

SANTA CLARA COUNTY OFFICE OF EDUCATION

POSITION: Substitute/Relief Occupational Therapist

HOURLY RATE: \$40.00/hour

DUTIES AND RESPONSIBILITIES: The Substitute/Relief Occupational Therapist is an on-call, temporary position. This position provides occupational therapy treatment to special needs students enrolled in the educational programs of the County Office of Education, is responsible for individual treatment to correct specific areas of sensory-motor integrative dysfunction and administers pediatric occupational therapy assessments to determine a student's level of function relative to the student's age and educational placement in such areas as fine/gross motor skill development, sensor motor integration, self-care and activities of daily living. The Substitute/Relief Occupational Therapist receives limited supervision from a school administrator or designee and will consult and provide therapy in a variety of classrooms/school/early intervention settings at more than one site, with many different educational team members, within a framework of special education policies and procedures; requires independent clinical judgment, well-developed communication skills; and the ability to work in a variety of settings.

ESSENTIAL/TYPICAL DUTIES

Provides occupational therapy services to special needs students enrolled in the educational programs of the Santa Clara County Office of Education.

Administers pediatric occupational therapy assessments to determine a student's level of function relative to the student's age and educational placement in such areas as fine/gross motor skill development, sensory motor integration, self-care and activities of daily living

Develops occupational treatment plans and goals for rehabilitative care to improve student functional abilities and enhance their ability to learn

Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP plan, maintains progress records. Participates in the IEP meeting

Provides students with individual treatment and group therapy sessions to correct specific areas of sensory-motor integrative dysfunction

Develops occupational therapy treatment plans based on the educational goals for eligible students, to improve the student's functional abilities within the school and naturalistic settings, in collaboration with the IEP or IFSP team.

Monitors therapy programs and educational staff trained to incorporate appropriate occupational therapy treatment strategies into the educational program; evaluates the effectiveness of the established program and makes modification within the framework of the IEP process as necessary

Participates in meetings between county office staff and families on the appropriate implementation of educational programs; collaborates and coordinates occupational therapy goals with the educational program

Demonstrates educational and developmental strategies to students and families for successful home management of perceptual motor, sensory, and self-care programs

Provides on-site interpretation and summaries of assessment report results to families; recommends appropriate activities and materials designed to accomplish motor goals sets and facilitate the development and family care of students

Provides formal and informal in-services to educational staff and families in relevant areas focusing on occupational therapy treatment principals as they relate to the development and education of children with special needs.

Consults and collaborates with medical and community agencies who interact with the County Office of Education Special Schools and Early Intervention programs regarding occupational therapy services for students; participates in local and state presentations to large and small groups

Adapts equipment to assure proper positioning and to enhance functional performance of the student, addressing the student's neuromuscular deficits and needs. May include design and fabrication of equipment, or recommendations for purchase of adaptive equipment as needed for the individualized special education program.

Coordinates occupational therapy program within the total educational system, including involvement with transition planning when appropriate.

Maintains an in-depth knowledge of the laws and policies governing Special Education and Early Intervention in California that pertains to the delivery of occupational therapy services.

Consults with other members of the educational team regarding the mandated and best-practice roles of occupational therapy.

Administers the occupational therapy program as needed in terms of budget recommendations, space and equipment recommendations, occupational therapy program development and evaluation, and supervision/direction of any support staff or others (i.e., student interns) assigned to the occupational therapy program.

Refers students and families to related services which will assist the student's development

Provides direction, training, and assistance to support staff assigned to the occupational therapy program

Conducts in-service or other training programs for county office staff and school district personnel on the role of occupational therapy as an educational service, normal sensory-motor development as related to learning, and identification of sensory-motor deficits

Recommends future occupational therapy services to administration

Performs related duties as assigned.

EMPLOYMENT STANDARDS

Knowledge of:

Intellectual, sensory, and physical development of children and young adults

Skill in the application of occupational therapy techniques utilized in the assessment and treatment of children with disabilities

The educational and developmental needs of children

Theory of physical and mental rehabilitation underlying the practices of occupational therapy

Principles, methods and objectives of occupational therapy treatment, services, techniques

Skeletal anatomy, neuromuscular function and dysfunction; kinesiology and occupational therapy modalities

Consultation, training, and supervision principles.

Ability to:

Accurately assess the developmental status and educational needs of children and young adults

Identify and analyze areas of developmental sensory-motor dysfunction

Develop and implement treatment plans, goals, and objectives to correct sensory-motor dysfunction

Collaborate with county office staff, families, and other occupational therapists

Provide consultation for classroom and home management of motor, sensory, perceptual, and self cares programs

Explain and provide training on occupational therapy and rehabilitative principles

Provide direction to staff

Communicate effectively orally and in writing and make presentations to small and large groups

Maintain records and prepare complex reports

Work as a strong member of the IEP team, using current best practice clinical skills for working with infants, children and adolescents with moderate to severe physical, mental and emotional disabilities

Establish and maintain an effective and cooperative relationship with those contacted in the course of work including individuals from various ethnic and cultural groups.

EDUCATION AND EXPERIENCE

Possession of a valid license, eligibility for licensing, or Limited Permit to practice as an Occupational Therapist in the State of California according to the California Occupational Therapy Practice Act. Limited Permit Holders must pass the next scheduled examination as specified in the Business and Professions Code 2570 "Occupational Therapy Practice Act" or be released from position.

REQUIRED CERTIFICATES AND LICENSES

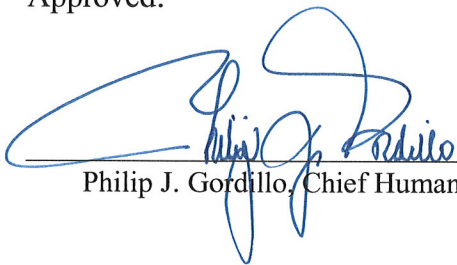
Possession of a valid California Driver's License and a driving record that meets the insurance requirements of the County Office of Education.

PHYSICAL DEMANDS: Hearing and speaking to exchange information; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate equipment and perform assigned duties; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting moderately heavy objects.

WORK ENVIRONMENT: Office and classroom setting; driving vehicle to school sites to provide assistance to students and staff.

BARGAINING UNIT: Substitute Workers Unit

Approved:



Philip J. Gordillo, Chief Human Resources Officer

4/25/19
Date