

Please note: This specification has been designed to represent the general nature and level of work found in positions in this class. As such, it is not intended to contain all of the duties and qualifications required of an employee in a single position (job). Consequently, it is not to be perceived as a position (job) description or as identification of essential functions as required by ADA. Always contact the school system in which you are interested for a finalized job description.

POSITION: Occupational Therapist Assistant

SALARY GRADE: 67

NATURE OF WORK:

An employee in this class assists in the process of screening and evaluation, and the development and implementation of intervention services under the supervision of a licensed occupational therapist. The occupational therapy assistant works with students identified with or suspected of having disabilities that interfere with their ability to perform daily life activities and participate in necessary and desired occupations.

The assistant is expected to implement individually designed interventions based on occupational performance deficits in the areas of personal care, student role/interaction skills, process skills, play, community integration/work, and graphic communication. The interventions are planned with the supervising occupational therapist. The occupational therapy assistant is expected to review outcomes and modify intervention programs in coordination with the supervising occupational therapist.

Errors in service could result in serious harm to students and potential liability for the school system, the supervising occupational therapist, and the assistant. The supervising occupational therapist defines the level of supervision required in the work environment based on recommendations by The North Carolina Board of Occupational Therapy.

ILLUSTRATIVE EXAMPLES OF WORK:

- May contribute to the occupational therapist's evaluation of student's abilities through a variety of functional, behavioral, and standardized assessments, data collection, checklists, and interviews with family, student and educational personnel, and observations once competency has been demonstrated.
- May contribute to the occupational therapist's development of individualized intervention plans.
- Based on the intervention plan, selects and implements therapeutic interventions to enhance student performance in areas of occupation, safety, and social participation within the school environment.
- Based on the intervention plan modifies environment including equipment, materials, devices, and adapts processes including the application of ergonomic principles.

- Explains intervention techniques to student, parents, and educational personnel.
- Continuously monitors through observation and consultation student progress and the effect of intervention and need for continuation, modification, or termination. Communicates this information to the occupational therapist.
- Documents occupational therapy intervention services and maintains administrative records in accordance with state guidelines, school policy, and reimbursement standards.
- Participates in multi-disciplinary team meetings to communicate student progress.
- Maintains inventory of therapeutic equipment and projects needs for budget planning.
- Maintains, organizes, and prioritizes workload and treatment environments including inventories.
- Uses professional literature to make informed practice decisions.
- Uses good time management skills.

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of basic features of main occupational therapy theories, models of practice, principles, and evidence-based practice.
- General knowledge of human development throughout the life span.
- Ability to articulate the role of the occupational therapy assistant and the occupational therapist in the evaluation, intervention planning, intervention process.
- Ability to articulate difference between occupation and activity.
- Ability to analyze tasks relative to areas of occupation, performance skills, activity demands, context (s), and student factors to implement the intervention plan.
- Ability to recognize occupational performance deficits in the areas of personal care, student role/interactive skills, process skills, play, community integration/work, and graphic communication.
- Ability to articulate the influence of socio-cultural, socioeconomic, and diversity factors on student occupational performance.
- General knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and affect school-based occupational therapy services.
- Skill in gathering screening and evaluation data, completing checklists, histories, and interviews.
- Ability to select, adapt, and sequence relevant occupations and purposeful activities that support intervention goals.

- Ability to provide occupationally based interventions to achieve student participation in school environment.
- Skill in effective oral and written communication.
- Ability to maintain safe environments, equipment, and materials.
- Ability to prepare and maintain accurate records and progress notes.

SUGGESTED TRAINING AND EXPERIENCE:

- Successful completion and graduation from an accredited associate's degree Occupational Therapy Assistant program recognized by NBCOT and completion of all fieldwork requirements.
- Two years of experience as an occupational therapy assistant, preferably in pediatrics.

SPECIAL REQUIREMENTS:

- Initial certification as an occupational therapist assistant by the National Board for Certification of Occupational Therapy (NBCOT).
- Current license as an occupational therapist assistant by the North Carolina Board of Occupational Therapy