



**Orange County Department of Education  
Human Resources Department  
Classified Management Class Specification**

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**Occupational Therapist**

**Class Code: 1182  
Work Days: 205**

**GENERAL PURPOSE**

Participate as a member of the educational team that assesses student performance in the areas of disability; develop assessment reports; identify student abilities within educational, developmental, or functional parameters; develop goals and objectives for consideration in the individualized education program (IEP) team meeting; develop individual occupational therapy intervention plans; and maintain appropriate documentation and reports.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from Special Education Services Administration.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. Assess student performance in activities that are meaningful, curriculum oriented, and applicable to daily life routines.
  2. Identify student abilities and educational, developmental, or functional needs with the IEP team and develop long and short-term goals and objectives.
  3. Develop a therapy intervention plan that supports the IEP goals, objectives, and outcomes and implement this plan in appropriate settings and curricula.
  4. Coordinate the implementation of goals/outcomes with the IEP team.
  5. Document findings, actions taken, and/or recommendations made regarding areas of service and maintain records as required by the Department and identified by program needs.
  6. Assist in the development of student transition plans, programs, and goals.
  7. Develop and implement training opportunities and professional development for educational staff, parents, and administrators.
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## **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

8. Respond to emergency situations involving students and student behavior on a routine basis.
9. Must demonstrate attendance sufficient to complete the duties of the position as required.
10. Perform related duties similar to the above in scope and impact as required.

## **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

### **Knowledge of:**

1. Occupational therapy techniques commonly used with the severely and physically disabled population.
2. Theory of mental and physical rehabilitation underlying the practices of occupational therapy.
3. Skeletal anatomy, kinesiology, and the basic pathology involved in neuromuscular and/or orthopedic handicaps, and the objectives of occupational therapy treatment of physically handicapped children.
4. The physical and psychological problems of the severely and physically disabled population and their families, and normal growth and development of children.
5. Teaching severely and physically disabled children the fundamentals of self-care and other suitable life skill activities.
6. Construction and use of assistive devices, special toys, and equipment suitable for school and home use.

### **Ability and Skill to:**

1. Plan, organize, and conduct an occupational therapy and recreation program for neuromuscular and/or orthopedically involved children.
2. Respond to questions, inquiries, and complaints from parents, students, teachers, and representatives from other school districts.
3. Explain processes and procedures as they apply to the occupational therapy program.
4. Establish and maintain effective working relationships with various constituencies.
5. Prepare clear and concise correspondence, reports, and other written materials.
1. Communicate clearly and concisely, both orally and in writing, in English.
6. Support staff efforts to include occupational therapy techniques in the classroom setting.
7. Work with students, parents, staff, and community agencies.
8. Participate in the IEP team process.
9. Prepare reports and keep case records.

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### **Education, Training and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is graduation from an occupational therapy program accredited by the American Medical Association, possession and maintenance of a valid license to practice as an Occupational Therapist in the state of California, valid certification issued by the National Board for Certification in Occupational Therapy, and one year of recent, full-time equivalent, supervised experience in occupational therapy with children with severe and physical disabilities, including pediatrics and sensory motor evaluation and training.

### **PHYSICAL AND MENTAL DEMANDS**

*The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

#### **Physical Demands**

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. Move up to fifty (50) pounds and up to one hundred (100) pounds with assistance. There are specific guidelines that all staff is required to follow when lifting a student or equipment. Lifts have been designed for two persons, three persons, and four persons. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

#### **Mental Demands**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

### **WORK ENVIRONMENT**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employee typically works in an office environment that is fast paced with high pressure.

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