



## WISCONSIN INDIANHEAD TECHNICAL COLLEGE

### 10-307-1 Early Childhood Education

#### Functional Abilities Disclosure

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

In order to assist students to successfully complete this program, WITC has developed a set of objective functional ability criteria. At the time of application, students are asked to sign the Functional Ability Disclosure stating whether or not they are able to meet the functional abilities, with or without accommodations, as stated in this document. **Students entering the program based on falsification of records related to their ability to meet functional requirements, may face disciplinary action.** The signed acknowledgement of this information will be filed in the student's permanent record. If the student is required to sign the form again at a later date designated by the program requirements, the signed form will be kept on file in the student's record maintained by the program director/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 Program Director or Academic/Divisional Dean, the campus Accommodation Specialist, and the Wisconsin Department of Health Services (for Nursing Assistant only). 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, complete the [Reasonable Accommodation Request Form](#) and contact the [Accommodations Specialist](#) at your campus. It is recommended that reasonable accommodation requests be made 30 days prior to class start date to allow time for accommodations to be coordinated. Requests for reasonable accommodation must be made a minimum of fourteen (14) calendar days prior to the first day the service is needed.

Functional abilities required for participation in this program are listed below:

#### GROSS MOTOR SKILLS

- Push and pull objects up to 40 pounds on a frequent basis (e.g. strollers, wagons)
- Lift and carry objects up to 40 pounds 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.)

### 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

### EMOTIONAL STABILITY (continued)

- 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

### 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 Abilities Signature Statement

Wisconsin Indianhead Technical College has developed a set of objective functional ability criteria for this program. By signing below, I am confirming that I have read and understand the bulleted information below and the information contained in this Functional Abilities Disclosure and that I am:

- Able to meet the Functional Abilities Criteria as presented with or without accommodation.
- Will be provided with information concerning accommodations or special services upon request.

*(This signed document is needed only for those students who did not complete the online application or requested additional information.)*

Signature: \_\_\_\_\_

Student ID: \_\_\_\_\_

Program: \_\_\_\_\_

Date: \_\_\_\_\_