# Organization Problems Inventory

For each of the following statements, consider whether this is a problem you (or a student) exhibits. If it is, place a check mark in the white box to the right of the statement.

| I (or my student) have/has problems with: | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Being as neat as other people expect me to be | ▓ | ▓ | ▓ |   | ▓ | ▓ |
| 2. Completing long and complicated assignments | ▓ |   | ▓ | ▓ | ▓ | ▓ |
| 3. Concentrating or remembering information when I am distracted by what is going on around me | ▓ | ▓ | ▓ | ▓ | ▓ |   |
| 4. Deciding how to tell which tools, books, & notebooks go with each task or class | ▓ | ▓ | ▓ | ▓ |   | ▓ |
| 5. Dividing a big job into sub-tasks | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 6. Doing the hard work first before I am too tired or bored | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 7. Doing things in the right order |   | ▓ | ▓ | ▓ | ▓ | ▓ |
| 8. Estimating how much time is left | ▓ | ▓ |   | ▓ | ▓ | ▓ |
| 9. Figuring out what is wrong if I accidentally skip a step |   | ▓ | ▓ | ▓ | ▓ | ▓ |
| 10. Finding something if it's not exactly where I thought it should be | ▓ | ▓ | ▓ |   | ▓ | ▓ |
| 11. Finding the right place (so I can find them again) for all the "things" I need to organize | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 12. Finding things in my locker or desk | ▓ | ▓ | ▓ |   | ▓ | ▓ |
| 13. Finishing a long task without a check-list or outside help | ▓ | ▓ | ▓ | ▓ | ▓ |   |
| 14. Finishing detailed work without recueing or incentives | ▓ | ▓ | ▓ | ▓ | ▓ |   |
| 15. Finishing work when the assignment is too vague or when I'm not given specific due dates |   | ▓ | ▓ | ▓ | ▓ | ▓ |
| 16. Getting a task done without daydreaming | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 17. Getting my work done in the allotted time | ▓ | ▓ |   | ▓ | ▓ | ▓ |
| 18. Highlighting just the most vital information | ▓ |   | ▓ | ▓ | ▓ | ▓ |
| 19. Keeping my notebook in order | ▓ | ▓ | ▓ |   | ▓ | ▓ |
| 20. Keeping track of assignments | ▓ | ▓ |   | ▓ | ▓ | ▓ |
| 21. Knowing how long something takes to complete | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 22. Knowing which papers I should keep in my notebook / files | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 23. Learning new things while sitting perfectly still | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 24. Lining up math problems | ▓ | ▓ | ▓ |   | ▓ | ▓ |
| 25. Listening to long and complex directions | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 26. Making the best choices | ▓ | ▓ |   | ▓ | ▓ | ▓ |
| 27. Memorizing seemingly unrelated information so I can retrieve it for a task or test |   | ▓ | ▓ | ▓ | ▓ | ▓ |
| 28. Moving smoothly from one task to another without anxiety | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 29. Not just putting everything in one pile | ▓ | ▓ | ▓ | ▓ |   | ▓ |
| 30. Putting things in the correct folder | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 31. Reading clocks | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 32. Remembering how to do something unless I have practiced it over and over |   | ▓ | ▓ | ▓ | ▓ | ▓ |
| 33. Remembering how to do things without a lot of repetition | ▓ | ▓ | ▓ | ▓ |   | ▓ |
| 34. Remembering the final goal because I'm so caught up in the step by step process | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 35. Taking in all the details that everyone else does | ▓ | ▓ | ▓ |   | ▓ | ▓ |
| 36. Understanding how two things are related | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| 37. Understanding the benefit of doing things in a structured set of steps |   | ▓ | ▓ | ▓ | ▓ | ▓ |
| 38. Skipping steps in a task unless they are written out |   | ▓ | ▓ | ▓ | ▓ | ▓ |

| 39. Staying on one topic while writing | | | | | | |
|---|---|---|---|---|---|---|
| **I (or my student) have/has problems with:** | **1** | **2** | **3** | **4** | **5** | **6** |
| 40. Studying the most important information the longest | | | | | | |
| 41. Taking and organizing notes for a research paper | | | | | | |
| 42. Taking organized notes from reading | | | | | | |
| 43. Throwing unnecessary things away | | | | | | |
| 44. Waiting for anything | | | | | | |
| 45. Working in a small space or area | | | | | | |
| 46. Working on multi-task, long terms assignments without waiting until the end to finish them | | | | | | |
| 47. Working with graphic organizers that require I sort ideas into topics | | | | | | |
| 48. Writing on the lines or within the margins | | | | | | |
| | | | | | | |
| **Total Checks per Category** | | | | | | |

## Categories
1 = Sequential Organization Problems
2 = Prioritization Organization Problems
3 = Temporal Organization Problems
4 = Spatial Organization Problems
5 = Categorical (Semantic) Organization Problems
6 = Attention Organization Problems

## Scoring and Interpretation:

Generally speaking, we have found the following is true of the total checks per category boxes scores:

- 0-3 checks indicates a low to non-existent degree of organization problems in this category.
- 4 checks in a category can be symptomatic of problems for some people but could still be found in a person who is functioning with some degree of organizational success in this category.
- 5-8 checks almost always indicates functional problems in this category of organizational problems.
- Most people who have organizational problems have one category that is relatively high (7-8) and 2 other areas that are less problematic (4-7). We always suggest trying to deal with the category that has the most problems because "fixing" it can affect other areas.
- If attention is the major area, regardless of its number score, start trying to deal with it first. It always affects the other categories of organization problems.

Specifically, we also have noted:

- That sometimes problems are related to learning styles. For example, someone who checked #3 and #26 may have attention problems or they may simply have problems with auditory distractors.
- Students, parents, and teachers often see problems quite differently. For older students, I try to have all three categories of people fill out the inventory for the student being evaluated. While most everyone recognizes the most problematic categories, which is seen as most problematic by the student is often not the same category reported by parents and teachers. Starting with what the student thinks is most problematic is a good way to start dealing with organization problems because the student is most invested in finding a way to remediate the problem they identify as their worst area of organization.
- A few people have told us that they need to fill out the inventory for different environments in their lives (home, work, school, etc.). While some problems seem to carry across environments, spatial problems, in particular, reportedly differ according to the environment the person is in and with whom they are living or working.