

DEPARTMENT OF EDUCATION  
STATE OF HAWAII  
CIVIL SERVICE

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Specifications for the:

PHYSICAL THERAPY SERIES

Series Definition:

This series includes positions whose duties are to perform, consult, supervise, assess and/or manage professional physical therapy services. The ultimate objective of school-based physical therapy services is to provide an array of therapeutic services that facilitate student performance in an educational setting. Services are provided to examine the relationship/influence of personal and environmental factors on body structure and function, activity and participation.

The physical therapist works in collaboration with various school personnel which includes but are not limited to school administrators, teachers, student services coordinators, speech-language pathologists, occupational therapists, school psychologists, behavioral health specialists and parents. As a member of the school team, the physical therapist participates in the evaluation process for the purpose of: (1) determining a student's eligibility for special education; (2) program planning; and (3) gathering data for progress reporting.

Assessments completed by the physical therapist should address how motor competency affects school activities and participation. This includes physiological functions of body systems, body structures, activities and participation and environmental factors. Student performance skills, patterns, environment, activity demands and student factors are analyzed in the context of education. In collaboration with the multi-disciplinary team, the physical therapist helps to develop individualized education programs (IEPs) which address student needs, appropriate teaching strategies, accommodations, modifications and adaptations to support student performance in the educational setting.

As a member of a multi-disciplinary educational team, the physical therapist works with students with disabilities under the following eligibility categories: autism spectrum disorder, deaf, deaf-blindness, developmental delay, emotional disability, hard of hearing, intellectual disability, multiple disabilities, orthopedic disability, other health disabilities, specific learning disability, speech or language disability, traumatic brain injury or visual disability including blindness.

Physical therapy services are governed by federal and state regulations mandating physical therapy as a related service to assist a child to benefit from their special education program.

PHYSICAL THERAPIST III

8F.321

Duties Summary:

As the first level independent worker under general supervision, performs physical therapy assessments, prepares and provides an array of professional physical therapy services so students may benefit from their education; and performs other related duties as assigned.

Distinguishing Characteristics:

This class reflects the first level independent worker that performs an array of professional physical therapy services in a school setting under the general supervision of a higher-level physical therapist. This class analyzes student performance, potential to benefit from intervention, environment, activity demands in the context of education.

Incumbents in this class receive general supervision from a higher-level physical therapist and administrative supervision from the District Educational Specialist, or through professional consultation from other technically qualified professionals through conferences and review of written reports. Recommendations and decisions pertaining to interventions, assessments, etc., involving the more difficult aspects of complex cases are made in accordance with departmental policies. Decisions on routine aspects of assessments and treatment services, scheduling of services and service delivery are made as part of the regular assignment. Positions may work as a member of a multi-disciplinary team.

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Under general supervision, selects the specific methods or measures to assess student performance; conducts activity and environmental analysis to determine barriers that limit student participation in the school environment; analyzes, interprets, documents and communicates findings; collaborates with other school team members to plan educational goals and interventions within specified time frames; and provides physical therapy services to address the unique educational needs of students; consults and collaborates with teachers, parents and para-professionals to determine impact of motor problem and environment on educational program; observes and reports unusual student reactions; recommends changes in procedures and/or adaptive equipment as needed; maintains proper maintenance of DOE equipment which includes making minor adjustments and/or repairs as necessary; develops efficient schedules and workload; attends staff meetings and conferences; assists with in-service training programs for on motor programs and universal design for learning; confers with students families and/or outside agencies when indicated; and assists with budget preparation by supplying data on services to students, workload and student progress.

Knowledge and Abilities Required:

Knowledge of: Principles and practices of physical therapy; anatomy, kinesiology, neuroanatomy, physiology, neurophysiology, child/human development and related sciences; technical procedures and modalities of physical therapy; research and evidence based practices regarding current interventions techniques including use and modification of appropriate therapy equipment and appliances; evaluation process, assessment and treatment techniques of physical therapy in the schools; and available physical therapy resources in the community.

Ability to: Apply the principles, methods, and techniques of physical therapy; use the problem-solving process to determine underlying factors that may explain why a student is having difficulty participating in school; work collaboratively with team members to identify, explain, and/or teach accommodations and/or modifications as needed; deal effectively with students; recognize when adaptive equipment is needed and where resources are obtained; operate standard physical therapy equipment and make minor adjustments and repairs; keep records and prepare reports; and supervise para-professional physical therapy personnel.

PHYSICAL THERAPIST IV

8F.322

Duties Summary:

As a highly independent and competent worker, provides an array of physical therapy services to identify motor problems and physical barriers that impact progress and participation in the educational setting. Integrates scientifically based evidence into decision making physical therapy practices. Completes assessments, analyzes environment, draws conclusions, and implements interventions. Monitors student response to interventions and modifies as needed. Focuses on student outcomes and performance in connection with educational standards, policies and procedures. Develops efficient schedules and workload; attends staff meetings and conferences, provides training to educational team members which may be student specific or generalized to support all students in accessing the curriculum; gathers workload data; provides mentorship to lower-level physical therapy personnel, physical therapy assistants and aides, physical therapy students, and newly hired employees.

Distinguishing Characteristics:

Positions in this class reflect highly competent and experienced workers who are under the non-technical, administrative supervision of the District Educational Specialist, and whose assignments involve a high degree of independence in their performance and decision making. Positions are fully responsible to select, administer and analyze test results to assess student strengths and needs in terms of academic, functional or developmental activities. Positions also work collaboratively with educational team members to determine the impact of student performance on progress in general

education; plan and determine educationally relevant goals and objectives; prepare evidence based treatment plans by providing appropriate interventions to attain goals in an appropriate time frame; utilizes an array of services that meets the student's educational needs; monitors student progress and works with school teams to determine the need for services.

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Attends meetings for collaborative planning of educational programs or provision of services; prepares information to teacher and other school personnel on preventive activities to help struggling learners, participates in whole school and/or student specific screenings; prepares reports, treatment plans and other material; may supervise a small group of lower-level physical therapists and para-professionals by assigning schedules, reviewing work and providing them with guidance and assistance; may provide technical assistance to school and/or district staff (resource teachers, district educational specialists, principals, other specialized personnel, etc.); provides advisory and consultative services and program information to parents, family members and volunteer personnel; modifies and designs therapeutic equipment; estimates equipment and therapy supply needs and costs, requisitions and maintains inventory of adequate supplies, equipment and materials for program operation; and provides fieldwork training experience for physical therapy students.

Independently prepares and plans a school-based physical therapy program that consists of an array of services that capitalizes on ability and minimizes impact of disability on educational environment. Attends student focused team meetings to identify curricular expectations, current performance and other relevant information, and determine the areas in which information is needed for a particular student's assessment. Plans, selects and uses a variety of physical therapy methods and measures to identify the student's performance skills, educational environment, activity demands and student factors in relation to the identified education-related areas. Analyzes and interprets results with the IEP team; assists with the determination of goals and objectives, implements treatment plans and monitors progress.

Knowledge and Abilities Required:

Knowledge of: In addition to that specified for in the lower level, federal and state regulations impacting school-based physical therapy services and practices; understanding of physical therapy supports and aids needed to assist in accessing the regular education environment; and for some positions, principles and practices of supervision.

Ability to: In addition to that specified for in the lower level, interpret and implement operating policies and procedures; demonstrate and transfer information and skills to others; and explain array of services to eliminate barriers that hinder access to the educational environment; maintain cooperative working relationships with students, team members and school personnel; and for some positions, supervise the work of others.

PHYSICAL THERAPIST V

8F.332

Duties Summary:

Plans, organizes, coordinates and provides technical assistance to school and district personnel, physical therapists and physical therapy assistants; serves as staff specialist in the field of physical therapy and the role of physical therapy services in the educational environment. Prepares program plans, develops, revises and evaluates policies, procedures, standards and guidelines; evaluates effectiveness of the program; and performs other related duties as assigned.

Distinguishing Characteristics:

Incumbents in this class receive general supervision from the District Educational Specialist, or professional consultation from other technically qualified professionals. The primary purpose of this class is to provide support and guidance to the District Educational Specialist in the coordination of personnel and providing technical assistance on issues as it relates to the implementation of educationally relevant physical therapy services within the district.

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Supports the District Educational Specialist with equitable workload distribution by: collecting and analyzing caseloads to ensure equitable workload amongst staff; coordinating and assigning personnel to complex areas; monitoring staff shortages and adjusting personnel assignments during the regular and extended school year; and communicating with the state office (OCISS) on district needs both in number of personnel and skills and knowledge required when dealing with staffing shortages. May supervise and/or mentor a small group of physical therapists and para-professionals by providing subject matter expertise (SME) as it relates to services in the educational setting. Assists the District Educational Specialist with the SME by conducting on-site observations, reviewing reports and IEPs, ordering of equipment, materials and supplies, coaching and mentoring lower-level Physical Therapist's with particularly complex cases. Places and assigns university graduate school externs for externship placements. Coordinates with other district staff to conduct professional development activities for district and school staff.

Knowledge and Abilities Required:

Knowledge of: In addition to that specified for in the lower levels, principles, theories and evidence based practices regarding prevention, identification and intervention for physical therapy services in the schools; federal and state laws and regulations that influence physical therapy services for students with disabilities; current research and evidence based practices that affect the need and provision of physical therapy in an educational environment, connections between physical therapy and learning and behavior; understand the interaction among program, placement and services and utilize workload analysis for personnel distribution.

Ability to: In addition to that specified for in the lower levels, advise and mentor staff on the appropriate provision and documentation of educationally relevant and necessary physical therapy services in the context of education and the natural environment.

Minimum Qualification Requirements:

Education Requirements:

Graduation from an accredited physical therapy program, which at the time of graduation was accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), its predecessor organization, or its successor organization; or in the case of a foreign-trained person, a credentials evaluation report from an agency recognized by the appropriate licensing agency of the State of Hawaii, indicating successful completion of an education program that has been determined to be equivalent to an accredited physical therapy program.

Experience Requirements:

Applicants must have progressively responsible work experience of the kind, quality and quantity as described below:

| Class Title            | Physical Therapy Experience (Years) |
|------------------------|-------------------------------------|
| Physical Therapist III | 0                                   |
| Physical Therapist IV  | 1                                   |
| Physical Therapist V   | 2                                   |

Physical Therapy Experience: Professional experience as a Physical Therapist that equipped the applicant with a full professional understanding of the theories of prevention and treatment of physical disability or disease by physical therapy and their proper application by use of physical measures, activities and devices for preventive and therapeutic purposes which are appropriate to the patient's physical and psychological condition.

For some positions at the Physical Therapist IV and V levels, the applicant may be required to show evidence of ability to supervise others.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate the ability to perform the duties of the position.

Certification & License Requirement:

1. Applicants must have passed the National Physical Therapy Examination for Physical Therapists at the time of application; and
2. Applicants must possess a valid license to practice as a Physical Therapist in the State of Hawaii at the time of appointment; and
3. Applicants must possess a valid license to drive in the State of Hawaii.

Selective Certification:

Specialized knowledge, skills and abilities may be required to perform the duties of some positions. For such positions, Selective Certification Requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements:

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is an amendment to the class specifications and minimum qualification specifications for the classes PHYSICAL THERAPIST III, IV and V that was approved on September 13, 2006. The class Physical Therapist II has been abolished.

DATE APPROVED: 8/25/17

Barbara A. Krieg

Barbara A. Krieg  
Assistant Superintendent  
Office of Human Resources

SIGNED DATE: 8/25/17