

BOAT-Questionnaire (BOAT = Below, Opposed, Above, Together)

Section A1: RELATIONSHIP CHILD → YOU

The following 32 statements refer to how the child in question behaves towards you.

By circling a number, you indicate which statement applies, where:

-2 = far too little -1 = too little 0 = normal (in an appropriate manner, when necessary) +1 = too much +2 = far too much

| | | | | | |
|---|----|----|---|----|----|
| 1 Empathizes with me | -2 | -1 | 0 | +1 | +2 |
| 2 On his/her guard against me | -2 | -1 | 0 | +1 | +2 |
| 3 Adopts a demanding attitude towards me | -2 | -1 | 0 | +1 | +2 |
| 4 Acts modestly towards me | -2 | -1 | 0 | +1 | +2 |
| 5 Encourages and supports me | -2 | -1 | 0 | +1 | +2 |
| 6 Adopts a reserved attitude towards me | -2 | -1 | 0 | +1 | +2 |
| 7 Accepts my criticism | -2 | -1 | 0 | +1 | +2 |
| 8 Trusts his/her judgement | -2 | -1 | 0 | +1 | +2 |
| 9 Criticizes me at a personal level | -2 | -1 | 0 | +1 | +2 |
| 10 Gives me advice | -2 | -1 | 0 | +1 | +2 |
| 11 Emphasizes my qualities | -2 | -1 | 0 | +1 | +2 |
| 12 Acts dependently towards me | -2 | -1 | 0 | +1 | +2 |
| 13 Gives me space | -2 | -1 | 0 | +1 | +2 |
| 14 Shows his/her anger towards me | -2 | -1 | 0 | +1 | +2 |
| 15 Wants to outperform me | -2 | -1 | 0 | +1 | +2 |
| 16 Expresses his/her reservations or doubts: 'Yes, but..' | -2 | -1 | 0 | +1 | +2 |
| 17 Behaves as my equal | -2 | -1 | 0 | +1 | +2 |
| 18 Acts in a caring way towards me | -2 | -1 | 0 | +1 | +2 |
| 19 Does what I ask him/her to do | -2 | -1 | 0 | +1 | +2 |
| 20 Separates him/herself by keeping silent | -2 | -1 | 0 | +1 | +2 |
| 21 Shows when dissatisfied with me | -2 | -1 | 0 | +1 | +2 |
| 22 Stands up to me | -2 | -1 | 0 | +1 | +2 |
| 23 Organizes and arranges things for me | -2 | -1 | 0 | +1 | +2 |
| 24 Shows when he/she is disappointed with me | -2 | -1 | 0 | +1 | +2 |
| 25 Adopts a passive-awaiting attitude towards me | -2 | -1 | 0 | +1 | +2 |
| 26 Points out my mistakes. | -2 | -1 | 0 | +1 | +2 |
| 27 Wants to convince me, with good intentions | -2 | -1 | 0 | +1 | +2 |
| 28 Shows his/her vulnerability | -2 | -1 | 0 | +1 | +2 |
| 29 Takes a wait-and-see attitude | -2 | -1 | 0 | +1 | +2 |
| 30 Follows my rules | -2 | -1 | 0 | +1 | +2 |
| 31 "The best defense is a good offense" | -2 | -1 | 0 | +1 | +2 |
| 32 Withdraws from me | -2 | -1 | 0 | +1 | +2 |

Section A2: RELATIONSHIP YOU → CHILD

The following 8 statements relate to what the child evokes in you, to what kind of response you are initially inclined.
Please note: It is NOT a question of whether you actually react in this way in reality.

Indicate on a 3-point scale the extent to which the statement applies, where:

- = hardly or not

0 = within normal limits

+ = clearly

| | | | |
|--|---|---|---|
| 1 You tend to see the child as docile----- | - | 0 | + |
| 2 You tend to have power battles with the child ----- | - | 0 | + |
| 3 You tend to 'mother' the child ----- | - | 0 | + |
| 4 You tend to see this child as (a sort of) supportive 'buddy' for you in this group ----- | - | 0 | + |
| 5 You tend to respond in an irritated way and/or to rebuff the child ----- | - | 0 | + |
| 6 You tend to (try to) raise the child's spirits ----- | - | 0 | + |
| 7 You tend to trust the child with responsibilities ----- | - | 0 | + |
| 8 You tend to punish the child ----- | - | 0 | + |

Go to the next page

INTERACTION-COMPASS

Section B1: RELATIONSHIP CHILD → GROUP

The following 32 statements refer to how the child interacts with other children (with the group).

By circling a number, you indicate which statement applies, where:

-2 = far too little -1 = too little 0 = normal (in an appropriate manner, when necessary) +1 = too much +2 = far too much

| | | | | | |
|--|----|----|---|----|----|
| 1 Empathizes with other children | -2 | -1 | 0 | +1 | +2 |
| 2 On his/her guard against other children | -2 | -1 | 0 | +1 | +2 |
| 3 Acts in a demanding way towards other children | -2 | -1 | 0 | +1 | +2 |
| 4 Behaves modestly towards other children | -2 | -1 | 0 | +1 | +2 |
| 5 Encourages and supports other children | -2 | -1 | 0 | +1 | +2 |
| 6 Adopts a reserved attitude towards other children | -2 | -1 | 0 | +1 | +2 |
| 7 Accepts criticism from other children | -2 | -1 | 0 | +1 | +2 |
| 8 Trusts his/her judgement | -2 | -1 | 0 | +1 | +2 |
| 9 Criticizes other children at a personal level | -2 | -1 | 0 | +1 | +2 |
| 10 Gives advice to other children | -2 | -1 | 0 | +1 | +2 |
| 11 Emphasizes other children's qualities | -2 | -1 | 0 | +1 | +2 |
| 12 Behaves dependently towards other children | -2 | -1 | 0 | +1 | +2 |
| 13 Gives other children space | -2 | -1 | 0 | +1 | +2 |
| 14 Shows his/her anger towards other children | -2 | -1 | 0 | +1 | +2 |
| 15 Wants to outperform other children. | -2 | -1 | 0 | +1 | +2 |
| 16 Makes critical notes: 'Yes, but..' | -2 | -1 | 0 | +1 | +2 |
| 17 Takes the lead for the group's sake | -2 | -1 | 0 | +1 | +2 |
| 18 Acts in a caring way towards other children | -2 | -1 | 0 | +1 | +2 |
| 19 Does as he/she is asked. | -2 | -1 | 0 | +1 | +2 |
| 20 Separates him/herself by keeping silent | -2 | -1 | 0 | +1 | +2 |
| 21 Shows when dissatisfied | -2 | -1 | 0 | +1 | +2 |
| 22 Stands up to other children | -2 | -1 | 0 | +1 | +2 |
| 23 Organizes and arranges things for other children | -2 | -1 | 0 | +1 | +2 |
| 24 Shows when he/she is disappointed | -2 | -1 | 0 | +1 | +2 |
| 25 Takes a passive, awaiting attitude | -2 | -1 | 0 | +1 | +2 |
| 26 Points out their mistakes to other children. | -2 | -1 | 0 | +1 | +2 |
| 27 Wants to convince other children, for their sake. | -2 | -1 | 0 | +1 | +2 |
| 28 Shows his/her vulnerability to other children. | -2 | -1 | 0 | +1 | +2 |
| 29 Takes a wait-and-see attitude | -2 | -1 | 0 | +1 | +2 |
| 30 Observes the rules of the group | -2 | -1 | 0 | +1 | +2 |
| 31 'The best defense is a good offense' | -2 | -1 | 0 | +1 | +2 |
| 32 Withdraws from other children | -2 | -1 | 0 | +1 | +2 |

Section B2: Relation GROUP → CHILD

The following 8 statements relate to how the other children react to the behaviour of the child in question. You can indicate those reactions in a nuanced way, because usually not all group members react in the same way. Therefore, the group is symbolically represented in three characters. These signs can be used to create 10 varying compositions. For each question you choose the composition that fits best. In this way, you indicate not only what the reaction is like, but also whether a minority, a majority or the entire group reacts in that way.

The signs stand for:

- = not or hardly applicable

0 = within normal limits

+ = clearly applicable

Overview of the 10 combination-possibilities and their meanings:

| | |
|--|-----|
| the whole group clearly reacts like this | +++ |
| the majority clearly this way/the minority within normal limits | ++0 |
| the majority clearly so/the minority hardly or not at all | +- |
| the minority clearly like this/the majority within normal limits | +00 |
| the group reacts strongly divided | +-0 |
| the minority clearly like this/the majority hardly or not at all | +-- |
| the whole group responds this way within normal limits | 000 |
| majority within normal limits/minority hardly or not at all | 00- |
| majority hardly or not/minority within normal limits | 0-- |
| the whole group does hardly react like this, if at all | --- |

For example:

Other children are afraid of this child - - 0 0 0 + +

By circling two minus signs, you indicate that the majority of the group is hardly or not at all afraid of this child.

And by also circling one plus sign (as the third sign) you indicate at the same time, that -on the other hand- a minority of this group is clearly afraid of this child.

Other children are afraid of this child - - - 0 0 0 + + +

By circling three plus signs, you indicate that the whole group is clearly afraid of this child.

Please note: **Three** signs must be circled for each question!

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| 1 Other children assume beforehand that this child will agree with them | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 2 Other children behave in a subservient way towards this child | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 3 Other children take the initiative with this child. | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 4 Other children seek and appreciate this child's pleasant company | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 5 Other children respond in an irritated way towards this child | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 6 Other children tend to 'forget' this child | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 7 Other children choose to follow this child's lead | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |
| 8 Other children are afraid of this child | - | - | - | 0 | 0 | 0 | + | + | + |
| <hr style="border: 0.5px solid orange;"/> | | | | | | | | | |

Now click on <https://bots.interactiewijzer.nl/> and fill in the personal details and the answers from your English BOAT-questionnaire in the Dutch version. Then save the pdf file and .IAS file. Send these files to your counsellor.