

Early Childhood Education

Functional Abilities

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| 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) |

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| 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 |