

# SPECIALIST OF PHYSICAL HEALTH DISABILITY AND TRAUMATIC BRAIN INJURY



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| <b>Department:</b>        | Special Education                                |
| <b>Reports To:</b>        | Director/Assistant Director of Special Education |
| <b>Group/FLSA Status:</b> | CSA/Exempt                                       |
| <b>Revised:</b>           | 5/15/2019  |

## **SUMMARY:** *(Brief description summarizing the overall purpose and objectives of the position.)*

The Specialist of Physical Health Disability (PHD) and Traumatic Brain Injury (TBI) assists educational teams in the identification and assessment process, development of the IEP, inservice training, and planning classroom strategies and interventions.

## **ESSENTIAL FUNCTIONS:** *(Typical tasks but not all inclusive – major duties of the position.)*

- Completes formal and informal assessments of physical health disability students and students with traumatic brain injury upon referral;
- Provides consultation to school personnel and parents for students who are physically impaired or with traumatic brain injury;
- Provides staff development/inservice opportunities for school personnel, parents, and peers regarding the educational implications of physical impairment and other health disabilities and traumatic brain injury;
- Assists IEP teams in the development of effective IEP goals and objectives based on student needs including student centered transition planning;
- Adheres to all special education due process procedures and compliance requirements;
- Significant travel required;
- Must be able to drive;
- Provides good public relations and customer service with member districts, staff, parents and the general public;
- Follows all policies and regulations;
- Regular and prompt attendance is essential;
- Performs other duties as assigned.

## **KNOWLEDGE, SKILLS, AND ABILITIES:** *(Minimum competencies for job performance.)*

- Comprehensive knowledge of the principles and practices of a Physical Health Disability Teacher;
- Comprehensive knowledge of the principles and practices of a Traumatic Brain Injury Teacher;
- Thorough knowledge of special education practices and procedures;
- General knowledge of assistive technology;
- Ability to demonstrate confidentiality;
- Ability to establish and maintain effective working relationships with students, parents, school staff, administrators, and outside agencies;
- Ability to handle a variety of assignments or problems independently;
- Ability to apply a variety of procedures and policies;
- Ability to collect, read, summarize, compare, and apply data;
- Ability to communicate effectively, both verbally and in writing, with students, parents, school staff, administrators, and other agencies;
- Ability to present to small groups and large groups;
- Ability to write clearly and concisely;
- Ability to use modern office equipment, technology, and related software.

## **EDUCATION AND EXPERIENCE:** *(Minimum level of education and experience required.)*

- Bachelor's Degree and moderate experience in a job-related field or equivalent combination of education, training, and experience in a job-related field.

## **LICENSES, CERTIFICATES, AND REGISTRATIONS:** *(Minimum required to perform the job.)*

- Minnesota Licensure in Physical Health Disabilities from Department of Education;
- Valid Driver's License.

**SUPERVISION:** *(Level of supervision received and supervision exercised/size of group supervised.)*

- Work is performed under limited supervision of the Director/Assistant Director of Special Education;
- No supervisory responsibilities.

**WORKING CONDITIONS:** *(Physical/sensory requirements and environmental conditions.)*

- Serves several school districts;
- Extensive business travel is required;
- Work may require long hours including early morning and evening activities;
- This is light work requiring the exertion of up to 25 pounds of force occasionally, and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body, and a negligible amount of force constantly to move objects; work requires stooping, reaching, standing, walking, fingering, grasping, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information through normal spoken word; visual acuity is required for preparing and analyzing written or computer data, inspections involving small defects and/or small parts, operation of machines, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions and may be exposed to bloodborne pathogens.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned. The physical demands and work environment describe here are representative of those that must be met or will be encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*This job description does not constitute an employment agreement between SWWC and employee and is subject to change by SWWC as the needs and requirements of the position change.*