

## **CERTIFIED OCCUPATIONAL THERAPY ASSISTANT**

Classification: Instructional – School Based

Location: Assigned Department

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Employees assigned to the position description may or may not perform all of the essential functions indicated in this position description.

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

### **Part I: Position Summary:**

Assists in the implementation of intervention services under the supervision of a licensed occupational therapist. The occupational therapy assistant works with students identified with having disabilities that interfere with their ability to perform daily life activities and participate in necessary and desired occupations.

### **Part II: Supervision and Controls over the Work:**

The assistant is expected to implement individually designed interventions based on occupational performance deficits in the areas of personal care, student role/interaction skills, process skills, play, community integration/work, and graphic communication. The interventions are planned with the supervising occupational therapist. The occupational therapy assistant is expected to review outcomes and modify intervention programs in coordination with the supervising occupational therapist.

The supervising occupational therapist defines the level of supervision required in the work environment according to District and licensing board standards.

### **Part III: Major Duties and Responsibilities (depending on specific assignment):**

1. May support and assist the occupational therapist in the therapist's evaluation of student's abilities through a variety of functional, behavioral, and standardized assessments, data collection, checklists, and interviews with family, student and educational personnel, and observations once competency has been demonstrated.
2. May contribute to the occupational therapist development of individualized intervention plans. Participates in planning and program development with the instruction team which may include Physical Therapist, Special Education staff, Principal and instructional staff.

3. Based on the intervention plan, selects and implements therapeutic interventions to enhance student performance in areas of occupation, safety, and social participation within the school environment.
4. Based on the intervention plan modifies environment including equipment, materials, devices, and adapts processes including the application of ergonomic principles.
5. Explains intervention techniques to student and educational personnel.
6. Continuously monitors through observation and consultation student progress and the effect of intervention and need for continuation, modification, or termination. Communicates this information to the occupational therapist.
7. Documents occupational therapy intervention services and maintains administrative records in accordance with state guidelines, school policy, and reimbursement standards.
8. May contribute information to multi-disciplinary team meetings assessing student progress.
9. Maintains inventory of therapeutic equipment and projects needs for budget planning.
10. Maintains, organizes, and prioritizes workload and treatment environments including inventories.
11. Uses professional literature to make informed practice decisions.
12. Uses good time management skills.

Performs other duties as assigned.

#### **Part IV: Minimum Qualifications:**

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- High school diploma.
- Possess a valid driver license.
- Successful completion and graduation from an accredited associate's degree Occupational Therapy Assistant program.
- Meet state license/certification requirements.
- Knowledge of basic features of main occupational therapy theories, models of practice, principles, and evidence-based practice.
- General knowledge of human development throughout the life span.

- Ability to articulate the role of the occupational therapy assistant and the occupational therapist in the intervention planning, intervention process.
- Ability to articulate difference between occupation and activity.
- Ability to analyze tasks relative to areas of occupation, performance skills, activity demands, context (s), and student factors to implement the intervention plan.
- Ability to recognize occupational performance deficits in the areas of personal care, student role/interactive skills, process skills, play, community integration/work, and graphic communication.
- Ability to articulate the influence of socio-cultural, socioeconomic, and diversity factors on student occupational performance.
- General knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and affect school-based occupational therapy services.
- Ability to select, adapts, and sequence relevant occupations and purposeful activities that support intervention goals.
- Ability to provide occupationally based interventions to achieve student participation in school environment.
- Skill in effective oral and written communication.
- Ability to maintain safe environments, equipment, and materials.
- Ability to prepare and maintain accurate records and progress notes and use office and computer equipment and standard office software and student information system software.
- Successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
- Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members.

**Part V: Desired Qualifications:**

- Two years of experience that demonstrates the ability to work successfully with children in a learning environment.
- Bilingual and bicultural skills in such common languages to the District (to be determined by the specific position).

**Part VI: Physical and Environmental Requirements of the Position:**

The physical demands and work environment 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.

- The employee must lift and/or move 25 to 50 pounds, and may assist, move, or retrain students with greater weight when required to intervene in student safety issues.
- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee may occasionally work in outside weather conditions.
- The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels.
- The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.