



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

**Class Code: 4031
Date Adopted: July 1, 2008**

**FLSA Status: Nonexempt
Union Representation: Represented**

Certified Occupational Therapy Assistant

GENERAL PURPOSE

Under general supervision, provides occupational therapy services to severely disabled special education 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 a member of an educational team administering occupational therapy services to severely disabled special education students with a variety of physical and neurological disabilities and impairments. Incumbents work with professional Occupational Therapists and other staff in developing and providing 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

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Provides occupational therapy treatment sessions according to student Individualized Education Plan (IEP) goals and intervention plans; travels to various school sites to provide occupational therapy services to individual or small groups of students; selects specific individualized activities for each student to assist them in meeting their IEP goals and objectives and facilitate skills in area(s) of need; progresses students through treatment program, deciding when to advance, decrease, or interrupt treatment based on student reaction and response.
2. Gathers data and assists in assessing student abilities including: sensory processing, organization, and integration; fine motor abilities; self-help abilities and environmental adaptation; assists with the development of occupational services for students and the adaptation of school and classroom environment and school materials; explains and clarifies occupational therapy goals and services; and communicates with school personnel and parents as needed regarding student progress and concerns.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

3. Prepares and submits accurate and complete documentation of therapy sessions performed and student progress, noting reaction and response in therapy treatments; provides updates on student progress and makes suggestions and recommendations to Occupational Therapists regarding student goal areas and service changes; prepares and presents progress reports for student IEP meetings; provides assistance to educational staff; prepares a variety of records, reports, memos, and correspondence as required by law and OCDE policy.
4. Assists classroom staff in tasks including self-care and positioning of students in the use and care of splints, adapted utensils, and self-care aids; responds to emergency situations involving students and student behavior on a routine behavior.

OTHER DUTIES

1. Implements home programs and provides instruction for classroom staff, students, and families.
2. Maintains awareness and expertise in current professional research, trends, and methodologies as they apply to school occupational therapy services; attends training, conferences, workshops, and continuing education as appropriate to enhance job knowledge and skills and maintain licensure.

QUALIFICATIONS

Knowledge of:

1. Theories, methods, practices, and materials of occupational therapy and 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.
5. Educational and medical applications of adaptive equipment.
6. Generally accepted standards of health and sanitation; CPR and first aid.
7. Professional Code of Ethics, standards of practice, and their application in working with assigned students.
8. Record keeping and filing practices and procedures.

Ability to:

1. Implement treatment plans and effective occupational therapy strategies in cooperation with other special education team members.
2. Adapt treatment approaches to motivate and encourage positive learning patterns and behavior to students with disabilities and special learning needs.

Ability to (cont.):

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. Prepare clear, concise, and comprehensive student records, reports, and other written materials.
6. Communicate clearly and effectively, both orally and in writing.
7. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
8. Maintain professional behavior and image when working with students and families.
9. Deal with sensitive and difficult situations.
10. Establish and maintain effective working relationships with management, school administrators, and staff, students, parents, caregivers, and others encountered in the course of work.
11. 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 graduation from a two-year college with an Associate's degree; completion of a Certified Occupational Therapy Assistant program; and at least one year of experience providing occupational therapy services, preferably with school age children with special needs; or an equivalent 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle, and feel computers and standard business equipment; and reach with hands and arms from the waist to at or above shoulder level. The employee is frequently required to stand and walk; climb or balance; stoop, kneel, bend, crouch, push, pull, grasp, twist, or crawl; and lift up to 50 pounds or 100 pounds with assistance from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, use of both eyes, color vision, depth perception, peripheral vision, and the ability to adjust focus.

Must pass a pre-employment physical examination related to job duties/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 data, information and documents; analyze and solve problems; use math/mathematical reasoning; perform highly detailed work under changing, intensive deadlines on multiple concurrent tasks; work with constant interruptions, and interact with management, school administrators and staff, students, parents, caregivers, and others 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. Employees work at multiple school sites and the noise level may be loud.