

SACRAMENTO COUNTY OFFICE OF EDUCATION

CLASSIFICATION TITLE: Physical/Occupational Therapist

DEFINITION

Under direction of the Director, Special Programs, serves as a member of a transdisciplinary team of the Infant Development Program serving the needs of infants, toddlers, and their families; provides ongoing assessment, evaluation, service coordination and student therapy services related to motor development and other identified developmental needs; provides consultation related specifically to gross, sensory, and fine motor development; plans programming needs and interventions for students; performs related duties as assigned.

DIRECTLY RESPONSIBLE TO

Director, Special Programs

SUPERVISION OVER

None; however, may provide technical direction to other staff in the Infant Development Program.

DUTIES AND RESPONSIBILITIES (Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Student Therapy Services

Provides therapy, in consultation with the transdisciplinary team, directed toward specific goals to enhance development of sensory, gross and fine motor, functional and adaptive skills for students in the Infant Development Program; schedules and plans individual and group activities; conducts home visitations to families related to specific student programming needs; assesses therapy needs in regards family and child's needs and program constraints, and modifies therapy directed services as needed; conducts motor therapy activities with students; develops motor focused interventions for home, community, and group activities; determines student's equipment needs; designs, creates, and assists in acquiring adaptive equipment, orthotics, splints, and special adaptive toys; demonstrates use of adaptive equipment to families and staff; schedules, participates, and leads/co-leads group activities; demonstrates developmental activities; provides information and instruction on techniques to staff, parents and agencies regarding positioning, environmental adaptations, exercises, self-help skills, oral motor issues, assistive devices and handling options.

Individualized Family Service Plan (IFSP)

As a member of the transdisciplinary team, assists in developing IFSP goals and desired student outcomes; conducts developmental assessments and evaluations of the student's motor, sensory and/or functional abilities and needs to determine program eligibility and services to be provided; schedules IFSP meetings, and prepares and distributes notification of meetings; attends and may serve as the facilitator for IFSP meetings; attends and participates in transition meetings with families, community agencies, school district and other related staff to determine future educational placement; provides written and/or oral information related to the student's developmental levels, strengths and needs; reassesses student's needs and progress toward goals; provides reports for IFSP review meetings.

Service Coordination

Acts as a support resource to families, staff and associated agencies regarding the developmental skills and programming needs for students; collaborates with medical and community agencies regarding services for students; provides education, training, support, resource and consultation services related to programming needs to families/care providers, staff, and agencies; models techniques to optimize gross, sensory, and fine motor responses of the student; conducts interviews with parents/care providers to obtain information regarding student program planning; coordinates services for students who have motor delays as their primary handicapping condition; assesses student motor abilities and needs using a variety of tools; recommends outside providers or withdrawal of services; updates student files; presents assessment information to staff to determine team assignments; acts as an advocate for families with medical personnel and community agencies as needed including preparing and providing statements for justification of medical necessity of services and adaptive equipment for students; assists families/care providers to modify environments to meet the needs of the student, and the demands of caring for a special needs child; attends medical appointments with families when appropriate; coordinates transportation to

events as needed; researches and recommends appropriate ongoing therapy and orthopedic related educational placement and services during transitions to school district and other related programs.

Communication/Documentation

Maintains ongoing communication with families/care providers, staff and related agencies to coordinate program and community services and provide information; prepares detailed reports and summaries relating to IFSP meetings, assessments, home visits, intervention activities, consultations, program planning, transition to school districts, and other related information; maintains educational and medical record files for students; prepares letters, formal requests, and recommendations to medical personnel and other agencies for equipment needs, funding sources, and to coordinate services; attends various meetings; maintains and coordinates schedules for home visits, parent education groups, trainings, and other meetings and appointments; creates instructional handouts; shares information about student and family needs, and coordinates professional and community resources with other infant development staff and related organizations.

MINIMUM QUALIFICATIONS

Education, Training and Experience

Bachelor's degree in occupational therapy or physical therapy from an accredited institution; possession of appropriate license/certification as determined by the State of California; registration by the National Board for Certification in Occupational Therapy (NBCOT) is desirable; any combination of training and experience in pediatric therapy which provides the ability to perform the duties and responsibilities listed; experience working with infants and toddlers having developmental disabilities or delays is desirable.

Knowledge of:

Early childhood intellectual, sensory, and physical development; developmental disabilities, diagnoses and syndromes and their impact on functional performances; motor and reflex development, and techniques to facilitate motor development in children with special needs; adaptive equipment and splinting; educational, medical and community resources, agencies, and programs available to infants and toddlers; appropriate instructional materials for infants and toddlers; standard software applications.

Skill and Ability to:

Observe and assess motor development; identify areas of sensory-motor dysfunction; develop and conduct motor focused interventions; research and resolve inquiries; maintain confidentiality of student records; utilize time management techniques to organize and prioritize work; remain flexible and adapt to changing program needs; modify work schedules based on therapy and case management services to meet the needs of students and staff; work independently and as a team member; work with children and parents in a home environment; lift students as needed; use a computer to research topics related to therapy and to prepare comprehensive reports; keep accurate and organized case records; share technical knowledge and skills with others; maintain cultural awareness and sensitivity to work with different attitudes and lifestyles; communicate effectively in oral and written form with infants and toddlers, parents, staff, and other community agencies regarding technical information; establish and maintain cooperative working relationships with those contacted during the course of work.

Other Characteristics

Possession of a valid California driver's license; willing to travel to different sites throughout Sacramento County according to program needs; willingness to be trained in first aid and cardiopulmonary resuscitation.

Revision approved by Personnel Commission 6/9/09
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