

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: OCCUPATIONAL THERAPIST, SCHOOL-BASED

**EXCEPTIONAL CHILDREN SERVICES
CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

GENERAL STATEMENT OF JOB

Under general or occasional supervision, leads the process in development, implementation and coordination of the occupational therapy program for their assigned schools. Their work involves screening, evaluations, educational program and transition planning, therapeutic intervention, and exit planning for their students identified with or suspected of having disabilities, that interfere with their ability to perform daily life activities or participate in necessary or desired occupations. Professional judgment and clinical knowledge are used to develop individualized programming based on occupational performance deficits in the areas of personal care, student role, interaction skills, process skills, play, community integration/work, and graphic communication. Employee is also responsible for documenting treatment planning and treatment activities, preparing evaluation reports, documenting student progress, documentation for Medicaid/ Fee for Service billing for all eligible students, consulting with parents, classroom teachers and agency representatives. Employee is also responsible for modifications of equipment and or environment and site based in-service training as necessary. Reports to Executive Director- Exceptional Children Services and/or assigned EC Coordinator or Central Office Supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Identification, Evaluation, and Planning

Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery

Assess student's ability using appropriate evaluation tools including standardized tests, observations, functional and behavioral assessments and review of medical and educational reports.

Conducts interviews with parents and staff to determine the need for a therapy intervention plan. Must have the ability to research and determine evidence based practice supporting therapy interventions.

Synthesizes evaluation results into comprehensive written report, which reflects strengths and barriers to student participation in the educational environment directly related to referral concern.

OCCUPATIONAL THERAPIST

Develops occupationally based intervention plans based on student needs and evaluation results. Participates in interdisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations, and develop individualized education plans and intervention plans to achieve IEP goals.

Service Delivery

Consults with school-based team to achieve student outcomes.

Provides classroom programs, instruction in management techniques, adapted equipment, and environmental modifications including the identification of architectural barriers.

Educates student, educational personnel, and family to facilitate skills in areas of occupation as well as health maintenance and safety.

Monitors and reassesses the effects of occupational therapy intervention and the need to continue, modify, or discontinue intervention.

Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.

Program Administration and Management

Prioritizes and schedules work tasks independently.

Manages inventory of therapeutic equipment and assessments checked out to the therapist and /or assigned school(s).

Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy.

When assigned, provides legal and ethical supervision of occupational therapy assistant assuming responsibility for the students served by the assistant.

Submits accurate and timely caseload information to supervisor based on monthly, quarterly or semester reporting periods.

Logs therapy services in electronic data management system for each session provided.

Education

Teaches, monitors, and collaborates with educational personnel, community agencies, parents and students to increase understanding of the student's occupational performance.

Provides fieldwork education and supervision for occupational therapy interns.

OCCUPATIONAL THERAPIST

Participates in continuing education for professional development to ensure practice consistent with established best practice and NC licensure requirements.

Uses professional Code of Ethics and standards of practice to guide ethical decision making in practice.

ADDITIONAL JOB FUNCTIONS

Advises administration and staff regarding: bus travel safety; lifting and transfer techniques; architectural barriers and adapted equipment; oral motor techniques and precautions; medical precautions and feeding issues.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Hold a four-year degree in occupational therapy from an accredited occupational therapy professional program recognized by NCBOT and have completed all fieldwork requirements. Two years of experience as an occupational therapist ,preferably in a school system or pediatric practice setting or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities.

SPECIAL REQUIREMENT

Initial certification by National Board for Certification of Occupational Therapy.

Current license by the North Carolina Board of Occupational Therapy.

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, wheelchairs, feeders, standers mechanical toys, switches and other assistive technology used in therapy etc. Must be able to exert up to 40 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.

OCCUPATIONAL THERAPIST

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the principles of algebra/statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

OCCUPATIONAL THERAPIST

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of human development throughout life span, integrated with student's unique developmental status.

Thorough knowledge of the theory, principles and methods of occupational therapy.

Knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and guide occupational therapy practice in schools.

Have considerable knowledge of appropriate evaluation tools.

Ability to collaborate with school personnel, families and agencies to address student needs.

Ability to interpret evaluation the evaluation data and write a comprehensive report that reflects strengths and barriers (if any) to student participation and occupational performance.

Skill in effective oral and written communication.

Maintain a consistent schedule and travels between locations where students require services.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.