

The Levine Information Processing Questionnaire¹

The purpose of this questionnaire is to explore processing of information in children and adults, as it relates to their attention. These questions might form the basis for an informal interview with the adult or partner. Alternatively, they may be answered by observation in the classroom, home or work setting. Also note, that responses to these questions are meant to be in comparison to others of the same age in the same setting or context. This questionnaire is NOT meant to be scored or otherwise turned into a standardized instrument.

INSTRUCTIONS:

Place a Y (for “yes”) and or an N (for “no”) or a “?” (if you are not sure of the answer or don’t understand the question) in the space to the left of each question. It is good if you have more than one person giving his/her opinion. Make sure everyone gives their own answers.

A. Input of Information

Maintaining Consistent Alertness

1. Does s/he seem to be tired during the daytime? Are there signs of stretching, yawning, appearing tired? Does s/he fidget a lot?
2. Does s/he seem to “tune out” or daydream during conversations, on tests or while working on projects?
3. Is there a history of unusual or difficult sleeping patterns?
4. Is it necessary to keep repeating instructions for him/her?

Taking in Information Deeply Enough

5. Does s/he have a hard time remembering what is said (i.e., short term memory)? Does s/he ask for information to be repeated right away because it has been “forgotten”?
6. Is there inconsistency in his/her understanding of information that has recently been given?
7. Is s/he absent-minded?

¹ This questionnaire was originally developed by Mel Levine, M.D., for use with children. It was adapted in 1993 by Dr. Teeya Scholten, C. Psych. and other staff at the Calgary Learning Centre for use with adults and children.

Passive or Active Processing

8. Does s/he give very brief answers to questions? Is s/he only able to elaborate on the details of subjects that are strong areas of interest?
9. Does s/he daydream richly and with great frequency?
10. Is this someone who memorizes information rather than trying to understand it?
11. Does s/he seem to have a hard time relating new information or knowledge with material that has been learned before?
12. Is this a person who seems to have no strong interests in any academic subject matter?
13. Does s/he complain of feeling bored much of the time in school or at work?

Determining the Importance of Information

14. Are there indications that this person has a great difficulty deciding what's important and what's irrelevant?
15. Does s/he have trouble focusing on important details while performing academic work?
16. Does s/he have a hard time summarizing or paraphrasing information that has been learned (i.e., more difficulty than would be expected by someone with his/her overall ability to express his/her ideas)?
17. Does s/he have trouble understanding the meaning of what s/he reads or hears (even when s/he understands the main idea of stories, instructions, or explanations)?

Filtering out Distractions

18. Does s/he look around a great deal during work/class? Does s/he stare off into space frequently?
19. Are there signs that this person is "tuned in" to background noises?
20. Does this person fidget with his/her fingers or other objects at inappropriate times?
21. Is it especially hard for this person to "filter out" noises from others, in order to finish tasks?

Ability to Satisfy Oneself

22. Is this person especially hard to satisfy?
23. Is this the sort of individual who wants things all the time and loses interest rather quickly when s/he finally acquires what s/he wanted?
24. Does s/he appear to crave highly intense experience? Does s/he create provocative situations to “stir things up” in order to produce excitement or high levels of stimulation?
25. Is it necessary for there to be ultra high levels of stimulation or personal interest in order for this person to concentrate effectively?

B. Output of Information

Preview of Outcomes

26. Does this person fail to look ahead? Are there signs that s/he doesn't think about the consequences before doing or trying something?
27. Are there signs that this individual works impulsively (i.e. without exerting sufficient planning) at home, work or school?
28. Does s/he have a hard time estimating how long tasks, projects or assignments might take?

Behavioral Control

29. Does s/he have a hard time controlling his/her own behavior at work, school, or in social groups?
30. Does s/he do many things the hard way?
31. Is this someone who seems to lack alternative strategies? For learning? For coping with stress? For relating to others?
32. Are there signs of poor motor control (i.e., clumsiness) when trying to start or stop an activity?

Pacing of Activities

33. Does s/he do many things too quickly?
34. Are there activities or pursuits where the individual operates too slowly?

35. Is this someone with a weak sense of time - its allocation, its sequences, its planning implications?
36. Does s/he make many careless mistakes because of rushing?
37. Are there indications of over-activity in this person?

Consistency of Effort

38. Are there signs of extreme performance inconsistency (e.g., a lot of variability in quality of work or test scores)?
39. Does his/her performance deteriorate over time when s/he is trying to complete a task or assignment?
40. Is it often hard for this individual to mobilize the needed effort to get started with work?
41. Is this person unpredictable in work output (e.g., accomplishing tasks, submitting work/homework)?
42. Does s/he seem “lazy” or somehow poorly motivated?

Self-Monitoring

43. Is there a tendency to fail to notice when s/he makes errors in work? Is s/he highly reluctant to check work or proofread?
44. In social interactions, does s/he have trouble knowing how s/he is doing? Are there problems interpreting social feedback cues from others?
45. Does this person behave in inappropriate ways without seeming to realize early enough that s/he may be getting into trouble?

Learning from Experience

46. Does s/he have a hard time learning from his/her mistakes (i.e., an inadequate response to “negative” learning experiences?)
47. Does this individual seem unresponsive to rewards or praise?
48. Are there indications that s/he fails to “learn from experience”?
49. Is this person relatively unable to make use of feedback given by others?



HOW TO INTERPRET ... The Levine Information Processing Questionnaire

Once you have answered the questions, count the number of sections in which more questions have been answered with a “Yes” than with a “No”. When you do this, you will probably identify the 4-6 areas which are most strongly affected by your attention. (If you have identified more than 6 areas, you may wish to “count” only those areas where you have said “Yes” to every item. If you have less than 3 areas, you may wish to consider looking at the areas where you said “Yes” to one or two questions.)

If you have asked someone else to fill out the Questionnaire on you or your child, have them use the same procedure to interpret this questionnaire. Each person completing the questionnaire should do so separately. We are looking for individual opinions, not a consensus! Then compare the results. See if there are common areas of concern.



WRITE DOWN...

The 4-6 areas of information processing which are most affected by your attention.

I usually suggest that people begin with ONE area of information processing they would like to work on improving. Read the strategies that are listed in Tool C - Strategies for Improving Attention (p. 55) and pick ONE strategy that appeals to you. Try the strategy for 3-4 weeks and EVALUATE whether or not it has helped.