COUNTY OF LOS ANGELES
500 WEST TEMPLE STREET, SUITE 588, LOS ANGELES, CA 90012
ESSENTIAL FUNCTIONS POSITION ANALYSIS™

Introduction

An Essential Functions Position Analysis (EFPA™) describes the classification/position and not the work of an individual employee. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFPA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFPAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

POSITION TITLE	DEPARTMENT / DIVISION
CHILDREN'S SOCIAL WORKER TRAINEE	DEPARTMENT OF CHILDREN AND FAMILY SERVICES

I. Classification/Position Summary:

Under close supervision, performs social casework functions including the investigation, supervision, placement and care of dependent children, children in foster homes or other child welfare cases through routine or emergency referrals.

Position Details	Full time; Hourly; typically 3 months of academy and 9 months in position moving toward Children's Social Worker I
Work Hours / Hours per Week	Shifts typically start between 8:00 to 8:30 a.m. and end 5:00 p.m. to 5:30 p.m. depending on the needs of the assignment; 8 hours per day; 40 hours per week
Days of the Week	Monday through Friday
Overtime /Holidays Required	Yes; as preapproved or assigned; will work holidays and weekends if needed
Paid / Unpaid Breaks	Two paid 15-minute rest breaks and one unpaid 30 to 60-minute meal break taken at assigned times; break schedule may change depending on workload
Position represented by a Collective Bargaining Agreement?	Optional; Service Employees International Union (SEIU 721)

NOTES: Classification Standards: Positions allocable to this entry level class receive close supervision and training from higher level Children's Services staff in the performance of less difficult tasks. As trainees, the incumbents are assigned a reduced number of cases and are expected to develop progressively increasing skill in preparation for higher level positions requiring the handling of more complex and sensitive cases.

It was clarified in interviews that incumbent may be assigned to Emergency Response or Continuing Services (caseworker).

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II. Essential Functions of Classification/Position:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Functions

Actual assignment hours may vary. This document is based on an 8-hour day and 40 hour per week schedule.

#	Description of Essential Functions	Percentage of Typical Work Day / Notes
1	**ACADEMY TRAINING:** It was clarified in interviews that incumbent trains and learns children's social worker knowledge, legal mandates, policies and procedures in a classroom setting; listens to lectures of various presenters and take notes of material of learning domains; watches videos; answers questions of instructors; learns how to conduct home visits, interviewing techniques, report writing/completion, court proceedings, importance of self-care, etc.; studies child welfare acts and laws, Commercial Sexual Exploitation of Children (CSEC), etc.; completes surveys, worksheets and assignments; reads and studies study materials; learns family law, reporting mandates, family and child rights, etc.; takes quizzes on information; presents on assigned topic at end of Academy period. It was further clarified that incumbent participates in four simulations for hypothetical case situations regarding interviewing at home visits, gathering information, writing court reports, testifying in court, etc.; participates in field days with assigned mentor to accompany in actual situations; completes worksheet for specific tasks working toward personally completing interviews on field call.	**94% of the shift,** concurrent with all other essential functions First three months of Trainee position.
2	**INVESTIGATION / EVALUATION:** Investigation and evaluation of cases of neglected, abandoned, or abused children referred to the Department of Children's Services assessing such factors as social history, environmental, economic and psychological influences; developing and implementing alternative plans to placement where appropriate; performs other related duties, as assigned. It was clarified in interviews that incumbent conducts investigations and evaluations of initial reports or ongoing cases of child abuse, neglect and exploitation, etc. depending on assignment; has assigned Mentor to discuss questions, concern, policies and procedures; may request mentor or supervisor to accompany on field visits; for **emergency response** assignments, incumbent receives referrals from supervisor to conduct initial investigation into child abuse report; will respond within 2 hours for "expedited" referrals (i.e. parents unable to care because being detained, in court, arrested or in accident, etc.), 24 for hours for "immediate" referrals (i.e. legal guardian trouble, abuse report from school or refusal of child to go home, etc.) or within 5 days for less immediate concerns (i.e. possible parent drug use, domestic violence, behavioral or mental health issues of parent or child, etc.); visits locations of parent and child unannounced to conduct initial assessment (i.e. residences,	**30% to 70% of the shift,** concurrent with essential functions #1,3,4,5,6,7,8

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	schools, jail, court, etc.); parks vehicle away from residences during home visits; assesses any safety concerns with visit to homes; may arrange for additional assistance if safety in a concern (i.e. public safety, etc.); identifies at risk of children (physical/sexual abuse, disciplinary/behavioral issues, etc.); reads initial report and interviews all people/family callers in home environment; assesses child's body for bruises/injuries, demeanor, interaction, etc.; may ask for child to dress in less covered clothing (shorts and tee shirt) or in presence of family member or school nurse to lift shirt to see torso of child; determines whether to initiate continuing services, separate child or close referral; transports children to medical or care facility; monitors any child phone calls allowed by law. It was further clarified that incumbent in **continuing services** (caseworker) assignment provides ongoing investigation and evaluation of assigned child/family; develops educational and behavioral support plans at assigned site(s); receives referrals from supervisor; handles typically 7 cases at after completion of academy and works up to 18 cases by the end of 9 months as Trainee; assesses situations and makes recommendations; initiates court petitions or may open a voluntary case without court involvement; determines short term living placement for children (i.e. extended family, foster care, etc.) if needed; conducts investigations into missing parents, baby registration/name, etc.; develops reunification plan utilizing court orders if applicable; conducts monthly or bimonthly visits to children, parents and legal guardians assess situation, progress made, required services completed (i.e. drug testing, counseling, classes, etc.); encourages and advises parents to participate and provide input in addressing family/children's issues and needs; provides assistance and support to families (i.e. food, clothing, diapers, housing, furniture, etc.); discusses goals, worries and other mental emotional needs; completes summary/progress letter regarding visits; makes referrals for medical, dental, therapy, etc.; provide information on what to expect, various programs and support groups, education, counseling, environmental changes, etc. to help adequately prepare assigned children and their families for program completion or reunification.	
3	**FOSTER CARE CONSULTING:** Arranging and supervising the placement of children in foster homes and institutions; family maintenance and reunification actions including assisting parents and foster parents in resolving problems and reestablishing the family; performs other related duties, as assigned. It was clarified in interviews that incumbent advocates on behalf of assigned children and collaborates with a wide variety of cross-functional, multi-disciplinary partners to provide comprehensive support, resources, and guidance as necessary to provide a safe living environment; collaborates with coworkers to find appropriate care; qualifies extended family members or foster care applicants; meets with child and foster family to discuss situation, asks probing questions, identifies potential issue and probable resource needs (i.e. food, clothing, etc.); requests funding for foster parents; conducts monthly visits of foster care child; assists with transfers of children between foster homes as needed.	**100% of the shift,** concurrent with essential functions #1,2,4,5,6,7,9,10
4	**COUNSELING / HOME VISITATION:** Counseling children and clients toward socially acceptable behavior and self-sufficiency within the community; performs other related duties, as assigned.	**Zero to 90% of the shift,** concurrent with essential duties #1,2,3,5,6,7,8,9,10,12

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	It was clarified in interviews that incumbent performs visits to children and families (where ever they are located) to conduct initial and ongoing assessments for referred children and families; visits locations, in and out of state, of parent and child unannounced to conduct initial assessment (i.e. residences, schools, jail, court, etc.); conducts initial in-person assessment, utilizing standard tools and techniques to assess children's needs; performs child, family, legal guardian, foster and biological parental interviews; provides supervision of schedule parent/child visitations as required; shops for, pickups and delivers items as requested and approved (i.e. diapers, food, clothing, etc.). It was further clarified that incumbent provides intervention counseling to diffuse situations, calm emotions, behavior responsibility, understand consequences, etc. both in person and over the phone; communicates with child family and other parties regarding the situation, expectations, etc.; provides internal and external resources, support and guidance; answers questions; discusses consequences for non-compliance; maintains all required documentation and records. Clarification was provided by incumbent that when children and family visits occur, 100% dedication until such time that the affected child and all other parties are secure. It may require after hours work, waiting for medical release, diagnoses, etc.	
5	**EQUIPMENT OPERATION / MAINTENANCE:** It was clarified in interviews that incumbent will independently operate a variety of standard modern office equipment including but not limited to copiers, scanners, shredders, fax machines, printers, etc.; utilizes cell phone; operates multi-line telephone systems and headset; utilizes small office supplies such as pens/pencils, staple remover, post-its, etc.; utilizes desktop or laptop computer to conduct essential functions; Child Welfare Services/Case Management System (CWS/CMS) and Microsoft office software; may utilize sit/stand desk; conducts on-line research, analyzes data, provides information, etc.; drives personal vehicle. It was further clarified in interviews that incumbent may perform light maintenance of said equipment such as cleaning scanner glass, loading paper, clearing paper jams, etc. but is not responsible for the regular maintenance. Clarification was also provided that incumbent may utilize supply carts, shopping carts, car seats, strollers, booster seats and other materials as required for assigned child population, including but not limited to items such as toys, puzzles, building blocks, games, etc.	**Up to 94% of the shift,** concurrent with all other essential functions
6	**LEGAL COMPLIANCE / COURT**: It was clarified in interviews that incumbent is responsible for assisting with all aspects of compliance within parameters for the Department of Children and Family Services; maintains current knowledge of all applicable programs, mandates, required documents, services, etc.; ensures compliance with all applicable laws and policies for children and families under care; ensures all in contact with child are fingerprinted; follows orders of juvenile attorneys to assist assigned children; ensures foster home operations are within compliant standards; participate in the implementation of changes to operations, based on applicable updated mandates or policy changes; maintains knowledge	**Up to 94% of the shift,** concurrent with essential duties #1,2,3,4,5,6,8,9,10,11,13

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	of family law. It was clarified in interviews that incumbent initiates court petitions for mandated legal action; reviews court hearing minutes and judges orders; may be deposed in cases involving litigation surrounding assigned cases; may serve as a witness to provide information regarding assessments, visitations, witnessed behavior, etc.; may need to file restraining orders for own protection.	
7	**PHYSICAL ASSISTANCE / SUPPORT:** It was clarified in interviews that incumbent may assist with physical assistance to assigned children as needed; carries/holds babies and small children; transports and installs car seats in vehicles; may assist with properly lifting non-ambulatory child to/from wheelchairs and/or appropriate positions in adaptive equipment, such as standers, etc.; may need to perform diapering; assist children with restroom use, hand washing, tying shoes, zippering, buttoning, etc.; modifies activities as required to meet child needs. It was further clarified that child safety and detainment is unpredictable and incumbents must be able to respond quickly and at any time during the shift to protect themselves and the safety of children.	**Zero to 18% of the shift**, concurrent with all other essential functions
8	**REPORTS / DOCUMENTATION / RECORDS:** Preparation of routine reports for use by the department and the court in making dispositions of juveniles cases; evaluating and maintaining records on the progress of assigned cases; preparing correspondence and maintaining records pertinent to case activity; performs other related duties, as assigned. It was clarified in interviews that incumbent keeps a variety of records related to assigned children; completes and maintains comprehensive notes and narratives on assigned children and families visits, evaluations, phone calls, conversations, etc.; enters and maintains assessment and evaluation data on assigned children following assessments being completed; completes Suspected Child Abuse Reports (SCAR), action plans, foster care/adoption paperwork; completes and maintains a large variety of required paperwork pertaining to referral; maintains custody and court records, fingerprints, birth records, death certificates, medicals, prescriptions, school information, services completed, drug tests, etc.; researches and obtains missing paperwork; completes DCFS contract with families when court services are not mandated; may complete letters of progress and non-compliance; develops alternative plans as needed; accesses email on a daily basis; submits documents to court as directed; creates communications to parents, guardians, coworkers, and other stake holders; completes court permits and files warrants; disseminates informational materials regarding mental, emotional and behavioral health, education, therapy, support, etc.; maintains hardcopies and efiles of information; maintains confidentiality, security and integrity of all communications and files related to assigned children and families. It was further clarified that incumbent completes travel requests for out-of-state travel needs; submits for hotel and driving mileage for reimbursement.	**50% to 88% of the shift**, concurrent with all other essential functions
	CROSS-FUNCTIONAL OR INTERDISCIPLINARY COLLABORATION: It was clarified in interviews	**100% of the shift**, concurrent with

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9	that incumbent coordinates, prepares for, attends and actively leads and participates in meetings and groups (i.e. Wraparound, Child and Family Team Meetings (CFT), Family Preservation Multi-Disciplinary Case Planning Committee (MCPC), etc.) in collaboration with parents/guardians and other required support partners; conducts meeting debriefs with parents; shares all relevant assessment data/findings collected; provides leadership in CFT meeting to discuss needs, hurdles, goals and objectives; openly discusses findings with meeting participants; adjusts goals and action plans as necessary to support the agreements coming from meeting discussion and changes situations. It was further clarified in interviews that incumbent maintains good working relations with those involved in needs and care of children and families, addressing behavioral/mental issues and action plans for assigned referrals; communicates with parents through a variety of means, including notes, email, phone and face-to-face, as needed; participates in communication to discuss the individual child and family progress, provide information, explain referral, communicate action plan, discuss accountability and consequences, etc.; calls 211 for referral information; assists in identifying child/family counseling needs; collaborates with other professional staff in assessing and helping with health, behavioral and learning issues for assigned child; collaborates closely support service personnel such as therapists, doctors, nurses, counselors, school officials/teachers and other stake holders as well as cross- functionally with other County, State agencies/departments; may need to communicate with stakeholders in other states or countries; supports the team working toward a goal of providing an environment for children and parents to move toward reunification; positively reinforces child/family successes; help provide solutions to barriers for children's safety; represents the County at all times in words, action and appearance.	all other essential functions
10	**DRIVING/TRAVEL:** It was clarified in interviews that incumbent drive personal vehicle meet with parents, family members and children for initial investigations or ongoing assessments and evaluations at their reported location (i.e. court, Sheriff/Police station, homes, schools, etc.); transports children to/from facilities, medical clinics, supervised visits, etc.; drives to court as needed; conducts ongoing monthly visits to temporary/foster care children; attends off-site meetings/groups as necessary; drives procure supplies needed for children and families (i.e. diapers, food, supplies, etc.). It was further clarified in interviews that incumbent must exhibit solid judgment, regularly and reliably follow all traffic and safety rules, exhibit good reaction skills and be able to safely and professionally maneuver vehicles within a busy, urban city environments filled with pedestrians, skateboarders, bicyclists, etc. and on freeways. Clarification was provided that incumbent in caseworker assignment may travel by air flight to other states to conduct monthly or bimonthly visitations with assigned parents and children.	**Zero to 60% of the shift,** as needed
11	**STAFF MEETINGS / TRAININGS:** It was clarified in interviews that incumbent maintains professional competence through participation in ongoing meetings and trainings after academy; attends unit and department meetings; attends meetings/trainings for policy and procedure changes; receive training on a variety of topics as determined by the County or	**6-12 hours per month**

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	department (i.e. legal mandates, state standards, safety practices, sexual harassment, child abuse, active shooter, fire/earthquake, court related, etc.).	

III. Non-Essential Functions:

#	Description of Non-Essential Function	Percentage of Typical Work Day / Notes
A	**TRANSLATION DUTIES:** It was clarified in interviews that incumbent may provide oral or written translation from English to a second language and back; explains program, letters, materials and assessments, etc. to non-English speaking customers.	**As needed,** if applicable

IV. Physical Requirements:

Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Weight Bearing Activities				
Weight Bearing *(standing & walking)*	Frequent to Continuous	5 Hours	1,2,3,4,5,6,7,8,9,11,A	Supervising child visitations; performing offsite investigations and evaluations; conducting child abuse assessments; assisting a child to wash hands, tie shoes, buttoning/zippering, etc.; speaking to children, parents, family members, guardians and coworkers; procuring supplies for children/families (i.e. diapers, food, clothes, etc.); maintaining files; using office equipment (i.e. copier, fax, etc.); walking within a home environment while observing; moving about office space/buildings; retrieving supplies from supply room; walking to and from vehicle; carrying/escorting children; providing counseling while standing; detaining child from home; participating in academy simulations, giving presentations, etc.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Standing	Seldom to Frequent	2 Hours	1,2,3,4,5,6,7,8,9,11,A	Supervising child visitations; performing offsite investigations and evaluations; conducting child abuse assessments; assisting a child to wash hands, tie shoes, buttoning/zippering, etc.; speaking to children, parents, family members, guardians and coworkers; procuring supplies for children/families (i.e. diapers, food, clothes, etc.); speaking with upset child; maintaining files; using office equipment (i.e. copier, fax, etc.); providing counseling while standing; participating in academy simulations, giving presentations, etc.
Walking	Occasional to Frequent	30 Minutes	1,2,3,4,5,6,7,8,A	Within a home environment while observing; moving about office space/buildings; retrieving supplies from supply room; walking to and from vehicle; carrying/escorting children; detaining child from home; procuring supplies for children/families (i.e. diapers, food, clothes, etc.); participating in academy simulations, giving presentations, etc.
Walking *on uneven terrain*	Seldom	2 Minutes	1,2,3,4,5,6,7,8	Walking to and from vehicle; walking children to and from various facilities; climbing stairs, hills and slopes. Outdoor environments may include grass, dirt, uneven pavement/ asphalt, slopes and ramps, cracked sidewalks, speed bumps, tree roots, etc.
Running	Infrequent to Seldom	1 Minute	1,2,4,7	Emergencies only in situations such as fire, earthquake, etc.; chasing child under 10 years; dangerous situations (i.e. dogs, angry parents, gun shots heard, etc.)
Jumping	Infrequent to Seldom	Seconds	1,2,4	In extreme dangerous circumstances to get over fences/walls; out of the way of animals
Climbing *ladder, stairs, stools*	Infrequent to Seldom	Seconds	1,2,3,4,5	Using stairs at sites; hills and sloped ground
Balancing *above ground*	Infrequent to Seldom	Seconds	1,2,3,4,5	Using stairs at sites

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Bending *at the waist*	Seldom to Occasional	2 Minutes	1,2,3,4,5,6,7,8,9,10	Retrieving items from lower shelves/drawers; cleaning desktop; replacing paper in copier/scanner; changing toner in printer and troubleshooting office equipment; filing; plugging in office equipment; talking with child at eye level; picking up small children/babies; reaching for materials on or around desk; assisting with hand washing, tying shoes, buttons/zippers, etc.; picking up dropped items; getting in and out of vehicle; retrieving items from trunk; installing car seats and buckling children
Twisting at waist *side to side*	Seldom to Occasional	Seconds repetitively	1,2,3,4,5,6,7,8,9,10,11,A	Retrieving paperwork and other supplies; using office equipment (i.e. copier, fax, etc.); conducting home assessments; conducting child abuse assessments; conversations with others; greeting coworkers from a seated position; moving items from one side of desk to another; sorting papers; looking from paperwork on desk to computer screen; operating office equipment; moving around desk set up; twisting in desk chair; shifting to answer phone; scanning; shredding participating in academy simulations, giving presentations, etc.
Stooping *slight bend at knees*	Infrequent to Seldom	1 Minute	1,2,3,4,5,7,8,9	Storing and retrieving supplies, files and reference materials located on floor or from lower storage cabinet; filing in lower drawers while standing; getting to a child's eye level; picking up small children/babies; assisting with hand washing, tying shoes, buttons/zippers, etc.; troubleshooting office equipment; using office equipment (i.e. copier, fax, etc.); putting paper in copier; picking up dropped items; plugging/unplugging cords

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Squatting	Infrequent to Seldom	5 Minutes	1,2,3,4,5,6,8,9	Storing and retrieving supplies, files and reference materials located on floor or from lower storage cabinet; getting to a child's eye level; assisting a child to tie shoes, buttons, zippers, etc.; troubleshooting office equipment; using office equipment (i.e. copier, fax, etc.); putting paper in copier; picking up dropped items; plugging/unplugging cords
Other / Sedentary / Non-Weight Bearing				
Sitting	Frequent to Continuous	4 Hours	1,2,3,4,5,6,7,9,10,11,A	Extensive computer work; on-line research; assessments in chair or on floor; conducting visits with children/parents/others; attending case related meetings/groups; position meeting/training attendance; completing a variety of referral paperwork, online reports, assessment reports and notes; attending academy classes
Driving	Infrequent to Continuous	3 Hours	1,4,6,10,11	Traveling to children and parent locations; conducting assessments of reported child abuse; procuring supplies; to court, medical center, etc.; attending meetings and trainings; transporting detained children between locations
Kneeling *one or both knees*	Infrequent to Seldom	5 Minutes	1,2,3,4,5,6,8,9	Storing and retrieving supplies, files and reference materials located on floor or from lower storage cabinet; getting to a child's eye level; assisting a child to tie shoes, buttons, zippers, etc.; troubleshooting office equipment; using office equipment (i.e. copier, fax, etc.); putting paper in copier; picking up dropped items; plugging/unplugging cords; emergency drills
Crawling *on hands and knees*	Infrequent to Seldom	Seconds	11	Under desk for earthquake drill
Lying Down *back, side or stomach*	Never	N/A	N/A	N/A
Upper Extremity / Arm Movement				

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Pushing	Seldom to Occasional	10 Minutes	1,2,3,4,5,6,7,8,10	Opening/closing file drawers and supply cabinets; re-positioning computer tray; using cart to transport supplies, car seats, etc.; using shopping cart or stroller; using office equipment (i.e. copier, fax, etc.); moving desk chairs; loading paper in copy machine; moving files/paperwork across surfaces; pushing wheelchairs
Pulling	Seldom to Occasional	10 Minutes	1,2,3,4,5,6,7,8,10	Opening/closing file drawers and supply cabinets; re-positioning computer tray; using cart to transport supplies, car seats, etc.; using shopping cart or stroller; using office equipment (i.e. copier, fax, etc.); opening/closing doors; moving desk chairs; loading paper in copy machine; using office equipment (i.e. copier, fax, etc.); moving reams of paper to copier; moving files/paperwork across surfaces; assisting paper out of scanner; pulling down projector screen; pulling wheelchairs
Reaching – above shoulder level	Seldom	1 Minute	1,2,3,4,5,6,7	Reaching for supplies on a high shelf or cabinet; signaling to coworkers; organizing overhead desk cabinet
Reaching – at shoulder level	Seldom to Occasional	15 Minutes	1,2,3,4,5,6,7,8,10	Handing paperwork to parties; reaching for supplies; interacting with children; sorting papers on desk while sitting; filing activities; bringing telephone to mouth; driving; putting supplies away on shelves
Reaching – below shoulder level	Frequent to Continuous	4 Hours	1,2,3,4,5,6,7,8,9,10,11,A	Reaching for supplies; computer usage and data entry; most clerical duties; reviewing paperwork; conducting child abuse and home assessments; sorting and maintaining files/files; completing paperwork; filing; taking notes; using telephone; attending meetings/trainings; removing staples; writing; cleaning desktop; searching database; data entry; handling files; shredding; email; completing forms; typing or keyboarding activities; reaching dropped items; driving

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Steering	Infrequent to Continuous	3 Hours	1,4,5,10,11	Driving to children and parent locations; conducting assessments of reported child abuse; procuring supplies; to court, medical center, etc.; attending meetings and trainings; transporting detained children between locations; using cart to transport supplies, car seats, etc.; using shopping cart or stroller
Cervical Spine / Neck Movement				
Extension of the neck *looking upward*	Seldom to Occasional	10 Minutes	1,2,3,4,5,6,7,8,9,10,11,A	Retrieving supplies located overhead; looking up at a standing person when seated; moving head from keyboard to computer screen; conducting home assessments; looking between reference materials and computer screen; participating in meetings/trainings while sitting
Flexion of the neck *looking downward*	Occasional to Frequent	30 Minutes	1,2,3,4,5,6,7,8,9,10,11,A	Taking notes; laptop computer work; email; conducting research; conducting child abuse and home assessments; taking notes; various keyboarding duties; referencing paperwork at desk; using office equipment (i.e. copier, fax, etc.); filing; looking down at a seated child while in a standing position; packing/unpacking boxes of files; reading printed reports; completing paperwork/forms; performing most clerical duties; using office equipment (i.e. copier, fax, etc.)
Twisting of the neck *side to side*	Seldom to Occasional	Seconds repetitively	1,2,3,4,5,6,7,8,9,10,11,A	Referencing paperwork; entering data into the computer from referenced paperwork; conducting child abuse and home assessments; supervising parent/child visits; looking between paperwork and computer screen; filing; retrieving paperwork and supplies from various parts of work area; operating office equipment; having conversations with 2 parties to share information; looking between computer screen and other materials; participating in meetings
Upper Extremity / Hand Activities				

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Fine Manipulation	Occasional to Frequent	Occasional	60 Minutes	1,2,3,5,6,7,8, 10,A	Taking notes; completing forms and paperwork; completing assessments; using telephone/cell phone; sorting and sifting through paperwork and files; removing staples; handwriting on documents; using office equipment (i.e. copier, fax, etc.); finger movements on mouse for scrolling and clicking; using keys; assisting child with washing hand, tying shoes, buttons, zippers; buckling child in car seat; swiping access card
Keyboarding / Typing	Occasional to Continuous	Occasional to Continuous	30 Minutes repetitively for 2 Hours	1,2,3,5,6,7, 9,11,A	Using computer; generating report/letters/documents; typing notes or narrative; entering data to databases; using email; clerical duties as required
Simple Grasp	Occasional to Frequent	Occasional	5 Hours	1,2,3,5,6,7,8, 9,10,11,A	Using and manipulating files, paperwork and office supplies; handwriting; using office equipment (i.e. copier, fax, etc.); grasping telephone receiver; using assessment kits; filing; handling documents and materials; using standard office supplies such as pens/pencils, staplers, calculator, etc.; driving; using cell phone; using computer mouse; assisting child with washing hand, tying shoes, buttons, zippers; buckling child in car seat; swiping access card
Up & Down Flexion of Wrist	Frequent	Occasional to Frequent	30 Minutes repetitively for 2 Hours	1,2,3,4,5,6,7,8, 10	Using office equipment (i.e. copier, fax, etc.) such as a printer and scanner; collating and reviewing documents and files; filing; writing; moving hand between mouse and keyboard; repetitive typing; handwriting when taking notes; answering telephone; signaling to coworkers; using staple remover; fixing paper jams; pulling files out of stacks; assisting child with washing hand, tying shoes, buttons, zippers; buckling child in car seat

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Side to Side Motion of Wrist	Occasional to Frequent	Occasional	5 Minutes Repetitively for 2 Hours	1,2,3,4,5,6,7,8, 10	Repeated utilization of mouse during computer work; researching case files/history; dialing telephone; moving smaller office supplies; sorting files and papers; filing; wiping off tables, desks and other surfaces; handwriting; moving supplies across desk surface; moving hand between mouse and keyboard; collating paperwork; performing many clerical duties; guiding paper into scanner feeder; fixing paper jams; assisting child with washing hand, tying shoes, buttons, zippers; buckling child in car seat
Turning / Rotation of Wrist or Hand	Seldom	Infrequent to Seldom	Seconds	1,2,3,4,5	Opening door handles; using vehicle keys; fixing copy machine/scanner jams; using pencil sharpener
Gross Manipulation	Infrequent to Occasional	Infrequent to Occasional	30 Minutes	1,2,4,5,7,8	Moving files and boxes of files; lifting binders, assessment kits or reference materials; rearranging small office equipment; loading paper into copiers/scanners; moving papers around workspace; maneuvering supply cart or shopping cart; maneuvering wheel chairs; picking up/carrying small children and babies; installing/removing car seat; assisting children in/out of car seat; loading/unloading trunk with supplies; assisting child with luggage
Powerful Grasp/ Tight Grasp	Infrequent to Seldom	Infrequent to Seldom	10 Minutes	1,2,4,5,7,8	Moving files and boxes of files; lifting binders or reference materials; rearranging small office equipment; loading paper into copiers/scanners; opening/closing heavy drawers/doors; moving papers around workspace; maneuvering supply cart or shopping cart; maneuvering wheel chairs; picking up/carrying small children and babies; installing/removing car seat; assisting children in/out of car seat; loading/unloading trunk with supplies; assisting child with luggage

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V. Lift/Carry Weight Requirements:

Weight Lifted / Carried (lbs.)	Frequency	Max. Height Lifted	Distance Carried	Examples of How Activity is Performed	Occurs in Essential Function(s)
1 to 10	Seldom to Frequent	Above Shoulder	¼ Mile	General office supplies; paperwork and files; ream of paper (5#); books; laptop; cell phone; telephone receiver; briefcase or handbag; diapers, food items, clothes, etc.; keys and ID badge; clipboard or notebook; small play toys; diaper bags; backpacks	1,2,3,4,5,6,7,8, 9,11,A
11 to 25	Infrequent to Occasional	To Shoulder	¼ Mile	Box of office supplies; testing kits; box of books, supplies, learning materials; pushing furniture such as tables and chairs; pushing wheelchair; wheeled bag; assessment materials; lifting and carrying small child or baby	1,2,3,4,5,6,7,8, 9,11
26 to 50	Infrequent to Seldom	To Waist	¼ Mile	Lifting and carrying child; file boxes; children's luggage	1,2,7
51 to 75	Never	N/A	N/A	N/A	N/A
75 plus	Never	N/A	N/A	N/A	N/A
NOTES: The maximum amount lifted without assistance is a child weighing no more than 50 pounds.					

VI. Operational Requirements:

Description of Equipment/ Machinery/Vehicle	Typical Work Day Usage/Operation	Description of Equipment / Machinery/Vehicle	Typical Work Day Usage/Operation
Office equipment (i.e. scanner, FAX, copier, etc.)	Occasional to Frequent	Standard office supplies (stapler, staple remover, paper cutter, pens/pencils, etc.)	Seldom to Occasional
Computer/laptop and associated peripherals (i.e. external mouse, etc.)	Occasional to Continuous	Supply carts / shopping carts / wheel chairs	Infrequent to Occasional*
Telephone / cell phone	Occasional to Continuous*	Personal vehicle	Infrequent to Continuous
Children toys (i.e. games, puzzles, balls, blocks, figurines, etc.)	Infrequent to Occasional*	Car seats / strollers	Infrequent to Occasional

*Operated after academy completed

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VII. Work Environment:

Summary / Overview of Environmental Conditions: Job is performed primarily indoors in an office that is climate-controlled, utilizing standard modern office equipment. Flooring of work environment may consist primarily of carpet, linoleum and tile. Work is also performed in academy classroom, various homes, medical centers, schools, court house, police stations, etc. and incumbents are subject to constant ambient noise and frequent interruptions. Incumbent may walk outdoors to and from the vehicle for required off-site assignments, attending other meetings, supervising outdoor child visits, etc.; when walking outdoors incumbent may encounter asphalt, concrete, slopes, uneven pavement and grass.

Workplace Environment/ Conditions/Exposures	Frequency	Description
Indoors	Frequent to Continuous	Majority of all workday activities are performed in open cubicle office environment; works in various homes, medical centers, schools, court house, police stations, etc.; meeting/training rooms; academy classroom
Outdoors	Infrequent to Frequent	Walking to and from vehicle; moving between buildings at assigned site; supervising child visit at outdoor location
Customer / Public Contact	Continuous	Interaction with children, parents, child family members, coworkers, supervisors, foster care, nurses, doctors, police/sheriff, therapeutic care providers, attorneys, internal/external partners, etc.; meeting/group participants
Fragrances / Scents / Odors	Frequent to Continuous	Bodily odors; perfumes/colognes; restroom orders; cleaning materials; food odors; trees, grass and plant life outside; vomit, urine, feces; cigarettes; alcohol/drug odors on children and/or parents; roach infestations; dust/mold; rotten food; dead animals
Traffic	Infrequent to Continuous	Walking to/from vehicle; driving to referral and case meeting/assessing/supervising locations; transporting children between locations; attending court
Humid / Wet / Extreme Heat	Infrequent to Occasional	Buildings are climate-controlled; seasonal weather when walking outdoors or in open air spaces; temperatures in the area may exceed 100 degrees certain times of the year; visiting homes without air conditioning
Chemicals / Cleaners / Fumes / Vapors	Infrequent to Frequent	Vehicle exhaust; local forest fires; cigarettes/vaping; drug odors; barbeques; propane
Excessive Noise / Decibels	Seldom to Occasional	Escalated verbal noise from children, parents and family members; traffic noise; sirens in local area; phones; construction; music; airplanes
Working Above Ground	Infrequent to Seldom	Climbing stairs at sites
Lighting / Lumen	Continuous	Fluorescent, LED, incandescent lighting indoors; indirect and direct sunlight outdoors
Bloodborne Pathogen Exposure / Working with Biohazards	Infrequent to Occasional	May be exposed to bodily fluids (i.e. vomit, saliva, feces urine, etc.) from children; may assist with diapering child, handwashing, etc.; may need to clean up child's vomit in personal vehicle
Dust, Fine Particles, Allergens	Infrequent to Frequent	Wind, pollen and dust while working outdoors; visiting dusty/unclean homes; regular office dust
Vibration	Infrequent to Seldom	Pushing carts, strollers, shopping carts over uneven pavement

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Corrosives / Toxic Substances	Infrequent to Seldom	Roach infestations; drug paraphernalia; unknown substances within visited homes
Low / High Voltage	Infrequent to Seldom	Plugging/unplugging office equipment, portable heater, cell phones, etc.
Dangerous / Explosive Hazards	Infrequent to Seldom	Firearms in visited homes
Confined Spaces	Never	N/A
Machinery	Infrequent to Seldom	Paper cutter; shredder; scissors
Exposure to / Operation of Heavy Machinery	Never	N/A
Other	Continuous	1) Is responsible to assist children in abusive and dire situations; dealing with upset, angry and potentially aggressive parents/family members. 2) Ability to be culturally sensitive and work with a diverse group of individuals (cultural, ethnicity, socio-economic, etc.). 3) Ability to communicate effectively in crisis situations. Maintain a calm, compassionate and friendly demeaner

VIII. Communication Abilities / Sensory Functioning:

Sensory Demand / Method	Frequency	Performed in Functions	Notes / Examples
Smell: *Distinguish odors, able to smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals, etc.*	Seldom to Frequent	1,2,3,4,10	Emergency situations; to be able to smell fire or foreign substance to alert other personnel; natural gas leaks; electrical issues with office equipment; ability to smell alcohol/drugs on children or parents; assessing cleanliness, insect infestation, mold and strange odors; soiled children clothes/diapers

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Sight: *Distinguish objects, depth perception, field of vision, color identification, near and far acuity necessary to operate equipment, machinery, etc.*	Continuous	1,2,3,4,5,6,7,8,9, 10,11,A	See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to operate equipment safely; document/data analysis and interpretation; exposure to computer screens; providing assessments of children and homes; reading/completing reports, documents and materials; writing notes/reports/letters; observing behavior and visitations; observing/participating in court hearings
Hearing: *Comprehend oral language and sounds and react appropriately.*	Frequent to Continuous	1,2,3,4,5,6,8,9, 10,11,A	Hear in the normal audio range with or without correction; exposure to ambient noise; conversations with children, parents, family members and others; attending meetings and trainings; use of telephones; listening attentively; counseling children and family members; speaking with coworkers, supervisors and other stakeholders
Speaking: *Orally communicate information and ideas with comprehension*	Frequent to Continuous	1,2,3,4,5,6,8,9, 10,11,A	To assist co-workers, responding to phone calls; giving instructions; providing data; asking clarifying questions; conversations with children, parents, family members and others; attending and facilitating meetings; counseling children and family members; speaking with coworkers, supervisors and other stakeholders

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Reading: *Comprehend the written word*	Frequent to Continuous	1,2,3,4,5,6,7,8,9, 10,11,A	Printed material, computer data, forms, handwritten notes and messages; creating reports; completing documents; verifying accuracy of data input; researching files and case history; conducting research; reviewing paperwork/documents, etc.; reading medical reports, court/custody orders, attorney requests, etc.
Writing: *Composing communications in writing*	Occasional to Continuous	1,2,3,4,5,7,8,9, 11,A	Handwriting; computer data entry; memorandums; taking notes; emails; database management; phone messages; signature on forms; letters/report/document completion
Math*: Compute a series of numeric variables, measurements,*	Seldom to Frequent	1,2,3,4,6,8	Simple calculations; estimates; counting; reconciling data on reports; use of spreadsheets; age calculation; money spending/shopping; comparing data; time tracking

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that the following safety equipment is provided to incumbent: latex/nitrile gloves, hand sanitizer, first aid kits, AED and fire extinguishers are readily available at all sites. Incumbents may choose to be trained in CPR and/or first aid and are provided options to access the training. Incumbent attends safety trainings as required by the District.

X. Position Qualifications:

Education/Training/Experience:	Bachelor's degree from an accredited college with a major in psychology, sociology, social work, child development, or a related human services field - OR - Bachelor's degree from an accredited college, and one year of paid experience in a social service agency providing protective/placement casework services to children or families with children.
Licenses/Certifications:	A valid California Class C Driver License or the ability to utilize an alternative method of transportation when needed to carry out job-related essential functions.
Physical Class:	2 - Light

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XI. Mental and Psychological Demands of Position:

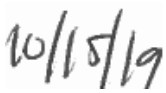
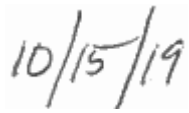
Mental / Psychological Demand	Required (Yes / No)	Occurs in Essential Functions	Notes / Examples
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9,10,11,A	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions.
MEMORY	YES	1,2,3,4,5,6,7,8,9,10,11,A	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9,10,11	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations.
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9,10,11	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9,10,11	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9,10,11	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8,9	Ability to negotiate with, instruct or supervise people; ability to convince or direct others; ability to perform work activities requiring negotiating with, explaining or persuading.

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XII. Persons Interviewed:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Position Title	Signature	Date
Maricruz Reyna	Children's Social Worker I		
Priscilla Reyes	Children's Social Worker Supervisor		

XIII. Sources:

Observed Position Performance: NO	**Job Description Utilized for Document Creation:** YES, document dated August 1, 2005	**Interviewed Participants:** YES on 09/24/19

In order to develop this Essential Functions Position Analysis, the Consultant utilized information which was provided by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFPA:
Ryan Long, Consultant
Essential Functions Position Analysis Development
Shaw HR Consulting, Inc.
107 N. Reino Road # 414
Newbury Park, CA 91320
Phone: 805.498.9400
Fax: 805.464.3535
ryan@shawhrconsulting.com

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