

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	+

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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 + + +
2 Other children behave in a subservient way towards this child	- - - 0 0 0 + + +
3 Other children take the initiative with this child.	- - - 0 0 0 + + +
4 Other children seek and appreciate this child's pleasant company	- - - 0 0 0 + + +
5 Other children respond in an irritated way towards this child	- - - 0 0 0 + + +
6 Other children tend to 'forget' this child	- - - 0 0 0 + + +
7 Other children choose to follow this child's lead	- - - 0 0 0 + + +
8 Other children are afraid of this child	- - - 0 0 0 + + +

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.

INTERACTION-COMPASS

A1	STATEMENTS (about the child's behaviour towards you)	<i>Explanation: 'within NORMAL limits'</i>	<i>Explanation: 'FAR TOO MUCH'</i>
1	Empathizes with me	Takes you into account, tunes in to you sufficiently. Appropriately attentive to you.	Always showing you understanding; feels too (co-) responsible. He/she always wants to help you, even calm you down or comfort you. For a child, it is too much focused on your wellbeing.
2	On his/her guard against me	Questioning your things or intentions in a healthy way; a healthy-critical attitude toward you.	A lot of scepticism about you; often secretly testing or luring you out; strongly distrusts you.
3	Adopts a demanding attitude towards me	Can state in an appropriate and sufficiently firm, clear manner what he/she wants or expects from you.	Makes direct demands that challenge or affect your authority: 'I want ... (so) you have to.'
4	Acts modestly towards me	A reserved-friendly attitude; restraint, waiting for its turn .	Doesn't seem to have an own opinion; too little individuality, identity towards you. Always waiting for your initiative or opinion.
5	Encourages and supports me	Some supportive remarks and/or caring moments towards you; offering you supportive eye contact at times; standing up for you; protecting you from criticism from others; encouraging you. But all of this to an appropriate degree and in an age-appropriate way.	Supporting you uncritically and / or clingy.
6	Adopts a reserved attitude towards me	Maintains enough and adequate distance in the contact; doesn't 'open up' too quickly or too easily.	Far too closed towards you or strongly avoiding you. He/she is therefore not or very difficult to reach for you.
7	Accepts my criticism	Accepts your comments sufficiently. Does not rebut immediately; also wants to look at his/her part in the problem.	Accept your criticisms indiscriminately; never a rebuttal.
8	Trusts his/her judgement	A healthy independent attitude; she/he will not be influenced too easily or carried away by your opinion too quickly.	Too self-defining behaviour; wanting to go his/her own way (far) too much; completely ignoring criticism or directions from you; very stubborn.
9	Criticizes me at a personal level	Dares to point out or challenge peculiarities or characteristics of yours in an appropriate way.	Trying to 'take you down', 'make fun of you', accuse, ridicule or hurt you.
10	Gives me advice	Occasionally giving well-intentioned 'advice'; wanting to show, explain or offer solutions to things that he/she has mastered well.	Pushy, too often unsolicited (but impassioned) advice or suggestions in all kinds of areas (though perhaps still well-intended?).
11	Emphasizes my qualities	Paying you a compliment now and then in an appropriate manner, noticing or emphasising (verbally or non-verbally) nice/kind features of you; supports your input or initiatives within normal limits.	(Too) Full of you or even "in love" with you
12	Acts dependently towards me	Knows how to elicit or request sufficient help, explanation, guidance, approval, confirmation from you, in an appropriate manner.	Continuously calling for your help (always clinging to it); extremely clinging behaviour towards you.
13	Gives me space	Does not impose too many restrictions on you; doesn't demand a disproportionate amount of time or energy from you.	She/he is much too easy or easy going for you and clearly demands too little attention from you. He/she is never 'difficult', is always 'good'.
14	Shows his/her anger towards me	Show appropriate anger when he/she feels unjustly treated by you.	Blaming, threatening, hurting, or physically aggressively approaching you. All out of proportion; 'blind rage' at you.
15	Wants to outperform me	Strives for appropriate recognition of his qualities and dares to engage in healthy competition with you to achieve this.	Always wanting to be right or pushing forward; always wanting to outdo you; and/or an 'unapproachable' attitude.
16	Expresses his/her reservations or doubts: 'Yes, but..'	A healthy-critical attitude of the child towards your input, without wanting to 'outdo' you.	Expressing too much scepticism with can undermine your authority; always 'bleating' (without giving real solutions), 'snide remarks'
17	Behaves as my equal	Dares (age-appropriate) to take sufficient space or initiative towards you e.g. in areas where it is competent and strong(er).	Always wanting to take or share the lead with a meddling know-it-all attitude (maybe with the best of intentions, but too fast, too often).

INTERACTION-COMPASS

18	Acts in a caring way towards me	Is willing to help you, to relieve you of chores; is sufficiently attentive to you, sufficiently considerate of you.	Attunes his/her behaviour far too much to your well-being; is 'too close to you' with caring initiatives.
19	Does what I ask him/her to do	Sufficiently accommodating to your questions, wishes; sufficiently compliant; does not want to be "difficult".	Far too docile, an attitude with little or no own initiative; never any protest at assignments.
20	Separates him/herself by keeping silent	Can keep things to him/herself in front of you; does not wear his/her heart on the sleeve, but contains him/herself with due measure.	Note: 'Snooty/uppish/supercilious' silence is NOT meant here. Very closed and AVOIDINGLY taciturn and therefore unreachable for you.
21	Shows when dissatisfied with me	Dares to criticise indirectly; reacts with appropriate disapproval or reluctance e.g. if you overcharge or force too much.	'You can never do it right', always cynically dissatisfied or negatively complaining about you.
22	Stands up to me	Will be able to stand up for him/herself firmly enough, if cornered (or "hurt") too much by you. If necessary in an assertive manner.	Disproportionately angry or furious; unnecessary, hurtful reproaches to you; wanting to 'get back at you', 'make you pay'..
23	Organizes and arranges things for me	Takes on enough co-responsibility; may therefore make some arrangements to relieve you.	Wants to play the role of co-educator in the group; wants to take things out of your own hands too much / too often.
24	Shows when he/she is disappointed with me	Can let you know in an appropriate way (without hurting you) 'that you were somewhat disappointing', that something better was expected from you.	Always feels wronged by you: he/she quickly feels aggrieved by you and then starts "sulking".
25	Adopts a passive-awaiting attitude towards me	A receptive attitude towards you; can wait for your initiative or help, but not for too long.	Very passive dependent behaviour; much too shy; cannot do anything himself (does not dare) and waits far too long for your help.
26	Points out my mistakes.	Can clearly but appropriately indicate that you are - in his/her opinion - (somewhat) mistaken.	Always wants to catch you on mistakes, to outdo you.
27	Wants to convince me, with good intentions	Speaks firmly, argues or demonstrates with flair, when thinking he/she has something to offer you.	Talking continuously, always interrupting, rambling on, too pushy .
28	Shows his/her vulnerability	Can indicate his/her weaknesses in a disarming, appropriate way and seek help, safety or comfort from you in time.	Clinging 'helplessly' to you; oppressive dependence, thereby wanting to 'enforce' your protection and help.
29	Takes a wait-and-see attitude	Can wait and not reveal too quickly what he/she really thinks, "knows how to keep his/her powder dry" in your presence.	Always cautious; he/she never 'opens up' to you; always remains strongly reserved.
30	Follows my rules	Listens to you sufficiently, follows your instructions sufficiently, even if you are not there for a while.	Too uncritical and subservient to you; undivided docility; conforms way too much
31	"The best defense is a good offense"	Can try to avoid criticism from you by being one step ahead of you, with an idea, an argument or some complaint, which can also be directed at you a little personally, with sufficient restraint.	Tries to scare you off (in advance) with a much too aggressive style, in words and/or deeds.
32	Withdraws from me	The child adopts this attitude to briefly and appropriately discourage you from your mutual contact. For example, in cases of feelings of guilt, shame or powerlessness towards you, out of loyalty towards others, or in order to maintain sufficient autonomy.	She/he remains out of reach for you; 'Leave me'.

INTERACTION-COMPASS

A2	STATEMENTS (about your tendencies, not what you actually do)	EXPLANATION	
1	You tend to see the child as docile.	You do not feel constrained by this child; you tend to approach it in a friendly, but possibly also superficial way; you expect little opposition, criticism or rebuttal from him/her.	
2	You tend to have power battles with the child	<i>Note:</i> 'Struggle' to reach this child emotionally or to activate it is NOT meant here You tend to want to maintain or to reinforce your pedagogical authority; you feel the urge to enter into a power struggle.	
3	<u>You tend to 'mother' the child</u>	You see this child as vulnerable, weak and dependent on your help; you want to protect it, 'guard it'; you can also feel burdened and/or troubled by so much dependence.	
4	You tend to see this child as a sort of 'buddy' for you in this group	You feel more comfortable when this child is in the group; you appreciate this child's company; perhaps you tend to seek some affirmative eye contact or seek certain support, e.g. in group situations that are more difficult for you.	
5	You tend to respond in an irritated way and/or to rebuff the child	You become impatient; feel distrust; annoyed; you find the child unsympathetic, weird, troublesome, or a 'contrarian'; you tend to react sceptically; or you might want to get him/her rougher, because of your irritation.	
6	You tend to (try to) raise the child's spirits	You want to 'reach' the child or get him/her out of his/her isolation; you tend to take initiatives to connect better or more with this child, to reduce its closedness, to activate him/her, to lift him/her up.	
7	You tend to trust the child with responsibilities	You find the child skilled or strong enough in certain situations and tend to entrust initiative or leadership to it, to give it space or compliant consideration attention.	
8	You tend to punish the child	You feel the tendency to get rough with this child (or get back at him/her): 'Whoever does not want to hear should feel it!', you think that the child should experience through punishment that it has gone beyond essential boundaries.	
	<i>Continue on the next page for B1</i>		

INTERACTION-COMPASS

B1	STATEMENTS (about the child's behaviour towards the group)	<i>Explanation: 'within NORMAL limits'</i>	<i>Explanation: 'FAR TOO MUCH'</i>
1	Empathizes with other children	Takes into account the other children in the group; pays enough attention to them; senses them; wants to help, reassure or comfort them sufficiently when needed.	Constantly busy with the ups and downs of the group members.
2	On his/her guard against other children	Questions the input or intentions of other children in a healthy way; a healthy critical attitude.	A lot of scepticism / suspicion; secretly testing children or luring them out; always strongly suspicious.
3	Acts in a demanding way towards other children	Can state in an appropriate, but also sufficiently firm and clear manner, what he or she expects or wants from peers.	Places far too many or too high demands on group members from a 'bossy' role: 'I want ..., so you have to...'.
4	Behaves modestly towards other children	Sufficiently friendly restraint in the group; a "subdued" attitude; waiting "affably" for his/her turn.	Doesn't seem to have an own opinion; no individuality; always waits for the action or initiative of others; very shy.
5	Encourages and supports other children	Sufficiently caring towards other children, e.g. supportive comments; sometimes supportive eye contact; encouragement; standing up for them; protecting them from criticism. All this in due measure.	Supports (one or more) children uncritically and on a clingy basis.
6	Adopts a reserved attitude towards other children	Maintains appropriate distance in contact; doesn't 'open up' too much, too quickly or too easily to fellow group members.	Is far too closed or strongly avoiding in the group. Is therefore not or very difficult to reach for fellow group members.
7	Accepts criticism from other children	Accepts comments and remarks from fellow group members; does not immediately respond with an (aggressive) retort; also wants to look at his/her own share; sufficiently willing to learn from them.	Takes criticism without question, never a rebuttal.
8	Trusts his/her judgement	A healthy independent attitude; not being influenced or carried away too quickly by fellow group members.	Follows undisturbed his own way; completely ignores criticism from peers; assumes nearly always to be right.
9	Criticizes other children at a personal level	Dares to point out or appropriately question quirks and unpleasant characteristics of fellow group members.	Tries very often to 'undermine' group members: accuses or hurts them, or makes fun of them..
10	Gives advice to other children	Gives well-intentioned advice; willing to explain or demonstrate, or tries to provide solutions to peers, but.... all in moderation.	Pushy, often unsolicited and constantly offering (well-intentioned) know-how, advice or suggestions in many areas.
11	Emphasizes other children's' qualities	Pays compliments now and then to fellow group members in an appropriate way, notices or emphasizes (verbally or non-verbally) nice/kind features of them; supporting their input or initiatives (within normal limits).	Adores, 'dabs with', certain group members, 'blind love'.
12	Behaves dependently towards other children	Knows how to elicit or ask for sufficient help, explanation, guidance and confirmation from peers when needed.	Too often and too inappropriately dependent on help or guidance from group members, 'clinging to them'.
13	Gives other children space	Does not impose too many restrictions on other children; has a sufficiently accommodating attitude towards fellow group members; does not demand too much from them.	Much too easy or accommodating; a too obedient attitude, takes far too little 'place' in the group or questions.
14	Shows his/her anger towards other children	Shows e.g. appropriate anger towards fellow group members in case of (alleged) injustice, unfairness of them.	Out of proportion blaming, threatening, hurting, or physically aggressive towards group members, 'blind anger' to them.
15	Wants to outperform other children.	Appropriately pursues recognition of his qualities with a healthy-competitive attitude.	Always wants to be the best or the boss; wants to make too much impression, wants to outdo, push through, lot of arrogance or constant 'cock behaviour'.
16	Makes critical notes: 'Yes, but..'	A healthy-critical attitude towards the input of fellow group members, being able to question that input adequately at appropriate moments, without wanting to 'outdo' them.	Expressing too much scepticism with which it undermines the atmosphere; always 'bleating' without offering real solutions.

INTERACTION-COMPASS

17	Takes the lead for the group's sake	Occasionally offers him/herself, or behaves in an appropriate manner, as a task-oriented leader for the group.	Constantly smarty-meddlesome claiming a leadership role with the idea, 'I know what's best for the group.'
18	Acts in a caring way towards other children	Does want to help fellow group members; is sufficiently considerate in word and deed; protects and supports children when necessary.	Attunes his/her behaviour far too much to the well-being of certain group members; 'mothers' them too much; wants to help (them) too quickly.
19	Does as he/she is asked	Responds sufficiently compliant; "not too difficult"; responds sufficiently accommodating to realistic questions from peers.	Too much of a 'docile or servile' attitude; too exploitable for group members; 'slavish' behaviour.
20	Separates him/herself by keeping silent	Can keep things to him/herself in the group; does not 'have the heart on the sleeve' too much or too quickly; can keep a secret.	Much too closed and silent in the group, unreachable.
21	Shows when dissatisfied	Dares to criticise indirectly; is able to show displeasure in an appropriate way.	Always grumbling, complaining, aggrieved about the group without indicating real alternatives: 'I just don't like it...'
22	Stands up to other children	Can stand up for himself sufficiently firmly, when cornered by other group members. If necessary, in an assertive manner.	Disproportionately evil-repelling; unnecessary, hurtful reproaches; verbal abuse to group members; wanting to go after them....
23	Organizes and arranges things for other children	Takes sufficient co-responsibility for the group and therefore also performs some "regulating" tasks of his own accord.	The 'control cousin' or 'control freak' who thinks – for the sake of the group - that he has to regulate and manage things over and over again.
24	Shows when he/she is disappointed	Can appropriately (without hurting them) show fellow group members 'that he/she expected something better from them'.	Always disappointed, always complains or 'moans'; Shows very quickly that he/she feels misunderstood or 'wronged' by the group or group members (e.g. not enough attention, recognition, credit or praise).
25	Takes a passive, awaiting attitude	A receptive attitude towards peers; can wait for their initiative or help when needed.	A very passive-dependent attitude; much too 'timid' in the group; doesn't dare to do it him/herself; always waits for what the other group members think about it, or are going to do with it.
26	Points out their mistakes to other children	Comments about (possible) mistakes of fellow group members are predominantly mild and task-oriented.	Always wanting to catch group members for mistakes; in that way wanting to keep them under 'control' or trump them.
27	Wants to convince other children, for their sake	Speaks firmly, argues or demonstrates with flair, when thinking he/she has something to offer them.	Continuous talking, always interrupting, pushy (but still 'for the sake of those children' in his/her opinion)
28	Shows his/her vulnerability to other children	Indicates his/her own weaknesses in an appropriate, disarming way and seeks timely support, help or comfort from them.	Clinging 'helplessly' to children, with a very dependent attitude to 'force' help or support.
29	Takes a wait-and-see attitude	Can wait and not reveal too quickly what he/she really thinks, "knows how to keep his/her powder dry".	Always closed, 'never opens up'; always remains reserved.
30	Observes the rules of the group	Knows how to conform sufficiently to (implicit) group norms and accepted leaders; does not stand out too much.	A much too uncritical or indiscriminate attitude; conforms too strongly to the group and/or group leaders, never dares to deviate.
31	'The best defense is a good offense'	An appropriate combative attitude, with ideas, plans, arguments or some justifiable reproach (possibly also person-oriented in an acceptable way) towards group members. Also to avoid problems or criticism from the group.	Disproportionately fierce (or violent); extremely aggressive (in advance) to group members in words and / or actions.
32	Withdraws from other children	Can withdraw him/herself from contact with peers in an appropriate manner. This is functional, for example, in the case of feelings of guilt, shame or powerlessness, out of loyalty to third parties or to maintain sufficient autonomy	Shuts down very quickly and avoids contact.

INTERACTION-COMPASS

B2	STATEMENTS (about the responses from the Group)	Response from the GROUP	
1	Other children assume beforehand that this child will agree with them	Other children find this child 'easy' in the group. They do not expect any real resistance from him or her when they themselves come up with directional initiatives. They assume that this child will conform to their views or directions.	
2	Other children behave in a subservient way towards this child	Other children show awe for this child. For example, by a submissive or wait-and-see attitude towards this child, by avoiding conflicts, by recognising his/her leadership or position of power in the group.	
3	Other children take the initiative with this child.	Other children seem to feel quite confident in relation to this child and from that position they take the initiative in the contact. They see him/her as 'weaker' and therefore want to help, support, take the lead.	
4	Other children seek and appreciate this child's pleasant company	Other children appreciate the company of this child and seek him/her out for the friendly support, caring, confidentiality or warmth he/she offers them.	
5	Other children respond in an irritated way towards this child	Other children are annoyed by this child ("There you have it again; always something to grumble about or criticise..."); they distance themselves from his/her remarks and opinions; they may also isolate the child from the group as "different" (e.g. deviant, weird, or crazy); they try to belittle or tackle him or her otherwise out of annoyance.	
6	Other children tend to 'forget' this child	Other children ignore or disregard this child, leave him/her aside, finding him/her uninteresting or boring. Such reactions can also arise from disappointment over the failure of their (earlier) attempts at approach.	
7	Other children choose to follow this child's lead	Other children easily leave the leadership to this child; they adopt a docile attitude. "Admiration" of this child by fellow group members can also be a signal.	
8	Other children are afraid of this child	Other children 'back off', keep 'quiet' or avoid this child because of the threat he/she poses; they assume he/she can 'get' them somehow. If the child is really terrorising, then 'servitude in a conjuring way' can also be a signal.	