Decision plan involvement

Is there attention / activity:

No → Yes

1

How long?

Frequently interrupted → +/- continue +

2

What is the quality like?

Real signs of involvement are missing → Signs of involvement are present

3

How long?

50-75% of the time → 75-100% of the time
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>WELL-BEING</th>
<th>INVOLVEMENT</th>
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</table>
| 1 Extremely low | The child clearly shows signals of discomfort:  
- whines, sobs, cries, screams;  
- looks dejected, sad or frightened, is in panic;  
- is angry or furious;  
- wriggles, throws objects, hurts others;  
- sucks its thumb, rubs its eyes;  
- doesn't respond to the environment, avoids contact, withdraws  
- hurts him/herself; bangs its head, throws him/herself on the floor. | The child hardly shows any activity:  
- no concentration; staring, daydreaming;  
- an absent, passive attitude;  
- no goal-oriented activity, aimless actions, not producing anything;  
- no signs of exploration and interest;  
- not taking anything in, no mental activity. |
| 2 Low | 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. | The child shows some degree of activity but which is often interrupted:  
- limited concentration: looks away during the activity, fiddles, dreams;  
- is easily distracted;  
- action only leads to limited results. |
| 3 Moderate | 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. | The child is busy the whole time, but without real concentration:  
- routine actions, attention is superficial;  
- is not absorbed in the activity, activities are short lived;  
- limited motivation, no real dedication, does not feel challenged;  
- the child does not gain deep-level experiences;  
- does not use his/her capabilities to full extent;  
- the activity does not address the child's imagination. |
| 4 High | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. | There are clear signs of involvement, but these are not always present to their full extent:  
- the child is engaged in the activity without interruption;  
- most of the time there is real concentration, but during some brief moments the attention is more superficial;  
- the child feels challenged, there is a certain degree of motivation;  
- the child's capabilities and its imagination to a certain extent are addressed in the activity. |
| 5 Extremely high | During the observation episode, the child enjoys, in fact it feels great:  
- it looks happy and cheerful, smiles, beams, cries out of fun;  
- is spontaneous, expressive and is really him/herself;  
- talks to itself, plays with sounds, hums, sings;  
- is relaxed, does not show any signs of stress or tension;  
- is open and accessible to the environment;  
- is lively, full of energy, radiates;  
- expresses self-confidence and self-assurance. | During the episode of observation the child is continuously engaged in the activity and completely absorbed in it:  
- is absolutely focussed, concentrated without interruption;  
- is highly motivated, feels strongly appealed by the activity, perseveres;  
- even strong stimuli cannot distract him/her;  
- is alert, has attention for details, shows precision;  
- its mental activity and experience are intense;  
- the child constantly addresses all its capabilities: imagination and mental capacity are in top gear;  
- obviously enjoys being engrossed in the activity. |