

# 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.

<b>I (or my student) have/has problems with:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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						
<b>I (or my student) have/has problems with:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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						
<b>Total Checks per Category</b>						

### 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.