

## BRONNELYS

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Early intervention services. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/03

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Assessments for Infants and Toddlers. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/03

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Education. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/04

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Family Relationships. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/04

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Adapting your home. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/04

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Learning that your child is visually impaired. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/04

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Parents perspective: Early intervention starts at home. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/03

American Foundation for the Blind and National Association for Parents of Children with Visual Impairments: Parents perspective: Bonding with your baby. 2009.

[O]. Beskikbaar:

<http://www.familyconnect.org/parentsitewhome.asp>

Toegang op 2009/03/03

Arkava, M.L. & Lane, T.A. 1983. *Beginning social work research*. Boston: Allyn & Bacon.

Atterbury, J. 2005. Onderhoud met J. Atterbury, Onderwyseres van Centre for Visually Impaired. [Transkripsie]. 21 February. Johannesburg.

Babbie, E. & Mouton, J. 2001. *The practice of social research*. South African Edition. Cape Town: Oxford University Press South Africa.

Babbie, E. 2001. *Practice of social research*. 8<sup>th</sup> ed. New York: Wadsworth Publishing Company.

Babbie, E. 2004. *The practice of social research*. 10<sup>th</sup> ed. Belmont: Wadsworth/Thompson Learning.

Bagnato, S.J. & Neisworth, J.T. 1991. *Assessment for early intervention: Best practices for professionals*. New York: Guilford Press.

Bam, P. 2005. Onderhoud met mnr. P. Bam, Direkteur van The League of Friends of the Blind. [Transkripsie]. 13 April. Grassy Park.

Barnes-September, R.L. 1997. *The development of a protocol for the management of child abuse and neglect*. Cape Town: University of the Western Cape. (DPhil Thesis).

Baroody, A., Chalufour, I., Colker, L.J., Costantino, T.E., Graham, G., Hyson, M.H., Norman, K., Pianta, R.C., Sanders, S., Schickedanz, J., Sevcik, R.A. & Winokur, T. 2009. *Child development: Child development tracker*.

[O]. Beskikbaar:

<http://www.pbs.org/parents/>

Toegang 2009/03/05

Beckman, P. 1983. Influence of selected child characteristics on stress in families of handicapped infants. *American Journal of Mental Deficiency*, 88:150-156.

Becvar, D.S. & Becvar, R.J. 2000. *Family therapy: A systemic integration*. Boston: Allyn & Bacon.

Bernstein, D.A., Clarke-Stewart, A., Roy, E.J., Srull, J.K. & Wickens, C.D. 1994. *Psychology*. 3<sup>rd</sup> ed. Boston: Houghton Mifflin.

Berry, J.O. & Hardman, M.L. 1998. *Lifespan perspectives on the family and disability*. Boston: Allyn & Beacon.

Berry, J.O. & Zimmerman, W.W. 1983. The stage model revisited. *Rehabilitation Literature*, 44:275-278.

Birman, R. & Vaugh, W. 1997. *Nelson's Textbook of Pediatrics*. 13th ed. Metuchen, New Jersey: Scarecrow.

Blasco, P.M. 2001. *Early Intervention services for infants, toddlers, and their families*. Boston: Allyn and Bacon.

Bless, C. & Higson-Smith, C. 2000. *Fundamentals of social research methods. An African perspective*. 3<sup>rd</sup> ed. Lansdowne: Juta Education (Pty) Ltd.

Blind Voice UK: Sighted Guide Techniques. 2009.

[O]. Beskikbaar:

<http://www.blindvoice.co.uk>

Toegang op 2009/07/24

Botha, D.A. *Ontmoet jou jong kind: 'n Handleiding vir ouers van twee- tot sesjarige*.

Pretoria: Lapa Uitgewers.

Bowe, F. 2000. *Physical, sensory, and health disabilities: An introduction*. New Jersey: Prentice Hall.

Bowen, S.K. & Ferrell, K.A. 2003. Assessment in Low-Incidence Disabilities: The Day-to-Day Realities. *Rural Special Education Quarterly*, 22(4):10-20.

Braille Institute of America: Sighted Guide Techniques Offer Simple Help. 2009.

[O]. Beskikbaar:

<http://www.brailleinstitute.org>

Toegang op 2009/07/24

Brambling, M. 2003. Play behaviour of visually impaired children. *Brambling Conference Paper*. Maart, Worcester.

Brame, C.M., Martin, D. & Martin, P. 1998. Counselling the blind or visually impaired child: An examination of behavioural techniques. *Professional School Counselling*, 1:60-62.

Bronfenbrenner, U. 1979. Toward an experimental ecology of human development. *American Psychologist*, 32:513-531.

Buro vir die voorkoming van blindheid. 1996. *Gloukoom: Nou voel u niks – later sien u niks*. [S1:sn].

Caldwell, B.M. 1993. Impact of day care on the child. *Paediatrics*, 91:225-228.

Chen, D., Klein, M.D. & Haney, M. 2007. Promoting interactions with infants who have complex multiple disabilities: Development and field-testing of the PLAI Curriculum. *Infants & Young Children*, 20(2):149-162.

Chen, K. 1997. *What can baby see? Vision tests and interventions for infants with multiple disabilities*. New York: AFB Press.

Child Care Act 74 of 1983 (Published in the *Government Gazette*, (8765) Pretoria: Government Printer).

Children Disability Centre. [Sa]. [O]. Beskikbaar:

<http://www.moyawam.org.za/organisations.php?id=8&more=yes>

Toegang op 2009/01/16

Clark-Stewart, K.A. 1989. Infant day care: Maligned or malignant? *American Psychologist*, 44:266-273.

Clifford-Poston, A. 2001. *The secrets of successful parenting*. Glasgow: Bell and Bain.

Compton, B.R. & Galaway, B. 1998. *Social work processes*. 4<sup>th</sup> ed. Illinois: The Dorsey Press.

Cook, R.E., Klein, M.D. & Tessier, A. 2004. *Adapting early childhood curricula for children in inclusive settings*. 6<sup>th</sup> ed. New Jersey: Pearson Merrill Prentice Hall.

Corey, M.S. & Corey, G. 2002. *Groups: Process and practice*. 6<sup>th</sup> ed. Australia: Brooks/Cole.

Craig, C.J. 1996. Family support of the emergent literacy of children with visual impairments. *Journal of Visual Impairment & Blindness*, 90(3):194-200.

Craig, G.J. & Kermis, M.D. 1995. *Children today*. Englewood Cliffs, NJ: Prentice-Hall.

Cresswell, J.W. 1998. *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: SAGE Publications.

Cresswell, J.W. 2003. *Research design: Qualitative, quantitative and mixed methods approaches*. 2<sup>nd</sup> ed. London: SAGE Publications.

Dale, N. 1998. *Working with families of children with special needs: Partnership and practice*. London and New York: Routledge.

De Bruyn, N. 2005. Onderhoud met mnr. N. de Bruyn, Oogkundige in privaatpraktyk. [Transkripsie]. 9 Mei. Durbanville.

De Bruyn, N. 2009. Onderhoud met mnr. N. de Bruyn, Oogkundige in privaatpraktyk. [Transkripsie]. 3 Junie. Durbanville.

De Meillon, N. & Wiechers, E. 1993. Enkele beginsels van ekosistemiese terapie. *Educare*, November 22(1) & (2):93-105.

De Vos, A.S. (Ed.) 1998. *Research at grass roots: A primer for the caring professions*. Pretoria: Van Schaik Publishers.

De Vos, A.S. 2002. Combined quantitative and qualitative approach. In De Vos, A.S. (Ed.), Strydom, H. Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human professions*. 2<sup>nd</sup> ed. Pretoria: J.L. van Schaik.

De Vos, A.S. 2005. Intervention research. In De Vos, A.S. (Ed.), Strydom, H. Fouché, C.B. & Delpont, C.S.L. *Research at grass roots: For social sciences and human professions*. 3<sup>rd</sup> ed. Pretoria: Van Schaik Publishers.

Delpont, C.S.L. 2002. Quantitative data collection methods. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at grass roots: For social sciences and human professions*. 2<sup>nd</sup> ed. Pretoria: Van Schaik Publishers.

Departement van Arbeid. 2002. *Technical assistance Guidelines on the Employment of People with Disabilities*. Pretoria: Government Printers.

Departement van Gesondheid en Maatskaplike Dienste. 1999. *National Prevention of Blindness Program*. 1<sup>st</sup> Draft, 1999.

Department of American Academy of Pediatrics. 1993. *Your Child's eyes: Guidelines for Parents*, 1<sup>st</sup> Draft. IL: Division of Publications.

Department of National Education. 2001. White Paper 6: *Special Needs Education: Building an inclusive education and training system*. Pretoria: Government Printers.

Dhillon, B. & Millar, G.T. 1994. *The Child's Eye: Diagnosis of ophthalmic disorders in children*. Oxford: Oxford University Press.

Dill, J.C. & Anderson, C.A. 1999. Loneliness, shyness and depression: The Etiology and interrelationship of everyday problems in living. In Joiner, H. & Coyne, F. (Eds.), Dill, J.C. & Anderson, C.A. *Advances in interpersonal approaches: The interactional nature of depression*. Washington DC: American Psychological Association.

DiNitto, D.M. & McNeece, C.A. 1997. *Social work: Issues and opportunities in a challenging profession*. 2<sup>nd</sup> ed. Boston: Allyn & Bacon.

Dote-Kwan, J., Chen, D. & Huges, M. 2001. A National Survey of Service Providers who work with Young Children with Visual Impairments. *Journal of Visual Impairment & Blindness*, 95(6):325-338.

Du Bois, B. & Miley, K.K. 2005. *Social work: An empowering profession*. 5<sup>th</sup> ed. Boston: Allyn & Bacon.

Du Plessis, S. 2007. Onderhoud met mnr. S. Du Plessis, Voormalige Dosent in die Departement Optometrie, Universiteit van Johannesburg. [Transkripsie]. 24 Maart. Kaapstad.

Du Plessis, S. 2009. Onderhoud met mnr. S. Du Plessis, Oogkundige in privaatpraktyk. [Transkripsie]. 31 Januarie. Kaapstad.

Du Preez, M.S.E. 1989. Groepwerk as metode in maatskaplike werk. In van Staden, S.M., Van Rooyen, I.J.J., Hugo, E.A.K. & Van Delft, W.F. (Reds.). *Maatskaplikewerkopleiding oor sestig jaar*. Hillcrest: Owen Burgess.

Du Preez, M.S.E. 1995. *Maatskaplike groepwerk: Teorie en praktyk*. Johannesburg: Keartland Press.

Duckworth, S.V. & Kostell, P.H. 1999. The parent panel: Supporting children with special needs. *Childhood education*, 75:199-204.

Dunst, C.J., Trivette, C.M. & Deal, A.G. 1994b. Resource-based family-centered intervention practices. In Dunst, C.J., Trivette, C.M. & Deal, A.G. (Eds.) *Supporting and strengthening families*. Cambridge, MA: Brookline Books.

Dyson, L. 1991. Families of young children with handicaps: Parental stress and family functioning. *American Journal of Mental Retardation*, 95:623-629.

Engelbrecht, E.L. 1997. *Maatskaplikewerk-hulpverlening aan multi-probleem gesinne*. Pretoria: Universiteit van Pretoria. (MA Verhandeling).

Engelbrecht, P., Swart, E. & Eloff, I. 2004. *Inclusive Education in South Africa: Redefining the scope of practice of Educational Psychologists*.

[O]. Beskikbaar:

<http://www.ispaweb.org/en/colloquium/nyborg/Nyborg%20Presebtatuibs/Swart%20&>

Toegang: 2009/05/16

Essa, E. 1999. *Introduction to early childhood education*. 3<sup>rd</sup> ed. Albany, N.Y.: Delmar.

Farber, N.K. 2006. Conducting qualitative research: A practical guide for school counselors. *Professional School Counseling*, 9(5):367-375.

Fawcett, S.B., Suarez-Balcazar, Y., Balcazar, F.E., White, G.W., Paine, A.L., Blanchard, K.A. & Embree, M.G. 1994. Conducting intervention research: The design and development process. In Rothman, J. & Thomas, E.J. (Eds.) *Intervention research: Design and development for human service*. New York: Haworth.

Ferrell, K.A. 1997. Preface: What is it that is different about a child with blindness or visual impairment? In Crane, P., Cuthbertson, D., Ferrell, K.A. & Scherb, H. (Eds.) *Equals in partnership: Basic rights for families of children with blindness or visual impairment*. Waterdown, MA: Perkins School for the Blind.

Field, T.M. 1991. Assessment of parent-child interactions. In Schaefer, C.E., Gitlin, K., Field, T.M. & Sandgrund, A. (Eds.) *Play diagnosis and assessment*. New York: John Wiley & Sons Inc.

Filander, J. 2004. Onderhoud met mnr. J. Filander, Sielkundige en adjunkhoof van Athlone Skool vir Blindes. [Transkripsie]. 6 Augustus. Bellville-Suid.

Fouché, C.B. & De Vos, A.S. 2002. Quantitative research designs. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the social sciences and human professions*. 2<sup>nd</sup> ed. Pretoria: J.L. van Schaik.



Fouché, C.B. & De Vos, A.S. 2005. Problem formulation. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human professions*. 3<sup>rd</sup> ed. Pretoria: J.L. van Schaik.

Fouché, C.B. & Delpont, C.S.L. 2002. Introduction to the research process. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human professions*. 2<sup>nd</sup> ed. Pretoria: J.L. van Schaik.

Fouché, C.B. 2002a. Problem formulation. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human professions*. 2<sup>nd</sup> ed. Pretoria: J.L. van Schaik.

Fouché, C.B. 2002b. Research strategies. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human professions*. 2<sup>nd</sup> ed. Pretoria: J.L. van Schaik.

Fourie, C. 2007. *'n Opleidingsprogram vir voornemende pleegouers*. Pretoria: Universiteit van Pretoria. (DPhil Verhandeling).

Friesen, B.J. & Stephens, B. 1998. Expanding family roles in the system care: Research and practice. In Epstein, M.H. (Ed.), Kutash, K., Puchnowski, A.J., Friesen, B.J. & Stephens, B. *Outcomes for children and youth with behavioural and emotional disorders and their families: Programs and evaluation best practices*. Austin, TX:Pro-Ed.

Galloway, H.J. 2006. *Adolesente leerder met spesifieke leerhindernisse*. Pretoria: Universiteit van Pretoria. (DPhil Verhandeling).

Garvin, C.D. & Seabury, B.A. 1984. *Interpersonal practice in social work: Processes and procedure*. New Jersey: Prentice-Hall Inc.

Geldard, K. & Geldard, D. 1997. *Counseling Children: A practical introduction*. London: SAGE Publications.

Gitlin-Weiner, K., Sandgrund, A. & Schaefer, C. 2000. *Play diagnosis and assessment*. 2<sup>nd</sup> ed. New York: John Wiley & Sons Inc.

Goldenberg, H. & Goldenberg, I. 1996. *Family therapy: An overview*. United States of America: Brooks/Cole Publishing Company.

Goldenberg, H. & Goldenberg, I. 1998. *Counseling today's families*. California: Brooks/Cole Publications.

Gomby, D.S., Lerner, M., Stevenson, C., Lewit, E. & Berhman, R. 1995. Long-term outcomes of early childhood programs: Analysis and recommendations. *The future of children*, 6(3):6-24.

Graziano, A.M. & Raulin, M.L. 2000. *Research methods: A process of inquiry*. 4<sup>th</sup> ed. Boston: Allyn & Bacon.

Greeff, M. 2002. Information Collection: Interviewing. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. van Schaik Publishers.

Greif, G.L. & Lynch, A.A. 1983. The eco-systems perspective. In Meyer, C.H. (Ed.), Greif, G.L. & Lynch, A.A. *Clinical social work in the eco-systems perspective*. New York: Columbia University Press.

Greyling, M. 2004. Onderhoud met me. M. Greyling, Maatskaplike werker by die Suid-Afrikaanse Nasionale Raad vir Blindes (Optima). [Transkripsie]. 22 Julie. Pretoria.

Greyling, M. 2005. Onderhoud met me. M. Greyling, Maatskaplike werker by die Suid-Afrikaanse Nasionale Raad vir Blindes (Optima). [Transkripsie]. 17 Februarie. Pretoria.

Griffiths, M. & Russel, P. 1995. *Working together with handicapped children: Guidelines for parents and professionals*. London: Souvenir Press.

Grinnell, R.M. & Williams, M. 1990. *Research in social work: A primer*. Itasca Illinois: Peacock.

Grinnell, R.M. 1989. *Social work research and evaluation*. 3<sup>rd</sup> ed. Illinois: FE Peacock Publishers, Inc.

Guralnick, M. 1997. *The effectiveness of early intervention*. Baltimore: P. H. Brookes.

Harbin, G.L., Gallagher, J.J. & Terry, D.V. 1995. Defining the eligible population: Policy issues and challenges. *Journal of Early Intervention*, 15:13-20.

Harrison, J.R., Cooch, C.G. & Alsup, J. 2003. Using distance education for families to improve children's Braille literacy. *Journal of Visual Impairment & Blindness*, 97(3):169-173.

Hendrick, J. 1984. *The whole child*. St. Louis: Mosby/Times Mirror.

Hepworth, D.H. & Larson, J. 1982. *Direct social work practice: Theory and skills*. Illinois: The Dorsey Press.

Hildyard, A., Ollerenshaw, K., Cross, C. & Hill, C. 2003a. *Encyclopaedia of Health*. 3<sup>rd</sup> ed. Italy: Brown Partworks Limited.

Houston, S. 2002. Re-thinking a systemic approach to child welfare: A critical response to the framework for the assessment of children in need and their families. *European Journal of Social Work*, 5(3):301-312.

Huysamen, G.K. 1993. *Metodologie vir die sosiale en gedragswetenskappe*. Halfweghuis: Southern Boekuitgewers (Edms.) Bpk.

Innocenti, M., Huh, K. & Boyce, G. 1992. Families of children with disabilities: Normative data and other considerations on parenting stress. *Topics in Early Childhood Special Education*, 12(3):403-427.

Jordaan, W. 2008. Onderhoud met me. W. Jordaan, Arbeidsterapeut van Pionierskool. [Transkripsie]. 23 Augustus. Worcester.

Jordaan, W. 2009. Onderhoud met me. W. Jordaan, Arbeidsterapeut van Pionierskool. [Transkripsie]. 20 Mei Augustus. Worcester.

Kastenbaum, R.J. 1986. *Death, society, and human experience*. Columbus, OH: Merrill.

Kenny, R. 2005. Infant Program Staff work: "On the Floor". *The Exceptional Parent*, 35(10):40-42.

- Kerr, S. 1993. *Your child with special needs: A parents handbook*. London: Hodder & Stroughton.
- Kibel, M.A. & Wagstaff, L.A. 2001. *Child Health for All: A Manual for Southern Africa*. 3<sup>rd</sup> ed. Cape Town: Oxford University Press Southern Africa.
- Kingry, M.J., Tiedje, L.B. & Friedman, L. 1990. Focus groups: A research technique for nursing. *Nursing Research*, 39(2):124-125.
- Kirby-Green, G. & Moore, J.E. 2001. The effects of cyclical psychodynamics therapy on the co dependence of families with legally blind children. *Journal of Visual Impairment & Blindness*, 95(2):167-172.
- Krefting, L. 1991. Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45(3):215-220.
- Kritzinger, M.S.B. 1973. *Kompakte Afrikaanse Woordeboek*. Tweede Uitgawe. Pretoria: J.L. van Schaik.
- Kruger, S.P. 1997. Assessering as basis vir gesinsinstandhoudingsdienste. *Social Work/Maatskaplike Werk*, 33(4):297-309.
- Lamb, M., Steinberg, K.J. & Prodomides, M. 1992. Non-maternal care and the security of the infant-mother attachment: A re-analysis of the data. *Infant Behaviour and Development*, 15(1):71-83.
- Lamorey, S. 1999. Parentification of siblings of children with disability or chronic disease. In Chase, N.D. & Lamorey, S. (Eds.) *Burdened Children: Theory, research, and treatment of parentification*. London: SAGE Publications.
- Landman, M., Mills, L. & Rosenthal, H. 2000. *Positive parenting: Skills for South African parents*. Cape Town: Child and Family Welfare Society Publications.
- Landy, S. & Menna, R. 2006. *Early Intervention with multi-risk families: An integrative approach*. Baltimore: Paul H. Brookes.

Lavoie, R.D. 1995. Life on the waterbed: Mainstreaming on the home front. *Attention!*, 2(1):25-29.

Lerner, J.W., Lowenthal, B. & Egan, R. 1998. *Preschool children with special needs: Children at-risk, children with disabilities*. Boston: Allyn and Bacon.

Levy, T.M. & Orlans, C. 1998. *Attachment, trauma and healing: Understanding and treating attachment disorder in children and families*. Washington DC: Child Welfare League of America.

Leyser, Y. & Heinze, T. 2001. In the Darkness there can be light: A family's adaptation to a child's blindness. *Journal of Visual Impairment & Blindness*, 33(1):37-48.

Loumiet, R. & Levack, N. 1993. Social Competence. *Independent Living*, 1(2):27-170.

Louw, D.A. & Edwards, D.J.A. 1998. *Sielkunde: 'n Inleiding vir studente in Suid-Afrika*. 2<sup>de</sup> uitgawe. Johannesburg: Heinemann.

Louw, D.A. 1989. *Suid-Afrikaanse handboek vir abnormale gedrag*. Kaapstad: CTP Book Printers.

Louw, D.A. 1990. *Menslike ontwikkeling*. 2<sup>de</sup> uitgawe. Pretoria: HAUM-Tersiêr.

Lowenthal, B. 1996. The use of community resources by families of young children with special needs. *Learning Disabilities: A Multidisciplinary Journal*, 7(1):37-41.

Lu, O., Zheng, Y., Sun, B., Cui, T., Congdon, N., Hu, A., Chen, J. & Shi, F. 2009. A population-based study of visual impairment among pre-school children in Beijing: The Beijing study of visual impairment in children. *American Journal of Ophthalmology*, 147(5):761-948.

Lueck, A. & Heinze, H. 2005. Designing intervention methods for young children with visual impairments to promote vision use. *International Congress Series*, 1282:201-205.

Mahoney, G., O'Sullivan, P. & Robinson, C. 1992. The family environments of children with disabilities: Diverse but not so different. *Topics in Early Childhood Special Education*, 12(3):386-402.

Malherbe, B.R. 1995. Gesinsdinamiek in die alkoholis-gesin: 'n Ekosistemiese perspektief. *Maatskaplike Werk/Social Work*, 31(3):215-227.

Mark, R. 1996. *Research made simple – A handbook for social workers*. London: SAGE Publications.

Martin, C.A. & Corbeck, K.K. 1997. *Parenting: A lifespan perspective*. U.S.A.: McGraw Hill.

Mason, H. 2001. Blindness and low vision. In Mason, H. & McCall, S. (Eds.) *Visual impairment: Access to education for children and young people*. London: David Fulton Publishers Ltd.

Mason, J. 1996. *Qualitative researching*. London: SAGE.

McLean, M. 1996. Assessment and its importance in early intervention/early childhood special education. In McLean, M., Bailey, D.B. & Wolery, M. (Eds) *Assessing infants and preschoolers with special needs*. Englewood Cliffs, N.J.: Prentice-Hall.

Meadows, M. 2002. Focus on eye health. *Saturday Evening Post*, 274(5):58-61.

MedicineNet. 2009. Sv 'Central Vision'. [Internet].

[O]. Beskikbaar:

<http://www.medterms.com/script/main/art.asp?articlekey=8544>

Toegang 2009/08/22

MedicineNet. 2009. Sv 'Peripheral Vision'. [Internet].

[O]. Beskikbaar:

<http://www.medterms.com/script/main/art.asp?articlekey=10638>

Toegang 2009/08/22

Meiring, M. 2005. Onderhoud met M. Meiring, Opvoedkundige sielkundige van Pionierskool. [Transkripsie]. 23 Augustus. Worcester.

Meiring, M. 2008. Onderhoud met M. Meiring, Opvoedkundige sielkundige van Pionierskool. [Transkripsie]. 21 Julie. Worcester.

- Meiring, M. 2009. Onderhoud met M. Meiring, Opvoedkundige sielkundige van Pionierskool. [Transkripsie]. 20 Mei. Worcester.
- Mellor, K. & Mellor, E. 2001. *Ouerkuns: Noodsaaklike vaardighede om kinders te begelei van baba tot volwassene*. Cape Town: Maskew Miller Longman.
- Menacker, S.J. & Batshaw, M.L. 1997. Vision: Our Window to the world. In Menacker, S.J. & Batshaw, M.L. (Eds.) *Children with Disabilities*. 4<sup>th</sup> ed. Baltimore: Paul. H. Brookes Publishing Co.
- Meyer, D., Vadasy, P., Fewell, R. & Schell, G. 1985. *A handbook for fathers' program*. Seattle, WA: University of Washington Press.
- Meyer, D.J. 1995. *Uncommon fathers: Reflections on raising a child with a disability*. Bethesda, MD: Woodbine House.
- Meyer, W.F., Moore, C. & Viljoen, H.G. 1997. *Personologie: Van individu tot ekosisteem*. Johannesburg: Heinemann.
- More Americans facing blindness than ever before. 2002.  
[O]. Beskikbaar:  
<http://www.highbeam.com/doc/1G1-85697179.html>  
Toegang op 2009/02/21
- Ndlangalaw, Z. 2004. Onderhoud met me. Z. Ndlangalaw, Maatskaplike werker van The League of Friends of the Blind. [Transcript]. 29 Julie. Grassy Park.
- Neethling, J.M.J. 2008. Onderhoud met me. J.M.J. Neethling, Pre-primêre onderwyseres van Pionierskool. [Transkripsie]. 23 Augustus. Worcester.
- Nel, G. E. 2005. *Sosio-emosionele gesinsfunksionering na 'n egskeiding: 'n ouerskapsprogram vir die gesin met voorskoolse kinders*. Pretoria: Universiteit van Pretoria. (DPhil Verhandeling).
- Neuman, W.L. 2000. *Social research methods: Qualitative and quantitative approaches*. 4<sup>th</sup> ed. Boston: Allyn & Bacon.

- Nicholis, M.P. & Schwartz, R.C. 1998. *Family therapy: Concepts and methods*. 4<sup>th</sup> ed. London: Allyn & Bacon.
- Nuwe Woordeboek vir Maatskaplike Werk*. 1995. Vaktaalkomitee vir Maatskaplike Werk. (Reds.) Kaapstad: CPT Book Printers (Pty).
- O'Connor, K.J. 1997. Ecosystemic play therapy. In O'Connor, K.J. & Braverman, L.M. (Eds.) *Play therapy and practice: A comparative presentation*. New York: John Wiley & Sons Inc.
- O'Donoghue, K. & Maidment, J. 2005. The ecological systems metaphor in Australasia. In Nash, M., Munford, R. & O'Donoghue, K. (Eds.) *Social work theories in action*. London: Jessica Kingsley Publishers.
- Odendaal, F.F. & Gouws, R.H. 2000. *Verklarende Handwoordeboek van die Afrikaanse Taal*. 4<sup>de</sup> uitgawe. Midrand: Perskor Uitgewers.
- Opperman, R. 1995. *Die opbou van die gesin binne die gemeente – 'n ekosistemiese perspektief*. Pretoria: Universiteit van Pretoria. (MA Verhandeling).
- Payne, M. 2002. The politics of systems theory within social work. *Journal of Social Work*, 2(3):269-292.
- Peach, P.P. 2003. *Eerste Jare: 'n Gids vir ouers van 'n swaksiende kind (van geboorte tot ses jaar)*. Pretoria: Suid-Afrikaanse Nasionale Raad vir Blindes Publikasies.
- Peters, E. 2004. *A-Z Medical Encyclopaedia*. United Kingdom: Dorling Kindersley Limited.
- Petersen, B. 2004. Onderhoud met B. Pietersen, Arbeidsterapeut van The League of Friends of the Blind. [Transkripsie]. 29 Julie. Grassy Park.
- Petersen, B. 2008. Onderhoud met B. Pietersen, Arbeidsterapeut van The League of Friends of the Blind. [Transkripsie]. 21 April. Grassy Park.
- Petersen, B. 2009. Onderhoud met B. Pietersen, Arbeidsterapeut van The League of Friends of the Blind. [Transkripsie]. 21 April. Grassy Park.



Plug, C., Louw, D.A.P., Gouws, L.A. & Meyer, W.F. 1997. *Verklarende en Vertalende Sielkundewoordeboek*. 3<sup>de</sup> uitgawe. Sandton: Heinemann Voortgesette Onderwys (Edms.) Bpk.

Potgieter, M.C. 1998. *The social work process: Development to empower people*. Cape Town: Prentice Hall.

Press, L.J. & Moore, B.D. 1993. *Clinical Paediatric Optometry*. Boston: Butterworth-Heinemann.

Pretoria Ooginstituut. 1996. *"I can see": Practical hints for people with low vision*. Pretoria: Pretoria Eye Institute.

Purves, L. 1992. *Natures Masterpiece: A family survival book*. London: Hodder & Stoughton.

Ratray, J. & Zeedyk, M.S. 2005. Early communication in dyads with visual impairment. *Infant and Child Development*, 14(2):287-309.

Republic of South Africa. 1995. Ministry for Education. White Paper for Education and Training. Notice 196 of 1995. *Government Gazette*, 386 (18166). Pretoria: Government Printers.

Republic of South Africa. 1997. Office of the Deputy President. White Paper on an Integrated National Disability Strategy. *Government Gazette*. Pretoria: Government Printers.

Reynolds, K. 2008. Onderhoud met me. K. Reynolds, Hoof van Sielkundige Dienste by Pionierskool. [Transkripsie]. 27 Julie. Worcester.

Richmond, J. 1990. Low birth weight infants. *Journal of the American Medical Association*, 263(22):3069-3070.

Richter, M. 2006. *Visual milestones of the pre-school child*. Johannesburg: Universiteit van Johannesburg.

- Rock, S.L. & Head, D.N. 1994. Use of home inventory with families of young visually impaired children. *Journal of Visual Impairment & Blindness*, 88(2):27-34.
- Rohrbaugh, M. & Eron, J.B. 1982. The strategic systems therapies. In Alot, E.L. & Stuart, I.R. (Eds.) *The newer therapies: A sourcebook*. New York: Van Nostrand Reinhold.
- Ronnau, J. & Poertner, J. 1993. Identification and use of strengths: A family system approach. *Children Today*, 22(2):20-28.
- Rothman, J. & Thomas, E.J. 1994. An integrative perspective on intervention research. In Rothman, J. & Thomas, E.J. (Eds.) *Intervention research: Design and development for human services*. New York: Haworth.
- Roux, A.A. 1998. *Maatskaplike groepwerk*. Potchefstroom: Universiteit van Potchefstroom. (MA-Verhandeling).
- Royse, D. 1991. *Research methods in social work*. Chicago: Nelson-Hall Publishers.
- Russel, P. 1983. The parents perspective of family needs and how to meet them. In Mittler, P. & McConachie, H. (Eds.) *Parents, professionals and mentally handicapped people: Approaches to partnership*. Beckenham: Croom Helm.
- Sacharowitz, H.S. 2005. Visual impairment in South-Africa: Achievements and challenges. *South African Optometry Journal*, 64(4):139-149.
- Sardegna, J. & Paul, T.O. 1991. *The encyclopedia of blindness and vision impairment*. New York: Facts on File Limited.
- Scarr, S. & Eisenberg, M. 1993. Child care research: Issues, perspectives and results. *Annual Review of Psychology*, 44(2):613-644.
- Scazioni, J. 1995. *Contemporary family and relationships: Re-inventing responsibility*. U.S.A.: McGraw Hill.
- Schilling, R.F. 1997. Developing intervention research programs in social work. *Social Work Research*, 21(3):173-180.

Schoeman, J.H. 1980. Die sisteemteorie. In Grobbelaar, S.W.P. & Schoeman, J.H. (Reds.) *Benaderings in maatskaplike werk*. Pretoria: [sn].

Schon, K.H. 1999. Access to the world by visually impaired preschoolers. *Re:view*, 30(4):160-173.

Schurink, E.M. 1998. Deciding to use a qualitative research approach. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: J.L. Van Schaik Publishers.

Seirlis, A. & Swartz, L. 2006. Disability and social change: A South African agenda. In Watermeyer, B., Swartz, L., Lorenzo, T., Schneider, M. & Priestly, M. (Reds.) *Child, youth, family, social development: Research programme of the Human Sciences Research Council*. Cape Town: HSRC Press.

Seligman, M. & Darling, R.B. 1989. *Ordinary families: Special children*. New York: Guilford.

Seligman, M. & Darling, R.B. 2007. *Ordinary families, special children: A systems approach to childhood disability*. 3<sup>rd</sup> ed. New York: The Guilford Press.

Shaffer, R.D. 1999. *Developmental psychology: Childhood and adolescence*. 5<sup>th</sup> ed. Washington: Brooks/Cole Publishing Company.

Shapiro, J. & Tittle, K. 1990. Chronic illness and disability in children. *Family Relations*, 39:179-185.

Silver, R. & Koopman, B. 2000. *Successfully employing people with disabilities*. Kaapstad: Business for Good.

Singler, S. 2009. Parent's Perspective: Stop and Take a Breath.

[O]. Beskikbaar:

<http://www.familyconnect.org>

Toegang 2009/02/20

Smith, H. 1990. *'n Sleutel tot onafhanklikheid*. Pretoria: [sn].

South African National Council for the Blind: National Organisations List. 2007

[O]. Beskikbaar:

<http://www.sanacb.org.za>

Toegang 2009/02/20

South African Schools Act 84 of 1996 (Published in the *Government Gazette*, (1867) Pretoria: Government Printer).

Special Needs Education: Building an inclusive education and Training system – South Africa. 2001. [O]. Beskikbaar:

[http://wced.wcape.gov.za/documents/education-related/Special\\_Needs\\_Education.html](http://wced.wcape.gov.za/documents/education-related/Special_Needs_Education.html)

Toegang op 2009/05/16

Spiker, D., Hebbeler, K., Wagner, M., Cameto, R. & McKenna, P. 2000. A framework for describing variations in state early intervention systems. *Early Childhood Special Education*, 20:195-207.

Starting points: Meeting the needs of our youngest children. 2004.

[O]. Beskikbaar:

[http://www.carnegie.org/starting\\_points/startptz.html](http://www.carnegie.org/starting_points/startptz.html)

Toegang op 2009/02/17

Steenkamp, W.L. & Steenkamp, E.L. 1999. *Besondere ouers: Die opvoeders van die uitsonderlike kind*. Worcester: [sn].

Steward, W.E. & Carcia-Vázquez, E. 1998. Groups in the school context. In Stoiber, K.C. & Kratochwill, T.R. (Eds.) *Handbook of group intervention for children and families*. Boston: Allyn & Bacon.

Steyl, M. 2005. Onderhoud met me. M. Steyl, Primêre onderwyseres met gesiggestremdheid van Pionierskool. [Transkripsie]. 23 Augustus. Worcester.

Steyl, M. 2008. Onderhoud met me. M. Steyl, Primêre onderwyseres met gesiggestremdheid van Pionierskool. [Transkripsie]. 23 Junie. Worcester.

Stirnweis, S. 2003/05/01. 'The state of mobility in South Africa'. Arizona View, May 2003.

[O]. Beskikbaar:

<http://azaer.aerbvi.org/documents/AERizonaView%20May%202003.doc>

Toegang 2009/04/08

Stone, J. 2001. The pre-school child. In Mason, H. & McCall, S. (Eds.) *Visual Impairment: Access tot education for children and young people*. London: David Fulton Publishers Ltd.

Strydom, H. & Venter, L. 2002. Sampling and sampling methods. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: Van Schaik Publishers.

Strydom, H. 2002. Single system design. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: Van Schaik Publishers.

Strydom, H. 2002a. Information collection: participant observation. In De Vos, A.S. (Ed.), Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the social sciences and human service professions*. 2<sup>nd</sup> ed. Pretoria: Van Schaik Publishers.

Strydom, H. 2003. *Maatskaplike werk-navorsing*. Potchefstroom: PU vir CHO.

Suid-Afrikaanse Oogkundige Vereniging. 1997. *Is visie reg vir skool/Eyes right for school?* Kaapstad: Kosmos-Uitgewery.

Sumarokova, I.G. 2007. Case study: Early intervention for blind children. *Perspektiva*, 20:1-6.

Swart, L. 1993. *Enkele oogkundige begrippe wat in die opvoedingsituasie van belang is*. Worcester: [sn].

Theron, M. J. 2009. Onderhoud met mnr. M.J. Theron, Direkteur van Gespesialiseerde Onderwys Ondersteuning, Wes-Kaap Onderwysdepartement. [Transkripsie]. 16 Mei. Kaapstad.

- Thomas, E.J. 1989. Advances in developmental research. *Social Service Review*, December: 578-597.
- Thompson, C.L. & Rudolph, L.B. 1992. *Counselling children*. 3<sup>rd</sup> ed. Pacific Grove: Brooks/Cole Publishing Company.
- Thompson, D. 1995. *The Concise Oxford Dictionary*. 9<sup>th</sup> ed. Oxford: Clarendon Press.
- Thompson, R.A., Lamb, M.E. & Estes, D. 1982. Stability of infant-mother attachment and its relationship to changing life circumstances in an unselected middle-class sample. *Child Development*, 53(2):144-148.
- Tröster, H. 2001. Sources of stress in mothers of young children with visual impairments. *Journal of Visual Impairment & Blindness*, 95(10):623-637.
- Turnbull, A.P., Friesen, J.B. & Ramirez, C. 1998. Participatory action research as a model for conducting family research. *Journal of the Association for the Severely Handicapped*, 23:178-188.
- Turnbull, A.P., Summers, J.A. & Brotherson, M.J. 1984. *Working with families with disabled members: A family systems approach*. Lawrence: University of Kansas, Kansas University Affiliated Facility.
- Turner, J.S. & Helms, D.B. 1995. *Lifespan Development*. 5<sup>th</sup> ed. Fort Worth: Harcourt Brace College Publishers.
- Van der Merwe, M. 1996a. Basic components of play therapy. In Schoeman, J.P. & van der Merwe, M. (Eds.) *Entering the child's world – a play therapy approach*. Pretoria: Kagiso.
- Van der Merwe, M. 2008. Onderhoud met me. M. van der Merwe, Verpleegkundige aan Pionierskool. [Transkripsie]. 5 Augustus. Worcester.
- Van der Merwe, M. 2009. Onderhoud met me. M. van der Merwe, Verpleegkundige aan Pionierskool. [Transkripsie]. 20 Mei. Worcester.

Van der Poel, J.H. 1997. *Visual Impairment: Understanding the needs of young children*. Copenhagen, Denmark: P.J. Schmidt A/S.

Van der Poel, J.H. 2006. Onderhoud met dr. J.H. van der Poel, Special Education Adviser for learners 0-6 with visual and multiple dysfunction. [Transkripsie]. 6 September. Kaapstad.

Van der Riet, M.M. 2009. Onderhoud met me. M.M. van der Riet, Kliniese sielkundige. [Transkripsie]. 14 Julie. Kaapstad.

Van der Westhuizen, C.H.J. 1994. *Gesinsterapie*. Pretoria: Universiteit van Pretoria. (DPhil Verhandeling).

Van der Westhuizen, C.H.J. 1998. *Gesinsterapie*. Pretoria: [sn].

Van Heerden, A. 2004. Onderhoud met me. A. van Heerden, Departementshoof van Muti-gestremdes en Ondervoorsitter van die Nasionale Raad van Multi-gestremdes. [Transkripsie]. 4 Augustus. Worcester.

Van Rooyen, M.I.J. 2005. Onderhoud met me. M.I.J. van Rooyen, Onderwyseres van Pionierskool. [Transkripsie]. 23 Augustus. Worcester.

Van Rooyen, M.I.J. 2008. Onderhoud met me. M.I.J. van Rooyen, Onderwyseres van Pionierskool. [Transkripsie]. 23 Junie. Worcester.

Vanneste, G. 1993. *Prevention, early intervention and rehabilitation of impairments and disabilities in developing countries: Hopeful perspectives*. Manual for the Training-Seminar-Workshop on Rehabilitation in Developing Countries Butare, Rwanda.

Vasta, R., Haith, M.M. & Miller, S.A. 1999. *Child psychology: The modern science*. 3<sup>rd</sup> ed. New York: John Wiley & Sons, Inc.

Vasta, R., Miller, S.A. & Ellis, S. 2004. *Child Psychology*. 4<sup>th</sup> ed. United States of America: John Wiley & Sons, Inc.

Vaughan, V.H. 1995. *Die swaksiende adolessent: Oorgang tot volwassenheid*. Pretoria: Suid-Afrikaanse Raad vir Blindes.

*Verklarende Afrikaanse woordeboek vir Maatskaplike Werk*. 1971. Pretoria: Staatsdrukker.

Vivier, Y. 2003. *'n Speltherapeutiese assessering van die adolessent met gesiggetremdheid in institusionele verband se verhouding met sy gesin*. Pretoria: Universiteit van Pretoria. (MA-Verhandeling).

Walsh, F. 1983. Family therapy: A systematic orientation to treatment. In Rosenblatt, A. & Waldfogel, D. (Eds.) *Handbook of clinical social work*. London: Jossey-Bass Publishers.

Warren, D.H. 1994. *Blindness and children: An individual differences approach*. New York: Cambridge University Press.

Webster, A & Roe, J. 1998. *Children with visual impairments: Social interaction, language and learning*. London: Routledge.

Weiton, S. 1995. *Themes and variations*. 3<sup>rd</sup> ed. New York: Pacific Grove; Brooks/Cole Publishing.

Welman, J.C. & Kruger, S.J. 1999. *Research methodology for the business and administrative sciences*. Johannesburg: International Thompson Publishing (South Africa) (pty) Ltd.

Welsh, N.H., Stulting, A.A. & Van der Walt, R. 1993. Katarak: Beteken nie blindheid nie. *Buro vir die voorkoming van blindheid*, 13-20 Oktober, Johannesburg.

Wet op die Suid-Afrikaanse Inkomstediens 34 van 1997 (Published in the *Government Gazette*, (18257) Pretoria: Government Printer).

Wet op Gelyke Indiensneming 55 van 1998 (Published in the *Government Gazette*, (29130) Pretoria: Government Printer).

Wet op Kindesorg 74 van 1983 (Published in the *Government Gazette*, (8765) Pretoria: Government Printer).

White Paper for Social Welfare. Notice 1108 of 1997. *Government Gazette*, Vol. 386, No. 18166 (8 Augustus). Pretoria: Government Printer.



Wikipedia. 2009. Sv 'Blindness'. [Internet].

[O]. Beskikbaar:

<http://en.wikipedia.org/wiki/Blindness>

Toegang 2009/03/06

Wikipedia. 2009. Sv 'Early childhood intervention'. [Internet].

[O]. Beskikbaar:

<http://en.wikipedia.org/wiki/EarlyChildhoodIntervention>

Toegang 2009/03/06

Wikipedia. 2009. Sv 'Early Intervention'. [Internet].

[O]. Beskikbaar:

<http://en.wikipedia.org/wiki/Earlyintervention>

Toegang 2009/03/06

Wilson, R.A. 2003. *Special educational needs in the early years*. 2<sup>nd</sup> ed. London: Routledge Falmer.

Winter, C.M. 2000. *Gestaltgroepwerk met die middestadkind in die middelkinderjare na egskeiding van die ouers*. Pretoria: Universiteit van Pretoria. (MSW Mini-Verhandeling).

Wolfe, P. 2001. *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wolfendale, S. 1997. *Meeting special needs in the early years: Directions in policy and practice*. London: David Fulton Publishers.

Woolfson, R. 1991. *Children with special needs: A Guide for parents and carers*. London: Faber & Faber.

Zastrow, C. 1992. *The practice of social work*. Pacific Grove, California: Brooks/Cole Publications.

Zastrow, C. 2007. *The practice of social work: A comprehensive text*. Wisconsin: Thomson Brooks/Cole.

Zimmerman, D. 1993. *Stress and coping in families with visually handicapped children*.  
Port Elizabeth: University of Port Elizabeth. (MA Dissertation).

Ziolko, M.E. 1993. *Counselling parents of children with disabilities: A review of the literature and implications for practice*. In *Perspectives on disability*. 2<sup>nd</sup> ed. Palo Alto, CA: Health Markets Research.



**Naam van respondent:** \_\_\_\_\_

**Datum:** \_\_\_\_\_

Yolande Vivier  
Universiteit van Pretoria

12 Mulberry Gardens  
Cedarwoodstraat  
Goedemoed  
Durbanville  
7530

### **INGELIGTE TOESTEMMING**

**1. Titel van studie:** 'n Ouerbegeleidingsprogram vir ouers van 'n kleuter met gesiggestremdheid.

**2. Doel van studie:** Die doelstelling van hierdie studie is om 'n ouerbegeleidingsprogram vir ouers wat 'n kleuter met 'n gesiggestremdheid het, te ontwikkel en die effektiwiteit daarvan te evalueer.

**3. Prosedure:** Die doel van die studie sal met behulp van 'n telefoniese onderhoud aan my verduidelik word. Hierna sal daar 'n fokusgroep onderhoud met my gevoer word ten einde 'n gedetailleerde prent te bekom ten opsigte van my belewenis, persepsie en behoeftes met betrekking tot my kind met gesiggestremdheid se invloed op die gesin. 'n Onderhoudskedule met 'n reeks vooraf bepaalde vrae sal tydens die fokusgroep benut word ten einde my belewenis en behoeftes te bepaal van my kind met gesiggestremdheid se invloed op my gesin. Hierdie fokusgroep sal nie langer as 'n uur en half duur nie en sal geskeduleer word na gelang van my gemak. Dit sal op die terrein van die Pionierskool te Worcester geskied.

**4. Risiko's en ongemak:** Geen mediese risiko's bekend word met die uitvoer van hierdie studie geassosieer nie. As gevolg van die aard van die doeleindes van die studie, dit wil sê om persoonlike inligting (belewenisse / gevoelens / ervarings) ten opsigte van my kind met gesiggestremdheid se invloed op my huisgesin te bekom, is daar 'n moontlikheid dat ek emosionele ongemak mag ervaar. Daar sal egter voorsiening gemaak word vir 'n

ontladingsonderhoud so spoedig moontlik na afloop van die ondersoek waar ek die geleentheid gegee sal word om my mening te opper, gevoelens te ventileer en enige onsekerhede of misverstande uit die weg te ruim. Indien ek steeds ongemak verduur sal ek verwys word vir verdere terapie.

**5. Voordele:** Ek verstaan dat daar geen mediese voordele verbonde aan die uitvoer van hierdie studie is nie. Daar is egter 'n moontlikheid dat ek na afloop van die navorsingsproses bewus sal wees van positiewe emosies wat aanleiding sal gee tot positiewe funksionering en dus my verhouding met my huisgesin kan versterk. Die beskikbaarstelling van die resultate van hierdie studie sal egter ook 'n positiewe bydrae lewer tot ander maatskaplike werkers in dieselfde veld asook ouers met kinders wat gesiggestremd is.

**6. Regte van die respondēt:** Ek mag te enige tyd my deelname van hierdie studie onttrek.

**7. Finansiële kompensasiē:** Daar sal geen finansiële uitgawes verbonde aan die uitvoer van die studie wees nie.

**8. Konfidensialiteit:** Ten einde akkuraatheid te verseker sal die fokusgroep onderhoud, waarvan ek deel sal wees, op 'n bandopnemer opgeneem word. Hierdie kasset sal slegs deur die hoofnavorsers en gesaghebbende persone van die navorsingspan aan die Universiteit van Pretoria geluister word. Ek verstaan dat die resultate van hierdie studie vertroulik hanteer sal word ten einde my privaatheid te verseker. Ek sal die keuse gegee word om anoniem of met behulp van 'n skuilnaam aan die studie deel te neem. Die resultate van hierdie studie mag in boekvorm en in wetenskaplike artikels gepubliseer word, maar my rekords en identiteit sal nie beskikbaar gestel word nie, tensy die wet dit vereis.

**9. Indien ek enige verdere vrae of bekommernisse het, kan ek 083 387 6694 skakel, alle ure.**

Ek verstaan my regte as navorsingssubjek en ek gee vrywilliglik toestemming om aan hierdie studie deel te neem. Ek verstaan die doel van die studie en die prosedure in die uitvoer daarvan. Ek sal 'n getekende afskrif van hierdie toestemmingsbrief ontvang.



---

**Handtekening van respondent**

---

**Datum**

---

**Handtekening van hoofnavorser**



**Naam van respondent:** \_\_\_\_\_

**Datum:** \_\_\_\_\_

Yolande Vivier

Universiteit van Pretoria

12 Mulberry Gardens

Cedarwoodstraat

Goedemoed

Durbanville

7530

### **INGELIGTE TOESTEMMING**

**1. Titel van studie:** 'n Ouerbegeleidingsprogram vir ouers van 'n kleuter met gesiggestremdheid.

**2 Doel van studie:** Die doelstelling van hierdie studie is om 'n ouerbegeleidingsprogram vir ouers van 'n kleuter met 'n gesiggestremdheid, te ontwikkel en die effektiwiteit daarvan te evalueer.

**3. Prosedure:** Die doel van die studie sal aan my oor die telefoon verduidelik word waarna hierdie toestemmingsbrief aan my gegee sal word op die dag van die programaanbieding. Die inhoud van die brief sal weer aan my verduidelik word waarna ek my skriftelike toestemming vrywilliglik sal gee. 'n Datum sal met my ooreengekom word wat my pas om deel te neem aan hierdie studie. Hierna sal ek 'n ouerbegeleidingsprogram deurloop, wat uit ses sessies bestaan van ongeveer 60 minute elk. Ons sal ongeveer 10 ouerpere wees wat dit gesamentlik deurloop. 'n Selfontwerpte vraelys (wat groepsgeadministreer sal word) sal aan die begin (voortoets) en teen die einde (natoets) aan my gegee word om in te vul ten einde die effektiwiteit van die program te bepaal. Die sessies sal onder meer uit die volgende onderwerpe bestaan:

Sessie 1: Verhoudingbou en meting

Die terapeutiese verhouding sal eerstens gebou word waarna die voortoets (A) sal plaasvind.

Sessie 2: Inligting met betrekking tot die verskynsel van gesiggestremdheid  
Kennis oor oogsiektes (wat van toepassing is), die oorsaak daarvan, hoe dit  
gediagnoseer word en die moontlike prognose. Ouers kan help met die bespreking.

Sessies 3 en 4: Inligting ten opsigte van die invloed van die oogkondisie op die kind, die  
ouers afsonderlik, die huwelik en die gesin

Invloed op verskillende areas by:

- Die kind - akademies, loopbaan, psigo-sosiale aanpassing.
- Elke ouer - sosiaal, emosioneel (skuldgevoelens, bekommernisse, spanning, aggressie dat dit sy kind moet wees, rouproses en aanvaarding), finansiële, ouerskapsvaardighede en dissiplinestyl.
- Huwelik - spanning, tyd vir mekaar, bekommernisse, ekstra las of positief, bemagtig mekaar, ondersteuning.
- Gesin - sibbe, verhoudings, emosioneel, sosiaal, finansiële (verhuising, mediese afsprake).

Sessie 5: Hantering van die kind, huweliksverhouding en gesin  
Bemagtigings- en praktiese hanteringstrategieë, hulpbronne in onmiddellike omgewing,  
ondersteuningsisteme en steungroepe nasionaal.

Sessie 6: Meting en terminering

Die geleentheid vir eksplorering en bespreking van probleemkwessies sal hier plaasvind.  
Hierdie sessie sal dus ook as 'n ontladingsessie benut word. Die natoets van die  
intervensie sal met behulp van 'n vraelys gedoen word waar dieselfde aspekte as in die  
voortoets, gemeet sal word. Dit sal die effektiwiteit van die intervensie bepaal.

Elke sessie sal ongeveer 60 minute duur. Al ses sessies sal op een dag gedoen word.  
Dit sal geskeduleer word na gelang van my gemak.

**4. Risiko's en ongemak:** Geen mediese risiko's bekend word met die uitvoer  
van hierdie studie geassosieer nie. As gevolg van die aard van die doeleindes van die  
studie, dit wil sê om 'n ouerbegeleidingsprogram [waar persoonlik inligting (belewenisse /  
gevoelens / ervarings) ten opsigte van my kind met gesiggestremdheid se invloed op my  
huisgesin te bekom] te deurloop is daar 'n moontlikheid dat ek emosionele ongemak mag  
ervaar. Daar sal egter voorsiening gemaak word vir ontlading. Tydens die laaste sessie

van die program sal ek die geleentheid gegee word om my mening te opeer, gevoelens te ventileer en enige onsekerhede of misverstande uit die weg te ruim. Indien ek steeds ongemak verduur sal ek verwys word vir verdere terapie.

**5. Voordele:** Ek verstaan dat daar geen mediese voordele verbonde aan die uitvoer van hierdie studie is nie. Daar is egter 'n moontlikheid dat ek na afloop van die navorsingsproses bewus sal wees van positiewe emosies wat aanleiding sal gee tot positiewe funksionering en dus my verhouding met my huisgesin kan versterk. Die beskikbaarstelling van die resultate van hierdie studie sal egter ook 'n positiewe bydrae lewer tot ander maatskaplike werkers in dieselfde veld asook ouers met 'n kleuter wat gesiggestremd is.

**6. Regte van die respondent:** Ek mag te enige tyd my deelname aan hierdie studie onttrek.

**7. Finansiële kompensasië:** Daar sal geen finansiële uitgawes verbonde aan die uitvoer van die studie wees nie.

**8. Konfidensialiteit:** Ek sal die keuse gegee word om anoniem of met behulp van 'n skuilnaam aan die studie deel te neem. Die resultate van hierdie studie sal vertroulik hanteer word ten einde my privaatheid te verseker. Die resultate van hierdie studie mag in boekvorm en in wetenskaplike artikels gepubliseer word, maar my rekords en identiteit sal nie beskikbaar gestel word nie, tensy die wet dit vereis.

**9. Indien ek enige verdere vrae of bekommernisse het, kan ek 083 387 6694 skakel, alle ure.**

Ek verstaan my regte as navorsingssubjek en ek gee vrywilliglik toestemming om aan hierdie studie deel te neem. Ek verstaan die doel van die studie en die prosedure in die uitvoer daarvan. Ek sal 'n getekende afskrif van hierdie toestemmingsbrief ontvang.

---

**Handtekening van respondent**

---

**Datum**

---

**Handtekening van hoofnavorsers**





## BYLAAG 6

1. Watter aspekte met betrekking tot 'n kleuter met gesiggestremdheid beveel hulle aan moet ingesluit word in 'n omvattende ouerbegeleidingsprogram vir ouers van 'n kleuter (nul tot ses jaar) met gesiggestremdheid?
2. In watter mate beskik hulle as ouers oor voldoende kennis ten opsigte van hul kleuter se spesifieke oogsiekte en die prognose daarvan?
3. In watter mate beïnvloed die oogkondisie van hul kind die kind self, die ouers, die huwelik en die gesin?
4. In watter mate voel hulle emosioneel toegerus om hierdie krisis te hanteer?
5. In watter mate is hulle bewus van hulpbron instansies in hulle omgewing om vir hulp te gaan aanklop?
6. In watter mate voel hulle bevoeg om hul kind korrek te hanteer en op te voed ten einde hy/haar sy volle potensiaal te kan bereik?
7. In watter mate voel hulle bevoeg om hul kleuter binne die gesinsituasie te hanteer?

## VRAELYS

### INSTRUKSIES

Hierdie vraelys is verdeel in 2 afdelings:

- 1: Persoonlike besonderhede
- 2: Algemene inligting

Voltooi asseblief beide afdelings.

Antwoord asseblief die volgende vrae eerlik.

Daar is nie 'n regte of verkeerde antwoord nie.

### AFDELING 1: PERSOONLIKE BESONDERHEDE

Merk die blokkie soos van toepassing:

Vraag 1.1

<b>GESLAG</b>	Manlik	Vroulik
---------------	--------	---------

Vraag 1.2

<b>HUWELIKSTATUS</b>	Getroud	Enkellopend a.g.v. verlating	Geskei
----------------------	---------	------------------------------	--------

Vraag 1.3

<b>KULTUURGROEP</b>	Blank	Kleurling	Swart	Maleier
---------------------	-------	-----------	-------	---------

Vraag 1.4

<b>HUISTAAL</b>	Afrikaans	Engels	Xhosa
-----------------	-----------	--------	-------



Vraag 1.5

<b>GESLAG VAN DIE KIND MET GESIGGESTREMDHEID</b>	Manlik	Vroulik
--------------------------------------------------	--------	---------

Vraag 1.6

<b>DIE HOEVEELSTE KIND IS DIE KIND MET GESIGGESTREMDHEID?</b>	Oudste	Middelste	Jongste
---------------------------------------------------------------	--------	-----------	---------

Vraag 1.7

<b>VERWANTSKAP AAN DIE KIND MET GESIGGESTREMDHEID?</b>	Vader	Moeder	Primêre Versorger
--------------------------------------------------------	-------	--------	-------------------

Vraag 1.8

<b>IS DAAR ANDER KINDERS IN U GESIN?</b>	Ja	Nee
------------------------------------------	----	-----

Vraag 1.9

<b>DIE OUDERDOM VAN DIE KIND MET GESIGGESTREMDHEID?</b>	Tussen 0 en 12 maande	Tussen 1 en 3 jaar	Tussen 4 en 6 jaar
---------------------------------------------------------	-----------------------	--------------------	--------------------

## **AFDELING 2:**

Merk die blokkie soos van toepassing.

**2.1 Weet u met watter oogsiekte u kind met gesiggestremdheid gediagnoseer is?**

Ja	Nee	Onseker
----	-----	---------



## 2.2 Hoe oud was u kind toe die diagnose gemaak is?

Met geboorte	
Tussen 1 en 12 maande	
Tussen 1 en 3 jaar	
Tussen 4 en 6 jaar	
Ander (noem)	

## 2.3 Wie het die diagnose aan u verduidelik?

Dokter	
Verpleegkundige	
Maatskaplike werker	
Sielkundige	
Oogkundige	
Onderwyser	
Ander (Noem)	

## 2.4 Op 'n skaal van 1-10, met 1-3 as "swak kennis", 4-7 as "gemiddelde kennis" en 8-10 as "uitstekende kennis", waar sou u u kennis plaas in verband met die mediese aspekte (diagnose, oorsaak, prognose en mediese behandeling) in die geheel van u kind met gesiggestremdheid se oogsiekte?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## 2.5 Verlang u meer inligting in verband met u kind se oogsiekte in die geheel?

Ja	Nee
----	-----

## 2.6 Op 'n skaal van 1-10, met 1-3 as "swak kennis", 4-7 as "gemiddelde kennis" en 8-10 as "uitstekende kennis", waar sou u u kennis plaas in verband met die effek wat die gesiggestremdheid op u kind se

### 2.6.1 fisiese ontwikkeling het?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2.6.2 emosionele ontwikkeling het?.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



### 2.6.3 sosiale ontwikkeling het?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2.6.4 opvoedkundige situasie het?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2.7 Op'n skaal van 1-10, met 1-3 as "swak kennis", 4-7 as "gemiddelde kennis" en 8-10 as "uitstekende kennis", waar sou u u kennis plaas ten opsigte van:

2.7.1 Effektiewe verbale kommunikasie met u kind met gesiggestremdheid?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.7.2 Effektiewe nie-verbale kommunikasie met u kind met gesiggestremdheid?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2.8 Op 'n skaal van 1-10, met 1-3 as "swak bewustheid", 4-7 as "gemiddelde bewustheid" en 8-10 as "uitstekende bewustheid", waar sou u uself as ouer plaas ten opsigte van u bewustheid van u kind met gesiggestremdheid se:

2.8.1 unieke behoeftes?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.8.2 unieke wense

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.8.3 unieke gevoelens

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.8.4 unieke gedagtes

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### 2.9 Hanteer u u kind met gesiggestremdheid "anders" as die ander kinders in die gesin?

Ja	Nee	Onseker	Nie van toepassing
----	-----	---------	--------------------

**2.10 Dissiplineer u u kind met gesiggestremdheid “anders” as die ander kinders in die gesin?**

Ja	Nee	Onseker	Nie van toepassing
----	-----	---------	--------------------

**2.11 Op ‘n skaal van 1-10, met 1-3 as “swak kennis”, 4-7 as “gemiddelde kennis” en 8-10 as “uitstekende kennis”, waar sou u uself as ouer plaas ten opsigte van u kennis van effektiewe hanteringstrategieë van u kind met gesiggestremdheid**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.12 Hoe sal u u verhouding met u kind met gesiggestremdheid beskryf?**

Uitstekend	Baie goed	Gemiddeld	Swak	Baie swak
------------	-----------	-----------	------	-----------

**2.13 Beskik u oor kontakpersone in u onmiddellike omgewing wat u van inligting kan voorsien ten opsigte van u kind met gesiggestremdheid?**

Ja	Nee
----	-----

**2.14 Maak u gebruik van hierdie kontakpersone?**

Ja	Nee
----	-----

**2.15 Op ‘n skaal van 1-10, met 1-3 as “swak kennis”, 4-7 as “gemiddelde kennis” en 8-10 as “uitstekende kennis”, waar sou u uself as ouer plaas ten opsigte van u kennisvlak met betrekking tot ‘n lys van hulporganisasies en kontakpersone in die veld van gesiggestremdheid nasionaal en internasionaal?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.16 Is u bewus van ondersteuningsgroepe in u omgewing vir:**

2.16.1 Ouers van kinders met gesiggestremdhede?

Ja	Nee
----	-----

2.16.2 Kinders met gesiggestremdhede?



Ja	Nee
----	-----

**2.17 Dui op die volgende skaal aan hoe u u verhouding met uself as ouer van 'n kind met 'n gesiggestremdheid sal beskryf.**

Uitstekend	Baie goed	Gemiddeld	Swak	Baie swak
------------	-----------	-----------	------	-----------

**2.18 Meen u dat die versorging van 'n kind met 'n gesiggestremdheid buitengewone eise aan u as ouer stel?**

Ja	Nee	Onseker
----	-----	---------

**2.19 Dui die area in u lewe aan waarin u die meeste stres ervaar met betrekking tot die versorging van 'n kind met gesiggestremdheid**

Fisies	
Emosioneel	
Sosiaal	
Finansieel	
Opvoedkundig	
Ander (Noem)	

**2.20 Hoe sou u u verhouding met u huweliksmaat beskryf?**

Uitstekend	Baie goed	Gemiddeld	Swak	Baie swak	Nie van toepassing
------------	-----------	-----------	------	-----------	--------------------

**2.21 Meen u dat die versorging van 'n kind met 'n gesiggestremdheid buitengewone eise aan 'n huwelik stel?**

Ja	Nee	Onseker	Nie van toepassing
----	-----	---------	--------------------

**2.22 Meen u dat u verhouding as ouer met die ander kinders in u gesin, verskil van u verhouding met die kind met 'n gesiggestremdheid?**

Ja	Nee	Onseker	Nie van toepassing
----	-----	---------	--------------------



**2.23 Hoe sou u die verhouding tussen u ander kinders met die van u kind met gesiggestremdheid, beskryf?**

Uitstekend	Baie goed	Gemiddeld	Swak	Baie swak	Nie van toepassing
------------	-----------	-----------	------	-----------	--------------------

**2.24 Meen u dat die kind met gesiggestremdheid 'n effek op die ander kinders in u gesin het?**

Ja	Nee	Onseker	Nie van toepassing
----	-----	---------	--------------------

**2.25 Meen u dat 'n kind met 'n gesiggestremdheid 'n effek op u werksituasie het?**

Ja	Nee	Onseker	Nie van toepassing
----	-----	---------	--------------------

**2.26 Hoe sou u die verhouding wat u as ouer met u werksomstandighede het, beskryf?**

Uitstekend	Baie goed	Gemiddeld	Swak	Baie swak	Nie van toepassing
------------	-----------	-----------	------	-----------	--------------------





## QUESTIONNAIRE

### INSTRUCTIONS:

This questionnaire is divided into 2 sections:

- A Personal details
- B General Information

Please complete both sections. There are no right or wrong answers to these questions.

### SECTION A: PERSONAL DETAILS:

Question 1.1

<b>GENDER</b>	Male	Female
---------------	------	--------

Question 1.2

<b>MARITAL STATUS</b>	Married	Single due to abandonment	Divorced
-----------------------	---------	---------------------------	----------

Question 1.3

<b>ETHNICITY</b>	White	Coloured	Black	Malayan
------------------	-------	----------	-------	---------

Question 1.4

<b>LANGUAGE</b>	Afrikaans	English	Xhosa
-----------------	-----------	---------	-------

Question 1.5

<b>GENDER OF THE CHILD WITH VISUAL IMPAIRMENT</b>	Male	Female
---------------------------------------------------	------	--------



Question 1.6

<b>PLEASE INDICATE IF THE CHILD WITH VISUAL IMPAIRMENT IS THE OLDEST or MIDDLE CHILD or YOUNGEST CHILD IN YOUR FAMILY?</b>	Eldest	Middle	Youngest
----------------------------------------------------------------------------------------------------------------------------	--------	--------	----------

Question 1.7

<b>WHAT IS YOUR RELATION TO THE CHILD WITH VISUAL IMPAIRMENT?</b>	Father	Mother	Primary Caregiver
-------------------------------------------------------------------	--------	--------	-------------------

Question 1.8

<b>ARE THERE OTHER CHILDREN IN YOUR FAMILY?</b>	Yes	No
-------------------------------------------------	-----	----

Question 1.9

<b>AGE OF THE CHILD WITH VISUAL IMPAIRMENT?</b>	Between 0 and 12 months	Between 1 and 3 years of age	Between 4 and 6 years of age
-------------------------------------------------	-------------------------	------------------------------	------------------------------

**SECTION B: GENERAL INFORMATION:**

**2.1 Do you know the name of the specific eye condition that your child is diagnosed with?**

Yes	No	Not sure
-----	----	----------



**2.2 How old was your child when he/she was diagnosed?**

At birth	
Between 1 and 12 months	
Between 1 and 3 years	
Between 4 and 6 years	
Other (please indicate age)	

**2.3 Who have explained your child’s eye condition to you?**

Doctor	
Nurse	
Social Worker	
Psychologist	
Eye care specialist	
Teacher	
Other (please indicate)	

**2.4 On a scale of 1 – 10, with 1-3 an indication of “poor knowledge “, 4-7 an indication of “average knowledge” and 10 an indication of “excellent knowledge”, please indicate your knowledge regarding the medical aspects of your child’s eye condition:**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.5 Do you need more information regarding your child’s eye condition?**

Yes	No
-----	----

**2.6 On a scale of 1 – 10, with 1-3 an indication of “poor knowledge “, 4-7 an indication of “average knowledge” and 10 an indication of “excellent knowledge”, please indicate your knowledge regarding the effect that the visual impairment has on your child’s:**

**2.6.1 physical development ?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.6.2 emotional development?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



**2.6.3 social development?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.6.4 academic situation?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.7 On a scale of 1 – 10, with 1-3 an indication of “poor knowledge “, 4-7 an indication of “average knowledge” and 10 an indication of “excellent knowledge”, please indicate your knowledge regarding the effect that the visual impairment has on your child’s:**

2.7.1 Effective verbal communication with your child with visual impairment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.7.2 Effective non-verbal communication with your child with visual impairment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.8 On a scale of 1 – 10, with 1-3 an indication of “poor awareness“, 4-7 an indication of “average awareness” and 10 an indication of “excellent awareness”, please indicate your level of awarness regarding your child with visual impairment’s:**

2.8.1 unique needs?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.8.2 unique wishes?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.8.3 unique feelings?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2.8.4 unique thoughts?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



**2.9 Do you behave differently towards your child with visual impairment when compared to your behaviour towards your other children in the family?**

Yes	No	Not sure	Not applicable
-----	----	----------	----------------

**2.10 Do you discipline your child with visual impairment differently to your other children in the family?**

Yes	No	Not sure	Not applicable
-----	----	----------	----------------

**2.11 On a scale of 1 – 10, with 1-3 an indication of “poor knowledge “, 4-7 an indication of “average knowledge” and 10 an indication of “excellent knowledge”, please indicate your knowledge regarding effective strategies to handle your child with visual impairment?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.12 How would you describe your relationship with your child with visual impairment**

Excellent	Good	Average	Bad	Very bad
-----------	------	---------	-----	----------

**2.13 Do you have contact details of people in your immediate environment that can give you information regarding your child with visual impairment?**

Yes	No
-----	----

**2.14 If yes, do you make use of these people?**

Yes	No
-----	----

**2.15 On a scale of 1 – 10, with 1-3 an indication of “poor knowledge “, 4-7 an indication of “average knowledge” and 10 an indication of “excellent knowledge”, please indicate your knowledge regarding a list of contact details of professionals in the field of visual impairment, nationally and internationally?**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.16 Are you aware of support groups in your community for:**

**2.16.1 parents who have a child with visual impairment?**

Yes	No
-----	----

**2.16.2 children with visual impairment?**

Yes	No
-----	----

**2.17 Please indicate how you would describe your relationship with yourself as a parent of a child with visual impairment**

Excellent	Good	Average	Bad	Very bad
-----------	------	---------	-----	----------

**2.18 Are you of the opinion that to care for a child with visual impairment is more exhausting (emotionally and physically)?**

Yes	No	Non sure
-----	----	----------

**2.19 Please indicate the area that places the most strain on you caring for a child with a visual impairment:**

Physical	
Emotional	
Social	
Financial	
Educational	
Other (please indicate)	

**2.20 How would you describe the relationship that you have with your marriage partner?**

Excellent	Good	Average	Bad	Very bad
-----------	------	---------	-----	----------

**2.21 Are you of the opinion that your marriage is taking strain due to the fact of caring for a child with visual impairment?**

Yes	No	Not sure	Not applicable
-----	----	----------	----------------



**2.22 Are you of the opinion that the relationship you have with your other children differ from the one you have with your child with visual impairment?**

Yes	No	Not sure	Not applicable
-----	----	----------	----------------

**2.23 How would you describe the relationship between your other children and the child with visual impairment?**

Excellent	Good	Average	Bad	Very bad
-----------	------	---------	-----	----------

**2.24 Are you of the opinion that the child with visual impairment has an effect on your other children in the family?**

Yes	No	Not sure	Not applicable
-----	----	----------	----------------

**2.25 Are you of the opinion that your career is taking strain due to the fact of caring for a child with visual impairment?**

Yes	No	Not sure	Not applicable
-----	----	----------	----------------

**2.26 How would you describe the relationship with your work situation?**

Excellent	Good	Average	Bad	Very bad
-----------	------	---------	-----	----------