



Missoula Area
Education Cooperative

**JOB DESCRIPTION
OCCUPATIONAL THERAPIST**

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The school-based occupational therapist addresses a student's educational needs in order to enable the student to succeed in the educational environment. Federal regulations describe occupational therapy as a related service which may be required for a child with disabilities to benefit from special education. School-based occupational and physical therapists may overlap in their roles and responsibilities in the school setting; generally, these roles are related to expertise in areas of daily living skills and functional performance of children with disabilities across school settings. The position requires knowledge and skills in three basic areas: assessment, intervention and consultation. Travel is a basic and essential function of the job for all Cooperative employees.

SUPERVISORY RESPONSIBILITIES:

Students; for activities of practicum students enrolled in occupational therapy graduate programs; for activities of an occupational therapy assistant.

REPORTS TO:

Building administrator for building policies and practices and to the Cooperative Director for Cooperative policies and practices.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skills, and/or abilities required:

EDUCATION AND EXPERIENCE:

Current license by Montana Department of Labor & Industry.

ASSESSMENT:

1. Evaluates the student's ability and formulates the student's occupational profile through a variety of functional, behavioral, and standardized assessments, observations, checklists, and interviews.
2. Synthesizes evaluation results into a written report which reflects strengths and barriers to student participation in the educational environment and guide evidence-based intervention.
3. Participates in multidisciplinary meetings to review evaluation results and integrate findings with other disciplines.
4. Communicates assessment information to school personnel, and parents clearly, concisely, in written and oral form.

INTERVENTION:

1. Develops occupationally based intervention plans according to student needs and evaluation results.
2. Offers recommendations and assists in developing individual education plans and intervention plans.
3. Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs.

CONSULTATION:

1. Consults and collaborates with the school-based team to achieve student outcomes.
2. Assists in adapting and modifying the educational environment; assists in training staff to meet individual needs and to help students function as independently as possible.
3. Educates student, school personnel, and parents to facilitate skills in areas of occupation as well as health maintenance and safety.
4. Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.

5. Adheres to federal and state legislation, regulation and policies that affect occupational therapy practice in schools.
6. Ability to establish and maintain satisfactory working relationships with all educational community members.
7. Ability to effectively manage time and responsibilities.

OTHER SKILLS AND ABILITIES:

1. Applies ethical standards to professional practice as well as relevant laws and policies in the delivery of occupational therapy services.
2. Seeks to remain current with regard to occupational practices, knowledge and skills.
3. The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job:
 - (a) lift/transport tests from vehicle or Cooperative office to assigned school(s).
 - (b) regularly walk to various classrooms, offices or buildings on the school campus.
 - (c) regularly sit to use computer software programs
4. Ability to perform the essential duties of the job in quiet to moderately noisy work settings.
5. Completes required Medicaid forms.