

INDEPENDENT LIVING FOR PERSONS WITH INTELLECTUAL DISABILITIES

Nur Khaleeda Mohd Kamil
Centre for Research in Psychology and Human Well-being
Faculty of Social Sciences and Humanities
Universiti Kebangsaan Malaysia
Email: nurkhaleedamohd@gmail.com

Aizan Sofia Amin
Centre for Research in Psychology and Human Well-being
Faculty of Social Sciences and Humanities
Universiti Kebangsaan Malaysia
Email: aizansofia@ukm.edu.my

Insyirah Mohd Zambri
Centre for Research in Psychology and Human Well-being
Faculty of Social Sciences and Humanities
Universiti Kebangsaan Malaysia
Email: insyirahzambri198@gmail.com

Noremy Md. Akhir
Centre for Research in Psychology and Human Well-being
Faculty of Social Sciences and Humanities
Universiti Kebangsaan Malaysia
Email: noremy@ukm.edu.my

Khairul Farhah Khairuddin
Center for Research in Education & Community Well-being
Faculty of Education
Universiti Kebangsaan Malaysia
Email: kfk@ukm.edu.my

Rosnah Sutan
Department of Community Health
Faculty of Medicine
Universiti Kebangsaan Malaysia
Email: rosnah@medic.ukm.my

Wan Arnidawati Wan Abdullah
Department of Human Development and Family Studies
Faculty of Human Ecology
Universiti Putra Malaysia
Email: arnidawati@upm.edu.my

ABSTRACT

On 19 July 2010, Malaysia ratified the Convention on the Rights of Persons with Disabilities (CRPD), consisting of 50 articles concerning the human rights, dignity, and independence of persons with disabilities. Article 19 of CRPD highlights that all persons with disabilities have equal rights to live independently and be included in the community. This paper explores the concept of Independent Living (IL) for persons with intellectual disabilities in Malaysia. The discussion will be focusing on the main aspects of IL, particularly meaning, skills, and factors that contribute toward IL among persons with intellectual disabilities (PWID). Based on the literature reviews, elements such as responsibility, decision making, and new skills have been identified as crucial elements in defining the meaning of IL among persons with intellectual disabilities. Correspondingly, in empowering persons with intellectual disabilities toward IL, three independent living skills should be acquired: conceptual, social, and practical skills. On a final note, individual and environmental factors were identified as two main factors contributing to the IL of persons with intellectual disabilities. Therefore, this paper proposes a conceptual framework that may be useful for researchers in designing future research. This paper is expected to contribute to helping the government, especially involving the Ministry of Women, Family, and Community Development in studying and developing a specific model or policy related to the independent living of persons with intellectual disabilities.

Keywords: Independent living, persons with intellectual disabilities, meaning, skills, factors.

INTRODUCTION

United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) defined person with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (CRPD, 2015). Every country has a different legislative approach in defining, identifying, and treating persons with disabilities (Brisenden, 1986). Even though there are some common terms used by people all over the world, such as 'handicapped people', 'people with disabilities', 'disabled people', 'physically or mentally challenged' yet the word 'disabled' seems to be used as a blanket term to cover a large number of people who have nothing in common with each other (Narayanan, 2018), except the fact that they do not function the same way as those people who are called 'normal'.

On 19 July 2010, Malaysia had ratified the Convention on the Rights of Persons with Disabilities (CRPD) by the United Nation that consists of 50 articles concerning the human rights, dignity, and independence of persons with disabilities. Article 19 of this CRPD had been allocated to deals with the right of persons with disabilities to independent living, community support, personal assistance, and the right to live where they wish and with whom they wish. According to this article, persons with disabilities have the same right to enjoy community life and its opportunities on an equal basis to non-disabled people, and they should not be subject to any form of isolation or segregation (CRPD, 2015). As a part of society members, persons with disabilities should enjoy a range of community support services including the right to live independently and personal assistance so that they will feel a sense of belonging as part of the community system. However, in discussing this issue there is still an ambiguity element especially on the concept of independent living itself. Adolf Ratzka is a pioneer in advocating for the right to independent living for persons with disabilities, arguing that most models regarding independent living focus on the physically disabled category than the learning disability category (Ratzka, 2007).

Taking that into account, this paper will discuss more on the concept of independent living focusing on persons with intellectual disabilities. The main objective of this paper is to explore the concept of independent living for the person with intellectual disabilities (PWID). First and foremost, this paper will start with a brief explanation of the concept of independent living and followed by the actual situation of persons with intellectual disabilities in Malaysia. Moving on this paper will discuss three main aspects of independent living for PWID which are meaning, skills, and factors of independent living. Finally, this paper will propose a suitable conceptual framework on the concept of independent living for PWID.

This paper adopts a library-based study approach (George, 2008; Morris & Cahill, 2017), where the process of gaining information involves identifying relevant information, analysing, and developing ideas from secondary sources such as journal articles that are relevant to this paper's main objectives. According to George (2008), library research involves elaborating and highlighting one or more research questions resulting from brainstorming a certain topic by consulting reference tools and searching from library databases. Library research may also include analysis of multiple topics and studies that can be extracted through research from different authors and regions publications for research (Morris & Cahill, 2017).

The authors employed a library-based study strategy as part of the information gathering procedure in this paper. During this process, the authors had reviewed several websites and documents related to the study. The authors utilised keywords to improve the search with the assistance of a "search engine." The frequently used keywords were independent living, intellectual disability, meaning, skills, and factors. The use of keywords may assist the process of searching for any relevant materials that could be related to the research (Symeonidou, 2015). Next, the authors conducted a thematic analysis to interpret data from these relevant materials, as suggested by Braun and Clarke (2006). They stated that thematic analysis is a method that could identify, analyse, and report patterns from any relevant articles.

INDEPENDENT LIVING

The independent living concept started with The Independent Living Movement in the 1960s, and since then, it has become an active movement around the United States of America. In 1972, the first well-known Centre for Independent Living (CIL) was established at Berkeley at Boston University by a group of students with disabilities. (Jolly, 2010). Persons with disabilities have developed the Independent Living Movement to represent their right to live as adults with whatever means are needed to live independently in the community (Hendey & Pascall, 2001). Independent living movements are based on the element to advocate for the same rights and opportunities (Mladenova, 2017) that every person with disabilities should have, especially in choosing and controlling their own lives as those without disabilities take for granted.

Little is known about the current situation of independent living among individuals with intellectual disabilities in Malaysia as most of the previous literature on independent living mainly focusing on persons with disabilities in general (Aşkıım et al., 2016; Hale-Gallardo et al., 2020; Hendey & Pascall, 2001; Ratzka, 2007; Yang, 2014). However, till this moment in Malaysia, the research of independent living among person with intellectual disability are still limited. Building on this debate, this research will explore more about the current independent living situations among persons with intellectual disabilities in Malaysia.

PERSON WITH INTELLECTUAL DISABILITIES

Intellectual disability is a term used to differentiate those with severity of adaptive functioning deficits from being labelled as mentally disabled. According to DSM-5, intellectual disability is a part of the neurodevelopmental disorder that begins during the developmental stage (American Psychiatric Association, 2013). Those who had been diagnosed as intellectually disabled

may encounter a deficit in adaptive functioning and as a result, it may toll on the ability of that person to do well at school, work, and survive in living independently once they were grow up.

Person with Intellectual Disabilities (PWID) always being associated with significantly low intellectual functioning or reasoning capability (Kuyini et al., 2015) and lacks adaptive skills in handling everyday living tasks such as bathing, cooking, and washing. According to Bettcher & Mihaylova (2015), multiple ranges of arising issues due to the limited capability among PWID may cause a limitation for most PWID to maintain intimate relationships and prevent them from moving from one local authority area to another in order to live independently. Those who were diagnosed as PWID always being isolated from the community and most of their system are solely around their family home. Some parents of PWID's children live with a conundrum between hope and fear of what their children's future will become like, and there are some cases where parents give up hope on their children and wait for fate (Runo, 2019).

In Malaysia, intellectual disability was classified as one of the sub-categories in the registration for persons with learning disabilities. Within the category of learning disabilities, the Department of Social Welfare or known as Jabatan Kebajikan Masyarakat (JKM) had recognised six categories of disabilities: Global Development Delay (GDD), Down Syndrome, Autism, Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disability (SLD), and lastly intellectual disabilities (KPWKM, 2016). While, those who have been diagnosed with intellectual disability are classified into three levels: mild, moderate, and severe (JKM, 2021).

Table 1 below shows a statistic of registration for the category of person with learning disabilities in 2019 as stated by JKM: Global Development Delay (GDD), Down Syndrome, Autism, Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disability (SLD), and intellectual disabilities. However, 22.99 % of the registration numbers are made up of those whose specific category of learning disabilities is not stated as indicated in the table below. Person with intellectual disabilities recorded the highest number (85,802) of registration as compared to other sub-categories (JKM, 2020). It shows that majority of the persons with learning disabilities in Malaysia are made up of persons with intellectual disabilities.

Table 1: Registration of person with learning disabilities in Malaysia (2019)

Category	Total	Percentage (%)
Global Delay Development (GDD)	7,548	3.75
Down Syndrome	13,732	6.83
Attention Deficit Hyperactivity Disorder (ADHD)	11,472	5.7
Autism	27,661	13.75
Intellectual	85,802	42.66
Specific Learning Disabilities	8,683	4.32
Not- stated	46,241	22.99
TOTAL	201,139	100

MEANING OF INDEPENDENT LIVING FOR PWID

In defining the concept of independent living for PWID, three main concepts have been identified. The first concept is responsibility, second is decision-making, while lastly is social participation. For the first concept which is responsibility, independent living has always been associated with the readiness of PWID to bear with the responsibility from two aspects which is financial and security.

PWID always appreciates the freedom of financial management given by family especially in matters regarding financial management (Iriarte et al., 2020; Puyaltó & Pallisera, 2018). Persons with intellectual disabilities state that the faith and freedom that the family gave in managing their own daily expenditure shown that PWID are fit enough to live independently (Puyaltó & Pallisera, 2018). The same idea was shared by the family members who feel that they were responsible for training PWID to manage their financial aspect and thorough training is needed in preparing PWID toward independent living (Iriarte et al., 2020). Being responsible towards their own financial management is also seen as a part of a token for PWID to feel the sense of belonging as a part of social community members and help them in achieving their life goals (Conder & Mirfin-Veitch, 2020).

While on the other hand, there are some ideas stated that being responsible for their own safety and well-being is a part of an essential aspect in defining the concept of independent living for PWID. Power and Bartlett (2018) stated that PWID was aware of the fact that they should be responsible for their own safety aspect in order for them to live independently efficiently. Not just focusing on viewpoints from PWID, there are some of the family members who share the same idea that being responsible in dealing with their own safety is a part of an independent living concept (Mooney et al., 2019). Still, in the safety aspect PWID who want to live independently at the same time should be responsible toward the safety of their community and always be alert with their surroundings situations (Hudnall, 2014; Raudeliunaite & Gudžinskienė, 2017b; Richardson et al., 2016).

The second concept in defining the meaning of independent living for PWID is decision making. Decision-making is a process of deciding on certain options after many aspects have been taking into account (Hickson & Khemka, 2013). There are three types of decision making had been identified: decision making by PWID itself, decision making by family members, or decision making by professionals. Most PWID stated that living independently means that they were given a chance to make their own decisions concerning their own lives (Hickson & Khemka, 2013; Höglund & Larsson, 2019). The same ideas were shared by Ratzka (2007), who stated that the independent living concept is interconnected with the value of self-determination that most

people without a disability always take for granted. While on the other hand, there are some ideas stated that the rights to self-determination between the caregiver and person with intellectual disabilities itself could create conflicts in the process of independent living (Roos & Søndena, 2020).

There are some cases where even though PWID are allowed to live independently, yet the family members are directly involved in the process of decision making regarding the life of persons with intellectual disabilities based on the assumption that family members are known well about the needs of PWID (Bigby et al., 2011). Decision-making by family members often happens in the situation regarding a formal decision involving health, education, or occupation matters (Burke et al., 2019). Bigby, Whiteside and Douglas (2019) stated that family members tend to make the decision on behalf of their PWID family members as it seems that those who had been diagnosed with intellectual disability usually consume more time in the process of decision making. There has always been a mistrust issue in a decision that PWID itself made.

On the flip side, there are some cases where professionals are involved directly in the process of decision-making for PWID who live independently or in other words, professionals will make the decision on behalf of PWID. PWID who live independently or live in institutions is expected to fully obey the decision already made by professionals such as social workers, medical doctors, or people in charge in that particular institution. As a result, this process may cause some PWID to feel that they are not fit enough to make their own choice regarding their life even though they were given a chance to live independently (Björnsdóttir et al., 2017). The process of decision-making by professionals may cause of dilemma toward the service philosophy in terms of respecting individual choice among persons with disabilities (Jingree et al., 2006).

In discussing the meaning of independent living, social participation is one of the crucial concepts, especially when we try to adapt these ideas of independent living towards PWID. Living independently means that PWID is given a chance to increase their social participation (Miskimmin et al., 2019) by spending more time trying to adapt to the new environmental setting (Witsø & Hauger, 2020). Additionally, Upreti and Singh (2016) stated that independent living is seen as one of the tools by PWID to enhance their social skills where those skills hard to gains when they were living with their family.

Simultaneously, in increasing their social participation, PWID who are living independently are also exposed to more opportunities in gaining new skills. This may be a result of their social interactions with a new surrounding that they were tried to adapt to (Raudeliunaite & Gudžinskienė, 2017a). According to Yıldız and Cavkaytar (2020), PWID that were trained to live independently and being a part of the society seems more skilful than those who are still living with their family. The next part of this writing will discuss more on skills needed for PWID to live independently.

INDEPENDENT LIVING SKILLS NEEDED FOR PWID

The second theme that had been identified is the skill needed by PWID for independent living. There are specific independent living skills that had been identified as crucial to be possessed by PWID in order to live efficiently. These skills can be divided into three primary skills categories such as conceptual, social, and practical.

Conceptual skills refer to an individual's understanding and analysing an abstract problem by connecting different ideas among each other (Dell'Armo & Tassé, 2019). There are three subskills had been identified, namely language proficiency, writing skill, and calculating skill. According to Turan and Yükselen (2004), PWID always being associated with difficulties in adapting the language skill, which is as a result may bring a limitation for PWID to communicate with others when they were living independently. It is undeniable that the diversity of genes that could be found among PWID is one of the reasons why it is hard for them to possess any form of language proficiency as others (Isgro, 2015). Therefore unsurprisingly, there are some PWID who prefer using social media as a part of their communication tools rather than communicating in a verbal language (Raghavendra et al., 2015).

On the other hand, writing skills had been identified as another conceptual skill that needs to be mastered by PWID itself in order for them to live independently efficiently. Westwood (2018) highlighted reading and writing skills as essential skills that need to be mastered by the PWID as writing may be used as a medium for PWID to deliver an important and meaningful message to others (Raghavendra et al., 2015). The limitation in mastering reading and writing skills may result in a lower level of social participation for PWID. However, Raspa et al., (2018) stated that reading and writing skills are one kind of skills that could be improved from time to time once they were let to live independently and interact with their new environment.

Calculating or the ability to deals with the numbering system is a part of conceptual skills that should be mastered by PWID who are looking forward to an independent living. In discussing this issue, Conder and Mirfin-Veitch, (2020) stated that the ability to understand the concept of money is a crucial conceptual skill in determining the ability of persons with disabilities to live independently. This idea is in line with Roberts et al., (2018), who highlighted that mastering financial skills proves that PWID are fit enough to live on their own. Additionally, Pesova et al., (2014) clearly outline that numbers, time, and date as a set of concepts that need to be master by PWID. In fact, without the intervention of their family members and the failure to understand the concept of numbers may bring difficulties for PWID to adapt to the new environment once they were living independently (Harun et al., 2020; Runo, 2019; Turan & Yükselen, 2004).

Moving on to the second independent living skill need for PWID, which is a social skill. Social skill is defined as a set of skills to enable an individual to communicate and interact with one another on a daily basis (Karra, 2013). Williams et al. (2010) stated that three subskills could be listed under social skills, namely interpersonal skills, social participation, and social problem-solving. Interpersonal skill is a part of social skills most of PWID rely on to enable them to interact and socialise with each other when they were living on their own in the community (Dew et al., 2019; Mitchell et al., 2009).

In order to live independently, it is unavoidable for PWID to be actively involved in their community, thus it seems that social participation is another independent living skill that should be mastered by PWID. Mooney et al. (2019) highlighted those social participations such as making a new friend are the most crucial social skills that should be possessed by PWID. By living independently with limited family supervision, PWID had to interact with their new community so that they were not living behind and feeling lost (Zyta & Cwirynkalo, 2016). For these reasons, it is important to train PWID on how to enhance their social participation so that they can live independently and feel socially included as a part of the community members (Mitchell et al., 2009).

Social problem solving is another social skill that needs to be mastered by PWID in order to make there are fit enough to live independently. Social problem-solving skills may involve a combination of a set of skills such as communication and critical thinking that are probably hard to be found among the majority of PWID due to the limitation caused by their cognitive skill compared to others (Shree & Shukla, 2016). The same ideas were shared by Chou et al., (2016) who reported that PWID always encounters difficulties when they were facing a particular situation that needs their social problem-solving skills.

To live independently, PWID are expected to master a set of practical skills like daily living skills, occupational skills, healthcare skills and transportation skills (Ioanna, 2018) have highlighted a few daily living skills that should be master by PWID such as washing, cooking, and cleaning on their own. Daily living skills are interrelated with the daily routines that the individual has to go through such as preparing food, bathing, washing clothes, and tidying their house (Raspa et al., 2018). To ensure that PWID can live independently, they need to be provided with the skills to meet their own needs and self-care (Westwood, 2018). According to Dell'Armo & Tassé (2019), skills in dealing with daily activities on their own are among the essential practical skills that need to be possessed by intellectual disabilities who are willing to live independently

According to Whitehead et al., (2016), PWID should be provided with healthcare education and awareness in order to ensure that their well-being is at always an optimal level once they were living independently. It is proved that a comprehensive health care skill is a crucial independent living skill that PWID should possess as the need to monitor their own health condition once they were living on their own away from their family (Bennett, 2014). On the other hand, a study conducted by Werner (2012) found that there is still a lack of awareness among PWID regarding their own healthcare aspect. While in Malaysia, issues related to persons with disabilities rights to healthcare are increasingly being considered alongside other issues including the right to education, employment, and accessibility to facilities in higher education (Amin et al., 2019).

While the last practical skill that should be mastered by PWID to live independently is transportation skill. It is undeniable that in order to live independently, it requires PWID to travel a lot from one place to another on their own either by driving or using public transport mode (Hudnall, 2014) as they have to do more tasks on their own. PWID had to train and be provided with skills in using public transport to ensure that they could move on their own whether to go shopping or for leisure purposes (Raspa et al., 2018).

FACTORS CONTRIBUTING TOWARD INDEPENDENT LIVING FOR PWID

In deciding whether that individual is fit enough to live independently away from their family supervision, a few factors should be taken into consideration. Thus, the discussion will proceed on the two factors that contribute to independent living among PWID, namely individual factors and environmental factors. Individual factors refer to the personal condition of PWID itself such as gender, IQ level and skills. While environmental more focusing on external factors like their family, society, and policy. Factors like IQ level (El-Hamid & Sultan, 2018; Kuyini et al., 2015; Scheffers et al., 2020) or cognitive skills (Allen & Ciambone, 2003; El-Hamid & Sultan, 2018; Mitchell, 2012; O'Neill & Gutman, 2020) had been identified as a part of significant factors that could directly influence the capability of PWID toward independent living.

Gender had been identified as one of the individual factors that could directly affect the decision of independent living for PWID. According to Björnsdóttir et al., (2017), gender has a significant influence in determining the ability of persons with disabilities to live independently, as most societies have a tendency to treat people based on the concept of masculinity that was trained by society since they were kids. As a result, it had cause women with disabilities to be marginalised especially in fighting for their right to live independently compared to men. On top of that, women are constantly being associated with the lack of skills that had caused women to face discrimination often when they were living on their own compared to men (Hayward et al., 2018).

IQ levels or cognitive skills had been outlined as another individual factor that could influence the capability of independent living for PWID (Ioanna, 2018). In reality nowadays, family members only have faith in letting their PWID child to live independently only if they were seen to show higher levels of cognitive abilities. Feng et al., (2017), clearly highlighted that the cognitive ability of persons with disabilities is one of the crucial aspects in determining the ability of the individual to live independently. This idea is in line with what had been stated by Nota et al., (2007) that PWID that had been diagnosed with a severe level of cognitive skills showed the lowest levels of self-determination, QoL and social abilities. Adequate support for individuals with learning disabilities is crucially needed in order to promote their inclusions in education (Khairuddin et al., 2020) in order to enhance their cognitive skills.

The second factor that plays a significant role in affecting the capability of PWID to live independently is the environmental factor. In discussing the aspect of environmental factors, they are three main key points that have been identified namely family factor, society factor, and policy factor. Family factor means that family played a significant role in either in giving permission or deciding whether PWID are fit enough to live independently. In a study by Sandjojo et al., (2019), there a particular situation that led to family members are becoming overcontrolling or overprotective toward their PWID family members. As a result, it may toll on emotional problems and deterioration of cognitive functioning toward PWID itself. In addition study by Roos and Søndena (2020), shows that parental role had a significant influence on the transition process of adolescents with intellectual

disabilities and this situation at the same time could directly affect their capability to live independently. Based on this evidence, it clears that to live independently PWID must gain their family entrustment or faith especially parents so that they were "allowed" and "blessed" to live on their own.

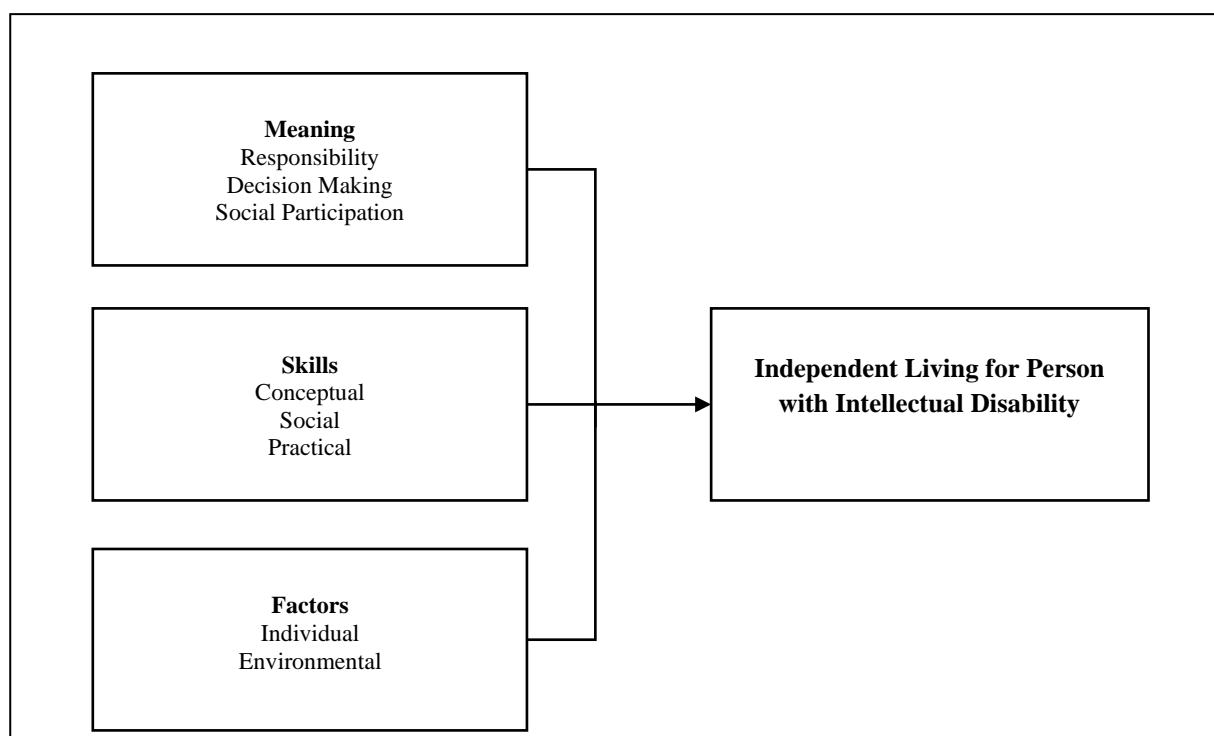
The second environmental factor affecting independent living among PWID is societies' perception. Society perception had been said as one of an essential factors as community cooperation plays a significant role in helping PWID who try to live independently adapt to their new environment. Any negative perception from society may result in a failure toward independent living for PWID. Mladenova (2017) stated that there is a part community member who assumed that the disability faced by persons with disabilities is a form of punishment given by God to the family members who commit offences, as a result, there are some of the family members decided to hide their family members who are disabled, and this has limited the freedom for them to live independently.

While lastly, policy and regulation have been identified as one of the environmental factors that could affect the decision of independent living for PWID. The policies and legal system in a particular country are also seen as one of the significant factors that could lead to the phenomenon of independent living among PWID. There are certain countries like New Zealand that had to apply the policy that encourages and supports the actions and choices taken by any person with a disability who wants to live independently (Conder & Mirfin-Veitch, 2020). Besides that, Yang (2014), discussing how the Social Policy in Japan which is based on the concept of "barrier-free design" has focused on efforts to improve infrastructure facilities for the use of the persons with disabilities in Japan had contributed to the increasing in the rate of independent living among its citizens with disabilities.

DISCUSSION AND RECOMMENDATION

In the process of exploring the concept of independent living for persons with intellectual disabilities, there are three main aspects that should be taking into concern namely meaning, skills, and factors as discussed above. Based on the three main aspects highlighted in the previous sections, this paper proposes a conceptual framework (Figure 1) that could help readers in understanding the concept of independent living for PWID.

Figure 1: Conceptual framework for Independent Living for Person with Intellectual Disability



The first aspect which is "meaning" is an important approach in order to ensure that peoples are able to understand the concept of independent living for persons with intellectual disabilities. This aspect is crucial as most of the independent living that had been established all over the world are more focusing on physically disabled people (Ratzka, 1992). Based on the discussion, it could be concluded that independent living for PWID may be defined as being responsible, directly involved in the decision-making process, and giving a chance for social participation. This is in line with the definition of independent living in Article 19 of Convention Right for Person with Disability that highlights the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community (CRPD, 2015).

As decision-making appears to be one of the essential concepts in independent living, thus in the process of preparing PWID toward independent living it is suggested that appropriate training on decision making or autonomy value is compulsory. This idea is in line with what had been stated by (Pallisera et al., 2018) that PWID should be given training that emphasises the aspect of self -decision making in helping them to gain experience and at the same time adjust to independent living. On the other hand, as an added value PWID also should be training with the responsibility from a young age so that they are prepared and aware of their responsibility once they were living on their own when they grow up. In this issue, parents should play a significant role in educating their child with the value that could enhance the sense of responsibility so that child is ready to be independent in the community (Mahoney & Perales, 2011).

The second part of the discussion in this paper focuses on the skills needed by PWID to live independently. The discussion had highlighted three main skills that had been identified as crucial to be possessed by PWID such as conceptual skills, social skills, and practical skills. Even though Hayward et al., (2018) suggested that in an attempt to increase their social engagement, persons with disabilities should be given training that focuses more on technical skills than social skills. However, on the flip coin in discussing the importance of these three primary skills toward PWID, it is hard to tell which skill is more significant compared to others as all of the skills are seemed to have their own role in empowering PWID toward an independent living. Hence it is essential for PWID to be occupied with all three skills: conceptual, social, and practical skills so that they were prepared toward the new phase of living.

While the last part is emphasizing on the factors that contribute toward the decision on independent living for PWID. Given that environmental had been identified as one of the factors that contribute to independent living among the disabled, Mladenova (2017) has suggested that immediate action should be taken to ensure that the intellectually disabled are provided with services that can meet their needs and at the same time help them to face with any limitations that could restrict their full participation in the community. Among the actions that can be taken is to renovate schools, government buildings, and public transport facilities. Last but not least, it is crucial to ensure that in the process of developing disability-friendly facilities, any views and ideas directly from the persons with disabilities themselves are getting into concern. This idea is in line with Miskimmin et al., (2019), who stated that participation from persons with intellectual disabilities itself is crucially needed in order to promote good health and community so that PWID could enhance their social participation.

CONCLUSION

This paper discussed the concept of independent living for persons with intellectual disabilities (PWID), particularly on the aspect of meaning, skills, and factors contributing towards independent living. First, in defining the meaning of independent living terms like responsibility, decision making, and social participation had been identified as three important elements in describing the concept of independent living for PWID. Moving on, this paper also had figured out that conceptual skills, social skills, and practical skills are found to be among the skills needed for PWID to live independently. While lastly, in discussing the factors contributing toward independent living among PWID there are two factors had been identified namely individual factors and environmental factors. During the development of this paper, the authors encountered limitations, such as the fact that only a few resources are discussing the concept of independent living specifically for intellectual disabilities. In contrast, most research focuses on people with learning disabilities in general, including those diagnosed with autism or down syndrome. Besides, this article used a library-based study and not using data from empirical studies.

In conclusion, based on the discussion of the three elements of independent living for PWID, meaning, skills, and factors, this paper proposes a suitable conceptual framework of independent living for PWID. This framework may act as a part of reference in developing further research or designing model for persons with disabilities. Even though the ways on how independent living practice may be different from one to another, it is undeniable that the concept of independent living depends on how we define the meaning and concept of independent living itself. Therefore, regardless of what kind of disability or limitation a person may face, independent living is all about human rights that everyone should enjoy in their own way.

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