

ATTENTION CONTROL INVENTORY

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This Inventory of traits is meant to be completed by parents, teachers, and others who live or work with a child who may be having problems with attention control. This Inventory is not meant to be scored but, instead, to document the traits that will require management at home and in school.

Child's Name _____ Today's Date _____
 School _____ Grade _____ Age _____
 Person Completing Inventory _____
 Relationship to Child: Parent Teacher Tutor Other _____

A. MENTAL ENERGY CONTROLS

The traits or behaviors in this section all have to do with a child's ability to be alert and able to concentrate and get work done. Some children have trouble keeping up their concentration. They seem to feel a kind of mental fatigue that can make it hard for them to do what is expected of them, especially in school.

1. ALERTNESS	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Has sleep problems affecting daytime concentration				
Becomes fatigued during the day (e.g., yawns, stretches, looks tired, etc.)				
Has highly inconsistent levels of concentration				
Does not get started well in the morning				

2. MENTAL EFFORT	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Has trouble getting started with work at school or home				
Does not finish what s/he starts				
Is highly inconsistent in work output				
Can work hard only on things that are fun / interesting				

SECTION A Comments:

B. PROCESSING CONTROLS

The traits in this section all have to do with a person's ability to control the way information comes into the mind and gets thought about by the mind. Some people with attention problems have inadequate control over incoming stimuli or information.

3. SALIENCY DETERMINATION	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Does not seem to listen for important information				
Is easily distracted by unimportant sounds				
Keeps noticing unimportant sights				
Remembers a lot of "useless" information				

4. PROCESSING DEPTH / DETAIL	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Requires frequent repetition of instructions				
Has trouble with fine details in schoolwork				
Has problems getting new facts into memory				
Focuses too hard on the wrong things				

5. MENTAL ACTIVATION	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Has unusual or "far out" ideas				
Seems to be bored with / in school				
Does not relate new facts to what is already known				
Seems to daydream a great deal				

6. FOCAL MAINTENANCE	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Does not concentrate long enough (to complete tasks)				
Keeps tuning in and out during conversations				
Tends to lose track in the middle of activities				
Misses parts of spoken directions				

7. SATISFACTION CONTROL	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Is hard to satisfy; wants things all the time				
Is restless				
Stirs things up for excitement				
Wants everything right away				

SECTION B Comments:

C., D. PRODUCTION CONTROLS (Effects on Schoolwork)

The next two sections (Parts C and D) have to do with traits that describe difficulty with output - what a person's mind produces. In Part C, there are traits that may affect the quality of a child's school work. In Part D, the same traits are considered in terms of their effects upon a student's behavior.

8. PREVIEWING	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Fails to consider future consequences of actions				
Handles transitions between activities poorly				
Has trouble planning before doing something				
Can't seem to predict peoples' reactions / evaluations				

9. FACILITATION & INHIBITION	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Shows excessive level of motor activity				
Tends to respond without thinking				
Says things s/he should not have said				
Does things s/he should not have done				

10. TEMPO CONTROL	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Does things too slowly				
Does not organize time well				
Does activities too quickly				
Is late and/or does things at the last minute				

11. SELF-MONITORING	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Makes many careless mistakes				
Does not seem to realize it, when displeasing others				
Says things without noticing effect (on others)				
Loses track during a task or activity				

12. REINFORCEABILITY	Often a problem	Sometimes a problem	Possibly a problem	Never a problem
Does not learn from past experience				
Is not much affected by punishment or poor grades				
Responds only briefly to rewards or praise				
Ignores feedback from others				

SECTIONS C & D Comments:

SUMMARY COMMENTS:

Thank you for your help!