

**TRI-COUNTY SPECIAL EDUCATION JOINT AGREEMENT  
JOB DESCRIPTION**

**TITLE:** Occupational Therapist

Occupational therapists are related service professionals who provide educationally related services to special education students ages 3 through 21 when these services are needed for a student to benefit from the educational program

**QUALIFICATIONS:**

1. Bachelors' or Masters' degree in occupational therapy from an approved and accredited occupational therapy program. The occupational therapist can practice one year from the date of graduation or until the certification examination administered by the National Board for Certification in Occupation Therapy (NBCOT) is passed.
2. The occupational Therapist must hold a current Illinois license to practice as issued by the State of Illinois. Ongoing continuing education is expected to maintain updated knowledge and skills for practice as a school-based therapist.
3. Have experience in occupational therapy for handicapped children.
4. Exhibit a desire to work within an educational setting and to participate in a team approach to children with educators and parents.
5. Demonstrate ability to direct and supervise occupational therapy assistants.

**REPORTS TO:** Technical Assistant Supervisor and the administrator(s) in assigned Tri-County Building. A primary supervisor will be assigned for the purpose of line and staff chain of command.

**TERMS OF EMPLOYMENT:** 180 workdays, 6.75 hours per day, as teachers are in attendance.

**PERFORMANCE RESPONSIBILITIES:**

The Occupational therapist works on the acquisition of/ or compensations fore deficits in fine motor skills, sensory motor skills, visual motor and visual perceptual skills, and self-care skills. More specifically, occupational therapists work with students on foundation skills needed for school participation through task analysis, individually selected motor activities, and consultation with team members to modify the environment, the instructional methodology, or to support student achievement on a particular classroom/vocational project.

**General:**

1. Travel to assigned schools
2. Responds to request for consultations on students or consults on specific program needs

3. Responds to evaluation referrals for students with disabilities. The therapist selects appropriate evaluation tools, evaluates students, interprets findings, and report results
4. Develops a present level of function and Individualized Education Plan (IEP) goals objectives in conjunction with the IEP team.
5. Provides programmatic and medical direction to OT Assistants.

Service Delivery:

1. Implements service delivery on assigned students based on the goals, objectives, percentage of time, and placement as determined by the IEP team
2. Makes scheduling decisions for service delivery based on individual student and school needs
3. Utilizes an approach that encourages student participation in the least restrictive environment
4. Exhibits knowledge of clinical theory and its application as it relates to the student's educational needs
5. Uses knowledge of the program of studies (9POS)/standards of learning (SOL) to suggest adaptation of strategies and materials
6. Participates in the selection, design and/or construction of necessary adaptive equipment

Communication:

1. Maintains oral and written communication with educational personnel, parents, and community agencies regarding assigned schools and students. This can include, but is not limited to telephone calls, year-end reports, informal notes, and home programs
2. Obtains a physician's referral and parent permission for release of information on assigned students prior to beginning service delivery
3. Works cooperatively with educational staff to identify areas where support is needed and provides training in the therapeutic management of students, such as positioning, safety, and use of mobility equipment
4. Provides suggestions for classroom, art, life skills, and career related activities

Program Management:

1. Maintains records on referred students including dates of referral, dates of response, and outcomes
2. Maintains a current schedule which is shared with assigned schools and the PT/OT program office staff
3. Maintains organized working files on assigned students
4. Follows documentation guidelines for student attendance and intervention notes
5. Supervises Certified Occupational Therapy Assistants as per established guidelines
6. Participates in the clinical supervision of occupational therapy students and occupational therapy assistant students

7. Recommend equipment, materials, and test supplies necessary for assigned schools and students
8. Serves on committees that benefit the learning environment for students, therapists, and other school personnel
9. Attends scheduled meetings for staff development and training

### **Integration of Technology**

1. Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
2. Therapist plan and design effective learning environments and experiences supported by available software and technology.
3. Therapist implement curriculum plans that include methods and strategies for applying technology to maximize student learning in the curriculum of one's subject area(s) and/or grade level(s).
4. Therapist apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Therapist use technology to enhance their productivity and professional practices including word processing, database, spreadsheet, telecommunications and print/graphic utilities, Individual Education Plan (IEP) programs.