

OCCUPATIONAL THERAPIST

DEFINITION

Under the direction of the Executive Director, Special Education, the Occupational Therapist provides assessment consultation to parents and teachers, and provides direct treatment for children with disabling conditions from age 3 to 21 of a multi-disciplinary team.

EXAMPLES OF DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Prepares and maintains records and reports as required for compliance with various state, federal, and administrative regulations.
2. Assesses student performance in activities that are meaningful, curriculum-oriented, and applicable to daily life routines.
3. Identifies student abilities and educational, developmental, or functional needs with the IEP team, and develops long and short-term goals and objectives.
4. Develops a therapy intervention plan that supports the IEP goals, objectives, and outcomes, and implements this plan in appropriate settings and curricula.
5. Coordinates the implementation of goals and outcomes with the IEP team.
6. Documents findings, actions taken, and/or recommendations made regarding areas of service and maintains records as required by the Department and identified by program needs.
7. Assists in the development of student transition plans, programs, and goals.
8. Develops and implements training opportunities and inservices for educational staff, parents, and administrators.
9. Devises a treatment program aimed at improving identified areas of function, as they relate to the student's educational needs.
10. Attends meetings and conferences and travels to a variety of work sites as required.
11. Performs other related duties as required.

QUALIFICATIONS

Knowledge of:

Intellectual, sensory, and physical development of young children; techniques used in the assessment and treatment of disabilities; educational and developmental needs of young children with specific disabilities; applicable treatment modalities and theory for the pediatric population; occupational therapy techniques commonly used with the severely and physically disabled population; physical and psychological problems of the severely and physically disabled population and their families, and normal growth and development of children.

Ability to:

Plan, organize, and conduct an occupational therapy program for neuromuscular and/or orthopedically involved children; make accurate assessments of the developmental status and educational needs of young children; work collaboratively in multi-disciplinary teams; work collaboratively with parents; effectively communicate occupational therapy treatment techniques and goals to parents, teachers, and other program staff; apply occupational therapy techniques in the treatment of children with disabilities; communicate effectively orally and in writing; work independently; establish general schedules and priorities; perform complex or varied tasks.; understand and carry out oral and written instructions; establish and maintain cooperative working relationships; comply with the District's customer service standards, as outlined in Board policy.

Education/Experience:

Any combination equivalent to: Graduation from an occupational therapy program accredited by the American Medical Association; training in sensory integration testing and techniques is desirable; and experience in occupational therapy with children with disabilities in a variety of settings including school, home and clinics; some experience working as a member of a multi-disciplinary team including working collaboratively with families.

License/Certificate Requirement:

Possession of a valid California Driver's License.

Valid registration by the American Occupational Therapy Association.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein 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 job functions.

Environment: Work is performed primarily in a school setting.

Physical: Primary functions require sufficient physical ability and mobility to work in a school setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to safely assist in student positioning; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.