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| **About the Measure** | |
| **Protocol Id** | 711001 |
| **Domain:** | Tobacco Regulatory Research - Host: Social/Cognitive |
| **Measure:** | Attention |
| **Definition:** | Attention is the process of selecting for active processing specific aspects of the environment or ideas stored in memory. |
| **Purpose:** | The Attentional Control Scale (ACS) is a self-report questionnaire that has been developed to measure individual differences in attentional control. |
| **Essential PhenX Protocols:** | Current Age [10101] |
| **Related PhenX Protocols:** | Attention-Deficit Hyperactivity Disorder Symptoms - Adult [121501] Attention-Deficit Hyperactivity Disorder Symptoms - Child [121502] Temperament - Child [181101] Temperament - Early Childhood [181102] Temperament - Infant [181103] Temperament - Adolescent [181104] Temperament - Adult [181105] Motor and Attentional Impulsivity (Immediate and Delayed Memory Task) [530601] Motor and Attentional Impulsivity (Immediate and Delayed Memory Task) [530602] |
| **Measure Release Date:** | February 20, 2015 |

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| **About the Protocol** | |
| **Protocol Release Date:** | February 20, 2015 |
| **Protocol Review Date:** | February 20, 2015 |
| **PhenX Protocol Name:** | Attention |
| **Protocol Name From Source:** | The Attention Control Scale (ACS) |
| **Protocol Availability:** | Available |
| **Keywords:** | attention; focusing; shifting; mood change; subjective effects |
| **Description:** | The Attention Control Scale (ACS) is a 20-item self-report measure assessing attentional focusing and shifting. |
| **Specific Instructions:** | None |
| **Protocol:** | Items are scored on a 4-point scale (1 = *almost never*; 2 = *sometimes*; 3 = *often*; 4 = *always*). R = reverse-scored item.  1. It’s very hard for me to concentrate on a difficult task when there are noises around. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  2. When I need to concentrate and solve a problem, I have trouble focusing my attention. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  3. When I am working hard on something, I still get distracted by events around me. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  4. My concentration is good even if there is music in the room around me.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  5. When concentrating, I can focus my attention so that I become unaware of what’s going on in the room around me.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  6. When I am reading or studying, I am easily distracted if there are people talking in the same room. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  7. When trying to focus my attention on something, I have difficulty blocking out distracting thoughts. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  8. I have a hard time concentrating when I’m excited about something. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  9. When concentrating I ignore feelings of hunger or thirst.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  10. I can quickly switch from one task to another.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  11. It takes me a while to get really involved in a new task. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  12. It is difficult for me to coordinate my attention between the listening and writing required when taking notes during lectures. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  13. I can become interested in a new topic very quickly when I need to.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  14. It is easy for me to read or write while I’m also talking on the phone.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  15. I have trouble carrying on two conversations at once. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  16. I have a hard time coming up with new ideas quickly. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  17. After being interrupted or distracted, I can easily shift my attention back to what I was doing before.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  18. When a distracting thought comes to mind, it is easy for me to shift my attention away from it.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  19. It is easy for me to alternate between two different tasks.  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  20. It is hard for me to break from one way of thinking about something and look at it from another point of view. (R)  [ ] 1 almost never  [ ] 2 sometimes  [ ] 3 often  [ ] 4 always  Scoring: ACS Full Scale: average of all 20 items.  ACS Focusing Subscale: average of items 1, 2, 3, 6, 7, 8, 12  ACS Shifting Subscale: average of items 10, 13, 17, 18, 19  Higher scores on the ACS Full Scale indicate great attentional control, higher scores on the ACS Focusing Subscale indicate greater attentional focus, and higher scores on the ACS Shifting Subscale indicate greater capacity for attentional shifting. |
| **Selection Rationale:** | The Attention Control Scale (ACS) is very brief and easy to administer, and it can assess two aspects of attention: shifting and focus. It has solid psychometric properties and supportive validity information. Some attentional processes may be enhanced by nicotine and degraded during tobacco withdrawal. Behavioral, neurophysiological, and self-report assessments capture different components of attentional process. |
| **Source:** | Judah, M. R., Grant, D. M., Mills, A. C., & Lechner, W. V. (2014). Factor structure and validation of the attentional control scale. *Cognitive Emotion*, *28*(3), 433-451. |
| **Language** | English |
| **Participant:** | Adult = 18 and over |
| **Personnel and Training Required:** | None |
| **Equipment Needs:** | None |
| **Standards** |  |
| **General References:** | Derryberry, D., & Reed, M. A. (2002). Anxiety-related attentional biases and their regulation by attentional control. *Journal of Abnormal Psychology,* *111*(2), 225-236. doi:10.1037/0021-843X.111.2.225 |
| **Mode of Administration:** | Self-administered questionnaire |
| **Derived Variables:** | None |
| **Requirements:** | |  |  | | --- | --- | | **Requirement Category** | **Required (Yes/No)** | | **Major equipment** | No | | **Specialized training** | No | | **Specialized requirements for biospecimen collection** | No | | **Average time of greater than 15 minutes in an unaffected individual** | No | |
| **Annotations for Specific Conditions:** | None |
| **Process and Review:** | Not applicable. |