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# UNINTENTIONAL PROCRASTINATION SCALE

Please read each statement and select a number 1, 2, 3 or 4 which indicates how much you agree or disagree with the statement. There are no right or wrong answers. Do not spend too much time on any statement.

|  | <i>Do not agree</i> | <i>Agree slightly</i> | <i>Agree moderately</i> | <i>Agree very much</i> |
|--|---------------------|-----------------------|-------------------------|------------------------|
| 1. I rarely begin tasks as soon as I am given them, even if I intend to.   | 1                   | 2                     | 3                       | 4                      |
| 2. Often, I mean to be doing something, but it seems that sometimes I just don't get round to it.                    | 1                   | 2                     | 3                       | 4                      |
| 3. I often seem to start things and don't seem to finish them off.   | 1                   | 2                     | 3                       | 4                      |
| 4. I intend to get things done, but sometimes this just does not happen.   | 1                   | 2                     | 3                       | 4                      |
| 5. Often I will set myself a date by which I intend to get something done or make a decision, but miss the deadline. | 1                   | 2                     | 3                       | 4                      |
| 6. I really want to get things finished in time, but I rarely do.  | 1                   | 2                     | 3                       | 4                      |

## SCORING AND PERMISSION

The UPS is a single factor scale measuring unintentional procrastination. To calculate a total score, simply add-up all the circled responses. Higher scores indicate higher levels of unintentional procrastination. Clinical cut-offs have yet to have been established (as of 17/02/2021). I, Bruce Alexis Fernie, give permission to use the scale for non-commercial use.

## INDEX ARTICLE

Fernie, B.A., Bharucha, Z., Nikčević, A.V., & Spada, M.M. (2016). The Unintentional Procrastination Scale, *Journal of Rational-Emotive Therapy*.

## RELEVANT READING

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- de Palo, V., Monacis, L., Miceli, S., Sinatra, M., & Di Nuovo, S. (2017). Decisional Procrastination in Academic Settings: The Role of Metacognitions and Learning Strategies. *Front Psychol, 8*, 973. <https://doi.org/10.3389/fpsyg.2017.00973>
- Fernie, B. A., Bharucha, Z., Nikcevic, A. V., Marino, C., & Spada, M. M. (2017, Mar 1). A Metacognitive model of procrastination. *J Affect Disord, 210*, 196-203. <https://doi.org/10.1016/j.jad.2016.12.042>
- Fernie, B. A., Kopar, U. Y., Fisher, P. L., & Spada, M. M. (2018, Nov). Further development and testing of the metacognitive model of procrastination: Self-reported academic performance. *J Affect Disord, 240*, 1-5. <https://doi.org/10.1016/j.jad.2018.07.018>
- Fernie, B. A., McKenzie, A.-M., Nikčević, A. V., Caselli, G., & Spada, M. M. (2015). The Contribution of Metacognitions and Attentional Control to Decisional Procrastination. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 34*(1), 1-13. <https://doi.org/10.1007/s10942-015-0222-y>
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- Mohammadi Bytamar, J., & Saed, O. (2018). Psychometric Properties of Metacognitive Beliefs about Procrastination Questionnaire in Students of Zanjan University of Medical Sciences, Zanjan, Iran. *Journal of Medical Education Development, 11*(30), 40-55. <https://doi.org/10.29252/edcj.11.30.40>