YOLO COUNTY OFFICE OF EDUCATION

CLASS TITLE: OCCUPATIONAL THERAPIST

BASIC FUNCTION:

Under the direction of an assigned supervisor, serve as a member of the educational team serving the needs of children and their families; provide assessment and direct services related to sensory-motor development and other identified developmental needs; provide consultation related to sensory-motor development; provide direct and consultative occupational therapy services based upon needs determined through the IFSP/IEP process; provide services to infant, preschool and elementary children and their families.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Serve as a member of the educational team serving the needs of children and their families; provide assessment and direct services related to sensory-motor development and other identified developmental needs; provide consultation related to sensory-motor development; provide direct and consultative occupational therapy services based upon needs determined through the IFSP/IEP process; provide services to infant, preschool and elementary children and their families.

Schedule and plan activities, and conduct home visitations to families related to specific student programming needs; serve as service coordinator for students with sensory-motor delays as their primary handicapping condition.

Conduct motor therapy activities with students; develop sensory-motor focused interventions for home visitations and group play activities; maintain communication with families to coordinate program and community services and provide information.

Provide education, training and support to families related to student programming needs; conduct home and natural environment visits; recommend, design, create and assist in acquiring adaptive equipment and special toys; demonstrate use of adaptive equipment.

Schedule, participate and lead play group activities; demonstrate developmental activities; provide consultation services and training relating to sensory-motor needs to staff, parents and agencies.

Conduct developmental assessments and participate as a team member to determine program eligibility; assess student sensory-motor abilities and needs using a variety of tools; evaluate needs and progress toward goals as needed.

Attend Individualized Family Service Plan (IFSP) and Individual Education Program (IEP) meetings and assist in developing IFSP and IEP goals; update student files based on assessment information and data; present assessment information to staff to determine team assignments.

Prepare detailed written reports and summaries regarding home intervention activity plans and consultations for staff and parents related to assessments, home visits and intervention activities; prepare parent and staff handouts, file and maintain general records.

Maintain files on students as part of the IFSP and IEP team; prepare letters and formal requests to agencies for equipment needs, funding sources and coordinate related services.

Attend various meetings and schedule meetings and other appointments; provide information and coordinate professional and community resources with other staff and related organizations.

Observe and assess sensory-motor development; develop and conduct sensory-motor focused interventions; communicate effectively with students, parents, staff, and other community agencies regarding technical information.

Plan and prepare for therapy sessions; develop projects, clean and maintain equipment, and set up and break down sensory-motor room equipment.

Travel to County and district sites, community preschools and various district programs to provide occupational therapy to students.

OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Child development and developmental disabilities, diagnosis and syndromes and applicable treatment and techniques.
Motor and reflex development.
Adaptive equipment and splinting.
Medical, educational and other community resources and agencies.
Appropriate instructional materials for students.
Record-keeping techniques.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Policies and objectives of assigned program and activities
Applicable sections of the State Education Code and other applicable laws.
Interpersonal skills using tact, patience and courtesy.
Health and safety regulations.
Proper lifting techniques.
Technical aspects of field of specialty.
First aid and CPR techniques.

ABILITY TO:
Observe and assess gross motor development, perceptual development, self-help, oral motor development and sensory processing.
Develop and conduct sensory-motor focused interventions.
Communicate effectively both orally and in writing with students, parents staff, and other community agencies regarding technical information.
Develop and implement appropriate treatment plans.
Develop and conduct parent interviews.
Lift and move adaptive equipment.
Maintain a flexible schedule in order to meet the needs of families and other staff.
Work cooperatively with others; share individual knowledge, skills and talents.
Maintain records and prepare reports.
Operate a computer to enter data, maintain records and generate reports.
Prioritize and schedule work.
Learn department and program objectives and goals.
Maintain current knowledge of technical advances in the field.
Analyze situations accurately and adopt an effective course of action.

EDUCATION AND EXPERIENCE:

Any combination equivalent to**:** bachelor's degree in occupational therapy or related field or certification in Pediatric Occupational Therapy which may include sensory integration.

LICENSES AND OTHER REQUIREMENTS:

Registration by the National Board on Certification of Occupational Therapy or Neurodevelopmental Treatment.
Valid First Aid and CPR Certification.
Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:
Indoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Dexterity of hands and fingers to operate therapy equipment.
Reaching overhead, above the shoulders and horizontally to utilize therapy equipment.
Sitting or standing for extended periods of time while working with students.
Bending at the waist, kneeling or crouching to assist students.
Hearing and speaking to exchange information.
Carrying, pushing or pulling wheelchairs, mobility toys and other equipment.
Lifting and carrying moderately heavy students, objects and adaptive equipment up to 50 pounds.