

PLAINFIELD COMMUNITY CONSOLIDATED SCHOOL DISTRICT #202

JOB DESCRIPTION

TITLE: Certified Occupational Therapist Assistant (COTA/L)

CLASSIFICATION: Support Staff, Non-exempt
Regular, Nine-month, Part-time/Full-time

PRIMARY FUNCTION: The primary function of the Certified Occupational Therapist Assistant is to provide therapy to eligible students.

ACCOUNTABILITY:
The Occupational Therapist Assistant is directly accountable to the Principal, or administrator designee.

The Principal, or administrator designee, shall evaluate the performance of the Occupational Therapist Assistant, on an annual basis, with input from the supervising teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Demonstrates support for the Vision, Mission, Beliefs and Goals of District #202.

Upholds the established Board of Education policies, regulations and administrative procedures.

Maintains professional confidentiality in all areas of responsibility.

Demonstrates an understanding of student needs, behaviors and challenges.

Meets deadlines for the submission of reports (i.e. annual reviews, progress notes, evaluations completed by an OTR.

Serves as a contributing member of District and building level committees.

Accepts and utilizes constructive suggestions from supervisors.

Meets regularly with OTR supervisor.

Adheres to the established policies and procedures of the District and school.

Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Remains current in the field through the completion of related coursework, participation in in-service activities, and/or attendance at conferences and workshops.

Adheres to district guidelines regarding facilities and equipment.

Assists in the maintenance of discipline throughout the building.

Communicates with appropriate professional personnel about students.

Relates positively to co-workers.

Shares ideas and techniques with peers.

Practices good group skills when interacting at building and District level meetings.

Serves as a wholesome role model for students in terms of attitudes and behavior.

Willingly works with parents as partners in the education of students.

Focuses on student progress as an indicator of effective instruction

Strives consistently to enhance student's self-esteem through the application of knowledge of child growth and development and learning theory.

Assume responsibility for continued professional growth.

Assume other duties and responsibilities as assigned by the Supervisor

Assume appropriate roles as a consultant, therapist and educator

Demonstrates knowledge of students' needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, recreational and vocational as established by a IEP team and implement as needed.

Maintain strict confidentiality regarding all matters pertaining to students and personnel.

Demonstrate effective organizational skills, time management, and flexibility in order to meet students' needs.

Utilize a variety of techniques, materials, and equipment to develop and execute therapy in an appropriate and beneficial fashion.

Establish and maintain student behavior by utilizing behavior management strategies and techniques based on the student's needs.

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.

Collaborate with staff, physicians and other relevant professionals and agencies to enhance student programs.

Demonstrate knowledge and ability to plan for, to train, and direct classroom staff in the following areas including but not limited to:

- o Methods of safe physical management of student (i.e., proper use of body mechanics when lifting, carrying, transferring, handling and positioning students).
- o Use, ordering, and maintenance of student's special equipment, i.e., upper extremity splints / adaptive daily living devices, seating devices and also transportation equipment.
- o Movement, desk posture, classroom tool management and motor expectations / limitations.
- o Sensory modulation.
- o Adapted classroom materials and environment.
- o Therapeutic related activities.
- o Activities of daily living expectations including self-help skills.

Maintain orderliness, cleanliness and safety of instructional area and equipment.

Assist in transition and post-secondary planning when appropriate.

Provide in-service training to staff as needed to promote awareness of therapeutic services.

Establish and maintain regular communication/planning with all school personnel involved with each student. Work directly with all related service personnel as part of an integrated educational team.

Participate in all meetings when appropriate, including but not limited to, multidisciplinary conferences and annual reviews as a member of the special education team.

Coordinate efforts with regular education staff to implement mainstreaming activities as appropriate for students.

Assist personnel when transitioning students from one program to another.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, ability, physical demands and working conditions required of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ability to perform duties with an awareness of Illinois State Board of Education mandates, Board of Education policies, and District requirements.
2. Ability to foster and maintain positive and effective working relationships with teachers, administrators, support staff, District staff, students, parents, and the community.
3. Graduate of an Occupational Therapy Assistant Program.
4. Valid State licensure as define by and subject to federal and state laws, policies and regulations.
5. NBCOT certification.
6. Ability to communicate clearly, concisely and effectively with students and adults.
7. Ability to comprehend and interpret a variety of instructions furnished in written, oral, diagram or schedule form.
8. Ability to write routine messages or reports.
9. Ability to apply and implement appropriate and effective intervention strategies, when confronted with problem situations.
10. Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals, and to compute rate, ratio, and percent.
11. Ability to solve practical problems, involving a few situational variables.
12. Ability to understand special needs and communicate those to others.
13. Ability to provide assistance while encouraging independence.
14. Ability to operate standard school equipment such as a typewriter, computer, copier, laminator, and audiovisual equipment.
15. Ability to sit or stand for extended periods of time, walk and climb stairs, and occasionally run for a short distance.
16. Ability to reach with hands and arms.
17. Ability to use hands and fingers to grasp instructional materials, tools or controls.
18. Ability to push or pull up to 25 lbs., such as TV/VCR carts.
19. Ability to speak and to hear.
20. Vision ability to include close vision, peripheral vision, depth perception, and the ability to adjust focus.
21. Ability to accommodate noise levels ranging from quiet to moderately loud.

Employee Signature Date

Supervisor Signature Date

PLEASE SIGN, DATE AND RETURN ORIGINAL COPY TO:

Assistant Superintendent
For Human Resources
Administrative Center

Copies to: Employee
Administrator/Supervisor

Revised October 30, 2003