A Project entitled

Predictors of Physical Educators' Attitudes towards Including Students with ADHD

Submitted by

Au Ho Lun

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Declaration

I, **Au Ho Lun** , declare that this research report represents my own work under the supervision of Dr. LI Chunxiao, Lee, and that it has not been submitted previously for examination to any tertiary institution.

Signed _____

Au Ho Lun

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Abstract

Students with attention deficit and hyperactivity disorder (ADHD) may have to learn physical activity in an undesirable setting if the attitudes of teachers are negative. The aim of this research was to identify predictors of attitudes towards including students with ADHD among in-service physical educators. In-service physical educators (n = 151) from Hong Kong completed a survey measuring demographic variables, attitudes, self-esteem, and mindfulness. The results of multiple regression analysis showed that self-esteem was a positive predictor of attitudes. However, self-esteem was no longer a significant predictor after mindfulness was entered into the regression model. These findings suggest that mindfulness based training programs may be promising for improving teachers' attitudes towards including students with ADHD.

Keywords: attention disorder, attitude, physical educator, self-esteem, mindfulness

Predictors of Physical Educators' Attitudes towards Including Students with ADHD

Conceptually, inclusion is a social justice fulcrum that "involves adopting a broad vision of education for all by addressing the spectrum of needs of all learners, including those who are vulnerable to marginalization and exclusion" (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2005). Thus, inclusive education as an educational philosophy suggests that educators should provide the necessary supportive services and supplementary tools to all students, including those with special educational needs (SEN), for them to achieve their full potential in appropriate education settings (National Center on Educational Restructuring and Inclusion, 1995; O'Brien, Kudlacek, & Howe, 2009). According to Block (1999), inclusion in education is typified by environments where students with a variety of learning styles and educational needs can successfully learn in the same environment while being provided necessary support options.

Although inclusive education has emerged as a worldwide trend (Florian, 2008), progress towards it varies across different countries and regions (Grynova & Kalinichenko, 2018). In Hong Kong, the inclusive movement started in 1999, and approximately 43,000 students with SEN are now studying in general public schools with their peers without SEN (Hong Kong Education Bureau, 2018). Among students with SEN included in general public schools, among the most common are those with attention deficit hyperactivity disorder (ADHD; Li, Chen, & Zhang, 2010). ADHD is a neurobehavioral disorder manifesting as

inattention, hyperactivity and/or impulsiveness, with a global prevalence rate of 5% among children (American Psychiatric Association, 2013). It has been estimated that there are over 40,000 children with ADHD in Hong Kong (Legislative Council Paper, 2013), and those whose IQ is above 70 are usually included in general public school classes (Hong Kong Education Bureau, 2014).

Physical Education Teachers' Attitudes towards ADHD

Including students with ADHD in general physical education (PE) classes can be challenging as this group of students tends to experience a number of movement-related difficulties, such as weak fine motor skills (Gilbert, Isaacs, Augusta, MacNeil, & Mostofsky, 2011), delayed development of gross motor skills (Cho, Ji, Chung, Kim, & Joung, 2014), and low extremity movement preparation (Pedersen & Surburg, 2008). Therefore, schools and teachers should provide additional support for students with ADHD to experience success in inclusive PE contexts.

Successful inclusive PE experiences rely on several important determinants, one of which being teachers' attitudes (Block, 2016). Teachers who hold positive attitudes tend to be willing to spend more time and put more efforts to help students than those who with negative attitudes (Park & Chitiyo, 2009). More specifically, PE teachers with positive attitudes can enhance their students' motor and social skills development (Taliaferro, Hammond, & Wyant, 2015). However, some PE teachers still hold unfavorable attitudes

towards including students with SEN, including those with ADHD (Block, 2016). Thus, understanding predictors of attitudes can help with the development of training programs for attitude enhancement, subsequently influencing the experiences of those with ADHD in inclusive PE contexts.

Predictors of Attitudes

The formation of teachers' attitudes towards inclusive education can be explained through several perspectives. One perspective that is often discussed by researchers is related to teachers' demographic variables that are not modifiable. In general, most previous research has shown that PE teachers' age, educational level, gender, and teaching experiences are not significant predictors of attitudes toward inclusive PE (see Tant & Watelain, 2016, for a review). Conversely, modifiable experiences in the form of training variables, such as coursework and teaching practicum, have been found to predict teachers' attitudes. For example, Oh et al. (2010) found that the special education coursework was associated with pre-service physical educators' attitudes towards teaching students with ADHD. Likewise, Pedersen, Cooley, and Hernandez (2014) reported that the more pre-service teachers experienced in inclusive PE practicum (e.g., contact with students with ADHD), the more positive attitudes towards including students with ADHD they would demonstrate. Positive contact experiences with students with ADHD may contribute to these positive attitudes (Anderson, Watt, Noble, & Shanley, 2012).

Compared with demographic and training variables, psychological predictors of teachers' attitudes towards inclusion has received little attention. The present study focuses on two psychological predictors, self-esteem and mindfulness. Self-esteem is defined as the totality of an individual's feelings and thoughts with reference to himself as an object (Rosenberg, 1965). The feelings and thoughts toward one's own worth is believed to account for the formation of attitude (Ajzen & Fishbein, 1980). Previous literature has demonstrated that self-esteem connects with the attitudes an individual projects onto others (e.g., Bowland, Hines-Martin, Edward, & Haleem, 2015; Li & Wu, 2017). In the university setting, a positive correlation between students' self-esteem and attitudes towards individuals with disabilities was found (Magsamen-Conrad, Tettech, & Lee, 2016). In addition, one study illustrated a significant relationship between teachers' self-esteem and their attitudes towards students with disabilities in inclusive classrooms (Schaefer, 2010). Nonetheless, there is a dearth of literature examining the relationship between self-esteem and attitudes towards including students with ADHD among in-service PE teachers.

As written by Brown and Ryan (2003), "mindfulness can be considered an enhanced attention to and awareness of current experience or present reality" (p. 822). The two key components of mindfulness are self-regulation of attention and nonjudgmental awareness of experience (Jennings, 2015). The former enhances an individual's moment to moment awareness on emotional, cognitive and physical experiences (Bishop et al., 2004); while the

latter increases coping by decreasing reactivity towards curiosity, openness and acceptance of certain experiences (Kabat-Zinn, 1994). Mindfulness is considered a crucial factor in building and transforming attitudes (Shapiro, Carlson, Astin, & Freedman, 2006). Smalley and Wintson (2010) stated that mindfulness is a technique for people to recognize their emotions: trying to feel the emotions currently inside you fully and release them in a way that they will not control you or lead you to harm others (e.g., reacting to misbehaviors of ADHD students). Some previous literature has supported the link between mindfulness and teachers' attitudes. For example, Jennings (2015) found that mindfulness had a positive association with teachers' attitudes towards challenging children. Similarly, Li, Wong, Sum, and Yu (2019) discovered that mindfulness was positively related to pre-service PE teachers' attitudes towards students who have autism spectrum disorder. Thus, it is highly possible that PE teachers who have a high level of mindfulness will tend to have positive attitudes towards including students with ADHD.

The current cross-sectional survey study was undertaken to identify potential predictors of in-service PE teachers' attitudes towards including students with ADHD. Taken into consideration the listed evidence (e.g., Hernandez, 2014; Oh et al., 2010), it was hypothesized that training variables (i.e., number of special education courses and contact experiences with persons with ADHD) will positively predict PE teachers' attitudes towards including students with ADHD (Hypothesis 1). We also hypothesized that a higher level of

self-esteem and mindfulness would predict a more positive attitude towards including students with ADHD (Hypotheses 2 & 3; e.g., Magsamen-Conrad et al., 2016; Schaefer, 2010). Findings of this survey are expected to fill the outlined literature gaps as well as bring practical implications for enhancing PE teachers' attitudes towards the inclusion of students with ADHD in PE.

Methods

Participants

Participants were in-service school physical educators (n = 151; male = 55.6%) who resided and taught in Hong Kong. The proportion of teachers' school level was generally balanced (primary school = 50.3%; secondary school = 49.7%). The participants' age ranged from 23 to 58 (M = 35.40, SD = 8.36) years. Approximately one quarter of the participants' highest education level was a master's degree, the remainder held a bachelor's degree. The mean years of teaching was 11.21 years (SD = 9.52). Most participants had contact experiences with students with ADHD in general PE settings (very often = 23.8%; often 27.2%, sometimes = 32.5%; occasionally = 14.6%; almost never = 2.0%). On average, they completed 1.46 special education courses (SD = 1.85) during their pre-service training. Detailed demographics are included in Table 1.

Measures

Attitudes. Three questions, which have been used to measure Chinese physical educators' attitudes towards including students with autism spectrum disorder, were adapted to assess participants' attitudes towards including students with ADHD (Li et al., 2019). Participants were informed to answer the question "I think including students with ADHD in my physical education would be…" using three 7-point linguistic differential scales (from "*extremely harmful*" [1] to "*extremely beneficial*" [7]; from "*extremely bad*" [1] to "*extremely good*" [7]; and from "*extremely worthless*" [1] to "*extremely useful*" [7]). For subsequent analyses, we calculated the scale mean score based on the responses to the three questions. The scale illustrated great internal reliability in the current sample (α = .91).

Self-esteem. The validated 10-item Chinese version of the Rosenberg Self-Esteem Scale was used to measure participants' self-esteem (Han, Jiang, Tang, & Wang, 2005; Rosenberg, 1965). The scale items (e.g., "I feel that I am a person of worth, at least on an equal place with others") were rated based on a 4-point Likert scale, ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). A mean scale score, derived by averaging the responses to the scale items, was determined for further analyses. In our sample, the scale showed good internal reliability (α = .85).

Mindfulness. The Mindfulness in Teaching Scale was used to assess participants' mindfulness (Frank, Jennings, & Greenberg, 2016). This scale taps into intrapersonal mindfulness (nine items; e.g., "When I am in the classroom I have difficulty staying focused

on what is happening in the present") and interpersonal mindfulness (five items; e.g., "I am aware of how my moods affect the way I treat my students"). The former concerns one's own awareness of current experience or present reality, while the latter involves awareness and behavior towards others in general (Frank et al., 2016). To answer the questions, a 5-point Likert scale ranging from 1 *(never true*) to 5 (*always true*) was used. Back-translation was implemented after two Chinese and English linguists translated the original English scale into the Chinese version to secure the quality of translation (Brislin, 1970). Our exploratory factor analysis with direct oblimin rotation supported the two-factor structure of the scale (Costello & Osborne, 2005). These two factors (Eigenvalues: 1.7 to 4.2) explained 42.7% of the total variance in teaching mindfulness and their item factor loadings ranged from .45 to .77. The two subscales demonstrated adequate to good internal reliability (α = .71 to .80) in our sample. Mean subscale scores, by averaging corresponding subscale item responses, were computed for subsequent analyses.

Data Collection

Upon receiving ethical approval of this research, data collection was conducted through two modes; on-site and social media administrations. For the on-site administration, the questionnaires were distributed to physical educators who were engaging in a number of professional development workshops for sports skills enhancement. Concurrently, the questionnaires were also made available online using Google Forms and disseminated

through social media (i.e., Facebook). Before participants completed the questionnaires, written/online informed consent was collected. The questionnaires started with demographic questions, followed by questions about attitudes, self-esteem, and mindfulness. The entire questionnaire took about 10 minutes to complete. All data were collected from June to August 2018. Due to the mixed mode of survey administration, the response rate was not available.

Data Analysis

The negatively worded items were reversely coded. Descriptive statistics (i.e., percentage, mean, and standard deviation) were used to describe measured variables. Correlation analyses were conducted to understand the relationship among the variables. Multiple regression analyses were used to examine the predictors of attitudes. In Model 1, demographic variables that were significantly correlated with major study variables (i.e., attitudes, self-esteem, and mindfulness) were entered. Self-esteem was entered in Model 2. Finally, mindfulness in teaching was entered in Model 3. All the data analyses were conducted in IBM SPSS 24 (IBM, Armonk, NY, USA).

Results

Descriptive Statistics and Zero-order Correlations

The results of descriptive and correlation analyses are summarized in Table 2. The participants reported moderate levels of attitudes towards students with ADHD and

mindfulness, and a relatively high level of self-esteem. Contact with persons with ADHD was positively associated with attitudes towards students with ADHD, self-esteem, intrapersonal mindfulness and interpersonal mindfulness (r = .17 to .18, p < .05). Number of special education courses was positively related to attitudes (r = .19, p = .02). Further, there were positive associations between attitudes and self-esteem, intrapersonal mindfulness, and interpersonal mindfulness (r = .28 to .40, p < .01). As the number of special education courses and contact with ADHD were the only two demographic items that were significantly associated with the major study variables, they were controlled in regression analyses.

Regression Analyses

The detailed regression statistics are provided in Table 3. In Model 1, the number of special education courses was the only demographic variable that significantly predicted attitudes towards including students with ADHD (β = .17, p = .04). Thus, Hypothesis 1 was partially supported. In Model 2, self-esteem positively predicted attitudes (β = .25, p = .002, ΔR^2 = .06) while number of special education courses was no longer a significant predictor (β = .16, p = .05). These results supported Hypothesis 2. After controlling for the two demographic items and self-esteem, intrapersonal mindfulness (β = .26, p = .002) and interpersonal mindfulness (β = .25, p = .002) positively predicted attitudes in Model 3 (ΔR^2 = .14), supporting Hypothesis 3. Meanwhile, self-esteem was no longer a significant predictor of attitudes (β = .06, p = .48) in Model 3. These predictors represented a small to

moderate effect on attitudes. All the predictors explained 26% of the total variance in attitudes and the effect was interpreted as moderate (Cohen, 1992).

Discussion

The present survey, to our best knowledge, is the first research to examine predictors of in-service PE teachers' attitudes towards including students with ADHD. In line with Hypothesis 1, special education related coursework was found to positively predict participants' attitudes towards including students with ADHD. This might be because teachers who perceive themselves as obtaining enough knowledge to effectively instruct students with SEN will show more positive inclusion attitudes than those who do not (Avramidis, Bayliss, & Burden, 2000). This finding highlights the importance of relevant professional training. Contrary to Hypothesis 1, contact experience with ADHD did not predict attitudes. According to the contact hypothesis (Allport, 1979), positive contact experiences are necessary for leading to a positive attitudinal change. However, it is unknown what type of contact (e.g., favorable, unfavorable) the participants in this study experienced. Further, although teachers may form positive attitudes towards students with ADHD with the increase of contact (e.g., Anderson et al., 2012; Pedersen et al., 2014), they may also experience anxiety and tensions at the same time. For example, pressures related to meeting the learning needs of students with ADHD and the students without disabilities in the same class may create anxiety-building experiences for teachers (Emam & Farrel, 2009).

Furthermore, behavioral problems that may be present among students with ADHD may lead teachers to be apprehensive to interact with them (Robertson, Chamberlain, & Kasari, 2003).

In accordance to Hypothesis 2, self-esteem was found to predict attitudes in Model 2. This result is parallel to early studies, in which a positive relationship between self-esteem and attitudes towards ADHD was evident among classroom teachers and university students (Magsamen-Conrad et al., 2016; Schaefer, 2010). Self-esteem involves the value-relevant expression of oneself that may determine psychological outcomes including attitudes (Li & Wu, 2017; Magsamen-Conrad et al., 2016). Teachers who feel more secure and confident in themselves tend to demonstrate more positive thinking and emotions as well as are more willing to accept people with disabilities (Findler, Vilchinsky, & Werner, 2007).

Interestingly, self-esteem was no longer a predictor of attitudes toward including students with ADHD after intrapersonal and interpersonal mindfulness were included in the regression model. Thus, compared with self-esteem, mindfulness is a more important predictor of attitudes. This finding is in line with Hypothesis 3 and those findings by Li et al. (2019) and Jennings (2015), who tested the relationship between mindfulness and pre-service teachers' attitudes on students with ASD and challenging behaviors, respectively. According to the Mindfulness in Teaching Scale that was administered in the current project (Frank et al., 2016), our findings can be explained with the frame of both intrapersonal and interpersonal mindfulness. Intrapersonal mindfulness allows PE teachers to pay attention at

the present moment without making any judgments and to reduce negative emotions towards students with ADHD (Li et al., 2019; Kabat-Zinn, 1994). Regarding interpersonal mindfulness, it concerns how PE teachers view and interact with their students. For example, an interpersonally mindful teacher tends to listen to what students with ADHD say with full attention and show non-judgmental acceptance to behavioral problems of students with ADHD (Duncan, Coatsworth, & Greenberg, 2009). Thus, mindfulness is a possible predictor of PE teachers' attitudes towards including students with ADHD.

Limitations and Implications

Two major study limitations should be acknowledged while interpreting the present findings. First, we used a cross-sectional design that only exposes temporal casual inferences of the results. Collecting longitudinal data or using intervention approaches are suggested to replicate and extend the present findings. Moreover, it seems that the contact experience with students with ADHD rather than the quantity of contact may contribute to the attitudinal change. Future research should measure this potential predictor. Future investigations could also explore other potential predictors of attitudes such as self-efficacy (Jennings, 2015). Despite the limitations, our findings provide a preliminary direction for the schools and higher education institutions to improve teachers' attitudes towards including students with ADHD through using a mindfulness-based intervention program.

Conclusion

The predictors of PE teachers' attitudes towards including students with ADHD were investigated in the present study. The number of special education courses, self-esteem, and mindfulness are associated with attitudes. Compared with the other study variables, mindfulness is the most important predictor of attitudes. These findings highlight one avenue to progress inclusive PE practices further through the development of a mindfulness-based intervention program. Yet, more research is needed to proliferate this research area and provide further evidence in using mindfulness-based programs for attitudinal enhancement.

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Table 1

Demographic and Other Characteristics of Participants (n = 151)

Characteristics	Valid *n* (%) / *M* (*SD*)
Gender	
Male	84 (55.6%)
Female	67 (44.4%)
Age	35.40 (8.36)
School level	
Primary school	76 (50.3%)
Secondary school	75 (49.7%)
Education level	
Bachelor's degree	117 (77.5%)
Master's degree	34 (22.5%)
Years of teaching	11.21 (9.51)
Contact with ADHD	
Very often	36 (23.8%)
Often	41 (27.2%)
Sometimes	49 (32.5%)
Occasionally	22 (14.6%)
Almost never	3 (2.0%)
NO of special education courses	1.46 (1.85)

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Table 2
Descriptive Statistics, Internal Reliability, and Zero-order Correlations of Study Variables (n = 151)

	α	Range	*M* (*SD*)	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Gender	–	–	–	–									
2. Age	–	23–58	35.40 (8.36)	-.03	–								
3. School level	–	–	–	.06	-.36**	–							
4. Education level	–	–	–	-.10	.05	-.16*	–						
5. Years of teaching	–	1–35	11.21 (9.51)	.02	.84**	-.47**	.08	–					
6. Contact experience with ADHD	–	–	–	-.06	-.02	.10	-.08	-.05	–				
7. NO of special education courses	–	0–10	1.46 (1.85)	.01	-.19*	.05	.04	-.19*	.16	–			
8. Attitude	.91	1–7	4.30 (1.01)	-.08	-.11	.02	-.14	-.07	.18*	.19*	–		
9. Self-esteem	.85	1–4	3.36 (0.41)	-.08	.09	-.08	.03	.10	.18*	.09	.28**	–	
10. Intrapersonal mindfulness	.80	1–5	3.96 (0.53)	-.03	.11	-.06	-.00	.10	.17*	.09	.40**	.42**	–
11. Interpersonal mindfulness	.71	1–5	3.75 (0.51)	-.13	-.03	.04	-.10	-.05	.17*	.08	.39**	.35**	.37**

Note. * $p < .05$, ** $p < .01$.

Table 3

Results of Regression Analyses for Attitudes Regressed on Demographic Variables, Self-esteem, and Mindfulness (n = 151)

Model	Predictors	β	t	R^2	ΔR^2
1	(Constant)		13.11**	.06*	.06*
	Contact experience with ADHD	.15	1.86		
	NO of special education courses	.17	2.11*		
2	(Constant)		2.65**	.12**	.06**
	Contact experience with ADHD	.11	1.35		
	NO of special education courses	.16	1.97		
	Self-esteem	.25	3.14**		
3	(Constant)		-0.43	.26**	.14**
	Contact experience with ADHD	.06	0.79		
	NO of special education courses	.14	1.87		
	Self-esteem	.06	0.71		
	Intrapersonal mindfulness	.26	3.21**		
	Interpersonal mindfulness	.25	3.15**		

Note. *$p < .05$, **$p < .01$.

Appendix

1. Consent form for participants

有關資料

《體育教師對專注力失調及過度活躍症兒童在融合體育教學的態度》

誠邀閣下參加李春曉博士負責監督，歐浩倫負責執行的研究計劃。他們是香港教育大學健康與體育學系的教員/學生。

本項研究計畫的目的在於檢測香港在職小學體育教師對專注力失調及過度活躍症兒童在融合體育教學的態度。閣下只需花約 10 分鐘時間回答一份問卷，問卷內容是關於閣下對專注力失調及過度活躍症兒童在融合體育教學的想法，感受和經驗。問卷的答案沒有正誤對錯之分，請您如實作答。

參與本項研究計畫并不會導致閣下面臨任何風險或造成不適影響。閣下的參與純屬自願性質，所有參加者皆享有充分權利在任何時候選擇退出這項研究，更不會因此引致任何不良後果。任何有關閣下的個人資料將會被保密，一切資料的編碼只有研究人員得悉。

閣下的參與純屬自願性質。閣下享有充分的權利在任何時候決定退出這項研究,更不會因此引致任何不良後果。凡有關閣下的資料將會保密,一切資料的編碼只有研究人員得悉。

如閣下想獲得更多有關這項研究的資料,請與歐浩倫聯絡,電話
或聯絡她/他們的導師李春曉博士,電話

如閣下對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵:hrec@eduhk.hk; 地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

歐浩倫
首席研究員

香港教育大學

〈體育系〉

參與研究同意書

《體育教師對專注力失調及過度活躍症兒童在融合體育教學的態度》

本人_____同意參加由李春曉博士負責監督，歐浩倫執行的研究項目。他們是香港教育大學健康與體育學系的教員/學生。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護自己的隱私，本人的個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願參與這項研究。

本人理解我有權在研究過程中提出問題,並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名: _____

參加者簽名: _____

日期: _____

_____

2. Questionnaire of PE teachers' attitudes towards the inclusion of students with ADHD in PE

《體育教師對專注力失調及過度活躍症兒童在融合體育教學的態度》

有專注力失調及過度活躍症 (ADHD) 學生會有專注力失調、活動量過高及自制能力弱的情況。比如在體育課堂中，ADHD 學生經常不能集中注意力，亂跑亂爬，無法安靜地參與活動，騷擾別人，或插隊。

融合體育教學是指安排特殊學習需要學生（如 ADHD）與主流學生一起上體育課。

第一部分：**請回答下面問題。**

1. 任教學校類別:中學/小學/特殊學校/Other: _____
2. 年齡: _____
3. 性別: _____
4. 體育教育的教學年資: _____
5. 最高學歷為：文憑/學士/碩士/博士/Other: _____
6. 是否有教授 ADHD 學生的經驗: 是/否
7. 與 ADHD 學生接觸的頻率:經常/常常/有時/偶爾/幾乎沒有
8. 修讀過多少個與融合或特殊體育教育有關的科目: _____
9. 修讀過多少個與特殊教育（不包括融合或特殊體育教學）有關的科目: _____

第二部分：**請仔細閱讀下面的句子，選最符合你想法的選項。**

1. 我覺得，在我的體育課堂中教授 ADHD 學生是…

   非常不好的 1 2 3 4 5 6 7 *非常好的*

2. 我覺得，在我的體育課堂中教授 ADHD 學生是…

   非常愚笨的 1 2 3 4 5 6 7 非常明智的

3. 我覺得，在我的體育課堂中教授 ADHD 學生是…

   非常不滿意的 1 2 3 4 5 6 7 非常滿意的

第三部分：**請仔細閱讀下面句子，選擇最符合你情況的選項。**

請注意，這裡要回答的是你實際上認為你自己怎樣，而不是回答您認為你應該怎樣。

1. 我感到我是一個有價值的人，至少與其他人在同一水準上

   很不符合 1 2 3 4 非常符合

2. 我感到我有許多好的品質

   很不符合 1 2 3 4 非常符合

3. 歸根結底，我傾向於覺得自己是一個失敗者

很不符合 1 2 3 4 非常符合

4. 我能像大多數人一樣把事情做好

很不符合 1 2 3 4 非常符合

5. 我感到自己值得自豪的地方不多

很不符合 1 2 3 4 非常符合

6. 我對自己持肯定態度

很不符合 1 2 3 4 非常符合

7. 總的來說，我對自己是滿意的

很不符合 1 2 3 4 非常符合

8. 我希望我能為自己贏得更多尊重

很不符合 1 2 3 4 非常符合

9. 我確實時常感到自己毫無用處

很不符合 1 2 3 4 非常符合

10. 我時常認為自己一無是處

很不符合 1 2 3 4 非常符合

第四部分：**請仔細想想以下關於體育教學過程的感受有多頻繁發生在你身上，選上相應的答案數字。**

1. 當我在教授時，我似乎是在“自動進行”教學，沒有太多的意識到我正在做什麼

幾乎沒有 1 2 3 4 5 經常

2. 當我在課堂上時，我很難持續專注於當下發生的事情

幾乎沒有 1 2 3 4 5 經常

3. 當我在教授時，我發覺自己會做事心不在焉

幾乎沒有 1 2 3 4 5 經常

4. 當我在教授時，我太專注於想要達到的教學目標，以至於忽略自己正用什麼教學活動來達到目標

幾乎沒有 1 2 3 4 5 經常

5. 在學校裡，我通常會一路直奔目的地，而沒有注意到沿途經歷了些什麼

幾乎沒有 1 2 3 4 5 經常

6. 我倉促地完成教學活動，並沒有真正地留意到所教的教學活動

幾乎沒有 1 2 3 4 5 經常

7. 當學校裡發生了一些不愉快的事情時，我傾向於將事態嚴重化

幾乎沒有 1 2 3 4 5 經常

8. 我經常因為忙於思考其他事情，以至於沒有真正地聆聽學生對我說了什麼

幾乎沒有 1 2 3 4 5 經常

9. 當我被教學所困擾而掙紮的時候，我通常會覺得其他老師遇到的教學困難一定比較少

幾乎沒有 1 2 3 4 5 經常

10. 我允許我的學生表達他們的感受，即使有時這會使我感到不舒服

幾乎沒有 1 2 3 4 5 經常

11. 我會認真地聆聽學生的想法，即使有時我並不同意他們的觀點

幾乎沒有 1 2 3 4 5 經常

12. 我意識到我的心情如何影響我對待學生的方式

幾乎沒有 1 2 3 4 5 經常

13. 當我對學生感到心煩時，在採取行動前我會注意到自己當下的情緒

幾乎沒有 1 2 3 4 5 經常

14. 當我對學生感到心煩時，我會冷靜地告訴他們我當下的感受

幾乎沒有 1 2 3 4 5 經常

----------全問卷完----------