

# Well-being

## Signs of well-being

- Openness and receptivity
- Flexibility
- Self-confidence and self-esteem
- Being able to defend oneself, assertiveness
- Vitality
- Relaxation and inner peace
- Enjoyment without restraints
- Being in touch with one's self

(Laevers,1997, pg 17-19)

## The Well-being Scale (adapted from Laevers, 1997)

Well-being Scale	A description of the Level
<b>Level 1</b>	Extremely low well-being. These children usually feel and look "low". They show no signs of well-being.
<b>Level 2</b>	About half of the time, these children display signs of emotional discomfort. They seldom enjoy themselves and may enjoy hurting others.
<b>Level 3</b>	These children seem quite happy. Occasionally they show signs of discomfort or leave a neutral impression with regard to well-being.
<b>Level 4</b>	These Children generally seem happy. Moments of well-being clearly outnumber the moments of discomfort.
<b>Level 5</b>	Extremely high levels of well-being. These children feel like "fish in water". They radiate vitality, relaxation and inner peace.

# Involvement

## Signs of Involvement (Laevers,1997)

- Concentration
- Energy
- Complexity and creativity
- Facial expression and composure
- Persistence
- Precision
- Reaction time
- Verbal expression
- Satisfaction

## The Involvement Scale (adapted from Laevers, 1997)

Well-being Scale	A description of the Level
<b>Level 1</b>	Completely uninvolved. Sometimes young children walk away, stare into space or do not interact with the people or play material.
<b>Level 2</b>	Only involved for brief periods. They may be wandering around aimlessly. Sometimes they do things that do not challenge them, so they are not learning anything new.
<b>Level 3</b>	Involved some of the time but what they are doing is not very important to them. If you ask them to do something different, they will easily switch to a different activity.
<b>Level 4</b>	Involved in something they have chosen, which is important to them. They are not easily distracted. Yet there are moments when they need a parent's or worker's interest to help keep them involved. (A child can be involved by watching or thinking intently – the eyes show brightness and the body language demonstrates their involvement).
<b>Level 5</b>	Deeply involved. They know what they want or need to do. They can choose, continue to be absorbed for long periods and show most of the signals of involvement.