



Orange County Department of Education
Human Resources Department
Classified Class Specification

Class Code: 4031
Date Adopted: 7/1/2024

FLSA Status: Nonexempt
Union Representation: Represented

Certified Occupational Therapy Assistant

GENERAL PURPOSE

Under general supervision, provides occupational therapy services to students with a variety of physical and neurological disabilities; adjusts specific treatment procedures based on changes in student status in accordance with established policies and procedures; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Certified Occupational Therapy Assistants are responsible for participating and collaborating as members of an educational team administering occupational therapy services to students with a variety of physical and neurological disabilities and impairments. Incumbents work with professional Occupational Therapists and other staff to develop and provide appropriate services and activities to improve student academic achievement. Incumbents are also responsible for documenting student progress and maintaining student occupational therapy records. Work is performed in accordance with national and state practice codes and standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being 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. Provide occupational therapy treatment sessions according to student Individualized Education Plan (IEP) goals and intervention plans; travel to various school sites to provide occupational therapy services to individual or small groups of students; select specific individualized activities for each student to assist them in meeting their IEP goals and objectives and facilitate skills in area(s) of need; and progress students through treatment program.
2. Gather data and assist in assessing student abilities, including sensory processing, organization, and integration; fine motor abilities; self-help abilities; and environmental adaptation; assist with the development of occupational services for students and the adaptation of school and classroom environments and school materials; explain and clarify occupational therapy goals and services; and communicate with school personnel and parents as needed regarding student progress and concerns.
3. Prepare and submit accurate and complete documentation of therapy sessions performed and student progress, noting reaction and response in therapy treatments; provide updates on student progress and makes suggestions and recommendations to Occupational Therapists regarding student

goal areas and service changes; prepare and present progress reports for student IEP meetings; and prepare a variety of records, reports, memos, and correspondence as required by law and OCDE policy.

4. Communicate with the occupational therapist regarding students' responses to interventions; and review resources and methods to determining the appropriate approach for addressing students' functional goals.
5. Collaborate with teacher, classroom staff, and the educational team on students; adapt school and classroom environments, tools, and materials for improving student function and facilitating students' curricular and instructional activities; and assist in designing and implementing fine motor, gross motor, and sensory small group activities for classrooms.
6. Respond emergency situations involving students and student behavior.

OTHER DUTIES

1. Implement home programs and provides instruction for classroom staff, students, and families.
2. Maintain equipment and supplies.
3. Attend meetings and workshops (i.e., IEPs, training, team meetings) to conveying and/or receiving information.
4. Provide student supervision as needed.
5. May assist classroom staff in tasks including self-care and positioning of students in the use and care of splints, adapted utensils, and self-care aids.

QUALIFICATIONS

Knowledge of:

1. Theories, methods, practices, and materials of occupational therapy, pediatric rehabilitation, and related physical and speech therapy, including sensory integration, neuro-developmental treatment, oral-motor, and functional self-help skills.
2. Principles and practices for the treatment and evaluation of children with developmental delays and neurological, orthopedic, and perceptual disabilities.
3. Basic principles of child development.
4. Applicable treatment modalities for school-age special needs children; and educational and medical applications of adaptive equipment.
5. Generally accepted standards of health and sanitation, CPR and first aid.
6. Professional Code of Ethics, standards of practice, and their application in working with assigned students.
7. Recordkeeping and filing practices and procedures.

Ability and Skill to:

1. Implement treatment plans and effective occupational therapy strategies in cooperation with other special education team members.

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2. Adapt treatment approaches to motivate and encourage positive learning patterns and behaviors in students with disabilities and special learning needs.
 3. Report unusual student responses or conditions to educational team members and take follow-up action as indicated.
 4. Understand, interpret, explain, and apply laws, regulations, ordinances, and policies applicable to areas of assigned responsibilities.
 5. Communicate clearly and effectively, both orally and in writing; prepare clear, concise, and comprehensive correspondence, reports, and other written materials.
 6. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
 7. Maintain professional behavior and image when working with students and families.
 8. Deal with sensitive and difficult situations.
 9. Establish and maintain effective working relationships with management, school administrators, staff, students, parents, caregivers, and others encountered in the course of work.
 10. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is an associate's degree; completion of a Certified Occupational Therapy Assistant program and one (1) year of experience providing occupational therapy services; or a combination of training and experience.

Licenses; Certificates; Special Requirements:

Current valid license as a Certified Occupational Therapy Assistant issued by the State of California.

Current valid certification with the National Board of Certified Occupational Therapists.

Obtain valid CPR and first aid certifications within six months of employment.

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

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification often lift students and carry materials or equipment. They read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. This position includes the need to traverse uneven surfaces. May move students weighing up to 50 pounds and lift up to 100 pounds with assistance.

Must pass a pre-employment physical examination related to job duties or assignments and in accordance with relevant codes and regulations.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use basic math; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work including students, who may engage in potentially dangerous and/or abusive behavior.

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 essential functions. Employees work at multiple school sites and the noise level may be loud.