**Forest School student monitoring using PEMS and the Leuven Scale**

School ………Woods for Learning Name ……Gary Marlow………………

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| Student | **Leuven Scale** | **PEMS Scale for** |
| **Wellbeing** | **Involvement** | **Personal** | **Environment** | **Motivation** | **Social** |
|  | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 |
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| Notes |  |
|  | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 |
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| Notes |  |
|  | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 |
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| Notes |  |
|  | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 |
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| Notes |  |
|  | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 | Wk1 | Wk2 | Wk3 | Wk4 | Wk5 |
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| **The Leuven Scale for Well-being** | **The Leuven Scale for Involvement** | **Behaviour PEMS** |
| *Level* | *Well-being* | *Signals* | *Level* | *Involvement* | *Signals* | *Personal**How a person is regarding self and authority* | *Environment**How a person is regarding the environment / property* | *Motivation**How a person is regarding tasks* | *Social**How a person is regarding groups* |
| **1** | Extremely low | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him or herself or others. | **1** | Extremely low | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. | **1** Disrespectful, negative or confrontational | **1**Destroys the environment (including tools) deliberately, blatantly and without remorse. | **1**Completely disinterested in work. | **1**Puts others at risk, hostile, puts others down. |
| **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. | **2** | Low | Frequently interrupted activity. The child will be engaged in the activitiy for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. | **2** Acts as if rules do not apply to them. Tries to manipulate others. | **2**Seems unaware of the value of any living / material things, throws down tools, loses things repeatedly, damages habitat at random. | **2**Mostly off task, avoids work, but non-confrontational. Observes. | **2**Initiates conflict, blames others, deprives others of their share of things / tutor time. |
| **3** | Moderate | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort. | **3** | Moderate | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs or real involvement. They make some progress with what they are doing but don’t show much energy and concentration and can be easily distracted. | **3**Avoids interaction, negative or positive, and lacks confidence. | **3**Disorganised, but only breaks things or damages the environment through lack of skill. | **3**Mostly compliant, but needs lots of persuasion and encouragement / or inconsistent in effort. | **3**Doesn’t join in or disrupt, but observes. |
| **4** | High | The child show obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. | **4** | High | Continuous activity with intense moments. The child’s activity has intense moments and at all times they seem involved. They are not easily distracted. | **4**Responsible, listens to advice, reflects on situation, shows self development. | **4**Responsible, stores things properly, comes prepared. | **4**Willing, on task, contributes, not easily distracted, will try again and listens. | **4**Works with others, co-operates, takes turns, aware of others’ concerns. |
| **5** | Extremely high | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him / herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance. | **5** | Extremely high | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. | **5**Quietly confident, positive, respectful, realistic. | **5**Organises workplace, completely trustworthy with tools, cares for the immediate environment. | **5**Enthusiastic, takes initiative, adapts, tries new tactics, persists and asks questions. | **5**Friendly, helpful, caring, encourages others, positive influence on group. |