

**Central Valley School District
Job Description**

TITLE **Specialist - Certified Occupational Therapy Assistant/Physical Therapy Assistant**

GENERAL SUMMARY

The Occupational Therapy/Physical Therapy Assistant provides assistance to disabled students eligible for and designated to receive physical and/or occupational therapy under the direction and supervision of a registered physical therapist or occupational therapist.

ESSENTIAL JOB FUNCTIONS

Depending upon the individual assignment, the Certified Occupational Therapy Assistant/Physical Therapy Assistant may perform all or a combination of the following:

1. In association with Occupational Therapist/Physical Therapist perform screenings and assessments of students referred to Occupational Therapy/Physical Therapy services. Address neurological, sensory, orthopedic, developmental and self-care needs relating to academic and social performance at school.

Tasks:

- a. collect, review and screen medical and school records, referral information and data of potential students
 - b. arrange and schedule observations
 - c. administer standardized criterion reference tests and record and report findings and clinical observations
 - d. compute and translate test scores and outcome data from clinical observations
 - e. initiate parent and teacher interviews for data collection
 - f. evaluate present level of student performance in classroom and special programs
 - g. draft and assist in writing assessments and reports for distribution to the assessment coordinator
 - h. update and review student status and progress on a continuous basis
2. In association with OT/PT, develop Individual Education Plan (IEP) outlining yearly goals, objectives and terms of service delivery for each student eligible for Occupational and/or Physical Therapy services, working with parents, teachers and MDT.

Tasks:

- a. develop long and short term goals, objectives and scheduling for students receiving service with an Occupational Therapist.
 - b. write goals and objectives which meet IEP criteria for specific students receiving Occupational Therapy services with an Occupational Therapist
 - c. attend IEP meetings with parents, teachers and MDT
 - d. interpret Occupational Therapy goals and objectives for parents, teachers and MDT
 - e. complete IEP documents in accordance to district policies and procedures
 - f. file and distribute signed IEP documents according to district policies and procedures
3. Implement specific therapeutic programs designed to achieve documented IEP goals and objectives, and to enhance sensory integration, daily living skills, neurodevelopmental skills, mobility and/or perceptual motor skills.

Tasks:

- a. schedule student occupational therapy treatment time and location with teacher
 - b. develop individual student treatment plan based on IEP goals with Occupational Therapist
 - c. assemble therapy equipment needed for treatment session
 - d. transfer equipment and supplies from school to school by car as needed for treatment sessions
 - e. conduct regular treatment program
 - f. prepare therapy room prior to treatment session
 - g. monitor progress of student toward meeting IEP goals and objectives
 - h. modify treatment plans with Occupational and/or Physical Therapist based on student
 - i. inform teacher and parent about student progress and about treatment revisions
4. Document accurate and current data, maintaining student file which reflects overall performance status toward IEP goals and objectives on a weekly/monthly/annual basis, subject to review by Occupational and/or Physical Therapist, Director of Special Education and parent or auditor.

Tasks:

- a. organize student file including assessments, personal data, medical record, IEP and weekly data
 - b. record objective and subjective data, behavior, progress, intervention time and program changes
 - c. write weekly student progress notes
 - d. write summary of student progress and program status at end of year for parents and teachers
 - e. maintain individual student file and records
 - f. file medical records, IEP copies, assessments, progress notes and notes of parental contacts
 - g. issue release of information form to parent to facilitate information exchange with doctors or hospitals
5. Order, adapt, fabricate and maintain individual student and general therapeutic equipment, encouraging optimum classroom independence by improved positioning, feeding, dressing, mobility and computer usage.

Tasks:

- a. order specific therapeutic equipment
- b. design customized equipment for positioning, feeding, mobility, clothes or computer use
- c. mark therapeutic equipment for identification
- d. maintain inventory of therapy equipment
- e. transfer equipment between schools as required
- f. operate sewing machine, computer and peripherals, sensory integration equipment, basic shop tools
- g. inform parents and teachers of specific equipment usage
- h. repair wheelchair, position equipment and make clothing adaptations
- i. modify equipment used for positioning and feeding, mobility, dressing and computer skills

6. Initiate, coordinate and maintain written and verbal communications with district administration and staff, community resources, local medical professionals, and parents, creating an informed network for optimal service delivery.

Tasks:

- a. secure treatment space for occupational and/or physical therapy use during school
 - b. coordinate scheduling of treatment sessions with teachers and other school staff
 - c. maintain working relations with staff to facilitate treatment
 - d. submit inservice training on formal and informal basis for school staff
 - e. inform school staff of developments and trends in other schools
 - f. maintain and communicate personal work records (i.e. mileage, expenses, schedules, caseload) as required
 - h. attend workshops, inservice training and classes to maintain professional licensure
 - i. attend all required school and professional meetings to maintain continuity of services
7. Work cooperatively with students, classroom teachers, special education teacher/s, specialist/s, parent/s, and administration while performing assigned duties and responsibilities.
 8. Provide instruction to disabled students in areas of educational remediation as assigned and supervised by the responsible special education teacher.
 9. Provide assistance to the special education teacher in such activities as developing instructional materials, managing student performance, monitoring results and recording related data, etc., managing behavioral problems.
 10. Assist in basic or beginning self-help skills such as bathrooming and/or changing diapers, feeding, dressing, combing hair, buttoning, zippering, chewing, swallowing, brushing teeth.
 11. Observe and utilize reasonable and professional medical/safety precautions to include positioning children in a safe and secure manner in adaptive equipment, and transferring orthopedically disabled children to and from different equipment including toilets.
 12. Respond appropriately to any special medical needs such as seizures, catheter, respiratory, etc.
 13. Perform other duties as required by the supervising certified Occupational Therapist and/or Physical Therapist.

OTHER FUNCTIONS

REPORTING RELATIONSHIPS

This position reports to the Supervising Certified Physical Therapist/Occupational Therapist.

MENTAL DEMANDS

May experience frequent interruptions; may be required to shift tasks and priorities; required to deal with a wide range of student behaviors; required to deal with a wide range of physical and emotional disabilities; may occasionally deal with distraught or difficult students.

PHYSICAL DEMANDS

Potentially exposed to ordinary infectious diseases carried by students; exposed to student noise levels.

QUALIFICATIONS**COTA:**

1. Graduate from an occupational therapy program (approved by the American Occupational Therapy Association).
2. Possess current certification as an occupational therapy assistant with the American Occupational Therapy Association.

PTA:

3. Successful experience working with disabled children and teenagers.
4. Demonstrated ability to communicate clearly and work independently and effectively with students, teachers, parents and administrators.
5. Possess a current PTA license in the State of Washington.

Both COTA and PTA:

7. Possess adequate health and physical strength to lift 50 pounds in order to assist student mobility and relocation.
8. Ability to successfully complete blood-borne pathogens training and follow mandatory guidelines regarding universal precautions.
9. Possess a current first aid card with CPR training.
10. Demonstrated awareness of state and federal laws impacting the delivery of educational services to students with disabilities.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

UNIT AFFILIATION

PSE – Specialists

CLASSIFICATION HISTORY

Revised 11/84
Revised 08/96
Revised 07/03
Revised 01/06
Revise 08/16
Revise 08/18
Revised 02/19