

SEED IMPACT COMPETENCY LADDERS™ FOR



HOW THE CHILD IS BEING

BEING. Progress on the "being" ladder suggests that the child is more composed, capable, confident and self-directed. There is an elevation of spirit, more optimism about self and world.

STAGES OF BEING FROM HIGHEST TO LOWEST

5

SHINING:

Child advocates for themselves and takes ownership of their interests. Child also shows increasing evidence of self-reflection and awareness of personal gains. Child regularly celebrates others' successes and takes responsibility for their actions.

4

EVOLVING:

Child shows evidence of self-reflection and awareness of personal gains. Child often celebrates others' successes and takes responsibility for their actions.

3

POISED:

Child explores new activities, engaging with other children and adults, and adheres to routines and schedules. Child can be derailed when faced with unexpected challenges, however, shows increasing self-advocacy and a drive to accomplish.

2

CONFIDENT:

Child displays growth in confidence as goals are achieved and acknowledged by others. Child attempts to connect with other children or adults. Child participates in activities and adheres to routines and schedules.

1

TENTATIVE:

Child shows willingness to modify behavior and assimilate. Child occasionally engages with other children or adults. However, child struggles to follow routines and schedules.



HOW THE CHILD IS DOING

DOING. Progress on the “**doing**” ladder indicates how the child makes choices and takes actions. There is evidence of more able decision-making and readiness to take on bigger challenges.

STAGES OF DOING FROM HIGHEST TO LOWEST



ACHIEVING:

Child actively adopts new practices to realize higher potential and skill levels for self and possibly others.



INVENTIVE:

Child makes meaningful contributions to group activities and discussions. Child demonstrates flexible thinking and openness to the ideas of others. Child steps out of their comfort zone and engages in non-preferred activities.



ENGAGED:

Child follows rules, delivers on commitments, and communicates with assurance and with interest in being heard. Child takes turns during circle time and shares at the appropriate moment.



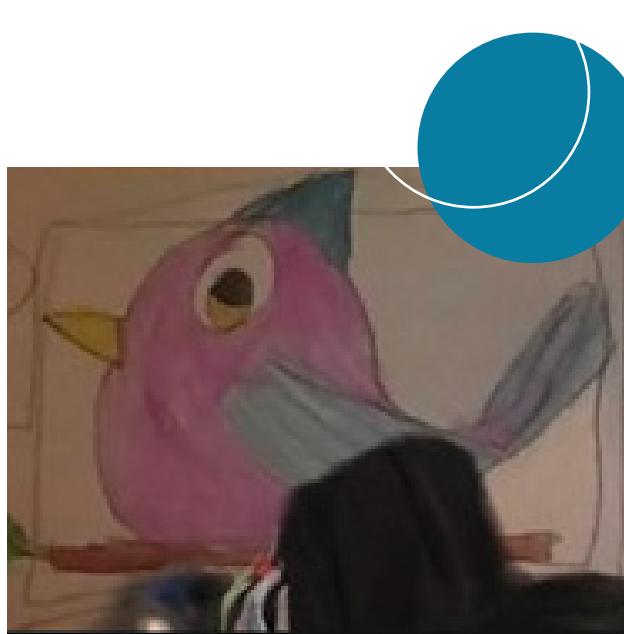
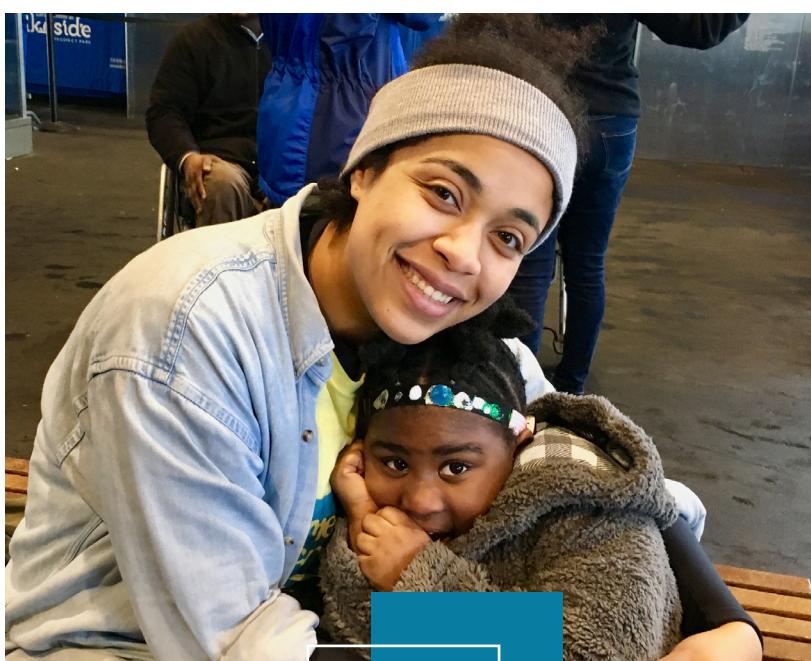
INTERESTED:

Child shows increasing interest in group activities and tasks. Child often demonstrates thoughtful decision making, however reverts to impulsivity when under stress.



RELUCTANCE:

Child can be coaxed into participation in group activities and tasks. However, child often makes decisions impulsively without considering the consequences.



HOW THE CHILD IS RELATING

RELATING. Progress on the “**relating**” ladder indicates that the child is more confident and comfortable interacting with others and is interested in their successes as well as her/his own.

STAGES OF RELATING FROM HIGHEST TO LOWEST

5

LEADING:

Child models the values of the community and brings them to life through inclusive actions and interactions with others.

4

INTERCONNECTING:

Child reaches out often to help others thrive, while continuing to learn from them. Child is open to constructive criticism and is willing to listen to and build on the ideas of others.

3

BELONGING:

Child often demonstrates a sense of belonging to Extreme Kids. Child has meaningful interactions with multiple members of the virtual community but occasionally is passive or silent.

2

BONDING:

Child occasionally seeks deeper emotional connection with some peers and adults.

1

RELUCTANCE:

Child shows reluctance to interact with peers and adults. Child is not an active participant during group activities or expresses disinterest in participating.

