




# Explaining the Emotional and Psychological Impact of Assistive Technologies on Adolescents with Visual Impairments

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the introduction, the statement "Understanding these impacts is essential for developing more effective and user-centered technological interventions..." lacks a theoretical framework linking assistive technologies to psychological theories of adaptation. Integrating theories such as the Technology Acceptance Model (TAM) or Self-Determination Theory could strengthen the argument.

The study mentions "semi-structured interviews... with open-ended questions." Including a sample interview question or an appendix listing key questions would enhance transparency and replicability.

The findings section states, "Among them, 12 participants (60%) were male, and 8 participants (40%) were female." It would be useful to discuss whether gender differences influenced experiences with assistive technology, particularly in social and educational domains.

The study reports, "I've had my Braille display for years; it's like a part of me." This concept of emotional attachment to technology is significant and could be explored using psychological frameworks, such as object relations theory or technological embodiment.

The statement, "My friends think my screen reader is cool, but some people treat me differently when they hear it," points to mixed peer perceptions. Consider expanding this by examining how school environments or peer education programs can improve inclusivity.

The statement, "I don't want my device to define me, but I also know I need it to function well," raises an important identity-related issue. Consider integrating disability identity development theories to contextualize this tension.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The sentence, "Some users experience significant stress due to technical difficulties, lack of accessibility, or the constant need to adapt to evolving technologies," would benefit from a reference to prior empirical studies quantifying these challenges, particularly regarding adolescents.

The quote, "Every time I master a new tool, something newer comes out, and I feel like I'm always behind," suggests the need for a discussion on technological anxiety and the cognitive load associated with frequent adaptation. Adding references to similar findings from prior research would enhance the depth of analysis.

The section stating, "My parents always tell me that using technology makes me stronger, not weaker," highlights parental encouragement. However, were there cases where parents were less supportive or lacked understanding of assistive technologies? Discussing both supportive and unsupportive parental roles would provide a more balanced view.

The study states, "I wish I could afford the newest device, but my school only provides basic ones." Could you provide examples of specific assistive technology programs that have successfully addressed the digital divide?

The claim, "Some teachers understand my needs right away, while others just don't know what to do," suggests inconsistent teacher training. Including recommendations for mandatory teacher training programs on assistive technology would strengthen the discussion.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.