

**CHANDLER UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION**

CLASSIFICATION: INSTRUCTION
TITLE: CERTIFIED OCCUPATIONAL THERAPY ASSISTANT
CALENDAR: CERTIFIED OCCUPATIONAL THERAPY ASSISTANT
SALARY: GRADE 20

Job Goal

Provide occupational therapy services to handicapped students under the direction and supervision of a registered occupational therapist

Minimum Qualifications

- Completion of an occupational therapy assistant educational program that is approved by the American Occupational Therapy Association, and all fieldwork requirements
- Certified by Occupational Therapy Certification Board
- 1 to 2 years experience as occupational therapy assistant
- Knowledge of methods of observation, recording and data collection that apply to the monitoring of therapy objectives
- Ability to work with students in many nontraditional treatment settings
- Knowledge of and adheres to all policies, regulations and rules

Core Job Functions

- Implement therapeutic procedures for which qualified, as designated by the supervising occupational therapist
- Contribute to progress reports and helps collect data for Individualized Education Plans
- Maintain current records in accordance with school, state and federal policy
- Assist with keeping accurate records of the therapy inventory and equipment
- Assist with establishing goals for students and developing individual and group therapy activities
- Assist the dissemination of established therapeutic programs to the educational staff
- Consult with the supervising therapist concerning implementation and status of therapy goals (feeding programs, positioning, equipment, etc.)
- Construct, modify and maintain adaptive equipment for positioning, ADL, vocational and classroom use
- Help ensure the proper and safe use of equipment, making certain equipment is constructed properly and maintained in good working order
- Help develop an awareness of individual student needs and assists the occupational therapist in monitoring these needs
- Assist with instructing the educational staff concerning use of adaptive equipment, positioning programs and integration of therapy goals in to classroom academic activities to enhance function
- Assure that proper positioning and handling techniques are carried out correctly across all environments
- Meet with school staff as necessary concerning students
- Perform all duties in a safe and prudent manner as directed

Core Values/Professional Qualities

- Respond to all internal and external customers, as it relates to position, in a prompt, efficient, friendly and patient manner
- Function effectively as a team member
- Be responsible, reliable and punctual
- Be flexible and adaptable to change
- Positively accept direction
- Establish and maintain courteous, cooperative working relationships with students, staff and parents
- Direct constructive criticism toward improving the district
- Exercise positive problem solving behavior and conflict resolution skills
- Adhere to the dress code appropriate to the site and job
- Share sensitive student and staff information on a need to know basis
- Be a positive role model for students
- Work with a large cross section of people in a professional and non-judgmental manner

Physical Requirements – Working with Students with Special Needs

Positions in this classification typically require: stooping, kneeling, crouching, standing, walking, sitting, finger or manual dexterity, repetitive finger motion, speaking, hearing, seeing (with correction), focusing ability, or other factors applicable for the job. Employees may be subject to travel, odors, dusts, poor ventilation, workspace restrictions, bloodborne pathogens, and loud noises. Employees may be required to lift or exert up to 50 pounds of force to move objects occasionally, up to 20 pounds of force to move objects frequently, and up to 10 pounds of force to move objects constantly. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.