

## **SANTA CLARA COUNTY OFFICE OF EDUCATION**

POSITION: Substitute/Relief Physical Therapist

HOURLY RATE: \$40.00/hour

DUTIES AND RESPONSIBILITIES: The Substitute/Relief Physical Therapist is an on-call, temporary position. The position provides physical therapy treatment to special needs students enrolled in the educational programs of the County Office of Education; is responsible for individual treatment to neuromuscular dysfunction and administers pediatric physical therapy assessments to determine a student's level of function relative to the student's age and educational placement in such areas as fine/gross motor skill development, sensory motor integration, self-care and activities of daily living. This position receives limited supervision from a school administrator or designee and will consult and provide therapy in a variety of classrooms/school/early intervention settings at more than one site, with many different educational team members, within a framework of special education policies and procedures. This position requires independent clinical judgment, well-developed communication skills, and the ability to work in a variety of settings.

### ESSENTIAL/TYPICAL DUTIES

Provides physical therapy services to special needs students enrolled in the educational programs of the Santa Clara County Office of Education.

Assesses student performance in activities that are meaningful, curriculum oriented, and applicable to daily life routines

Develops a therapy intervention plan that supports the 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 plan, maintains progress records; participates in the IEP meeting

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 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 modification within the framework of the IEP process as necessary

Participates in meetings between county office 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 on-site interpretation and summarizes assessment report results to families. Recommends appropriate activities and materials designed to accomplish goal sets and facilitate the development and family care of students

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 who interact with the County Office special schools 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 the 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

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) assigned to the physical therapy program

Refers students and families to related services which will assist the student's development

Provides direction, training, and assistance to support staff assigned to the occupational therapy program

Conducts in-services or other training programs for county office staff and school district personnel on the role of occupational therapy as an educational service, normal sensory-motor development as related to learning, and identification of sensory-motor deficits

Recommends future physical therapy services to administration

Performs related duties as assigned.



## EMPLOYMENT STANDARDS

### Knowledge of:

Intellectual, sensory, and physical development of children and young adults

Skill in the application of physical therapy techniques utilized in the assessment and treatment of children with disabilities

The educational and developmental needs of children

Theory of physical and mental rehabilitation underlying the practices of physical therapy

Principles, methods and objectives of physical therapy treatment, services, techniques

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 physically handicapped

Principles of consultation, training, and supervision.

### Ability to:

Accurately assess the developmental status and educational needs of children and young adults

Identify and analyze areas of developmental sensory-motor dysfunction

Develop and implement treatment plans, goals, and objectives to correct sensory-motor dysfunction

Collaborate with county office staff, families, and other physical therapists

Provide consultation for classroom and home management of motor, sensory, perceptual, and self cares programs

Explain and provide training on physical therapy and rehabilitative principles

Provide direction to staff

Communicate effectively orally and in writing and make presentations to small and large groups

Maintain records and prepare complex reports

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

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 CERTIFICATES AND LICENSES

License with the Board of Medical Quality Assurance of the State of California and meet the educational standards of the Physical Therapy Committee

Possession of a valid California driver's license with a driving record that meets the insurance requirements of the County Office of Education.

#### EDUCATION AND EXPERIENCE

Generally, the any combination of training and experience that could likely provide the required knowledge and abilities would be qualifying. A typical method to demonstrate these qualifications would be:

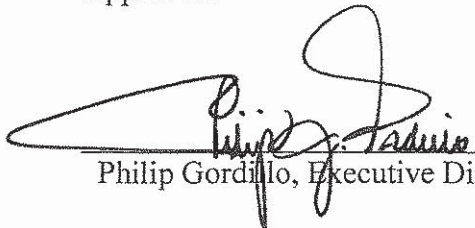
- Education: A Bachelor's degree from an accredited college or university with coursework in physical therapy or a related field
- Experience: Three years of clinical experience in pediatric therapy with emphasis on developmental disabilities and working in the educational setting. Experience in working collaboratively with teams and families are desired.

PHYSICAL DEMANDS: Hearing and speaking to exchange information; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate equipment and perform assigned duties; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting moderately heavy objects.

WORK ENVIRONMENT: Office and classroom setting; driving vehicle to school sites to provide assistance to students and staff.

BARGAINING UNIT: Substitute Workers Unit

Approved:



Philip Gordillo, Executive Director, Human Resources

6/25/13  
Date