

GRANITE FALLS SCHOOL DISTRICT POSITION DESCRIPTION

Certificated Occupational Therapist Assistant

GENERAL SUMMARY

Provide occupational therapy for children with fine and gross motor delays to the end that they may improve their motor functions and thus achieve their maximum educational, social, and vocational potential and independence.

TYPICAL FUNCTIONS

To effectively perform the essential functions of any position with the District, regular attendance is required and expected.

1. Performs duties in compliance with all federal and state rules and regulations that apply to physical/occupational therapy.
2. Advise, consult, and cooperate with the director of Support Services on all significant matters relating to the performance of his/her assigned function.
3. With parental authorization, collect past and current information relevant to the child's motor functioning due to abnormalities of the muscular-skeletal or central nervous system. This information shall include, but not be limited to, prescriptions from physicians, reports from teachers, counselors, parents, nurses and the results of developmental and motor functioning evaluation.
4. Plan and implement a therapy program based on goals and present levels as defined by occupational therapist to assist the child to progress toward the accomplishment of established goals and objectives.
5. Monitor student's progress toward the accomplishment of objectives and record performance measurements both during process and final results.
6. Develop and maintain regularly scheduled appointments to therapy.
7. Consult with teachers and other key personnel in areas related to children receiving therapy.
8. Plan work and efforts systematically to insure the instructional program flows from objectives to goals.
9. Report to parent or legal guardian the child's measured performance as compared to established objectives.
10. Maintain all records/logs to assure compliance with state and federal rules and regulations.
11. Keep abreast of developments and improved techniques in the field and adopt those which will contribute to improvement of the student's performance.
12. Contribute to the coordination of overall education efforts by cooperating with other professional personnel throughout the district.
13. Participate as a member of the building multi-disciplinary and support services team.
14. Recommend to the director of student services and CTE and/or building principal suitable facilities, equipment, and materials to meet the needs of disabled students.
15. Perform other duties as may be assigned by the director of special student services and CTE.
16. Work with teachers, special education consultants, psychologists, therapist, and other special personnel to assure a proper balance of services to meet the needs of disabled students.
17. Maintain a close cooperation with the home to insure a unified effort in the education of the child.
18. Consult with other professional persons working with the child in relevant areas inside and outside the school setting.
19. Work with building principals, therapist, and teachers in scheduling students for therapy.
20. Serves as member of instructional team of the District; performs related duties consistent with the scope and intent of the position.

REPORTING RELATIONSHIPS

Reports to building principal and director of Student Services and CTE. Work under the direction of the occupational therapist.

MENTAL DEMANDS

Requires substantial planning, development and creativity; requires organization and time management; requires concentration; exposure to frequent interruptions; requires adaptability and flexibility to different student learning and behavioral styles and abilities; requires effective decision-making and problem-solving; requires ability to work independently; requires cooperation and ability to work as a team-member; requires self-discipline in behavior and attitude; requires accurate record-keeping; requires dealing with distraught, angry or hostile individuals on occasion.

PHYSICAL DEMANDS

Exposed to diseases carried by students; exposed to student noise levels; other physical demands vary by position assignment; may require prolonged standing or sitting; may require attending to students' personal hygiene; may require lifting and positioning students; may require restraining out-of-control students; may require assisting students with physical activities; may be exposed to visual display terminal for prolonged periods; may occasionally work outdoors in inclement weather; may represent the district on potentially sensitive or controversial matters; occasional bending at waist to floor; lifting/carrying objects weighing up to ten pounds constantly, 11-24 pounds occasionally; 25 and over pounds rarely, assistance may be requested; Good visual ability; Must possess excellent hearing to communicate with disabled students, especially when providing individual instruction to those who may have speech impairments.

MINIMUM QUALIFICATIONS

Education and Experience

Valid Educational Staff Associate (ESA) certification

Passed nationally recognized entry level examination for OTA
Washington State occupational therapist assistant degree from accredited school

Allowable Substitutions

None

Required Knowledge, Skills and Abilities

Demonstrated proficiency in effective communication.
Demonstrated competent knowledge and skill in designing and conducting specialized instruction, remediation and evaluation.
Demonstrated understanding of and commitment to each student, taking into consideration individual background and characteristics.
Knowledge and understanding of Washington Administrative Code (WAC) 392-172.
Knowledge of effective instructional techniques.
Ability to operate a computer and learn the operation of specific software programs.
Demonstrated knowledge of assigned fields.
Ability to establish objectives.
Ability to plan sequential learning activities.
Ability to research, plan, develop and implement lessons.
Ability to assess and evaluate student progress and achievement.
Ability to adapt and modify techniques and materials for effectiveness.
Ability to promote and encourage learning.
Ability to provide and maintain an effective learning environment.
Ability to locate and/or create instructional materials.
Ability to supervise and instruct student behavior.
Skill in modeling effective behavior.
Knowledge of effective behavioral techniques.
Ability to discipline students as appropriate.
Skill in organization and time management.
Ability to maintain accurate records.
Ability to direct activities of non-certificated staff.
Ability to work independently.
Ability to work cooperatively and in teams.
Ability to operate a variety of equipment related to the field of instruction and classroom operations.
Ability to be fair and consistent when working with students.
Ability to establish and maintain effective working relationships with students, parents, staff, administrators and the public.

Licenses/Special Requirements

As specified above, for the specific assignment.
Fingerprinting required
Valid Washington State driver's license required

CONDITIONS

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