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Honours Project

Teacher's perspective towards the implementation of inclusive practice for students with AD/HD classroom settings in mainstream secondary schools

Student Name: Yiu Ka Lam, Kelvin

Programme: Bachelor of Education (Honours) (Business, Accounting and Financial Studies)

Lecturer of this course: Dr. Chen Yuen

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This project is completed by Yiu Ka Lam, Kelvin

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<u>Declaration</u>

I, Mr. Yiu Ka Lam, declare that the research I did for this report was done on my own initiative with help from Dr. Chen Yuen. Additionally, I affirm that no other higher education institution has already received a copy of this report for review.

Signature:

Yiu Ka Lam, Kelvin

Content

Abstract

In worldwide, inclusive education has drawn a lot of attention as a way to give every student the same opportunity for learning, regardless of their skills or restrictions. Hong Kong is not excluded from this phenomenon. According to EDB (2008), they have been collaborating with mainstream schools to assist SEN students in overcoming their obstacles and restrictions and realizing their full potential. The attitudes and actions of teachers, who are vital in determining how diverse learners will experience education, are extremely important to the achievement of inclusion in mainstream secondary schools This study aims to explore and understand existing teachers' perspectives on the implementation of inclusive practice for students with AD/HD in mainstream secondary schools. Interviews (N = 5) and questionnaires (N = 100) were conducted with educators who are currently working in the territory. They were asked about their objectives, past experiences working in traditional schools, and perceived roles and challenges associated with instructing SEN students. They were also given the opportunity to provide their opinions on how integrated education is influencing them personally and the methods they frequently use in integrated classes. The study will highlight the importance of the integrated education development model using the themes derived from the interview data. Future teacher preparation for inclusion will become clearer thanks to this cooperation model.

*N stands for the total numbers of responses collected

Chapter 1

Introduction

Problem statement of the topic

Inclusive Education has been implemented in Hong Kong for decades, a bunch of strategies and plans were made in a bid to cater to the needs of SEN students, take three inter-connected dimensions as an example (Education Bureau, 2008). Also, with the advance of the technological development, using Internet to deliver knowledge has become a big and current trend. The pedagogy of online learning has developed quickly in recent years, catering to a variety of knowledge levels and supporting the advancement of learning processes across various fields (Yokoyama, 2019). At the same time, Hong Kong has been promoting for e-Learning for two decades. (Xin Et al., 2022). The focus of e-learning increasingly shifted from hardware devices to utilization in teaching and learning as a result of technological advancements. The ultimate goal of e-learning is to foster students' capacity for self-directed learning, integrate technology into the classroom, and promote lifelong learning by making learning more flexible and engaging. Through a variety of initiatives, the HKSAR Government has been aggressively supporting online learning in Hong Kong (EDB, 2008). However, when it comes to online learning, the needs of AD/HD students are difficult to be cared. children and adolescents with ADHD experienced more challenges with online learning than children and adults without ADHD because of academic impairment. They also had trouble managing online learning and home-school communication (Becker et al., 2020). These issues may increase the levels of teaching difficulties which affect theirs' teaching attitude for teachers to educate students and foster students' holistic development. Teachers, the implementers of inclusive classrooms, play crucial roles because their instruction directly affects whether students are motivated or discouraged from learning, especially to students with SEN. To explain differently, the attitudes of teachers significantly impact the motivation of students to learn.

Research gaps

Geographical diversity

Most of the extant research on inclusion of AD/HD students in mainstream secondary schools is built based on its country's education settings, take America and Greece as examples. They have fruitful research on inclusive education in their country's settings but the number of inclusive education research using Hong Kong as a research base is slightly lower, only a few are carried out in the territory. Each country has its unique education style and policies so the data that research provided may not be applicable in territory settings. Based on the research pool shown on the internet, the proportion of secondary schools' research is comparatively lower than primary schools. Teachers in the territory, needed to educate students in an online inclusive classroom at the present or in the future, their attitudes on teaching AD/HD students online are important to examine.

The change of teaching mode

Aside from this, under the influence of the pandemic, the changes of teaching methods have shifted the focus of the research area. At that time, ADHD students were forced to stay home; the circumstance has led to the change of teaching method as all lessons are held online. Online learning is described as a type of learning in which there is no physical connection between teachers and students and all sessions take place digitally (Shopova, 2014). During that time, most of the research, if not all, shift focus to analyzing how online learning impacts on ADHD students but barely mention the implementation of inclusive education as inclusive education seems to be put behind under this situation. Take the period of COVID-19 as an example. Due to the COVID-19 pandemic, students with special needs were learning online at home, which forced schools to discontinue offering training and rehabilitation programs for AD/HD students. The disparities they experienced are exacerbated by the cancellation of regular on-campus classes and training. Students with AD/HD might sometimes show poor learning outcomes from online lessons. Some even reported a slow but steady deterioration of their conditions. There would be a need for further remedial and training courses without the school's educational help. In this sense, several families faced significant financial hardships (Zhang, 2022).

Based on those research gaps, this study is going to use Hong Kong as a base to analyze the implementation of inclusive education from teachers' perspectives after the resumption of physical classes.

Research questions

1. What are teachers' perceptions towards inclusive online classrooms in mainstream secondary schools?

2. What strategies do teachers adopt in inclusive online classrooms with AD/HD students?

3. What are the opportunities and challenges encountered by teachers when promoting inclusive online classrooms for AD/HD students?

4. To what extent are online classrooms for AD/HD students inclusive?

Chapter 2

Literature Review

Historical Background of the topic

A number of milestones have supported these changes to the education of students with SEN in Hong Kong since 1970. Regarding special education policy development, a key document (Government of Hong Kong, 1977) that advocated for the inclusion of students with disabilities (mainly physical disabilities) in ordinary schools. It also recommended that all special schools should start to be put under the control of the education department, and thus, there was an increase in the number of schools to cater specifically for students with SEN. A second important step was the introduction of the Hong Kong Rehabilitation Program Plan first published in 1980 and revised biannually. This was a thorough strategy on prevention, identification, and evaluation of pre-school, school, and post-school programs for kids with special education needs that was intended for use by government and non-government organizations. A third important tactic was to encourage full involvement and fair chances for all individuals (Hong Kong Working Party on Rehabilitation Policies and Services, 1995). In this sense, integration was viewed as a student right and an educator duty, and special education was understood as "education" rather than its original goal of "rehabilitation." Higher education was to be accessible to individuals with SEN who were deemed academically prepared, and special school placement was to be based on need.

In an attempt to cater to the learning needs of students in different background and abilities, the Hong Kong Education Bureau has introduced a number of initiatives for inclusive education to make sure that each and every student with varying learning requirements can receive the proper assistance to enable them to attain their full potential. According to EDB (2008), they have been collaborating with mainstream schools to assist SEN students in overcoming their obstacles and restrictions and realizing their full potential. Throwing back to the past, to ensure that students with special learning needs receive a suitable education alongside other students, the Hong Kong government has been working for their inclusion into regular schools since the 1970s.

Attention Deficit/Hyperactivity Disorder (AD/HD), Age-inappropriate traits of impulsivity, hyperactivity, and inattention are characteristics of ADHD, is a common neurodevelopmental disease (Wang et al., 2017). ADHD is the most common mental illnesses among primary and secondary pupils in the city, according to surveys commissioned by the Hong Kong government (SCMP, 2023). According to Lam (2023), 6.4% of students in Hong Kong are affected by AD/HD, which is in a ratio of 5 boys to 1 girl. Given results by the Department of Health's Child Assessment Service, which reports that 80% of children exhibit signs of ADHD during their adolescent years and 65% of children do so in adulthood. ADHD students frequently results in behavioral issues in social, familial, professional, and academic contexts. These issues also frequently last into adulthood, if, they are untreated (Swift et al., 2013). Due to the trend of online learning and the sudden exposure of the pandemic, the shift of teaching method is changing rapidly. However, according to Lewandowski (2008), compared to students without disabilities, a higher proportion of students with ADHD report forgetting, having to read material repeatedly, doing poorly on tests that are due on time, taking longer to finish assignments, finding it difficult to focus and listen, not finishing schoolwork, and finding it difficult to organize tasks while participating in online classes. Their poor behaviors, to some extent, burden teachers' workload to handle with the problems led by the AD/HD students.

Students with ADHD are occasionally referred to as negative feelings because of their disruptive behavior and propensity to disobey regulations. Even if they genuinely desire to follow the rules, ADHD adolescents find it difficult to maintain self-control during the classrooms, which is why it occurs (Martin, 2008). Due to the online nature of learning activities, friendships between peers suffer as a result of this condition in ADHD students (Preston et al., 2009). Students' ability to communicate with one another in person is limited by online learning activities; they cannot play together in person. These barriers to engagement might cause social skills in ADHD students to decline.

Also, stated by Dong et al. (2020) from their research, because of their students' behavioral issues throughout the online learning sessions, many teachers continued to have negative attitudes and views about this teaching method from the very beginning. ADHD students may shift their focus on other platforms such as gaming applications instead of paying attention to the classes. Teachers take extra time calling them back and also setting up punishments to deal with their behavioral problems. Prior research has demonstrated a correlation between general children's and adolescents' learning challenges and indications of ADHD, emotional issues (Wright, 2018), impaired executive function (EF) (Wang et al, 2019), learning motivation ,digital media use, and physical activity (Liu et al, 2020).

Research purpose

Teachers, as implementers of inclusive education, can influence students' outcomes under different attitudes. Foreman (2008) asserts that a key factor in determining the effectiveness of the education of SEN students, especially ADHD students is the attitude of the teachers. In inclusive schools, teachers' attitudes about their pupils have an impact on how they engage with the pupils. Teachers must demonstrate their openness to them for inclusion to succeed. Results on teachers' attitudes towards educating ADHD students online are varied based on recent studies. DeAlwis & David (2020) claimed that teachers feel uncomfortable and uneasy due to a lack of support from technology and lack of expertise. Teaching online is more difficult to achieve a high level of contact and social communication during distance learning than it is during in-person instruction (Hebebci et al., 2020).

Teachers were not able to maintain relationships with students and track their learning progress, there's a wall between students and teachers. So, it is not surprising that teachers have mixed feelings about incorporating disabled pupils in their courses. According to Murphy (1998), when subsequent events are viewed through a negative bias, bad attitudes that one has developed early in one's career are difficult to modify. Therefore, if teachers graduate from their teacher preparation programs with a bad attitude toward including students with disabilities in general education classes, they will be resistant to change in the future and less likely to support the success of students with disabilities in inclusive settings. However, some say that it is believed that expert advice and assistance can help teachers get ready to adjust to and handle the new circumstances. Also, instructors' confidence in their capacity to serve children in the classroom is increased by their readiness to accept students with special needs (Hull, 2005). Teachers' perspectives, therefore, are crucial factors that affect the implementation of inclusive education. Teachers' attitudes on teaching AD/HD students can be investigated under this research.

Besides of this, Lack of experience with teaching AD/HD students can be a factor why some of the teachers are against inclusive classrooms. According to Deng and Poon-McBrayer (2012), it is natural for instructors who are intended to work with pupils who have special needs to lack expertise and experience in this area. Poor instruction, particularly in inclusive education programs, can result from such ignorance. Teachers that have no prior experience, very little experience, or no prior preparation of instructional materials faced serious challenges. Even for online classrooms, teachers were expected to instruct remotely, and students had to adjust to the new methods of instruction and learning (Onyema et al., 2020). Because of this, lack experience teacher may not be able to handle the problems brought by AD/HD students. Furthermore, according to Xiao (2007), instructors might not have the necessary training or time to work with pupils with impairments in the online classroom. Designing and implementing teacher education courses or programs on how to teach successfully in a mainstream and inclusive educational framework therefore appears vital. With enough sufficient experience and training in inclusion education, teachers' attitudes on inclusive education will be improved. Teachers were more likely to work together with general and special education professionals and educate students with ADHD in the general education classroom when they took part in continuing

professional development concerning inclusion. Teachers with sufficient strategies and knowledge can handle ADHD students' problem in classes, alleviating the chances that AD/HD shifting their focus out of the classrooms or breaking the rules while having online lessons or F2F lessons (Dhawan, 2020). Stated by McLeskey and Waldron (2002), to encourage favorable teacher attitudes, it was necessary to provide instructors with training in instructional tactics to enhance their abilities as well as specialized training on the advantages of inclusion. For instance, 99% of practicing teachers who took part in professional development hours related to dealing with special educators reported feeling successful as a result of the training, according to the SPeNSE (Office of Special Education Programs, 2001) survey. Teachers appear to be more open to including children with SEN in their classrooms as they obtain more teaching experience. Teachers' attitude of inclusion was significantly influenced by their years of teaching experience. The acceptance of include students with disabilities grew as educators' years of teaching (10 years or more) increased. To conclude, teaching experience can be a crucial factor affecting teachers' teaching attitudes towards ADHD students.

Aside of this, Overwhelming workload is one of the concerns for implementing inclusion. The everyday routines of instructors have undergone a significant upheaval as a result of the admission of pupils with special educational needs, especially teaching ADHD students online. In fact, they are now dealing with a student body for which a single conventional approach is no longer enough, as opposed to instructing relatively homogeneous groups of pupils for whom a single educational method was utilized, and also the teaching mode. instructors must increasingly work with teaching or student assistants, special education instructors, and even paraprofessionals (such as speech or occupational therapists, medical physicians) rather than working largely alone in the classroom, even in the online classroom settings where they have less connections with ADHD students (Hartshorne et al., 2020). In other words, teaching has evolved, and like other innovations and improvements in education, it has raised certain issues. Studies show that teachers universally and consistently indicate that they the lack resources to include students with SEN. Extra working time and energy needed to be given to write up teaching materials that suit ADHD students, rearranging lessons teaching to attract their focus in class. Their inability to provide quality instruction and availability for their students does not able them to offer help to ADHD students, even though they really want to (Gurr, 2020).

They claim that the inclusion of students with SEN lowers the quality of teaching and learning, increases their workload, and makes it more difficult to manage the classroom (Sharma and Desai, 2002; Bhatnagar and Das, 2013; Miesera et al., 2019; Sahli Lozano et al.). Particularly, creating lessons and preparing teaching materials for such children takes more time and effort. To sum up, overloading workload is an underlying reason that negatively impacts teachers' attitudes in teaching ADHD students.

Chapter 3
Methodology

Overview of research methods in this research study

Research procedures

The chart shown below showed the each and every component step in the methodology for this research study.
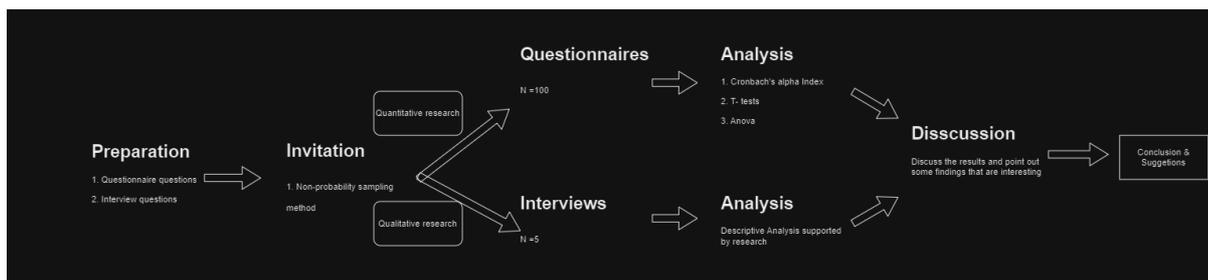
Figure 1: The flowchart of the research methodology

Firstly, This study examined teachers' perceptions on the implementation of inclusive practices for students with AD/HD in mainstream secondary schools using both quantitative and qualitative research designs.

Questions for questionnaires and interviews were created. Also, the snowball technique and non-profitability sampling method were applied when designing the questionnaire. This sampling method involves asking current participants for recommendations on how to find the necessary sample populations for studies (Nikolopoulou, 2022). Some of teachers would like to participate in the interviews part to provide more information and experience of how they consider teaching ADHD students in different classrooms settings. The present study will be divided into two procedures, each including independent data analysis. Cronbach's alpha index was used for data analysis to assess the reliability of both sets of replies, paired sample t-tests were used to compare means, and a test for statistical differences in the perceptions of members of the same group was performed. Moreover, ANOVA tests are used to determine whether or not teachers' prior teaching experience boosts their self-esteem and having better attitudes while working with ADHD students in online learning settings.

For participants, in-service teachers who are currently working in secondary school are the target participants. There is no minimum count of teaching experience of the teachers, they may teach more than one subject but most importantly, they need have experience educating ADHD students before. The number of 100 in-service teachers would take part in the questionnaire. They're all working in government-funded schools. They must fill out questionnaires about teaching tactics, attitudes toward inclusivity, and advantages and problems. Additionally, ten teachers will be asked to participate in an interview to discuss their ideas and perspectives on inclusive education. Consent forms will be issued to all participants prior to their involvement in this project to obtain their permission and verify that the principal has signed the school consent letter authorizing the research to be conducted at various schools.

Quantitative method

Overview of design

There are in total 40 questions are set in the questionnaire with different types of questions including 4-point Likert scale questions and multiple choices of checkboxes. The underlying reason of choosing 4-point Likert scale is to reduce midpoint bias. It motivates participants to give more thoughtful and perceptive answers. In a 4-point Likert scale, the neutral midway is eliminated, forcing participants to select between alternatives that indicate agreement or disagreement without the option to stay neutral. Data that is more insightful and meaningful may result from this (Hopper, 2016). Hence, a 4-point Likert scale has applied to represent 1, Strongly disagree; 2, Disagree; 3, Agree and 4, Strongly Agree. The questionnaire questions are basically questions using 4-point Likert scale besides demographic questions and the last part, teachers' teaching strategies, of the questionnaire. Respondents are allowed to tick the checkboxes or adding their own strategies that did not mention from the boxes provided.

Conduct of analysis

This questionnaire was designed in response to answer the four research questions mentioned above. In the first section of both questionnaires, non-sensitive personal data was retrieved for data analysis. This data included gender, age (in range), education level of students and teachers (as well as teachers' qualifications), curriculum etc. An ANOVA test was used to examine the relationship between gender and respondents' impressions of the responses to questions about both online and in-person learning

that took place before. For the remaining parts, Statical Program for Social Sciences (SPSS) would be used to analyze data received from the respondents. The P value was at $P < 0.05$ assumingly.

Qualitative method

Overview of design

A set of 5 interview questions were planned for the respondents who were voluntary to provide more information for the research. Numerous in-depth, open-ended inquiries concerning attitudes, remarks, and recommendations regarding the importance and inadequate quantity of teaching experience upon online mode or normal classroom settings. The majority of the questions were classified as "why," "how," "explain," and "what" questions because these could provide a more precise explanation of their opinions and the discussions they had. With the help of the ask-response technique, the questions were created to be more focused, exact, and brief while also including more details and dimensions in order to elicit the most accurate and detailed information from the participants regarding their opinions and views.

Conduct of analysis

There are five questions arranged for the teachers who would like to join this section voluntarily. Five teachers were invited to take the interviews for providing deeper information regarding their perceptions towards inclusion in different classroom settings. Points of adapted strategies, benefits, and challenges for teaching ADHD students in classroom settings were also included in the section. To address the study topics, the questions were designed to gather additional data that might be gathered through the questionnaire. The interview's outcomes served as the basis for the qualitative analysis.

Hypotheses made before the research

1. Hypothesis 1: Teachers in mainstream secondary schools in Hong Kong perceive inclusion as a positive approach that benefits both students with special needs and their typically developing peers.

2. Hypothesis 2: Teachers' attitudes towards inclusion in mainstream secondary schools in different classroom settings (F2F/ Online) are influenced by their previous training and professional development opportunities related to inclusive education.

3. Hypothesis 3: Teachers' concerns about the adequacy of resources and support available for implementing inclusion in mainstream secondary schools in Hong Kong negatively affect their attitudes and willingness to embrace inclusive practices.

4. Teachers' teaching experience affect their teaching attitudes and perceptions towards teaching ADHD students in online/ F2F classroom settings. As more experience they have, the positive their attitudes are.

Chapter 4
Results & Findings

Demographic description

After collecting data from the interviews and the questionnaire, the total number are shown of each respondent and the percentage of each group from every variable. There are, in total, 100 responses received successfully. For gender, the proportion of male and female is average, 52 males (52%) and 48 females (48%) were taken the questionnaire. For age group, younger teachers ranging from 20-24 (N=33) with 33% and experienced teachers ranging from 40 or above (N=29) with 29% have taken a large part of the respondents. Most of the participants is degree holders (55%) and the respondents holding master's degree (43%) are following behind. When it comes to teaching experience, the mass majority of the respondents is having 0-5 years of teaching experience (45%) , the least group is teachers who are having 20 years of above teaching experience with only 13%. Most of the participants have received training of inclusive education 92% and a few of them did not (8%). 55% of Participants who have done this survey found confidence or even very confidence when teaching ADHD students, 27% of them stay neutral and the remaining (18%) found low or very low confidence when it comes to teaching ADHD students.

Table 1: Demographic profile of respondents (N=100)

Variables	Group	Frequency (N)	%
Gender	Female	48	48.0%
	Male	52	52.0%
Age	20 - 24	33	33.0%
	25 - 29	13	13.0%
	30 - 34	12	12.0%
	35 - 39	13	13.0%
	40 or above	29	29.0%
Your highest educational	Degree holder	55	55.0%
level	Master's Degree	43	43.0%
	Doctor's Degree	2	2.0%
Years of teaching	0 - 5 Year(s)	45	45.0%
experience	6 – 10 Years	19	19.0%
	11 - 19 Years	23	23.0%
	20 Years or above	13	13.0%
What is your level of	Very Low	5	5.0%
confidence in teaching	Low	13	13.0%
AD/HD students?	Neutral	27	27.0%
	High	49	49.0%
	Very High	6	6.0%
Do you have any	Yes	92	92.0%
experience(s) in receiving	No	8	8.0%
trainings regarding			
inclusive education?			

Tests of reliability using Cronbach's alpha index

According to Taber (2018), the main application of Cronbach's alpha is as an indicator of internal consistency reliability. It gives a sense of how well the instrument's components work together to measure the intended construct. A high alpha value indicates that the tool is dependable for measuring the relevant construct and has strong internal consistency. The reliability test was divided into four parts of results. The first part was the overall reliability of every response received in all the questions. The second part was the aspect of positive attitudes, all data of questions regarding the positive perceptions have put into calculation, the results showed the responses received are reliable. The third part of the reliability test focused on the negative perceptions on ADHD students. The alpha index resulted in 0.747, meaning that it is reliable also. However, when it comes to the aspect of analyzing teachers' teaching confidence in teaching ADHD students, the index resulted in 0.682, meaning that although the index is acceptable, the reliability of the aspect performs poor and less reliable. To conclude, the questionnaire is valid for discussion.

Table 2: The reliability test results on different aspect of the questionnaire

Aspects	Reliability (Cronbach's Alpha Index)	Indication
Overall questions	.710	Good
Teachers' positive perceptions on ADHD students	.804	Good
Teachers' negative perceptions on ADHD students	.747	Good
Confidence in teaching ADHD students	.682	Acceptable

<u>Statical Data Analyzed from Questionnaire (Quantitative Approach)</u>

As stated by Kelley, Clark, Brown and Sitzia (2003), a good survey for a research study should be divided into a few domains to deliver a straightforward analysis. The questionnaire can be categorized into few domains, such as the teaching confidence in educating ADHD students, attitudes on ADHD students (Positive/ Negative), willingness on receiving inclusive to foster better inclusive environment and teaching strategies applied in ADHD students.

For the first domain, teachers' teaching confidence in teaching ADHD students can be related to teachers' knowledge of ADHD. Researchers have demonstrated that teachers' knowledge of ADHD significantly correlates with teachers' confidence in their ability to effectively teach children with ADHD, create an inclusive classroom and manage behavior (Sciutto et al., 2000). Table 3 showed Frequencies Statistics of questions related to teachers' knowledge of ADHD.

Table 3: Statistics

		I think I know many things about behaviors associated with AD/HD.	I use effective classroom management strategies to manage AD/HD students, and they result in favorable outcomes.	I consider myself to be knowledgeable about managing misconduct in the classroom.
N	Valid	100	100	100
	Missing	0	0	0
Mean		2.99	2.84	2.91
Median		3.00	3.00	3.00
Mode		3	3	3
SD		.785	.801	.805

The results showed that the means of each variable closed to 3, medians and modes are also reached the number of 3, It indicated that the data received from the participants are knowledge and understand ADHD behaviors and symptoms. As the values of mode and medians are larger than means, it implies a slightly left-skewed distribution.

Moreover, according to Flavian & Uziely (2022), teachers' attitudes toward students with ADHD will also improve as they get older. Additionally, teachers who have a close relationship with a student who has ADHD, a relative who has ADHD, or who have ADHD themselves will have more positive opinions of their students with ADHD.

In response to examine research question 1 "What are teachers' perceptions towards inclusive online classrooms in mainstream secondary schools?" One-way ANOVA testing will be applied to evaluate teachers' teaching confidence towards teaching ADHD students in different classroom settings under different teaching experience. There are five questions that are related to teaching confidence from the questionnaire. The testing can determine whether there are any significant differences between teaching experience and the variables.

From table 4, there are 45 participants with 0-5 years of teaching experience; 19 participants with 6-10 years of teaching experience; 23 participants with 11-19 years of teaching experience and 13 participants with 20 or above of teaching experience. For variable 1, the level of confidence in teaching ADHD students, the mean of the total responses is 3.38, SD is 0.096. The group of 0-5 years of teaching experience has the lowest mean with 2.82, SD is 0.153. The group of 11-19 and 20 years or above teaching experience have the highest and same mean with 4.0, their SD are 0.089 and 0.226. The group of 6-10 of years teaching experience have second high mean with 3.53 and its SD is 0.118.

By the analysis of the test, table 5 demonstrated the homogeneity of variances, the Levene test stated that the significant values of each variable are lower than 0.05, which means substantial differences between the variances are present as the Levene's test p-value is less than.05. This is an alternative hypothesis. According to ANOVA results (Table 7), ANOVA statistics (F) of each variable are 14.276, 17.903, 7.762, 5.227 and 13.175. The p-values of each variable are lower than 0.05, it indicated one calculated mean of any groups is different from other groups. Post Hoc Test was used to find out the significance difference. The result (Table 8) explained that the significance difference has shown on the group of 0-5 years of teaching experience. Other variables that are related to teachers' confidence in educating ADHD students showed that those means of the group with 0-5 years of teaching experience are lower than any other groups. To briefly conclude, the younger and less experienced teachers are, the more confident they are.

Table 4: Descriptive Statistics Results

Variables		N	Mean	SD
1. What is your level of confidence in teaching AD/HD students?	0 - 5 Year(s)	45	2.82	.153
	6 - 10 Years	19	3.53	.118
	11 - 19 Years	23	4.00	.089
	20 Years or above	13	4.00	.226
	Total	100	3.38	.096
2. I have received enough in-service training to enable me to work with students who require special education assistance.	0 - 5 Year(s)	45	2.24	.111
	6 - 10 Years	19	3.09	.105
	11 - 19 Years	23	3.04	.076
	20 Years or above	13	3.46	.183
	Total	100	2.71	.076
3. I consider myself to be knowledgeable about managing ADHD 's misconduct in the classroom.	0 - 5 Year(s)	45	2.53	.126
	6 - 10 Years	19	3.05	.093
	11 - 19 Years	23	3.26	.113
	20 Years or above	13	3.38	.266
	Total	100	2.91	.081
4. I think I know many things about behaviors associated with AD/HD.	0 – 5 Year(s)	45	2.67	.127
	6 – 10 Years	19	3.26	.150
	11 - 19 Years	23	3.26	.094
	20 Years or above	13	3.23	.231
	Total	100	2.99	.078
5. If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	0 - 5 Year(s)	45	2.33	.101
	6 - 10 Years	19	3.16	.175
	11 - 19 Years	23	3.30	.098
	20 Years or above	13	3.08	.265
	Total	100	2.81	.081

Table 5: Homogeneity of Variances

		Levene Stat	df1	df2	Sig
What is your level of confidence in teaching AD/HD students?	Based on Mean	9.998	3	96	<.001
I have received enough in-service training to enable me to work with students who require special education assistance.	Based on Mean	9.628	3	96	<.001
I consider myself to be knowledgeable about managing misconduct in the classroom.	Based on Mean	8.922	3	96	<.001

I think I know many things about behaviors associated with AD/HD.	Based on Mean	2.421	3	96	.021
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	Based on Mean	3.596	3	96	.016

Table 6: ANOVA Test Results

		Sum of Square	df	Mean Square	F	Sig.
What is your level of confidence in teaching AD/HD students?	Between groups	28.245	3	9.415	14.276	<.001
	With in groups	63.315	96	.660		
	Total	91.560	99			
I have received enough in-service training to enable me to work with students who require special education assistance.	Between groups	20.302	3	6.767	17.903	<.001
	With in groups	36.288	96	.378		
	Total	56.590	99			
I consider myself to be knowledgeable about managing misconduct in the classroom.	Between groups	12.531	3	4.177	7.762	<.001
	With in groups	51.659	96	.538		
	Total	64.190	99			
I think I know many things about behaviors associated with AD/HD.	Between groups	8.563	3	2.854	5.227	.002
	With in groups	52.427	96	.546		
	Total	60.990	99			
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	Between groups	19.071	3	6.357	13.175	<.001
	With in groups	46.319	96	.482		
	Total	65.390	99			

Table 7: Post Hoc Multiple comparison

Variables	(I) Years of teaching experience	(J) Years of teaching experience	Mean Diff. (I-J)	SD Error	Sig.
What is your level of confidence in teaching AD/HD students?	0 - 5 Year(s)	6 - 10 Years	-.704*	.222	.011
		11 - 19 Years	-1.178*	.208	<.001
		20 年 Years or above	-1.178*	.256	<.001
	6 – 10 Years	0 - 5 Year(s)	.704*	.222	.011
		11 - 19 Years	-.474	.252	.243
		20 Years or above	-.474	.292	.372
	11 - 19 Years	0 - 5 Year(s)	1.178*	.208	<.001
		6 - 10 Years	.474	.252	.243
		20 Years or above	.000	.282	1.000
	20 Years or above	0 - 5 Year(s)	1.178*	.256	<.001
		6 - 10 Years	.474	.292	.372
		11 - 19 Years	.000	.282	1.000
I have received enough in-service training to enable me to work with students who require special education assistance.	0 - 5 Year(s)	6 - 10 Years	-.650*	.168	.001
		11 - 19 Years	-.799*	.158	<.001
		20 Years or above	-1.217*	.194	<.001
	6 - 10 Years	0 - 5 Year(s)	.650*	.168	.001
		11 - 19 Years	-.149	.191	.863
		20 Years or above	-.567	.221	.057
	11 - 19 Years	0 - 5 Year(s)	.799*	.158	<.001
		6 - 10 Years	.149	.191	.863
		20 Years or above	-.418	.213	.211
	20 Years or above	0 - 5 Year(s)	1.217*	.194	<.001
		6 - 10 Years	.567	.221	.057
		11 – 19 Years	.418	.213	.211
I consider myself to be knowledgeable about managing misconduct in the classroom.	0 - 5 Year(s)	6 - 10 Years	-.519	.201	.054
		11 - 19 Years	-.728*	.188	.001
		20 Years or above	-.851*	.231	.002
	6 - 10 Years	0 – 5 Year(s)	.519	.201	.054
		11 - 19 Years	-.208	.227	.797
		20 Years or above	-.332	.264	.592
	11 - 19 Years	0 - 5 Year(s)	.728*	.188	.001
		6 - 10 Years	.208	.227	.797
		20 Years or above	-.124	.255	.962
	20 Years or above	0 - 5 Year(s)	.851*	.231	.002
		6 - 10 Years	.332	.264	.592
		11 – 19 Years	.124	.255	.962
I think I know many things about behaviors associated	0 - 5 Year(s)	6 - 10 Years	-.596*	.202	.020
		11 - 19 Years	-.594*	.189	.012
		20 Years or above	-.564	.233	.079
	6 - 10 Years	0 - 5 Year(s)	.596*	.202	.020
		11 - 19 Years	.002	.229	1.000

with AD/HD.		20 Years or above	.032	.266	.999
	11 - 19 Years	0 - 5 Year(s)	.594[*]	.189	.012
		6 - 10 Years	-.002	.229	1.000
		20 Years or above	.030	.256	.999
	20 Years or above	0 - 5 Year(s)	.564	.233	.079
		6 - 10 Years	-.032	.266	.999
		11 - 19 Years	-.030	.256	.999
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	0 - 5 Year(s)	6 - 10 Years	-.825[*]	.190	<.001
		11 - 19 Years	-.971[*]	.178	<.001
		20 Years or above	-.744[*]	.219	.005
	6 - 10 Years	0 - 5 Year(s)	.825[*]	.190	<.001
		11 - 19 Years	-.146	.215	.904
		20 Years or above	.081	.250	.988
	11 - 19 Years	0 - 5 Year(s)	.971[*]	.178	<.001
		6 - 10 Years	.146	.215	.904
		20 Years or above	.227	.241	.781
	Years or above	0 – 5 Year(s)	.744[*]	.219	.005
		6 - 10 Years	-.081	.250	.988
		11 - 19 Years	-.227	.241	.781

In the domain of teachers' willingness on receiving inclusive to foster better inclusive environment, teachers are generally open to participating inclusive training to better instruct ADHD students. As the mean value is higher than the median of this variable, with the mean value being higher than mode, it implies a right-skewed distribution to support this statement. Its SD (0.641) of the variable is low, which mean the dataset's data points show minimal variation and are comparatively near to the mean (1.56). At the same time, a large proportion of the participants agreed with the point that teachers require more training to address ADHD students' behavioral and academic issues. According to the findings of the one-way ANOVA test, as shown in tables 4, 5, 6, and 7, it can be inferred that teachers with 0-5 years of teaching experience have expressed a higher level of desire to receive additional training specifically related to addressing ADHD-related issues.

		I have received enough in-service training to enable me to work with students who require special education assistance.	I wouldn't be open to participating in in-service training on how to instruct students with AD/HD.	To effectively educate AD/HD students and address their behavioral and academic issues, I require more training.
N	Valid	100	100	100
	Missing	0	0	0
Mean		2.71	1.56	3.32
Median		3	1.50	3.00
Mode		3	1	3
SD		.756	.641	.764

In the third domain of teachers' teaching attitudes. There are questions to identify whether teachers' perceptions and attitudes stay positive or negative towards educating ADHD students in different classroom settings (online/F2F). Based on the means, medians and mode, it indicated that most of the participants stay positive when it comes to teaching ADHD students, means and mode stand 3 or even higher of each variable shown from table 9. However, although all of data of all variables showed that a large number of teachers stay positive teaching ADHD students, there are means and standard deviation of two variables that are lower than 3 which form contrast when comparing with other variables. Again, One-way ANOVA test would be applied to check whether years of teaching experience have something to do with teachers' attitude towards educating ADHD students. Based on the statistics from table 10, it can be seen that the mean of the group of 0-5 years of teaching experience is lower than others. For table 11, the Levene test stated that the significant values of each variable are lower than 0.05, which means substantial differences between the variances are present as the Levene's test p-value is less than.05. This is an alternative hypothesis. According to ANOVA results (Table 12), ANOVA statistics (F) of each variable are 8.067 and 13.175. The p-values of each variable are lower than 0.05, it indicated one calculated mean of any groups is different from other groups. Post Hoc Test was used to find out the significance difference. The result (Table 13) explained

that the significance difference has shown on the group of 0-5 years of teaching experience. Other

variables that are related to teachers' confidence in educating ADHD students showed that those means

of the group with 0-5 years of teaching experience are lower than any other groups.

Table 9: Descriptive Statistics

		If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	It will encourage pupils to tolerate one another's differences when students with AD/HD are present.	Regarding differentiation, I believe that having AD/HD helps me develop as a teacher.	Students displaying behaviors linked to AD/HD offer fresh insights into the subjects I teach.	Working with students who display behaviors linked to AD/HD is rewarding.
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mean		2.81	2.98	3.16	3.30	3.06
Median		3.00	3.00	3.00	3.00	3.00
Mode		3	3	3	3	3
SD		.813	.738	.647	.595	.664

		Observing the successes of students who exhibit behaviors similar to those of AD/HD brings me great satisfaction.	My class's inclusion of SEN students will encourage collaboration among the students.
N	Valid	100	100
	Missing	0	0
Mean		3.27	2.87
Median		3.00	3.00
Mode		3.00	3
SD		.709	.774

Table 10: One-way ANOVA test results

		N	Mean	SD	SD Error
My class's inclusion of SEN students will encourage collaboration among the students.	0 - 5 Year(s)	45	2.51	.815	.122
	6 - 10 Years	19	2.95	.621	.143
	11 - 19 Years	23	3.30	.470	.098
	20 Years or above	13	3.23	.725	.201
	Total	100	2.87	.774	.077
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	0 - 5 Year(s)	45	2.33	.674	.101
	6 - 10 Years	19	3.16	.765	.175
	11 - 19 Years	23	3.30	.470	.098
	20 Years or above	13	3.08	.954	.265
	Total	100	2.81	.813	.081

Table 11: Homogeneity of Variances

		Levene Stat	df1	df2	Sig.
My class's inclusion of SEN students will encourage collaboration among the students.	Based on mean	5.436	3	96	.002
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	Based on mean	3.596	3	96	.016

Table 12: ANOVA's test results

		Sum of Square	df	Mean Square	F	Sig.
My class's inclusion of SEN students will encourage collaboration among the students.	Between groups	11.941	3	3.980	8.067	<.001
	With in groups	47.369	96	.493		
	Total	59.310	99			
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	Between groups	19.071	3	6.357	13.175	<.001
	With in groups	46.319	96	.482		
	Total	65.390	99			

Table 13: Post Hoc Multiple comparison

Variables	(I) Years of teaching experience	(J)Years of teaching experience	Mean diff (I-J)	SD Error	Sig.
My class's inclusion of SEN students will encourage collaboration among the students.	0 - 5 Year(s)	6 - 10 Years	-.436	.192	.112
		11 – 19 Years	-.793[*]	.180	<.001
		20 Years or above	-.720[*]	.221	.008
	6 - 10 Years	0 - 5 Year(s)	.436	.192	.112
		11 – 19 Years	-.357	.218	.362
		20 Years or above	-.283	.253	.678
	11 - 19 Years	0 - 5 Year(s)	.793[*]	.180	<.001
		6 - 10 Years	.357	.218	.362
		20 Years or above	.074	.244	.990
	20 Years or above	0 - 5 Year(s)	.720[*]	.221	.008
		6 - 10 Years	.283	.253	.678
		11 - 19 Years	-.074	.244	.990
If it was suggested that I include students with AD/HD in my classroom, I would be in favor of it.	0 - 5 Year(s)	6 - 10 Years	-.825[*]	.190	<.001
		11 – 19 Years	-.971[*]	.178	<.001
		20 Years or above	-.744[*]	.219	.005
	6 - 10 Years	0 - 5 Year(s)	.825[*]	.190	<.001
		11 – 19 Years	-.146	.215	.904
		20 Years or above	.081	.250	.988
	11 - 19 Years	0 - 5 Year(s)	.971[*]	.178	<.001
		6 - 10 Years	.146	.215	.904
		20 Years or above	.227	.241	.781
	20 Years or above	0 - 5 Year(s)	.744[*]	.219	.005
		6 - 10 Years	-.081	.250	.988
		11 - 19 Years	-.227	.241	.781

For negative thoughts asked from the questionnaire, table 14 showed that teachers did tend to not agree that ADHD students will damage schools' reputation (Mean: 2.12), have low grades due to laziness (Mean:1.89) at school and have problems socializing with normal students (Mean:2.36), the median of the above-mentioned variables stand on 2. However, some of the teachers hold their negative beliefs on ADHD students' irritating behaviors (Mean:2.66) and increasing workload on planning lessons to suit ADHD students' needs (Mean 3.24), the median of the above-mentioned variables stands on 3.

Also, according to table 15, the mean and median of the statement "I In terms of differentiation, I believe I am pressed for time." are 3.13 and 3 with low standard deviation (0.761) showed that teachers are agreed that when it comes to online teaching, time is a big concern to all of them. It may have something to do with the statement that teachers you provide accommodations or support tailored to the needs of AD/HD students in the online learning environment. The mean, median and standard deviation are 2.38, 2 and 0.756 accordingly, it indicated that teachers did not try their best to tailor to ADHD students' needs during online classroom. Moreover, data also proved that ADHD students have low concentrations (Mean: 3.24, median:3) in online classes.

Table 14: Descriptive Statistics

		Including AD/HD students will damage the school's reputation and result in lower average grades.	The classroom behaviors that are linked to AD/HD students irritate me.	There could be negative effects, in terms of academics and socializing from normal students' interactions with AD/HD students.	AD/HD students that behave rudely most of the time.	Laziness is the main cause of AD/HD students' frequent exam failures.	Having students with AD/HD in my class will make preparation and lesson planning much more challenging.
N	Valid	100	100	100	100	100	100
	Missing	0	0	0	0	0	0
Mean		2.12	2.66	2.36	2.74	1.89	3.24
Median		2.00	3.00	2.00	3.00	2.00	3.00
Mode		2	2	2	2	2	3
SD		.742	.924	.674	.774	.815	.638

Table 15: Teachers' perceptions on teaching ADHD students in online classrooms

		In terms of differentiation, I believe I am pressed for time.	you provide accommodations or support tailored to the needs of AD/HD students in the online learning environment	AD/HD students' abilities to concentrate during the online classes are low.
N	Valid	100	100	100
	Missing	0	0	0
Mean		3.13	2.38	3.32
Median		3.00	2.00	3.00
Mode		3	3	3
SD		.761	.756	.601

For the fourth domain of teachers' teaching strategies, 79% of the participants think that students should implement strategies when students are suffering emotional issues. 39% of the participants think that sleeping issues are the least important for ADHD students. Other common situations such as being inattentive (41%), fidgeting (59%) and shouting (63%).

For teaching strategies, there are four options that are preset in the questionnaire for teachers to choose and they are allowed to add input their own strategies if their strategies are not mentioned. "Can-do attitude" is what the most teachers choose. In other words, they found beneficial or effective while adopting these strategies in classroom with ADHD students.

Chart 1: Situations when classroom management needed to be implemented

39. 在融合教育的課堂環境(線上/線下)中，您認為以下哪種行為表現較為需要推行課堂管理策略？ In an inclusive education classroom environment(onl…mentation of classroom management strategies?
100 則回應

- 情緒有波動 Suffering emotional issues (e.g. laughing loudly /cry… — 79 (79%)
- 睡覺 Sleeping — 34 (34%)
- 坐立不定 Fidgeting — 59 (59%)
- 嘈吵/大叫 Shouting — 63 (63%)
- 欠專注 Inattentive — 41 (41%)
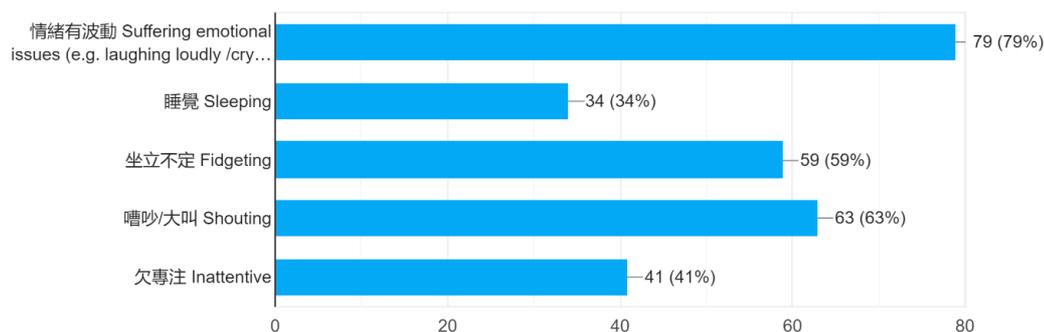
Chart 2: Classroom management strategies

40.在融合教育的課室裡 (線上/線下)
，您認為以下哪些課堂管理策略最為見效且對具有AD/HD的學生最有...ducation classroom(online/F2F)?
100 則回應
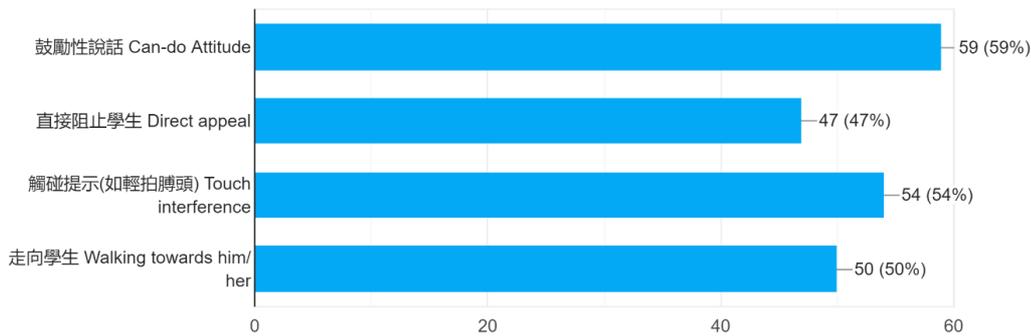
Other essential findings:

An overall of high agreement was achieved in three statements from Chart 3. The statements were more online learning platforms and resources for ADHD students are needed (3.67); Software to deliver assistance for ADHD students should be created (3.78) and interesting and attractive teaching materials for ADHD students (3.69).Since these three statements all concerned additional online resources and cutting-edge platforms to support students' learning, there is an excellent likelihood that the interviewees' desire and perceptions of the various suggestive statements may coincide with those of teachers who completed the questionnaire.

Chart 3: The mean perception scores of participants in the questionnaire for the three recommendations for online learning
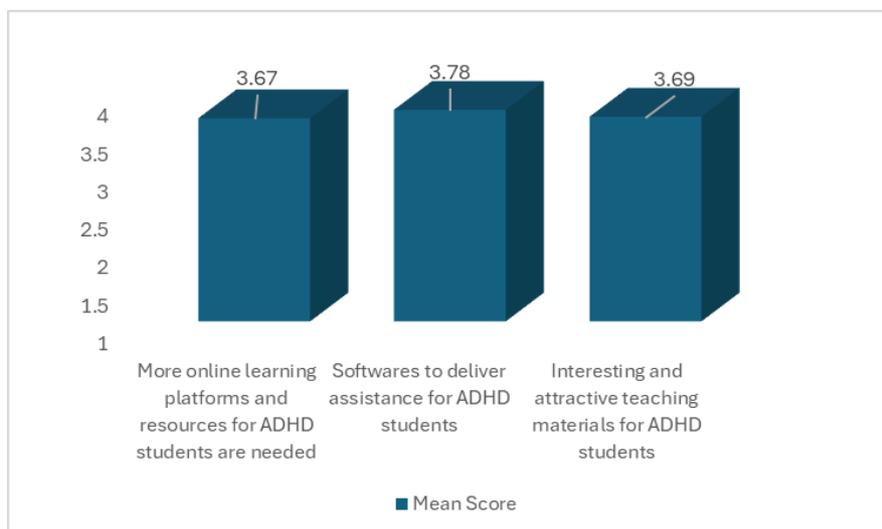
For teachers' positive thoughts, table 16 showed that most of the participants agreed that educating

ADHD students can train up teachers' patient, as the mean of the variable is close to 3, which is agree.

The median also stand on 3 with low value of standard deviation. Also, they also think that teaching

ADHD student in different classroom settings can benefit teachers' personal development such as self-

esteem and sense of belonging. The descriptive statistics have the same similar number of mean,

median and SD.

Table 16: Descriptive Statistics

		Students/ I will learn more tolerance if I include AD/HD students in my class.	Students with SEN will benefit from inclusion in terms of their personal development (self esteem, feeling of belonging, etc.).
N	Valid	100	100
	Missing	0	0
Mean		2.99	2.96
Median		3.00	3.00
Mode		3	3
SD		.611	.549

<u>In-depth Interview Summary (Qualitative approach)</u>

Five teachers who are voluntary to join this section were arranged five questions for providing more information regarding their perceptions, teaching attitudes and strategies used in online and F2F classroom settings. Two of them are currently teaching Maths and Chinese with 3 years of teaching experience. Their comments and thoughts shall present the group of 0-5 years of experience. One of them is a teacher currently teaching BAFS with 10 years of teaching experience. The remaining teachers are an ICT and English teachers with 15 and 17 years of experience. This qualitative approach is used to analyze teachers' teaching strategies regarding requestion 2 "2What strategies do teachers adopt in inclusive online classrooms with AD/HD students?" and to give supplementary to explain research question 3 "What are the opportunities and challenges encountered by teachers when promoting inclusive online classrooms for AD/HD students? And 4 "To what extent are online classrooms for AD/HD students inclusive?"

By summarizing their responses, teachers (N=5) reckoned that there are too many uncertainties while delivering knowledge online. Many strategies that they often use in the classroom does not suit with the online classroom settings. Besides using common strategies such as questioning technique and arranging classwork, teachers (N=3) will spend efforts on lesson planning, trying to make learning to be more attractive and interesting, that's another way to keep ADHD students' concentration in the classes. Also, one of the teachers (N=1) think of using eye-catching to shift students focus by using different cooler pens to write down notes and explanations of concepts. There are teachers (N=1) who would use punishments to deter from not shifting their attention outside the classroom. Giving pop quizzes to mark attendance are commonly used by them, as ADHD students needed to be aware of the pop quizzes, they must pay attention to the class to finish the quizzes for their attendance.

For research question 3, teachers (N=5) claiming that educating ADHD students in class do foster the teachers' personal development. They claim that a variety of teaching techniques needed to be used to suit the students with varying attention spans and learning preferences. This issue has an opportunity to stimulate creativity and innovation in teaching strategies, motivating teachers to investigate other ideas that might be advantageous to all students. Also, the change of teaching mode turns them to be more equipped teachers. Teachers may look for materials or training on inclusive pedagogies, effective

online teaching techniques, or targeted treatments for students with AD/HD. Their knowledge and proficiency in assisting a variety of learners can be improved by this ongoing learning. As for challenges, most of the teachers (N=4) think that they are pressed for time while delivering knowledge online based on their experiences during COVID-19 when each class is shortened from 40-45 minutes to 30-35 minutes. Some of them claimed that (N=2) handling technical problems have already taken them a lot of time in class. Also, interaction is another issue happened when teaching in online classroom. Two interviewees agreed that the absence of students and teachers in person during online instruction might have an impact on the students' feeling of involvement and connection. Teachers may find it more difficult to build rapport and promote a sense of community in the virtual classroom since there is less opportunity for face-to-face interaction and because they are not in the same physical area. Lastly, lack of interesting materials is also an important factor affecting ADHD students' concentration in classes. Most of the teachers (N=4) stated that schools or publishers of educational books did not have attractive or usable assistance for teachers to better deliver the lessons. Boring materials or teaching methods will keep their attention away from the classes.

Last but not least, for research question 4 "To what extent are online classrooms for AD/HD students inclusive?" Interviewees' answers are varied. Some of them think that it depends on teachers' readiness and preparation. If the lessons have planned to cater to ADHD students' needs, then even online learning can be inclusive. The remaining interviewees think that it depends on the teaching resources. Teachers barely have time to adjust the teaching materials to make it suitable for online teaching. Boring teaching materials and strategies will soon make students out of focus. Also, there are too many temptations for students to not focus on the lessons such as their beds, other applications and social medias draw their attention easily.

Chapter 5

Discussions

<u>Overview of overall perceptions of participants in this research study</u>

To summarize the results from the questionnaire, all answers were generally quite trustworthy and reliable. Explanations below would be discussed based on the four research questions.

For research question 1 regarding teachers' perception towards online inclusive classrooms in mainstream secondary schools. Overall answers showed that teachers with different teaching experience both being positive when it comes to educate students with ADHD in different classroom settings. However, when it comes to online teaching, descriptive comparison statistics proved that the teachers are being pressed for time and their willingness to accommodate ADHD needs in online classrooms are low. It is believed that teachers lack time to prepare their lessons in limited time. According to Gurung (2021), 62.7% of the respondents said that because they have to prepare their course material in electronic form, the online teaching style takes longer to prepare. Moreover, Students with ADHD may need extra assistance in controlling their behavior and remaining focused. This may be sending out reminders, putting behavior control techniques into practice, or scheduling frequent check-ins. But with limited time, it's more difficult for teachers to keep an eye on and encourage the conduct of ADHD kids in the virtual classroom (Siddiquei & Kathpal, 2021).

Also, by summarizing data from tables, it was found that teachers' teaching confidence affect teaching attitudes and perceptions towards teaching ADHD students in different classroom settings. One-way ANOVA test result showed that the more experience the teachers have, the better attitudes and perceptions the teachers have towards teaching ADHD students. This finding is supported by Cueli & Areces (2022), they stated that teachers' attitudes toward students with ADHD grew more positive as they grew older, but as they are having a close relationship with a student who had ADHD, a relative with ADHD, or having ADHD themselves resulted in teachers' opinions of their students with ADHD being more positive (Flavian & Uziely, 2022). Teachers with more experience can better handle ADHD students by their life-long understandings and experiences in teaching ADHD.

Summarizing findings from interview comments, teachers with experience have more strategies and understanding on teaching ADHD students, such as coloring techniques, questioning techniques and digital tools techniques. This finding can be supported by Roy (2020), instructors with experience often bring a plethora of information, skills, and methods to the table. They may greatly help students with ADHD and contribute to their academic achievement because of their awareness of ADHD, ability to differentiate instruction, capacity to establish structured settings, and ability to form positive connections.

For research question 2, the result of chart 2 showed that teachers mostly used can-do attitude to encourage students. Supported by teachers' explanations from interviews questions, students with ADHD may have trouble focusing, maintaining organization, or finishing assignments. A "can-do" mentality promotes optimism and gives pupils confidence in their capacity to overcome challenges. Based on the research done by Kumaresan & McCardleIt (2022), they think "Can-do attitudes" encourages tenacity, persistence, and the drive to try again in the face of setbacks in the virtual learning environment. As students may find a sense of failure and confusion when having troubles in online classrooms, A "can-do" attitude creates an inclusive and encouraging online learning atmosphere, which encourages students to feel encouraged and actively participate in their classes.

For research question 3, based on the results of table 16, it is believed that most of the participants reckoned that teaching ADHD students in different classroom settings can learn tolerance, patience and develop their personal development. Some teachers express their thoughts on this, saying that Impulsive conduct in ADHD students might include interrupting or answering questions out loud without raising their hand. Keeping such conduct under control in an online classroom might be difficult. Teachers have the patience and skills necessary to gently remind students of proper online behavior or refocus their attention while avoiding embarrassing or discouraging them. Supported by Bunch (2016), both teachers and students may encounter additional difficulties when learning online. Distractions, technical issues, or issues with self-control might affect the learning process. When dealing with these issues, teachers of ADHD students can gain flexibility, patience, and understanding.

As for challenges, according to table 14, teachers being pressed for time are the concern of most of the participants. Supported by statements from interviews, teachers Students with ADHD may behave impulsively or struggle to focus when using technology. It can take more time and effort for teachers to control distractions, refocus students' attention, and keep the classroom productive. This may increase the total time strain teachers have while instructing students with ADHD online. Supported by Zhang (2023), When educating students with ADHD, extra time limitations may arise from online education platforms, software, or network problems. Time-consuming duties like troubleshooting technological issues, helping students with technology-related issues, or converting instructional materials to online forms can make teachers feel even more under pressure. It is believed that technical problems happened in online classrooms and handling ADHD students matters take away teachers'' time to deliver knowledge in online classrooms.

For research question 4, based on the answer from interviews, the inclusiveness of online classrooms for ADHD depends on the number of resources available for teachers and teachers' preparations on lesson planning. Teachers think that Interactive activities that accommodate various learning styles and hold students' attention are essential components of inclusive online classrooms for kids with ADHD. A more inclusive learning environment may be produced by teachers who incorporate a range of interactive components into their lesson plans, such as films, simulations, virtual experiments, or practical projects. Throughout the online course, these exercises encourage active involvement and keep students interested. This can be supported by Nur'Aini, Karsidi & Yusuf (2022), Teachers must develop and apply differentiated instruction techniques in inclusive online classrooms to meet the various learning requirements of students with ADHD. A well-prepared teacher can modify their lesson plans, resources, and evaluation procedures to meet the unique needs, attention spans, and learning preferences of each student. All students, including those with ADHD, will have equal access to the curriculum and opportunity for success thanks to differentiated instruction. To conclude, For online classrooms to be inclusive of students with ADHD, teachers' degree of preparation in understanding ADHD, choosing relevant teaching resources, and putting those tactics into practice is essential.

Limitation

From my viewpoint, the sample size of teachers conducting interviews (N=5) were too small, which is not big enough to reflect the reasons behind their attitudes and perceptions towards ADHD students.

Also, the viewpoints that are being presented are founded on broad patterns and observations. The opinions of individual instructors may differ greatly, depending on their background, education, school environment, and support networks. It's important to understand that different teachers could have different opinions or deal with different difficulties.

Moreover, most of the questions are analyzed by descriptive data. Selection bias and sampling bias are two examples of biases that can affect descriptive data and affect the representativeness and accuracy of the findings.

Chapter 6

Suggestions and Conclusion

Future implications

Online teaching or hybrid learning will be the trend of future education, inclusion is also an important part that the government, teachers, or schools should lay emphasis on. As a teacher, has chances to face challenges and problems while delivering knowledge in online or F2F settings. Lack of preparations and trainings may trigger negative attitudes and perceptions towards SEN students, especially ADHD students. Based on the results shown on the above-mentioned tables, charts and comments from teachers, below are ways that need to be improved and prepared.

1. The need of increasing the number of SEN Coordinator

Special Educational Needs Coordinator (SENCo) is essential in helping instructors provide engaging lessons. Members of the teaching staff who oversee special education needs in a school are known as SENCos (Hue, 2019). In a co-teaching paradigm, SENCo can collaborate with classroom teachers to develop and execute lessons together. Through this partnership, knowledge, assets, and duties may be shared, guaranteeing that special needs kids receive the help they require in a regular classroom (The Education Bureau, 2024). They can assist in determining suitable tactics, adjustments, or accommodations that can be used in class to guarantee that every student can access and participate in the curriculum in an efficient manner. When it comes to online learning, SENCOs may help with the monitoring and evaluation of students with special needs. They may collaborate with educators to create suitable evaluation strategies and guarantee that the advancement of children is precisely gauged. SENCOs may also offer advice on how to collect proof of learning and modify tests to meet the requirements of specific. This is what a teacher cannot manage with pressed time. With the help of SENCo, teachers can put their time to plan their lessons and try their best to help ADHD students. Better preparation leads to better confidence and teachers' attitude may be impacted also.

2. <u>Creating more learning software and platforms for ADHD students</u>

Although conventional methods of organizing, teaching, and setting up the environment have been especially beneficial for kids who struggle with attention, technology is altering the way that students learn in today's classrooms, with both possible advantages and disadvantages. According to Purcell et al., 2012) compared to previous generations, today's children are more media savvy. Students with ADHD frequently do well in interactive, multimodal learning settings. As stated by Zhang and Taranikanti (2024), A range of multimedia components, including films, animations, gamified exercises, and interactive tests, may be included into learning tools and platforms to assist various learning styles and increase engagement. These interactive elements can support children with ADHD in staying focused, participating more actively, and solidifying their conceptual grasp. The more focus are the students, the more relaxed and confident are the teachers.

3. <u>Teachers' continuous training in inclusive education</u>

Besides having a deeper understanding of ADHD students, adapting instructional practices to the internet environment is necessary while teaching ADHD students online. Teachers that get ongoing training are more equipped to educate ADHD kids in an online environment that fosters organization, engagement, and attention control. It gives educators the ability to use interactive platforms, technological tools, and multimedia materials to improve the educational experience for children with ADHD (Ward & Bristow et al., 2020). With better trainings, teachers can implement their online classes well. It gives them the ability to design inclusive and stimulating learning environments, optimize student potential, and support successful results for ADHD students.

Conclusion

To conclude, there are differences in the views of teachers about the application of inclusive strategies for children with Attention Deficit/Hyperactivity Disorder (AD/HD) in secondary mainstream schools. While some educators could welcome the idea of inclusion and understand how important it is to meet the various needs of children with AD/HD, others can encounter difficulties or have second thoughts. Continuing professional development for teachers is essential to addressing these issues and guaranteeing the effective adoption of inclusive methods. Training should center on improving their comprehension of AD/HD and exchanging efficient teaching methods in different classroom settings especially online classrooms. Collaborating with parents and other professionals, having access to resources, and receiving support from SENCOs are all crucial elements in cultivating a positive teacher viewpoint about inclusion for students with AD/HD.

It is hoped that teachers can create an environment where all students, including those with AD/HD, can thrive academically, socially, and emotionally.

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Appendix

A. Teachers' questionnaire

Teacher's perspective towards the implementation of inclusive practice for students with AD/HD classroom settings in mainstream secondary schools 在主流中學 AD/HD 課堂環境下，在職教師對於向學生實施融合教育的看法

問卷詳情

本人是香港教育大學社會科學與政策研究學系五年級生，現誠邀閣下參加陳源博士負責監督，並由本人姚家藍負責執行的研究計劃。

計劃簡介

是次計劃希望從在職教師的角度出發，探討就融合教育而言，如何影響他們個人對實施融合教育的看法；以及在融合教育的課堂環境下，採用的教學方法發表意見。

Details of the questionnaire

I am a year-five student in the Department of Social Sciences and Policy Studies at the Education University of Hong Kong. I sincerely invite you to participate in the research project supervised by Dr. Chen Yuan and executed by Mr.Yiu Ka Lam.

Project briefing

This project hopes to explore from the perspective of in-service teachers how inclusive education affects their personal views on the implementation of inclusive education; and to express their opinions on the teaching methods used in the classroom environment of inclusive education.

1. Email *

Part 1 個人資料 Personal information

請在下面輸入您的聯絡資訊。 資訊僅用於研究人員的研究目的，

您所輸入的所有資訊將被嚴格保密，您的個人資訊在研究結束後亦會被刪除。

Carefully fill out the contact details provided below. Your whole information below will be kept completely private assured by the researcher. Your private data will be removed after the research.

2. 性別 Gender *

Mark only one oval.

◯ 男 Male

◯ 女 Female

3. 年齡 Age *

Mark only one oval.

◯ 20 - 24

◯ 25 - 29

◯ 30 - 34

◯ 35 - 39

◯ 40 or above

4. 任教科目 Teaching subject(s) *

_____

5. 任教年級 Grade levels *

   Check all that apply.

   ☐ 中一級 Secondary One

   ☐ 中二級 Secondary Two

   ☐ 中三級 Secondary Three

   ☐ 中四級 Secondary Four

   ☐ 中五級 Secondary Five

   ☐ 中六級 Secondary Six

6. 閣下最高的教育程度 Your highest educational level *

   Mark only one oval.

   ⬭ 大學學位 Degree holder

   ⬭ 碩士學位 Master's Degree

   ⬭ 博士學位 Doctor's Degree

7. 教學年資 Years of teaching experience *

   Mark only one oval.

   ⬭ 0 - 5 年 Year(s)

   ⬭ 6 - 10 年 Years

   ⬭ 11 - 19 年 Years

   ⬭ 20 年或以上 Years or above

8. 您對於教授特殊學生的信心程度 What is your level of confidence in teaching   *
   AD/HD students?

   Mark only one oval.

   十分不同意 SD   十分同意 SA

   1   2   3   4

9. 您曾否參與任何與融合教育有關的培訓? Do you have any experience(s) in receiving trainings regarding inclusive education?　　　*

Mark only one oval.

⬭ 有 Yes

⬭ 沒有 No

10. 您曾否在使用任何線上平台教授AD/HD學生? Do you have any experience(s) in teaching AD/HD students via online platform?　　　*

Mark only one oval.

⬭ 有 Yes

⬭ 沒有 No

Part 2 對AD/HD學生的思考與實踐 thoughts and practices on AD/HD students

教師意見 *Teachers' opinions*

請您細閱每一項陳述，並按照您的想法選擇適當的選項。 以下是每項程度的縮寫，例如：

Please spend time to carefully review each statement. To indicate whether you agree or disagree with a statement, use the numbers next to it. Each number represents a certtain particular response. On the scale, choose the position that most accurately expresses your viewpoint. For instance:

1= 十分不同意 Strongly Disagree (SD)

2 = 不同意 Disagree (D)

3 = 同意 Agree (A)

4 = 十分同意 Strongly Agree (SA)

11. 1. 我已接受了足夠的在職培訓，使我能夠支援有特殊學習需要的學生。 I have   *
     received enough in-service training to enable me to work with students who
     require special education assistance.

     Mark only one oval.

        十分不同意 SD   十分同意 SA

            1   2   3   4

12. 2. 教師需要花費更多的努力在常規或線上課堂教授有特殊學習需要的學生。   *
     Efforts should be paid to teach SEN students in regular or online classes.

     Mark only one oval.

        十分不同意 SD   十分同意 SA

            1   2   3   4

13. 3. 我不願意參加有關如何指導患有AD/HD學生的在職培訓。

     * I wouldn't be open to participating in in-service training on how to instruct students
     with AD/HD.

     Mark only one oval.

        十分不同意 SD   十分同意 SA

            1   2   3   4

14. 4. 為了有效地教育 AD/HD 學生並改善他們的行為和學業問題，我需要更多的培 *
訓。
To effectively educate AD/HD students and address their behavioral and
academic issues, I require more training.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

15. 5. 我認為自己對管理線上/線下的課堂不當行為十分了解。 *
I consider myself to be knowledgeable about managing misconduct in the
classroom.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

16. 6.我瞭解與AD/HD有關的課堂行為。 *
I think I know many things about behaviors associated with AD/HD.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

17. 7. 如果可能的話，教師應盡一切努力將患有AD/HD的學生納入常規的線上/線下 *
    的課堂環境中。
    When it is attainable, teachers should make every effort to include students
    with AD/HD in regular classroom settings.

    Mark only one oval.

    十分不同意 SD   十分同意 SA

    　　1　　2　　3　　4

18. 8. 教師需要特殊教育助理來幫助教師在融合教育課堂上工作。 *
    A special education assistant is needed to help with teachers in an inclusive
    classroom.

    Mark only one oval.

    十分不同意 SD   十分同意 SA

    　　1　　2　　3　　4

19. 9. 幫助 AD/HD學生達到成績要求的最佳方法是為他們提供獨立的的課堂教學。 *
     The greatest way to meet the requirements of students with AD/HD is to
     provide seperate classes in resources.

    Mark only one oval.

    十分不同意 SD   十分同意 SA

    　　1　　2　　3　　4

20. 10. 對患有AD/HD 的學生出現在我的課堂，我抱持正面的想法。　　　　　*
     If it was suggested that I include students with AD/HD in my classroom, I
     would be in favor of it.

     Mark only one oval.

     十分不同意 SD   十分同意 SA

         1   2   3   4

21. 11. 我使用有效的課堂管理策略管理患有AD/HD的學生，並且取得了良好的效　*
     果。
     I use effective classroom management strategies to manage AD/HD students ,
     and they result in favorable outcomes.

     Mark only one oval.

     十分不同意 SD   十分同意 SA

         1   2   3   4

22. 12. 如果學校的政策要求我負責教導患有AD/HD的學生，我會接受。　　　*
     If my school's policy called for me to be in charge of teaching students with
     AD/HD, I would take it.

     Mark only one oval.

     十分不同意 SD   十分同意 SA

         1   2   3   4

23. 13. 當患有AD/HD的學生在場時，它將鼓勵學生接納彼此的差異。 *
It will encourage pupils to tolerate one another's differences when students with AD/HD are present.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

24. 14. 當談及到到差異化，我覺得AD/HD對教師教學技能的成長是有好處的。 *
Regarding differentiation, I believe that having AD/HD helps me develop as a teacher.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

25. 15. 與AD/HD有相關行為的學生為我所教授的學科知識帶來了新的視角。

* Students displaying behaviors linked to AD/HD offer fresh insights into the subjects I teach.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

26. 16. 與表現出有AD/HD相關行為的學生一起合作是有益的。 *
Working with students who display behaviors linked to AD/HD is rewarding.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

27. 17. 有AD/HD學生的成功/進步讓我感到非常有滿足感。 *
Observing the successes of students who exhibit behaviors similar to those of AD/HD brings me great satisfaction.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

28. 18.我的班級內有AD/HD的學生有助鼓勵學生之間的合作。

* My class's inclusion of SEN students will encourage collaboration among the students.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

29. 19. 招收有AD/HD的學生會影響學校的聲譽並降低平均學業成績。 *
Including AD/HD students will damage the school's reputation and result in lower average grades.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

30. 20. 如果被描述為有行為問題和AD/HD的新生明天要開始在我有任教的班別上 *
課，我會感到緊張。
I would be nervous if a new student—who has been described as having
behavioral issues and AD/HD—is going to start my class tomorrow.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

31. 21. 與AD/HD學生相關的課堂行為問題讓我很煩惱。 *
The classroom behaviors that are linked to AD/HD students irritate me.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

32. 22. 正常學生與 AD/HD 學生的互動可能會產生負面影響(學業/社交方面)。

* There could be negative effects, in terms of academics and socializing, from normal
students' interactions with AD/HD students.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

33. 23. 如我的班上有AD/HD的學生，我的工作量會增加。 *
If I have students with AD/HD in my class, my workload will increase.

十分不同意 SD   十分同意 SA

1   2   3   4

34. 23. AD/HD 學生在線上/線下的課堂經常出現無禮的行為。 *
AD/HD students that behave rudely most of the time.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

35. 24. 懶惰是AD/HD學生考試屢屢失敗的主要原因。 *
Laziness is the main cause of AD/HD students' frequent exam failures.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

36. 25. 我沒有足夠的時間把線上/線下的課堂進行差異化 。 *
In terms of differentiation, I believe I am pressed for time.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

37. 26. 我觀察到 AD/HD 學生在線上學習環境中的表現或參與度與現場課程相比有 *
明顯差異。
you observed noticeable differences in the performance or engagement of
AD/HD students in the online learning environment compared to on-site
classes.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　1　　2　　3　　4

38. 27. 對於 AD/HD 學生來說，利用線上課堂進行學習可能會出現困難。 *
It might be difficult for AD/HD students to attend online classes.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　　1　　2　　3　　4

39. 28. 線上/線下共融教室可能會對沒有 AD/HD的學生的情緒發展產生負面影響。

* Students without AD/HD is likely to experience negative effects on their emotional development if they are included in the inclusive classroom.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　　1　　2　　3　　4

40. 29. AD/HD 學生在線上課堂上集中注意力的能力低。　　　　　　　　　　*
AD/HD students' abilities to concentrate during the online classes are low.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　　1　　2　　3　　4

41. 30. 對於如何幫助AD/HD 學生在線上課堂中專注及學習，我感到無助。　　*
30. I feel helpless about how to help AD/HD students focus and helpless in online classes.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　　1　　2　　3　　4

42. 31. 如果我的班上有AD/HD的學生，這將使我準備課程及計劃課堂更具挑戰性。 *
Having students with AD/HD in my class will make preparation and lesson planning much more challenging.

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

43. 32. 我熟悉 AD/HD 學生在線上學習環境所面臨的獨特挑戰。 *
you are familiar with the unique challenges faced by AD/HD students in the online learning environment

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

44. 33. 我會在線上學習環境中根據 AD/HD 學生的需求要提供量身定制的幫助支持。 *
you provide accommodations or support tailored to the needs of AD/HD students in the online learning environment

Mark only one oval.

十分不同意 SD   十分同意 SA

1   2   3   4

45. 34. 我對自己在線上學習環境中為 AD/HD 學生提供有效回饋和指導的能力充滿 *
信心。
You are confident in your ability to provide effective feedback and guidance to
AD/HD students in the online learning environment.

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　1　　2　　3　　4

46. 35 . 線上學習平台/工具可以有效改善 AD/HD 學生對課堂的參與程度 。 *
You think the online learning platform/tools are effective to support the
engagement and participation of AD/HD students

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　1　　2　　3　　4

47. 36. 線上學習環境能有效支援 AD/HD 學生的協作和小組合作。 *
The online learning environment supports collaboration and group work for
AD/HD students

Mark only one oval.

十分不同意 SD　　十分同意 SA

　　　1　　2　　3　　4

48.   37. 讓患有 AD/HD 的學生加入我的班級能夠提升學生/我更大的耐性。   *
       Students/ I will learn more tolerance if I include AD/HD students in my class.

       Mark only one oval.

       十分不同意 SD   十分同意 SA

              1   2   3   4

49.   38.患有AD/HD的學生在線上/線下常規課堂一同上課，其個人發展將會受益。   *
       （自尊、歸屬感等）。
       Students with SEN will benefit from inclusion in terms of their personal
       development (self esteem, feeling of belonging, etc.).

       Mark only one oval.

       十分不同意 SD   十分同意 SA

              1   2   3   4

課堂管理策略 Adapted classroom management stagies on AD/HD students

50.   39. 在融合教育的課堂環境(線上/線下)中，您認為以下哪種行為表現較為需要推 *
       行課堂管理策略？
       In an inclusive education classroom environment(online/f2f), which of the
       following behaviors do you think requires the implementation of classroom
       management strategies?

       Check all that apply.

       ☐ 情緒有波動 Suffering emotional issues (e.g. laughing loudly /crying)

       ☐ 睡覺 Sleeping

       ☐ 坐立不定 Fidgeting
       ☐ 嘈吵/大叫 Shouting
       ☐ 欠專注 Inattentive

       ☐ Other: _____

51. 40.在融合教育的課室裡 (線上/線下)，您認為以下哪些課堂管理策略最為見效且對具有AD/HD的學生最有利？

Which of the following classroom management strategies do you think are most effective and beneficial for students with AD/HD in an inclusive education classroom(online/F2F)?

Check all that apply.

- [ ] 鼓勵性說話 Can-do Attitude
- [ ] 直接阻止學生 Direct appeal
- [ ] 觸碰提示(如輕拍膊頭) Touch interference
- [ ] 走向學生 Walking towards him/her
- [ ] Other: _____

訪談題目

Interview questions

這次的訪談一共有五條問題。

There are five questions are consisted in this interview.

1. 您通常在線上/線下的融合教育的課室裡會遇到什麼挑戰? 可否講述一下有關 AD/HD 學生具
    體的情況?
    What kinds of difficulties do inclusive education online/face-to-face classes typically present?
    Could you explain some circumstances including AD/HD students?

Teacher A:

Teacher B:

Teacher C:

Teacher D:

Teacher E:

2. 您通常在有 AD/HD 學生的課室裡會採用哪些課室管理策略? 這些方法管用嗎?
    What classroom management strategies do you typically use in online /face-to-face classrooms
    with AD/HD students? Do they useful?

Teacher A:

Teacher B:

Teacher C:

Teacher D:

Teacher E:

3. 你認為教授有 AD/HD 的學生能夠為您帶來正面的影響嗎? 能列舉一些因素及例子嗎?

Do you believe that working with students who have AD/HD will benefit you personally? Could you provide a few examples and factors?

Teacher A:

Teacher B:

Teacher C:

Teacher D:

Teacher E:

4. 您認為線上教室對 AD/HD 的學生有多大的共融性?

How inclusive do you think the online classroom can bring to students?

Teacher A:

Teacher B:

Teacher C:

Teacher D:

Teacher E:

5. 您認為在融合教育的課堂中上課能獲得什麼得益嗎? 請給予一些例子作解釋。

   Do you believe that teaching in classes in an inclusive education setting has any advantages? Please explain with a few instances.

Teacher A:

Teacher B:

Teacher C:

Teacher D:

Teacher E:

-This is the end of Honors Project Report-

And to deliver my dearest appreciation to my instructor, Dr. Chen Yuen.