



## **Technical Standards Required for the Early Childhood Education Program**

The Early Childhood Education program requires the performance of essential functions in order to provide safe and effective instruction to young children. To effectively educate students to the profession, the performance of these functions is incorporated throughout the program within lab and live settings. Faculty and students are required to demonstrate proficiency of these functions to progress through the program. The essential functions include:

1. **Critical Thinking** – critical thinking skills sufficient to identify complex problems and reviewing related information, to develop and evaluate options and implement solutions. For example, developing classroom curriculum activities that address multiple factors in a developmentally appropriate manner.
2. **Interpersonal Skills** - interpersonal abilities sufficient to interact with faculty, other teachers, directors, children and children's family under physically and mentally demanding environmental conditions. For example; communicating information about children's progress to the appropriate parties.
3. **Communication Skills** – communication skills sufficient to communicate information and ideas in speaking so others will understand. For example, providing verbal instruction to children in a developmentally appropriate manner.
4. **Mobility** – mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body, such as lifting, balancing, walking, stooping, and handling of equipment. For example, ensuring the safety of children in both indoor and outdoor settings.
5. **Motor Skills** – motor skills sufficient to quickly move the hands, hand together with the arm, and two hands to grasp, manipulate, and perform procedures in a specific manner. For example, being able to demonstrate and assist children with art projects.
6. **Visual** – visual skills sufficient to ensure the safety of the children. For example, being able to determine inappropriate behavior across the classroom and intervene as needed.
7. **Weight-Bearing** – weight-bearing skills sufficient to lift or carry 20-50 pounds. For example, lift children onto diaper changing table or into stroller.
8. **Listening** – listening skills sufficient to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. For example, interaction with children and family occurs on a frequent basis and must be mastered.

**EXAMPLES ARE NOT ALL INCLUSIVE.**

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