

Job Specifications

Occupational therapists lead the process in development, implementation, and coordination of the occupational therapy program. Screening, evaluation, educational program and transition planning, therapeutic intervention, and exit planning is provided for 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. The Occupational therapist regularly collaborates with other disciplines and services at departmental and system levels. The Occupational therapist is expected to independently review outcomes and modify intervention programs. Clinical reasoning and professional judgment are essential to ensuring the safety of students and protecting liability of the school system and the therapist. Errors may result in serious harm to students.

Responsibilities and Tasks

Identification, Evaluation, and Planning

- Collaborates with EC staff to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery.
- Evaluates the student's ability and formulates the student's occupational profile through a variety of functional, behavioral, and standardized assessments, skilled observation, checklists, histories, and interviews.
- Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment; directs program development; and guides evidence-based intervention.
- Develops occupationally based intervention plans based on student needs and evaluation results.
- Participates in EC meetings as directed to review evaluation results, integrate findings with other disciplines, offer recommendations, and develop individual education plans and intervention plans to achieve IEP goals.

Service Delivery

- Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within the school environment.
- Adapts and modifies the environment including assistive technology and collaborates with instructional staff, when requested or approved by the EC Coordinator, to meet individual needs and to help students function as independently as possible.
- Educates students and families to facilitate skills in areas of occupation as well as health maintenance and safety.
- Monitors and reassess 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, and provides a weekly service schedule to the EC Coordinator.
- Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.

- Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school policy.
- Adheres to federal and state legislation, regulation, and policies that affect occupational therapy practice.
- Reviews occupational therapy services for quality improvement and makes changes as needed to ensure quality of services.

Professional Growth and Ethics

- Participates in continuing education for professional development to ensure practice consistent with best practice and to meet N.C. Licensure requirements.
- Uses professional literature, evidence based research, and continuing education content to make practice decisions.
- Uses professional Code of Ethics and standards of practice to guide ethical decision making in practice.
- Adheres to Brevard Academy Staff Expectations

Knowledge, Skills and Abilities

- Knowledge of human development throughout the lifespan, integrated with the student's unique developmental status.
- Knowledge and appreciation of the influence of disabilities, socio-cultural and socioeconomic factors on a student's ability to participate in occupations.
- Knowledge and use of occupational therapy theories, models of practice, principles, and evidence based practice to guide intervention decisions.
- Knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and guide occupational therapy practice in schools.
- Ability to gather and assess outcomes program evaluation data and use to modify services at the programmatic level.
- Ability to maintain current reporting, documentation, scheduling, and billing in accordance with professional standards, state and local guidelines, and reimbursement requirements.
- Ability to determine the need for an occupational therapy evaluation and to select and administer appropriate assessment tools to evaluate the student.
- Ability to interpret the evaluation data and write a comprehensive report that reflects strengths and barriers to student's participation and occupational performance.
- Ability to participate collaboratively with the EC team to develop Individualized Education Programs to meet student needs.
- Ability to develop occupationally based intervention plans for a students' Individualized Education Plan, or for MTSS classroom-based intervention development based on evaluation information and student observations.
- Ability to provide evidence-based occupational therapy interventions to improve student's performance skills and participation.
- Ability to effectively collaborate with IEP team members, when requested or approved by the EC Coordinator, to adapt and modify environments, equipment, and materials including assistive technology.
- Ability to use professional literature, evidence based research, and continuing education content to make practice decisions.
- Skill in effective oral and written communication.

Personal Qualities:

- Appearance, voice, grooming, and personality which establishes a desirable model for parents and children;

- Sensitivity to the needs of children and parents of different ethnic, cultural, language, educational, and economic backgrounds;
- Possession of effective work strategies including flexibility, good organization skills, time management, creativity, integrity, growth, teamwork, and the ability to work independently and prioritize multiple work tasks.

Working Conditions

- Environment:
 - The job functions are performed indoors and outdoors.
- Physical abilities:
 - The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
 - While performing the duties of this job, the employee is regularly required to stand, walk, bend, crouch, drive, sit, talk, and listen.
 - The employee must be able to sit on the floor or in a chair, and stand for extended periods and must have dexterity of hands and fingers to write and operate a keyboard.
 - The employee must be able to lift and/or move up to ten pounds.
 - Specific vision abilities required by this job include close vision and the ability to adjust vision.

Education and Experience

- Have successfully completed and graduated from an accredited occupational therapy professional program recognized by NBCOT and have completed all fieldwork requirements.
- Two years of experience as an occupational therapist, preferably in a school system or other pediatric practice setting.

Special Requirements

- Initial certification by National Board for Certification of Occupational Therapy.
- Current license by the North Carolina Board of Occupational Therapy.

Disclaimer

This is not necessarily an exhaustive list of all responsibilities, duties, skills, efforts, requirements or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or to require that other or different tasks be performed as assigned.