



BERKELEY UNIFIED SCHOOL DISTRICT
Human Resources Department

**CLASSIFICATION AND
 POSITION DESCRIPTION**

TITLE:	Educational Occupational Therapist	REPORTS TO:	Assigned Supervisor
DEPARTMENT/SCHOOL:	Special Education Department	CLASSIFICATION:	Classified Management
FAIR LABOR STANDARDS ACT CLASSIFICATION:	Exempt	WORK YEAR: HOURS:	12 months/Calendar 2000 8 hours per day or duty days/hours as assigned
APPROVED: Commission Board	11/17/14 and 11/18/14 01/28/15	SALARY GRADE:	Schedule: 54 Range: 2

BASIC FUNCTION:

Serve as a member of the multidisciplinary 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 direct and consultative occupational therapy services based upon needs determined through established processes; develop Individualized Education Plans (IEPs) for students.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Serve as a member of the multidisciplinary 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 parents and teachers
- 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 and write an assessment report
- Collaborate with IEP team members to develop IEPs through meetings, e-mail, phone and in person communication; draft IEPs for students; determine and recommend frequency of services, eligibility, goals, objectives, accommodations/modifications, testing accommodations, and related services and needs of identified students
- Provide education, training and support to families related to student programming needs; recommend, design, create or order adaptive equipment, tools 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 student progress

- 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
- Conduct formal assistive technology assessments and participate as a team member to determine need for services and implementation; provide assistive technology services to students
- Request and purchase assistive technology equipment such as purchasing adaptive equipment, computers, adaptive computer hardware, specialized software and other equipment as needed
- Create curriculum adaptations using specialized software to assist students in producing written work, communication and accessibility to curriculum materials
- Attend various meetings and schedule meetings and other appointments; provide information and coordinate professional and community resources with other staff and related organizations
- Train and provide work direction to assigned staff; provide in-service instruction or training for teachers, instructional assistants and parents to support implementation of goals and objectives of the program; train staff to use assistive technology
- Serve as liaison with medical community and other service providers such as California Children Services
- Drive a vehicle to various school sites and various District offices to conduct work
- Supervise assigned Certified Occupational Therapy Assistants

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

Assistive technology

Adaptive equipment

Medical, educational and other community resources and agencies

Appropriate instructional materials for students

Record-keeping techniques

Computer and iPad access for students with physical challenges and learning disabilities

Specialized adaptive hardware such as adaptive keyboards, touch monitors, switch interfaces, types of switches, switch mounts, and head mouse trackers

Software and applications to promote reading, writing and math skills such as word prediction software, text to speech software, organizational software, multi-media and design software, and speech recognition software

Software and websites to assist students with reading and accessing curriculum

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

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

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

Use specialized software to create and adapt curriculum and assist students with reading, communication and written productions

Teach students, teachers and instructional assistants to use computer hardware adaptations and specialized software adaptations

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

California Occupational Therapy license issued by the California Board of Occupational Therapy

Successful completion of the National Occupational Therapy Registration Examination

Valid First Aid and CPR certifications issued by an authorized agency preferred

Valid California driver's license

Some incumbents in this classification may be required to speak, read and write in a designated second language

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor 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, carrying, pushing and/or pulling up to 50 pounds