

ECSE Occupational Therapist

DEPARTMENT:	Student Services	REPORTS TO:	Principal or Assistant Principal
WORK SCHEDULE:	10 months	COMPENSATION:	Support Staff Salary Schedule
FULL/PART TIME:	Full time	FLSA STATUS:	Exempt

Position Description

Evaluate students for delays/deficits in the development of specific skills, processes, or functional or sensory integration. Develop and implement therapy plans. Communicate and collaborate with colleagues, parents, volunteers, and other service providers to meet students' needs.

Task Title	Essential Job Functions	Percent of Time Spent
Therapy Planning and Implementation	<ul style="list-style-type: none"> Develop and implement therapy plans that meet the educational needs of ECSE students in accordance with district, state, and federal policies, regulations, and professional standards Collect, maintain, and utilize on-going assessment data and report on student IEP goals/objectives Collaborate with and provide consultation to teachers, assistants, and aides regarding individualized interventions, handling and positioning techniques, adaptive equipment, materials, and programs as needed Provide training for educational staff. Supervise programs conducted by educational staff. Recommend or fabricate adaptive equipment for ADL (activities of daily living) needs, for communication, and for individualized classroom seating Monitor utilization of prosthetics, orthotics, and adaptive appliances Provide home programs for parents/guardians when appropriate Effectively utilize the services of other early childhood staff (Kirkwood Early Childhood Center (KECC), Parents As Teachers (PAT), speech/language, teacher assistants, occupational therapy assistants, physical therapy, and volunteers in implementation of children's therapeutic programs. Maintain all required district and DESE compliance documentation. 	60%

Task Title	Essential Job Functions	Percent of Time Spent
	<ul style="list-style-type: none"> ● Maintain records, notes, portfolios, and other information regarding the progress of children on the assigned OT caseload. 	
Consultation and Classroom Support	<ul style="list-style-type: none"> ● Provide effective consultation and training to ECSE staff in planning and preparing lessons which meet the occupational therapy and educational needs of targeted students ● Motivate students ● Manage student behavior through effective functional behavioral assessments, positive behavior support plans and classroom environmental controls ● Use consultative/training time effectively ● Treat all children with dignity, respect, and understanding of their cultural and socioeconomic backgrounds ● Help children become aware of themselves as members of a classroom group and school community ● Supervise certified occupational therapy assistants (COTA) and students 	5%
Diagnostic Assessment and Interpretation	<ul style="list-style-type: none"> ● Evaluate students for physical limitations, developmental delays, sensory-motor dysfunction, perceptual-motor abilities, self-help skills, functional daily living skills and adaptive equipment needs ● Develops and administer educational programs based on evaluation results ● Interpret test and diagnostic findings to parents, teachers, students, and other entitled parties ● Participates in diagnostic staffing as required and IEPs 	24%
Asset Management	<ul style="list-style-type: none"> ● Develop an annual request for materials, supplies, and equipment that appropriately addresses the occupational therapy needs of students on the assigned caseload and the funding guidelines for ECSE ● Maintain an up-to-date inventory. ● Follow the three-step cleaning process on all surfaces within classrooms as required for Childcare/Preschool licensure and accreditation 	1%
Collaboration	<ul style="list-style-type: none"> ● Communicate regularly with parents and other service providers working with the child/family ● Collaborate regularly with other district early childhood program staff including PAT and KECC ● Assist the program coordinator in the supervision of therapy assistants ● Conduct/participate in parent conferences 	5%

Task Title	Essential Job Functions	Percent of Time Spent
	<ul style="list-style-type: none"> ● Assist in the transition planning for students transitioning from First Steps to ECSE and from ECSE to kindergarten ● Develop and maintain effective working relationships with other program staff, students, parents, and volunteers 	
Program and Professional Development	<ul style="list-style-type: none"> ● Conduct/participate in ECSE & OT staff development activities, conferences, and workshops ● Attend scheduled staff meetings, department meetings, and ECSE program activities as required ● Assist in the orientation of new staff ● Promote the ECSE program through public relations activities sponsored by the program ● Assist with support staff development activities as required by the coordinator and make recommendations for program improvements as needed ● Assist administration to develop/implement program improvement plans. 	5%

The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Qualifications

Required

- **Education:** Bachelor's degree in occupational therapy,
- **Licensure:** License issued by the Missouri Board of Occupational Therapy.
- Able to lift and carry up to 75 pounds.

Preferred

- Prior experience providing occupational therapy in a school or Early Childhood setting

Knowledge & Skills

Knowledge

The ECSE Occupational Therapist must possess a comprehensive knowledge base spanning several key areas:

- o Child Development and Disabilities: In-depth understanding of typical child development sequences as well as conditions, disorders, and impairments that can impact development in the areas of physical, cognitive, sensory, and psychosocial skills.
- o Occupational Therapy Theory and Practice: Extensive knowledge of occupational therapy theories, principles, assessment techniques, intervention approaches, and evidence-based practices specific to pediatric populations and educational environments.

- o Early Childhood Education: Strong working knowledge of early childhood curricula, instructional methods, classroom routines and activities, positive behavior supports, and inclusive practices for young children with special needs.
 - o Assistive Technology: Knowledge of adaptive equipment, positioning devices, environmental modifications, and other assistive tools to facilitate participation and education of students with physical, sensory or cognitive limitations.
 - o Special Education Law and Compliance: Thorough understanding of the Individuals with Disabilities Education Act (IDEA), Section 504, related federal/state regulations, district policies and procedures governing early childhood special education programs and services.
 - o Consultation and Coaching: Knowledge of principles related to effective consultation, coaching, and professional development for providing training to teachers, paraeducators, parents and interdisciplinary teams.
 - o The occupational therapist integrates this diverse knowledge to provide comprehensive, legally-compliant and educationally-relevant services tailored to the unique abilities and needs of each young student in inclusive learning environments.
- **Basic:**
 - o Basic knowledge of child development, disabilities, and special education principles.
 - **Intermediate:**
 - o Intermediate knowledge of occupational therapy assessments, interventions, and treatments for children. Understanding of special education laws and district policies.
 - **Advanced:**
 - o Advanced knowledge of evidence-based occupational therapy practices to address developmental delays, physical limitations, and functional skill deficits in early childhood.
 - **Expert:**
 - o Comprehensive expert knowledge of occupational therapy techniques, adaptive equipment, positioning, and environmental modifications to support participation of young students with special needs.

Skills

The occupational therapist must possess a diverse skill set to effectively evaluate students, design and implement therapeutic interventions, train educational staff, and support the overall early childhood special education program. Strong clinical reasoning and problem-solving abilities are critical for conducting assessments, interpreting results, and developing individualized treatment plans. Excellent communication, instructional, and interpersonal skills are needed to provide consultation, coaching, and professional development to teachers, assistants, parents and others. Organizational abilities allow the therapist to manage caseloads, maintain documentation, order supplies and equipment, and contribute to program operations. Key skills include:

- Clinical skills: Skilled in administering developmental and occupational therapy evaluations, analyzing findings, and designing evidence-based interventions.

- Consultation and coaching: Ability to effectively observe, model strategies, provide feedback and training to educational teams.
- Documentation and data management: Proficient in documenting services, maintaining treatment records, and utilizing data to monitor student progress.
- Interpersonal and collaboration: Strong skills in relationship building, teamwork, conflict resolution, and working across multidisciplinary teams.
- Environmental and task modifications: Knowledgeable in adapting classroom settings, materials, positioning, and equipment for accessibility and participation.
- Dexterity and physical abilities: Skill in utilizing a variety of hands-on therapeutic techniques and properly positioning/transferring students as needed.

The occupational therapist must be able to integrate this diverse skill set to support the unique roles and responsibilities of serving children with special needs in educational environments.

- **Constantly (more than 5.6 hours or 69% of the day):** Active listening, critical thinking, instructing, service orientation to effectively evaluate, treat, and collaborate with young students and their families.
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Complex problem solving, coordination, judgment and decision making to develop individualized therapy plans. Writing to document progress.
- **Occasionally (Up to 2.5 hours or 32% of the day):** Equipment maintenance, operation monitoring, negotiation and persuasion when consulting with educational staff on interventions.
- **Rarely (Less than 1 hour or 12% of the day):** Programming or technology design skills for any specialized therapeutic equipment or software.

Working Conditions

Physical Demands

Frequent moving about, including walking, crouching/kneeling, crawling, climbing, and reaching to maneuver in classroom spaces and access students at different levels and positions.

- **Constantly (more than 5.6 hours or 69% of the day):** Sitting, standing, walking, finger dexterity for interacting with students.
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Carrying/lifting up to 75 pounds, crouching/kneeling, reaching, repetitive motions for therapeutic activities.
- **Occasionally (Up to 2.5 hours or 32% of the day):** Balancing, pulling/pushing, climbing, crawling to properly position students.
- **Rarely (Less than 1 hour or 12% of the day):** Multi-limb coordination for specialized therapeutic techniques.

Mental and Psychological Demands:

- *Medium demands:* The job requires some mental effort and involves moderate levels of stress (e.g., Occasional need to deal with difficult customers or manage emotions when interacting with others, sometimes work under tight deadlines, limited or no exposure to public criticism, occasionally requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Heavy work:* Heavy work: Exerting 50-100 pounds of force occasionally, and/or 25-50 pounds of force frequently, and/or 10-20 pounds of force constantly to move objects.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: May 13, 2024