

# Boredom Coping Scale \*

## Example

When I am bored in \_\_\_\_\_ class, ...

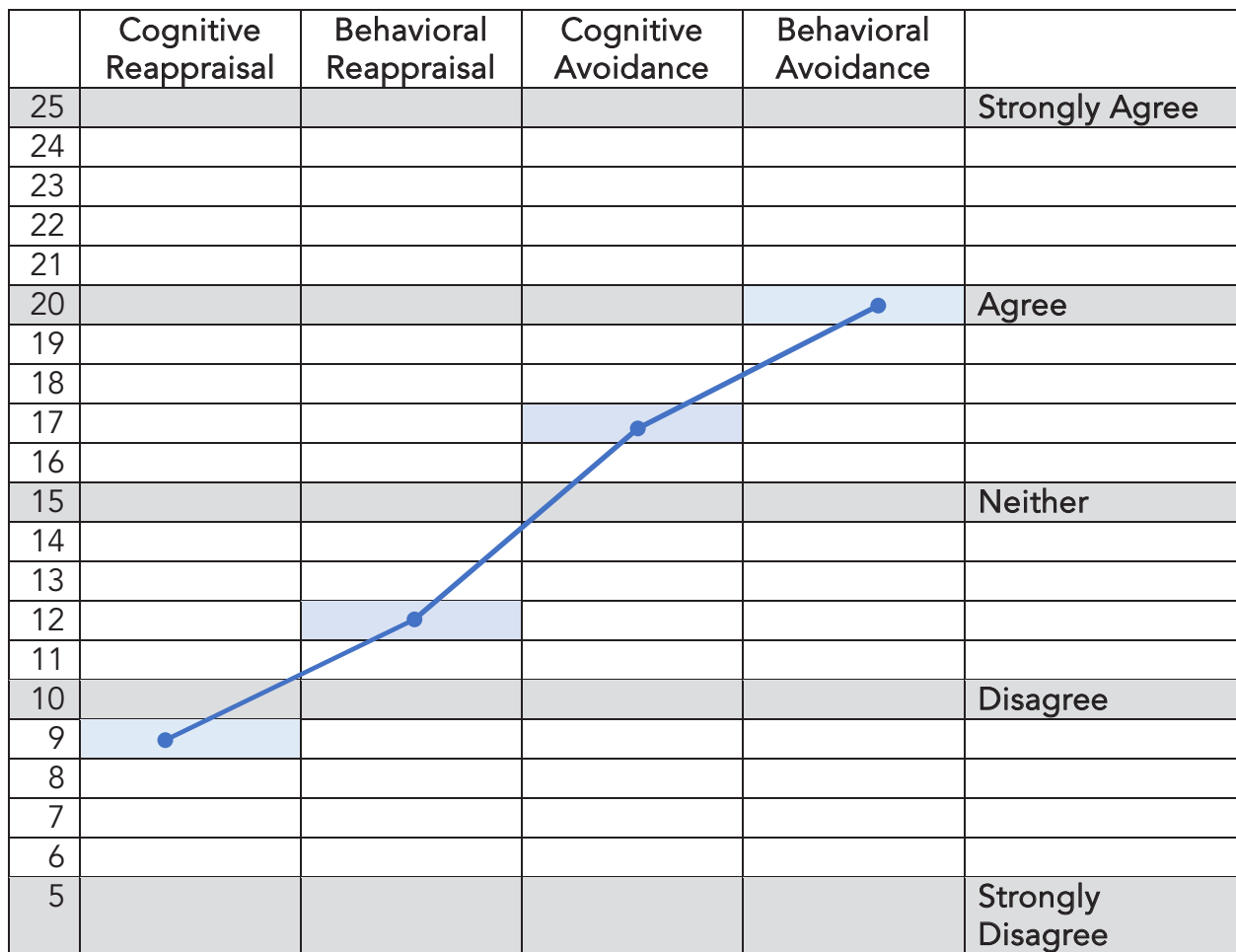
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I try to pay attention to the lesson more.	1	2	3	4	5
I tell myself to concentrate again.	1	2	3	4	5
I make myself aware of the importance of the issue.	1	2	3	4	5
I try to make myself aware that this class is important.	1	2	3	4	5
I make myself focus again because the issue is important.	1	2	3	4	5
<b>Cognitive-Approach</b>					<b>9</b>
I ask my instructor if we can do something else.	1	2	3	4	5
I ask my instructor for more interesting tasks.	1	2	3	4	5
I suggest that the instructor add variety to the lessons.	1	2	3	4	5
I try to get the instructor off topic so that we discuss an issue that interests me.	1	2	3	4	5
I bring up an issue that I think the class is more interested in.	1	2	3	4	5
<b>Behavioral-Approach</b>					<b>12</b>
I prepare for my next class.	1	2	3	4	5
I do my homework.	1	2	3	4	5
I study for another subject.	1	2	3	4	5
I think about my homework or something I have to study.	1	2	3	4	5
I copy the homework for my next class.	1	2	3	4	5
<b>Cognitive-Avoidance</b>					<b>17</b>
I talk to the person sitting next to me.	1	2	3	4	5
I start talking to my classmate sitting next to me.	1	2	3	4	5
I distract myself by interacting with my classmate.	1	2	3	4	5
I try to contact other classmates who are feeling also bored.	1	2	3	4	5
I occupy myself with my classroom neighbor or someone who is sitting close to me.	1	2	3	4	5
<b>Behavioral-Avoidance</b>					<b>20</b>

Transfer sums for each coping type to the chart.

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## Response Profile Example

Shade in the cell with the sum for each coping type and connect with a profile line.



**Cognitive-Reappraisal** items tends to be on average around the “neither” response option by most students.

**Reappraisers** are more likely to use Cognitive-Reappraisal strategies than Behavioral-Reappraisal and Cognitive Avoidance. They use Behavioral Avoidance the least.

**Criticizers** report using Behavioral-Reappraisal (strongly), Cognitive Avoidance (moderately) and Behavioral-Avoidance (moderately). They use Cognitive-Reappraisal the least.

**Evaders** report using Behavioral (strongly) and Cognitive (moderately) Avoidance. Reappraisals (Cognitive and Behavioral) are used much less.

\* Nett, U. E., Goetz, T., & Daniels, L. M. (2010). What to do when feeling bored?: Students’ strategies for coping with boredom. *Learning and Individual Differences*, 20(6), 626–638.