

Sacramento County Office of Education Job Description

Classification Title: Physical/Occupational Therapist

DEFINITION

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

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

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 consultative therapy services in collaboration with the student's family and/or care providers, and transdisciplinary team, working towards developmental outcomes in the areas of sensory, gross and fine motor, functional, and adaptive skills; schedules, plans, and conducts home visits with families addressing specific student programming needs; continually observes and assesses developmental status to determine therapy needs within student and family routines and within program constraints; modifies therapy directed services as needed; recommends programming goals and strategies; conducts and demonstrates therapy activities with students; provides information and demonstrates strategies for positioning and handling options, environmental adaptations, and movement within the home and community; determines student's equipment needs; assists in acquiring adaptive equipment, orthotics, splints, and adaptive toys, which can include preparing and providing statements for justification; demonstrates use of adaptive equipment to families and staff; advocates for student and family regarding physical/occupational therapy needs.

Individualized Family Service Plan (IFSP)

As a member of the transdisciplinary team, assesses and evaluates student functional and developmental status, including motor, sensory, functional, and adaptive skills, abilities, and needs; identifies strengths and needs to determine program eligibility; assists in developing IFSP goals and desired student outcomes; initiates and coordinates IFSP meetings within timelines; attends and participates in individualized education program (IEP) and 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; contributes to full-team reports for IFSP review meetings.

Service Coordination

Coordinates services for a caseload of students with motor, adaptive, or sensory needs; provides resources and information to families, care providers, staff, and associated agencies regarding developmental skills and programming needs of students; collaborates with medical and community agencies regarding services for students; refers student to outside providers; recommends changes in or discontinuation of services; creates and maintains student files; completes periodic assessments according to state and program guidelines; presents assessment information to staff to determine team assignments; advocates for families with medical personnel and community agencies; works with student's family and IDP team members to transition services to school districts and other programs.

Communication/Documentation

Maintains ongoing communication with families, care providers, staff, and related agencies to provide information and coordinate program and community services; 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 coordination of services; attends meetings; maintains and coordinates schedules for home visits, parent education groups, trainings, and other meetings and appointments; creates home program handouts; shares information about student and family needs, and coordinates professional and community resources with other infant development staff and related organizations; maintains confidentiality.

MINIMUM QUALIFICATIONS

Education, Training and Experience

Appropriate degree in occupational therapy or physical therapy from an accredited institution; possession of appropriate occupational or physical therapist license/certification as determined by the State of California; any combination of training and experience in pediatric therapy which enhances the ability to perform the duties and responsibilities listed; experience working with infants and toddlers who have developmental disabilities or delays is desirable.

Knowledge of

Early childhood typical and atypical intellectual, sensory, and gross and fine motor development; developmental disabilities, diagnoses, syndromes and their impact on functional performance, and acquisition of developmental milestones; coaching practices and various service delivery models; current evidence-based practices and modalities in early intervention; motor and reflex development, and techniques to facilitate motor development in children with special needs; therapeutic and adaptive equipment and splinting; educational, medical, and community resources available to families with young children; standard software applications including videoconferencing platforms.

Skill and Ability to

Observe and assess motor development; identify areas of sensory-motor dysfunction; develop and conduct motor focused interventions using family-centered and routine-based philosophies and strategies; research and resolve inquiries; maintain confidentiality of student information and records; utilize time management techniques to organize and prioritize work; react with flexibility and sensitivity to changing situations, settings, and 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, families, and care providers in a home environment; lift students as needed; use a computer to research topics related to therapy and to prepare comprehensive reports; organize and maintain accurate case records; share technical knowledge and skills with others in non-technical terms; maintain cultural awareness and sensitivity to work with different attitudes and lifestyles; communicate effectively in oral and written form with infants and toddlers, families, care providers, staff, and other community agencies from various cultural and socioeconomic backgrounds in one-on-one and group settings; establish and maintain cooperative working relationships with those contacted during the course of work; ability to lift, carry, and move various sized equipment and materials on and off the floor.

Other Characteristics

Possession of a valid California driver's license and willingness to travel locally using own transportation to conduct work assignments; willingness to be trained in first aid and cardiopulmonary resuscitation.

Revision approved by Personnel Commission 5/10/22
Revision approved by Personnel Commission 4/9/19
Revision approved by Personnel Commission 11/10/15
Revision approved by Personnel Commission 3/12/13
Revision approved by Personnel Commission 6/9/09
Revision approved by Personnel Commission 5/9/06
Revision approved by Personnel Commission 11/16/99
Approved by Personnel Commission 11/17/93