

Functional Ability Criteria for the Early Childhood Education Program

It is the intent of the Wisconsin Indianhead Technical College (WITC) Early Childhood Education program to fully comply with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 1201. *et seq.*), the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (29 U.S. C & 794). In accordance with these laws, WITC does not provide students with personal devices and services.

In order to assist students to successfully complete the Early Childhood Education program and achieve licensure to work as an early childhood education professional, WITC has developed a set of objective functional ability criteria.

Students will be asked to sign the Early Childhood Education Program Statement of Understanding form stating whether or not they are able to meet the functional abilities, with or without accommodations, as stated in this document. **If a student enters the Early Childhood Education program based on falsification of records related to their ability to meet functional requirements, he/she may face disciplinary action.** All signed forms will be kept on file in the student's record maintained by the college Early Childhood Education faculty for five years, then destroyed.

For students with a disability, reasonable accommodations are available. Reasonable accommodations are defined as modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate in WITC's courses, services, activities, and use of the facilities. To be eligible for disability-related services/accommodations, students must have a documented disability. This documentation must be provided by a licensed professional, qualified in the appropriate specialty area. WITC is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of an essential element or function of a program /course. WITC is also not obligated to provide an accommodation that poses an undue financial or administrative burden to the College or poses a direct threat to the health and/or safety of others.

Accommodations allowed, without disability documentation: supportive back brace or other supportive brace that does not impede required movement or interfere with infection control policies, hearing aids, glasses, and/or contacts. Other student-suggested accommodations will require the approval of the Divisional Dean of Family and Consumer Services and the campus Accommodation Specialist. All requests should be approved before the student is enrolled in the program. Any accommodation cannot substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the program.

If you are a person with a documented disability and would like to request accommodations, please contact the campus Accommodation Specialist at the campus number listed at the end of this document or on the Disabilities Pamphlet included in the inquiry packet of information.

It is required that you contact the campus Accommodation Specialist at least three (3) weeks prior to the start of your course so that an accommodation plan can be made.

The following is a list of functional abilities the student must have in order to participate in the Early Childhood Education program at WITC:

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10-307-1 Early Childhood Education

GROSS MOTOR SKILLS

- Push and pull objects up to 40 lbs on a frequent basis (e.g. strollers, wagons)
- Lift and carry objects up to 40 lbs without losing stability or balance
- Bend, stoop, kneel, squat (or otherwise get to child level) quickly without losing stability or balance
- Reach above own shoulders to access or replace equipment and supplies
- Arrange environment (furniture and supplies) to prepare for activities, ensuring safety and accessibility
- Transport/evacuate children in emergencies
- Move within confined spaces
- Reach below waist (e.g. to plug in appliances, pick up toys)
- Reach in front of own body (e.g. to hold children, show books and toys, help diaper/dress children, set tables, etc.)
- Participate in children's group games

FINE MOTOR SKILLS

- Perform moderate manipulative tasks such as writing, fastening buttons/zippers, turning pages in a book, etc.
- Pick up objects with hands
- Write with a pen or pencil
- Key/type (use a computer)
- Twist objects (e.g. turn door knobs)
- Squeeze (e.g. open medications, handle small items)
- Assist in making games and learning materials for children
- Assist in record keeping and maintaining written progress notes
- Assist with self care activities such as dressing, feeding, diapering

PHYSICAL ENDURANCE

- Tolerate long periods of sitting, standing, and/or walking/mobility without becoming fatigued
- Sustain repetitive movements (e.g. playing, pushing swings, etc.)

HEARING

- Distinguish normal sounds from background noises
- Hear normal speaking level sounds
- Hear faint voices and/or body sounds (e.g. that may indicate child's pain, needs, etc.)
- Hear fire alarms, apnea monitors, telephones & doorbells ringing
- Differentiate playful from harmful play sounds in a loud setting

VISION

- Identify children/adolescents, co-workers, and visitors from distance of 10 feet
- Read typed and written correspondence (books, parent notes, calendars, activity plans, etc.)
- See objects 20 inches away (e.g. computer screens skin conditions)
- Use peripheral vision and depth perception (e.g. to help children safely cross streets, climb stairs, etc.)
- Distinguish color and color intensity (e.g. to determine if a child looks pale, has a rash, matches colored objects correctly)
- Determine safety standards of equipment (e.g. loose nuts and bolts, frayed cords, dangerous areas, uneven surfaces, etc.)

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ENVIRONMENT

Tolerate the following:

- Exposure to bodily fluids (diaper changes, bloody or runny noses, etc.)
- Bacteria and infectious agents from ill children
- Exposure to chemicals and agents such as disinfectants, soaps, cleaners, bleaches, etc.
- Minor bodily injuries (scrapes, bruises, bites) cause by the unpredictable behaviors of young children
- Exposure to loud and/or unpleasant noises due to the unpredictable nature of young children
- Exposure to strong odors (e.g. cleaning supplies, dirtied diapers)
- Supervise children's play activities, enforcing safety rules

READING AND WRITING

- Read, write, and understand written documents such as books, parent notes, calendars, activity plans, medication instructions, progress notes, emergency procedures, etc.

MATH

- Tell time
- Add and subtract basic numbers
- Document numbers in records (charts, medication dispersal, etc.)
- Measure quantities for snack or food preparation
- Dial phone numbers to summon emergency assistance

EMOTIONAL STABILITY

- Provide children and families with emotional support
- Adapt to changing environments/stress
- Manage or deal with the unexpected
- Respond to a crisis situation in a manner that maintains the health and safety of the children in the classroom/program
- Cope with own emotions
- Cope with strong emotions in others (anger, fear, grief, crying)
- Concentrate on details despite frequent interruption
- Tolerate individual differences, values and beliefs
- Maintain honesty and trust with employer, co-workers, parents, children

ANALYTICAL THINKING

- Perform multiple responsibilities concurrently
- Process and interpret information from multiple sources
- Problem solve
- Evaluate outcomes
- Prioritize tasks
- Use long-term memory
- Use short-term memory

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CRITICAL THINKING

- Identify cause and effect relationships
- Plan and implement activities for others
- Provide identifiable activity routines for children and facilitate transitions
- Sequence information
- Make decisions independently
- Adapt decisions based on new information
- Modify environments based on individual needs of children

INTERPERSONAL SKILLS

- Establish professional relationships
- Establish rapport with families and community groups
- Respect and value cultural differences of others
- Negotiate interpersonal conflict
- Respect dignity and rights of all children
- Encourage and model positive social relationships and habits
- Interpret body language and respond appropriately
- Honor relationships with honesty and integrity

COMMUNICATION SKILLS

- Speak loudly enough to be heard in a noisy room
- Speak at an understandable, conversational level
- Interact with parents and co-workers in a positive, honest, and friendly manner
- Speak and write in English
- Listen and comprehend the written/spoken word
- Collaborate with others (e.g. therapists, health care workers, etc.)
- Recognize and respect family/child confidentiality
- Participate in staff meetings, training sessions and meet continuing education requirements as outlined in state certification/licensing regulations
- Work cooperatively with staff to develop potential of individual children

FUNCTIONAL ABILITY CRITERIA
Early Childhood Education Program
Statement of Understanding

The Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 1201. *et seq.*), the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (29 U.S. C & 794) prohibits discrimination of persons because of her/his disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to ensure a quality education of students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the functional abilities required of a student in the Early Childhood Education program.

This form is to be completed when receiving program information, prior to the admission to the Early Childhood Education program and should be returned to registration with the required registration documents.

_____ I have read and understand the *Functional Abilities Criteria* specific to a student in the
(initial/date) Early Childhood Education Program.

_____ I am able to meet the *Functional Abilities Criteria* as presented with or without accommodation.
(initial/date)

_____ I was provided with information concerning accommodations or special services if needed
(initial/date) at this time.

Name of Student (please print)

Signature of Student

Date

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Accommodation Request Form for Students with Disabilities

It is the intent of the Wisconsin Indianhead Technical College (WITC) to fully comply with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 1201. *et seq.*), the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (29 U.S. C & 794). In accordance with these laws, WITC does not provide students with personal devices and services.

Requests for accommodations are based on mutual planning among the Accommodation Specialist, Student Services staff, and program instructors and/or Divisional/Academic Deans.

_____ Prospective Student Requester

_____ Student Requester

Name: _____ Date: _____

Address: _____

Need for accommodation: _____

Documentation of disability: Please attach

Requester's suggested accommodation: _____

Suggested accommodation by DVR, other agency or individual: _____

WITC's accommodation plan: _____

Request received by: _____

Date: _____

Return form to:

WITC Ashland
2100 Beaser Avenue
Ashland, WI 54806
715.683.4591, ext 3100
Fax: 715.682.8040

WITC New Richmond
1019 S Knowles Avenue
New Richmond, WI 54017
715.246.6561, ext 4100
Fax: 715.246.2777

WITC Rice Lake
1900 College Drive
Rice Lake, WI 54868
715.234.7082, ext 5100
Fax: 715.234.1241

WITC Superior
600 North 21st Street
Superior, WI 54880
715.394.6677, ext 6100
Fax: 715.394.3771

1.800.243.9482 (V)
1.715.468.7755 (TTY)
Alternative format available upon request