

... **A.E.R.O. SPECIAL EDUCATION COOPERATIVE** ...

5400 W 77th Street • Burbank, IL 60459

(708) 496-3330

**JOB DESCRIPTION: Occupational Therapist**

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**QUALIFICATIONS:**

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- Bachelor's or Master's degree in Occupational Therapy.
- Initial certification by the NBCOT.
- Hold a registered, valid Illinois State Occupational Therapy License from the Department of Professional Regulations.
- Preferred knowledge and understanding of the Occupational Therapy Practice Framework.
- Preferred knowledge of basic theory-based treatments and modalities appropriate in the educational setting, including current evidence-based research.
- Pediatric experience preferred.

**REPORTS TO:**

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- A.E.R.O. OT/PT Coordinator.

***The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.***

**GENERAL RESPONSIBILITIES:**

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1. Assume responsibility for continued professional growth, to achieve and maintain high standards of professional competence.
2. Demonstrate leadership qualities by assuming duties and responsibilities as assigned by the OT/PT Coordinator, including; mentoring, in-service training, participation in professional organizations, serving on committees, supervision of students and/or assistants.
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, other federal and state laws, and the AOTA Code of Ethics and Standards of Practice.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.

5. Understand the special education process and the role of the Occupational Therapist as consultant, therapist and educator to provide a continuum of services.
6. Demonstrate knowledge of students' needs, including but not limited to: educational, medical, physical, sensory , speech/language, social/emotional, recreational and vocational as established by a multi-disciplinary team and implement as needed.
7. Maintain strict confidentiality regarding all matters pertaining to students and personnel.
8. Demonstrate effective organizational skills, time management, and flexibility in order to meet students' needs.
9. Regular and prompt work attendance.

## ***PERFORMANCE RESPONSIBILITIES:***

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1. IEP / ELIGIBILITY MANAGEMENT
  - A. Receive and respond to referral requests according to current referral process, policies and timelines.
  - B. Determine the need for assessment and/or provide the educational team with strategies and accommodations (RTI model) to support student prior to referral for evaluation.
  - C. Evaluate and assess students' performance in an educational setting in an effort to determine eligibility and educational relevance of any recommended therapy services.
  - D. Collaborate with the educational team to determine student needs/priorities and goals/objectives to be addressed when developing educationally relevant Individual Educational plans for students with varying functional levels.
  - E. Demonstrate knowledge in the following areas of expertise, including but not limited to:
    1. Sensorimotor development.
    2. Sensory processing and/or integration.
    3. Positioning, handling, lifting, carrying, transferring, and equipment for school/home.
    4. Gross motor skills as related to developmental process of posture and movement, presence of residual primitive reflexes, and bilateral motor coordination/integration.
    5. Hand development including fine motor skills
    6. Joint range of motion and manual muscle testing especially neck, shoulders and upper extremities.
    7. Motor planning.
  - F. Keep accurate and up-to-date records for each student's performance, progress and attendance, including but not limited to, pre- and post-testing, data collection to determine progress toward goals and intervention strategies, report card updates, intervention plans, anecdotal records and developmental/academic/ behavioral scales.
  - G. Demonstrate effective written communication for necessary paperwork, including educationally relevant goals, objectives, observation summaries, and evaluation reports for all meetings pertaining to student performance.
  - H. Review available medical information pertaining to the student's performance.
  - I. Recommend discontinuation of services when the student has achieved the goals or has become functional in the educational environment per evaluative criteria as stated in the IEP.

- J. Maintain accurate client and service logs to provide AERO Business Manager or designee as directed.

## 2. SERVICE DELIVERY

- A. Develop intervention plans and/or daily treatment sessions that incorporate the individual education plan.
- B. Implement the intervention plan directly or in collaboration with other team members.
- C. Provide appropriate service delivery models, i.e., individual, group, integrated therapy, to meet each student's individual needs and IEP minutes as determined through the IEP process.
- D. Must be able to lift and / or move up to 50 lbs. and/or occasionally assist in lifting or transferring up to 100 lbs.
- E. Share in the responsibility of the physical needs of the students, including but not limited to:
  - 1. Positioning
  - 2. Feeding
  - 3. Toileting
  - 4. Lifting
  - 5. Transferring
  - 6. Provide miscellaneous school health services
  - 7. Physical management including restraining
  - 8. Use of different child restraint systems required for transportation
- F. Utilize a variety of techniques, materials and equipment to develop and execute therapy in an appropriate and beneficial manner.
- E. Establish and maintain student behavior by utilizing behavior management strategies and techniques based on the student's needs, classroom token systems and program guidelines.
- F. Establish and maintain ongoing communication with each student's parents through the use of parent conferences, telephone contacts, home visits, progress reports and report cards as appropriate.
- G. Collaborate with staff, physicians and other relevant professionals and agencies to enhance student programs.
- H. Demonstrate knowledge and ability to embed appropriate interventions and strategies into routines and activities of the student's school day, providing clear directions and training to classroom staff to ensure carryover. Areas may include but are not limited to:
  - 1. Methods for safe physical management of student (i.e., proper use of body mechanics when lifting, carrying, transferring, handling and positioning students).
  - 2. Use, ordering, and maintenance of student's special equipment, i.e., upper extremity splints / adaptive daily living devices, seating devices and also transportation equipment.
  - 3. Movement, desk posture, classroom tool management and motor expectations / limitations.
  - 4. Sensory modulation.
  - 5. Adapted classroom materials and environment.
  - 6. Therapeutic related activities.
  - 7. Activities of daily living expectations including self-help skills.
- I. Maintain orderliness, cleanliness and safety of instructional areas and equipment.
- J. Assist in transition and post-secondary planning when appropriate.

- K. Communicate with appropriate A.E.R.O. or district personnel regarding program changes.
- L. Provide inservice training to staff as needed to promote awareness of therapeutic services.

3. TEAM MEMBER

- A. Establish and maintain effective, professional communication/planning with all school personnel involved with each student. Work directly with all related service personnel as part of an integrated educational team.
- B. Participate in all meetings when appropriate, including but not limited to, multidisciplinary conferences and annual reviews as a member of the special education team.
- C. Coordinate efforts with regular education staff to implement mainstreaming activities as appropriate for students.
- D. Assist A.E.R.O./District personnel when transitioning students from one program to another.