

SANTA CRUZ COUNTY OFFICE OF EDUCATION

OCCUPATIONAL THERAPIST

DEFINITION

Under the general direction of the assigned administrator, provide assessment; provide consultation to parents and teachers; and direct treatment for eligible children with disabling conditions, complying with County Office of Education administrative policies, and state and federal laws and regulations.

SUPERVISION EXERCISED

This job has no supervisory responsibilities.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Participate as a member of the multidisciplinary team that assesses student performance in the areas of disability; including the determination of eligibility.

Compose assessment reports developed from a variety of standardized and informal sources. Identify student abilities and needs within educational, developmental or functional parameters. Develop goals and objectives that support the outcomes delineated through assessment by the Individualized Education Plan (IEP) team.

Develop and implement individualized occupational therapy intervention plans in the appropriate settings and with appropriate curricula.

Maintain accurate records as required by law and the Special Education department.

Provide consultation and collaboration with parents, educational staff, medical personnel, and other agencies.

Develop and train instructional aides and SCIA's on OT programs as well as create opportunities to implement in-services for parents and educational staff.

Travel from program site to program site in a timely manner to collaborate and implement IEP goals and objectives in the classroom and in the community; attend IEP and staffing meetings.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Laws governing special education.

Ability to use the best practices as they relate to a school setting.

Knowledge of (continued):

Evidence-based occupational therapy interventions and general needs and behavior of children; unique needs of students with disabilities such as Autism, Intellectual Disabilities and other neurological disorders.

Protocols used to address the needs of youth from ages birth to 22 years of age.

Human development including anatomy, physiology, kinesiology/biomechanics, neuroscience, and the theoretical frameworks that address the aforementioned as well as the psychosocial needs of the individual, their family, and the community.

Typical growth and development of children.

Techniques used in the assessment and treatment of individuals with disabilities.

Assessments to address the educational and developmental needs of young children to adulthood with identified disabilities.

Behavioral strategies to motivate students and manage student behavior; safe work practice.

Skill and Ability to:

Synthesize complex or diverse information; collect and research data; and use intuition and experience to complement data and meet challenges with resourcefulness.

Identify and resolve problems in a timely manner; gather and analyze information skillfully.

Adapt to changes in the work environment, manage competing demands, change approach or method to best fit the situation, and able to deal with frequent change or unexpected events.

Develop alternative solutions; work well in group problem solving situations that may be difficult, and adapt to changes in the work environment.

Use reason even when dealing with emotional topics; manage difficult work-related situations.

Using English, speak clearly and persuasively in positive or negative situations. Using English, write clearly and informatively; be able to read and interpret written information. Listen and get clarification; and participate in meetings.

Balance team and individual responsibilities; exhibit objectivity and openness to others' views; and contribute to building a positive team spirit.

Approach others in a tactful manner; treat others with respect and consideration regardless of their status or position.

Skill and Ability to (Continued):

Accept responsibility for own actions; react well under pressure; and follow through on commitments.

Explain the processes and procedures as they apply to the occupational therapy program.

Establish and maintain effective working relationships with parents, students, staff, and community agencies, responding to needs and concerns in a timely manner.

Manage equipment and materials in a safe manner, reporting unsafe conditions as appropriate, maintain an orderly, safe work environment.

EDUCATION AND EXPERIENCE

Any combination of equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Education:

Master's Degree in occupational therapy, accredited by certification from the Accreditation Council for Occupational Therapy (ACOTE).

Occupational Therapists who entered educational programs prior 2007, may practice with a Bachelor's Degree in occupational therapy, accredited by certification from the Accreditation Council for Occupational Therapy (ACOTE).

Experience:

Minimum of one (1) year of experience in occupational therapy for children with various disabilities.

License or Certificate:

Valid registration with the National Board for Certification in Occupational Therapy (NBCOT).

Possession of the State of California Board of Occupational Therapy license.

Possession of, or ability to obtain, a valid California driver's license and appropriate vehicle operation insurance.

Possession of CPR and first aid certificate.

SPECIAL REQUIREMENTS

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 essential functions. Essential duties require the following physical skills and work environment:

Ability to travel from work site to work site.

While performing the duties of this job, the employee is required to stand and to sit, use hands to finger, handle or feel; reach with hands and arms; stoop, kneel or crouch and talk or hear. The employee is frequently required to walk. The employee is occasionally required to sit. The employee must frequently lift and/or move up to 25 pounds, and occasionally lift or move up to 75 pounds with assistance. Specific vision abilities required by this job include close vision and distance vision. The employee may be exposed to blood-borne pathogens.

The noise level in the work environment is usually moderate.

Exposure to volatile and assaultive behavior; exposure to outdoors; and potential exposure to body fluids.

Approval Date: June, 2001

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