Outlook on relations: Personal networks and psychosocial characteristics of visually impaired adolescents
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Appendix 1

Questions in the interview: “Outlook on relations. Personal network and psychosocial characteristics of visually impaired adolescents”

I General Questions

(Type your personal interviewer number)
(Type the participant number)

Before we start the interview I will tell you some background information about this study.

This interview concerns the social contacts and social support of blind and visually impaired adolescents living in all the provinces of the Netherlands. In September 1994 the University of Amsterdam started this study with cooperation from a Dutch federation of organizations of parents of visually impaired children (FOVIG). We aimed to gather scientific knowledge in order to improve the possibilities for blind and visually impaired children, adolescents and their parents. An additional aim was to make recommendations to (special) schools, rehabilitation centers and organizations for the blind and visually impaired.

Your answers are confidential and are going to be treated anonymously. There are no good or wrong answers, the main idea is that your answers concern your feelings or thoughts. We hope you will be as honest as possible.

The interview contains different kinds of question: sometimes you just need to choose between several numbers, sometimes you can choose more than one answer. The interview also contains open-ended questions, where your story will be literally typed in by the interviewer. Mostly, I will type in your answer, but in a small part of the end of the interview you will type in your answers yourself. I will explain this procedure during the interview.

If you do not understand the question or you do not remember it correctly, you can always ask me to repeat the question and answer categories. The interview will take approximately ninety minutes. We can make a pause if you want to. Do you have any questions?

Then we will start now.

1. What is your date of birth?
2. What is your biological sex? Male or female.
3. The next questions ask for certain visual aspects:
   - How old were you when the visual impairments were discovered?
   - And how old were you when the visual impairments occurred? These could be two different moments.
4. Do you have light perception, that is can you tell if a light is on or whether it is day or night? Yes or no (if no skip to 11)
5. Can you see moving objects, like a car driving or people walking by? Yes or no (if no skip to 11)
6. Do you use braille to read? Yes or no.
7. Are you able to recognize people you know if they are close enough? Yes or no (if no skip to 11)
8. Can you read regular (not enlarged) print? Yes or no (if no skip to 11)
9. Can you see the facial expression on someone’s face? Yes or no.
10. Are your visual impairments progressive, that is do they change over time? Yes or no (if no skip to 13)
11. Can you describe the changes in your visual impairment. For the past as well as for the future. For example, did it happen in certain steps or phases? How old were you at these moments?
12. The following questions deal with mobility. You can choose several answers.
   - Can you or use you:
     * walk with a cane
     * cycle on a tandem
     * cycle around your home
     * cycle in and around the city you live in
     * take a train or bus for a familiar route
     * take a train or bus for an unfamiliar route

13. To what degree are you dependent on a person or device with regard to your mobility?
   - Choose one answer.
     1. I need almost always assistance of a person
     2. I need sometimes assistance of a person
     3. I manage without assistance of a person, but I very often or almost always use a device
     4. I manage without assistance of a person, but I sometimes use a device

14. Does light effect your visual abilities? Choose one answer:
   - No, light does not affect my visual ability
   - Yes, with more light I see more, during the day I see more
   - Yes, with less light I see more, during the night/evening I see more

15. Which devices do you regularly use? You can choose several answers.
   * seeing dog
   * cane
   * computer devices
   * binoculars
   * loop (loop-spectacle)
   * special lighting
   * other...
17. Do you have other serious impairments or diseases besides the visual impairment? Yes or no (if no skip to 19).

18. Which other impairments or diseases do you have? You can choose several answers.
* auditory impairment
* physical impairment
* neurological impairment
* cognitive impairment
* learning problems
* chronic disease, such as epilepsy, reuma, astma
* other ....

19. The following questions are about your living situation.
Where do you live right now (most days of the week)? Only one answer is possible
1) I live seven days with my parents
2) I live in a house of an institute
3) I live supported independently (support of an institute)
4) I live in a campus in a student home
5) I live independently on my own (alone)
6) I live together with my romantic partner

20. How long do you live there? Where did you live before and how long did you live there?

21. Describe your close family to me:
- father, mother, divorced, step parents etc.
- older brothers or sisters
- younger brothers or sisters
- are some of those close family members visually impaired too?

22. I would like to ask you something about jobs. Choose one of the possible answers.
1) I attended education and had no side-jobs in the past six months
2) I attended education and had side-jobs in the past six months
3) I attended no education, but I do have a job
4) I attended no education and am unemployed

23. The next part of the interview is about important persons in your environment.
The first question I am about to ask you is about the importance of persons for your leisure time. Secondly, the same questions for problems in your relationships with other persons, and thirdly one question of the importance of persons with regard to problems in school or at work.

How important are significant persons in your leisure time? With whom do you have a good time? To whom do you go if you do not know what to do in your leisure time? I will name a person and you can say how important that person is for your leisure time. You can give that person a score between 10 and 100. A 10 means this person is not very important, a 100 means this person is very important.
If you have several brothers and sisters, or friends, you have to create an average score for them.
If you do not have a brother and sister, for example, you can say: I do not have this person in my life (code 999 for the interviewer).

How important is in your leisure time: the persons of the list of Utrecht.

24. The next question is about the support of persons in a situation of problems in your relationships, or when you are feeling down or sad. You can give the persons a score between 10 and 100 again. A 10 means this person is not helping very much or very good, a 100 means this person is helping very often or good. If you encounter these kinds of problems, how good is the support from: the persons of the list of Utrecht.

25. The last question in this series is about the importance of persons with regard to problems in school or at work. You can give the persons a score between 10 and 100 again. A 10 means this person is not helping very much or very good, a 100 means this person is helping very often or good. If you encounter problems in school or at work, how good is the support from: the persons of the list of Utrecht.
III. Network questions of the Leiden study (reference project 2)

26. "Next will follow several questions about significant persons in the past half year in your life.
This can be persons that made you feel good, or made you feel bad or just persons you had contact with. It can be persons you spoke with, or with whom you have written. For some questions it is possible that you can not name any persons. When you want to list a person, you are calling them by their first name, except with your father, mother, grandparents, teachers or professionals. If you do not want to mention their name, you can just mention the first character of their name.
A specific person can be listed just once, so in one sector.
Are there members or your close family who are important to you? Will you tell me the names of those close family members?

27. Are there members or your extended family who are important to you? Will you tell me the names of those extended family members?
What is the role of these persons to you, are they an uncle or niece?
Which persons are blind or visually impaired too?

28. Are there friends, who are important to you? Will you tell me the names of those friends?
Do you have a romantic partner, who is important for you? How old are these friends?
Which friends are blind or visually impaired too?
Which friends have a non-Dutch cultural background?

29. Are there persons at school or work, who are important to you? Will you tell me the names of those persons?
How old are these persons? (Teachers, mentors or coaches listing by function)
Which of them are blind or visually impaired too?
Which of them have a non-Dutch cultural background?

30. Are there persons at a hobby-club, who are important to you? Will you tell me the names of those persons?
How old are these persons? (Mentors or coaches listing by function)
Which of them are blind or visually impaired too?
Which of them have a non-Dutch cultural background?

31. Are there neighbors, who are important to you? Will you tell me the names of those persons?
How old are these persons?

32. Are there professional caretakers or therapists, who are important to you? Will you tell me the names of those persons? (listing by name and function)

33. Are there peers at your living unit, who are important to you? Will you tell me the names of those peers?
How old are they?

34. "Think about the persons you listed. Have you forgotten someone? Do you want to add a significant person?

35. "I will select the significant persons or group of persons you mentioned on a list we made in advance.
(Select only those persons or group of persons which are part of the network of the participant. Except the close family members, they are always selected (except if they have past away))

LIST LEIDEN
father
mother
brothers/sisters
grandparents
other extended family members
romantic partner
friends
class members
teachers
colleagues
professional caretakers
living group members

36. "Next will follow a set of five questions for each selected person or group of persons. The first questions are about practical support. Followed by questions about emotional support, And finally questions about the balance between support receiving and support giving.
(The following five questions are asked for the selected persons or group of persons on the list Leiden)

37. How often would your ...... (father) help you with practical problems, like driving you somewhere, helping with an odd job or taking care of your things when you go away?

1. never or almost never
2. sometimes
3. almost always or always

38. How often did you actually receive that kind of support from your ...... (father)?

1. never
2. less than once a month
3. approximately once a month
4. approximately twice a month
5. approximately once a week
6. a few times every week
39. How often would your ..... (father) help you with emotional problems, like comforting you when you feel sad, being there for you when you are feeling down and listening when you want to talk?

1 never or almost never
2 sometimes
3 almost always or always

40. How often did you actually receive that kind of support from your ..... (father)?

1 never
2 less than once a month
3 approximately once a month
4 approximately twice a month
5 approximately once a week
6 a few times every week

41. Next is a question about the balance in support receiving and support giving with this person or group of persons in the last half year.
How is the balance between support giving and support receiving for ..... (father)?

-1 more support receiving than support giving
0 balanced relationship, equal support giving and receiving
+1 more support giving than support receiving

42. "The following questions have to do with some general aspects of support.
How satisfied are you with the support concerning practical problems?

1 not satisfied
2 not very satisfied
3 satisfied
4 very satisfied
5 extremely satisfied

43. "How satisfied are you with the support concerning emotional problems?"

1 not satisfied
2 not very satisfied
3 satisfied
4 very satisfied
5 extremely satisfied

44. Three questions more about your satisfaction with your network:
- if you want more persons in your life to get support from
- if you want more persons in your life to undertake social activities with
- if you want to change the content of existing relationships with persons you know

45. Do you want more persons in your life to get support from?
Yes, from

parents
brothers/sisters
extended family members
romantic partner
visually impaired peers
sighted peers
class members/colleagues
professional care takers
neighbours
other persons
No, I do not need more persons for support

46. Do you want more persons in your life to undertake social activities with?
Yes, with

parents
brothers/sisters
extended family members
romantic partner
visually impaired peers
sighted peers
class members/colleagues
professional care takers
neighbours
other persons
No, I do not need more persons for undertaking leisure activities

46. Do you want to change the content of existing relationships with persons you know?
Yes, with

parents
brothers/sisters
extended family members
romantic partner
visually impaired peers
sighted peers
class members/colleagues
professional care takers
neighbours
other persons
No, I do not want to change the content of my relationships
IV Locus of control

47. With every question or proposition that will follow next, you have to give your opinion how strongly you disagree or agree with this question. You can choose between the answer categories: 1 (strongly disagree), 2 (disagree), 3 (partly agree), 4 (agree) to 5 (strongly agree). There are no good or wrong answers and nobody else will see your answers.

Here is the first question:

If I work hard, I generally will get what I want.

1 strongly disagree
2 disagree
3 partly agree
4 agree
5 strongly agree

48. If I make any plans, I feel really sure that they will succeed.

49. When I really want to do something, then I am able to learn everything.

50. I owe almost everything that I can do, to working hard and my intelligence.

51. Through infighting competition you are at your best.

52. At every test or competition, I would like to know how good I am in comparison with others.

53. Several more propositions. You have to give your opinion again about how strongly you disagree or agree with this question. You can choose between the answer categories: 1 (strongly disagree), 2 (disagree), 3 (partly agree), 4 (agree) to 5 (strongly agree).

Here is the first one:

It's what I can do to help myself that's really going to make all the difference

1 strongly disagree
2 disagree
3 don't disagree or don't agree
4 agree
5 strongly agree

54. It's up to me to make sure I make the best of my future in these circumstances.

55. My own contribution to my rehabilitation doesn't amount to much.

56. I have little or no control over my progress from now on.

V Coping strategies

57. "All persons will have to deal with problems at one time or another. How persons will react to these problems will differ. This depends for example on aspects like what kind of problem is it, how serious is the problem.

Still, most persons will in general differ in the way of using certain kinds of strategies to solve a problem. After this introduction, several examples are given of what persons could do when they have to deal with a problem. Will you state at each example or proposition, how often you react or think in that described manner? Choose the answer that fits you the most.

The intention is therefore how you in general cope with problems of importance to you. With problems we mean minor, everyday problems and major problems as well. The problems do not specifically have to do with your visual impairment.

Here follows the first proposition:

'I let people know I am annoyed.'

How often do you react or think this way?

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

58. I feel really somber.

59. I show my anger to the person who is to blame for this problem.

60. I immediately agree with others so in this way the problem will be solved.

61. I put of with this situation, because it always goes like this.

62. I share my concerns with someone else.

63. I immediately try to solve the problem.

64. I like and get excited to solve problems.

65. I try to forget my sorrows with regard to the problem, by just getting away.

66. I look for some distraction.

67. I look at the problem from every angle.

68. I try to avoid the problem as much as possible.

69. I invent several ways of solving the problem.

70. I start to do something about the problem right away.

71. I puzzle over the past.

72. I ask somebody for help.

73. I think of all the aspects concerning the problem firstly.

74. I can think of nothing else than the problem.

75. I think about other things, that have nothing to do with the problem.

76. I try, one way or the other, to feel a little bit better.

77. I take in consideration that other persons experience problems too.

78. I take in consideration that in the future, better days will come.

79. I let other people know how I feel.

80. I look for comfort and understanding.

81. I feel that something is on my mind.

82. I am unable of doing anything.

83. I discuss the problem with friends or family.
84. The following questions deal with what you think or do in awkward situations with regard to your visual impairment. The same answer categories are used, like never or seldom, sometimes, often or very often.

Here is the first situation:

If other persons do not know how to behave towards me, I will ignore it and let it pass.

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

85. The same situation: If other persons do not know how to behave towards me, I will easily try to explain it to them.

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

86. The same situation again: If other persons do not know how to behave towards me, I find it very annoying and I will get enraged.

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

Note: Three times the same answer category in one tricky situation is not acceptable, at least one answer should be different. Ask: what is the strategy you use most often in this kind of situation?

87. Next: the second awkward situation:

If I cannot find something in a shop or I think I will get lost, I will not ask somebody and just let it be.

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

88. The same situation: If I cannot find something in a shop or I think I will get lost, I will just ask somebody to help me.

89. The same situation again: If I cannot find something in a shop or I think I will get lost, I will find it very annoying and I will get enraged.

90. Next: the third awkward situation:

You went out for a drink with your non-impaired friends, and you all want some icecreams.

You let your friends take care of it and you will not feel unpleasant about it.

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

91. The same situation: You went out for a drink with your non-impaired friends, and you all want some icecreams.

You will get those icecreams as well as they can get them, though it might be a little bit more difficult for you.

92. The same situation again: You went out for a drink with your non-impaired friends, and you all want some icecreams.

You are feeling too insecure to get them and you are feeling down because of it.

Note: Three times the same answer category in one tricky situation is not acceptable, at least one answer should be different. Ask: what is the strategy you use most often in this kind of situation?

93. The fourth and last situation:

You are meeting some peers you don’t know, for instance at school, at work, or in your leisure activities. They do not know that you have a visual impairment.

You will leave it at that.

1 I think or do it seldom or never
2 I think or do it sometimes
3 I think or do it often
4 I think or do it very often

94. The same situation: You are meeting some peers you don’t know, for instance at school, at work, or in your leisure activities. They do not know that you have a visual impairment.

Within a few moments you will tell them something about that.

95. The same situation again: You are meeting some peers you don’t know, for instance at school, at work, or in your leisure activities. They do not know that you have a visual impairment.

You will feel uncomfortable, different than them and feel somewhat excluded.

Note: Three times the same answer category in one tricky situation is not acceptable, at least one answer should be different. Ask: what is the strategy you use most often in this kind of situation?
VI Well-being (Cantrill-scale)

96. We would like to know how you feel in general. You can choose a number between 1 and 10. A 10 means that you are feeling very well, a 1 means that you are feeling very bad, very down.

Will you pick a number that is mostly right for you?

1 - feeling very bad, very down
2
3
-8
9
10 - feeling very well

97. The previous question dealt with a general feeling. Now we would like to know how you are feeling when you think about the object: school.

How do you feel when you think of school (in general, do not think on your grades only). You can choose a number between 1 and 10 again. A 10 means that you are feeling very well, a 1 means that you are feeling very bad, very down. Will you pick a number that is mostly right for you?

1

98. And how do you feel when you think about sport/gymnastics?

You can choose a number between 1 and 10 again. Will you pick a number that is mostly right for you?

1

99. And how do you feel when you think about your circle of friends?

You can choose a number between 1 and 10 again. Will you pick a number that is mostly right for you?

1

VII Self-esteem

100. Next are some questions or statements, where you have to choose between four answer categories. You have to choose the answer that fits you the most. The answer categories are: 1 strongly disagree 2 disagree 3 agree 4 strongly agree. Here is the first statement:

On the whole, I am satisfied with myself:

1 strongly disagree
2 disagree
3 agree
4 strongly agree

101. At times I think I am no good at all
102. I feel that I have any good qualities
103. I am able to do things as well as most other people
104. I feel that I do not have much to be proud of
105. I certainly feel useless at times
106. I feel that I am a person of worth, at least on an equal plane with others
107. I wish I could have more respect for myself
108. All in all, I'm inclined to feel that I'm a failure
109. I take a positive attitude towards myself

VIII Loneliness scale

110. A serie of statements will follow again. How does the statement apply to you?

You can choose between the answer categories:

1 = yes, 2 = more or less, 3 = no.

This is the first statement:

There is always someone in my environment, I can make an appeal to for my every problems.

1 yes
2 more or less
3 no

111. I miss having a really good friend
112. I experience emptiness around me
113. There are enough people I can fall back on in case of trouble
114. I miss companionship around me
115. My circle of acquaintances is limited
116. I know a lot of people I can trust completely
117. There are enough persons I feel attached to
118. I miss people around me
119. I often feel let down
120. When I feel the need, I can always count on my friends
IX Handicap-acceptation

121. Next are some statements that have to do with your opinion about your visual impairment. In answering the statements, you can choose between five answer categories. You have to choose the answer that fits you the most. The answer categories are: 1 strongly agree 2 agree 3 agree nor disagree 4 disagree 5 strongly agree.

Here is the first statement:
Because of my eye problems, I feel miserable most of the time
1 strongly disagree
2 disagree
3 don't disagree and don't agree
4 agree
5 strongly agree

122. It makes me feel very bad to see all the things sighted people can do which I cannot.
123. Because of my eye problem, I have little to offer other people.
124. Because of my eye problem, other people’s lives have more meaning than my own.
125. I feel satisfied with my abilities, and my eye problem doesn’t bother me too much.
126. Almost every area of life is closed to me because of my eye problem.
127. My eye problem prevents me from doing just about everything I really want to do and from being the kind of person I really want to be.
128. In just about everything, my eye problem is so annoying that I can’t enjoy anything.
129. Often there are times when I think about my eye problem, and it upsets me so much that I am unable to think or do anything else.
130. My eye problem is a part of me, but it doesn’t determine everything I do or think.

X Social desirability bias

131. With regard to my clothes, I am:
1 always neat
2 sometimes neat
3 never neat

132. To adults I behave:
1 always politely
2 often politely
3 always impolitely

133. At home, I am:
1 never obedient
2 sometimes obedient
3 always obedient

134. I speak of other people:
1 very often badly
2 sometimes badly
3 never badly

135. I:
1 never tell tales
2 sometimes tell tales
3 very often tell tales

136. I:
1 always revolt against my parents
2 sometimes revolt against my parents
3 never revolt against my parents

137. I am angry:
1 very often
2 never
3 sometimes

138. I behave:
1 always properly
2 sometimes not so properly
3 almost never properly

END OF THE COMPUTER ASSISTED SELF INTERVIEWING PART, THE INTERVIEWER STARTS TYPING THE ANSWERS OF THE PARTICIPANT AGAIN
XI Final part with background questions

139. Several general questions are next. In which country are you born?
1 the Netherlands
2 Turkey
3 Morocco
4 Surinam
5 Indonesia
6 in another country

140. In which country are your parents born?
1 the Netherlands
2 Turkey
3 Morocco
4 Surinam
5 Indonesia
6 in another country

141. Which kind of education have you attended?
1 always regular education
2 always special education
3 both regular and special education

142. Which kind of secondary school/vocational training/study did you attend? Which kinds of certificates do you have?

143. Did you at any time receive assistance of an itinerant teacher?
1 yes
2 no, go to question 145.

144. At what age did you receive assistance of an itinerant teacher?

145. At this point we want to ask you some questions about your parents. What is the occupation of your father?
1 workman
2 self-employed worker
3 lower employee
4 medium employee
5 higher employee
6 unemployed
7 retired/incapacitated
8 other

146. What is the occupation of your mother?
1 workman
2 self-employed worker
3 lower employee
4 medium employee
5 higher employee
6 unemployed
7 retired/incapacitated
8 other

147. What is the highest kind of education of your father?
1 primary education
2 lower vocational training
3 lower secondary education
4 medium vocational training
5 medium secondary education
6 higher vocational training
7 university

148. What is the highest kind of education of your mother?
1 primary education
2 lower vocational training
3 lower secondary education
4 medium vocational training
5 medium secondary education
6 higher vocational training
7 university

149. This was the last question in this interview. Thanks so much for your participation. Do you like to participate again in research in the future?
1 yes
2 no

After the interview an evaluation form was filled out.
Clusters and items resulting from Concept mapping

Appendix II

Cluster 1
1. Precoded questions in the survey are a disadvantage because this group of blind and visually impaired adolescents want to tell much.
26. Variation in open and precoded questions is good for the possibilities of making contact with the participants.

Cluster 2
35. The introduction of parents or professional caretakers before starting the survey and their part during the survey are often prominent, they sometimes even put themselves in the foreground.
36. When parents interfere with the survey, it helps to treat them 'less politely' and concentrate especially on the adolescents.

Cluster 3
17. Perhaps do blind adolescents and visually impaired adolescents differ in the possible problems, although the character of the survey is very universal.
40. Males and younger participants are less open in their answers than females and older participants.

Cluster 4
16. Moderately visually impaired adolescents sometimes experience difficulties with the wording of some questions, because they consider themselves not as disabled persons.
21. Perhaps blind and visually impaired adolescents do not want to admit that they experience emotional problems.
18. Not all participants consider themselves as disabled persons and therefore feel that they do not belong to the target group of this study.
34. The adolescents often feel embarrassed to be open about their blindness or visual impairment towards the interviewer, who belongs most of the time to the same age group.
19. The survey is sometimes based on supposed helplessness of the adolescents.

Cluster 5
20. In interviewing blind and visually impaired adolescents one must not emphasize the possible impact of the impairment.
42. Interviewers must never stigmatize blind and visually impaired adolescents.
33. It is sometimes difficult to keep the balance between letting the participants doing activities - like pouring out the tea - and doing things for them.
Cluster 6

2. Using a computer in the survey is very suitable to the daily living situation of the blind and visually impaired adolescents.

7. Blind and visually impaired adolescents do not experience difficulties with handling the computer.

48. Some marks of laptops make a humming sound which annoyed some blind participants.

6. The participants liked the self interviewing part of the survey very much, typing in the answers themselves did not cause difficulties at all.

31. Computers are more silent compared with the sound of turning over the leaves of a paper-and-pencil questionnaire.

22. Reading texts on the screen of the laptop and typing in answers sometimes causes less attention to keeping contact with the participant.

23. The combination of answer cards and interviewing with a laptop works very well.

25. Computer experience of interviewers plays a part in the survey: more experience leads to more freedom in interacting with the participant.

Cluster 7

3. Reading answer cards in braille takes more time, interviewers must take that into account.

4. Braille answer cards must always be made on hard cardboard, thus making the reading more easy.

46. The enlarged answer cards for the visually impaired adolescents work very well.

12. Blind participants must check themselves if the interviewer hands over the right answer card, in this way giving them a specific task.

13. Blind participants order the five different answer cards after the interview, in this way assisting the interviewer.

Cluster 8

37. Interviewers must realise that they visit participants only once, there are no possibilities to change situations or behavior.

38. Interviewers must keep their role as interviewer, they are no social worker at that moment.

39. Through the character of the survey and the attitudes of the participants, they have a lot of confidence in the interviewer.

41. Interviewers should be as natural as they could be, they must not assume a contorted attitude.

43. Essential part of the interview are the specific characteristics of blind and visually impaired adolescents, like difficulties with eyecontact.

45. It is important that interviewers have knowledge of specific living situations or devices of blind and visually impaired adolescents.

Cluster 9

5. Extra explanation of the privacy character of the CASI part of the interview is necessary.

8. It is necessary to clearly verbally state that interviewers are not looking at the screen during the CASI part of the interview.
30. Long introduction texts should be mentioned in advance.
9. Everything the interviewer does or is going to do, must be put into words, especially with blind participants.
11. Explanation of the beep sounds in the CASI part of the interview is necessary, especially with blind participants.
10. When interviewers need to make corrections in the CASI part of the interview (using the Escape key), one must guarantee not to look at the answers.

Cluster 10
14. With visually impaired adolescents is it difficult to know what they can see and can not see, you have to ask them.
15. Interviewers should ask visually impaired participants if they can make eyecontact or not, so they can adapt oneself to this possibility.
32. The interviewer must explicitly introduce herself and verbally mention the possibility of shaking hands.
47. Interviewers sometimes feel awkward in looking for eyecontact.

Cluster 11
24. The interviewer should repeat the answer aloud.
27. To verbalize almost everything is more important than eyecontact.
49. Interviewers must verbalize almost everything, for example: I am going to pick the answer card from the floor.
29. Intonation, articulation, pace of talking and stress-marks in a sentence are very important.
28. Interviewers must explicitly focus on talking towards participants, also with blind participants. They can distinguish in the direction of the sound if you do not talk towards them.
44. It is a mistake if one would think that non-verbalized behavior of interviewers has no value at all in interviewing blind and visually impaired adolescents, just because these participants can not see non-verbal behavior.
## Appendix III

### Correlation between psychosocial aspects

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**Legend:**

- **a1** self-esteem
- **a2** locus of control
- **a3** acceptance
- **a4** problem-focused coping
- **a5** emotion-focused coping
- **a6** avoidance-focused coping
- **a7** active coping strategy (imp.)
- **a8** passive coping strategy (impairment)
- **a9** emotion-focused coping strategy (impairment)
- **a10** general well-being
- **a11** total score 1 well-being
- **a12** total score 2 well-being
- **a13** loneliness
- **a14** adjustment (factorscore)

N = 315

* p < .05
** p < .01
Appendix IVc

1 = low vision
3 = high vision
e = error
Appendix IVf

0 = special education
1 = regular education
e = error