
Position:	Occupational Therapist	FLSA:	Exempt
Department/Site:	Special Education	Salary Grade:	50
Reports to/Evaluated by:	SELPA Director and Assistant Director Special Education	Salary Schedule:	Classified Management

SUMMARY

Under the direction of the SELPA Director or Assistant Director of Special Education, provides educationally related occupational therapy assessment, consultation to school personnel and families, and consultation and/or direct treatment to children from birth to age 22 who qualify for occupational therapy, in compliance with District and SELPA administrative policies and state and federal laws and regulations.

DISTINGUISHING CAREER FEATURES

Provides consultation and/or direct occupational therapy to students from birth to 22 years who are eligible to receive educationally related occupational therapy services at sites throughout the District. Serves as a district-wide resource for occupational therapy related interventions, including assistance to educational staff through consultation, training, and direct individual or group activities. Serves as a district representative and liaison with community medical service providers.

- Professionally values and articulates the role of the occupational therapist as a transdisciplinary team member within the educational setting in the provision of educationally-related occupational therapy.
- Values collaboration with the special education team to develop appropriate assessment plans, Individualized Family Service Plans (IFSP) or Individualized Educational Plans (IEP), which present the levels, goals, and objectives, and appropriate interventions or services reflecting the needs of the eligible child and team resources.
- Identifies and employs organizational strategies for scheduling all activities involved in the IFSP/IEP process, including scheduling assessments, direct services or consultations, monitoring student progress, meeting time lines, and writing reports, etc.
- Demonstrates effective communication skills.
- Values and demonstrates establishment and maintenance of positive rapport with students, parents and professional staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Evaluates students using standardized tests, and observes activities that involve fine motor tasks to determine eligibility for occupational therapy as needed.
- Evaluates sensory impairments and perceptual motor skills, and makes recommendations to staff regarding methods and information to improve functional skills in the classroom.

- Evaluates abnormal patterns of posture and movement due to abnormal postural reflex activity, and instructs teachers in positioning and handling techniques that normalize tone.
- Reviews reports from health care providers requesting occupational therapy, and coordinates occupation therapy services with students' health care providers.
- Collaborates with medical personnel in coordination of medical care protocols, and acts as a resource to school personnel in interpreting occupational therapy services and implementing instructional strategies in the classroom.
- Collaborates with multi-disciplinary teams to develop functional and achievable fine motor goals in the educational setting for the Individualized Educational Plan (IEP). Provides written reports for use in determining eligibility, present performance levels, progress, goals/objectives and appropriate interventions.
- Reevaluates students' individual occupational therapy plans on a regular basis.
- Collaborates with parents regarding plans for occupational therapy services, including home programs for parents to implement.
- Maintains documentation as required for complying with administrative policies and state and federal laws and regulations.
- Attends meetings and conferences.
- Provides consultation at various school sites.
- Provides inservices to school personnel.
- Performs other job-related duties and tasks as assigned.

QUALIFICATIONS

Knowledge and Skills: Demonstrates knowledge of occupational therapy. Uses appropriate assessment tools, treatment approaches, and adaptive equipment for children with different types of cerebral palsy, neuromuscular diseases, orthopedic conditions, genetic syndromes and other developmental disabilities. Possesses a thorough understanding of the physical, intellectual, social, sensory and emotional growth patterns of students. Demonstrates knowledge of pediatric occupational therapy. Requires sensitivity to the unique differences and needs of disabled children and their parents. Demonstrates accurate record keeping techniques and professional oral and written communication skills. Utilizes Sensory Integration and occupational therapy techniques used in the assessment and treatment of children with disabilities.

Abilities: Must be able to make accurate assessments of the developmental status and educational needs of children. Is able to use a variety of modern methods, techniques and practices in occupational therapy. Requires participation in the IFSP and IEP processes. Must be able to effectively communicate in oral and written communication, occupational therapy treatment techniques and goals to teachers, parents, program staff, and other district personnel. Collaborates with the team to implement appropriate educationally related occupational therapy services. Must be able to analyze educational settings and activities to identify opportunities for use as therapeutic interventions. Works effectively with students, parents, District personnel, interdisciplinary teams, and community representatives. Must know proper uses and care for the materials, supplies, and equipment employed in performing services as an occupational therapist. Must be

able to quickly acquire knowledge of operations, terminology and programs of Special Education. Requires the ability to maintain records and prepare reports. Provides consultation services to IEP or IFSP teams and inservice training. Is able to establish and maintain effective working relationships. Must be able to meet schedules and timelines, as well as plan and organize work. Must be able to work independently with little direction, and work confidentially with discretion.

Physical Abilities: Persons performing service in this position classification must be able to frequently exert 10 to 20 pounds of force to lift, carry, push, pull, or otherwise move objects. Requires the ability to lift with assistance, move and position a disabled person up to age 22 weighing approximately 150 pounds, and lift 50 pounds without assistance. Must be able to perceive the nature of sound, possess near and far vision, depth perception, and provide oral information. Manual dexterity is required to use and operate therapy related equipment, and handle and work with various materials and objects important to this job. Frequent bending, kneeling, squatting and lifting is required.

Education and Experience: Any combination of education, training, and experience which demonstrates the ability to perform duties and responsibilities as described. One year of experience providing occupational therapy services for children from birth to age 22, in a school setting working with a transdisciplinary team. Experience working collaboratively with families and individuals from various ethnic and cultural groups.

Licenses and Certificates: Graduation from and accredited program in Occupational Therapy.