

**Linking Disability and Intercultural
Studies:**

**The adaptation journey of the
visually impaired migrant in Ireland**

Esther Murphy, B.A., M.A.

Presented for the qualification of Doctor of Philosophy

Dublin City University

Supervisor: Dr. Vera Sheridan

School of Applied Languages and Intercultural Studies

April 2011

Volume II of II Volumes

TABLE OF CONTENTS

APPENDIX A: Plain Language Statement 1	1
APPENDIX B: Informed Consent Form.....	4
APPENDIX C: Service User Interview Topic Guide	7
APPENDIX D: Service Provider Interview Topic Guide	10
APPENDIX E: List of Codes Created.....	11
APPENDIX F: Service User Transcript: Example of Coding Process	67

APPENDIX A: Plain Language Statement 1

Plain Language Statement for Research Participants

1. Introduction to the Research Study

The research working title is *The case of the visually impaired migrant in Ireland*

The research is being conducted by Esther Murphy, a PhD student in the

School of Applied Language and Intercultural Studies (SALIS), in DCU.

Esther Murphy can be contacted at esther.murphy@dcu.ie.

2. Details of Involvement in the Study

Face-to-face interviews will be conducted with Esther Murphy.

The length of interview will be gauged depending on receptiveness of participant but should aim to be approximately 1-2 hours. Interviews will be audio recorded so that the task of data gathering and later data analysis is facilitated. The participants preserve the right to decline the researcher's interview request at any stage. Interviews are intended to take place during the 2008/2009 academic year.

3. Potential Risks to Participants arising from involvement in the Research Study

It is not predicted that there are any risks to participants arising from involvement in the study.

4. Benefits (direct or indirect) to Participants

The research goal is that this study's findings will raise awareness of the case of the visually impaired migrant in Ireland and help inform policy for assisting service providers in improving services for visually impaired migrants in Ireland.

5. Procedures aimed at protecting confidentiality

Respecting participants' anonymity is key requirement in this study. To this end all real names have been replaced with pseudonyms. In addition, as they are minority group in order to completely assure that anonymity is protected the participants' countries of origin have been replaced with their continents of origin. The principal researcher will be the only person to interview and analyse data. Furthermore, all interview notes, transcripts and Atlas.ti network views will be securely stored.

Appendix A: Plain Language Statement 2

6. Data Destruction

Data collected from interviews will be destroyed within 3 years from the initial date of collection.

7. Voluntary Participation

At any point during the Research Study participants may withdraw from the study. There will be no penalty for withdrawing at any stage during the study.

8. Additional Information

The aim is that in total approximately 24 participants will be interviewed for this Research Study. One group will be visually impaired migrant service users (approximately 16-18) and the other will be service providers (approximately 5-8) in Ireland.

Should participants have concerns about this study and wish to contact an independent person, please contact:

The Secretary,

Dublin City University Research Ethics Committee,

c/o Office of the Vice-President for Research,

Dublin City University,

Dublin 9

Tel 01-7008000

APPENDIX B: Informed Consent Form

Participant Informed Consent Form

I. Research Study Title

“The case of the visually impaired migrant in Ireland” is the working title of the study being conducted by Esther Murphy a PhD student in the School of Applied Language and Intercultural Studies (SALIS), in DCU.

II. Purpose of the research

The research goal is to record the hitherto undocumented case of the visually impaired migrant so as to facilitate culturally competent service provision.

III. Confirmation of particular requirements as highlighted in the Plain Language Statement

Statement

As stated in the Plain Language Statement, participants in this research will be asked to participate in at least one face-to-face interview. Permission to audio record interviews with participants will be requested.

Participant – please complete the following (Circle Yes or No for each question)

Have you read or had read to you the Plain Language Statement Yes/No

Do you understand the information provided? Yes/No

Have you had an opportunity to ask questions and discuss this study? Yes/No

Have you received satisfactory answers to all your questions? Yes/No

Do you agree to have your interview audio-taped? Yes/No

Participants' involvement in this study is totally voluntary. As a participant you may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study have been completed.

VI. Arrangements to protect confidentiality of data

Every effort will be endeavoured to respect participants' anonymity. The data collected will be analysed by the principal researcher alone. Participants' real names will be protected and pseudonym names will be used should direct references be required. Interview notes and/or transcripts will be held by the principal researcher and stored in a secure location.

VII. Signature

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participants Signature:

Name in Block Capitals:

Date:

APPENDIX C: Service User Interview Topic Guide

As discussed in Chapter 3.9 the service user topic guide was clustered into ten ‘interview themes’ with space for note taking. The themes are (1) migration motivation, (2) family, (3) employment (4) language (5) culture (6) support (7) services for the visually impaired (8) education, (9) attitudes towards disability and discrimination (10) adaptation

The three core categories, cultural perceptions of disability, home and host support and cultural barriers which emerged from the data are interlinked to these themes. Although each interview began with asking questions about their arrival in Ireland emphasis was placed on allowing the participant an equal opportunity to guide the flow of the interview. Therefore, the themes outlined below were all covered but not always in a specific order; as the themes are interrelated they tended to overlap each other during the interview. For the purposes of clarity for this appendix the themes are presented in the order outlined below.

1. Migration Motivation

- How long have you been living in Ireland?
- What was your migration motivation? Economic? Reuniting with family? Asylum seeker?
- Do you intend to return to remain? Why? Any difference to this attitude before or after sight loss?

Probes: Can you remember how you felt when you first arrived?

Can you tell me any more about _____?

You mentioned earlier that _____

2. Family

- Did you arrive with family? Have family in Ireland already? Reuniting with family?
- Why did your family arrive before/after you?
- Do your family support you? Financially? Emotionally?
- Do you notice differences between Irish family values and your own?

Probes: Could you tell me a little bit more about _____? Do you miss home?

3. Employment

- Are or were you working in Ireland?
- Are you still working?
- Would you like to work in Ireland?
- What's the job market like in your home country?

Probes: How do you feel your visual impairment impacts getting job at home or in Ireland? Would you return or remain if you lost your job would?

4. Language

- Do you speak English?
- Tell me what it was like when you arrived and couldn't speak English.
- How does not speaking English well impact your life in Ireland?
- Have you experienced any difficulties with language?

Probes: Could you tell me more about how you cope with language barrier?

5. Culture

- Tell me how your culture influences your life?
- Does religion play a role in your culture?

Probes: Can you notice differences between your culture and Irish culture in attitudes towards disability?

6. Support

- What does being supported mean to you?
- Do you feel supported in Ireland by family/ friends/ Irish society?

Probes: How does being supported/ unsupported make you feel?

7. Services for the visually impaired

- What is your experience with services for visually impaired in your home country? In Ireland?
- Tell me about how you accessed services for visually impaired in Ireland?
- How would you describe your level of engagement with the service?

Probes: Tell me about the impact of receiving support from services has for your life?

8. Education

- Can you tell me differences you have experienced with education system in Ireland and your home country?
- What is your experience of the Irish education system?
- Any challenges of fitting into new school?

Probes: Do you feel your visual impairment is supported in school?

9. Attitudes towards disability and discrimination

- What does discrimination mean to you?
- Any experience of discrimination because of your visual impairment?

Probes: Can you tell me about a time you felt your disability and/or cultural difference triggered discrimination against you?

10. Adaptation

- How do you feel about your visual impairment?
- How do you feel about living in Ireland?
- Do you feel that you are coping ok in Ireland with your visual impairment?
- What helps you adapt?
- What hinders your process of adaptation?

Probes: How do you feel the process of adaptation to visual impairment in Ireland could be improved?

APPENDIX D: Service Provider Interview Topic Guide

As discussed in Chapter 3.9 the service provider topic guide is clustered into 3 interview themes.

1. Personal Profile

- Age, Nationality?
- Length of time working with visually impaired?
- Motivation for working with visually impaired?

Probes: How much do you feel you bring your own personal experiences to your job?

2. Professional Role

- Can you tell me what your job entails?
- What kind of training have you received?
- Do you work with migrant service users?
- Have you heard how migrant service users access the services?
- Have you experienced any challenges working with migrants?

Probes: Has language, religion, gender ever posed a challenge in doing your job?

3. Working with migrant service users

- Can you tell me do you notice any differences working with migrant and Irish service users?
- Do you know of any discrimination experienced by migrant service users?
- Have you received any cultural diversity training?

Probes: Can you tell me a bit more about working with people from different countries? Are any parts of your job more complicated if there is a language barrier?

APPENDIX E: List of Codes Created

ability to blend in
absorbing real situation of service users through contact with frontline staff
accepting blindness before accepting help
accepting changed status critical to adaptation
accepting child's disability takes time
accepting disability
accepting identity
accepting that wow even myself
accepting your disability
accessing disability service government decision not asylum seeker's
accessing information about schools through citizen information
accessing information via website not possible when blind
accessing service in government hands not individual asylum seekers
accessing service in home country helped by connections
accessing service in home country through connections
accessing services
accessing services late migrants
accessing services very late
accommodating non Irish service users unofficially
accommodation being set up for her
accompanying parents to school meetings due to mother's poor English
achieving goals through clear communication
acknowledging case with cultural issues difficult
acknowledging gossiping not exclusive to Chinese
acknowledging how tough it was at start
acknowledging language difficulties
acknowledging limits in assistance can offer service users
acknowledging needs to use cane
acknowledging seriousness of eye problem now
acknowledging worked with a lot of refugees
acting on cultural information
adapting easily to different cultures
adapting her eye problem for work
adapting to changing identity due to disability
adapting to disability and new country
adapting to living in Ireland
adapting to needs of service user
adapting to new environment
adapting to new identity
adapting to visually impaired culture

adapting to weather
addressing cultural outlook of Chinese in Ireland
adhering to legal age in home country
adjusting back in Ireland difficult after time at home
adjusting into Irish culture
adjusting to living in Ireland
adjusting to long hours difficult at first
adjusting to mainstream school
adjusting to unfamiliar surroundings
admiring Irish women's strength
adopting African dress styles in Ireland
advertising that their child i
advising foreigners to be willing to communicate in English
advising migrant service users to improve English
advising service providers to communicate through home country pastors
advocating community centre for migrant people
advocating early mobility training
advocating for migrant service users
advocating in house cultural training for frontline workers
advocating on behalf of service user
affecting her emotionally
against Chinese
age
age differences in migrant and Irish service users
alluding to experiences of racism
another identity as a blind person
applying for visa
appreciating the difficulties faced by foreigners due to personal experience
appreciating vision through working with visually impaired
approving of sharing nationality with others
arguing
arrival age
arriving at young age in Ireland
arriving in Ireland
arriving in Ireland climate change
arriving in Ireland first not intending to stay
arriving in Ireland not knowing anybody
arriving in Ireland with family
arriving in Ireland without jobs or accommodation stressful
asking for help
asking migrant service users' attitudes
asking service users about their culture

asking service users how they found out about service
asserting knowledge of frontline staff was key asset
assessing her brother's special needs
assessing service users ability to cope easier through home visits
assisting family access specialist
associating additional burden of language barrier for V.I. migrant
associating carrying a cane as part of identity
associating disability with punishment for past actions
associating vulnerability with sight loss and cultural difference
association of embarrassment with foreign names
attaching identity to religion
attempting to link up home country services in Ireland with Irish services
attending English class difficult due to having to be there in evenings for child
attending Irish churches
attending multinational school
attending school gives child purpose
attributing positive and negative to having a blind culture
availing of special needs schooling at home
avoiding conflict with classmates
avoiding confrontation
avoiding misunderstanding by improving language skills
avoiding racism by good behaviour
avoiding replicating information
awareness that accessing criteria needs to improve
baggage of superstition
base everything on the parenting
basing idea of blindness not on real people
basing people's ability to cope on self belief not colour or belief systems
bearing children
becoming agitated staying at home during school time
becoming depressed
begging for job back
behaving like a family at Training Centre
behaving more formally in home country
being unhealthy to walk without cane
being a foreign national
being a woman
being accompanied to NCBI training centre
being advised to ignore abusive comments
being afraid of giving non expert advice to migrant service users
being alone
being alone at Christmas time

being an ethnic minority
being angry with surgeon for recommending services for the blind
being annoyed by assistive technology
being ashamed about not communicating well in English
being ashamed of home country people who abuse Irish system
being ashamed of nationality in Ireland
being ashamed to be Irish
being ashamed to speak in mother tongue
being ashamed to use cane
being ashamed to use the cane
being ashamed to wear culture clothes
being assisted in Ireland
being assessed by disability authorities delayed accessing school
being aware about cultural differences of service user
being aware of cultural practices
being away from family
being baffled why asked about racism during interview
being blamed for having disability
being blind working disability consequences for private life
being breadwinner for home family
being brought as self sufficient
being brought by sister to Ireland
being brought to opticians
being brought to opticians frequently
being bullied by home culture community
being bullied by siblings
being bullied on public transport
being colonised
being comfortable in familiar school setting
being comfortable with disability
being committed to work
being confused by contradictory Irish behaviour
being confused why asked about racism during interview
being conned by her brother
being considered a drain by home culture community
being controlled
being criticising
being criticised
being criticised about capabilities to work
being cynical about choosing a guide dog
being defensive about Islam
being depressed

being diagnosed in home country
being diagnosed with visual impairment at birth
being disgusted by father's selfishness
being educated about Christianity
being educated helps overcome cultural misunderstandings
being educated in English helps
being eligible for the service
being encouraged by mother to seek better life
being encouraged by sister
being encouraged to take positive action
being English educated father
being entitled to claim social welfare
being equipped with counselling skills
being excluded at school because doesn't smoke or drink
being excluded by home culture community
being exploiting a disability
being first of their ethnic community in Ireland
being first of their ethnic community in the neighbourhood
being flexible
being forbidden to speak local language at home by Dad
being frightened of being caught
being happy to be included
being happy to meet Irish people
being hassled about his racial background
being helped by Irish children
being helped by Irish classmates
being helped by service providers in Ireland
being helped by teacher
being helped to settle in
being honest with service users
being identifiable as vulnerable
being identified as a foreigner
being in single sex school different from home country
being incensed by newspaper articles on racism
being included in school meetings
being influenced by Irish thinking
being influenced by Irish values
being influenced by UK education system
being informed about Ireland in home country by Irish priests
being inspired by other visually impaired at training centre
being inspired by staff at NCBI
being isolated by language

being judged due to surname
being judged by colour
being judged in home country due to disability
being labelled as mental
being let go at work
being linked in with medical services
being looked after by older siblings typical in Chinese culture
being looked after in Ireland
being made aware of seriousness of eye problem in Ireland not home country
being made to feel different
being misunderstood language and disability barrier
being more open to disability in Ireland than home country
being more relaxed within environment of other V.I. people
being more supported by services in Ireland
being more threatened by newspaper articles
being motivated to come to Ireland for better quality of life for son
being motivated to leave home country due to negativity towards their disabled child
being on his own
being open to help other home community families with children with disability
being open to help other home community families with children with disability
being open to learning about new cultures
being open to meeting people
being open to support
being over grateful damaging sense of identity
being overprotected
being overstretched in job
being paid to work
being part of blind community
being part of community at training center
being part of visual and non visual world
being pleased to have Irish accent
being professional
being promised support after son leaves school
being prone to depression
being provided with specific disability care in Ireland
being pushed to put child in institution in home country
being qualified for job
being questioned about racism in Ireland
being racially attacked
being racially labelled because of accent
being raised differently
being raped

being raped by brother in law aged 12
being raised in Ireland
being recognised as different because of skin colour
being referred clients as share home language
being referred to NCBI
being reluctant to take people if can't speak English
being reluctant to use cane
being reminded of time when couldn't communicate painful
being reprimanded by husband
being resistant to referrals to home country service users
being respected by Irish people despite disability
being responsible for herself
being sacked
being sacked not having money
being scared of getting caught out
being second wife
being sent to typing classes
being shaken by attack
being shocked by racial hatred
being stabilised at NCBI
being stared at if don't speak English well
being stigmatized by home culture community in Ireland
being suggested to them in home country that child shouldn't exist
being supported at school
being supported by close family
being supported by friends at home
being supported by home country children in Irish school
being supported by home country church members on arrival in Ireland
being supported by home country community in Ireland
being supported by home country friend through eye problem
being supported by home country friend when arrived
being supported by home culture community in Ireland
being supported by special teacher helps English language
being supported by special teachers at school helping English language skills
being supported by teacher vital for brother
being supported by teachers
being supported in school
being supported when lacking communication skills accessing service
being surprised by Irish schoolchildren's lack of respect for teachers
being surprised by son being invited to play
being taken advantage of by home country people
being taken advantage of in home country due to disability

being taken in by NCBI
being taken to be Irish by foreigners
being taught not to play with disabled children in home country
being the first in family with the problem
being the only foreigner at school
being the only foreigner in class
being the only Muslim at school
being threatened by father due to their interfaith marriage
being told that racial attacks common from Irish people
being told to go home
being too proud to ask for support
being torn between public and private self
being treated badly by people because for child's disability in home country
being treated differently because of disability
being treated differently when return to home country
being treated without contempt in Ireland compared with home country
being uncomfortable criticizing migrant customs
being uneducated
being uneducated mother
being unprepared for mainstream school
being unsupported
being unsupported by home country friends
being unsupported in home country
being used to Irish people from experience with them in home country
being valuable to include cultural background
being very upset by negativity towards their disabled child in home country
being very young when got diagnosis
being viewed as useless in home country due to disability
being views as useless in home country die to disability
being vulnerable at home
being yourself despite eye problem
beliefs being challenged
believing cultural training would be helpful
believing home country holiday place
believing lack of confidence stops public offering assistance
believing need for another centre
believing there is hope or the
belonging to a community of VI people
belonging to other sub group d
benefiting from better health system
benefiting from different cultures
being professional

being raised differently in home country
best help you find is with you
best of the west
better health care here
better service in Ireland
being aware of restrictions working with migrant service users
being motivated by positive thinking
being told nothing more can do
bigger picture
birds of feather
blaming her mother
blaming herself for rape
blind people begging in home country
blind people being raped in home country
blind people contributing to society in Ireland
blurring professional boundaries
bonding with home country people with common language
born with several medical comp
Braille is just literacy
breaking confidentiality shattering effect
breaking down barriers within the community
breaking up with fiancé
breaking up with fiancé/ putting fiancée's feelings first
bringing back bad memories
bringing conversation back to her brother
bringing me home
broadening service provided
building rapport of trust
building trust
building trust from beginning with service user
building trust in relationships
building trusting relationships
building up a certain amount o
bullying disabled children within home community
calming her mother about her disability
camaraderie
can't go home
cancelling service
caring for disabled better in Ireland
caring for disabled child full time job
caring for specific disabilities in Ireland
caring role

carrying cane
carrying cane provokes feelings of stigma
carrying cultural bias towards disability from home country to Ireland
carrying negative cultural perception of disability
carrying service users problems not healthy
carrying the secret
catastrophic thinking
catching her out as working illegally
categorising disabled children as second class children in home country
catering for different cultural eating habits
catering for non nationals
catering job to low vision
Catholic culture in them
celebrating home culture
challenging cultural perceptions
changing attitudes towards disability in home country
changing female role in home country
changing his attitude towards his eye problem
changing his mind about going to NCBI
changing identity
changing identity due to sight loss
changing multicultural state of Ireland
changing role from mobility trainer to counsellor
changing role in blind community
changing roles between mother and daughter
changing roles mum & daughter
changing state of identity
changing status
changing student profile
changing times since apartheid
changing way of thinking
characterising a disability culture
characterizing a blind culture
chartering stages of adaptation to disability
chartering stages of adaptation to disability
checking in with people
child adjusting to Ireland
child being happy at centre
children integrating into Irish culture
Chinese people too proud to seek disability service
choosing carefully who to open up to
choosing Ireland to be home

choosing mentor trainee match
choosing mobility aid
choosing not to return home
choosing not to worry parents
choosing to live in Ireland
choosing to live in Ireland for better life for child
choosing to make Irish friends over home country friends to help integration
choosing to stay at home not socialise
choosing to stay to Ireland because of care received for child
choosing to work
claiming social welfare
clashing culturally in work situations
coaxing service users to learn mobility skills
cognizant of unhappy background of migrant service user
collecting cultural information important
combining migrant issues of racism with challenges of disability
coming from countries that lack social welfare
coming from Zambia
coming to Ireland as one family not as a community
coming to Ireland because of daughter's illness
Coming to Ireland because of daughter's illness
coming to Ireland for better life for family
coming to Ireland looking for acceptance
coming to Ireland to have ordinary hassle free life
coming to Ireland to reunite with family
coming to Ireland to work
coming to terms with child's disability
commanding English well
commitment to informing himself about professional field
committing fully to profession
communicating at school meetings in English using translator for bigger meetings
communicating at school/speech impairment
communicating between sexes different
communicating clearly
communicating clearly key in mobility training
communicating difficult at the start
communicating emotions with parents difficult
communicating improving
communicating in Braille
communicating in English difficult
communicating in English difficult at start
communicating in English difficult at start

communicating in English difficult at the start
communicating in English fundamental
communicating in English hard
communicating in English skills
communicating more informally in English in Ireland than home country
communicating openly
communicating problems
communicating styles different between cultures
communicating very tough at start
communicating well except with flatmates due to accent
communicating well in English
community not a positive word in home country
comparing
comparing age of Irish and non Irish service users
comparing aptitude to focus between Irish and non Irish
comparing attitude to focus between Irish and non Irish
comparing attitudes about disability in Ireland and home country
comparing attitudes to disability in Ireland and home country
comparing attitudes to how people in home country and Ireland view disability
comparing attitudes to training among Irish and non Irish
comparing attitudes towards disability in Ireland and home country
comparing attitudes towards disabled child in home country and Ireland
comparing being born blind and acquiring visual impairment
comparing blind people in home country and Ireland
comparing blind people's societal status in Ireland and home country
comparing care received in Ireland with home country
comparing celebrating Christmas in Ireland and in Africa
comparing Chinese people and Irish
comparing climates
comparing coping with illness in Ireland and home country
comparing cost of living in Ireland and home country
comparing dealing with service providers in Ireland and home country
comparing difficulty of learning language between young and old
comparing education standards in home country and Ireland
comparing her eye condition with her brother
comparing her middle class background at home to tough physical work at takeaway
comparing home country and Irish behaviour
comparing home country culture and Irish culture
comparing home country to Ireland
comparing how blind people treated in home country and Ireland
comparing how children behave in school in Ireland and home country
comparing how disability friendly Ireland v UK

comparing how Irish and home culture doctors diagnose eye problem
comparing how shame is attributed to disability in home country and Ireland
comparing how shame is attributed to disability in home country and Ireland
comparing how V.I. cared for between countries
comparing how women have more rights of expression In Ireland than Malaysia when she arrived
comparing Ireland and home country
comparing Ireland when first arrived to now
comparing Irish and home country attitudes towards illness
comparing Irish and home country systems
comparing Irish and home country's attitude to disability
comparing Irish and home country's attitude to helping others
comparing Irish and home country's support for disabled people
comparing lack of services and funding in home country with Ireland
comparing learning English in home country and Ireland
comparing learning native language to Irish people learning Gaelic
comparing life before and after attending NCBI
comparing life in home country living with disability and Ireland
comparing life in home country living with disability and Ireland
comparing life in Ireland then and now
comparing managing training centre to running a primary school
comparing medical and social attitudes to visual impairment
comparing NCBI like a family feeling cared for
comparing non national approach to disabled person
comparing opportunities for blind people in home country and in Ireland
comparing parenting in Ireland
comparing past Irish views on disability with current other cultures views
comparing respect for teachers in Ireland and home country
comparing schools in home country and Ireland like earth and heaven
comparing sense of freedom of communication in Ireland and home country
comparing service for blind in home country and Ireland
comparing service for blind in Ireland and home country
comparing service in Ireland and home country
comparing service received in home country and Ireland
comparing services for blind in home country and Ireland
comparing services for blind in home country and Ireland
comparing services for blind in Nigeria and Ireland
comparing sight and hearing loss
comparing situation of blind people in Ireland her home country
comparing special education between countries
comparing special education systems
comparing talking about disability in home country and in Ireland
comparing UK and French health systems of patient data collecting

comparing visual impairment with other severe disabilities
comparing visual impairment with other severe disabilities
comparing wages in Ireland and Malaysia
comparing with deaf community
Comparing work in Ireland and Germany
comparing working in Ireland and home country
competing for funding
competing well in virtual world
competing with non disabled
complaining about her being a burden
complex cases more stressful for staff
complimenting Irish people
concealing disability
concealing disability as afraid of being attacked
concealing disability from employer
concealing disability to keep job
concealing disability to protect family from abuse
concealing eye problem from parents
concealing health problem from parents
concealing his disability
concealing how difficult not communicating was at start
concentrating on specific disability care in Ireland
confidentiality
confusion amongst ethnic minorities about services
confusion whether behaviour cultural or not
connecting eye problem with diabetes
connecting his cultural background with his chosen career
connecting migrant service users with immigration agency
connecting service provision for disabled with church related bodies
connecting with native service providers in Ireland
connecting with NCBI community resource worker
connecting with service provider
connecting with services for visually impaired in Ireland
connecting with small group of home country people
consequences of economic climate
consequence of not linking up may cause drops outs of profession
contacting the NCBI
contrasting blind culture with deaf culture
controlling family
controlling Irish mothers
coping alone difficult
coping alone difficult at start for mother

coping badly with sight loss and new cultural environment
coping in Ireland hard when miss home
coping skills of service users emotionally improved through sharing ideas
Coping with bureaucracy mind-boggling
coping with child's diagnosis
coping with cultural issues with migrant service users
coping with demands of visual impairment
coping with disability difficult
coping with eye problem and language barrier
coping with health problem alone
coping with Irish accents difficult
coping with learning English and Braille
coping with learning new language
coping with new intake
coping with non English speaking service users
coping with people who need extra support
coping with prospect of blindness
coping with racial name calling
coping with secondary school
coping with sight loss and new country's rules at same time problematic
coping without a translator accessing service
coping without work in home country difficult
copping out of caring for themselves
corruption in home country service provision
corruption in service provision in home country
costing housemates extra money
counselling role
counselling role a deviation from assigned profession
covering the body
covering up body
creating new identity
creating performance indicators
creating place for social interaction
creating professional boundaries
creating rapport with migrant service users through demeanour
creating services for ethnic minorities
creating space for cultural awareness
credit crunch
criticising home country behaviour
criticising home culture schools
criticize you instead of encouraging
criticizing

criticizing Irish doctors diagnosis
criticizing NCBI
crying at school in the beginning
cultivating interest in taking up classes
cultural barrier to using cane
cultural cancelling slowing down service user progress
cultural clashes
cultural home
cultural issues of working with female service users
cultural perception of disability as a curse/evil eye/punishment
cultural perception of disability comparing to Irish past understanding
cultural perception of health
cultural perception of visual impairment
cultural understanding of gender roles
cultural perception stigma of difference in home country
cursed stay away
customers complaining
cutting jobs
CWR working like counsellors
daughter being born in home country
daughter receiving special schooling
dealing with bureaucracy more daunting with language barrier
dealing with disability- family attitude towards disability major factor
dealing with peoples own belie
dealing with practical issues for service users
dealing with their own community attitude
deciding Ireland will be home
deciding not to operate
deciding on a new life
deciphering between discrimination based on disability/race
decision-making about her health
decoding instructions
defending himself
defining a community for visually impaired
defining his role
defining identity
defining professional duty
defying her father
demands of health condition
demonstrating anger at gender and disability discrimination in China
denying being blind
denying eye problem

denying his blindness
denying his eye problem
denying need for services for the blind
denying seriousness of eye problem
denying seriousness of eye problem at the time
denying their national identity in Ireland
denying themselves mobility training related to cultural issues
depending on help from home culture community in Ireland
depending on mood how feels about nationality question
depending on others
depends how the people come to
describing differences between home country culture and Ireland
describing effects of sight loss for work
describing experience of medium
describing experience on tranquilisers
describing family background
describing how rape happened
describing notion of mummy's boy
describing what used to be able to do before sight loss
desire to conceal disability
desire to concentrate on mobility training
desire to stick to mobility training
detecting cultural differences not by sight alone
deteriorating slowly
determining stage of disability acceptance
developing a care with service user
developing a new identity
developing an Irish accent
developing confidence
developing confidence at NCBI
developing confidence to communicate
developing disability in Ireland
developing empathy
developing eye problem
developing eye problem as a child
developing eye problem in home country
developing independence with cane
Developing interest in working with blind
developing more confidence
Developing relationship with client
developing self respect
developing strength

developing suspicions between cultures
diagnosing child unfit for school in home country
diagnosing eye problem as genetic
diagnosing visual impairment
different expectation for assistance depending on society
different pace assistance accepted
different pace disability accepted
differentiating between accents
differentiating between blind and normal culture
differentiating between Dubliners and foreigners finding their way around
differing attitudes towards disability in Ireland and home culture
differing view of her father
difficulty communicating with father
disability associated with past behaviour
disability being a strain on family life
disability being treated kindly by Irish people
disability culturally perceived as punishment from God
disability gift from God
disability impacting view of the world
disabled child treating everyone equal
disabled child treating everyone equally
disabled child wanting to express himself enjoys socialising
disagreeing over best method of communication in deaf culture
disagreeing over roots of Rastafarianism
disagreeing with boss about teaching languages
disassociating from home country identity
disassociating herself from blind culture
disbelief that losing sight
discontinuing friendships
discovering diagnosis in Ireland
discovering eye sight problem in school
discovering others have similar experiences
disintegrating links with home
disliking weather and food
disowning disabled children in home country
disregarding personal appearance
distance themselves
distancing herself from Chinese community
distancing herself from her family's tradition of respecting your elders
distancing himself from blind
distancing themselves from home country people in Ireland
distinguishing between behaviours of someone prone to being bullied or not

distinguishing between being blind and vision impaired
distinguishing between communicating disability issues in English or in home country language
distinguishing between culture and religion
distinguishing between home culture and Irish culture
distinguishing between how mother obeys dress code
distinguishing between Irish and foreign friends
distinguishing between Irish and foreign friends
distinguishing between motivations of young and older people who come to Ireland
distinguishing between people receiving service at home or at centre
distinguishing between personality and cultural traits
distinguishing between public who assist blind and who don't
distinguishing between those you can and can't go home
distinguishing between wide Irish society and small home country community in Ireland
distinguishing different types of referrals to CRW
distinguishing family sizes
distinguishing gender advantages in China
distinguishing herself due to her sight loss
distinguishing herself from disabled community
distinguishing Irish culture from home culture
distinguishing between English language and literacy
doing it on a shoestring
Doing more social work in Irish mobility training
doing something worthwhile
dominating influence of money
double outsiders
dressing differently
dropping friends
drumming home importance of virginity
duty of care
eager to learn about new environment to enable him to do his job
early stages of blindness having hope
earning money main motivation for home country people coming to Ireland
eating habits different
eating habits restricted because of religion
eating mother's food instead of eating out
economic climate
economic climate impact on service provision
economically challenging times
educating Chinese community about NCBI
embracing the other viewed by home culture as a sell out
emotional highs and lows at work
emotional patterns of sight loss

emotional support is a huge pa
empathise with me
empathizing with foreigners
empathizing with foreigners
emphasising financial improvement
emphasizing differences in home culture not Ireland
empathizing with other foreigners struggling with English in school
empathizing
empathizing with migrant service users due to personal experience of racism
employer cultural expert good idea
employing community resource workers from different countries
empowering effect
empowering himself and them
empowering people
empowering people through role models
empowering students to cope independently
empowering them to assert themselves
enabling oneself by learning language
enabling people to learn English
encouraging further education and employment
encouraging going to Ireland to put an end to fighting between mother and daughter
encouraging independence
encouraging migrant service users to speak despite shyness
encouraging respect
encouraging service users to advocate for themselves
encouraging service users to attend hospital
encouraging service users to be more independent
encouraging socialising with other visually impaired people
encouraging socialising with other visually impaired people
encouraging students to keep in touch
engaging with many agencies difficult for migrant service user
English common language
English in school Polish at ho
English not mother tongue
English zero zero
enjoying living in Ireland
enjoying speaking native language with other home country people
enquiring at school about her English
ensuring not to overburden staff
equal opportunities for everyone
equating all service users as having same needs
equipping himself with skills so an contribute to Irish society

escaping home country
escaping home country refugees
establishing home country network
establishing mutual respect
establishing trust central in mobility training
ethnic minorities feeling excluded
ethnic minority susceptibility
ethnic monitoring in UK
evaluating genuine nature of Chinese
excited by working in Ireland
excited by working in Ireland
expectation for assistance from HSE
expecting hassle
expecting his protection
expecting more from life despite disability
experiencing discrimination
experiencing racism as reason for not seeking help
experiencing racist
explaining empathy
explaining her position in the family
explaining motivation for coming to Ireland
explaining what empathy means for him
expressing regret didn't locate NCBI sooner
extra need for advocacy for migrant service users
eye problem worsening while living in Ireland
eye sight being neglected because of political situation in home country
facility to talk about disability culturally dependant
facing consequences of not being a virgin
facing issue culturally competent service
facing reality of life as disabled person
factor in cultural issues when
fall over themselves saying th
falling during work
falling through the net migrants without networks access service later
family adapting to visual impairment
family find it difficult to cope with his eye problem
family supporting decision for visually impaired child to remain in Ireland
family supporting each other in difficult times
family unaware of how severe disability was
father associating her disability with his identity
father identifying disability with sense of self
father preferring not to hear about disability

favouritizing male children
feel accepted in the community
feeling accepted by Irish
feeling accepted by Irish family
feeling afraid of going out at night because of eye problem
feeling afraid of going out at night because of rape
feeling afraid of losing job
feeling afraid that will be mocked for being blind and in Ireland
feeling afraid to communicate with Irish people at start
feeling alone
feeling alone to cope with disability
feeling an aggressive attitude towards disability in home country compared with Ireland
feeling angry about visually impaired neglecting hygiene
feeling annoyed her eyes are small
feeling ashamed about blindness
feeling ashamed of disability
feeling ashamed to carry cane
feeling ashamed to wear culture clothes
feeling at ease among other visually impaired
feeling at home in Ireland
feeling at home when finding home country food shops
feeling better helping others
feeling better in multicultural school setting
feeling better lie for child in Ireland
feeling cared for in Ireland
feeling child labelled stupid due to disability
feeling children are taught not to play with disabled child in home country's home
feeling comfortable
feeling confused
feeling confused by social system
feeling contempt from people towards their disabled child in home country
feeling controlled
feeling controlled and criticised by husband
feeling criticized
feeling cut off
feeling depressed when arrived
feeling different
feeling different at school
feeling different at the start
feeling different due to nationality
feeling disability accepted in Ireland compared with home country attitude
feeling disability more accepted in Ireland

feeling disbelief about migrant's severity of sight loss
feeling disbelief that would be excluded
feeling disconnected
feeling discriminated against by other Africans
feeling discriminated against due to disability in home country and Ireland
feeling disillusioned
feeling easier to access service in Ireland
feeling embarrassed for visually impaired
feeling embarrassed to criticize migrant's behaviour
feeling empty before coming to NCBI
feeling exasperated
feeling excluded
feeling exploited by service user
feeling fear at first about moving to Ireland
feeling fear of racial attack
feeling fed up
feeling forced to commit suicide in home country due to disability
feeling forced to give up job
feeling free to choose courses
feeling free to discuss eye problem in Ireland
feeling free to talk about eye problem at NCBI
feeling frustrated
feeling frustrated and wanting to be alone when arrived language barrier
feeling frustrated at first coping with new environment
feeling frustrated depending on others
feeling frustrated that child had to reassessed in Ireland
feeling frustrated that information leaflets not passed on by doctors
feeling frustrated with eye problem
feeling frustration with lack of funding for disability
feeling genuinely cared for in Ireland
feeling good living in Ireland
feeling good sharing information among organizations
feeling good sharing with other parents
feeling grateful
feeling grateful to have found centre
feeling had no choice
feeling happy living in Ireland
feeling happy that child is cared about at school
feeling happy that child making friends
feeling happy that didn't have to teach migrant service user
feeling happy that more home country people living in Ireland
feeling happy that wasn't hassled

feeling happy to know not only visually impaired person
feeling happy to meet other people with visual impairment
feeling happy when public doesn't notice service user is blind
feeling happy when public offers client assistance
feeling harassed by questioning about disability in home country
feeling helpless
feeling helpless to change situation
feeling helpless to inform about services
feeling helpless to speed up accessing school process
feeling helpless to the fate of gender and position in the family
feeling helpless when can't communicate
feeling her disabled nature is misunderstood
feeling home country embassy in Ireland doesn't worry about ordinary worker
feeling home country embassy in Ireland not interested in ordinary worker
feeling hopeless
feeling humiliated
feeling hurt
feeling ignored by Irish people
feeling ignored in communication
feeling ill one year after arrival
feeling illness accepted by Irish people
feeling informed in Ireland
feeling insecure about future
feeling Irish
feeling isolated
feeling isolated at home
feeling isolated living in the countryside
feeling judged by colour of his skin on public transport
feeling judged due to disability in home country
feeling left outside
feeling life would be better in Ireland
feeling like a burden to home culture community in Ireland
feeling like cheating service users
feeling like only foreigners in Ireland
feeling like talking too much
feeling like waffling
feeling listened to
feeling lucky to be linked in with native social worker
feeling lucky to be working area
feeling lucky to meet native social worker in Ireland
feeling misunderstood
feeling more reassured in Ireland

feeling neglected
feeling neglected and bitter about not receiving NCBI training
feeling neglected by father
feeling neglected in home country
feeling on arrival
feeling overpowered and helpless in attack
feeling overwhelmed by extent of sight loss of migrant service user
feeling panic
feeling part of the community in Ireland
feeling pressure to maintain work life balance
feeling pressure to move forward
feeling pressurized to let people go there is no funding
feeling proud talking about culture
feeling proud to be a survivor
feeling racially attacked
feeling racially different
feeling rejected as a foreigner
feeling respected in Ireland
feeling restricted in home country
feeling sad about being unwanted by Irish people
feeling sad that migrants access service very late
feeling safe at centre
feeling scared about racist attacks in Ireland
feeling scared during racial attack
feeling scared on arrival
feeling sense of belonging in special needs school
feeling silenced
feeling sorry for people who are blind
feeling stigmatized by own home community
feeling strongly attached to home country identity
feeling superior to deaf community
feeling supported at NCBI
feeling supported by extended family
feeling supported by services in Ireland
feeling supported in Ireland
feeling supported to achieve goals
feeling surprised didn't contact home country doctors
feeling taken advantage of
feeling that Irish system didn't believe home country assessment of child
feeling that joking about blindness exclusive to blind people
feeling that there was a lack of trust from Irish system towards home country doctors
feeling the Irish service users lazier than migrants

feeling threatened by people's aggressive racial comments on public transport
feeling towards difference in Chinese culture
feeling trapped
feeling unaccepted
feeling unappreciated
feeling uncomfortable acting as interpreter
feeling understood at special needs school
feeling unheard
feeling unrepresented
feeling unsafe walking alone in home country
feeling unsupported
feeling unsupported by family
feeling unsupported by her older brother
feeling unsupported by NCBI
feeling unsure about child's future
feeling unsure about the future in current economy
feeling unsure what support needed
feeling unwanted
feeling unwanted by Irish people
feeling unwanted in Ireland
feeling unwanted | feeling scared
feeling useless
feeling very angry about name-calling
feeling very hurt by father's demand to conceal disability
feeling very sad at time of child's diagnosis
feeling very shocked by racial abuse
feeling vulnerable to use cane due to fear of attack
feeling welcomed
feeling welcomed in Ireland
fighting back
fighting for service in home country
fighting for survival
fighting with her brother
filling in for hospital interpreters
find my way around
finding a place to participate in society
finding being accepted difficult
finding common ground
finding home country food homes reassuring
finding Irish people easy going
finding it difficult at first finding special school
finding it difficult at school at start

finding it difficult Irish people by skin colour
finding it difficult to communicate in school
finding it difficult to comprehend child's sight loss
finding it difficult to cope with daughter's disability at the start
finding it difficult to teach migrants due to language barrier
finding it easier to speak English than polish due to speech impairment
finding it easier to talk about visual problems with blind community
finding it more difficult for migrant service users because of lack of backup
finding myself
Finding new people, finding new identity
finding own identity
finding positive
finding school for daughter
finding space to practice religious faith
finding time to improve English difficult
finding work difficult because of disability
finding working with people with disability hard
fitting in
fitting into Ireland
fitting into Irish special school
fitting into special needs school
flatmates becoming annoyed because of communication problems
forgiving her brother
forming networks with visually impaired people
forming new life perspectives
fostering a culture of openness
freedom to express themselves about disability with Irish people
frequently uninformed about service user medical history
friends living in Ireland already
from being a friend I was bit
frustration with generalizing certain eye conditions with specific ethnicities
frustration with lack of progress in ethnic health
frustration with limited progress in ethnic health
frustration with limited progress in ethnic health
funding cuts impact service provision
funding his studies
funding issues
gaining better picture of service users functionality through home visits
gaining confidence
gaining hope from others
gaining insight into visual disability
gaining wisdom

gathering with home country community at parties
gel together
gender
gender differences in social adjustment to blindness
gender factors
gender issues barrier for migrant service users
gender issues in dealing with migrants
gender issues working with migrant service users
gender issues related to disability care
generalizing cultural issues not possible
generic service provision
geographical practicalities of CWR placements
getting more support from Irish institutions than home country embassy
getting support from strangers
getting around regulation
getting better long process
getting diagnosis shock fro parents
getting explanation for child's illness in Ireland
getting good feedback on child's progress at special school
getting hassle about disability in home country
getting help adapting home to disability
getting hope from meeting other blind people
getting motivated
getting on well with Irish family
getting on well with personal tutor
getting out of the house
getting permit to live in Ireland
getting support from brothers living in Ireland
getting support from home country neighbour in Ireland
getting support from home country networks in Ireland
getting support from home country worker in Ireland
getting support from NCBI
getting support from other visually impaired students
getting support from strangers
getting the bare details on service user
getting to know Irish people
getting to the point where the
getting used to language
getting verbally abusive with service provider
getting work experience at NCBI
girls are being treated the same
giving advice on personal matters

giving best quality of life to service users
giving hope to others
giving in to mother
giving me more identity
giving out about each other in home country
go back to nothing
going the extra mile
going through process of change
going through process with others
going to board school bad experience
going to lots of assessments slowing process of accessing school
going to school with lots of different nationalities
going to up our numbers
good and bad times in work
gossiping
gossiping and putting other Ch
gradually settling into class and getting on well
graduation ceremony
grouping with other foreigners
growing number of migrant service users
growing up the importance of virginity drilled in by mother
growing up unable to talk to her parents
growing up with eye problem
guiding someone safely
handing down parenting skills from each generation
hanging around exclusively with own ethnic group not productive to integration
hanging around exclusively with own ethnic group not productive to integration
happy with variety of services offered at centre
harder for me to switch myself
harder for some peoples more t
having a choice to return
having a good experience living in Ireland
having a large home country community in Ireland
having additional disability hearing problem
having an Irish boyfriend helps integration process
having awareness about other peoples customs helps
having contact in Ireland prior to arrival
having eye problems at home
having family in Ireland
having family support
having good experience helping family
having good experience with disabled child in Ireland

having job prior to arrival
having lots of paperwork at start for disabled child
having low education
having more family support in home country
having more support for child in home country
having more than one disability
Having more time with clients in Ireland
having much better education service in Ireland
having no friends
having positive experience of service provision in Ireland
having positive experience with citizen information centre
having problems with eyesight in new job
having responsibility to provide for family
having role models
having social and family networks fundamental to survival in foreign country
having suicidal thoughts
having traditional male provider role suppressed
having two wives
having vision problem doesn't
health
health preventing her returning home
hearing that Irish have white skin
helping her mother communicate
helping illegal immigrants
helping service users to consider life without sight loss
helping yourself
here together
here was I a stranger to them
hiding away
hiding disability for fear being taken advantage of
hiding his eye problem from family
hiding his feelings in humour
highlighting service user's different characteristics
highlighting significance of appearance
highlighting significance of diagnosis
hiring person with impairment
his mother doesn't like Chinese
holding a grudge against her brother
holistic approach
home community not open about disability
home country community not staying in Ireland
home country doctors having to prove themselves to Irish system

home country experience of social service barrier to accessing service in Ireland
home country focusing on cost of medical treatment
home country not ready to receive returning emigrants
home country people changing religion
home country people in Ireland questioning why he's coming to Ireland due to disability
home country people not being connected to service
home culture shaping your learning process
home now is Ireland
hoping can find something for child to do after school
hoping to get better
hoping to give back something to Ireland
hoping won't go blind
I am a stranger coming in
I can see myself now helping p
I don't want to kill anybody b
I feel like a guest
I feel lost in Poland I feel I
I feel myself very well adapted
I knew where they were coming from
I know I'm disabled
I need to go out more and meet people
I shout a few times about my even about my identity
I was lost
I was thinking everything over
I'm a burden
I'm here, I'm here
I'm not alone
I'm not the only one
identifying a blind community
identifying a blind culture
identifying a disabled community
identifying a foreigner by their accent
identifying a home country community in Ireland
identifying Chinese community in Ireland
identifying difference in EU and non EU service users
identifying disability as a curse in home country
identifying disability as part of identity
identifying extra challenge of teaching blind migrant as can't point
identifying eye problem as part of identity
identifying guide dog and white cane as part of blind culture
identifying herself as disabled
identifying herself as first Chinese girl in Ireland

identifying himself as different because of colour of skin
identifying himself as different to Irish
identifying home
identifying in order to help visually impaired
identifying Ireland as a new multicultural society
identifying Ireland as home
identifying it as gender issue
identifying language as most important part of culture
identifying migrant languages prior to training helpful
identifying need to be with people who share eye problem
identifying parenting as reason
identifying people with visual impairment as lacking self confidence
identifying problems with separating boys and girls at school
identifying separate organization roles
identifying significance of residing in country
identifying similarity in how disability viewed by Irish in past and current attitude by other countries
identifying the foreigners as more eager
identifying the white cane as a barrier to integration
identifying various factors at play in persons adaptation
identifying visually impaired group as a community
identity under threat
ignorance is not bliss
ignoring the visual world
illness restricting mobility
imaginary perception of people
impacting on identity
implication for the dynamics w
importance to encourage service users to commence training as soon as possible
improving English language faster than father
improving English language faster than father
improving English language quickly
improving English language skills
improving independence skills
improving Irish attitudes towards race
improving vision
in mobility clarity is a must
in school you will suffer
increasing confidence to ask for help
increasing demand for services for visually impaired across the board
increasing distance between blind person and themselves during training
increasing numbers at centre
informing his family about eye problem

initiating contact with NCBI
initiating sharing emotions with mother
inspiring stories
instructing clearly imperative in mobility training
integrating blind people into Irish society
integrating disabled children in Ireland compared to home country
integrating into Irish society
integrating with Irish people through disability services
interacting on global and local level
interacting well with other children in class
interacting with Irish family improving English language
interacting with service providers power relations
interest in assistive technology
interested in education
interfering questions in home country
intermarrying
interpreting for parents at school meetings
Investigating differences in working with blind in Ireland and Germany
investigating eligibility for medical card
Ireland learning to be a multicultural society
Irish people positively perceiving home country people at first
Irish people thinking about disability
isolating feeling unable to talk about rape
isolation for migrant service users
isolation issue for migrant service users
It impacts you everything
it seems to be just kind of normal
judging service user personality
justifying being in Ireland
justifying her Irish family name
justifying mother's broken English
justifying motivations for working in disability field
justifying recounting personal details
keeping an open mind towards people from different backgrounds
keeping away from other home country migrants
keeping clear professional boundaries
keeping in touch with blind community
keeping informed about visual impairment research
keeping it informal
keeping problems to herself
keeping rape a secret
keeping stories of racial attacks from his family in home country

kept head down
kept within the family
killing yourself to meet goals
knowing about other cultures important for service providers
knowing lack of funding very difficult for disabled
knowing that it's hard for migrants to connect
knowledge about ethnic minorities
labelling disability a curse in home culture provoking bullying
labelling disability an excuse to be taken care of
labelling her ugly
lack of support causes stress for service user
lack of trust limiting progress made
lacking affection in Chinese culture
lacking confidence to ask questions
lacking English language
lacking funds to pay for course held her back
lacking information about NCBI in Chinese community
language ashamed speaking mother tongue
language barrier
language barrier
language barrier communicating with Irish service users
language barrier difficulty communicating at school meetings
language barrier for migrant service users
language barrier main issue for migrant service user
language barrier more difficult for person with eye problem
language barrier more difficult if have visual impairment
language barrier preventing accessing information
language barrier preventing Chinese accessing NCBI
language barrier preventing Chinese contacting NCBI
language barrier to communicating
language barrier to making close friends in Irish community
language difficulty speaking mother tongue
language main issue for migrant service user
language misunderstandings
language not a barrier to getting help from Irish services
language problems
language skills empowering
learning a lot about cultural differences
Learning about clients fears during mobility training
learning about equality in Ireland
learning about labour rights
learning about working with migrants

learning at individual pace
learning Braille difficult
learning Braille while learning English
learning computers
learning English and Braille helped settling in process
learning English difficult
learning English motivation for move to Ireland
learning English with boyfriend
learning English with her child doing homework together
learning from frontline staff
learning from other organizations
learning how to use computers
learning Irish culture through Irish boyfriend
learning to cope for himself
learning to take responsibility
leaving home country because of terrorism
leaving home country behind
leaving home country for safely reasons
length of time living in Ireland
length of time living in Ireland
lessening feeling of being alone
lessening isolation
letting go of grudges
letting go of old identity
letting work know about eye problem
liaising with NCBI
liaising with NCBI
like running a primary school
liking living in Ireland
linking late access to lack of computer knowledge and blindness
linking migrant service users with support from immigration agency
linking service user with provider who speaks his language
linking service users informally
linking service users to centre via CWR
linking up national services for visually impaired
linking up with community resources
linking up with community resources
linking with language services
listening to them makes migrants feel better
living day by day
living in Ireland better future for daughter
living in the moment

living independently
living on my own planet
living with stress due to coping with being disabled and a foreigner
locating a home community in Ireland
locating difference in attitude towards disability in home culture history
looking back painful
looking for a normal life free of contempt towards disability in Ireland
looking for the positive in being disabled
looking to the future
looking to the future preventing blindness
losing feeling of loneliness
losing independence
losing job in Ireland
losing respect for brother
losing sight
losing sight in transition between from home to Ireland
losing sight motivating factor for moving to Ireland
losing sight progressively
losing time in training
losing your sight
lost identity
loving her job
lumping all nationalities together
lumping lots of initial difficulties together
lumping people with impairment together not for everyone
made it feel like a freak
maintaining friendships
maintaining her native language
maintaining home country language through weekend classes
maintaining home culture
maintaining home language
maintaining religion
making a new life
making assumptions about service users not helpful
making assumptions due to surname
making business for optician
making connections between organizations
making connections for the centre
making contact for new job
making friends with clients
making friends with home country people
making friends with home country people easier

making friends with Irish work colleagues
making home country friends in school
making home in Ireland
making Irish friends
making life easier for those whose sight is worse
making mistakes part of learning language
making money in Ireland
making new plans for the future
making the most of life
manager mediating role
managing people
matching service users needs with staff skills
mediating between NCBI and her parents
mediation language barrier
medical perspective differing from social perspective
medical staff calling him cruel for not informing his parents
meeting an Irish boyfriend
meeting and making friends at the NCBI
meeting and marrying an Irish man
meeting family from home country with V.I daughter
meeting Irish people in church
meeting other blind people for the first time
meeting service user at home reveals more about the individual
meeting service users at centre can be more formal experience than home visits
meeting social needs of people key
meeting up with home country community in Ireland
meeting with close home country friends in Ireland not community
meeting with parents of disabled children helpful
meetings for home country people in Ireland not for ordinary person
melt into the big pot
mentoring not counselling role
methods of building trust
migrant service user lacking local knowledge
migrant status barrier to focusing on visual impairment
migrant V.I. people lost at first
migrants over appreciating help
migrants suspicious of Irish social service
misconceptions of identity
missing family
missing family in home country
missing father
missing first year at school in Ireland- principal not happy

missing home
missing home country friends
missing home country friends made in Ireland
missing out on cultural training
missing school affecting son negatively
mistrusting among visual impairment organization
misunderstanding English causing difficulty
misunderstanding instruction
mixing cultures in neighbourhood
mixing in mainstream school
mixing migrant and Irish families at centre helps integration
mixing pupils with different disabilities in home country
mixing socially with Irish colleagues
mixing with children from different nationalities
mixing with Irish people
money mad
monitoring service user's progress
more complex for migrant service user
more elderly migrant service users
more opportunities
mother escaping home country alone
mother visiting Ireland
mother's lack of English making life difficult
motivating adaptation factors
motivating reason for coming to Ireland
motivating reasons for taking part in rehab different for everyone
motivation for career in visual impairment
motivation personal factors
move away away from your life
moving from one part of country to another
moving from UK to Ireland
moving in with boyfriend
moving into management
moving on from past difficult
Moving to Ireland
moving to Ireland to be with family
mutual supporting in home country community in Ireland
my job is very it's quite hard
naming condition impairment or disability
naming disability
naming disorder
naturalising ourselves to be i

need for interpreter
need for translation services
need for translation services
need to be flexible dealing with different abilities
need to identify service users
needing to pursue child's care more independently in home country
neglecting blind people in home country
neglecting personal hygiene
negotiating new identity
new identity
newcomer feelings
no black people so that's new
no cooperation without trust regardless of nationality
no education for blind people in home country
no formal tracking of students after centre
no mention of language no none
no name calling in home country
no space for recruiting cultural expert
no suitable for working due to disability
no visa no access to special needs education
nobody ashamed
non disabled joking about disability offending disabled
non Irish professionals working at centre
not accepting his blindness
not accepting that disability is god given
not being able to do job due to VI
not being able to express themselves in English
not being believed that disability prevents working
not being confronted with race issue at school
not being expert in cultural issues
not being experts in immigration
not being fully blind
not being made to feel like outsiders
not being supported in home country
not being vengeful
not blaming family
not caring about racial name calling
not changing identity as visual impairment
not changing it is adding to identity
not chasing people who don't want to engage with service
not coming to Ireland for money
not connecting with wider home country community

not connecting with wider home country community in Ireland
not contacting home country doctors to confirm assessment
not defending her disabled status
not distinguishing where people are from
not dumb
not expecting Irish to welcome them
not expecting service for blind feeling overwhelmed
not experiencing gender issues in Ireland
not experiencing staring at disabled child
not feeling comfortable with migrant child's father shouting
not feeling ashamed of themselves
not feeling at home in Ireland
not feeling confident about life for child in home country
not feeling different
not feeling fully accepted as foreigner
not feeling great working with a female professional
not feeling lonely because was supported
not feeling up to attending school meetings language barrier
not feeling up to fighting them
not finding difficulties based on skin colour of migrant service users
not following up on staff suggestions
not following up on research into past students
not happy using cane
not happy with attitude towards disability at home
not happy with Irish schoolchildren's behaviour
not happy with services for disabled in home country
not having family
not having a good day
not having a home country resource centre in Ireland
not having family in Ireland
not having good support towards disability within own home community
not how things are in their co
not imagining could have disabled child
not imitating Irish schoolchildren's behaviour
not including disabled peoples in home country society
not knowing
not knowing about cultural and religious behaviours
not knowing accommodation regulations in Ireland
not knowing if migrant service user understood instructions
not knowing if racial attacks common in Ireland
not knowing service exists
not knowing what to expect from V.I.

not knowing what's expected of
not looking for trouble
not making out teacher's blackboard notes
not missing home as family is in Ireland
not preparing for travelling to Ireland
not reacting to comments about being blind
not reacting to racial comments
not receiving racial or disability abuse
not recognising he is disabled
not relating about school
not reporting racial attack to Garda
not seeking revenge
not sharing emotions in family
not sharing full picture
not socialising with wider home country community in Ireland
not speaking English
not speaking language very challenging emotionally
not talking about disability with family
not talking about his disability
not thinking at start would stay a long time
not thinking his eye problem was serious
not trusting own home country people
not underestimating work
not understanding migrant service user
not understanding migrant service user
not viewing Ireland as racist
not wanting burden
not wanting to be associated with disabled community
not wanting to be dependant on family
not wanting to believe child's disability at start
not wanting to only associate with foreigners
not wanting to overburden staff
not wanting to remember time of sight loss
not wanting to return home
not wanting to stick out
not within the brief of my job
nothing for them
nothing for them to do in home country
noticing foreign students communication skills improving
noticing his difference amongst Irish people
noticing more Chinese people arriving
noting a difference between Irish and migrant service user

noting differences between migrant and Irish service users
noting differences between public helping men and women
noting different reactions to blind people on the street
noting improved situation for blind in Ireland
noting increasing numbers of migrant service users
noting Irish to be more self conscious about body
noting migrant service users' English improving
not wanting to load people with problems
nurturing empathy
nurturing independence
obsessing about her brother's past behaviour
observing Irish as clannish
obtaining Irish accent
offering alternatives to everyday activities
offering English classes
offering space to be open about disability
ongoing pain
open to new experiences
opportunity to meet other visually impaired
optimizing learning from frontline staff
organizing child's care themselves in home country
orientating
our own planet
out there with the community
over appreciating help
overburdening staff negative impact on service user
overcoming language barrier through creating connection with service user
overcoming problems
overlapping services
panicking when lose way
parent role
parents not advising
parents worrying that they'll be left to care for son alone
part of society you know just as everything else
participating in community
passing message to mother to dismiss eye doctors
paying attention to visual impairment in Ireland not in home country
paying for service for blind in home country
peer counselling
peer counselling
peer counselling high demand
people don't know about the service

people having rights
people smiling at disabled child in Ireland
perceiving oneself as disabled
performance indicators
persevering following eye problem
persevering through tough times
persevering to make eventual contact with NCBI
personality factor
picking himself up to find his way around
picking up slang word feeling integrating
pigeon holing
pinpointing lack of education and opportunities as casue of racism
pitying herself due to bad sight
placing pupils in classes according to age or disability- differences between home country and Ireland
placing responsibility with doctor to refer migrant
placing responsibility with parents
planning child's medical care
planning for child's future in Ireland
planning for growing number of blind in Ireland
planning future around what's best for child
planning to write a book to warn young girls coming to Ireland
planning to write a book to warn young girls coming to Ireland
pointing finger at disabled child in home country
power of majority culture
practicing corporal punishment
practicing corporal punishment at home and in schools
practicing English with daughter
praying that their blindness is not a reality
praying together with home country community in Ireland
preaching to refugees
preferring Irish communication style to home country
preferring meeting service users at home rather than office
preferring to be called blind
preferring to learn English in primary not secondary school
preferring to stay in Ireland for better services for visually impaired
preoccupation with home for people living abroad
pretending not to be blind
pretending to be ok
pretending to his parents he is ok
pretending to see
pretty lost hope
preventing disability reoccurrence by not returning to home country

pride in home country
prior knowledge of cultural differences help in working with migrants
prior knowledge of English language
prioritise people in our own c
prioritising
prioritising child over attending English classes
prioritising children's education
procrastinating using cane
procrastinating using cane around the neighbourhood
professional attitude immaterial why migrant in Ireland goal to provide service
professional awareness of migrants belief systems about disability
professional composure
professional exposure to migrant service users dependant on catchment area
professional passion
professional point of contact for cultural knowledge
professional role is restoring independence
professionally helping colleagues with migrant cases
professionally not taking disability for granted
professionally supporting each other with experiences working with migrants
progressing into it into the c
providing more support in Ireland than home country
provide a service to anyone we
provide all shades of research
providing a common space to talk
providing a service
providing emotional support
providing English classes
providing individual carer per pupil- reason why better in Ireland
providing information about Chinese culture
providing more information about NCBI services directly in the Chinese community
providing peer support
providing rehabilitative service
providing service for everyone
providing support among staff
providing transport at NCBI
public perception of disabled community
pulling together as a family
pushing blind person in traffic
put your head down pretend you
putting centre under pressure
putting children with disability in fulltime care in home country
quantifying amount of refugee families met

questioning how much she's talking
race a barrier to accessing services
race barrier to feeling safe in neighbourhood
racial attack
racial attitudes in Ireland
racial name calling
racist remarks
raising child in Ireland first experience of motherhood
raising children to value money and career
rationalizing why people make racist remarks
reacting to racism
reacting to weather
reading about racist attacks in the newspaper
reasoning why lost sight
reassuring brother that racist remarks not impacting on identity
reassuring himself ok to ask for help
receiving disability allowance in Ireland
receiving praise at school helpful
receiving racial name calling when young
receiving racial name calling in the street
receiving support from health nurse
receiving threats from brother
recommending NCBI make contacts with ethnic minority communities
recognising a changing attitude towards his home country people in Ireland over time
recognising can't hurry service users to next stage
recognising changing identity due to disability
recognising changing physical abilities
recognising disabled people's rights
recognising his difficulties at school
recognising isolation of migrant service users
recognising need for more education about disability in home country
recognising positive aspects of blind culture
recognising potential in people to achieve
recognising racism
recognising she was naive to think could forget rape
recognising that cane helps for mobility
recognising that meeting service users in office daunting experience
recognising the importance of cultural training
recognising the other
recognising training centre as safe environment for providers and users
recognizing importance of computer
recognizing scale of difficulty for migrant service users dependant on status

recommending different nationalities be represented in government departments
recommending advertising NCBI in Chinese amenities
recommending having people from different nationalities employed
recommending NCBI make contacts within Chinese community
recommending sharing experiences of living with sight loss
recommending translating information into Chinese
recounting brother reporting her
recounting case of ethnic minority service user who neglected eye condition
referring difficult cases to counselling service
refusing to wear culture clothes
regaining independence help form NCBI
regardless of where people com
registering with GP
reinvention of self in foreign country and as person with disability
rejecting disabled people in home country society
rejecting using cane in neighbourhood
rejecting using the cane
relating experience to the past
relating more easily to foreigners
relating to frustration of language barrier
relating to her father
relating to language issue
relating to migrant status
relating to migrants language barrier
relating to others with similar health issues
relating to service user benefit to know cultural background
relaying his problems seeing in class
religious factor
religious issues related to disability care
relying on help from strangers due to disability
relying on husband
relying on themselves
remembering corporal punishment
remembering feeling everything was different
remembering how brother cared for as a child
remembering mother paying for glasses
repeating routes
repeating school year
representing her parents school meetings
representing two minority groups
researching ethnic minorities with visual impairment
reserving opinion on Irish people

resisting using cane
respect and acknowledgment tha
respecting culture's rules
respecting elders importance in Chinese tradition
respecting elders in home country
respecting stages of adaptation to disability
respecting stages of progressing with training
responding to change
responsibility as a child
restarting life from visualised to non-visualised
restricting non visa holders
restrictions posed by culture impacting on working with migrant serice users
retraining after disability
returning home not an option
returning to roots
revealing disability to parents
revealing her disability to everyone
running at over capacity
School is work for him
schooling child in special school and mainstream
scolding mother for not speaking in English
searching for place in society
seeing the big picture
seeking advice on cultural differences
seeking approval from me
seeking desperately answers from the past
seeking help
seeking information
seeking professional help
segregating blind people in home country
segregating disabled children in home country
segregating disabled people in home country
segregating disabled people in home country society
segregating pupils according to age not disability
segregation of home country people in Ireland
sell out
sending information on services to GP centres
separating boys and girls in school
separating from home community in Ireland
separating from home country people who abuse Irish system
separating oneself from disabled community
separating private and professional

serious about chosen career
services for blind in home country and Ireland
setting achievable training goals together
setting background to profession in visual impairment
setting self goals
setting up a disability support online service
setting up business
setting up student exchange programme
settling into accepting eye problem
settling into environment with visually impaired people
sharing Catholic faith with Irish people
sharing common language
sharing commonalities creating a culture
sharing experience of being isolated on bus with home country friends
sharing experiences of classroom with home country friends
sharing feelings with other V.I. People
sharing genetic condition with her younger brother
sharing humour with blind community
sharing integration responsibility
sharing jokes about being blind
sharing language of service user
sharing of ideas
sharing problems
sharing resources
sharing responsibility of integration between newcomer and host country
sharing services between ethnic groups
sharing similar situations with other parents of visually impaired children
sharing stories of parenting disabled child with other home country parents helpful
sharing stories on vision
sharing the same language with Irish helps
sharing with other home country friends
she doesn't know any better way
she understand other children
she's taking an Irish job
shock to the system
showcasing work at Centre
showing appreciation
showing mobility techniques physical job
shunning people because of disability holding them back
shy to be seen with a stick
siblings helping
sight is near zero

sinking in the seriousness of eye disease
sister working in Ireland
sister worrying about her being alone at home
sitting at home negative impact on child rather be at school
slowly slowly coming
so much on their plate in term
social interaction
social interaction between students
social welfare in Ireland great support
socialising with other visually impaired people
socializing difficult for child at start
speaking as an outsider not disabled
speaking English as second language
speaking English at home
speaking English at school and native language at home
speaking English difficult when arrived
speaking her mind
speaking in pidgin English in home country to facilitate communication between generations
speaking in public
speaking native language with mother and English with father
speed of accessing service culturally based
spending more time with mother
splitting services geographically
stage of acceptance significance of personality
stammering in English
standing up for herself
standing up for home country no matter what
standing up to racist bullies
staring at disability in home country
starting a new life
starting career in visual impairment
starting process of accepting disability
starting relationship with Irish man
starting to accept blindness
starting to allow himself be helped
starting to feel better
starting to reintegrate through NCBI
starting training somewhere sheltered
starting working in visual impairment
staying at home when should be at school negatively impacting child
staying close to blind person in beginning
staying in Ireland

staying in Ireland despite parents returning
staying indoors at night time
staying with child in hospital
stepping stone
sticks like a cane it's like a
stigma
stigma of difference in home country
stigma towards disability barrier towards integration in home community
stigmatizing children with sight loss by national and home community
stopping work due to health
stressing because hiding disability
stressing to him to work on hi
struggling in mainstream school
struggling to do something for
struggling to move forward
struggling with morality of staying in job
studying and working in Ireland
studying race and culture
Studying special needs
submissive mother
suffering at school work
suffering because can't locate NCBI services
superseding her mother
supervising staff
support from sister
supporting blind person complex
supporting each other
supporting her mother during visits to Ireland
supporting migrant service users though translation and interpreting
supporting new home country arrivals to Ireland
supporting service users in individual adaptation process
supporting suicidal service users
supporting yourself easier in Ireland than home country
surviving disability
surviving in work
sustaining friendships difficult
tailoring service to community needs
taking a chance with travelling to Ireland
taking a long time for migrants to access services
taking advantage of gratefulness
taking anger out on mother
taking away service

taking control of adapting to new society
taking control of situation on the bus
taking for granted will be cared for
taking initiative to ask for assistance
taking into account other peoples views
taking on the role of interpreter
taking part in classes
taking pity on her
taking risks in order to remain employed
taking risks with his sight
talking about being made to feel unwanted among home culture community
talking about disability
talking about disability alleviate stress
talking about home culture community integrating in Ireland
talking about issues common to blind people
talking about living in a utopia
talking about mortality
talking about racism
talking brings back bad memories
talking with friends about sight loss
talking with family in home language
tapping in on is the stress le
targeted services
teaching cane skills requires physical contact
teaching children about home culture
Teaching exclusively people at training centre
teaching foreign languages at the centre
teaching migrant challenging
teaching routes to different classrooms
teasing and laughing at handicap at school
telling his parents about his eye problem
telling migrant service users to follow Irish behaviour
telling parents can't attend mainstream school
telling story of her father's first wife not being a virgin
thanking for help
thanking Ireland
thanking staff
the other
the stick is my eyes
there is a hope for them that
there is no place like home
there is something beyond language

there really is nothing nothing
there's no place like home
They can't even imagine what y
they don't emphasis on the visual
they take me for what I am now
they're always fighting the disability
things have hit the fence
thinking about changed status in balanced way
thinking about the home
thinking of home
This is also part of the disabled culture
this is not our final home we
threatening to hospitalize her
time of transition
tired of living in London
To have a new beginning
to live normal life motivation for coming to Ireland
tolerating disability more in Ireland than home country
totally ignore the visual world
totally nothing
totally nothing if you become
tough task
training people to regain independence
translating disability documents slowed process of accessing school
translating not part of service provider remit
traumatised service users
travelling alone
travelling changes behaviour
travelling to Ireland alone
travelling to Ireland part of education
treating disorder influenced by mother's Buddhist faith
treating disorder influenced by mother's Buddhist faith
treating people as individuals
treating staff as equals
trust issue
trying to accommodate non nationals
trying to be culturally sensitive in work
trying to be sensitive to different cultural attitudes towards women
trying to coax people to work exhausting
trying to comprehend motivation for racial attacks
trying to comprehend why migrants don't engage with service
trying to connect families in similar situation

trying to explain would be safer to use cane
trying to get hospital
trying to help others
trying to hold everything together
trying to respect their culture
trying to speed up accessing school process
trying with his broken English
two different worlds
two times disabled
under pressure to get people i
understanding English difficulties
understanding how uncertain situation was for family
understanding Irish accent difficult
understanding medical terms better in English than home country language
understanding motivations for racist remarks
understanding service user's needs
understanding staff
understanding the need for flexibility external factors slow progress
understanding why bullying happens
uneasy about receiving education in UK
uniting as one family at training centre
universal design out of reach
unless you're invited in
upbringing differences between home and Ireland
upholding Chinese family structure
upholding Chinese roots and tradition
upset us as a group
using Irish friendships to improve language and speed up integration process
using Irish friendships to improve language and speed up integration process
using personal cultural information to provide a service
valuing disabled children in home country less in Ireland they don't they exist
valuing life
viewing disabled child positively in Ireland
viewing migrants as isolated
visiting home country
visual impairment connected to other medical diagnosis
visual world
voicing her story to help other young women coming to Ireland
waiting a year for an appointment
waiting for citizenship
waiting for kidney transplant
waiting for their visa

waiting for visa for long time
waiting to access service
waiting to get better
walking around without a cane very unsafe
walking around without cane
wanted to get out
wanting help others in similar situation
wanting to be active and useful
wanting to contribute to Irish society
wanting to experience another culture
wanting to give good education to children
wanting to give their child good quality of life
wanting to help
wanting to help people with sight problems in home country
wanting to maintain native language
wanting to make it easier for migrant families
wanting to move out
wanting to rejoin family in Ireland
wanting to retaliate to name-calling
wanting to return home
wanting to run away on first day at school
wanting to show gratitude
wanting to spread the good news diabetes not a life sentence
wanting to work
Wanting to work with sensory disabilities
we treat ourselves as one family
wearing culture clothes
wearing culture clothes at home
welcoming training seminars for cultural training
when in Rome do what the Roman
when the walls are collapsing
where do they go?
willing to accept other people
willingness of non nationals to put in hard work
wishing to save money to continue studies
within my own enclave with my
without being stereotypical
witnessing resistance from service users to use word blind
work twice as hard or three times
working a lot
working alone
working as a dancer

working as volunteer
working beyond professional remit to assist migrant needs
working extra hard
working gives independence
working good job
working hard to become independent
working hours
working in disability
working in field of visual impairment
working in Ireland
working in Ireland until eye problem worsened
working in Ireland/language
working in service users' homes
working in takeaway when arrived
working in UK
working on improving English
working on the frontline CRW
working one to one in mobility
working physically hard
working prospects higher when English better
working together visually impaired and non
working together with service user
working with children different challenges
working with disability normalizing disability
working with ethnic minorities
working with ethnic minorities with visual impairment
working with migrants
working with migrants new experience for caring services
working with new challenge of migration in service provision
working with people with disabilities
working with translators
working with visual impairment
working with young Muslim girl
worrying about being accepted
worrying about being discriminated against because of race
worrying about being treated differently due to disability and race
worrying about fitting in
worrying about future as elderly person in Ireland
worrying about him travelling on his own
worrying about language issues
worrying about making friends
worrying about making friends due to disability and race

worrying about migrant service users
worrying about students future prospects
worrying about the future for the child due to disability
worrying about transport working
worrying about understanding accent
worrying about vision
worrying would her nationality prevent people making friends
writing novel to help other people coming to Ireland
you are basically changed
you get the bare details
you know very well what you was
you're on someone else's floor

APPENDIX F: Service User Transcript: Example of Coding Process