

JOB DESCRIPTION  
July 2020

Placer County Office of Education  
360 Nevada Street  
Auburn, CA 95603

**EARLY INTERVENTION PHYSICAL THERAPIST I, II & III**

**General Purpose:**

An Early Intervention Physical Therapist I, II & III is responsible to the County Superintendent and works under the direct supervision of the designated manager(s). The Early Intervention Physical Therapist provides physical therapy assessment and treatment to children, birth to 36 months and their families who qualify for early intervention services.

**Essential Functions and Responsibilities** include the following. Other duties may be assigned as required:

- Provides physical therapy services to special needs children, birth to 36 months, in the natural environment.
- Assesses child performance in activities that are meaningful, family oriented and applicable to daily life routines.
- Provides assessments in all required developmental areas and identified areas of concern to determine eligibility.
- Makes recommendations about intervention frequency, duration and discharge.
- Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance and records any changes as they occur to ensure accurate IFSP scheduling.
- Collaborates with Individualized Family Service Plan (IFSP) team members in regards to the child's progress.
- Develops a therapy intervention plan that supports the IFSP goals, objectives/outcomes and implements the plan in appropriate settings.
- Notifies case manager, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, updates present levels and progress; when assessment or IFSP is required in advance of IFSP.
- Provides service coordination as designated on the IFSP when working as designated case manager.
- Attend IFSP when requested by case manager or when acting as case manager.
- Assists in the development of child transition plans, programs and goals.
- Writes assessment reports identifying the child's needs and proposed treatment strategies and maintains progress records.
- Documents findings, actions taken and/or recommendations made regarding areas of service; maintains records as required by the Department of Special Education and identified program needs.
- Provides individual child and family services to address areas of need.
- Implements early intervention services within the following service delivery approaches: transdisciplinary, relationship based, strength based, reflective practices and family focused.
- Participates in meetings between county office staff and families on the appropriate implementation of early intervention programs; collaborates and coordinates physical therapy goals with families.
- Demonstrates developmental strategies to families for successful home management of physical therapeutic programs.
- Provides in-home interpretation and summarizes assessment report results to

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- families. Recommends appropriate activities and materials designed to accomplish goals and facilitate the development and family care of children.
- Provides formal and informal in-services to educational staff and families in relevant areas focusing on physical therapy treatment principals as they relate to the development and education of children with special needs.
- Consults and collaborates with medical and community agencies that interact with County Office special schools and early intervention programs regarding physical therapy services for children; participates in local and state presentations to large and small groups.
- Adapts equipment to assure proper positioning and to enhance functional performance of the child, addressing the child's neuromuscular deficits and needs; may include design and fabrication of equipment, or recommendations for purchase of adaptive equipment as needed for the individualized family service plan.
- Coordinates physical therapy program with the IFSP team, 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 IFSP team regarding the mandated and best-practice roles of physical therapy.
- Administers the physical therapy program as needed in terms of budget recommendations, space and equipment recommendations, physical therapy program development and evaluation and supervision/direction of any support staff or others (i.e., student interns) as assigned to the physical therapy program.
- Refers child and families to related services which will assist the child's development.
- Provides direction, training and assistance to caregivers and transdisciplinary team members assigned to children receiving physical therapy services.
- Conducts in-services or other training programs for county office staff and school district personnel on the role of physical therapy as an early intervention service, including family coaching and identification and treatment of gross-motor deficits.
- Recommends future physical therapy services to IFSP team.

### **Minimum Qualifications:**

#### **Employment Eligibility:**

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

#### **Education:**

##### **Physical Therapist I**

- A Bachelor's degree or higher from an accredited college with a major in physical therapy is required.

##### **Physical Therapist II**

- Evidence of attainment of a MA/MS degree in physical therapy or at least one of the following:
  - Board Certification in Pediatrics
  - Neuro-Developmental Treatment Certification
  - Equivalent certification based on administrator approval
  - 100 hours of pediatric specific continuing education

**Physical Therapist III**

- Evidence of attainment of a DPT degree in physical therapy or at least two of the following:
  - Board Certification in Pediatrics
  - Neuro-Developmental Treatment Certification
  - Equivalent certification based on administrator approval
  - 100 hours of pediatric specific continuing education

**Experience:**

**Physical Therapist I**

- Two years experience in physical therapy with a primary focus on pediatric clients.

**Physical Therapist II**

- Two years successful work experience comparable to that of a Physical Therapist with PCOE.

**Physical Therapist III**

- Five years successful work experience comparable to that of a Physical Therapist II with PCOE.

**Knowledge, Skills and Abilities:**

- Knowledge of intellectual, sensory and physical development of children.
- Knowledge of early childhood assessment tools and procedures, with in-depth knowledge in motor development and sensory processing.
- Knowledge of the educational and developmental needs of children.
- Knowledge of typical and atypical child development.
- Knowledge of theory of physical and cognitive 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 physical disabilities.
- Knowledge of consultation, training and supervision.
- Knowledge and ability to support the parent/child relationship and facilitate parent involvement.
- Knowledge of family dynamics and systems and how it impacts child development and knowledge and ability to provide resources to the family.
- Skills in the application of physical therapy techniques utilized in the assessment and treatment of children with disabilities.
- Ability to accurately assess the developmental status of children and educational needs of families.
- Ability to identify and analyze 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 professionals.
- Ability to provide consultation for transdisciplinary team 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.

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- Ability to maintain records and prepare complex reports.
- Ability to work as a strong member of the IFSP team, using current best practice clinical skills for working with infants and children with physical 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

### **Required Testing:**

- Applicants may be tested

### **Certificates & Licenses:**

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

### **Clearances:**

- Criminal Justice Fingerprint Clearance
- TB Clearance

### **Work Environment:**

- Work is performed in an office or school environment, family/caregiver home, community setting, and involves continuous contact with staff, family members, and representatives of other agencies.

### **Physical Requirements:**

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- 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 with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

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**FLSA Status:** Non-exempt


**Employee Group:** Classified

**Salary Grade:** Early Intervention Physical Therapist I: 42.0  
Early Intervention Physical Therapist II: 44.0  
Early Intervention Physical Therapist III: 46.0

Reviewed and Approved:

Supervisor: 

Date: 9-18-20

Human Resources: 

Date: **9-18-20**