



Academic Success & Public Service Division Technical Standards Early Childhood Education

Purpose Statement

All students in the Early Childhood Education Program are expected to meet certain technical standards which are essential for successful completion of all phases of the program, and which reflect industry requirements and standards. To verify the student’s ability to perform these essential functions, students may be required to demonstrate the technical standards below.

Meeting these technical standards does not guarantee employment in this field upon graduation. Ability to meet the program’s technical standards does not guarantee a student’s eligibility for any certification exams, or successful completion of the program.

Technical Standard	Definition of Standards	Examples
Critical Thinking/Problem Solving Skills	Abilities sufficient for classroom, lab, and work in industry situations that require organization of time, materials and prioritization of tasks, multitasking, and adapting to changing situations.	<ul style="list-style-type: none"> • Synthesize child observations with known child development and plan lessons accordingly • Respond to child behaviors in a way that demonstrates knowledge of child development and developmentally appropriate practices • Be able to demonstrate the ability to think logically about educational issues • Demonstrate the ability to multi-task and adapt to and display flexibility in changing situations • Perform the above skills independently
Interpersonal Skills	Abilities sufficient to interact with individuals and groups from a variety of social, emotional, cultural and intellectual backgrounds and age groups.	<ul style="list-style-type: none"> • Work as a team in college classes for group work • Work as a team in early childhood settings • Maintain a cooperative spirit when working with classmates or early childhood professionals • Demonstrate respect for those whose appearance, condition, beliefs and values may conflict with your own • Demonstrate sufficient emotional health to perform under stress, exercise good judgement and promptly complete all academic work and work based learning responsibilities

Technical Standard	Definition of Standards	Examples
Communication Skills	Abilities sufficient for verbal and non-verbal communication abilities with children, families and other child care providers in the early childhood environment.	<ul style="list-style-type: none"> • Understand and respond to oral communications and directions • Use effective listening skills when communicating with families and classmates • Take initiative in speaking with parents to make them and the child feel welcome • Work with families and children during arrival and departure to provide a smooth transition • Impart information and orally communicate appropriately with children, families, and others • Be able to read, write, understand, and respond to written instructions, communications and materials • Have adequate verbal and written communication skills with other adults (colleagues, parents) and children of differing ages
Coping Skills	Abilities sufficient for working under stress and maintain composure.	<ul style="list-style-type: none"> • Solves personal and interpersonal problems • Demonstrates ability to resolve conflicts and deal with upset clients (families) • Ability to remain cool, calm and collected when working with children’s challenging behaviors
Mobility/Motor Skills	Abilities sufficient for motor ability (balance, coordination, speed and agility) and strength to move independently throughout a classroom setting, to move equipment/children, and to ensure safe and effective environments.	<ul style="list-style-type: none"> • Have mobility, strength, and dexterity to be able to lift a child weighing up to 50 pounds • Ability to be at and interact at each child’s level and retrieve children who wander and/or run from the group • Be able to sit down on floor and get up again quickly • Perform the duties of sweeping, mopping, cleaning tables, and toilets, etc. • Be able to run and play with children in all environments • Be able to maneuver safely around active moving children in all environments
Auditory Skills	Sufficient auditory ability to monitor and assess the needs of children.	<ul style="list-style-type: none"> • Have adequate hearing in order to supervise children from across a 20 ft. room • Demonstrate required sensory skills in order to observe both individual and groups of children. Tasks include monitoring safety, interactions and meeting the needs of children.
Visual Skills	Sufficient visual acuity/ability to monitor and assess the needs of children.	<ul style="list-style-type: none"> • Have adequate vision in order to supervise children from across a 20 ft. room

Technical Standard	Definition of Standards	Examples
		<ul style="list-style-type: none"> • Demonstrate required sensory skills in order to observe individual children as well as a group of children for monitoring safety, social interaction, non-verbal cues, or signs of physical abuse or neglect
Tactile Skills	Sufficient tactile ability to monitor and assess the needs of children.	<ul style="list-style-type: none"> • Demonstrate required sensory skills in order to observe individual children as well as a group of children for monitoring safety, social interaction, non-verbal cues, or signs of physical abuse or neglect. • Determining the temperature of formula on the inside of the wrist prior to feeding an infant • Using touch to assess a child’s well-being. • Determining whether materials are a temperature that would be safe for children (water temperature, foods, etc.)
Environmental/Physical Strength and Stamina	Abilities sufficient to work in an active environment and tolerate environmental stressors and function safely.	<ul style="list-style-type: none"> • Have mobility, strength, and dexterity to be able to lift a child weighing up to 50 pounds • Have ability to interact at each child’s level and retrieve children who wander throughout the day • Be able to sit down on floor or ground and get up again quickly repeatedly • Be able to change a diaper repeatedly • Perform the duties of sweeping, mopping, cleaning tables and toilets, etc. • Be able to run and play with children outside
Emotional, Interpersonal & Behavioral	Sufficient behavior and social abilities to interact and work collaboratively with individuals, groups, and families while maintaining composure in stressful situations, make sound decisions and assume responsibility/accountability for actions.	<ul style="list-style-type: none"> • Be able to stand or sit in front of groups of children and present class materials such as reading books, singing songs, or dancing • Be able to interact with children and families through eye contact, verbal communication and do so according to general social norms; including being able to make adjustments to interactions based on the child or family’s cultural/social needs • Be able to multi-task: stay in control and adequately supervise a group of at least 15 children who are performing different activities • Should have skills in order to meet the needs of small and/or large groups of children while also being aware of the other children in the room; and

Technical Standard	Definition of Standards	Examples
		<p>helping those with special needs or problems at any given time</p> <ul style="list-style-type: none"> • Take initiative in speaking with parents to make them and the child feel welcome; work with parents and children during arrival and departure to provide a smooth transition • Be willing to receive direction, suggestions, and feedback from co-workers, supervisors, and families in a manner that is calm and professional • Adapt to rapidly changing environment and/or stress • Refrain from the use and abuse of any substance that would impair the ability to attend work consistently and work with children in a reliable manner • Have the ability to attend work consistently and work with children in a reliable manner to ensure safety of, observation of, and assessment of all situations involving a child, and group of children and co-workers • Adapt to changing duties and needs of work environment, to include retaining new information as related to the program, the profession, and needs of each child • Exercise independent judgement of effectively solve problems, and make decisions

In the case of an otherwise qualified individual with a documented disability, appropriate and reasonable accommodations will be made unless to do so would fundamentally alter the essential training elements, cause undue hardship, or produce a direct threat to the safety of the children or student with the understanding that for future employment some technical standards are related to child care rules and regulations from NC General Statutes.

Asheville-Buncombe Technical Community College is invested in full compliance with the Americans with Disabilities Act (ADA). Support Services is part of Student Services and is located in the K. Ray Bailey Student Services Center. For detailed information or to request accommodations visit www.abtech.edu/supportservices. An appointment is recommended prior to enrollment in order to discuss any special concerns.