**Physical Activity Barriers Questionnaire for Youth with Visual Impairment (PABQ-VI) User Instructions**

**Purpose**

The PABQ-VI was designed to be used i) to test social cognitive theory, ii) as a research tool to identify trends or patterns of physical activity (PA) barriers experienced by young people with a visual impairment (VI), and iii) as a screening tool for practicioners and teachers to identify (and subsequently address) PA barriers that may be perceived or experienced by individual children with VI. The PABQ-VI short version is the preferred version for research studies as it has stronger evidence of validity and reliability (Martin et al., 2021). However, practicioners and teachers may consider using the original and longer version of the PABQ-VI to facilitate conversations about perceived barriers because it includes a wider range of barriers that are pertinent to children with VI (Armstrong, Lieberman, Guerrero, Snapp & Martin, 2020). Practicioners are urged to consider the PABQ-VI results in the context of other observations, conversations and assessments (e.g. HPE observations, conversations with the parent, teacher and child/adolescent, etc).

**Administration**

The PABQ-VI can either be completed by the child/adolescent with a VI, or dictated by a support person. The questionnaire can be completed as a paper copy, or accessed online via the link or QR code at the top of each questionnaire. The child’s parents or HPE teachers should not be responsible for dictating the questionnaire as this may influence how the child answers items pertaining to their parents or teachers. The PABQ-VI should be administered in a quiet and comfortable environment, and the child should be reminded that there are no right or wrong answers. Where possible, large print and/or braille copies should be provided depending on the preference of the young person with a VI.

**Scoring**

Each item of the PABQ-VI is a statement that relates to PA. Children are asked to indicate their level of agreement to each statement using a five-point likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Responses are recorded by checking or circling the corresponding number.

*PABQ-VI Short Version (23 items):* To calculate the personal, social, and environmental subscale scores, use the scoring table on the first page of the questionnaire to add up the item scores for each subscale and then divide by the total number of items in each subscale. Items 1-6 belong to the personal barriers subscale, items 7-15 to the social subscale and items 16-23 to the environmental subscale. To calculate the overall PABQ-VI score, simply add up the subscale scores. A smaller score reflects more perceived barriers and a larger score reflects fewer perceived barriers. The highest possible score on the PABQ-VI short version is 15 and the lowest possible score is 3. An optional visual scale is provided to help the user to visually identify any relative differences between the barrier subgroups (e.g. to determine if one subgroup of barriers is more prominent compared to others).

*PABQ-VI Long Version (42 items):* The long version contains 6 reverse-scored items (items 9,11,19,25,28,31), that must be converted prior to caluclating the final score. The PABQ-VI long version includes an additional column to record the reverse scores for those six items after the questionnaire has been administered. To assign a ‘reverse-score’, refer to Table 1. Once the reverse scored items have been converted, use the scoring table at the beginning of the questionnaire to calculate the subscale totals and overall PABQ-VI score. Scoring equations have been included at the end of each questionnaire for easy reference.

*Table 1: Reverse-score reference table*

|  |  |
| --- | --- |
| **Actual score** | **Reverse-score** |
| 1 | 5 |
| 2 | 4 |
| 3 | 3 |
| 4 | 2 |
| 5 | 1 |

**Visual scales and interpreting PABQ-VI scores**

The purpose of the visual scale is to provide a quick and easy visual reference to i) help the user interpret the overall PABQ-VI score and ii) direct the user’s attention toward areas that may require greater support or intervention *(see Table 2: Example scoring table)*. For example, the child in the example below scored an overall PABQ-VI score of 10/15, indicating that they may be experiencing some barriers to PA (remembering that a higher score reflects fewer perceived barriers, and a low score reflects greater perceived barriers). The visual scales show that the student scored reasonably high on the personal and environmental barrier subscales, however they only scored 2/5 on the social barriers subscale. This result should prompt the assessor to review the student’s individual responses to the social barrier items and if necessary, gather more information to determine if those barriers are modifiable.

*Table 2: Example scoring table*

5

1

3

2

4

Less

barriers

More

barriers

|  |  |
| --- | --- |
| **Scoring Table** *PABQ-VI Short Version*51324Less barriersMore barriers | **Visual scale** *Place an X on the visual scale at the point corresponding to the subscale score.*  |
| **Personal Barriers Score** *(Sum of items 1 to 6) ÷ 6* | 25/6 = **4.16** |  |
| **Social Barriers***(Sum of items 7 to 15) ÷ 9* | 18/9 = **2** | 51324Less barriersMore barriers |
| **Environmental Barriers***(Sum of items 16 to 23) ÷ 8* | 32/8 = **4** |  |
| **PABQ-VI total score***(Sum of subscale scores)* |  10/151539612Less barriersMore barriers |  |

**Physical Activity Barriers Questionnaire for Youth with Visual Impairment (PABQ-VI) Short Version**

|  |  |
| --- | --- |
| *Student’s name or ID:* | *Testing date:*  |
| *Student’s date of birth:*  | *Assessed by:* |

**Instructions** *(please read aloud if dictating the questionnaire):*

The following is a list of factors that might affect how active you are while you are at school, home, or with friends in your community. Read or listen to each statement and indicate how much you agree or disagree by choosing a number between 1 and 5. 1 represents that you “strongly disagree” with the statement, 2 represents that you “disagree”, 3 represents “neither agree nor disagree”, 4 represents “agree” and 5 represents “strongly agree”. For example, if you completely agree with the statement “I like to eat icecream”, then you would select “5” for “strongly agree”, or if you totally disagree you would choose 1 for “strongly disagree”.

In this survey, *physical activity* refers to activities that you do often that make your heart beat faster and that increase your breathing. For example, physical activity could be sports such as swimming and soccer or activities like walking, bike riding, or Health and Physical Education (HPE) class. Remember, there are no right or wrong answers.

|  |  |
| --- | --- |
| **Scoring Table** *PABQ-VI Short Version* | **Visual scale** *Place an X on the visual scale at the point corresponding to the subscale score.*  |
| **Personal Barriers Score** *(Sum of items 1 to 6) ÷ 6* |  **/5**51324Less barriersMore barriers51324Less barriersMore barriers51324Less barriersMore barriers1539612Less barriersMore barriers |  |
| **Social Barriers***(Sum of items 7 to 15) ÷ 9* |  **/5** |  |
| **Environmental Barriers***(Sum of items 16 to 23) ÷ 8* |  **/5** |  |
| **PABQ-VI total score***(Sum of personal + social + environmental subscale scores)* | **/15**  |  |

**Access the online version of the PABQ-VI here!** [**https://waynestate.az1.qualtrics.com/jfe/form/SV\_eM0wjGAmfniIUU6**](https://waynestate.az1.qualtrics.com/jfe/form/SV_eM0wjGAmfniIUU6)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PABQ-VI Items – Short Version** | **Strongly disagree** | **Disagree** | **Neither agree or** **disagree** | **Agree** | **Strongly agree** |
| 1. I believe physical activity is important.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I feel motivated to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I know ways that I can be physically active.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I believe I can do physical activity even though I have a visual impairment.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I feel confident to try new sports and physical activities.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Physical activity and sports are fun.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents encourage me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents can afford for me to do sport and physical activities.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Physical activity is important to my parents.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents have a way to get me to places to do sport or physical activity.
 | 1 | 2 | 3 | 4 | 5 |
|  | **Strongly disagree** | **Disagree** | **Neither agree or****disagree** | **Agree** | **Strongly agree** |
| 1. My classmates include me in games and physical activities during recess.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I know other children who will do physical activity with me.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My teachers expect me to do physical activity just like everyone else.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My PE teacher encourages me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My PE teacher includes me in games and physical activities.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I know about opportunities to do physical activity in my community.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are sport programs or physical activities available in my community.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are sports programs that I can join which are close to home.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are places in my community that are safe for me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Sports clubs in my community will allow me to join even though I have a visual impairment
 | 1 | 2 | 3 | 4 | 5 |
| 1. I have sports equipment at home that I can use to be physically active.
 | 1 | 2 | 3 | 4 | 5 |
|  | **Strongly disagree** | **Disagree** | **Neither agree or****disagree** | **Agree** | **Strongly agree** |
| 1. There are spaces at home that are safe for me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My school has sport teams and physical activity clubs that I can join if I want to.
 | 1 | 2 | 3 | 4 | 5 |

Is there anything else that you can think of that might stop you from doing physical activity, or keeps you from doing the physical activities you would like to do?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there anything you can think of that would help you to do physical activity or be more physically active? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THIS IS THE END OF THE QUESTIONNAIRE. THANK-YOU FOR YOUR TIME!**

**PABQ-VI Short Version Scoring instructions:**

1. Calculate the personal, social and environmental subscale scores using the equations below:

**Personal barriers subscale score**

*Sum of items 1 to 6 = \_\_\_\_\_\_\_\_\_\_\_ ÷ 6 = \_\_\_\_\_\_\_\_\_\_\_*

**Social barriers subscale score**

*Sum of items 7 to 15 = \_\_\_\_\_\_\_\_\_\_ ÷ 9 = \_\_\_\_\_\_\_\_\_\_\_*

**Environmental barriers subscale score**

*Sum of items 16 to 23 = \_\_\_\_\_\_\_\_\_\_ ÷ 8 = \_\_\_\_\_\_\_\_\_\_\_*

1. Calculate the PABQ-VI total score using the following formula:

*PABQ-VI total = Personal + Social + Environmental subscale scores*

*PABQ-VI total* = \_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_

1. Transfer the subscale and total PABQ-VI scores to the score sheet on the front page and mark an x to represent each score on the corresponding visual scale.

*References:*

* Armstrong, E., Lieberman, L., Prokesová, E., & Martin, J. (2018). A physical activity barriers questionnaire for youth with visual impairments. Acta Universitatis Carolinae. Kinanthropologica, 54(1), 41-52. <https://doi.org/10.14712/23366052.2018.4>
* Armstrong, E., Lieberman, L., Guerrero, M., Snapp, E., & Martin, J. (2020). The development of a physical activity barriers questionnaire for youth with visual impairments. Pamukkale Journal of Sport Sciences, 11(1), 23-36.
* Martin, J., Snapp, E., Moore, W., Lieberman, L., Armstrong, E., Mannella, S. (2021). Factor Structure of the Barriers to Physical Activity Scale for Youth With Visual Impairments. Adapted Physical Activity Quarterly. Jul (24), 1-20. doi: 10.1123/apaq.2020-0243. Epub ahead of print. PMID: 34303311.

 **Physical Activity Barriers Questionnaire for Youth with Visual Impairment (PABQ-VI) Long Version**

|  |  |
| --- | --- |
| *Student’s name or ID:* | *Testing date:*  |
| *Student’s date of birth:*  | *Assessed by:* |

**Instructions** *(please read aloud if dictating the questionnaire):*

The following is a list of factors that might affect how active you are while you are at school, home, or with friends in your community. Read or listen to each statement and indicate how much you agree or disagree by choosing a number between 1 and 5. 1 represents that you “strongly disagree” with the statement, 2 represents that you “disagree”, 3 represents “neither agree nor disagree”, 4 represents “agree” and 5 represents “strongly agree”. For example, if you completely agree with the statement “I like to eat icecream”, then you would select “5” for “strongly agree”, or if you totally disagree you would choose 1 for “strongly disagree”.

In this survey, *physical activity* refers to activities that you do often that make your heart beat faster and that increase your breathing. For example, physical activity could be sports such as swimming and soccer or activities like walking, bike riding, or HPE class. Remember, there are no right or wrong answers.

|  |  |
| --- | --- |
| **Scoring Table** *PABQ-VI Long Version* | **Visual scale** *Place an X on the visual scale at the point corresponding to the subscale score.*  |
| **Personal Barriers Score** *(Sum of items 1 to 12) ÷ 12* |  **/5**51324Less barriersMore barriers51324Less barriersMore barriers51324Less barriersMore barriers1539612Less barriersMore barriers |  |
| **Social Barriers***(Sum of items 13 to 30) ÷ 18* |  **/5** |  |
| **Environmental Barriers***(Sum of items 31 to 42) ÷ 12* |  **/5** |  |
| **PABQ-VI total score***(Sum of personal + social + environmental subscale scores)* | **/15**  |  |



**Access the online version of the PABQ-VI here!**

[**https://waynestate.az1.qualtrics.com/jfe/form/SV\_dhaqmNHl3IGCjn8**](https://waynestate.az1.qualtrics.com/jfe/form/SV_dhaqmNHl3IGCjn8)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PABQ-VI Items – Long Version** | **Strongly disagree** | **Disagree** | **Neither agree/ disagree** | **Agree** | **Strongly agree** |
| 1. I believe physical activity is important.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I feel motivated to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I think I have enough time after homework and chores to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I know ways that I can be physically active.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I believe I can do physical activity even though I have a visual impairment.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Sport and physical activities are fun because I am good at them.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I feel confident to try new sports and physical activities.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I like how my body looks or feels when I do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I’m scared to get hurt when I do physical activity.

*(Reverse scored)* | 1 | 2 | 3 | 4 | 5 |
| 1. Physical activity and sports are fun.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Physical activity makes me very tired because I have a visual impairment. *(Reverse scored)*
 | 1 | 2 | 3 | 4 | 5 |
|  | **Strongly disagree** | **Disagree** | **Neither agree/ disagree** | **Agree** | **Strongly agree** |
| 1. My vision impairment does not keep me from doing physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents have time to do physical activity with me.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents show me how to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents encourage me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents can afford for me to do sport and physical activities.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents expect me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents believe that physical activity is just as important as school.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents worry about my safety when I do physical activity. *(Reverse scored)*
 | 1 | 2 | 3 | 4 | 5 |
| 1. Physical activity is important to my parents.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents have time to take me to sport even if my siblings also play sport.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My parents have a way to get me to places to do sport or physical activity.
 | 1 | 2 | 3 | 4 | 5 |
|  | **Strongly disagree** | **Disagree** | **Neither agree/ disagree** | **Agree** | **Strongly agree** |
| 1. My classmates include me in games and physical activities during recess.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I know other children who will do physical activity with me.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Other kids have made fun of me during sports or physical activity. *(Reverse scored)*
 | 1 | 2 | 3 | 4 | 5 |
| 1. My teachers expect me to do physical activity just like everyone else.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My PE teacher encourages me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My teacher worries about my safety when I do physical activity. *(Reverse scored)*
 | 1 | 2 | 3 | 4 | 5 |
| 1. My PE teacher makes changes to games and activities so I can participate.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My PE teacher includes me in games and physical activities.
 | 1 | 2 | 3 | 4 | 5 |
| 1. People in my community don’t expect that I can do physical activity or sport. *(Reverse scored)*
 | 1 | 2 | 3 | 4 | 5 |
| 1. I know about opportunities to do physical activity in my community.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are sport programs or physical activities available in my community.
 | 1 | 2 | 3 | 4 | 5 |
|  | **Strongly disagree** | **Disagree** | **Neither agree/ disagree** | **Agree** | **Strongly agree** |
| 1. I have access to sighted guides who can help me do physical activity in my community.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are sports programs that I can join which are close to home.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are places in my community that are safe for me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. Sports clubs in my community will allow me to join even though I have a visual impairment
 | 1 | 2 | 3 | 4 | 5 |
| 1. I have sports equipment at home that I can use to be physically active.
 | 1 | 2 | 3 | 4 | 5 |
| 1. There are spaces at home that are safe for me to do physical activity.
 | 1 | 2 | 3 | 4 | 5 |
| 1. I have to participate in PE class because it is a school rule.
 | 1 | 2 | 3 | 4 | 5 |
| 1. My school has physical activity equipment for people with visual impairment (e.g. Bell balls, Beep balls, guide wires).
 | 1 | 2 | 3 | 4 | 5 |
| 1. My school has sport teams and physical activity clubs that I can join if I want to.
 | 1 | 2 | 3 | 4 | 5 |

Is there anything else that you can think of that might stop you from doing physical activity, or keeps you from doing the physical activities you would like to do?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there anything you can think of that would help you to do physical activity or be more physically active?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THIS IS THE END OF THE QUESTIONNAIRE. THANK-YOU FOR YOUR TIME!**

*Note. The shaded items are the six items that need the scores recorded before interpreting individually or using to alculate subscale average scores.*

*References:*

* Armstrong, E., Lieberman, L., Prokesová, E., & Martin, J. (2018). A physical activity barriers questionnaire for youth with visual impairments. Acta Universitatis Carolinae. Kinanthropologica, 54(1), 41-52. <https://doi.org/10.14712/23366052.2018.4>
* Armstrong, E., Lieberman, L., Guerrero, M., Snapp, E., & Martin, J. (2020). The development of a physical activity barriers questionnaire for youth with visual impairments. Pamukkale Journal of Sport Sciences, 11(1), 23-36.
* Martin, J., Snapp, E., Moore, W., Lieberman, L., Armstrong, E., Mannella, S. (2021). Factor Structure of the Barriers to Physical Activity Scale for Youth With Visual Impairments. Adapted Physical Activity Quarterly. Jul (24), 1-20. doi: 10.1123/apaq.2020-0243. Epub ahead of print. PMID: 34303311.

**PABQ-VI Long Version Scoring instructions:**

1. Record the ‘reverse score’ for items 9, 11, 19, 25, 28 and 31 in the margin next to the corresponding item. Use can the table below as a reference:

|  |  |
| --- | --- |
| **Actual score** | **Reverse-score** |
| 1 | 5 |
| 2 | 4 |
| 3 | 3 |
| 4 | 2 |
| 5 | 1 |

1. Calculate the personal, social and environmental subscale scores using the equations below:

**Personal barriers subscale score**

*Sum of items 1 to 12 = \_\_\_\_\_\_\_\_\_\_\_ ÷ 12 = \_\_\_\_\_\_\_\_\_\_\_*

*(use the reverse score for items 9 and 11)*

**Social barriers subscale score**

*Sum of items 13 to 30 = \_\_\_\_\_\_\_\_\_\_ ÷ 18 = \_\_\_\_\_\_\_\_\_\_\_*

*(use the reverse score for items 19, 25 and 28)*

**Environmental barriers subscale score**

*Sum of items 31 to 42 = \_\_\_\_\_\_\_\_\_\_ ÷ 12 = \_\_\_\_\_\_\_\_\_\_\_*

*(use the reverse score for item 31)*

1. Calculate the PABQ-VI total score using the following formula:

*PABQ-VI total = Personal + Social + Environmental subscale scores*

*PABQ-VI total* = \_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_

1. Transfer the subscale and total PABQ-VI scores to the score sheet on the front page and mark an x to represent each score on the corresponding visual scale.