



Original research article

# Striving for autonomy: the transition of persons with disabilities from family to independent life

Martina Hrozenská \*, Nina Rakovická

Comenius University, Faculty of Education, Department of Social Work, Bratislava, Slovak Republic

## Abstract

**Aim:** Identify the most problematic situations that people with disabilities have had to deal with in becoming independent, and highlight the structural challenges and barriers they encounter in the process of becoming independent from their original family.

**Theoretical base:** The philosophy of independent living for people with disabilities means equal opportunities. Physical disability or any health disability should not be an obstacle to living life according to one's own wishes.

**Methods:** The problematic situations that people with disabilities had to deal with were identified based on an analysis of interviews with five deliberately selected participations in middle adulthood.

**Results:** People with disabilities want to live independently and have control over their own lives with the help of services and technologies that compensate for their functional deficits. From the perspective of people with disabilities, it was important to determine which tasks they could handle on their own and, at the same time, to be aware of which tasks were challenging for them.

**Conclusion:** A secure family environment and support from friends, acquaintances, colleagues, and neighbours are an important part of a supportive system that complements institutional support from the state. Accessible and architecturally adapted housing creates the conditions for independent living, and the main motivation for choosing it is the desire for maximum independence and control over one's own life.

**Keywords:** Independence; Independent living; Persons with disabilities

## Introduction

The Convention on the Rights of Persons with Disabilities (United Nations, 2006) recognizes that disability arises as a result of the interaction between a person's condition and barriers in the environment, i.e. as a combination of the individual's uniqueness and external conditions. Independent living for persons with disabilities is closely connected to the social model of disability and to the provision of targeted, individualized support by society. The social model is based on the premise, that the problem does not arise only from disability, but mainly from obstacles in society. "Independent living does not mean that a person can do everything completely on their own without help, but they have control over their life."

Gaining independence and transitioning to an autonomous life is a complex process for everyone, regardless of their circumstances. Young people with physical disabilities often encounter social and structural barriers during this transition that, in fact, correspond to rights routinely afforded to non-disabled young adults (Bardo and Vowels, 2021). Similarly, Ravenscourt et al. (2017) point out that in OECD countries, understandings of youth and their transitional periods remain

rooted in traditional indicators of adulthood, such as full-time employment, financial independence, marriage, and parenthood. These indicators of *successful transitions* – as well as factors such as the availability of support, social expectations, or systemic barriers – have been widely criticized as normative and ineffective in explaining the complexity of lived experiences among youth with disabilities, who face additional significant life obstacles. According to Ingimarsdóttir et al. (2023), it is important to challenge rigid societal expectations of adulthood that systematically exclude people with physical disabilities. Instead, they emphasize the importance of recognizing how social understanding can serve as a protective factor on the path to adulthood. Vaska (2014) noted that employment legislation for persons with disabilities in Slovakia continues to fall short, particularly in terms of targeted and sustainable integration measures – a problem that remains relevant today.

Smith and Dowse (2019) advocate for new approaches to understanding transitions to adulthood, particularly for individuals with complex needs. They emphasize a *complexity approach*, which requires consideration of the interplay between personal, social, and historical contexts – including periods of inactivity or stagnation. Recent research on transitions to adulthood has focused on examining them as non-linear,

\* **Corresponding author:** Martina Hrozenská, Comenius University, Faculty of Education, Department of Social Work, Šoltésovej 4, 811 08 Bratislava, Slovak Republic; e-mail: [martina.hrozenska@uniba.sk](mailto:martina.hrozenska@uniba.sk)  
<http://doi.org/10.32725/kont.2026.017>

Submitted: 2025-08-04 • Accepted: 2026-03-09 • Prepublished online: 2026-03-27

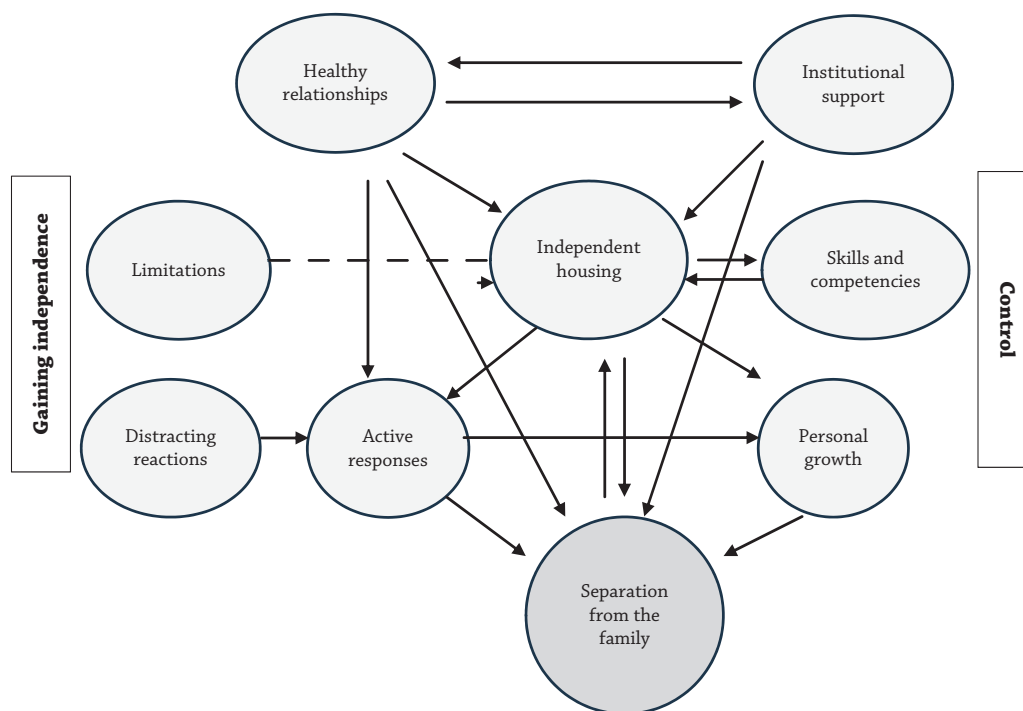
KONTAKT 28/2: 193–199 • EISSN 1804-7122 • ISSN 1212-4117

© 2026 The Authors. Published by University of South Bohemia in České Budějovice, Faculty of Health and Social Sciences.

This is an open access article under the CC BY-NC-ND license.

fragmented, and multidimensional processes that reflect the complex life experiences of young people (Cieslik and Simpson, 2013; Furlong and Cartmel, 2006). The prolonged period of partial dependence that many young people now experience has led to what Arnett (2019) describes as the concept of “emerging adulthood” – a life stage during which young people are able to explore a wide range of possible life paths.

The aim of the research study was to identify the most problematic situations encountered by persons with physical disabilities during the process of gaining independence from their family, and to illustrate the causal relationships among the identified categories by organizing them into a conceptual framework (Fig. 1).



**Fig. 1.** Causal relationships between identified categories

## Materials and methods

To identify problematic situations related to the process of separation from the family among individuals with physical disabilities, a qualitative research design and reflective thematic analysis methodology were chosen for data coding and analysis. The semi-structured interview method was used to capture the personal narrative and social representations.

The research sample consisted of five participants, two women and three men, who were deliberately selected through purposive sampling based on the following criteria:

1. They had a congenital physical disability, primarily affecting lower-limb mobility, requiring the use of assistive devices for movement.
2. Their disability did not affect their intellectual abilities.
3. They provided written informed consent to participate in the study.
4. They expressed an interest in sharing experiences related to their lives and inner experiences.
5. They were between 30 and 50 years of age.

A total of five individuals participated in the study (Table 1), including two women and three men in what is typically referred to as middle adulthood – a life stage assumed to allow for critical reflection on one’s life, learning from successes and failures, and a search for new possibilities and

constructive solutions. All participants were socially active at the time of the study. Some lived with their partners; one man was married, and one woman was married as well. One man and one woman had children. The average age of the participants was 43.8 years. These were people from a community of people with disabilities living in a specific urban area of the regional capital of Slovakia. The average length of time living independently (outside of the family of origin) was 12.4 years, ranging from 6 to 28 years. All participants were employed at the time of the research. A sample of five respondents was selected to ensure an in-depth and reflective analysis of the participants’ statements. The criterion for their selection was mainly their willingness to share their own experiences with the researchers. Malterud et al. (2016) suggest that the quality of a qualitative study and the appropriate sample size should not be derived from the numerical size of the participants, but from how much information in the data is relevant to the research question. They call this information power. Simple size depends on the context of the study, data quality, and methodology, rather than a fixed number *N*.

The topic of individuals with physical disabilities becoming independent from their families can be perceived as relatively serious and sensitive. During the interviews, the aim was to create a sense of safety, protect privacy, and safeguard the sensitive personal information shared by the participants. Audio recording of the interviews was subject to written consent, and after verbatim transcription of the recordings, the files were deleted from the recorder. The research was conducted

**Table 1. Participants in the research study**

Participant	Age	Marital status	Length of time they have been independent
Participant 1 (female)	36	single	7 years
Participant 2 (male)	49	single	28 years
Participant 3 (male)	46	single	4 years
Participant 4 (male)	48	married	17 years
Participant 5 (female)	40	married	6 years

during December 2024 to January 2025. The location and timing of the interviews were adapted to the preferences of the participants.

The data obtained from the interviews were initially quite extensive and unstructured. The verbatim transcripts were divided into units, primarily sentences or paragraphs. The boundaries were defined by meaningful segments. Meaningful units were identified directly from the text, which carried meaning mainly in the form of descriptive, evaluative, and emotion-capturing codes. Subsequently, the codes were revised, refined, and grouped, creating higher-level categories. By grouping the codes into thematic units, a final thematic framework was created and the themes were linked to the research questions. Coding was understood as an interpretive process with the active role of researchers consisting mainly in becoming aware of and explicitly recording their own analytical decisions and interpretations. The concept of transition developed by Smith and Dowse (2019) was used to categorize the codes into sub-themes and themes. They understand the transition to adulthood for people with disabilities as a complex issue, where personal experiences are linked to a broader social and systemic context, including barriers such as discrimination or unequal access to support. Through manual open coding, 42 initial codes were identified and subsequently reduced and merged – through analytical synthesis and the search for common meaning – into seven thematic codes that encompassed three thematic categories, which together formed a unified theoretical concept. The aim was to capture the processuality and variability of the phenomena under investigation.

**Table 2. The most problematic situations for people with physical disabilities**

*Question: What are the most problematic situations that people with physical disabilities face when becoming independent from their families?*

Concept	Category	Code
How to live independently	Independent housing	accessibility
		layout
		knowledge of the environment
How to live independently	Skills and competencies	practical skills
		daily life skills
How to live independently	Limitations	physical
		mental

## Results

The participants with physical disabilities had the same aspirations and went through the same developmental phases as people without disabilities. One of the important life stages for these individuals was gaining independence from their families. As they matured, they needed sufficient privacy, personal space, and control over their lives. The ability to fulfill these needs – living independently and autonomously – was a defining feature of their independence.

Suitable and accessible housing (especially in terms of architecture) enables them to live an independent life, and the primary motivation for choosing independence was to maximize autonomy and maintain control over one's own life. Living in a comfortable and safe apartment, equipped with the necessary facilities and with easy access to transportation and local services, is a key factor in leading an independent and, as far as possible, self-sufficient life. Table 2 presents the concept of independent housing and living, which encompassed three categories (Tables 3–5).

**Table 3. Category: Independent housing**

Category	Independent housing
Code	Availability
Examples of units	<p>“It was difficult to find housing. Well, finally there was a possibility... so I moved into a rental apartment assigned to me by the city. There were some barrier-free ground-floor apartments one could apply for, so that option existed. Of course, there was a waiting list for such apartments, but since I was a successful athlete, they killed two birds with one stone...” (Participant 2).</p> <p>“The issue was that the social housing had been embezzled. There was corruption, and only the chosen ones got them. So, I bought a regular apartment” (Participant 4).</p>
Code	Layout
Examples of units	<p>“In the end, a lot of things were needed. For example, I had to have the exit to the balcony readjusted, because there was a step or a beam or something... I kept gradually discovering that more adjustments were needed” (Participant 5).</p> <p>“It made sense to have the kitchen counter lowered” (Participant 4).</p>
Code	Knowledge of the environment
Examples of units	<p>“I’m not an only child, and the fact that I knew the environment where I live and have my siblings nearby helped me manage it somehow. I was familiar with the surroundings, and access to public amenities was good” (Participant 1).</p>

**Table 4. Category: Skills and competencies**

Category	Skills and competencies
Code	<i>Practical skills</i>
Examples of units	<p><i>“If I had to name a skill that really challenged me, it would be getting a driver’s license. Originally, they didn’t want to accept me into driving school because I don’t control the car in a standard way – not even with standard hand controls. I use extended pedals and driving schools don’t have cars like that” (Participant 3).</i></p> <p><i>“I think I’m good at logistics, organization, and some creativity. I only realized that once I started living alone. Without these skills, you’re basically screwed when you’re a wheelchair user – you won’t get far. Logistics, like knowing where you can go, how long it’ll take, and not forgetting anything – because if you do, it costs you far more energy and time than it would for someone else” (Participant 4).</i></p> <p><i>“For example, window cleaning or big clean-ups – that’s something I hire a company to do every six months. Or with the car – I’d rather pay a company to clean it than spend a day and a half doing it myself and end up exhausted” (Participant 4).</i></p>
Code	<i>Daily life skills</i>
Examples of units	<p><i>“I’m kind of a laid-back person, but dealing with chores around the apartment and self-care took me a while to get used to. Managing daily tasks – like doing laundry, cooking, shopping – that was tough until I created a system” (Participant 1).</i></p> <p><i>“And then there’s cooking. I just can’t cook. I had to go eat at my parents’ place. I don’t know how to cook and to this day I haven’t learned it. I planned my constant back-and-forth trips, but it didn’t discourage me” (Participant 4).</i></p>

**Table 5. Category: Limitations**

Category	Limitations
Code	<i>Physical</i>
Examples of units	<p><i>“Greater accessibility, less bureaucracy. Authorities should respect the building code and ensure that new constructions and renovations are accessible to everyone. Unnecessary barriers shouldn’t be created. People shouldn’t park in spots reserved for the disabled – and there are many such issues” (Participant 1).</i></p> <p><i>“Undoubtedly, accessibility – especially with regard to public buildings. It’s painfully sad when someone arrives at a school or even a health-care facility and there’s no barrier-free access. Legislation must change. Unless buildings (even after state-subsidized renovations) are approved only after being fully tested for wheelchair accessibility – meaning that if a wheelchair can’t get through every part of it, the building doesn’t get certified – we won’t move forward” (Participant 3).</i></p> <p><i>“What bothers me is that when I call a taxi, I often have to wait a long time for it to arrive – because there are so few that are adapted. I know that, for example, in Prague, there are private companies that operate such taxis, and it works well there. But getting around in Bratislava is often a problem” (Participant 5).</i></p>
Code	<i>Mental</i>
Examples of units	<p><i>“Changing mindsets is perhaps the biggest barrier. If that changes, many of the other issues will change too” (Participant 1).</i></p> <p><i>“People’s attitudes – like loyalty, and the sense that we are here too. Sometimes I feel invisible... yeah” (Participant 4).</i></p>

## Discussion

### **Coping with difficult life situations**

The ways in which participants in this research study coped with difficult life situations related to becoming independent from their families can be divided into several categories. Together, these formed a highly effective and integrated support system that contributed to their ability to manage challenges. One of the key categories was healthy relationships. This included secure attachment and positive relationships outside the family. Appropriate and responsive behavior from parents – attending to and fulfilling their children’s needs – helped them build resilience in the face of life’s challenges. A safe family environment was one of the determining factors for living independently, to the extent that was feasible for

everyone. The presence of family members in the social networks of people with disabilities was, and continues to be, beneficial to their quality of life. It helps meet their emotional and social needs related to achieving social status and experiencing social recognition. It also offers them greater opportunities to pursue their ambitions and reach satisfying educational and professional goals (Stojkov and Žuchowska-Skiba, 2019). According to Sue Heath (2008), people with disabilities are likely to remain in the parental home for a longer period compared to their non-disabled peers, even though their aspirations are the same.

*“Family always helps, that’s for sure. They’ve taken care of me my whole life. I want to manage things on my own now and ease their burden... they deserve that” (Participant 3).*

*“My mom and dad have always supported me. Back then they helped with the apartment too – they paid the basics” (Participant 5).*

In addition to positive relationships outside the family, a crucial part of interpersonal support came from the close surroundings of the person with a disability. This support played a role in helping them fulfill the adult social role and in their efforts to live independently.

*“Having a girlfriend who is non-disabled – she helps me with everything”* (Participant 4).

Secure family relationships and positive support from friends, acquaintances, colleagues, and neighbors formed a favorable line of informal support, which was further complemented by support provided by the state – either in the form of social services or as part of public social policy measures. This included mainly accessible social housing (two participants obtained such housing) and personal assistance services. Among all participants, personal assistance was perceived as the most utilized form of institutional support, enabling them to carry out many activities both at home and in the community.

*“And I also have a personal assistant, so there’s basically someone with me 24/7. They help with daily tasks, even though I can manage quite a lot myself. But then I get exhausted”* (Participant 5).

The reciprocity of all components of the support network was essential. It enabled participants to pursue the path toward independence and at the same time shaped their strategies for dealing with challenges – with help from others. The outcome of this support was independent living. The layout of the apartment, along with its architectural accessibility and familiarity with the surrounding environment, reinforced this category. The many tasks that participants had to master in order to live the way they wanted highlight the complex, integrated system of support formed by family, friends, and the state.

Each element was causally linked to the others. At different stages of life, a different form of support came to the forefront, while the others remained closely interconnected. All types of support had to be understood within the context in which they occurred. The narratives of the study participants also included the category of limitations. They faced a double challenge – from accessing and using support systems to dealing with physical and psychological obstacles. The inaccessibility of buildings, tools, and services, as well as societal attitudes toward people with disabilities, created daily life barriers. They described their experiences as follows:

*“Sometimes I feel invisible... yeah”* (Participant 4).

*“When it comes to accessibility in our country, we still have a long way to go”* (Participant 3).

Independent living required acquiring an entirely new set of skills and competencies, including management abilities. Participants had to learn new practical skills, from doing the dishes and cooking to taking full responsibility for organizing day-to-day life.

*“I’m on a meal plan service now, and it’s very convenient for me... They deliver it right to my door”* (Participant 2).

The way participants coped with difficult situations in their journey toward independence was based on the interconnection of external factors (an integrated support system) and internal factors (personal characteristics). Favorable conditions in both areas created a figurative bridge for managing the challenges they encountered in the context of striving for independence and regaining control over their own lives. Participants developed a range of effective coping strategies, grounded in cognitive and socio-emotional capacities. Alongside their acquired skills, they successfully managed structural barriers and asserted themselves.

### ***The most problematic situations in the process of becoming independent from family***

The transition to adulthood is a complex process, even for individuals without disabilities. Despite numerous obstacles, the participants actively pursued independence to the greatest extent possible. Similar findings have been reported by other researchers, including Ingimarsdóttir et al. (2023), O’Connor et al. (2012), and Tarleton and Porter (2012). The emphasis lies on developing a stronger sense of independence by creating a degree of distance from one’s immediate family, which in turn provides satisfaction through the availability of private space and personal autonomy. People with disabilities also want to choose where, how, and with whom they live. Participants identified several problematic situations in the process of separating from their families. The first major challenge was finding independent housing. It was difficult for them to secure safe and accessible housing that met their specific needs. Two participants obtained their first independent housing in the form of social apartments, a social policy instrument administered by local municipalities, especially cities. Another participant viewed the issue of housing through the lens of social injustice, remarking that “there’s corruption in the allocation of social housing”. Since the apartment was not assigned to him, he decided to purchase his own. Another participant bought her apartment, while one woman inherited hers after the sudden death of both parents. People with physical disabilities need their own living space. They feel an inner need to prove to themselves and others that they can take responsibility for their lives – and that they, too, have the right to choose their place of residence.

When asked about their preferred living arrangements, most favored an adapted apartment in a regular environment – mainly to maintain contact with people without disabilities, who face different types of challenges beyond health-related issues. Such housing options help to reduce isolation, which may otherwise be experienced in barrier-free housing where only people with disabilities reside. People with physical disabilities require a certain level of housing specificity, reflecting their use of various assistive devices – most notably wheelchairs – which define the necessary architectural standards for adequate living conditions. However, access to independent housing is always tied to the individual’s financial situation. The participants in our study had to invest significant financial resources into adapting the layout of their apartments, which enabled them to achieve a sense of independence and move safely within their living spaces. The physical configuration of their housing was a decisive factor in their transition to independent living. Interestingly, none of the participants reported applying for state financial contributions for apartment modifications. From a professional standpoint, the lack of interest among people with disabilities in applying for compensation benefits – designed to mitigate the social impacts of disability and administered by the Offices of Labor, Social Affairs, and Family – raises important questions. All the necessary adjustments were financed through personal resources, family support, friends, personal determination, and loans, which some participants were still repaying at the time of the research. For one participant (Participant 1), familiarity with the environment was a key factor in achieving independent living. Knowing where to shop and understanding the local infrastructure and services helped her make the step toward independence. In her case, the concept of independent living was closely tied to how she defined self-sufficiency – which included environmental knowledge as a crucial element. Independent living,

especially in the context of housing, is also a matter of human rights. For people with disabilities, it is important not only in terms of maximizing their sense of autonomy, but also in redefining the relationship between independence and the need for support, whether from other individuals or institutions. This perspective aligns with the findings of O'Connor et al. (2012), who argue that balancing independence with the need to seek help is key to maintaining long-term autonomy.

Competencies and life skills also posed significant challenges for the participants. From their perspective, it was essential to determine which tasks they could manage on their own and to be aware of which tasks presented ongoing difficulties. Competencies of the interviewed participants included the ability to manage basic household tasks to an acceptable degree, such as cooking and cleaning (including deep cleaning), budgeting skills, obtaining a driver's license, and organizing daily transportation to work or other essential destinations. One participant summarized it clearly:

*"My car is my independence"* (Participant 4).

Owning a personal vehicle not only represented access to a social life but also a sense of freedom of movement, which was a high priority for the participants. All acquired skills were the result of deliberate effort and closely linked to personal characteristics. Some individuals were able to solve challenges by using their own vehicles, while others lacked such resources and were forced to confront architectural, psychological, and communication barriers. The respondents emphasized the need to plan every movement in advance (Participants 3 and 4). If they forgot something or had to return, it would cost them a significant amount of time and energy. They noted that access to many public or government buildings was still extremely limited. There was broad agreement that a person with a physical disability needs accessible transportation – whether individual or public. While some acknowledged that the situation is gradually improving, they stressed that much work remains, especially in building accessibility.

*"Unless buildings (even after state-subsidized renovations) are approved only after being fully tested for wheelchair accessibility – meaning that if a wheelchair can't get through every part of it, the building doesn't get certified – we won't move forward"* (Participant 3).

Similar opinions about the existence of barriers and the need to eliminate them are echoed by various experts: Gašparíková, (2011), Pande and Tewari, (2011), Repková (1999), Vágnerová, (2003). Psychological barriers stem from the attitudes of the majority population. One of the participants said:

*"The biggest problem is people's mindset"* (Participant 1).

### **Recommendations for practice**

- Respecting the right to independent living for persons with disabilities and promoting a balance between independence and accepting assistance as a way of life for these persons, based on the principles of human rights, dignity, and individual free choice. This is particularly relevant in the creation of public policies and the design of social services.
- Support family relationships, which are the basis for independence, where the family should be seen as part of a support network that provides an appropriate degree of autonomy and eliminates excessive protectiveness. Support and develop the practical skills of persons with disabilities within their original families and distinguish between situations in which a person needs support and those in which they are capable of coping on their own.

- Support the development and maintenance of positive relationships outside the family through friends, colleagues, or neighbours, who act as natural social resources supporting the social role of an adult.
- Perceive the independence of persons with disabilities as the result of reciprocity between the family, community, and state, rather than as an isolated intervention by these individual components, where informal family support is linked to formal public policy instruments of the municipality and state.
- From the perspective of local governments, ensure accessible and dignified housing and barrier-free apartments in a normal environment, not exclusively in segregated buildings. At the same time, strengthen social counselling for citizens on the possibilities of financial contributions for housing modifications by removing architectural and social barriers.
- Strengthen public awareness, with an emphasis on changing attitudes and respecting people with disabilities through realistic monitoring of accessibility, or so-called universal accessibility of buildings of public importance.
- Continue to support the development of barrier-free public transport and individual mobility solutions for people with disabilities.

### **Conclusion**

Physical disability represents one of the most serious life circumstances an individual can face. Research findings indicated that participants wish to live independently and have control over their own lives.

How a person copes with this challenge is closely linked to support from their immediate family and the parenting approaches that shape their psychosocial development and influence their adult life. Neither physical nor other forms of disability should prevent individuals from fulfilling their life goals and aspirations.

As the study was conducted with a small sample group, the findings cannot be generalized to the entire population of people with physical disabilities. However, understanding how this specific group of individuals experiences life and the world can contribute to discussions about protecting their rights and interests, and supports the development of inclusive public policies. Further research on the independence of adults with disabilities – specifically physical disabilities – could focus on exploring the reasons behind the low utilization of financial support schemes intended to compensate for the social consequences of disability. Another important perspective would be that of family members, especially those caring for adult children with disabilities, and how they view the process of becoming independent.

The transition to adulthood is a complex process that centers around the search for identity. Whereas in the past, independence was mainly linked to entering the workforce, more recent approaches also emphasize the importance of social environments and interpersonal relationships. Current research views this transition as non-linear, layered, and multidimensional, reflecting the diverse life experiences of young people. The ways in which individuals manage the demands of becoming independent are shaped by the interplay between external factors – such as the availability of support networks and services – and internal factors, such as personal traits and individual capabilities.

### Acknowledgements

We would like to thank all the research participants for sharing their opinions and attitudes.

### Ethical aspects and conflict of interest

The authors have no conflict of interest to declare.

### References

- Arnett JJ (2019). *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties*. 2nd ed. New York: Oxford University Press. DOI: 10.1093/acprof:oso/9780199929382.001.0001.
- Bardo AR, Vowels A (2021). Chapter 16: Disability and the Transition to Adulthood in the United States. In: Brown R, Maroto M, Pettinicchio D (Eds). *The Oxford handbook of the Sociology of Disability*. DOI: 10.1093/oxfordhb/9780190093167.013.17.
- Cieslik M, Simpson D (2013). *Key Concepts in Youth Studies*. London: SAGE Publications, 180 p. DOI: 10.4000/lectures.11369.
- Furlong A, Cartmel F (2006). *Young People and Social Change: New Perspectives*. 2nd ed. Buckingham: Open University Press, 185 p.
- Gašparíková D (2011). Integrácia občanov zdravotne postihnutých do bežného života. Integration of disabled into everyday life. In: Kozoň A, Hejdiš M, et al. *Sociálna a ekonomická integrácia a dezintegrácia v bezpečnosti jedince a spoločnosti*. Trenčín: SpoSoIntE, pp. 45–58.
- Heath S (2008). *Housing Choices and Issues for Young People in the UK*. York: Joseph Rowntree Foundation. [online] [cit. 2025-04-11]. Available from: [https://www.youthpolicy.org/uploads/documents/2008\\_Housing\\_Choices\\_Issues\\_Young\\_People\\_UK\\_Eng.pdf](https://www.youthpolicy.org/uploads/documents/2008_Housing_Choices_Issues_Young_People_UK_Eng.pdf)
- Ingimarsdóttir AS, Bjornsdóttir K, Hamdani Y, Egilson S (2023). Then you realise you can actually do it': young disabled people negotiating challenges during times of transitioning into adulthood. *Disabil Soc* 39(11): 2775–2795. DOI: 10.1080/09687599.2023.2226317.
- Malterud K, Siersma VD, Guassora AD (2016). Sample Size in Qualitative Interview Studies: Guided by Information Power. *Qual Health Res* 26(13): 1753–1760. DOI: 10.1177/1049732315617444.
- O'Connor H, Gilbert M, McGrath B (2012). Living in your own home with a disability - the experiences of people with disabilities of support from their community. National Disability Authority. [online] [cit. 2025-04-11]. Available from: <https://nda.ie/publications/living-at-home-with-a-disability-the-experiences-of-people-with-disabilities-of-support-from-their-community>
- Pande N, Tewari S (2011). Understanding coping with distress due to physical disability. *London: Psychol Dev Soc* 23(2): 177–209. DOI: 10.1177/097133361102300203.
- Ravenscourt J, Wazny K, Davis JM (2017). Factors Associated with Successful Transition Among Children with Disabilities in Eight European Countries. *PLoS One* 12(6): e0179904. DOI: 10.1371/journal.pone.0179904.
- Repková K (1999). *Zdravotné postihnutie: obraz z galérie nášho poznania*. Bratislava: EPOS, 240 p.
- Smith L, Dowse L (2019). Times during transition for young people with complex support needs: Entangled critical moments, static liminal periods and contingent meaning making times. *J Youth Stud* 22(10): 1327–1344. DOI: 10.1080/13676261.2019.1575346.
- Stojkov M, Žuchowska-Skiba D (2019). Family networks of people with disabilities and their role in promoting the empowerment of people with disabilities dynamics of the role of the family in the life of people with disability. *Studia Humanistyczne AGH* 17(4): 51–68. DOI: 10.7494/human.2018.17.4.51-68.
- Tarleton B, Porter SM (2012). *Transition in Suffolk: A Good Life for Eight Young People in Suffolk*. University of Bristol. [online] [cit. 2025-04-11]. Available from: <https://research-information.bris.ac.uk/en/publications/transition-in-suffolk-a-good-life-for-eight-young-people-in-suffo/>
- United Nations (2006). *Convention on the Rights of Person with Disabilities*. [online] [cit. 2025-04-11]. Available from: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>
- Vágnerová M (2003). *Úvod do vývojové psychopatologie II. Psychologie zdravotně postižených*. Liberec: Technická univerzita v Liberci, 111 p.
- Vaska L (2014). *Služby zamestnanosti a vybrané aspekty sociálnej práce s nezamestnanými*. Bratislava: Iris, 224 p.