CERTIFIED OCCUPATIONAL THERAPY ASSISTANT

JOB SUMMARY

Under the direction of a registered Occupational Therapist and the supervision of the Special Services Department Program Manager, utilize specialized equipment and treatment techniques to facilitate implementation of individual educational programs related to motor and functional skills development.

REQUIRED QUALIFICATIONS

Knowledge of:
The intellectual, sensory and physical development of young children;
Techniques used in the assessment and treatment of disabilities;
Child guidance principles and practices related to children with special education needs;
A variety of current treatment approaches appropriate to meet the student needs, instructional goals and classroom support;
Correct English usage, punctuation, spelling, grammar and math;
Oral and written communication skills;
Interpersonal skills using tact, patience and courtesy;
Record-keeping and report preparation techniques.

Ability to:
Assist in the assessments of the developmental status and education needs of young children;
Demonstrate an understanding, patient and receptive attitude toward students;
Work collaboratively in transdisciplinary teams;
Work collaboratively with families;
Monitor and evaluate student progress;
Work independently with little supervision;
Work collaboratively to maintain detailed case records and reports;
Work collaboratively to prepare lessons and instructional materials for students;
Communicate effectively both orally and in writing;
Operate a variety of office and instructional equipment including a computer and assigned software;
Maintain confidentiality of sensitive and privileged information;
Maintain professional behavior and appearance with all student related contacts;
Understand and work within scope of authority and defined guidelines;
Observe health and safety regulations;
Drive a vehicle to conduct work;
Establish and maintain effective relationships with those contacted in the course of work.
Education and Experience:
Previous work experience with children. Experience working in a variety of settings, including clinic, school, and home; and, experience working as a member of a transdisciplinary/multi disciplinary team. Experience working collaboratively with families, and in training others in the appropriate implementation of education programs related to development of motor skills is desirable.

Any combination of education, training, and/or experience which demonstrates ability to perform the required duties. A typical qualifying background would include certification by the American Occupational Therapy Association and possession of an Associate’s degree in Occupational Therapy. Verification of certification by the National Board of Certification for Occupational Therapy (NBCOT).

License, Certificate and Testing Requirements:
Possess a valid California driver license and maintain insurability.
Must be able to provide your own reliable transportation to work sites within Kings County.
Transport students from time to time as required, in a county office vehicle.
Participate in random alcohol and controlled substances testing as delineated in Superintendent Policy 4112.42, 4212.42, 4312.42 and Administrative Regulation 4112.42, 4212.42 and 4312.42.

ESSENTIAL DUTIES
Assist in providing occupational therapy according to IEP goals and the treatment plan developed by the School Occupational Therapist and in accordance with District policies and procedures;
Assists a School Occupational Therapist with data collection and the assessment of students’ abilities in oral motor, sensory integration, motor planning, developmental function, activities of daily living, fine motor function, and postural tone;
Adapts school and classroom environment, tools, and materials under the supervision of the School Occupational Therapist to improve student function and facilitate student access to curricular and instructional activities;
Assists a School Occupational Therapist with development of treatment goals and an intervention plan as part of the IEP;
Assist with data collection and the preparation of assessment reports;
Attends IEP meetings as directed to report findings and recommendations;
Monitors the use of adaptive equipment and other assisting technologies;
Provides assistance to educational staff through consultation, training, and direct individual or group activities;
Documents therapy and records progress;
Maintains a variety of service related logs and prepares reports according to established guidelines;
Contacts District staff, parents, and various agencies related to occupational therapy services;
Attends school staff meetings and assists with staff development as instruct;
May help provide classroom modifications or small group activities related to fine motor skills;
Performs related duties as assigned.
SUMMARY OF PHYSICAL DEMANDS RATINGS
Rating Symbol Key
NP = Not Present - Does not exist  O = Occasionally - Up to 1/3 of the time
F = Frequently – From 1/3 to 2/3 of the time  C = Constantly - 2/3 or more of the time

1. STRENGTH:
   A. Standing  30 % of time
      Walking  20 % of time
      Sitting  50 % of time
   B. Lifting  O  40 lbs.
      Carrying  O  40 lbs.
      Pushing  O  24 lbs.
      Pulling  O  40 lbs.

2. CLIMBING  NP
   BALANCING  NP

3. STOOPING  O
   KNEELING  O
   CROUCHING  O
   CRAWLING  NP

4. REACHING  F
   HANDLING  F
   FINGERING  F
   FEELING  F

5. TALKING:
   Ordinary  C
   Other  NP
   HEARING:
   Conversations  C
   Other Sounds  O

6. SEEING:
   Acuity, Near  C
   Acuity, Far  O
   Depth Perception  O
   Accommodation  O
   Color Vision  O
   Field of Vision  O

7. PHYSICAL DEMANDS RATING SUMMARY: (1) 2 (3) (4) 5 (6) (DOL Physical Demand Categories 1 to 6 are very significant to the customary performance of the job if contained in parentheses).
PHYSICAL DEMAND COMMENTS: Examples of significant physical abilities associated with “Strength” are extended periods of sitting or standing; “Lifting/Carrying/Pushing/Pulling” are moving students with assistance, as necessary carrying supplies and files; “Stooping/Kneeling/Crouching” are activities involved with administering first aid and health care; “Reaching/Handling/Fingering/Feeling” are handling supplies, files, manuals, computer keyboard, and equipment; “Talking/Hearing” are normal office noises and conversations, speaking in person/on telephone, listening to health screening equipment; “Seeing/Visual Acuity” are reading forms, manuals, health screening equipment readouts and computer monitor.

SUMMARY OF ENVIRONMENTAL CONDITIONS RATINGS
The following analysis represents an evaluation of the surroundings in which the job is performed. Environmental Conditions must by definition be specific and related to the job.

Key to Environmental Factors Rating:
NP = Not Present in the job environment
O  = Occasionally - Up to 1/3 of the time
F  = Frequently – From 1/3 to 2/3 of the time
C  = Constantly - 2/3 or more of the time

1. ENVIRONMENT:
   Inside  95 %
   Outside  5 %

2. EXTREME COLD  NP
   EXTREME HEAT  NP
   WET/HUMID  NP

3. NOISE  80 Decibels
   VIBRATION  NP
   Comments regarding “Noise” = normal conversations, health screening equipment.

4. HAZARDS:
   Mechanical  O
   Explosives  NP
   Electrical  O
   Radiant Energy  NP
   Burns  NP
   Other Hazard/s  C
   Comments regarding “Mechanical Hazards and Electrical Hazards” = equipment, electrical outlets.
   Comments regarding “Other Hazards” = exposure to bodily fluids, blood borne pathogens, and communicable diseases.

5. ATMOSPHERIC CONDITIONS:
   Fumes  NP
   Mists  NP
   Odors  C
6. PROTECTIVE CLOTHING – DEVICES: Personal Protective Equipment including but not limited to latex gloves, masks, safety glasses or goggles, ambubag, or mouthpiece, appropriate footwear and clothing.

7. E.C. SUMMARY: Inside Work 2 3 (4) (5) Numbers contained in parentheses indicate significant involvement of factors enumerated and rated above.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Other related duties as assigned.

Employee: ___________________________________________ Date: _________________

Authorized Representative: ______________________________ Date: ________________

The above statements are intended to describe the general nature and level of work being performed. They are not to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.