OCCUPATIONAL THERAPIST

DEFINITION:

Under the supervision of the Director-Special Education, provides educationally related assessment, consultation and direct or indirect occupational therapy treatment and services to identified students with special needs; attends and participates in Individualized Education Plan (IEP) meetings and serves a part of a multi-disciplinary team; prepares records, assessments, treatment plans, reports and billings; performs related work as required.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provides direct, indirect and consultative occupational therapy services based upon needs determined through established processes to individual or groups of students according to Individual Education Plans (IEP); identifies and evaluates occupational therapy needs of students, especially related to areas of dysfunction in fine, visual and gross motor skills, sensory integration, and functional self-help skills.
- Conducts assessments of student progress on an ongoing basis and develops reports to determine need for occupational therapy; reviews history of past school-based IEP and OT reports; observes and interviews students, teachers and parents to assess student's fine, visual and gross motor functions in the classroom, outdoor and in other school learning environments.
- Evaluates students using standardized tests, observation, and clinically derived surveys; assesses student needs and abilities regarding the access to educational curriculum, recommendations and appropriate occupational therapy program to help students meet their educational goals and to prepare written evaluations.
- Consults and communicates results of evaluations and reports of occupational therapy services to the educational staff, parents and other professionals and agencies concerned with the students; serves as liaison to District staff, physicians, parents, teachers and other agencies in implementing a treatment plan.
- Devises a treatment program aimed at improving the identified areas of function, as they relate to the child's educational needs.
- Participates in the Individualized Education Plan (IEP) meeting to develop/update goals and objectives; provides direct service and consultation in order to meet these goals.
- Prepares and maintains treatment logs, records and reports as required for compliance with various State, federal, and administrative regulation; maintains documentation of assessments, treatments, contacts, equipment tracking, billings and daily records concerning occupational therapeutic activities.
- Inventories and orders occupational therapy equipment and supplies in accordance with established protocols, District policies and educational relevance; set-ups and adjust therapeutic equipment for treatment sessions.
- Provides consultation to school personnel and families implementing occupational therapy interventions; schedules appointments and meetings.
- Provides recommendations, accommodations and environmental modifications to increase accessibility to the classroom for students with special needs.
- Operates a variety of therapeutic, sensory-motor and other equipment such as swings, bolsters, therapy balls, fine motor toys, adapted equipment and related devices.
- Operates a variety of office equipment, a computer and assigned software; drives a vehicle to conduct work.
- Train and provide work direction to Certified Occupational Therapy Assistants and assigned classroom staff; review daily treatment notes with COTA’s; discuss and revise treatment activities and treatment schedules.
- Attends and participates in meetings, Individualized Education Plan (IEP) meetings and professional development trainings; serves on teams and committees as assigned to determine appropriate goals based on Occupational Therapy assessments and present levels of student performance.
QUALIFICATIONS GUIDE

Knowledge of:

- Occupational therapy strategies, techniques and methodologies in educational settings using evidence based practices.
- Applicable laws and regulations concerning medical records, occupational therapeutic services and IDEA.
- Applicable sections of the State Education Code and special education relative to occupational therapy services.
- Evaluation techniques for student assessment of sensory processing and integration, self-regulation, postural reflexes, motor coordination, and visual perceptual skills.
- Current methodology and practices, including fine, visual and gross motor skills, sensory integration, and functional self-help skills.
- Operation of a variety of occupational therapy, mobility, positioning and medical equipment.
- Occupational therapy assessment tools and techniques including PDMS-2, BOT and SFA.
- Operation of a variety of office equipment, a computer and assigned software.
- Methods, materials and equipment used to alter or maintain specialized therapy equipment.
- Educational and developmental needs of children with disabilities.
- Oral and written communication skills.
- Record-keeping, filing, research and report preparation techniques.
- Interpersonal skills using tact, patience and courtesy.
- Health and safety regulations.
- Proper lifting techniques.
- Cognitive, social, intellectual, sensory, and physical development of children.
- Techniques used in the assessment and treatment of disabilities.
- Applicable treatment modalities and theory for the student population.

Ability to:

- Provide assessment, consultation, direct and indirect occupational therapy treatment and services to students with varying abilities and special needs.
- Prepare professional and accurate occupational therapy assessments, treatment plans and billing records.
- Communicate effectively orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Monitor and evaluate occupational therapy equipment needs.
- Review and analyze medical and therapy reports.
- Train and provide work direction others.
- Work effectively with district personal, community representatives, and interdisciplinary teams.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Operate of a variety of therapeutic, sensory-motor and other equipment used in performing occupational therapy services.
- Provide accommodations and environmental modifications to increase accessibility to the classroom for students with special needs.
- Maintain records and files.
- Prioritize and schedule work.
- Meet schedules and timelines.
- Observe health and safety regulations.
- Make oral presentations to large and small groups.
- Work independently with little direction.

EDUCATION/EXPERIENCE:
Any combination equivalent to: master’s degree from an approved occupational therapy program consistent with licensing requirements and some work experience with school-aged children including working in a
variety of settings including school, home, and clinic, and working as a member of a multi-disciplinary team. Training in sensory integration testing and techniques and experience working collaboratively with families are desirable.

LICENSES AND OTHER REQUIREMENTS:
- Valid Board certification from the National Board of Occupational Therapy (NBCOT).
- Valid License from the California Board of Occupational Therapy (CBOT).
- Valid California Class C drivers’ license.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Dexterity of hands and fingers to operate therapy equipment.
- Seeing to monitor children and read a variety of materials.
- Reaching overhead, above the shoulders and horizontally to utilize therapy equipment.
- Sitting or standing for extended periods of time while working with students.
- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking to exchange information.
- Pushing or pulling wheelchairs, mobility and other therapy equipment.
- Lifting, carrying, pushing or pulling objects up to 50 pounds; occasional lifting, carrying, pushing or pulling heavy objects up 75 pounds with assistance.
- Walking to and from designated locations.

WORK ENVIRONMENT:
Indoor office/classroom and outdoor working environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. Hazards include:
- Potential exposure to dissatisfied or abusive individuals.

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