurance in order the social relationship to be started and supported, positive changes to be carried out in our society. *The expansions of the spheres of activities* give the assurance in order people to be inspired to participate in all life spheres. *The creating of the circle of common communication* gives the assurance so that the disables could find friends there, increase the number of them and continue the supporting of their friends. *The creating of perspective* would encourage to active new possibilities and experience in order something new to be achieved.

2. **The encouragement of choice both and autonomy:** *Social independency* encourages to help disables to arrange their life, so that to *create the conditions*, so that the disables would be able to make their own choice, which inspires them to express their own opinion and desires.

3. **The development of the competencies and ability:** *Methodical basis.* Create the methodic which would help the disables to develop self comprehension and the estimation of one's value. *Education* encourages to acquire new social abilities and skills. Working activity inspires to acquire greater possibilities in order new social abilities to be acquired and improved.

4. **Respect for the honesty of rights and self-respect of a person.** *The comprehension of the disables* lets to formulate the positive attitude about the disables while presenting the information for the society in order the norms of ethics to be kept. The juridical structure gives the quarantees the quality and the control of social services.

All these principles are very closely connected one with the other, however, then the last one is considered to be the most important one of all the process of this socialization. The attitudes of society make the influence on the possibilities of the disable person, when the integration into society is necessary.

While summarizing all these mentioned concepts the social ability can be generalized as adequate and adapted behavior which makes good influence in order relationship to be created and supported, also help to carry out daily requirements in some social environment in order personal environment in proposes to be achieved. Social needs of the disables must be limited it is the obvious fact due to their possibilities ,however, the satisfaction of these needs is also important for them, as for all the persons, The greatest attention is paid for the development of social abilities and social integration due this cause, that they give the quarantees for the suitable adaptation, socialization and improving the life quality of the disables.

Having created the principles the day centers give the possibilities for the disables to start integration into the society.

III. THE SOCIAL PARTICIPATION OF THE DISABLE AS A PURPOSE OF SOCIAL INTEGRATION

3.1. The particularities of the social attitudes of the disables.

In a great majority of the cases the position of the disables depends on the attitude of the society towards them and their disables.

According to (Crutfield & Ballachey, 1969, cit. Kriauciuniene, 2007) this concept is defined “The unity of tendencies and emotional understanding, which contain both positive and negative estimations, which are lon-termed”.

The concept of social attitude is closely connected with the concept of the social imagine defined as the understanding of the world, which was formed due to collective interpretation in the social-psychological literature. Its cognition which consists of emotional cogitative and symbolical elements make influence on the process of thinking, communication, daily activities, so, they construct the social value of in the minds of the persons of the certain social group, Social image is always based on the experience, emotional context and dominating values. Due to this reason a person of a group of persons interpreates and constructs the reality giving the meaning for this understanding. A social image is permanent practically acceptable construct, which exists in the level of subconscious’s through the stages of history, which is influenced by cultural and based on the system of values and factors (Ruskus, 2001; Ruskus, 2002).

“Social attitude is a person’s position towards the other person, the group of persons or the certain virtue”. It expresses one’s stability towards the certain object and the certain behavior under the certain circumstances. Social attitudes express the state of mind of society which is

influenced according to the outside factors. More or less it is expressed by the external factors: words, the tones of the voice, by activities. Social attitude makes influence on this person's behavior. Social attitude influences the person's behavior under certain circumstances (Ruskus, 2002)

While speaking about the social attitudes of the disabled, the system of evaluation is distributed from positive to negative. However, on the basis of various researches of different authors from different countries it can be drawn the conclusion, that social attitude towards the disabled is negative. In a lot of cases the society declares positive attitudes, such as the rights of the disabled, their place in the society, integration, however, while coming into open touch with the disabled all these attitudes become negative if a researcher out of a sudden comes rusting into the positive space of the disabled. The negative evolution of the disabled is in closely connection with the degree of the certain disability and the degree of its expression (Ruskus, 2002; Ebersold, 2004).

According to Ruskus "mental disability (more than all the rest disabilities) causes the most negative attitudes" (Ruskus, 2002). The word "disability" is used by the author himself in nowadays Lithuanian dictionary we can find two words expressing the word "disability" "nagalia" and "negalė". It is natural to come to the confusion which one must be used. Due to this reason, that the word "disabled" is used in the juridical terminology, so, we also take this word into use.

In the declaration "The rights of the persons with mental disabilities" it is stated, that in all over Europe the persons with mental disabilities must suffer from stigmatisation and advanced negative point of view against them, therefore, they come across with serious disturbances in order their main rights as humans to be satisfied, The discrimination of the persons with mental disabilities has got very deep roots and is spread widely, which closes the way for future positive changes. If the disabled do not achieve their purposes, then they must be in the dependency of someone else, they would be made to live in poverty suffering from separatism, which would increase their disability (The rights of the persons with mental disabilities, 2005).

These essential foundations summarize the social attitude towards the disabled in our society:

There is no sense to divide people into mentally "disabled" and "normal". The construct of the disturbed mentality is only in the mentality of the persons who do not have this disability. The disabled themselves have no such constructs in their thinking processes.

The persons with mental disabilities are discriminated by the other part of the society, who are stigmatized. Negative attitude of the persons which mental disabilities forms new negative myths, stereotypes and their behavior.

Then society demonstrates the expectation which disables must satisfy while expectations the proper behavior influencing the disables. So, the disables starts behaving as the society expected him to, therefore, the attitude of society about the stigmatization of the disables works out properly

In the institutions where the clinical attitudes about the disables dominate, the second disability is formed about the disables. The disables must live in the separation which their families. Such institution only deepens the separatism between the disables and the society (Goffman, 1963, Ruskus, 2002).

In a great majority the understanding and also the must also try to understand the surrounding world, so that to find the common speaking objects with the others (Laurynas, Smilgiene, 1999).

In a great majority the negative of the disables is formed not because of his certain disability, but because of disfunction, which are caused because of this certain disability. The healthy part of society easily, but not with adequacy notices the limitation of the possibilities of the disables, which make disturbances for their integration into the certain spheres of activities (Gailiene, Ruskus, 2000). People are used seeing, that all the members of our society must carry out all the functions: family function, the function of participating in working activities (Baranauskiene, Ruskus, 2004).

The attitude of the society about the disables is in the complete independence of the attitude of the members of the family of the disables. Parents can make influence on the disables because of his disability due to this reason, that they are the closest persons, who can make the greatest influence. In a great majority of cases, the persons of the disables, react in the same way, as all the society, they orientate their understanding towards the disability, but not thinking about the disables as a personality (Gailiene, Ruskus, 2000).

Moris (1997) the disables themselves take these negative attitudes, they become the real part of their thinking (Ruskus, 2002). In case the disables do not get the support from the society, then they are not able to understand these negative attitudes themselves, so that they have the full right to be the competitive members of our society as well.

The other also very important factor, which can change the negative attitudes is the juridical basis, which was disabled as the innovative model of the social abilities in the first chapter. We will try to observe the juridical basis as a very effective remedy, which is able to change the negative attitude about the disables.

3.2. Social integration as the remedy of formulation of the positive attitude about the disables

The scientists of the latest technologies confirm the theory that the reason why the disables feel this separatism is the negative attitude of the healthy numbers of the society, according to which the negative behavior of the disables is formed. Social integration starts from this very point, when the society starts seeing them to be not separated members of our society, but as the same as all the healthy members, but with special needs (Valeta, 2002).

Integration – (Latin word) the ability to join separated parts into one unit, which means integration of the disables into our society.

Ideological sense of integration is based on the democratical principles. It is the belief of each person to be able to become active in social life, which is natural according to everyone's birth. Social integration means the acknowledge of the differences of persons, at the same time persons a given their own place, so that the disables would not be put away or isolated. The purpose of integration is to inspire the society to accept the differences of the disables as a normal phenomenon. **Therefore, integration in our society means the challenges for the same society.**

Social integration means, that the disables have the contacts with our neighbors, who have no disabilities also with their friends, they spend their free time together in the special environment (in sports clubs, in artists surrounding and etc.) (www.mruni.eu). Ruskus state “social integration is considered to be the new way of thinking and evaluating, which lit different theirs to be joined in to one unity, no matter how whether theoretically or practically are different” (Ruskus, 2002).

In order the humanistic attitude towards the disables to be consolidated the government declares the laws in order the rights of the disables to be presented and protected, which give them equal rights to participate actively in social life. The governments of the Western world declared the rights and necessities of the disables in the juridical documents, which were presented quite widely in the first chapter.

The General Assembly of the United Nations confirmed “ The Main rules of the society for the disables together with all the international juridical regulations of the laws, which is worth being remained, which give the reglamentation in order the equal rights of the disables to be created in order equal rights and possibilities to be given for the disables. All the life spheres of the disables are discussed in these reglamentation such as forming our society health care rehabilitation the services of the society, the acceptance of communication, information and cooperation in order they to be improved. Also the education of disables,

this material support for them, their social security, and their personal family life must be in completely safety. It is consolidated, that government must accept the special remedies, so that the society persons would try to understand the special needs of the disabled, their rights, potentials and the use which they also can carry into our social life. It is significant the disabled to be given their self-independency, their daily life and real possibilities to use their rights. According to the equal rights the government must guarantee the disabled, to be given the possibilities for education and equal rights to get a lot of and normal salary for their services, also the government must encourage the disabled to become active in their family life. The Organization of the United Nations recommends all the governments to take these principles in order rights to be equal for everyone (Vaicekauskaite, 2005).

The law of the taking care of physiological care prohibits to make differences on the basis of mental care. Also this law guarantees equal rights for all economical, cultural and social laws (The news of the government, 1995, Nr. 53-1290). Due to this fact, that the persons with mental disabilities are put into the category of the persons with not normal, but different mentality, we can state, that according to this law it is prohibited to discriminate the persons with mental disabilities. However, still now this law was not confirmed by the separated governments of each countries.

The law of equal rights prohibits to make discriminations due to age, sex, orientation, disability, nationality or ethnical dependency, religions or beliefs. The law consolidates the regulates the duty of the employers of the government institutions, educational, the institutions of studying and science in order the equal possibilities to be guaranteed (to the latest date of the Parliament great majority of cases of connected with disabled (The news of the government, 2003, Nr. 114-5115). This law is particularly important due to this reason, that according to the law they were based on the differences because of age or disability (2005 The rights Persons which Mental Disabilities).

The law of the disabled consolidates the law of the social integration of the disabled (2004), also the new redaction of the law of the social integration of the disabled (1991). In 2005 the social law of the social integration of the disabled into the Lithuanian Republic was accepted and it became valid from the 1 of July in 2005. The rights of the disabled were consolidated juridically, giving protection from any discrimination, there are given the future perspectives for the disabled. The new aspect of this law is to value the disability in new attitude while giving the possibilities in accordance to it. The disabled can choose what can do and also what they like doing, so, the duty of the society is to give the right for him to make this choice.

The principles of the social integration of the disabled are clearly presented in the law of the disabled (2004) In the third chapter in order the disabled to be given equal rights, and possibilities, the protection from prevention, active participation, self-independency, the compensations for the disability, non-centralization, non-stigmatization, flexibility in order the needs of the disabled to be fully satisfied.

The most important principles in this work are these ones which distinguish the right of the disabled to become active in social life. According to the main laws it is stated, that all the questions, connected with the disabled, must be discussed together with them in their personal participation according the experience of the disabled. The law of the independency inspires the disabled to become more self-independent in order the suitable choice to be made. As it had been intentioned be for, the social integration of the disabled into active social life in the complete dependency of the attitude of the healthy part of society. Therefore, the principle of the desigmatization is very important due to which the society encouraged to refuse the negative attitudes of the disabled, while refuting all the negative stereotypical connected (The news of the government, 2004, Nr. 83-2983),

The law of the social services gives the assurance that according to the law of social services the disabled must be given the support due to his age, disability, if the disabled werenot able to get any social abilities or if he/she last his abilities to take care of oneself or his family in order to participate actively in social life. In these previous chapters it was noticed, that this support is necessary in order the vitally necessary needs of this to be satisfied. The news of the government, 1997, Nr. 66-1604). However, nowadays it is emphasized, that it is considerably important to give the possibility for disabled to become self-independent while developing necessary social abilities. It is also significant to notice, that the services of social abilities must be presented not only for the disabled, but also for the members of his family, in order his family also feel this support according to their special needs. According to the chapter No.18 one of social services is, that the disabled is given the possibility to live together with his family all the conditions are given for the disabled , while organizing the help, connected with education and engagements. Also one of the most important principles is cooperation, is which the main foundation for the disabled. According to which the picking of social service the distributing of them in order the interests of the disabled and the members of his family to be protected, also it is included into the protection of the principles of the social institution, which work in the same accordance with the governmental institutions while mutually helping one another (The news of the government, 2006, Nr. 17-589).

Juridical reglamentation of the disables and social integration of the disables do not give the assurance of their success. One of the most important condition is the desire to understand better, that the disable must be given the possibilities, so that he would be able to comprehend himself what he can do and what he cannot do. It is signification to understand the advantages what the disables can do with the certain disability, but not the disturbances, which can prevent him from the certain activity. In this way the disables must become more important than his disability, Ruskus distinguishes four agents of the social integration of the disables: The disables must be connected with his family, specialists and society and their mutually active interaction will be carried out (Ruskus, 2000).

According to the law of the (2004) it is declared to be the equal rights of the disables in comparison which the others members of the society, the issuance of their self-independency is guaranteed in order in to be encouraged and the social rights to be improved.

While summarizing we can add main disturbances to be negative attitude of the society in order the social integration, of the disables to be carried out properly, but not the disables oneself, his certain disability. It is necessary to break the old negative stereotypes of the negative attitude of the disables in order new positive ones to be created instead of them. Very important factor is good partnership and cooperation among various structures of the government and the active implement of the documents, connected with the social integration of the disables. Very effective remedy is formation new positive attitude in order the disables to be integrated into active social life, while reducing the limitations between “disables” and “the healthy persons”. Having implemented these tendencies the disables will feel themselves normal persons of our society and the process of social integration of the disables will become much more effective.

3.3 The phenomenon of social participation

We can change the idea social integration into the idea social participation in the modern theories this idea also is very rich in comparison which the concept of social integration, but it clarifies the direction the contents of the social integration.

The persons who have no mental disabilities have considerably more possibilities to participate in active society life. The disables are these persons, whose participation in the life of society was limited till the establishment of independence. The situation was influenced by a few reasons by the negative attitude of the society and created negative stereotypes of the disables (stigmatization), the particularities of individual persons of the society roles they come in across with the certain disability (due to this reasons, that a

disability is understood as some kind of less abilities, the disabled oneself can develop the certain fears, connected with this certain disability) the different behavior of the disabled (which emotional or intellectual situations), the institutional of the disabled segregation of the disabled is “separated” from the system of education of the healthy persons), the model of marketing (in order to a job a person must be the strongest the most gifted, the best in all working spheres) (Ruskus, 2003).

Social participation defined as the disabled to be active in all spheres of social life. The active participation and the open basis for this, created by the society are the main factors, influencing the disabled to be in the social participation (Ebersold, 2004). These two conditions make influencing the following factor, on the possibility to make the suitable choices, the greater as it is possible self-independency and as much as possible active participation in the social life which is in the life of a city, or in the social life of a town or in the social life of a village. According to the social factor every member of the society must have the equal rights conditions and possibilities for social participation (Ruskus, Mazeikis, 2007).

According to him if we are able to listen to the understanding of the disabled oneself, to his needs, the participation of the world his desires, experiences then our openness and respect for the needs of the disabled to be given the possibilities, all these team will make a very strong basis for the social participation of the disabled.

The attitudes of the comprehension of an active citizen nowadays scientific literature:

1. *Popular attitude* when the concepts of social participation and activeness are used only for the sake of popularity without paying any attention about their consequences for a respondent or firm.
2. *Conceptual attitudes*, when the concept is orientated to the certain support for one or the other certain ideology.
3. *Empirical attitude*, so that to identify the behavior and particularities of an active citizen in the context of social participation (Zaleckiene, Kviekiene, Gulbinas, Zemaityte-Misiuniene, 2006).

This work is based on this statement which is based on the attitude in order disabled to be inspired to become active in the social life.

Cymru (2000) “social participation is considered to be a part of an activity. Social participation is a very important of identification of a personality in order his social abilities to be properly developed”. Who we are, it is shown through our work, activities. Social participation helps to make relationship and get new social abilities. Being together is not

social participation, it is important to do the same activity together (touching each other, observing, asking questions and answering them).

One more condition which includes the theory of “inclusion, which means the toleration of the differences of the certain persons”. It is a complicated phenomenon, because it tends to strengthen the value of the understanding, their principles and interests.

- The essence of inclusion is reflected through these principles:
- To belong to the society and be accepted by them.
- To be in permanent various relationship and keep friendship.
- To keep partnership with the members of a family and specialists.
- To provide the same condition for education both for the disables and healthy persons.
- To present the rights which are completely implemented.
- To present the attitude, that the disables can integrate oneself into the social participation and even help the others to be integrated as well.
- To provide the possibility so that to carry out various social and professional roles.
- To carry out reducing from the independency of the others.

The specialist of inclusion state social attitude to influence whether lucky or not lucky integration. The essence of inclusion contains services, membership of the society, but not the academical knowledge, the classification of the disabilities. “Inclusion can not be evaluated as a remedy, it is the final purpose and virtue” (Ruskus, 2002)

We are going to stop at the term “social participation”. Ebershold (2002) states, that one of the most important directions is to encourage the disables to be involved into social participation in order his strong particularities of a character to be strengthened”. So that the possibilities of the disables to be in the development as much as possible. It is vital to create the conditions for the members of the family of the disables to develop these possibilities in order they to be used actively in the social participation. The acknowledge and rights are completely necessary in order the social participation to be successful. The right to express his opinion, his desires and interest, all these mentioned items must be respected, the attention must be paid to them in order they to be satisfied. The idea of guarantees gives the statement, that all the resources must be concentrated and all the possibilities must be used in order self-independency to be developed (Ruskus, Mazeikis, 2007).

Assurance consists of persons with mental disabilities for the disables in order the necessary competencies to be provided, also social roles and juridical status and the environmental in which all these items would become active. In this process the assurance of programs must be adapted to the needs of the disables. “Process of assurance starts, when the disables

themselves express their needs and also they take the responsibility for their activities, but not the specialist who makes the disables take the responsibility (Ruskus, 2007).

Elbershold presents the second direction of the expansion of social participation is the factor, which influences the efforts so that corporation would be created. In order the integration into social participation to be successful it is not enough for the disables to be integrated into social participation of narrow environment (family, companies, which would help them to achieve their results, but also it is necessary the relationship among institutions, among official persons and among the friends, of the disables to be created and supported. It is necessary to activize all the environmental of the disables due to this causes that be is also a part of this surrounding. The social participation of the disables must have the goals, based on the strategies for the disables in order social participation to give as much social abilities as it is possible, also based on the certain methods and competencies, all these items joined together must be used for the common purpose in order the disables to be integrated into the social participation (Ruskus, Mazeikis, 2007).

The authors state the activeness of social participation to be closely connected which the compression of the purposes.

The model of the social participation of the disables is presented in the first picture.

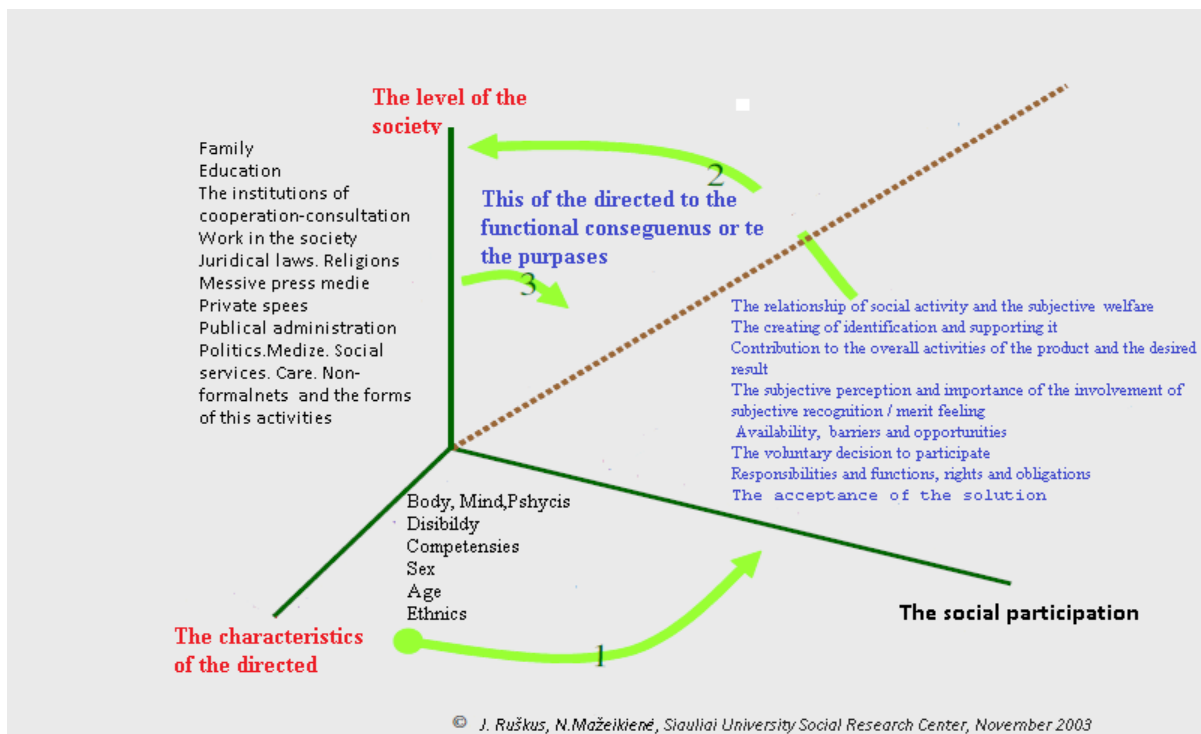


Fig. 1 Social participation of people with disabilities Lithuania test pattern (Ruškus , 2003).

The interactive directions are presented in this picture, where the result of the interaction is qualitatively new form of social reality, which is produced as the fourth direction while

summering all the three previously presented directions. The characteristics of the disables is the result of the social interaction of the active social participation of the disables, which is directed to the functional consequences orientated in other the suitable purposes to be achieved (or not social participation, the absence of interaction, the loneliness and the social-cultural consequences of the social participation of the disables are found in the interaction of all these three aspects (Ruskus, 2003). Social-interactive paradigm is based the basis of the social participations of the disables, which states a disability to be a situational matter, it means, that a disability must be evaluated as the interaction among individual structures, the limitation of the activities and the quality of life, which creates psychological and social disturbances. According to the social interactive paradigm the success of the social participation of the disables depends not on the certain ability, but on the attitude of the society, on the flexibility of normative regulations. All these mentioned items can bring success of the social participation of the disables or vice versus, it can cause failures (Ruskus, 2002).

Speaking about the possibilities of social participation of the disables it is valid to admit the importance of the degree of a certain disability. The disables of a body (movement), mind, or the mental disorders are stigmatized mostly and due to this reason separated. However, there are the main factor, which do not depend on any disability, but still they can make the influence on the same as his ethical norms (nationality) is not only biological, but also social factor, which can influence the social possibilities of the disables to be directed to the certain suitable direction according to ones sexual or ethnical factors. There are two different models of the disables, whether he is a male o female, which create different models of one's behavior and also different models of interaction. Also there is the differences in accordance to the certain belonging to one or the other ethical group give different possibilities of the social services of the disables.

The dependency of the disables to one or the other level of the society makes influence both on the internal characteristics of the disables such as: education, lexics, the strategies of behavior, motives, the direction of the activities and etc., but also on the external particularities of the disables such as: the wide range of the social purposes and their quality, the variety of possibilities and etc. All these mentioned items directed the disables to one or the other sphere of the social participation which the contain potency.

According to the attitude of social participation it is very important to mention the competence of the disables (including psychological, social and professional abilities, which potentially make influence on the social participation of the disables through their socialization and individualization.

While summarizing it can be stated, that all these biological and social-demographical particularities of the disables (the degree of disability, sex, ethics, the level of the society is the factor of determination of social participation of the disables (Ruskus, 2003).

3.4. The particularities of the persons with mental disabilities in their social participation

- In comparison with all the rest disabilities in the social participation of the persons with mental disabilities is one of the most problematical phenomenon, especially among the persons of elderly generation. This attitude was based on the stereotypes which were dominating during period the Soviet occupation in Lithuania. If a baby was with the certain disability, his parents could make the chose, whether to raise him in their family or in the special institution for children with mental disabilities, the second way seems to be more acceptable due to this reason, that such a child needs permanent care and particular attentions. If both parents, work in this case the only way was to give a baby for specialized care to the specialized institution. If a child is raised there, then in a great majority of cases be misses the social abilities, so, he is able to communicate only with the same persons like him, who also have mental disability. It happened many times, that often raising in such institution a child when he becomes an adult, he does not want to go to any institutional office for special cares education, which must all the adults with mental disability go to. In case child was educated at home, it becomes considerably difficult to start his public life in order to adapt in this new environment, so, his social abilities are minimalized, therefore, he communicates only with his family members or relatives. It is really very complicated for such a person to become an active member of society.

“The day center is the place for training how to communicate with people properly and active participation, (Bakk, Grunewald, 1997). A very important principle of the day center is permanent and regular activities due to this reason, that it gives the essence of life for the disables. The persons with mental disabilities use try to learn their knowledge in practice, improve their social abilities, which were acquired by putting the best of efforts. Such activities develop their self-independency from the others, so, the person becomes less independent on the others. The classes must be very various, but adapted to the certain needs of the disables. It is forbidden to require productive results, it is enough these activities to give the pleasure for the attendants of this center. The day center is place provided, but not the place for work, however, the attendants of the center quite often consider the center to be the place for his work (Bakk, Grunewald, 1997). Family celebration, games, rituals, are

completely unseparated activities for the disabled, which give a lot of advantages. "Daily ceremonies defined the horizons of comprehension and the reality of the world, so, the rituals are very significant according to their existing meaning". Religion rituals, calendaric, national and occasional celebrations define the time table and the rhyme of the year giving the essence for the daily activities (Ruskus, Mazeikis, 2007).

The social participation of the disabled cannot be carried out without efforts, the suitable conditions for this social participation must be created before. Due to one's limited experience the disabled cannot understand oneself what he likes doing. A social worker is the person, who knows, what the disabled can do and likes doing, so, he must plan the activities in order the present possibilities to be used. It is important to be taken into consideration these factors: 1) rights and respectability; 2) the investigation of the social environment; 3) the maximum usage of social services; 4) the creating of possibilities; 5) the change of the society attitude; 6) the ruling or difficult situation.

An official worker must estimate the disabled, but not his behavior, they must be ready to protect the disabled. The disabled need the certain help, therefore, it is very important for the disabled to understand, that here, at these center, he can be given this help, so that he can participate in the social participation with the present abilities, which he has. However, not every time the social abilities are necessary, so that they would become active in the social participation. In any case active efforts are much better than isolation (Cymru, 2000).

It is possible how to participate while trying, making mistakes, observing and imitating various situations.

Before choosing the activities of social participation a great attention must be paid to the choice of the disabled oneself, he must accept his attention, what activity is most acceptable for him. The decision and understanding about the activities is also part of social participation McGee (1987) and Hobbs (1992) distinguish these principles:

- 1) People are valuable without paying any attention to their competencies or the levels of their abilities.
- 2) The relationship among them are important in spite of the disabilities.
- 3) The social participation for the disabled is so important, that the desire to get the social abilities is so important, that it can become considerably more important in comparison with acquiring the skills for other activities.
- 4) Daily situations are considered to be the best remedy for learning.

The values of the office workers are the essential factors, which give inspiration for the together the social participation (Cymru, 2000).

While summarizing this chapter it can be stated, that the day center and their activities are the greatest possibilities for the disables to get social abilities in order to be involved into social participation. This is the intermediate stage between the isolation and institutionalization. The disables spend all the day at the day center (in accordance to his own needs) and in the evening becomes back to spend time with his family. In such a way the both possibilities are used in order the disables to be given the possibility of the social integration according to the possibilities of the institutions.

IV. THE METHODOLOGY OF THE ANALYSIS OF THE CERTAIN CASE

4.1. The methodic of the research. The methodic of the researches based on humanism and on the philosophical paradigms of social constructivism, which are correlated among themselves both by practical and their ethical levels. The philosophy of humanism distinguishes the value of a person to be given the right possibilities and also respect. The philosophy of constructivism reveals the aspect of the person's attitudes the formation of knowledge and attitudes which is also important in the research. While analyzing the object of the research, the social ability of the persons with mental disabilities and their possibilities of the social participation can be done, that the attitudes of the society are most important factors, which were presented in the theoretical part of the study. According to the theory of constructivism the subjects, what we manage to learn depend on the environment, the style of information and the previous knowledge of the person and the knowledge, which he wanted to get is that factors, which make the process of learning meaningful. It means, that studying is the creating and creating of new models (Petty, 2006). The paradigm of social constructivism is the way in order the information to be acquired, which creates new possibilities how we can create new possibilities in this environment in order the disability to become influenced positively due to this reason, that new effective remedies can be created and also new strategies in order the disables to be given the better possibilities to involve into the social participation. Also it lets new practice to be created in order the attitude of the society to be changed together with the images of the disability due to the intervention with the disables. According to the theory of social constructivism we can understand while constructing not only the ideas of the persons, who gets this knowledge, but also for person who identifies the disability of the disable.

The purpose of the research is to reveal the possibilities of developing social abilities for the disables while provide the social services of the innovative model on the basis of the experience of the Joniskis "Saule" basic school.

The analysis of the case was used in order this purpose to be achieved and gave the insurance in order the research to be carried out in details and the researcher would be able to see many aspects of this certain research (Baxter, Jack, 2008). The method of qualitative research gives the possibility to reveal the process of the research in details. I would like to present five condition according to which the prove this method to be most suitable in order this research to be carried out in the most clarified and detailed way these statements are presented together with the explanations.

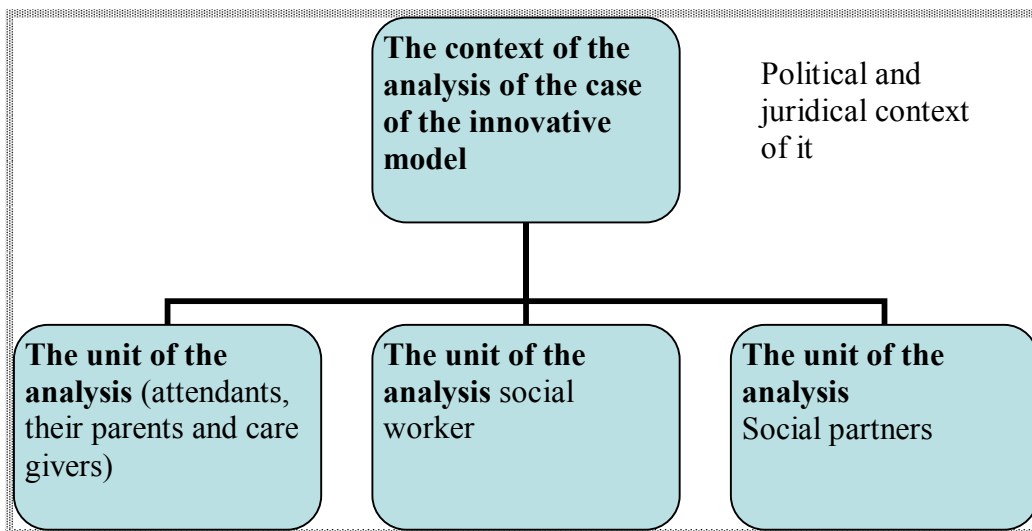
Nr.	Condition	Case
1.	A few numbers of a case are researched. The number of the certain cases is not mentioned, how many of them must be in order this research to be carried out properly. The object can be a person, a family, society, community or group.	The subject which is researched is the innovative model of the social services of the social participation of the disabled and the possibilities in order the disabled to be integrated into the social participation actively.
2.	There is very little knowledge about the analysis of the case and about its use, also it is known very little about this certain problem	In the analysis of the case in the social sphere the choice is based on the unique particularities of the certain case. There is no the other school like this in Lithuania which would be able to provide the social services for the disabled. This model of social services for the disabled has not been investigated yet.
3.	The analysis of the case is used in order character of the disabled to be investigated, also the attitude, experience, which are not easy to be investigated using the other traditional methods of the research.	This research is meant in order the usefulness of the model to be revealed also the purpose is to present the possibilities of the social integration of the disabled in the most acceptable way.
4.	It is not possible to make the representative capacity for the case of analysis due to this case, that exceptional cases are investigated, the object of the research is very difficult to accept or there are only few of them.	A very particular case is investigated, therefore, there are few objects of the research.
5.	We need experienced and very sensitive	The case is particular in this case, that I

<p>specialists for investigating, who must be ready to construct very acceptable attitude in order to integrate very different and various part of the information, which were acquired during the process of the observation. They must be able to develop the relationship based on the reliability with the object of the research</p>	<p>personally participated from the very beginning of the establishment till the expansion of it. Due to this possibility, that I could be the permanent observer and participant I have got the experienced based on my comprehension and the reliability on each component of this research.</p>
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In order the main object of the research to be revealed and the possibilities of the disables of the social participation in the integration to be presented we must know the context where and when these possibilities can be realized due to this reason the method of the analysis of the case is necessary. The juridical and political context of this innovative model of social abilities for the disables is presented in the first chapter.

The presenting of the forming of the choice of the units of analysis of the case

The choice of is analysis of the case of the innovative model of social abilities is based on the condition that both the attitudes of the attendants of the day center (the disables, their parents, family members and care givers) and the attitudes of the official workers of the day center are important due to this cause both kinds of the mentioned attitudes must be revealed. A few cases of the analysis of the case will give the opportunity to compare them and the differences of these attitudes due to this reason while be given the real insurance of the reliability.



The methods of qualitative research are used in order the certain phenomenon to be comprehended very deeply and the qualitative characteristics to be clarified so that to look at the certain problem through the comprehension based on the person’s experience about the investigated phenomenon (Kardelis, 2002). The researcher one’s self is considered to be the

qualitative instrument, who tries to perceive the world of the other person in order the reasons of the raising problems to be revealed also including the particularities of this research.

The half-structured interview was chosen in order this research to be carried out, the methods let the respond to be perceived in more details in order all the necessary information for this research to be picked. While using this model the plan of the questioner was created and the additional information which was picked during the interview.

The half-structured interview was chosen in order this research to be carried out, the methods let the respond to be perceived in more details in order all the necessary information for this research to be picked. While using this model the plan of the questioner was created and the additional information was picked during the interview. In order all the necessary information to be picked when the official worker inspires not only to listen to the respond, but also he encourages the respond to share his ideas and experience and his attitudes about the investigated phenomenon, the technique of the interview-conversation was chosen.

The qualitative interview is orientated to the comprehension of the world through the attitudes of the respond in order the experience of the feelings to be revealed and see the inner world in which he lives before giving the scientifically explanation for it (Kvale, 1996). During that period when the analysis of the given results of the research was picked, it was orientated to the attitudes of the parents (care givers) of the disables in order the possibilities of the social participation of the disables to be useful.

The instrument of the research. The half-structuralized interview is directive interview due to this reason, that the researcher is able to foresee the problems in advance which would be discussed during the interview, however, it is not possible to keep to the order of the questions, prepared before or to the certain order of the words, they can be changed in places flexibly also the additional questions can be asked. (Rupsiene L., 2007).the advantage of the method of the interview is, that an official worker can explain the question, in case a respondent does not understand it (Tidikis 2003) states this method to be a very good way in order to approach to the person's comprehension, the reliability of meaning in order real life to be constructed, which consists of meaning, understanding, the comprehension of various situation, also it is a very reliable way to explain the reality. This meaning is considered to be the most influenced one due to this reason that it helps to perceive the other person best.

a) The instrument of this research is unique, it was created by the author of this work on the basis of the scientifically literature in order to reveal the attitudes of the respondents about their professional preparation and about the means to be improved. The prepared questioner for the parents and care givers of the disables contain 26 questions, which are dividend into

separated sets according to which the initial analysis of the data was carried out: 1) The purpose of the set of the questions is meant to investigate the experience of the parents and care givers of the disables before starting attending this center; 2) The purpose of the set of the questions is to reveal the possibilities in order the attitudes of the parents (or care givers) of the disables to be revealed about the possibilities the desires of the disables to be satisfied; 3) The purpose of the set of the questions to reveal the opinion of the respondents of the possibilities of the social in of the disables in the social life; 4) The purpose of the set of the questions is to reveal the means of the help how the family of the disables can be given the greatest help due to this reason, that they are involved into this research, 5) The purpose of the set of the questions reveal the possibilities of the model; 6) The purpose of the set of the questions reveal the attitude of the respondent of the changes which were influenced by the activities of this center; 7) The purpose of the set of the questions reveal the shortcoming of the activities of the center and the possibilities of the perfection; The purpose of the set of the questions reveal the set of the demographical questions, which consist of 34 questions. (see the appendix Nr 3).The analysis of the parents and care givers interview where are carried the categories and subcategories of the date are distinguish in the appendix 4 and on the tables 1-7.

b) The questionnaire for the social workers consist of 10 questions, which are divided into different sets: 1) the set of the questions is to reveal how the social abilities of social officers of the center are improved; 2) the set of the questions is to reveal the possibilities of the adaptation at the day center; 3) the set of the questions is to reveal the communication with the parents (or care givers) of the disables, or with the social partners; 4) the set of the questions is to reveal the possibilities of the innovative model, about its advantages and the opportunities in order it to be improved; 5) the set of the questions is to reveal to create the set of demographical questions; 6) the questioner consists of 26 questions. (see the appendix N. 5). The analysis of the social workers interview where are carried the categories and subcategories of the date are distinguish in the appendix 6 and on the tables 1-4.

c) The prepared questioner consists of the some questions and the sets of the questions: 1)social abilities; 2) the possibilities of the adaptation and the opportunities for social participation; 3)communication with the parents (or care givers); 4) the set of the questions which is meant to clarify the possibilities of the center in order the opportunities of future perfection to be revealed. (see the appendix Nr 7). The analysis of the social partners interview where are carried the categories and subcategories of the date are distinguish in the appendix 8 and on the tables 1-4.

The given dates were analyzed using qualitative analysis of the content according to the stages presented by V. Zidziunaite (2005) the process of the interview consisted of the text of the interview, which was written down into the case of the computer, which was read over and over for many times and also analyzed. While carrying out the analysis of the text the more detailed categories were distinguished and also the more generalized categories were formulated in order the attitude of the responds to be researched concerning the innovative model of the social abilities of the social participation of the disables including the possibilities of social participation. Having carried out the first category the following categories and subcategories were distinguished on the basis of them the information which is analyzed in the work is closely connected with the theme of the work the possibilities of the social abilities in order the social participation to be carried out for the disables. On the basis of the second analysis the results of the research, the interpretation of the data and formulated conclusions were presented as well.

The indicial analysis of the data while distinguishing the categories and subcategories of the sets of the questions is presented in the additional materials, which were presented highly above, in case a person wants to get familiar with the statements in a more detailed way.

The capacity of the research. The participants of the research were chosen with the means of directive choice. 13 attendants of the center (the parent of care givers of the disables), 6 social workers of the center, 2 specialists of the engagement and 3 social partners participated in this research. The characteristics of the respondents is presented in the tables.

In order the reliability of the research to be assurance the social partners who participated in this research were asked to carry out the function of the experts as will. The three main social partners, who made this model also were asked the questions with the means of the half-structuralized interview. Therefore, taking into consideration their experience I strongly before, that it is a fair to set their answers in the group for the experience of real experts, the respond of the experts can be performed either by the interview or by the questioner. It happens sometimes, that the given date is subjective based on the person's experience, besides it is closely connected with the sphere of values, emotions, the comprehension of the world. The reliability of the evolution of the model which was carried by the expert is in a great dependency on the choice of the experts. They must be competitive persons, who have quite valuable experience and be connected with the sphere of the certain object of the research directly (Tidikis, 2003).

4.2. The organization of the research and the stages. The research was carried out at the Joniskis "Saule" basic school. The respond was based on the principles of the volunteering

respondents also concerning the main principle of anonymity. The research was carried out in May-April of 2015.

The respondents were invited to participate at the research, they were informed about the purposes of the research, about the usage of the data and security confidentiality and the volunteering principles. All the conversations were fixed in the written form, the length of each was from 1 h till 1 h and half.

The instrument of the qualitative research was the questionnaire which contained the opened questions, which were presented for the respondents during the interview.

The stages of the research. During the research these ethical regulations were the basic of the conversation (Rupšienė, 2007; Kardelis, 2002; Žydžiūnaitė, 2006):

The confidentiality of the date of the research and the anonymity of the respondent. In order the respondents to be assured of the confidentiality of their presented data and anonymity the real names of the respondents were changed. In order the confidentiality to be supported the respondents were given the clear explanation, that no one person except for the researcher would be given the acceptance for their answers.

The free choice of the respondents to participate at this research. The permission was asked at the Ministry of Health in order this research to be carried out properly and also we asked for the permission to meet with the social workers who work there. Before starting the research the answers in advance by these social workers were got (whether by the el. mail or by the phone) due to their convenient time the suitable time for this research was fixed by the organizers of the research.

The respondents of the research have the right to know what will be done with their answers. All the participants were given the information about the research, about the purposes and usefulness in order the participants to be informed about the personal use of this research for themselves as will. Also they were informed, that their answers will help the researcher to improve the possibilities of the perfection of this model at the institutions.

The supporting of self-respect of the respondents. The answers research were produced from the psychological interference in order the respondents to feel themselves safely while carrying out the analysis of the data the principle was respectability was supported clearly.

The social demographical characteristics of the respondents of the research. (look the appendix Nr 9).

V. THE DEVELOPMENT OF THE SOCIAL OF THE DISABILITIES WHILE EVALUATING THE MODEL OF THE SOCIAL SERVICES, THE EMPIRICAL RESEARCH AND ITS RESULTS

5.1. The experience of the parents (care givers).

At the beginning of the research the questions prepared for the parents of the disables were orientated to their previous experience in order to know how they managed to satisfy the desires of the disables before this day center was created, what problems and attitudes of the society they were made to come across with. The analysis of this experience lets us understand the needs of the disables to be the foundation of the infrastructure, which would be created.

While analyzing the experience of the parents (and care givers) of the disables before starting attending the day center the respondents came across with such problems: with the need of the help of the institution ”<...> *We understood, that the parents of the disables have no so much time, remedies and knowledge, so we decided to attend the “Ažuoliukas” kindergarten (N. 7) <...>*”, “<...> *We came back from Ireland because of the child, because we knew, that there is the special group for the disables, at the “Ažuoliukas” kindergarten (N. 15) <...>*“; “<...> *the child needs education so that to get knowledge, the team of the specialists must work. The child needs the daily exercises, massages, we get them in the same place, we don’t need to attend the other group somewhere else. We know, that child will not get all these activities, in case he stays at home (N. 6) <...>*“; also they come across with the problems how the desires of the disables can be satisfied: *I have four children, whom I take care alone by. My parents also helped me a lot, so we gave for the child everything when we could. (N. 5) <...>*; **they come across with the limitations in order the child’s needs to be satisfied according to home conditions:** <...> *physical activities, the elemental care (medical, which we can understand how to carry out (N. 1) <...>*”.

The help is necessary for the family of the disables, who is in the complicated situation in order this crisis to be overcome and also the child needs a lot of help in order the balance of the environment to be created again (Ruskus, 2002). Any disability requires help, however, the mental disabilities requires considerably more help. The most complicated situation is in the family if the child has the mental disabilities, the difficulty of this situation is closely connected with the degree of the disability, so, a great majority of the parents of the disables come across with the problems which cause the limitations in order the need of the disables to be satisfied so, the parents need the help of the institutions.

The parents could satisfy the **child needs**: “<...> *I used to work for 24 hours without any rest, but I could not satisfy the need of the care of the child, when I had to come out because of my personal arrangements, I didn’t have anybody who could be with my child for a while (N.9) <...>*“; **the parents come across with the problems in the work marketing** “<...> *I couldn’t work even half of a working day, there sure no flexible conditions(N. 4)<...>*“,

“<...> *I couldn't try to get education so that to make a career (N. 9)<...>*“; **the parents could not have their personal life:** „<...>*there was no time for personal needs (N. 2)<...>*“.

If the family of the disabled must take care about the child themselves, in this case the mother of this child loses the possibility to get a job so, they must live only on the government support, which is given for the disabled if they cannot get the services of the day group center.

Also the parents of the disabled mentioned the problem of the shortage of the communication before starting attending this day center. Barkauskaite (2001) states communication to be the necessary condition for the appearance of the mankind, its existence and supporting because sometime it works as the mechanism for transferring the information as the additional part of the relationship among people, as the mutual process of the cognition and comprehension, as the condition in order a person to be developed as a the personality with high morality and as the *foundation for socialization*. The need **for communication** confirm the idea of the author: “<...> *She wanted to communicate, to come out of (N. 2) <...>*“, “<...> *she was looking for the company (N. 2)<...>*“.

While analyzing the answers of the parents we see, that the family with the disabled come across with all these mentioned problems, especially with the needs of the disabled to be satisfied, which caused problems both for the social life of the parents and also for their economical situation. Not one research shows the disabled to be „aliens“ in Lithuania nowadays. When the ideology of the social integration of the disabled is changed, the social participation of the disabled in social life will be the purpose real to be achieved.

Although the official part of this social participation of the disabled seems to be successful however, in the practical integration of social participation of the disabled we come across with a lot of problems (Ruskus, 2002)

While speaking about the experience before starting attending the day center the parents come across with the problems of **the discriminating of the disabled and the negative attitudes of other persons** : „<...>*not pleasant attention of people made disturbance (N. 1) <...>*“, “<...>*was no desire to go to the city (N. 2)<...>*“, “<...>*we felt to be not acceptable for the others (N. 3) <...>*“, “<...>*the other children teased him at school, so he didn't want to go to school for weeks I let him not go because I felt compassion on the child (N. 4) <...>*“, “<...>*having come back I broke out into tears, because it was difficult to overcome all these disturbances, but I showed my emotion only at home, but never in public (N. 9) <...>*“.

The parents come across with **neutral attitudes** (the only respondent said that), the parents of the disabled child whose disability was not seen by the others: “<...> *according to the outside looking the child does not seem to have any disability, so we felt everywhere normally (N.11)<...>*”. (The development of the experience of the parents (and care givers) are described in the appendix N. 4 table 1).

While summarizing all given answers we can make the conclusion the limitations because of the satisfying the needs of the disabled cause all these disturbances. All the needs of the disabled social, psychological, communication were not satisfied, also the need to have a rest, the needs of personal life of the disabled were not satisfied at all. They were not given any autonomy or the institutional report, however all the time they were disturbed by the negative attitudes of the others before starting participating the day center.

5.2. The particularities of the formulation of social abilities at the day center

While analyzing the **possibility of the satisfying of social needs of the disabled** it was clarified, that according to the attitude of the parent of the disabled the most important activity is considered to be the development of social abilities of the disabled due to this reason, that they help the disabled to socialize and adaptive in the other environment. According to Gresham (2001) social abilities are considered to be the socially acceptable behavior which lets the disabled communicate actively in order to avoid the negative attitudes of the others, which influence quite important social results the center situations.

5.2.1. According to the theory social abilities are classified on the dependency of the spheres, which will be the basis in order the date of the research to be analyzed properly. The first sphere of social abilities **is communication and cooperation**.

Communication is considered to be the essential interaction between two or more persons (Almonaitiene, 2007), the ability to transfer information and get it (Alisauskiene, Milteniene, 2004). According to the revision of the subcategory in the initial analysis of the date the research of the communication is considered to be the most important one according to the opinion of the social scientists who investigated the researches on it.

The parents of the disabled made the emphasis on the usefulness of the day center in order **the needs for communication to be satisfied** “<...> *the group of the persons he could communicate increased, which gave him so many positive emotions(N.9) <...>*“, “<...> *the other experience like at home, he does not speak at home, when he goes to the day center, he must speak (N. 6) <...>*“; **these for improving the social abilities of the disabled:** “<...> *Communication with the persons who are stronger than him inspire him to educate himself.*

He was not tend to speak but now the desire to be understood by the others so he developed the speech of gestures and symbols (N.9) <...> “. communication was estimated as one of the most effective factors, which influences the real self-confident of the disables: “<...> the center is not closed it is in the community of healthy persons, there is the perfect possibility to communicate, with healthy persons, whether adults or children, which influences the self-confidence of disables greatly (N. 1) <...>“, “<...> the used to be the person difficult to talk to. Never said anything when he began attending the center. He began communicating . He ask: “Do you know the name of my teacher? “he used to be in fear of anything, even of a dog. When we used to come out, he used to hide himself behind me but now not (N. 8) <...>“.

As it was mentioned in the theoretical part of the work, successful communication is considered to be the important part of valuable life, because it gives positive emotions (Almonaitiene, 2007). The activities of the day center encourage to develop not only self-educating, self-development, self-expression and self-confidence, but also these activities give a lot of positive emotions. The self-expression of the disables can be expressed only through the emotions, which the disables are gifted, so, the parents of the disables admit, the disables starts telling his expressions: “<...>the raises his thumb above, says nothing after that he starts writing the SMS which the mobile, afterwards he says „It is OK“ I understand you even often you say one word (N. 6) <...>“, “<...> through all the possible means tries to tell, what they have down at the center and about the future activities (N. 9) <...> “. while interpretation we can state the activities of the center to inspire the communication at home. According to the opinions of the parents of the disables themselves are motivated to participate at the activities at the center due to this reason, that the attendance of the center is connected **with positive emotions:** “<...>He is in good mood while being at the center and often coming back from there due to this reason that he seems to be the close person to the others and they seem to be close to him as well (Nr. 14) <...>“, “<...>even on Saturday he starts preparing for school (N. 8)<...>“.

Communication in together with us all our life. A person is considered to be a social being due to this reason communication is natural for a person. In accordance Barkauskaite communication consists of these components, informatical-communicative, interactive and perceptive, all these components are closely connected one with the other in the mutual dependency in order social needs to be developed and mutual benefit to be achieved while acquiring the feelings of unity, self-confidence, security, the comprehension of the environment through social and political components of the cognition. According to the results of the research the persons with mental disabilities want to communicate very much: “<...> likes being together with the persons, who communicate sincerely with her because

*feels, that they respect her and love her (N. 1) <...>”, “<...> she likes taking care about the others (N. 11) <...>”, “<...> she likes communicating with both the attendants of the day center and also together with the social workers of the center (N. 14) <...>”. (The development of the social needs of the disables in the center in the appendix N. 4 table 2, the possibilities of social integration of the disables in the center in the appendix N. 4 table 3). While analyzing the interview of the social workers and social partners we can come to the conclusion, that center a given the new possibilities for the communication these are developed at the day center, at school, after school activities through **various activities while communicating among themselves and with the social workers of the center:** “<...> they communicate while playing travelling together, helping each other, so, that a person would learn that he has to help the others we know how to communicate, but not everyone knows how to speak properly (Tina) <...>”.*

Such possibilities for the disables must be presented at any day center. However, the innovate model of social participation of the disables opens even new possibilities in order communication abilities to be developed even the school environment. The social integration of the participants are developed through the **school events through the daily contacts with the pupils the communication with the volunteers who come from the basic schools:** “<...> the common projects together with the pupils of secondary schools are carried but, for example. The day of Easter, the mentioning of the calendaric celebrations. (NGO) <...>”, “<...> all the school events are carried out together with the schoolchildren of the primary school (without any exceptions)(saulė) <...>”, “<...> the pupil from the basic school must earn their social hours there, we fixed the days and center time, when they must come to the center so that to communicate with the attendants if the center. Every day the integration is carried out we have the school events together, we have our meals at the same canteen (Rūta) <...>”.

The parents of the disables see this possibility to communicate with the pupils of the basic school as **opportunity for their integration:** “<...> own children with mental disabilities feel themselves very fine among the healthy children. The world is as it is we have to look very realistically at it. (Nr.) <...>”, “<...> they are very happy to have the friends among the healthy children. (N. 15) <...>”. According to the opinion of the scientists people influence each other while changing behavior attitudes and feelings. The cases of the mutual interaction is the chance to change the attitudes communication the common acceptance of the decisions (Bėkšta, Lukošūnienė, 2005), also the ability to solve the conflicts (Raudeliūnaitė, Paigozina, 2009).

At the analysis of the research the parents attitude of the communication often school was classified due to this reason, that **the events for the society** are organized at the day center: “<...> the possibilities for this are great because we are at the very center of the town, we organize country fairs at the self-government (N. 9) <...>”; there are a lot of opportunities in order the social communication of the social participation of the disables to be developed. “<...> the disables participate at all the town events , they use all the possibilities and go to participate everywhere, where they can, the work is arranged very professionally, they work in little groups they meet children walking in the town (N. 3)<...>”, “<...> they go to do the shopping to the shop and have their hair cut at the hairdressers salon also they go to the various companies, they had the travel to Naisiai, also went to church. (N.1) <...>”, we communicate a lot while travelling, we went to the “Vyšnių“ (cherries) celebration, they went there to present their handicrafts (N. 2) <...>”.

The answers of the social workers and partners also consolidate the attitude of the parents of the disables so that the possibilities of communication. **Are developed in the society:** “<...> often school activities we participate at various country fairs, going for a walk in the town demonstrating our selves for the society, that we, the disables are we go to sing at the concerts the others come to us to sing as well. We participated at the Naisiai celebration, at the Easter festival, we also go to the town event where we meet lot of people (Saulė) <...>“, “<...>., the cultural center is the place, where we saw almost all the events, we also visited the zoo and went to the beach. We communicate with people together, we dance together, sing together, we participate at all amusing tasks at the events. (Tina)<...>“.

The answers of the social workers and social partners **confirm** the answers the parents (care givers), that social abilities are developed through **the communication with the people from the some centers and with community of the town:** “<...> we communicate with the people of the same day centers, for example, „Goda“;“Ringuva“, they come to visit us and we come to visit them we organized the common program of Easter at our center. (Rūta) <...>“, “<...> going for walk in the town, demonstrating for the persons that we the disables are. (Saulė) <...>“. Social abilities are acquired while observing and modeling the behaviors of the others and increasing the feedback about the consequences of one’s behavior. Due to this reason it is very significant to notice that possibilities of the social abilities give the opportunity for the attendants to observe and learn in the environment of the school of the school center.

Summarization. On the basis of the research it is relieved, that the attendants of the center are given the possibilities to develop social abilities at school and even after school activities through the daily contexts in the active participation of the school and community life, also

while cooperating with the other day centers and communicating with the volunteers from the basic and secondary schools.

5.2.2. The second sphere of functioning of social abilities is the ability of self-independency and working ability.

While analyzing the interview of the parents (and care givers) the importance of the self-independency was distinguished for the disables and for the members of their families. The parents (and care givers) distinguish the importance of social abilities in their answers and emphasize the usefulness of the center in order **the need of self-independency and self care to be satisfied**: “<...> *we learn many things, how to dress oneself, we learnt everything, what it is possible for the children with out mental (N. 7) <...>*“, “<...> *and the abilities of independency to be improved<...>*“, “<...> *the to become more accurate and more responsible, we have the rhyme of the day, the developed the social abilities to wash her hands, put her clothes in their places, there is the discipline of the day (N. 2) <...>*” “<...> *she developed the order, discipline of the day, the whole discipline all of them are very useful (N. 13) <...>*“, “<...> *we developed self-independency, self courage, i used to have take this hand, so that be would go together, but now he goes everywhere alone (N. 8) <...>*“. the development of social abilities was consolidated as one **of the most important factors which influence self-confidence self-order** by the participants themselves: “<...> *these activities encourage self-independency, she wants to make coffee herself and carry out all the daily activities at home, which she learnt at the center (Nr 2) <...>*” The answers of the parents (care givers) reflected the negative influence of too much care which the disables was given at the special institutions. They emphasized the value of the development of social abilities and the attention, which must be paid for them. “<...> *At the Žagarè institution we were given a lot of care, however, at this center disables is inspired to express oneself independently, also he began expressing his ideas (N. 6) <...>*“. Astapoviciene, Liaudanskiene, Viliuniene (2003) state, that there is the attitude in our society, that the person with mental disabilities cannot live without permanent care. However, after having formulated the social abilities properly all these people can live without the care of the others normally.

Theoretical conception of social abilities define learning as the observing of the behavior of the others, replanting it and getting the feet-back due to this reason the social abilities are formulated in the group considerably quicklier: “<...> *there are the activities, which are difficult to be actives if a mother does them above, however, together with her common-minders we can do it much quicklier due to cause, that we learn one from the other. I strongly believe, that it is further better to get social abilities in the community (Nr. 9)*

<...> “. The highest form of independency is the autonomy of personality (Bitinas, 2004). In the case of mental disabilities we make the purpose the disables to be able to achieve this highest stage of independency according to the ability of the disables.

The day center means training, active participation, communication with people (Bakk, Grunewald, 1997,). A very important principle is that the activities must be permanent and regular due to this cause, that they give the essence and routine of life for the disables. The persons with mental disabilities used some certain knowledge at the daily activities of the center develops the previous abilities, which were acquired with the help of great efforts. Such activities develop the independency of the disables, so, the became less dependent on the care of the other gradually. While analyzing the interview of the social workers and social partners we can observe, that the center pay the great attention in order social abilities of the disables to be developed. Before this the interview of the parents (care giver) were analyzed, they confirmed the some statement strongly.

The interview of the social workers and social partners reveal the practice how social abilities were developed. These activities are developed the abilities of self-order and self care: “<...> *starting from the very morning he has to put on his foot-wear and clothes himself, to put ones things in the order also so that to carry the dishes himself. We try to develop all the abilities, which are necessary during the day. We inspire them to be self-independent (Dalia) <...>*”. **daily routine activities:** “<...> *we have classes of social abilities how to make , meals, put the clothes in order to sweep the floor, wash the dishes, set the table for dinner. Also they do the washing and ironing, all these activities, which seem to be elementary simple, they are very difficult to be carried out for them (Saulé) <...>*“, “<...> *they learn how to work with the washing machine, clean their shoes and weed the kitchen garden (Rūta) <...>*“.

The social workers of the center and the social partner considered the best example of the development of social abilities to be the making meals: “<...> *the development of working abilities is for example the kitchen day, which is once a week, they learn how to make meals, they make lunch and dinner themselves, they develop the social abilities how to eat properly, how to set a dinner table, the abilities of making in order in the environment (NVO)<...>*“. While developing social abilities in the group the ability of communication to be developed as well.

The abilities of self-independency are developed not only at the center: “<...>*we learn them know to stand in the common queue at the canteen and carry out the activities of self-care (Rūta) <...>*“. It is worth mentioning, that the attendants stand in the some queue to get with the school children.

The main principles of the integrated society according to Cymru (2000) are trying to be implemented at the center. These principles reflect the main aspects of social abilities. The data of the interview, which would be analyzed further, illustrate the possibilities of the implement of the principles of the chain and autonomy while developing the social abilities of the attendants, their responsibility and acceptance of the decisions: “<...> *they have their duties and responsibilities to come to the center so that to join the computers (Ana) <...>*”, “<...> *they are given the tasks according to their possibilities, the problems which they come across with are solved dining the practical classes (Laura) <...>*”; “<...> *I teach them how to make the choice of proper working activities, also to pick all the necessary remedies, after that make the choice of what remedies are the most important in order the certain fear to be overcome during the process of working. If you fail, do not be afraid because you work with clay, so, you can destroy everything and start again. We put efforts, so that they would become, as more self-independent in their activities as it is possible (Agnè)<...>*”. The parents (care giver) distinguished the importance of the activities at the center, which helped the disables to have the **possibility of the suitable choice** “<...> *when they can choose freely, what they want to do (N. 3) <...>*”.

During the interview all the participant mentioned the development of the social abilities of independency, also they added, after the center activities are over, **the shopping ability on developed out-side the center**: “<...> *we go to the shops so that to choose the goods, they pay for these goods themselves. (Tina) <...>*”.

During the interview of the social partners the possibilities of the development of social abilities. Through carrying out short-time activities in order **self-independency** to be developed were classified “<...> *in order the ability of self-independency to be developed the short-term service of a rest is very useful, what concerns my point of view, due to this cause, that the client is taught to carry out everything himself the for example; to make the bed, to wash himself (Saulè) <...>*”.

Summarizing. The data of the research reveal the innovative model of social abilities to be and the social practice inspire the independency of the attendants, the ability to make the choice and choose the suitable way, also the ability of self-order, self-care, daily routine activities and shopping developed, while developing the social abilities of the attendants their integration into the society is inspired. Also their autonomy, competencies are developed while keeping to the rules of self-respect and the respect for the laws.

5.2.3. While joining the data of the development of social abilities at the center it is important to reveal the **factors which inspire the development of the ability of self-independency**, which according to my professional comprehension illustrate the advantages of this model in

order the following of to be developed such as the **openness of the enterprise**: “<...> we feel ourselves free, there no limitations for us (Audronė) <...>”, “<...> there are given considerably better condition in order social abilities to be developed at this center in comparison with any institutional enterprise of the closed type (self-government) <...>”, “<...> this idea was like this in order the center of the engagement to be created, so that it would not be a separated building some-where in the remoted district, but at the basic school (saule) <...>”. The mentioned factor reflects the principle of the integration, which was mentioned in the theoretical part, the inspiration in order the disables to be integrated into social participation of the society (Anot Ebersholdo (2002), the most important direction of social expansion is to assure the person to be integrated into the society life so that to help him to express the strong particularities of one’s character while suspending the weakened ones. Assurance is the possibility of the social services for the disables to be given the necessary compensations, social roles, juridical status, and as well it is very important to create the environment in which this status would become completely valid. It is significant all the environment of the disables to be activizied due to this factor, that he is also the part of this environment. The limitations of the social development of disables are not permanent, absolutative, so, they are not in **the dependency of the forces of the nature** due to this factor while developing them we can expect them to be expanded. The external reasons of the expansion of the development of communicative abilities are **social environment and development**, which create new purposes for the disables to help to accumulate knowledge, abilities and skills. Therefore, the day center is considered to be the enterprise like this by all means. The openness of this office is the factor, which inspires the changes of the attitudes of our society, the other factor is closely connected with this aspect, it is the **openness of the society**: “<...> the society is open for us music school never refuses to accept us, nobody has never refused to accept us. If we are there we at once order the meals, they let us use all the environment, accept us, with comprehension accept us. We were in Zokniai, visited the „Girelė“ (oovd), we could amuse all the events, we were having a very good time not only in Joniskis, but if we go somewhere else, they also us. The country societies also accepted us. Everyone communicates with us very sincerely, (Audronė) <...>”, “<...> We are go to the society events, we take the participation in active social life (Laura) <...>”. Illustrative statements are very closely connected with the concept of social participation. Cymru (2000), states, that “to participation means to be a part of an activity. Social participation considered to be very significant part of our identity and as well the part of the development of the self-comprehension”. Who we are, show our activities, work and engagement. While participating new abilities are formulated and as well the relationship with the other factor:

the possibilities of participation “<...> *The participations increases during the events because they give us the possibility to go somewhere, so, the attendant become more brave, more self-independent (Dalia) <...>“*, “<...> *They arrived to us from Siauliai and we likes communicating so much, we met new persons, we understand, that we have so much opportunities at home. The country-fairs take place we go there together with our children, they offer their good, we greet one others, we express gratitude one to another very we try to communicate very culturally the attendants like it endlessly, as well we are given the opportunity to help them to develop their social (Saulė) <...>“*. On the basically conditions of the participation the other compressive possibilities of social abilities become seen clearly the possibilities to accept the decisions, the greatest self-independency as it is possible, the social participation of the society social life, of the town or city social life (Ebersold, 2004). It is obviously seen this innovative model to accord the mentioned conditions. The creators of the model made the purpose in order the suitable environment of social abilities to be created and create all the needful conditions, which were called the factor of the development of the social participation and social abilities by the social partners this phenomenon was called **the suitable conditions in the suitable social services to be provided**: “<...> *We have already mentioned, that nobody makes any limitation for us. We have everything acceptable out remedies are presented for us, we have no shortage of anything, we have all the literature, we participate at the teaching courses, which can help us in our work, we can participate there and improve our qualification in order our work with the clients to become as much qualified as it is possible, as I have already mentioned, we have all the possibilities for social participation (Rūta) <...>“*, “<...> *They buy the latest remedies, art, movies, cainotherapy are acceptable for us (Tina) <...>“*, “<...> *There are the studies of the engagement at the center, We have all the necessary remedies in order our self-independency to be develop and communicative abilities to be acquired (saulė) <...>“*, “<...> *They work with the attendant individually, what I strongly believe to be the greatest achievement, that such short-termed social services are provided at the center and the best condition in order self-independency to be develop are provided (saulė) <...>“*. The conditions of in order the social service to be provided are created at the center, which create the possibilities in order the social abilities of the attendants to be developed while assuring the quality of the social service, which we try to provide. (The development of the social abilities are described in the apendix Nr. 6 and 8 tables 1) **In summarizing** the date of all the interview of the analysis of the case the factors of communication and the development of the social of self-independency are revealed, also the other factors are presented: the openness of the office, the possibilities of the participation in order qualitative services to be presented. We can state this innovative model to give the

assurance due to this reason, that it makes the purpose to create the social environment which would be suitable for integration into the social participation of the persons with mental disabilities.

5.3. Social participation.

While analyzing the important of the date of the interview of the case of the analysis the importance of the social participation was distinguished. Social participation was revealed as the purpose of social integration at the third chapter of this work. Integration mean renovation, renewal, the joining the separated parts into one unite. Social integration means the involment of the disables, into the participation of social life, Social integrations means, that disables have the social contacts with the neighbors who are as well disables and their friends, who are disables, they spend their free time together in the integrated environment (at the sports clubs, at the art places)(www.mruni.eu). Ruskus (2002) state, that the “social integration the way of thinking and estimating, which joins all the theoretic, based on the concepts, based on the social interaction and social structures, also practical part is included into this unit (Ruskus, 2002).

5.3.1. Social participation is the practice of social integration. While analyzing of center practical experience of social integration is revealed. Parents (care giver) mentioned the importance of **social participation** to be the main factor in order the needs of the disable to be satisfied and new expedience to be acquired: “<...> *our worldwide attitude becomes considerably wide due to our participation at the excursions, sports events, competitions (N. 8) <...>*”, “<...> *she likes observing, what other children do, she likes going in for sports, she participates everywhere willingly. She always participates at all school events (N. 2) <...>*“, “<...> *He traveled a lot, saw a lot, ac quired more experience (N. 7) <...>*“. **The participation** Parents (care giver) of the disables mentioned social participation in the school to be one of the factors, which inspires the self-confidence: “<...> *The day center helps to develop the self-confidence of the disables, I hear it quite often, that we are strong, we are won the first places we managed to get sports cup N. 11)<...>*“, “<...> *They participate at their favorite activities, which inspires them to get self-confidence (N. 15)<...>*“.

Participation was estimated by parents (care giver) as the factor created by center in order the possibilities to be increased: “<...> *They like participating at the common country-fairs, like acting, like being where a lot of people are, at the events or on the excursions (N. 1) <...>*“, “<...> *We go in for sport together in the playground or at least observe the competitions of the healthy children, they like the common concerts (N. 9)<...>*“, “<...> *They participation at the activities very willingly they celebrate all the celebrations together, for example the name-day of the school (N. 13)<...>*“. It was noticed, that there is no such opportunity at the

special school for disables: “<...>They like being at the common events together with healthy children, however, then we were in Zagare, we had not such possibility (N. 11)<...>”.

The examples **of the activities of attendants at the school place** revealed the possibilities of the social participation of the disables: ‘<...> They attend the concerts of the healthy children , the disables children who are stronger, go to the gym, play tennis (N. 1)<...>’, “<...> Musical classes are together with the other children, the children are used to being together it is enough for them, that they meet quite others (N. 3)<...>”, “<...> We go to the same canteen, to the gym, to the play ground, to the concerts hall, to the yard, to the game square, we also visit one another during the period of the main celebrations of the year, we have the same events, show performances, make surprises one for the others, we have the open days event, we carry out the main projects together, for example EBRU projects. All the children draw the pictures in the same accommodation together (N. 9)<...>”, “<...> for example they participated at the show of the gifted persons where he become the winner (N. 13)<...>”. As it was written in the theoretical past, being together is not social participation. It is necessary interaction with others to be (touching, observing, speaking, listening). The attendancy of the center attendants which is reflected in the parents (care giver) answers makes the statement, that the expression of possibilities are closely connected which the concept inclusion, which means “being together”. Inclusion is the philosophy of being together and tolerating the differences each other.

The idea social participation is completely by opposite for the institutional model due to this factor, that we make the propose to achieve the self independency of disable in the open condition, but not in the closed environmental. According to our model living in the institutional office is a completely different phenomenon, which can go together, Normal social life means to create relationship and have the acceptability to the various forms of social life (Ruskus, 2002). The innovative model of the social service due to its open environment can provide **considerably betten condition for social services of the disables both at school and at the various events after school**: “<...>They participate at all the events of the town. They use all the possible remedies, they to go everywhere. The work is organized very well, they work in little groups, they meet the other children, going for a walk in the town (N. 3) <...>”, “<...> The children of the center are seen everywhere, at the shop and in the park (N. 6) <...>”, “<...>They celebrate the celebrations for the government the opportunities for the participation are greet (N. 13)<...>”.

The answers of the parents (care giver) reflect the influence of social participation on the children's emotions: "*<...> They come back from the country-fairs and from other events very satisfied (N. 3) <...>*".

Summarizing. The date of the research revealed the possibilities of the social participation of the disabled which can be provided at the center at school and in all events after school. The expression of these abilities is connected with the concept of inclusion, which means "being together" participating.

5.3.2. The interview of social workers and social partners gave the analysis, which repeats and adds the answers of parents (care giver) about the possibilities of social participation of the disabled at the center while revealing the activities of the center through the aspect of social participation. The date gave us the opportunity to distinguish the **factors of social participation of the disabled**, which have close similarities with the factors of the development of social abilities. However, the informants of the factors of social participation after disabled managed to observe even more, it means **open environment**: "*<...> Our center is not distinguished as the center of the disabled, we are equal each child of school, the integration, which is carried out at school, is really very effective (Rūta) <...>*", "*<...> Nobody makes limitations for us (Rūta) <...>*". The officers of the center as well as parents (care giver) distinguish the possibilities of the contacts with the healthy children: "*<...> We go to the hall for celebration, to the events, to the children competitions to watch them. The children of basic school come to our center as well, because they want to have same activities together. The attendants like new faces very much, especially when the guests come the children from the basic school (Ana) <...>*", "*<...> They are given the possibilities to live the full of emotions life together, together with the healthy children, whose are with the children, who are a little bit different with them. The integration goes for 100 % (saulè) <...>*", "*<...> The center is at the center of the town, the accommodation of the center is not closed, so, the children of the basic school come here quite often (self-government) <...>*", "*<...> A lot of years these children were isolated and were made to be in the separated accommodation, where the concentration of inhabitants is little, also the possibilities of participation are very little. If the center is at the very middle of a big city, in case this center is closed, it does not mean the children of this center to be integrated if they are not given the possibility to meet the children who have no this disability, however, there, at our center, we have the every day communication (saulè) <...>*". The words of informants reflect the purpose of the institution and social partners in order the open environment for social participation of the disabled to be created.

It was written in the theoretical part how important it is to provide conditions for social participation of the disabled. While estimating through the aspect of social participation each

member of the society has the same rights, possibilities and conditions to be the society in order to participate in this social life actively. Normal social life means to center to create relationship and have the acceptance to social participation (Ruškus, 2002).

The workers of center and the social partners mentioned the **social participation at the events** to be the second factors: “<...> *We partnership everywhere, both at school events and the events after school, at the society events, at the self-government, Zagare, Pakruojis, Naisiai, if I hear, that the event would be we go (Tina) <...>*”; **Also the communication with the society:** „<...> *The attendants are taught how to communicate whith the others in the polite way. I used to work in Zagare, the children are wild there, but our children know how to communicate properly, they understand, that they must respect elderly person, because they will never tease them (Rūta)<...>*”; The very important condition of social participation is the social attitude, the adaptation of the disables and of the healthy persons what can be mentioned us the second factor of social participation at our center – **The “adaptation in the society”:**

“<...> *The children are used to going to all school events, they feel themselves fine due to this adaptance. We are free as all society, we emphasize, that we are equal the others. The disturbances were some time ago. At first the society did not want to accept us, we had to put a lot of efforts in order they to get used to accepting us we are. At first the children from the school were surprised be seeing us, but now they come to us willing and show their performances and their programs. Now the children of our center do not feel themselves to be different in comparison whit others (Tina) <...>*”, “<...> *They are the members of our society and also have the possibility to be adapted. Now the children of the school except the children from the center as the equal children to them. I strongly believe the children of our center to be equal members of our society the processes, of the adaptation are mutually supported (self-government) <...>*”; **Also the conditions in order social services to be provided must be crested:** “<...> *The conditions and possibilities at the center are considerably better in comparison with the conditions at old-fashioned institutions, where social participation is limited (Saulė)<...>*”

Social participation through the form of social relationship is carried out in the families, with the friend at school, during the free time, at working and religious activities and etc. The expansion of the social participation of the disables means, that not only the disturbances of the social participation are broken and the disables are given the equal rights to participate as equal persons (through the normal ways of the social participation as normal persons do), but also while acting in the social life they are given the right to accept the decisions, however, they can implement their desirable result into the social life of our society (Baranauskiene, Ruskus, 2004). Widely about the social participation on the center in the appendix N. 6 and 8 in the tables 2)

Summarizing. The innovative model expand the possibilities of social participation of the disables while creating the open environment and common activities at the school events or after school, in the society which created the conditions in order the adaptation and socialization of the disables to be carried out and the old stereotypes to be changed.

5.4. The cooperation with parents (care giver) of the disables and with the social partners

5.4.1. The help of the center for the families of the disables, their involvement into common activities. The center is considered to be institute of social participation, which represents the social institute "The social services, care giving". While speaking about the help of the center for the attendant we must speak about a family as a famous institute of our society due to this cause, that providing the social center for disables is a completely unseparated part with proving services for the family as well because while being in the critical position the family of the disables starts constructing the model and the experience of this situation and with the help of the center, which is necessary.

While speaking about the changes of family life after the disables started attending the center the parents (care giver) emphasized, that they managed to find the **time for their personal life in order the expectation of the family to be satisfied:** "*<...> We are free, when the children is at the centre, we are free to do the routine daily activities and personal arrangements, also we can hove a rest for few hours to take care about our personal health (N. 1) <...>*", "*<...> I can attend the university of the third generation (N. 2) <...>*", "*<...> We feel ourselves to be two adults, we can go to our classes, to our activities, we meet in the evening and are full of impressions which we can share one with another. We feel ourselves to be free one from the other as if the time took the chains from our wrists, we see, that we have some free time for (N. 9) <...>*". It is natural to state the parents also to have the right for their personal life and for the equal right these needs to be fully satisfied. The center also gave the possibility for the **participation to work:** "*<...> If there were no center the child would be at home all day closed, we couldn't work (N. 3) <...>*", "*<...> It is no need to accompany them to the center or go there so that to take him from there, due to this reason I was made to take only night duties, I had no the source to earn my living. It was difficult to think how to make many for living (N. 4) <...>*"; **safety:** "*<...> When the child is at the center, I feel myself safe, because I know, that it is good for my child to be there (N. 14) <...>*"; **The possibility to have a rest:** "*<...> I have more free time now, because some time ago I was afraid to leave him at home alone (N. 5) <...>*"; **The help of the institution:** "*<...> It is very good, that such institution is, because the child is taken care about (N. 10) <...>*". The center gives not only the social care during the day, but also the short-term services so that to have a rest, which are very useful according to the opinions of the informants: "*<...> The child can stay there even*

during the night, our life was made easier (N. 12) <...>, „*<...> This short-term service changes completely everything (N.13)<...>*”, “*<...> This opportunity, that we can leave the child for a longer period is a very great advantage, because sometimes we have nowhere to leave him, but we must go to the other place necessary (N. 14) <...>*”.

During the time of the research we tried to analyze what social services are provided in the center. The purpose of social services is to help the disables to strengthen his abilities in order the social problems to be solved independently in order the social participation to be kept also in order the social separation to be our come. The parents (care giver) confirmed, that they get the **services of information, consultating, communicating, assistance**: “*<...> We are given the information about the conditions of the child changes. Nothing is hidden from the parents, they say everything openly. It is very important for us if we work together and try to improve our (N.1)<...>*”. The **service of self-help** is provided: “*<...> Here is the possibility for self-help, because we, mothers have the place where to come so that to speak (N. 8) <...>*”. The qualified social workers from Joniskis Viltis provide this service, these workers are our social partners, who also take care about her son, who has a very difficult mental disable.

The involvement of a family into the social activities of our center is considered to be a very important factor of the quality of our service, due to this reason A. P. Turnbull, H. R. Turnbull (1997) the according to while speaking about take involvement of a family we mention, that the participation are given the possibility of the choice, that their attitudes and desires are important as well. The authors present there levels of the involvement of social participation: 1) not involved at all, when the parents do not participate at the development of their child at all; 2) partial involvement, when the parents are given all the necessary information about the education of the child, however their purposes to be created in order the purposes to be achieved or estimated; 3) complete involvement, when parents feel themselves as equal partners of the process of developments, also while accepting the decisions in order the problems to be solved (cit. Milteniene and ath., 2003). The same theory suits here, while speaking about the providing social services for the parents (care giver) and the involvement parents into the activities of our center.

The families are involved into the services through **main activities**: “*<...> They invite in to the common event, the polities of the center to involve the parents (N. 7) <...>*”; **the acceptance of the suggestions**: “*<...> The center organizes the meeting and asks us to come so that to go present our suggestions remarks in order the activities of the center to be improved (N. 1) <...>*”, “*<...>The parents opinion is always very important, they pay attention to react and solve the problems together (N. 15) <...>*”; **The visiting the center**:

„<...> We come to the center and see our activities (N. 2)<...>”, „<...> I come to the center office often, whenever I come, they always communicate with me very willingly (N. 5) <...>. These statements confirm the center to be open for the parents, helping willingly. The aspect of the involvement of the parents is very important **the courses together**: “<...> I am happy to be given this possibility to study at the courses together, which the specialists, We are very glad to be given the same information together which the specialists, we have no problems, that the information can be changed or misunderstand by us , (N. 14) <...>”. (More information about the help of the center for the families of the disables, their involvement in to common activities appendix N. 4 and table 4)

The answers of the interview of the social workers of the center and social partners of the center confirm the parents attitude about the possibility to be involved into the participation of the providing the social services. They presented these forms of involvement: **information, consulting, communicating, assistance**: “<...> All the common social services are given both for the disables and also for his family (NGO) <...>“, “<...> Cooperation is carried out everywhere, the information is given in any place in written form orally (saulè) <...>“; **cooperation both individual and in groups**: “<...> The conversations are direct or ever the telephone, the information of each clients is in the book, we meet at the center and also at home, we have both formal and informal meetings (Audronè) <...>“; **Visiting’s at the center**: “<...> They come to Asta quite often, also we speak with the other workers of the center (Laura) <...>“; **The involvement of the parents into the social activities, courses**: “<...> According to the possibilities we try together with parents to go to the event, as example, the Easter celebration at Naisiai even, where we arrived all together. Also all the parents and social workers went together to the Gasciunai event, there we participated at the Bread celebration, in other words was called the Way of the Bread celebration. Both parents and their children went there together. The parents are invited to come together especially during period of the adaptation, when it is difficult for the attendant to adapt. Both children and the parents must be adapted so that to become familiar with the activities, which are carried out here. On the 30 th of April we will celebrate the day of mothers in the way with modern novelties will come and we will celebrate this day together. Also they will participate at the educative program together with their children (Audronè) <...>“, “<...> They involves us to participate together at the projects, which are mutually important bath for the parents and care givers of the disables and for the social workers, for example about the questions on the sexual education of the disables (NGO) <...>“, “<...> The main thing, that we are interested in the quality of our services due to this regard the certain questioner are prepared and on the basis of the given answers the certain conclusions are made. There are

made the correction according to the desires of the parents (care giver) or their needs to be satisfied (saulė) <...>“.

Summarizing. According to the answers of the interview of the informants it is noticed that the involvement of the parents (care givers) can be called to be fully carried out due to this cause, that the parents (care givers) feel themselves to be equal partners in order social participation to be carried out, in order the problems to be solved and the decisions to be accepted. The parents (care givers) communicate and cooperate with the social workers of the center very closely, they attend the center quite often, they are involved into teaching course, according to the principle of assistance for the partnership principle there are the self-help group on the center.

5.4.2. The cooperation with social partners. The importance of the cooperation of the centers of the disables with non-government institutions is emphasized in the juridical laws. They are analyzed as the case of the analysis in the theoretical part of the study, it was also emphasized the experience of the communication with the disables of the organization “Joniskis Viltis” (Hope). The scientifically literature does not analyzed, however, we can find the foundations in the juridical laws and their analysis.

The analysis of the case itself and the choice of the units make assurance to look in the detailed way about the social partnership.

On the basis of the answers of the interview of the social workers of the center and social partners of the center it was revealed the experience of the social partners with the social workers of our center: **communicating:** “<...>The use of the communication of the similar offices as us is felt very clearly, we go to visit them and they accept us us well. The attendants are given a lot of joy while participating at such events (Rūta)<...>”, “<...> The organization “Viltis” is necessary both for the provide of the social services and for the user, which does not let us stop, the permanent communication is always carried out (saulė) <...>“; **Share our experience:** “<...> Our social partners are Joniskis Viltis, Vilnius Guboja, Siauliu kolegija. We share our experience, which is always positive, we get knowlege, good emotions, understanding, we solve the problems together and also accept the decisions (Audronė)<...>”, “<...> If the center is closed in its shell, it will newer achieve this result (saulė) <...>“; **Seminars:** „<...> Have the seminars together, we see how they try to use the theoretical knowledge practically (Ana)<...>”, „<...> When we get this knowledge, then we can educate the others to help them not to be closed in their world, to try to invite them to visit our center, we try to use the ideas practically, we initiate the persons for their activities, we involve the families of the disables to participate together, Not only the participant becomes self-independent, but also the members of his family are given this

possibility to be free. Also we have possibility to participate at the various events due to this cause, that the center gives us the social services, which we need so much, so, we can realize ourselves, our desires and needs through these services and our projects both with the center (NGO)<...>, „<...> *Social partners are very useful to us due to the common seminars, due to the cooperation. The social partners recommend the center as the unit of practice. The Healthy department of the Siauliai colleague organizes various seminars for the social workers, and for the assistants of the social workers (saulė) <...>*”. These statements represents both the experience of the center and also the experience of NGO.

The social specialist presented the direct example of the social cooperation: “<...> *My experience is practical. I was working according to the project the “Viltis” as a specialist of handicrafts. I was working for 6 years there and I have been working for 1 years as the center worker. I got this job the help of our social partner (Agnė)<...>*”.

The parents (care givers) while presenting the advantages of this model mentioned them to be the main factor of the social partnership to be developed: “<...> *We are very glad to see that the communication and cooperation are important and widened, the list of our social partners becomes longer (N. 13)<...>*”, “<...> *We have the model of social partnership with the non-government organization. The groups of the assistance for parents (care givers) initiated NGO and the suitable conditions are given by school (N. 9) <...>*”. (Is described in about cooperation with the parents (care givers) and with the social partners look in the appendixes N. 6 and 8, tables 3)

Summarizing. The corporation with social partners in the condition for the improvement of the center due to this cause, that mutual communication is carried out, also they share their experience and educate the parents (care givers) of the center.

5.5. The change of the attitude of the society. The particularities of the society towards the disables are described in the theoretical part also it was analyzed how the social integration into the society helps to formulate the positive attitude about the disables. The importance of the changer of the attitudes of the disables was analyzed in the theoretical part and its importance for the families, whose children attend the center. Ruskus (2002) the mental disables formulates the negative attitudes of the society considerably more in comparison which any other disability. This statement was confirmed by the results of the interview of the parents (care givers) concerning the attitudes of the society. In the theoretical part this attitude is considered to be the unit of negative estimation, emotional experience, the components of tendencies, which make the long term influence on the social objects. (Crutchfield & Ballachey, 1969, cit. Kriaučiuėnienė, 2007).

According to the researcher, which were carried out the best way in order the process of stigmatization to be reduced is the knowledge about the certain mental disables. Reinke and atc. (2004) states, that according to the data of his research the contact with the disables is the most powerful factor in order these negative stereotypes to be broken.

It was interesting to classify the change of the disables through the attitudes of the families, who are in the situation of the certain disables due to this cause, that they come across with the various attitudes of the society and can reveal this change on the basis of their practical experience. The model has been active for 10 years. A great majority of the informants attend this center from the beginning of its foundation, so, they can confirm the change of the attitude of the sociality on the very practical personal basis of their experience. While estimating **the changes of the images of disables which are created by the society** parents (care giver) **get the acceptance:** “<...> *We feel the great acceptance, our being at school became a normal phenomenon, the children are acceptable everywhere, we also feel, that the attitude of the representatees of the government is also changed (N.1) <...>*”; **natural attitude:** “<...> *Yes, the children go to the society places a lot, but no one person starts looking at them backwards both at school and at the events of the society (N. 2) <...>*”; **comprehension:** “<...> *The people of the town do not commend their behavior, even at church (N. 5)<...>*”; **tolerance:** “<...> *The tolerance is increased, considerably more some time ago the children of the yard liked calling our children by nicknames, especially little children (N. 7) <...>*”. The society who understands the disables and tolerates them, can be together with them at the places of their meaning, also while acting together, what gives the very good possibilities to know one another and their internal world A. Galkienė (2001).

According to the data of many researches it is noticed, that young people are the greatest supporters of the tolerance, however, the negative attitudes are particular to the people of elderly generation whom the influenced was made by the medical attitudes of the disables, which caused the process of segregation. This positive attitude of young people is reflected in the answers by the parents (care giver): „<...> *I am so glad to see, that young people are so tolerant (Nr. 13) <...>*”;

The attitudes of the society directed to the disables are in the complete dependency on the family of the disables due to this cause that the parents of the disables can influence the disables them selves due to this factor, that they are the closest persons, who are able to make the greatest influence on the disables. However, in a great majority of cases, the parents of the disables become influenced by the negative attitudes of the society about the disables, so, they started taking care only about the disability it-self, but not about the disables as a personality.(Gailiene, Ruskus, 2001). It is natural for the family of the disables to learn how

to change the negative attitudes about the disables, while changing the image of the disables. In the interview the subjective interview of the informants was revealed about the changes of their personal attitudes: “<...> *the family has this treasure, we learn so many things from our child, that we are glad to see it. (N. 6)<...>*”, “<...> *I was living a far away from such problems, when I had no such the disables, whom I have been taking care of I had to change the particularities of my character a lot, I had to overcome the difficulties (N. 8)<...>*”.

The importance of the change of the image of disables is so valuable, that it can never be overestimated by all means. The parents (care giver) mentioned those changes to be the most important ones. The social changes of the disables of the society gave for the families of the security: „<...> *it is considerably easier to come out, we do not feel ourselves to be different whether in the city, or at the hairdresser’s saloon. The attitude has been changed (N. 2) <...>*, “<...> *I feel myself considerably more self-confident, if I go outside together with the child every time with any context with the society, I feel better, I feel comfort (N. 3)<...>*”, “<...> *I feel myself safe, there no fear any more, so that someone can tease or make tricks on you (N. 13)<...>*”, **personal security (satisfaction)** “<...> *I am very happy for the following generation, who will live without the limitations it is nice to see, that they would have to fight for their rights however, we can not change the negative attitudes of the elderly generation. We are very glad for the acceptance by the young persons. (N. 1)<...>.acceptance:* “<...> *I feel, that there is no this surprise, that we were made to overcome 10 years ago, when the healthy children offended us, did not let him come into the staircase (Nr3)*, according to the data of the interview of the social workers the change of the attitude to be the **greatest advantage** due to this cause, that this attitude was changed by the school members and by the society: “<...> *we like it very much, that when the child comes to the first class, they see the client of the center at first and while growing they formulate the positive attitudes about the clients of the center totally. The first grades are so surprised, that they look at it with their mouths opened, however, the second graders are used to seeing such things (Laura)<...>*”, in the category the advantages of the center the subcategories were distinguished. (The **the changes of the images of disables which are created by the society** the interview information in the appendixes N. 4 table 6)

The facts let the conclusion to be drawn, that the social workers of the center and the social partners can notice the possibilities which were presented after the changes of the attitudes of the society which were carried out.

Summarizing. The parents (care giver) mentioned one of the advantages of the model to be the change of the image of the disables which was carried out through the great efforts in the contacts with the society while participating at the various events both at school and at the

activities after school, which helped to make the contacts with the “healthy” part of the society

The model of the social services makes influences on the changes of the attitudes of the society, which are considered to be very important for the persons with disabilities and also for their families, which give the foundation to accept the disability and disabilities as normal persons only with special needs.

5.6. The possibilities of the improvement of the activities of the center

The theory of social constructivism gives the foundation for the permanent constructing of the social reality and also the dynamics of this, which makes influence on all institutions while reviewing the innovative model of the providing of social services in the case of analysis, so, we can see how it developed, changed and what were improved during the decade. However, it would be the following, theme for the next study work. According to the results of the research we can state with all self-confidence the attitude of the parents (care giver), the social workers and social partners to be positive, however, there are not limits for perfection. The parents (care giver) of the disabilities are the persons closely connected with the activities of the center due to this factor they can see our shortcomings as no one else has ever done, which would open the new possibilities in order our activities to be improved considerably better in future. The parents (care giver) think about the expansion of the possibilities of social services for the disabilities not only in the terms of their centers, but also at the self-governments, which was clearly noticed on the basis of the answers of the interview of the informants: “<...> *It would be fine, if such center would be opened in Žagarè at the very center of the town, then problem how the social needs of the disabilities must be satisfied would be solved at once. (N. 1) <...>*”, “<...> *It would be great, if the social center were presented for the disabilities from his very birth till his death, so, that the disabilities who were living in the families would not be put somewhere in the institutions, in order they to be able to continue their living in their families and would not be made to suffer from the isolation while feeling themselves to be equal members of the society. (N. 9) <...>*”, “<...>”; **professional rehabilitation:** “<...> *at the very moment the adults with the disabilities are not presented the possibility their professional rehabilitation to be carried out, it concerns the disabilities with the medium degree of mental disability (N. 9) <...>*”, “<...> *we have the clients, who can help the disabilities to acquire the speciality in order they to be involved into the whole working marketing system (N. 14) <...>*”; **the house of the life of self-independency:** “<...> *also in this case, if the disable lose his parents (care giver), so that the child would be given the social center in order to develop his self-independent life (in case he really can develop all the necessary abilities to start this life (N. 14) <...>*”; the

parents estimated what kind of services they feel the shortage in order the needs of the attendants and their families to be fully satisfied. The center has to look for the suitable partners in order these possibilities to be achieved and the self-government must include this item into its strategic plans.

The participants of the research were interested in the **flexibility of the working time of the center**: „<...> the after class group should start working whose working time would be from 5p. m till 8p m, the whole length of it would be 12 hours a day. It would be great, because the parents finish their jobs quite late, or it is necessary for a child to spend 8 hours at the center (N. 1) <...>“; **conditions for the environment**: „<...> we need the place for the elderly persons (N. 11)<...>“, we need a relaxive office, where the colorful pictures would be for relaxing, we need the opportunity to be in such office alone or together with someone else, the workshops with all the necessary remedies, that art office for painting, so that we could stick big sheets of the papers on the walls without thinking, that it can damage the walls or make them dirty (N. 9) <...>“; **flexibility in the payment for the social center** „<...> it would be fine to achieve the flexibility in the payment for the services (N. 4) <...>“.

all these problems must be solved by the social workers of the center together with their partners while informing the self-government about the ways of the problems to be solved.

Narauskaitės (2006) states, if a social worker can not find the direct contact with the disables, then only commands, strict restrictions and rules are presented for the disables. It is falsification to consider the positive changes to be, but in this case there is only the” training” (like a wild beast) manipulating of the disables. Respect is forgotten. The parents (care giver) also present the question about the **relationship between the attendants and the social workers at the center**; „<...> there are some cases, when the conflicts arose with a few social workers (N. 4)<...>“, “<...> to my mind, the relationship between the social worker of the center and between the attendant must be as the relationship between two equal personalities, but not that case, that the attendant must obey the social worker. According to the questions of the competencies of the social workers there is the necessary of the period of testing to be carried out in order the new social workers to be accepted to work (N. 9)<...>“, „<...> the children want to get friendly feedback of all the social workers, their goodness and pleasant communication(N. 10)<...>“; **due to the working abilities of men-social workers**: “<...>we would like more men to work at a social activities, because a gruel majority of our boys feel the shortage of the communication with social workers-men (Nr. 9)<...>“, „<...> we need more companies which would consist of men (N. 12)<...>“, “<...> we feel the shortage of the men, who would become the friends for our boys, because a lot of boys are educated only by mums alone, they have no fathers (N. 11)<...>“; there were some

remarks because of the social specialists: “<...> we need more services of the logopedic specialist, if the children have the disturbances in the stage of the development, then these services are considerably more necessary for them in comparison with the simple disturbances of the speaking apparatus of the healthy child. Speaking activities are very important both for communication and also for the development of the thinking process of the disables. Ergo therapist is also necessary because of the same reason, so, the subtle motorical activities develop the process of thinking. We must spend as much time as possible for the logopedical class of the child during this period, when he is little (N. 15)<...>”. the administrative apparatus is very competitive in order the questions concerning the specialists to be solved. The desire of the parents (care giver), that they want more men to work at the center is very normal and understandable due to this cause, that the disables are taken care by mothers alone in a great majority of easier. (it is reflected in the demographical statistics of the informants that 10 from 15 children are taken care only by mums alone. However, this desire will be very difficult to be satisfied due to this factor, that very few young men choose this difficult specialty).

In order the **social work** to be improved, the parents (care giver) expressed their wish to get more **individual work**: „<...> we need more individual work, more communication of the child with the social worker, according to the social status of the disables, sometimes it is not necessary a lot of persons to be together (N. 2)<...>”; **the development of ability of self-independency**: „<...> in order the disables to get used to being alone, to learn self-independency on order suitable decisions to a be accepted by himself. (N. 15)<...>”; **more activities**: „<...> they could learn how to make meals more often, the child will enter the courses how to become a cook (N. 12)<...>”. In this chapter the desires of the parents (care giver) are distinguished, the suggestions, which are connected with the activities of the center, so, time constructive communication of this model their suggestions will be included into the plans for future activities. (The possibilities of the improvement of the activities of the center and wishes of the parent and care giver in the appendix N. 4, table 7).

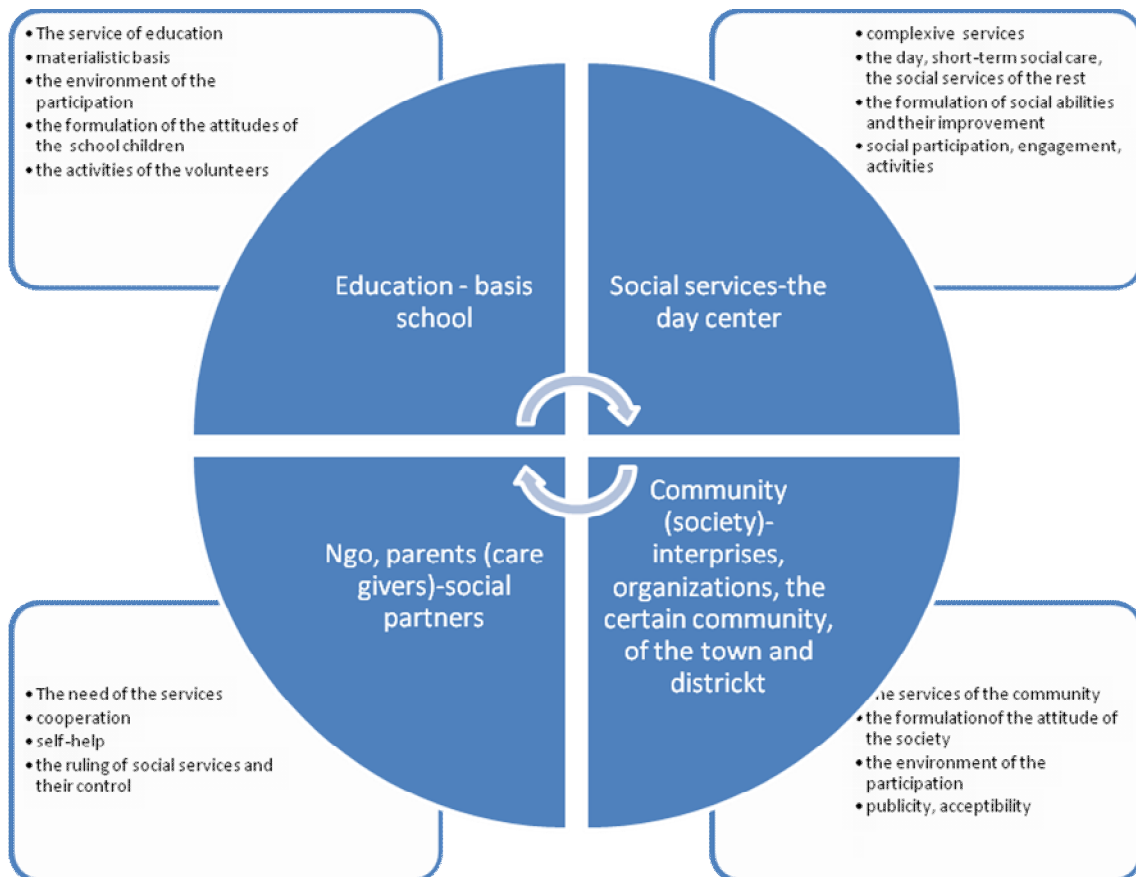
The social workers of the center and the social partners expressed their expectation in order **the activities of the center to be improved**: “<...>we have no space outside the center in order the attendants to be given the social possibilities how to acquire social center for the agricultural activities so that to grow vegetables, for flowers planting, for making the order in the environment around our center. We also need the farmstead so that to spend in nature as much time or it is possible, so that to have a rest there and develop working agricultural abilities. We will start looking for the social partners, who would let us live in their farmstead and take care about all agricultural activities in order this desire to be satisfied (Audronė)<...>“, “<...> we

need more accommodation, because we feel the shortage of space (Laura)) <...>“ , „<...> we want more space, more activities, especially the wooden activities (Ana) <...>“, according to the opinion of the social partners we have to improve not the activities which are inside the center, **but the activities which are outside it** : *“<...> not the center, but all the activities which are in the environment of the center. Also we have to take the care about the professional rehabilitation of the disables, to look for the possibilities of them to be employed, establish the home of the self-independent home at the self-government, which could give the possibilities to get the assurance, that the disables can live there in the community of the disables in order the services to be expanded which are in a great shortage in our society at the very moment (self-government) <...>“*, „<...> I would like to recommend to change something not at the center itself, but at the juridical basis of the center while changing the attitude about the control who is responsible for the quality of the provided social center (saule) <...>“. A great majority of recommendations consist of the **improvement of the services**, the opinions on this attitude are the same both of the parents (care giver) and of the social partners: *“<...> we have to inspire the greater self-independency of the attendants, we need to developed the professional abilities, so, that the attendant would be able to earn his own living. The professional rehabilitation is necessary, however, at the moment all the attention is paid to taking care about children would like to recommend the providing of the social center carried out by the volunteers from the city, so that they would be included into these activities which would give the mutual benefit for both sides both for the volunteers and for the center. We need the group of the social center which would be lengthened, it would be very good help for the parents, so, that these social centre would continue for 12 hours and also we would like the time table of the social activities to be flexible. (NGO) <...>“*; the administration of the center, who participated as the sociable partner at the research, agreed with this suggestion in order the accommodation to be expanded both inside and also we need more space outside. The center in the place where the social workers also have to improve there working skills while participating at the events and acquiring the higher qualification permanently, as well we need the experience to be acquired. Certainly we signed even a few working contracts on this point while trying to acquire the experience of the other in order the new salvations of the present problems to be found. There are no limits for perfection, maybe we feel the shortage of the accommodation in order these ideas to be realized in reality (saule)<...>“. (The information of the social workers and social partners interview about improvement of the services in the appendixes N. 6 and 8, tables 4).

Summaring. Having carried out the research, it was clarified, that the attitudes of the social workers of the center and the social partners are the same due to the improvement of the activities of the center due to this cause a great majority of the recommendations have the clear

similarities. This factor shows the social partnership to be closely connected with activities, because, both the administration and the social workers know the desires of the parents (care giver), comprehend their needs to be satisfied due to this factor the social center of the centre must be expanded and improved, especially their quality must be improved.

The scheme of the innovative model



There are these interactions in the model: the educational system the basic school, center of engagement society enterprises, companies, organizations, the certain society of the city (town), NVO, parents (care giver) - social partners, the social possibilities of the model in order the social possibilities of the model in order the social abilities to be developed and improved and the participation I the social life, the factors of these possibilities and the practice of social work are revealed in the research and will to presented in the conclusions.

CONCLUSIONS

1. In Lithuania as in the other countries of the European Union the transformation from the taking care activities and the declarative help for the disables to the methods of the development the self-independency of the disables, their rehabilitation and integration into the society are carried out, the progressive strategies of the social integration in order the best environment for this integration, the infrastructure of the integrative and complete services must be created for the persons with mental disabilities, as well these persons must be presented the possibilities of the equal rights in order their participation in the active social life of our society to be assured. Also the disables must be given guarantees of the improvement of their self-independency considerably more while transferring from the institutional care giving services to the social services which are provided in the society for the disables. The innovative model of the social services implements the regulations of the European Union and Lithuania in the practice while consolidating the social partners, expanding the inter-institutional cooperation, encouraging and inspiring the change of the attitudes of the values in the society in order the tolerant and open society to be educated.
2. Having analyzed the Lithuania and foreign scientific literature the conclusion can be drawn, that social abilities are considered to the whole unit of verbal and non-verbal abilities, which is expressed through personal social behavior. These abilities give the possibility for the person to be in good relationship with the others, make the inter-personal contacts with the other persons and keep them supported in order the conflicts to be solved in the constructive ways. The shortage of social abilities is considered to be the disturbance so that social participation to be performed actively. It is significant to be taken into consideration this fact, that it is vitally important to develop the social abilities for the persons with mental disabilities due to this reason, that they give the possibility for the child to solve various life situations, to adapt in the changeable environment successfully, help to act in order the social environment to be changed, social abilities also help the person to create one's life, in the internal common interaction and in the various activities. The environment of the day center is considered to be the best social environment in order the social abilities of the persons with mental disabilities to be developed, the best possibility for the persons to participate in the activities of social life, which are represented through the activities of the day center, which create the integrated society, educated the social abilities of the attendants which help to realize the integration of the disables, which in its own turn are considered to be the purpose of the social participation.

3. The opinion of the parents (care giver) of the disables was revealed while carrying out the research based on the efficiency of the innovative model of social center. The given results revealed, that the center satisfied the needs both of the disables and also of the family who is in the situation of the disability while providing the social center both at school and after school in the various social events of our society this practice inspires the disables to develop the self-independency, the acceptance and the choice of the solutions, the abilities of self-order, self-care, daily abilities of home routine and as well the shopping abilities and in general the life of the disable is improved, which create the possibilities of being together, in other terms, the comprehension of inclusion, while creating the open environment in the center, expanding the cooperation and common activities both at school and in the society to be created in order the suitable conditions for the adaptation of the disables to be presented and the changes of the attitudes and stereotypes of the society in the connection with the disables to be carried out by performing the full involvement of the parents (care giver) of the disables, into the providing of these services, they participate as equal partners of this process in order the disables to be presented the ability so that he (or she)oneself would be able to accept the important solutions while solving various life problems. The very close communication and cooperation are carried out with the social specialists of the center, with the administration of the center due to this cause the parents (care giver) of the disables come to the center quite frequently in order to be involved both into the activities and teaching courses, the group of the assistance for the persons work according to the principle of the partnership, the cooperation with the social partners is carried out abroad, it has been expanded and as well it has been being expanded because of this obvious factor it to be the strongest advantage, which provides the background for the future improvement of the social center, makes the influence on the changes of the attitudes of the society through the contacts with the “healthy” part of the society which are carried out because of the social participation in the events of society.
4. During the research it was revealed according to the answers of the parents (care giver) and social partners the providing of the social services while using this innovative model is considered to be the effective working practice of the social work and social integration which presents the most acceptable possibilities in order the development of social abilities and social participation to be developed both at the center and in the society. During the research the factors of the social participation and the development of social abilities according to this innovative model, such as: the openness of the office (the day center is at the basic school, the attendants of the center are acceptable at all the school events and in all its accommodation (the daily contacts and the communication are carried out, also the

changes of the attitudes of the society, which influenced the “adaptation” of the society), the possibilities for the participation (the participation at school and at the society various events excursions), the suitable conditions in order the qualitative services to be provided (the environment to be suitable were presented, also the materialistic basis is rich in remedies, the accommodation of the school and its resources are provided for our use, qualified and motivated social workers of the social partnership, the involvement of the families of the disables were carried out. The research revealed, that the attitudes of the social workers and social partners about the improvement of the social activities of the center have a great deal of the similarities, also there are found the some particularities of the characteristics in their recommendations. This fact shows the social partnership to be closely joined, therefore, the administration of the center and the social workers are very familiar with the desires of the parents (care giver) of the disables, therefore, they comprehend their needs due to this cause they try to expand their services and improve their quality considerably better in order the innovate model of the social centre to become much more effective and motivated.

RECOMMENDATION

The common integrative experience on providing the social and educative services is the new sphere in Lithuania which has not been analyzed because of this scientific factor the conditions in order such suitable services to be provided are necessary according to all the levels, political, systemic and organizative levels. Having estimated the juridical laws and reglamentation of Lithuania as a member of the European Union, which make the reglamentation of theoretical integration of the disables, which as well inspire the self-independency of the disables and their social participation also having estimated the opinion of the parents (care giver), social partners and social workers about the innovated model on the providing the social center for the disables at the “Saule” Joniskis school day center with the purpose to use the experience of the model of social and integrative educational services, which provide the assurance considerably higher qualitative development of the social center of the disables in the social integration while constructing the suitable environment in order the social integration to be carried out properly, I would like to offer:

- 1) Systemically in accordance to the national level with full coherence and cohesion to plan the providing of social and educative services for the disables, making the future perspectives in order the plan of the expansion to be created so the economical efficiency would be increased and the social separation would be reduced and ascertain the estimation of the changes of the attitudes of the society. Also I would like to offer to inspire the expansion of

this model at basic schools in Lithuania while ascertaining the order of the providing of social center all the financial questions connected with them, expand the competences of the government of the basic schools in order the organization of the providing integrative social center would be coordinated properly.

2) To reglament the juridical basis with the accordance to these aspects, so that the self-governments would take the full responsibility for providing social center and social integration of the disables, also so that the self-governments would be inspired to plan the expansion of the provider of the complete and educative services in order the social needs of disables to be feeling satisfied, to cooperate actively with non-governmental organizations which are the representees of the interests of the persons with mental disabilities.

3) I would like to offer the organizers of social to create all the possible resources in order the infrastructive system of the providing complete and integrative social center to be created which would give the assurance for the persons with mental disabilities considerably more active to get participation into the life of the society and into their society as disables according to the strength and possibilities of the disables.

4) I would like to recommend to the self-government of Joniskis taking into consideration the opinion of both the creators and the social partners to pay your attention and achieve these following aspects in order they to become reglamentated:

a. The flexibility of the time table at the day center in order the working hours to become lengthened till 12 working hours at the day social care working sphere.

b. With the greater flexibility to reglement the services of the day care activities while taking into the account the hours, which were spent at the day center by the attendants.

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SANTRAUKA

Asmenų, turinčių protinę negalią, socialinių įgūdžių ugdymas konstruojant inovatyvų socialinių paslaugų teikimo modelį

Tyrime analizuojami socialinių įgūdžių lavinimo, socialinio dalyvavimo, adaptacijos, socializacijos, diskriminacijos panaikinimo, gyvenimo kokybės gerinimo ir pagalbos teikimo klausimai aktualūs asmenims, esantiems proto negalios situacijoje, jų šeimos nariams, su šia socialine grupe dirbantiems socialinio darbo praktikams, švietimo įstaigoms, švietimo ir socialinę sritį administruojančioms institucijoms, nevyriausybinėms organizacijoms, atstovaujančioms sutrikusio intelekto žmonių ir jų šeimų interesus, savivaldybėse.

Tyrime siekta atskleisti, kad Joniškio „Saulės“ pagrindinėje mokykloje sukurtas specialiojo ugdymo ir socialinių paslaugų teikimo modelis yra inovatyvi socialinė praktika, naujai konstruojanti socialinius vaizdinius, grįsta humanistinėmis idėjomis, pragmatiniu ir sisteminiu požiūriu, naudinga asmenims, turintiems protinę negalią, ir jų šeimos nariams bei juos supančiai socialinei aplinkai.

Lietuvoje socialinių paslaugų teikimo bendrojo lavinimo mokykloje patirtis yra visiškai nauja, todėl tyrimas padės išvelgti ne tiek probleminius integracijos aspektus, kiek praktines neįgaliųjų integracijos galimybes, parodys gerąją sėkmingos integracijos patirtį ir inovatyvią socialinio darbo praktiką, formuojant lankytojų socialinius įgūdžius ir kuriant socialiniam jų dalyvavimui palankią aplinką.

Tyrime naudota atvejo analizės strategija, atliktas kokybinis tyrimas. Naudojant pusiau struktūruoto interviu metodą apklausta 15 dienos centro lankytojų tėvų/globėjų, 6 dienos centro socialiniai darbuotojai ir 2 užimtumo specialistai, 3 socialiniai partneriai.

Nustatyta, kad inovatyvus socialinių paslaugų teikimo modelis sukuria dienos centro lankytojų socialinių įgūdžių ugdymui ir socialiniam dalyvavimui palankią aplinką. Tyrimo rezultatai rodo, modelis pagrįstas įstaigos atvirumu ir humanistinėmis nuostatomis. Centro lankytojams ir jų šeimoms teikiamos kokybiškos kompleksinės ir jų poreikius bei lūkesčius atitinkančios paslaugos. Svarbų vaidmenį modelyje atlieka tėvų įtraukimas į socialinių paslaugų teikimą ir socialinės partnerystės plėtojimas. Tyrime atskleista, kad modelis efektyviai keičia mokyklos ir miesto bendruomenės stereotipines ir diskriminuojančio pobūdžio nuostatas į asmenis, turinčius protinę negalią.

Tyrimo respondentai išvelgia centro veiklos tobulinimo ir paslaugų plėtojimo galimybes centre ir savivaldybėje. Asmenims, turintiems protinę negalią savivaldybėje trūksta profesinės reabilitacijos paslaugų ir savarankiško gyvenimo namų, centre – erdvių profesiniams ir darbiniais įgūdžiams lavinti, individualus bendravimo, paslaugų teikimo sąlygų gerinimo.