

APPENDIX A

QUESTIONNAIRE

TEACHERS' KNOWLEDGE OF AND WILLINGNESS TO MAKE ACCOMMODATIONS FOR STUDENTS WITH ATTENTION DEFICIT/HYPERACTIVITY DISORDER INSTRUMENT

Pre-Test

Directions: Please answer the following statements by putting an X in the blank that best describes you.

You are: _____ Male _____ Female

Your ethnic background is
_____ African American _____ Caucasian/Non-Hispanic

Your years of teaching experience range between:

_____ 1-5 years _____ 6-10 years _____ 11-15 _____ 16-20 years

Have you ever taught a student with AD/HD? _____ Yes _____ No

Type(s) of Certification _____

Grades presently teaching: _____ (1-6) Elementary _____ (7-9) Junior High
_____ (10-12) High School

Directions: For each of the following items, please answer the following statements by circling either 1 (Never), 2 (Sometimes), 3 (Most of the time) 4 (Always)

Statement	1	2	3	4
1. I am WILLING to change my classroom policies to accommodate a student who breaks classroom rules.	1	2	3	4
2. I am Willing to change my normal teaching strategies to accommodate a student who is inattentive and distractible.	1	2	3	4
3. I am WILLING to change my normal teaching strategies to accommodate a student who blurts out answers and interrupts others.	1	2	3	4
4. I am WILLING to change my normal teaching strategies to accommodate a student who talks excessively and often does not listen.	1	2	3	4
5. I am WILLING to change my normal teaching strategies in order to accommodate a student who consistently shifts from one activity to another.	1	2	3	4

6. I am WILLING to change my methods of assessment to accommodate a student who often does not complete his work because of an inability to stay focused on my classroom instruction.	1	2	3	4
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Please answer the following items by circling the number that indicates your level of agreement (1 is equal to the **LOWEST** level of agreement).

Statement	LOW		HIGH	
7. I am SKILLED at designing long-range plans that meet the needs of my students with AD/HD.	1	2	3	4
8. I am SKILLED at appropriately pacing and timing the presentation of content material for my students with AD/HD.	1	2	3	4
9. I am SKILLED at grouping for instruction so that the needs of all my students are effectively met.	1	2	3	4
10. I am SKILLED at designing tests that effectively monitor progress of students with AD/HD.	1	2	3	4
11. I am SKILLED at using individualized/different criteria when evaluating the assignments and tests of students with AD/HD.	1	2	3	4
12. I am SKILLED at designing short-range plans that meet the needs of my students with AD/HD.	1	2	3	4
13. I am SKILLED at adapting course content to meet the needs of my students with AD/HD.	1	2	3	4
14. I am SKILLED at using frequent checks to monitor the progress of my students with AD/HD.	1	2	3	4
15. I am SKILLED at providing individualized instruction for students with AD/HD.	1	2	3	4

Directions: Please answer the following statements by circling either TRUE or FALSE.

STATEMENT		
16. A STUDENT WITH AD/HD HAS ONE OR MORE LEARNING DISABILITIES.	TRUE	FALSE
17. A STUDENT WITH AD/HD CAN BE TAUGHT MORE SUCCESSFULLY AFTER BEING TREATED WITH MEDICATION.	TRUE	FALSE
18. STUDENTS WITH AD/HD CANNOT CONTROL THEIR BEHAVIOR IN THE GENERAL EDUCATION SETTING.	TRUE	FALSE
19. A STUDENT WITH AD/HD KNOWS HOW TO INTERACT SOCIALLY, BUT CANNOT CONTROL HIS ACTIONS.	TRUE	FALSE

<u>20. IF A STUDENT CAN WATCH CARTOONS ON SATURDAY MORNING AND PAY ATTENTION, HE PROBABLY DOES NOT HAVE AD/HD.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>21. STUDENTS WITH AD/HD, WHO ARE ABLE TO INTERACT WITH THEIR TEACHER ONE ON ONE, CAN BEHAVE IN THE GENERAL EDUCATION CLASSROOM.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>22. STUDENTS WITH AD/HD CANNOT DO MATH PROBLEMS AS WELL AS STUDENTS WITHOUT AD/HD.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>23. STUDENTS WITH AD/HD USUALLY ARE NOT SUCCESSFUL IN COLLEGE PREPARATORY PROGRAMS.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>24. STUDENTS WITH AD/HD BREAK RULES AND REGULATIONS BECAUSE MOST OF THEM JUST DO NOT WANT TO BE COMPLIANT.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>25. STUDENTS WITH AD/HD CAN ONLY SUCCEED IN SPECIALLY DESIGNED CLASSROOMS EQUIPPED TO ACCOMMODATE THEIR DISORDER.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>26. STUDENTS WITH AD/HD DO NOT RESPOND TO REWARDS AND PUNISHMENTS AS DO STUDENTS WITHOUT AD/HD.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>27. STUDENTS WITH AD/HD OFTEN HAVE NO PROBLEMS WITH SELF-ESTEEM.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>28. STUDENTS WITH AD/HD NEED TO BE REFERRED FOR MENTAL HEALTH COUNSELING.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>29. STUDENTS WITH AD/HD NEED TO BE REFERRED FOR MEDICAL TREATMENT.</u>	<u>TRUE</u>	<u>FALSE</u>
<u>30. CHILDREN DIAGNOSED WITH AD/HD USUALLY OUTGROW THEIR AD/HD TENDENCIES BY LATE JUNIOR OR SENIOR HIGH SCHOOL.</u>	<u>TRUE</u>	<u>FALSE</u>

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY.