

OCCUPATIONAL THERAPIST/ASSISTIVE TECHNOLOGY SPECIALIST

General Purpose:

An Occupational Therapist (OT)/Assistive Technology (AT) Specialist is responsible to the County Superintendent and works under the direct supervision of the designated manager(s). The OT/AT Specialist provides training and consultation to staff and parents and/or direct services to assist individuals with conditions which are mentally, physically, developmentally or emotionally disabling to benefit from their basic educational program. Provides training and consultation on universal design for learning and accessible technology; develops and shares resources for supporting site-based staff to implement Universal Design for Learning (UDL) and provide access to accessible technology; and supports site-based staff with the process of Student Access Planning (AT Consideration).

Essential Functions and Responsibilities include the following. Other related duties may be assigned as required:

- Responds to request for service and assesses individuals to determine eligibility.
- Gathers and interprets data to evaluate student needs as a basis for treatment planning.
- Interprets evaluation findings to parents and the Individual Education Plan (IEP) and instructional teams.
- Collaborates with IEP team members in regards to the student's progress.
- Develops intervention plans including measurable goals and objectives with strategies for meeting them.
- Implements plan directly or through training and supervising parents, instructional personnel and/or certified occupational therapy assistant.
- Monitors student response to intervention and modifies strategies as indicated to attain goals.
- Identifies and designs adaptive equipment to assist students in self-care and academic activities.
- Supports site-based leaders in the meaningful and productive use of accessible technology and consideration of student's individual needs through:
 - Training and skill-building opportunities.
 - Coaching and mentoring.
- Supports site-based staff with the process and documentation of Student Access Planning (AT Consideration).
- Contributes to the development of resources for supporting training, skill building, coaching and mentoring activities.
- Maintains project data and outcome measures to assist with program review and improvement.
- Prepares reports, maintains program files and record keeping systems for accountability.
- When needed (e.g. as an Independent Educational Evaluator [IEE]), determines AT needs as part of a comprehensive assessment, which addresses all areas related to the student's disability and based on the student's strengths, tasks, and expectations; prepares written reports as required.
- Effectively manages schedule and time to proactively support mentoring and coaching plans, upcoming trainings, incoming requests for assistance and ongoing material development.

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- Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance.
- Develops and maintains positive working relationships with district and site-based leaders, and site-based UDL/AT Coaches.
- Complies with the rules and regulations set forth in federal and state special education laws and regulations.
- Implements procedures and policies of Placer County Office of Education (PCOE), Placer Special Education Local Plan Area (SELPA) and assigned school districts and sites.
- Drives throughout the county/region for business purposes.

Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- A Bachelor's degree from an accredited college or university with a major in Occupational Therapy or a related field is required.
- A Master's degree from an accredited college or university with a major in Occupational Therapy is preferred.
- RESNA Assistive Technology Practitioner (ATP) certification is required.

Experience:

- Two years of successful work experience as an Occupational Therapist, with experience providing Assistive Technology Assessment and Service.

Knowledge, Skills and Abilities:

- Knowledge of child growth and development.
- Knowledge of common disabling conditions of children.
- Knowledge of theory and practice of occupational therapy as applied to infants, children and youth.
- Knowledge of strategies and methodologies in educational settings.
- Knowledge of special education law relative to occupational therapy services.
- Knowledge of assistive technology supports and strategies to address access, communication, mobility, positioning, recreation/leisure/play, environmental control, and activities of daily living.
- Knowledge of funding and referral sources.
- Knowledge of laws/regulations regarding individual's rights to access AT and other forms of assistive technology.
- Knowledge of emerging and innovative technologies for supporting universal learning.
- Skills and ability to administer appropriate assessments.
- Skills and ability to interpret history and assessment data.
- Skills and ability to design and implement appropriate intervention strategies.
- Ability to work effectively with district leadership, site principals and instructional staff to achieve district and site determined outcomes.

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- Ability to effectively communicate on the benefits of using technology to improve instruction, better meet the needs of all learners, and foster student participation and engagement.
- Ability to design and deliver effective training that engages adult learners.

Required Testing:

- Applicants may be tested on skills applicable to position.

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess current certification as an Occupational Therapist from the National Board of Certification of Occupational Therapists and current licensure from the California Board of Occupational Therapy.

Clearances:

- Criminal Justice Fingerprint Clearance.
- TB Clearance.

Work Environment:

- Work is performed in an office or school environment, continuous contact with staff, and representatives of other agencies.

Physical Requirements:

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

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FLSA Status: Non-exempt


Employee Group: Classified

Salary Grade: 46.0

Reviewed and Approved:

Supervisor:  _____

Date: 1-5-18

Human Resources:  _____

Date: 1/5/18