ABSTRACT

The transition from school into adulthood is marked by new roles and responsibilities for young school leavers. Little is known of the post-school journey taken by youth with intellectual disabilities. This study investigates the post-school quality of life of four young adults with intellectual disabilities, specifically addressing the question: How do Singaporean youth with intellectual disabilities perceive their post-school quality of life?

This study is underpinned by the theoretical framework of a quality of life (QOL) approach. Using a case study design, data was collected from four main participants, as well as secondary participants such as parents. A fine-grained analysis of data was conducted. As themes emerged and were refined, rich accounts of the participants’ lives developed. Insights were gained into issues of loneliness, parental support and control, and the multiple meanings of employment for these young persons. Tensions in negotiating identity and autonomy upon achieving adulthood were also noted.