Early Childhood Education

Functional Abilities

Gross Motor
Skills:
- Move across various surfaces (e.g., cushioned playground surface)
- Maintain balance in multiple positions
- Reach below waist (e.g., pick up a child)
- Reach out front

Fine Motor
Skills:
- Pick up objects with hands
- Grasp small objects with hands (e.g., small toys, pencil)
- Write with pen or pencil
- Coordinate hand-eye movements
- Cut with sharp implements (e.g., scissors, knives)
- Twist (e.g., turn objects/knobs using hands, open containers)

Physical
Endurance:
- Sit (e.g., floor, chair, child-size chair)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance

Physical
Strength:
- Carry 50 pounds (e.g., carry a child)
- Support 50 pounds of weight (e.g., hold child)
- Lift 50 pounds (e.g., pick up a child, bend to lift an infant or child)
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, position a child)
- Squeeze with hands (e.g., operate fire extinguisher)

Mobility:
- Twist
- Bend
- Stoop/squat/kneel
- Move quickly (e.g., response to an emergency)
- Climb stairs
- Move about facility (e.g., walk/crawl)

Hearing:
- Hear normal speaking-level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear in situations when not able to see child (e.g., when masks are used)
- Hear auditory alarms (e.g., fire alarms, smoke detectors)

Visual:
- See objects up to 20 inches away (e.g., read books, skin conditions)
- See objects up to 60 feet away (e.g., children in room/on playground)
- Use depth perception
- Use peripheral vision
- Distinguish color intensity (e.g., flushed skin/paleness)

Smell:
- Detect odors (e.g., smoke, gasses or noxious smells)

Environment:
- Tolerate exposure to allergens (e.g., latex gloves, chemical substances)
- Tolerate exposure to dyes and cleaning agents (e.g., chlorine bleach)
- Tolerate a noisy environment (e.g., children playing, screaming/crying)
Reading: Comprehend written documents (e.g., policies/procedures, licensing regulations)

Math: Tell time
Add, subtract, multiply, and/or divide whole numbers and fractions
Document numbers in records (e.g., medical logs, attendance records)

Emotional Stability: Establish professional relationships
Provide children and families with emotional support
Adapt to changing environment/stress
Deal with the unexpected (e.g., illness of child, crisis)
Focus attention on task
Cope with own emotions
Perform multiple responsibilities concurrently
Cope with strong emotions in others (e.g., anger)
Accept responsibility for executing job functions

Analytical Thinking: Transfer knowledge from one situation to another
Process information from multiple sources
Analyze abstract and concrete data
Evaluate outcomes
Utilize problem solving processes
Prioritize tasks
Use long-term memory
Use short-term memory
Interpret oral and written instructions

Critical Thinking: Identify cause-effect relationships
Plan/control activities for others
Synthesize knowledge and skills
Sequence information
Make decisions independently
Adapt decisions based on new information

Interpersonal Skills: Establish rapport with individuals, children, families and groups
Respect/value differences
Negotiate interpersonal conflict

Communication Skills: Influence children and adults
Direct/manage/delegate activities of others
Speak English
Write English
Comprehend spoken/written word
Collaborate with others (e.g., children, families, peers)
Listen attentively to others
Communicate with others in a comprehensible manner