Hope SD Occupational Therapist Job Description

Purpose of Position: Under the supervision of the Special Education Director and/or school Principal, the School Occupational Therapist will provide occupational therapy and services for District students pre-K though 6th grade, including pre-referral interventions, assessments, written evaluation reports, development of Individualized Educational Program (IEP) goals and objectives, and therapeutic assistance to students in acquiring functional and independent life skills.

Location: Itinerant

Essential Duties: Provide occupational therapy services to students by conducting assessments within the educational setting using a variety of techniques to determine the level of need. Develop educationally relevant goals that are part of the student’s educational program. Evaluate student progress on individual IEP goals and revise goals as needed; prepare reports of occupation assessments and progress. Provide pre-referral consultation and intervention in related areas of educational need. Consult with parents and staff on occupational therapy interventions for students on site and through home programs. Attend IEP meetings as necessary to ensure that prescribed interventions support educational goals. Coordinate occupational therapy services with the student’s educational team. Instruct multi-disciplinary teams in treatment approaches related to instructional support and addressing student specific sensory needs; provide in-service and in class/program training, and continuing professional learning to certificated teachers, instructional assistants and related service providers. Implement best practices for therapy services. Prepare documentation of services that conforms with professional standards of District, state and other agencies. Design, modify, or recommend appropriate adaptive equipment that enhances student ability to access learning and technology. Participate in school meetings (i.e. school site team, IEP, and District-wide meetings), in-service trainings, and Professional Learning Community activities. Perform related duties as assigned. Maintain punctual and consistent attendance.

Working Conditions & Physical Demands: Inside work with no exposure to weather conditions and some outside work with exposure to weather conditions during outdoor activities or field trips. Hearing and speaking to exchange information in person or on the telephone; seeing to read a variety of documents, diagnostic instruments, and to monitor students; dexterity of arms, hands and fingers to assist others with physical movement or use assistive equipment; sitting or standing for extended periods of time, bending or stooping to assist students with learning activities, kneeling, crouching and walking for extended periods of time; reaching overhead, above the shoulders or horizontally to store or retrieve materials. Requires the ability to lift, carry, push and move supplies, fixtures, wheelchairs, etc., of light to medium weight (50 pounds and under) on a regular basis, and heavy weights (75 pounds or less) without labor saving equipment on a frequent basis. May be required to assist with loading/unloading of students with severe disabilities onto vans, buses or other forms of transportation.

Knowledge, Skills and Abilities: Familiarity with core subjects taught in Pre-K-6th grade school districts; basic instructional strategies and techniques; general understanding of student learning styles or modalities. CA Education Code as it relates to the specific accountability of this
position. Ability to relate to students individually or in some groups, and to certificated teachers, parents, and specialists; advanced interpersonal skills and sensitivity to a diverse population of students and parents. Basic knowledge of autism and other developmental disabilities; principles of applied behavior analysis and instructional methodologies. Ability to use a personal computer, tablet, or other devices and mass market software programs like MS Office and Google Drive to support diagnostic assessment and documentation of performed duties. Perform statistical analysis of quantitative or qualitative data. Communicate effectively with students and staff; establish and maintain cooperative working relationships. Advanced written communication skills; produce reports or correspondence that may be of a sensitive nature and have legal implications. Read, interpret, apply and explain state, district, or local policies or procedures. Safety practices in classroom or other educational settings. Correct English usage, grammar, spelling, punctuation and vocabulary. Work independently with minimal supervision or direction. Understand and follow verbal and written directions. Meet schedules, timelines, and treatment objectives. Work collaboratively with others.

**Education, Training and Experience:** BA degree in occupational therapy from an accredited four-year college or university.

**Additional Requirements:** Valid registration by the American Occupational Therapy Association or National Board Certification in Occupational Therapy (NBCOT), a license to practice in California, and proof of continuing education.

*Board Approved, March 17, 2017*