**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
| Cognitive-Approach |  |  |  |  |  |
| 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 |
| Behavioral-Approach |  |  |  |  |  |
| 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 |
| Cognitive-Avoidance |  |  |  |  |  |
| 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 |
| Behavioral-Avoidance |  |  |  |  |  |
| 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 |

*Transfer sums for each coping type to the chart.*

**Response Profile**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Cognitive Reappraisal** | **Behavioral****Reappraisal** | **Cognitive****Avoidance** | **Behavioral****Avoidance** |  |
| 25 |  |  |  |  | **Strongly Agree** |
| 24 |  |  |  |  |  |
| 23 |  |  |  |  |  |
| 22 |  |  |  |  |  |
| 21 |  |  |  |  |  |
| 20 |  |  |  |  | **Agree** |
| 19 |  |  |  |  |  |
| 18 |  |  |  |  |  |
| 17 |  |  |  |  |  |
| 16 |  |  |  |  |  |
| 15 |  |  |  |  | **Neither** |
| 14 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 10 |  |  |  |  | **Disagree** |
| 9 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 5 |  |  |  |  | **Strongly Disagree** |

*Source:* 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.

**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.

**How I Feel Right Now**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please respond to each question indicating how you feel right now about yourself and your life, even if it is different from how you usually feel. Use the following choices:

1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neutral; 5 = Somewhat agree; 6 = Agree; and 7 = Strongly agree.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Agree | Strongly Agree |
| 1. Time is passing by slower than usual.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am stuck in a situation that I feel is irrelevant.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am easily distracted.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am lonely.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Everything seems to be irritating me right now.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I wish time would go by faster.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Everything seems repetitive and routine to me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I feel down.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I seem to be forced to do things that have no value to me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I feel bored.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Time is dragging on.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am more moody than usual.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am indecisive or unsure of what to do next.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I feel agitated.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I feel empty.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. It is difficult to focus my attention.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I want to do something fun, but nothing appeals to me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Time is moving very slowly.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I wish I was doing something more exciting.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My attention span is shorter than usual.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am impatient right now.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am wasting time that would be better spent on something else.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mind is wandering.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I want something to happen but I’m not sure what.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I feel cut off from the rest of the world.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Right now it seems like time is passing slowly.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am annoyed with the people around me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I feel like I’m sitting around waiting for some-thing to happen.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. It seems like there’s no one around for me to talk to.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

*Source:* Fahlman, S. A., Mercer-Lynn, K. B., Flora, D. B., & Eastwood, J. D. (2013). Development and Validation of the Multidimensional State Boredom Scale, *Assessment, 20*(1) 68–85. doi:10.1177/1073191111421303 <http://asm.sagepub.com>

**How I feel Scoring**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Agree | Strongly Agree | Disengagement | High Arousal | Inattention | Low Arousal | Time Perception |
| 1. Time
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am stuck
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am easily distracted.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am lonely.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. Everything seems
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I wish time would
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. Everything seems
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I feel down.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I seem to be forced
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I feel bored.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. Time is dragging on.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am more moody
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am indecisive
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I feel agitated.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I feel empty.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. It is difficult to focus
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I want to do something
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. Time is moving
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I wish I was doing
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. My attention span is
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am impatient right now.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am wasting time that
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. My mind is wandering.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I want something to hap
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I feel cut off from
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. Right now it seems
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I am annoyed with
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. I feel like I’m sitting
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| 1. It seems like there’s no
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  |  |  |
| Enter Sum Scores Here |  |  |  |  |  |
| Divide by  | 10 | 5 | 4 | 5 | 4 |
| Mean item response  |  |  |  |  |  |

MSBS Scores: Disengagement subscale: Items 2, 7, 9, 10, 13, 17, 19, 22, 24, 28; High Arousal subscale: Items 5, 12, 14, 21, 27 ; Inattention subscale: Items 3, 16, 20, 23; Low Arousal subscale: Items 4, 8, 15, 25, 29; Time Perception subscale: Items 1, 6, 11, 18, 26.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.0 | Round value to closest 0.5 |  |  |  |
| 6.5 |  |  |  |  |  |
| 6.0 |  |  |  |  |  |
| 5.5 |  |  |  |  |  |
| 5.0 |  |  |  |  |  |
| 4.5 |  |  |  |  |  |
| 4.0 |  |  |  |  |  |
| 3.5 |  |  |  |  |  |
| 3.0 |  |  |  |  |  |
| 2.5 |  |  |  |  |  |
| 2.0 |  |  |  |  |  |
| 1.5 |  |  |  |  |  |
| 1.0 |  |  |  |  |  |
|  | Disengagement | High Arousal | Inattention | Low Arousal | Time Perception |