

## **PHYSICAL THERAPIST**

### **ORGANIZATIONAL RESPONSIBILITY**

A Physical Therapist is responsible to the Assistant Superintendent Student Support Services and works under the direct supervision of the Special Education Program Coordinator.

### **DEFINITION**

A Physical Therapist provides physical therapy treatment to special needs students enrolled in the educational programs of Folsom Cordova SELPA.

### **ESSENTIAL FUNCTIONS**

- Provides physical therapy services to special needs students.
- Assesses student performance in activities that are meaningful, curriculum-oriented, and applicable to daily life routines.
- Develops a therapy intervention plan that supports the Individual Educational Program (IEP) goals, objectives/outcomes, and implements the plan in appropriate settings and curricula.
- Assists in the development of student transition plans, programs, and goals.
- Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP, maintains progress records, and participates in IEP meetings.
- Documents findings, actions taken, and/or recommendations made regarding area of service; maintains records as required by the Department of Student Support Services and identified program needs.
- Provides students with individual treatment and group therapy sessions to correct specific physical areas.
- Monitors therapy programs and educational staff trained to incorporate appropriate physical therapy treatment strategies into the educational program, evaluates the effectiveness of the established program, and makes modifications within the framework of the IEP process as necessary.
- Participates in meetings between district, staff, and families on the appropriate implementation of educational programs; collaborates and coordinates physical therapy goals with the educational program.
- Demonstrates educational and developmental strategies to students and families for successful home management of physical therapeutic programs.
- Provides formal and informal in-services to educational staff and families in relevant areas focusing on physical therapy treatment principles as they relate to the development and education of children with special needs and sensory-motor development as related to learning.
- Consults and collaborates with medical and community agencies that interact with District and early intervention programs regarding physical therapy services for students, participates in local and state presentations to large and small groups.
- Adapts equipment to assure proper positioning and to enhance functional performance of the student, addressing the student's neuromuscular deficits and needs; may include design and fabrication of equipment, or recommendations for purchase of adaptive equipment as needed for the individualized special education program.
- Coordinates physical therapy program within the total educational system, including involvement with transition planning when appropriate.
- Maintains an in-depth knowledge of the laws and policies governing Special Education and Early Intervention in California, particularly as they pertain to the delivery of physical therapy services. Consults with other members of the educational team regarding the mandated and best-practice roles of physical therapy.
- Refers students and families to related services which will assist the student's development
- Recommends future physical therapy services to administration.

### **QUALIFICATIONS**

#### **Knowledge, Skills and Abilities:**

- Knowledge of intellectual, sensory, and physical development of children and young adults.
- Knowledge of the educational and developmental needs of children.
- Knowledge of theory of physical and mental rehabilitation underlying the practices of physical therapy.
- Knowledge of principles, methods and objectives of physical therapy treatment, services and techniques.
- Knowledge of neuromuscular function and dysfunction, kinesiology, the modalities, skeletal anatomy, basic pathology involved in neuromuscular and orthopedic disabilities, and the objective of physical therapy treatment for students with physical disabilities.
- Knowledge of consultation, training, and supervision.
- Skills in the application of physical therapy techniques utilized in the assessment and treatment of children with disabilities

**PHYSICAL THERAPIST (Continued)**

- Ability to accurately assess the developmental status and educational needs of children and young adults.
- Ability to identify and assess areas of developmental sensory-motor dysfunction.
- Ability to develop and implement treatment plans, goals, and objectives to correct sensory-motor dysfunction.
- Ability to collaborate with county office staff, families, and other physical therapists.
- Ability to provide consultation for classroom and home management of gross motor, positioning, and mobility needs.
- Ability to explain and provide training on physical therapy and rehabilitative principles.
- Ability to provide direction to staff.
- Ability to communicate effectively orally and in writing and make presentations to small and large groups.
- Ability to maintain records and prepare complex reports.
- Ability to work as a strong member of the IEP team, using current best practice clinical skills for working with infants, children, and adolescents with moderate to severe physical, mental and emotional disabilities.
- Ability to establish and maintain an effective and cooperative relationship with those contacted in the course of work including individuals from various ethnic and cultural groups.

**Physical Requirements:**

- Mental acuity to: assist in the management of these programs; interpret and implement rules relating to these programs; and make policy decisions, evaluate results, and make determinations relative to the effective performance of the tasks.
- Physical agility to lift and to move objects up to 50 lbs.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table, or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings.
- Facility to drive an automobile.
- Facility to determine and differentiate colors.

**Experience:**

Three years of clinical experience in pediatric therapy with emphasis on developmental disabilities. Experience in working collaboratively with teams and families in an educational setting, is desirable.

**Education:**

A Bachelor's degree from an accredited college or university with coursework in physical therapy or a related field.

**Certificates & Licenses:**

Must possess a California Physical Therapy License. Must possess a valid California driver's license issued by the State Department of Motor Vehicles.

**Clearances:**

Criminal Justice Fingerprint Clearance  
TB Clearance