



## **CLASS TITLE: OCCUPATIONAL THERAPIST MID-MANAGEMENT**

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### **BASIC FUNCTION:**

Under the direction of the Director of Student Services, provide educationally related occupational therapy to students with various disabilities in accordance with the students' Individualized Education Plans (IEP's); serve as a member of the educational team serving the needs of special education children and their families; provide assessment and direct services related to sensory-motor development and other identified developmental needs; provide consultation related to sensory-motor development; provide direct and consultative occupational therapy services based upon needs determined through established processes; develop Individualized Education Plans (IEPs) for students.

### **DISTINGUISHING CHARACTERISTICS**

Handles a variety of assignments related to individual students' specialized needs and related disabilities. Works independently with students on a one-to-one basis or in a group setting. Job responsibilities are not limited to the following examples of duties and functions.

### **REPRESENTATIVE DUTIES:**

#### **ESSENTIAL DUTIES:**

Serve as a member of the educational team serving the needs of special education children and their families; provide assessment and direct services related to sensory-motor development and other identified developmental needs; provide consultation related to sensory-motor development; provide direct and consultative occupational therapy services based upon needs determined through established processes.

Collaborate with IEP team members to develop IEPs through meetings, e-mail, phone and in person communication; draft IEPs for students; determine frequency of services, eligibility, goals, objectives, accommodations/modifications, testing accommodations, and related services and needs of identified students.

Conduct developmental and formal assessments and participate as a team member to determine program eligibility; assess student abilities in the areas of fine motor, visual motor, visual perceptual, self-care/activities of daily living, sensory processing, self-regulation, motor planning, organization of behavior, social play, postural stability, feeding, and environmental adaptations/assistive devices; evaluate needs and progress toward goals as needed; determine appropriate assessment to be given; score and interpret results.

Provide education, training and support to families related to student programming needs; recommend, design, create and assist in acquiring adaptive equipment and special toys; demonstrate use of adaptive equipment.

Plan and prepare for therapy sessions; provide direct therapy services to students individually and in groups; develop projects, clean and maintain equipment, and set up and break down therapy equipment; maintain records of therapy sessions to document intervention and monitor



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student progress; coordinate scheduling of therapy sessions with teachers for students on caseload.

Attend meetings and assist in developing goals for students and families; update student files based on assessment information and data; present assessment information to staff to determine team assignments.

Manage caseload and new referrals including collecting assessment reports, developing evaluation plans, monitoring changes with student goals throughout the school year, and related data; prepare and maintain a variety of forms, files, reports, records, logs and reports.

Attend various meetings and schedule meetings and other appointments; provide information and coordinate professional and community resources with other staff and related organizations.

Develop classroom programs, home programs, and “sensory diets” for students.

Drive a vehicle to various school sites and various District offices to conduct work.

Administer basic first aid and CPR as needed.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Child development and developmental disabilities, diagnosis and syndromes and applicable treatment and techniques.

Motor and reflex development.

Adaptive equipment.

Medical, educational and other community resources and agencies.

Appropriate instructional materials for students.

Record-keeping techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Policies and objectives of assigned program and activities

Applicable sections of the State Education Code and other applicable laws.

Interpersonal skills using tact, patience and courtesy.

Health and safety regulations.

Proper lifting techniques.

Technical aspects of field of specialty.

First aid and CPR techniques.

**ABILITY TO:**

Observe and assess fine and gross motor development, perceptual development, self-help, oral motor development and sensory processing.

Develop and conduct sensory-motor focused interventions.



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Communicate effectively both orally and in writing with students, parents staff, and other community agencies regarding technical information.  
Develop and implement IEPs and appropriate treatment plans.  
Develop and conduct parent interviews.  
Establish and maintain cooperative and effective working relationships with others.  
Maintain records and prepare reports.  
Operate a computer to enter data, maintain records and generate reports.  
Learn department and program objectives and goals.  
Maintain current knowledge of technical advances in the field.  
Analyze situations accurately and adopt an effective course of action.  
Plan and organize work.  
Meet schedules and time lines.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to: master's degree in occupational therapy and two years of school-based occupational therapy experience including experience in the IEP process.

### **LICENSES AND OTHER REQUIREMENTS:**

Registration by the National Board for Certification in Occupational Therapy.  
Valid Occupational Therapy Association of California license.  
Valid First Aid and CPR certifications issued by an authorized agency.  
Valid California driver's license.

### **WORKING CONDITIONS:**

#### **ENVIRONMENT:**

Indoor work environment.  
Driving a vehicle to conduct work.

#### **PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate therapy equipment and a computer keyboard.  
Reaching overhead, above the shoulders and horizontally to utilize therapy equipment.  
Sitting or standing for extended periods of time while working with students.  
Bending at the waist, kneeling or crouching to assist students.  
Hearing and speaking to exchange information.  
Carrying, pushing or pulling wheelchairs, mobility toys and other equipment.  
Lifting and transferring moderately heavy students and adaptive equipment.