

ECSE Physical Therapist

DEPARTMENT:	Student Services	REPORTS TO:	Principal or Assistant Principal
WORK SCHEDULE:	10 months	COMPENSATION:	Support Staff Salary Schedule
FULL/PART TIME:	Full time	FLSA STATUS:	Exempt

Position Description

Evaluate students for delays/deficits in the development of physical motor skills. Develop and implement intervention programs and supports that develop motor skills necessary for learning.

Task Title	Essential Job Functions	Percent of Time Spent
Therapy Planning and Implementation	• Develop and implement therapy plans that meet the educational needs of ECSE students in accordance with district, state, and federal policies, regulations, and professional standards. • Collect, maintain, and utilize on-going assessment data and report on student IEP goals/objectives. • Collaborate with and provide consultation to teachers, assistants, and aides regarding individualized interventions, handling and positioning techniques, adaptive equipment, materials, and programs as needed. • Provide training for educational staff. • Supervise programs conducted by educational staff • Recommends or fabricate adaptive equipment for ADL (activities of daily living) needs, for communication, and for individualized classroom seating. • Monitor utilization of prosthetics, orthotics, and adaptive appliances; provides home programs for parents/guardians when appropriate. • Effectively utilize the services of other early childhood staff (Kirkwood Early Childhood Center (KECC), Parents As Teachers (PAT), speech/language, teacher assistants, physical therapy assistants, physical therapy, and volunteers in implementation of children's therapeutic programs. • Maintain all required district and DESE compliance documentation. • Maintain records, notes, portfolios, and other information regarding the progress of children on the assigned caseload.	60%
Consultation and Classroom Support	• Provide effective consultation and training to ECSE staff in planning and preparing lessons that meet the physical therapy and educational needs of targeted students. • Motivate students.	5%

Task Title	Essential Job Functions	Percent of Time Spent
	• Manage student behavior through effective functional behavioral assessments, positive behavior support plans and classroom environmental controls. • Use consultative/training time effectively. • Treat all children with dignity, respect, and understanding of their cultural and socioeconomic backgrounds. • Help children become aware of themselves as members of a classroom group and school community. • Supervise physical therapy assistants and students.	
Diagnostic Assessment and Interpretation	• Evaluate students for physical limitations, developmental delays, sensory-motor dysfunction, perceptual-motor abilities, self-help skills, functional daily living skills and adaptive equipment needs • Develops and administer educational programs based on evaluation results • Interprets test and diagnostic findings to parents, teachers, students, and other entitled parties • Participate in diagnostic staffing as required and IEPs	15%
Asset Management	• Develop an annual request for materials, supplies, and equipment that appropriately addresses the physical therapy needs of students on the assigned caseload and the funding guidelines for ECSE • Maintain an up-to-date inventory • Assist the program coordinator in the supervision of therapy assistants • Follow the three-step cleaning process on all surfaces within classrooms as required for Childcare/Preschool licensure and accreditation	2%
Collaboration	• Communicate regularly with parents and other service providers working with the child/family • Collaborate regularly with other district early childhood program staff including PAT and KECC • Conduct/participate in parent conferences • Assist in the transition planning for students transitioning from First Steps to ECSE and from ECSE to kindergarten • Develop and maintain effective working relationships with other program staff, students, parents, and volunteers	10%
Program and Professional Development	• Conduct/participate in ECSE & PT staff development activities, conferences, and workshops • Attend scheduled staff meetings, department meetings, and ECSE program activities as required • Assist in the orientation of new staff • Promote the ECSE program through public relations activities sponsored by the program	8%

Task Title	Essential Job Functions	Percent of Time Spent
	- Assist with support staff development activities as required by the coordinator and make recommendations for program improvements as needed - Assist administration develop/implement program improvement plans.	

The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Qualifications

Required

- Education:** Bachelor's degree in physical therapy OR Master's degree if graduated after December 31, 2002.
- Licensure:** License issued by the Missouri State Board of Registration for the Healing Arts

Preferred

- Prior experience physical occupational therapy in a school or Early Childhood setting

Knowledge & Skills

Knowledge

The ECSE Physical Therapist position requires comprehensive knowledge in several key areas related to working with young children with special needs in an educational setting. Fundamental is an expert-level understanding of physical therapy practices, interventions, and treatments specifically geared towards addressing developmental delays, physical disabilities, and motor skill deficits in early childhood.

Knowledge of child development principles, disability conditions, and special education laws and regulations is essential. The therapist must understand appropriate curriculum, instructional methods, and strategies for an early childhood environment. Additionally, the role necessitates knowledge of adaptive equipment, positioning techniques, handling methods, and ways to modify classroom activities and materials to accommodate students' physical needs. Principles of consultation, coaching, and adult learning are important for effectively training and collaborating with teachers, assistants, parents, and other staff working with the children. The therapist should also possess knowledge of assessment and evaluation processes to identify students' developmental levels and design individualized therapy plans aligned with federal, state, and district policies.

Overall, the ECSE Physical Therapist must have a multifaceted knowledge base spanning physical therapy best practices, early childhood development and education, special education compliance, instructional strategies, adaptive equipment, and consultation methods. This comprehensive expertise allows them to properly evaluate, treat, and support young students with special needs.

- **Basic:**
 - Knowledge of child development principles and practices.
- **Intermediate:**
 - Knowledge of physical therapy evaluation techniques and interventions for children. Understanding of special education laws, regulations, and procedures.
- **Advanced:**
 - In-depth knowledge of physical therapy treatments and techniques to address developmental delays, physical limitations, and disabilities in young children.
- **Expert:**
 - Comprehensive expert knowledge of physical therapy practices, adaptive equipment, handling techniques, and positioning methods for early childhood special education students.

Skills

The physical therapist position requires a broad range of skills to effectively evaluate students, develop and implement therapeutic interventions, collaborate with families and educational staff, and support the overall early childhood special education program. Strong clinical skills are essential for conducting assessments, interpreting results, and designing appropriate treatments. Excellent communication and interpersonal abilities are needed to provide consultation, training, and guidance to teachers, assistants, parents, and others working with the students. Organizational and program management skills allow the therapist to maintain records, order supplies and equipment, participate in program activities, and contribute to continuous improvement efforts. Key skills for this role include:

- **Constantly (More than 5.6 hours or 69% of the day):** Active listening, critical thinking, instructing, service orientation, social perceptiveness to effectively interact with and provide physical therapy services to young children.
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Complex problem solving, coordination, judgment and decision making to develop and implement individualized therapy plans. Writing skills to document student progress.
- **Occasionally (Up to 2.5 hours or 32% of the day):** Equipment maintenance, installation, operation monitoring, and troubleshooting for any adaptive equipment used. Negotiation and persuasion skills when collaborating with parents and educational staff.
- **Rarely (Less than 1 hour or 12% of the day):** Programming or technology design skills may rarely be needed for any specialized equipment or software used in certain cases.

Working Conditions

Physical Demands

Crawling, Crouching/Kneeling, Sitting, Standing, Walking, Balancing, Carrying/Lifting, Climbing, Finger Dexterity, Multi-limb coordination, Pulling/Pushing, Reaching, Repetitive motion, Hearing, Color Vision

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Mental and Psychological Demands:

- *Medium demands:* The job requires some mental effort and involves moderate levels of stress (e.g., Occasional need to deal with difficult customers or manage emotions when interacting with others, sometimes work under tight deadlines, limited or no exposure to public criticism, occasionally requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Heavy work:* Heavy work: Exerting 50-100 pounds of force occasionally, and/or 25-50 pounds of force frequently, and/or 10-20 pounds of force constantly to move objects.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: May 12, 2024