

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PHYSICAL THERAPIST, SCHOOL-BASED

EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Under general or occasional supervision, the school physical therapist, as a member of the team, supports the education of students suspected of and/or diagnosed with a disability in their least restrictive environment. The physical therapist develops implements and coordinates a physical therapy program with the local educational agency (LEA); providing screening, evaluation, intervention services and transition planning. Skilled provision of physical therapy prevents injury (acute or chronic) of both students and educational staff. When working with students with disabilities and serious health impairments, the therapist is expected to analyze risk, problem solve effectively and demonstrate a high level of professional judgment when recommending and providing services, making environmental modifications and training staff to manage physical needs. Direct supervision may be exercised over support personnel and must be provided to physical therapy assistants. Consultation with educational and community personnel is also an essential component of the physical therapist's roles and responsibilities. Employee is also responsible for documenting treatment planning and treatment activities, preparing evaluation reports, documenting student progress, documentation for Medicaid/ Fee for Service billing for all eligible students, including the development of a Plan of Care/ Intervention plan. Employee is also responsible for modifications of equipment and or environment and site based in-service training as necessary. The physical therapist reports to the Executive Director- Exceptional Children Services and/or assigned EC Coordinator or Central Office Supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Identification, Evaluation, and Planning

Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery

Assess student's ability using appropriate evaluation tools, observations, functional assessments and review of medical and other agency reports.

Conducts interviews with parents and staff to determine the need for a therapy intervention plan. Must have the ability to research and determine evidence based practice supporting therapy interventions.

Synthesizes evaluation results into comprehensive written report, which reflects strengths and barriers to student participation in the educational environment directly related to referral concern.

PHYSICAL THERAPIST

Develops and implement intervention strategies.

Participates in interdisciplinary meetings to review evaluation results, offer recommendations, and develop individualized education plans and intervention plans to achieve IEP goals.

Service Delivery

Therapist consults with school-based team to achieve student outcomes.

Develop physical management plan for daily classroom routines and train staff in its safe implementation,

Provides instruction in management techniques, use of adapted equipment, and environmental modifications including the identification of architectural barriers.

Educates student, educational personnel, and family to facilitate skills in areas of occupation as well as health maintenance and safety.

Monitors and reassesses the effects of physical therapy intervention and the need to continue, modify, or discontinue intervention and reports student progress to IEP team members.

Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.

Documents need and request assistive technology and equipment for students with special needs.

Program Administration and Management

Prioritizes and schedules work tasks independently.

Manages inventory of therapeutic equipment that is checked out to the therapist and /or assigned school(s).

Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy.

When assigned, provides legal and ethical supervision of physical therapy assistant assuming responsibility for the students served by the assistant.

Submits accurate and timely caseload information to supervisor based on monthly, quarterly or semester reporting periods.

Logs therapy services in electronic data management system for each session provided.

Completes quarterly progress notes for students who receive direct therapy.

PHYSICAL THERAPIST

Education

Teaches, monitors, and collaborates with educational personnel, community agencies, parents and students to increase understanding of the student's physical performance.

Participates in continuing education for professional development to ensure practice is consistent with established best practice and NC licensure requirements.

Contributes to the planning of safe transportation of students with disabilities.

Provides clinical, educational opportunities for students of physical therapy.

Provides consultation regarding emergency evacuation of students with disabilities

Contributes to discussions involving school accessibility and planning appropriate environmental modifications

Uses professional Code of Ethics and standards of practice to guide ethical decision making in practice

ADDITIONAL JOB FUNCTIONS

Advises administration and staff regarding: bus travel safety; lifting and transfer techniques; architectural barriers and adapted equipment techniques and medical precautions

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Four year degree in physical therapy; Master's degree in physical therapy for new graduates. Two years of experience (preferably in pediatrics). Participation in recent continuing education programs related to pediatric or school based physical therapy.

SPECIAL REQUIREMENT

Graduation from an accredited program of physical therapy and certification to practice in North Carolina as evidenced by current licensure as a physical therapist by the North Carolina Board of Physical Therapy Examiners

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record.

PHYSICAL THERAPIST

An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, wheelchairs, standers, walkers, switches and other assistive technology used in therapy etc. Must be able to exert up to 40 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English and government terminology

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the principles of algebra/statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

PHYSICAL THERAPIST

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of human development throughout life span, integrated with student's unique developmental status.

Thorough knowledge of the theory, principles and methods of occupational therapy.

Knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and guide occupational therapy practice in schools.

Have considerable knowledge of appropriate evaluation tools.

Ability to collaborate with school personnel, families and agencies to address student needs.

Ability to interpret evaluation the evaluation data and write a comprehensive report that reflects strengths and barriers (if any) to student participation and occupational performance.

Skill in effective oral and written communication.

Maintain a consistent schedule and travels between locations where students require services.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.