

# The Howard County Public School System

## Job Analysis

**JOB TITLE: Physical Therapist**

**DOT/O\*NET Code: 076.121-014/29-1123.00**

### POSITION INFORMATION

#### *Summary of Duties:*

The Physical Therapist primarily provides direct treatment services to the students on his or her caseload. A responsibility of the Physical Therapist is to assist students in becoming functional in the school environment. Once this has been achieved, which generally occurs by middle school, the role of the Physical Therapist becomes more consultative, and focused upon staff training and accessibility. The Physical Therapist works with all grade levels and with general and special education students. The Physical Therapist is usually assigned to multiple schools. Rarely, a therapist may be assigned only to Cedar Lane School. This is a ten month position.

#### *Essential Job Functions:*

- Provide physical therapy treatment and physical therapy consultation to students ages 3 to 21.
- At the beginning of the school year, review cumulative records for each student receiving therapy services; update information in the caseload database; review goals, treatment plans, and end of year summaries.
- Collaborate with teachers and paraeducators to develop a schedule for students receiving services.
- Perform accessibility studies and recommend modifications for all new and transition students.
- Complete physical therapy assessments as recommended by the student's Individual Education Plan (I.E.P). Assessments must include all components required by the Physical Therapy Board of Examiners.
- Observe and treat students in a variety of settings such as classrooms, hallways, physical education, cafeteria, motor room, outside the building and other settings to assess functioning and determine if modifications are needed.
- Collaborate with school administration and Building Services staff to ensure appropriate modifications are completed.
- Consult with other service providers such as occupational therapists and speech therapists to assist student to access educational programs.
- Train staff to provide necessary assistance, while fostering independence.
- Train staff on the proper use of equipment, body mechanics, transfer techniques, safe handling of students, and how to handle falls. Work with school administration to ensure adequate trained staff is available.
- Train teachers attending outdoor education or going on field trips, including use of all terrain wheelchairs; may participate in field trip, if determined appropriate. May participate in field trip if deemed appropriate.

- Prepare a procedure for how to move each child and post the procedure in the area where transfers will occur.
- Evaluate each student at the required intervals; perform assessments as indicated in the students' I.E.P.
- Develop a treatment plan and update plan as appropriate as goals develop and change.
- Accurately record and maintain progress notes regarding treatment plans and goals.
- Attend I.E.P meetings. Complete draft of functional mobility goals in consultation with teachers and service providers with consideration of parental input.
- Work with classroom teachers on the accurate collection of data to address I.E.P goals.
- Prepare progress reports for students with goals and objectives; prepare end of year summaries.
- Attend staff meetings, team conferences, physical therapy meetings, and instructional review meetings.
- Work with students during arrival and dismissal, assisting with steps, curbs, and building access.
- Work with students on the playground; assess what equipment can be safely used, how to access that equipment, and how to use the equipment therapeutically.
- Work with the adaptive physical education teacher to develop appropriate goals.
- Monitor student's equipment and orthotics to recommend adjustments, changes, or additions to parents. Collaborate with outside vendors at request of parents, to determine appropriate equipment for students.
- Train staff to apply orthotics and to utilize assigned personal equipment.
- May visit the worksite for students in work study programs or enclaves to assist with accessibility issues.
- Communicate with cluster nurses and health room assistants regarding medical issues.
- Consult with outside physical therapists, physicians, orthotists, and/or case managers.
- Adjust or modify school owned equipment to meet student needs.
- May prepare letters of medical necessity.
- May participate in progress report conferences with parents, as requested.
- May communicate with physicians if a student has had medical procedures and information is needed to assure student safety; with parental permission, may provide updates to physicians.
- May conduct a home visit to assist with accessibility.
- May supervise a physical therapy student intern.
- Maintain regular on-time attendance.

***Machinery, Tools, Equipment, Work Aids Used:***

- Canes
- Walkers
- Gait Trainers
- Wheelchairs, manual and power
- Stenders
- Lifts
- Changing tables
- Transfer aids (boards, discs)
- Therapy bench

- Toileting chairs/systems
- Sinks
- Adaptive chairs/sitters/stools
- Adaptive tricycles
- Scooters
- Wagons
- Bolsters; cheese wedge mats
- Sets of stairs
- Buckets
- Stuffed animals
- Inflatables
- Chalkboard; chalk
- Laptop
- Files; records; filing cabinets
- Motor rooms, equipped with balls, climbing equipment, swing systems, mats, mini-trampolines
- May occasionally use Sensory Room, equipped with water beds and various types of lights

***Products/Materials Handled:***

- Students belongings when providing assistance
- All items listed above under machinery, tools, equipment, and work aids used

**EDUCATIONAL/VOCATIONAL PREPARATION**

- Graduation from an accredited Physical Therapy program at the time of initial licensure.

**REQUIRED CERTIFICATES/LICENSES**

- State of Maryland license is required.
- Fulfill requirements to maintain licensure.
- Blood borne pathogen training is required.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge and skills generally acquired from the completion of the educational requirements of the position.
- Knowledge necessary to obtain and maintain required licenses.
- Knowledge of federal, state, and local laws, regulations, and procedures related to school health services.
- Knowledge of related resources in the community.
- Ability to communicate effectively both orally and in writing, to student, parents and staff members.
- Strong documentation/record keeping skills.
- Ability to identify and develop resources needed to implement special education programs.
- Ability to relate well to students, parents, staff, and community-based service providers.
- Knowledge of computers and software.

## **JOB SITE ENVIRONMENT**

### ***Work Site***

- 85% inside
- 15% outside

### ***Temperature Factors***

- Exposed to weather conditions when outside the school building.

### ***Noise Factors***

- Exposed to intermittent noise in the hallways between classes, and from bells and alarm systems.

### ***Vibrations***

- N/A

### ***Air Quality Factors***

- N/A

### ***Working Surface***

- Carpet
- Tile floors
- Wooden gymnasium floor
- Stairs
- Blacktop and cement surfaces outside
- Natural ground and playground surfaces

## PHYSICAL REQUIREMENTS – Physical Therapist

<b>Non-Material Handling:</b>							
Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%	
N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>	
			X	X			Needed daily, usually for brief periods at a time, to work with children and adaptive and ambulation devices and equipment. Alternatives to bending may include sitting on a stool or floor, squatting, and kneeling. Varies by location and caseload.
			X	X			Usually partial squatting for brief periods at a time. Alternatives to squatting may include sitting, bending, and kneeling. Varies by location and caseload.
			X				Needed usually for brief periods when working with some children and when adjusting equipment.
	X						Needed when working with some children.
					X		Needs above average skills to negotiate walks, parking lots, playground, and children activity rooms with floor mats. Exposed to all weather conditions.
		X					May be needed to retrieve and store toys, equipment and supplies.
			X				Usually for less than 5 minutes at a time; often on the floor with children; sustained sitting is usually limited to 15 to 30 minutes at a time but can be several hours for meetings. Also needed to drive between schools.
					X		Standing for brief periods is combined with walking throughout the day. Often variable.
					X		Needed constantly while at a school.
	X						Needed at times with some children.
				X			Includes periodic kneeling regularly. Sitting is often on the floor.
					X		Needed with fingering for turning pages, handwriting, keyboarding, use of tools and office or school equipment; and for manipulating small and medium size objects.
					X		Needed to operate and adjust equipment and assistance devices.
		X <sup>1</sup>	X				Needed for operating a vehicle to travel between schools. <sup>1</sup> Seldom needed at the Cedar Lane school.
			X				Needed at some schools that have 2 or 3 floors.
	X						Used on playground ladders while interacting with children.
	X <sup>1</sup>		X				Required to visit up to 5 to 6 schools a day. <sup>1</sup> Seldom needed at the Cedar Lane school.

### Material Handling:

Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%	
Repetitions per day		1-10	<25	<100	100-500	500+ per day	
N	R	I	O	F	C	<i>In pounds</i>	
Lift							
Floor to Knuckle	20	15	10	--	--		Often participated with others for handling children that need assistance as part of the Lifting Team. Mechanical lifts are available and use is required for heavier children. Needed to handle equipment and devices sometimes from the floor level.
10 in. to Knuckle	40	30	10	3	2		
Knuckle to Shoulder	20	15	10	3	2		Needed to assist in transfer and operate equipment and to store and retrieve toys, supplies, and equipment.
Shoulder to Overhead	15	10	--	--	--		May be needed to retrieve and shelf books and supplies; place posters or displays; and store supplies and equipment.
Push	40	30	25	15	--		Needed to open doors and to move therapeutic and adaptive equipment while working with students and training staff.
Pull	40	30	25	10	--		Needed to move therapeutic and adaptive equipment while working with students and training staff.
Carry	--	20	15	--	--		Needed to carry laptop, equipment and supplies. Carts may be available.

**JOB ANALYSIS REVIEW**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Howard County Public School System

\_\_\_\_\_  
Date

**JOB ANALYSIS PREPARATION**

Nancy Forest, MA, CRC, CCM, CDMS, CLCP  
Printed Name

\_\_\_\_\_  
Signature

Senior Rehabilitation Case Manager  
Title

First Rehabilitation Resources, Inc.  
Company

\_\_\_\_\_  
Date

Michael Caruso, PT, OCS, FAAOMPT  
Printed Name

\_\_\_\_\_  
Signature

Industrial Physical Therapist  
Title

Occupational Rehabilitation Associates  
Company

\_\_\_\_\_  
Date