























Leuven's Scales for Well-being (taken from A Process Orientated Self-evaluation Instrument for Care Settings)

Well-being Signals	Level	Level Description	Involvement Examples
<p>The child clearly shows signals of discomfort: Whines, sobs, cries, screams Looks dejected, sad or frightened, is in panic Is angry or furious Shows signs such as feet wriggles, throws objects, hurts others Sucks thumb, rubs eyes Doesn't respond to the environment, avoids contact, withdraws Hurts himself, bangs head, throws himself on the floor</p>	1	Extremely Low	<p>The child hardly shows any activity: No concentration, staring or daydreaming Absent or passive attitude No goal-orientated activity, aimless activity No signs of exploration and interest</p>
<p>The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time</p>	2	Low	<p>The child shows some degree of activity but which is often interrupted: Limited concentration, looks away during the activity, fiddles Is easily distracted, action only leads to limited results</p>
<p>The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.</p>	3	Moderate	<p>The child is busy the whole time but without real concentration: Routine action - attention is superficial Not absorbed in an activity – short lived attention Limited motivation, dedication, does not feel challenged The activity does not address the child's motivation</p>
<p>The child shows obvious signs of satisfaction. However these signals are not constantly present with the same intensity as level 5</p>	4	High	<p>There are clear signs of involvement but not always present. The child is: Engaged in the activity without interruption Most of the time there is real concentration The child feels challenged and mostly motivated Capabilities and imagination are mostly addressed</p>
<p>The child displays the following: Looks happy and cheerful, smiles, beams, cries out of fun, Talks to themselves, plays with sounds and hums or sings Is relaxed, does not show signs of tension or stress Open and accessible to the environment, is spontaneous / expressive Lively, full of energy Expresses self-confidence and self-assurance</p>	5	Extremely High	<p>The child is completely and continuously engaged in the activity: Absolutely focussed, without interruption Highly motivated and perseveres Shows attention to details and precision Constantly addresses capabilities and imagination Obviously enjoys being engrossed in the activity</p>



Form A - Observation of Well-being and Involvement

Date:		Time:									
Name of Child		Observation		Well-being Involvement		Name of child		Observation		Well-being Involvement	
1				WB	INV	6				WB	INV
											
2						7					
3						8					
4						9					
5						10					




Form B – Analysis of the child observations

The high scores (4 or 5) for Well-being and Involvement are linked with:		The low scores (1 or 2) for Well-being and Involvement are linked with:	
A rich environment (well equipped, a variety of play materials reflecting different developmental levels and child and adult led activities)	Environment	An insufficient offer (poor range of equipment, little or old play material with hardly any child or adult led activities on offer)	
A positive atmosphere / group climate (calm and positive interactions, sense of belonging)	Atmosphere	A negative atmosphere and group climate (negative interactions, shouting or uncomfortable silences, children and carers do not connect much)	
Room for initiative (children are often free to choose their own activities, they are involved in practical matters, rules and agreements)	Initiative	Too little room for initiative (predominantly compulsory activities with limited flexibility in the plan of the day, limited input from the children)	
An efficient organisation (a clear plan of the day geared to the children, no dead moments, appropriate groupings and good use of guidance)	Organisation	An insufficient organisation (the plan of the day is not clear, there are many dead moments especially during transitions, vague and confusing guidance)	
An empathetic adult style (takes account of the children's feelings, intervening in a stimulating way and offering room for initiative)	Adult Style	An inappropriate adult style (not taking the children's feelings into account, no or few stimulating impulses, discouraging children to take initiative)	
Child Factors	Exceptional circumstance	Child factors	Exceptional circumstances





Form C – Improving What You Can to Support Individual Children’s Well-being and Involvement

A Rich Environment		Enrich? 
1	<p>The basic arrangement of the playroom or outside area consists of 4-6 areas allowing choices and that stimulate all areas of development</p> <p>Additionally, there are areas that are geared to the children’s interests and developmental play needs</p>	
2	<p>The children get the opportunity to play outside frequently in most weathers</p>	
3	<p>The arrangement of the play areas are geared to the children – child sized furniture and picture material hung at the child’s eye level</p>	
4	<p>Play materials are easily accessible for the children inviting them to play e.g. clear picture labelling, open shelves and cupboards, clear pathways, materials at different heights</p>	
5	<p>Every play area contains sufficient materials for the number of children present – not too limited but also not too overwhelming. New materials are introduced on a regular basis such as real, non-commercial objects or toy library items.</p>	
6	<p>The environment reflects a relaxing atmosphere such as cosy corners, quiet areas, music on, soft colours</p> <p>The environment reflects some elements from home – music from home, photo books of family members and favourite home toys etc.</p>	




Form C – Improving What You Can to Support Individual Children’s Well-being and Involvement cont.

Freedom and Participation		Enrich? 
1	<p>Children are given a choice of activity or play item. They can determine what they play with, whether they join in with an activity or do something else</p> <p>They can chose themselves whether they play inside or outside</p>	
2	<p>Rules and boundaries are explained to the children at their level of understanding (supported visually) and in context. They are functional and self-evident through visual cues e.g. boots on to go outside, take turns on the slide</p> <p>Children are reminded of rules and boundaries as necessary and explicitly praised for getting it right for themselves</p>	
3	<p>Children engage in practical jobs in the setting – tidying, setting the table etc.</p> <p>Children make decisions about their environment – displays, where things are kept, where personal toys are put</p>	

Feelings within the group / group climate		Enrich? 
1	<p>Activities are specifically offered where children can experience togetherness – eating together, celebrating a birthday etc.</p> <p>Positive relationships are nurtured including resolving conflicts, sharing and waiting turns, helping each other</p>	
2	<p>Activities and materials are used to support children’s identification of emotions and feelings and to communicate them - emotion coaching</p>	



Form C – Improving What You Can to Support Individual Children’s Well-being and Involvement cont.

The Plan of the Day		Enrich? 
1	The successive movements of the day and their duration meet the needs of the children’s ages and developmental levels – plenty of opportunity to release energy, have quiet moments, short group times to listen and share, welcome and hello times etc.	
2	The day is made flexible with regard to individual children’s needs Duration of activities, personal timetables, groupings, activities and motivators	
3	The plan of the day is made accessible for the children by naming them and using pictures, objects or auditory cues Clear plans enable children to feel secure and avoids anxiety and uncertainty	
4	There are hardly any dead moments during which the children spend time ‘waiting’	