

Occupational Therapist (PG 550)



Position/Title: Occupational Therapist

Reports to: _____ **Date:** _____

Supervisor: P. Chemerys

Function and Purpose of Position

The Occupational Therapist in this position is primarily responsible for the assessment, treatment and consultation services required as part of the EIPS Supports for Students team serving all pre-K/Kindergarten children in the division and a limited number of school-age students. An Occupational Therapist is hired for this position because of their professional expertise to identify, diagnose and treat delays and disorders in fine- and gross-motor, visual perceptual, self-regulation, and self-help, as well as to model for teachers and children, effective, occupational therapy strategies that support the needs of all learners. The OT in the position is primarily responsible for the assessment, treatment and consultation services. The job addresses and identifies fine-motor and gross-motor, visual perception, self-regulation, and self-help issues that have been impacting the child's/student's performance at school.

Activity 1: Collaboration	30%
<ul style="list-style-type: none">• Liaise closely with the teachers, educational assistants, therapists, family school liaison workers, specialists and parents who participate as part of each learner's support team.• Liaise closely with department staff such as the Early Learning/Inclusive Learning consultant at the school.• Consult with other professionals (both within and outside of the division) and coordinate additional services for children/students including: feeding and swallowing referrals and medical and home care referrals.• Collaborate with other agencies to improve service delivery within Elk Island Public Schools.• Collaborate to develop programming adaptations as required.	

Activity 2: Assessment and Intervention	20%
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- Administer, score and interpret standardized pediatric occupational therapy assessments.
- Identify difficulties in fine-motor, visual-motor, perceptual-motor, self-help, and self-regulation.
- Write assessments and treatment reports (year end summaries, etc.) to share with parents and professionals internal and external to Elk Island Public Schools.
- Conduct occupational therapy within the context of typical classroom activities (circle time, snack time, fine-motor project time, gym time, etc.)
- Monitor children's/student's progress by providing ongoing observation of development in the areas of self-help skills, fine- and gross-motor skill development, socialization/play skills, self-regulation, and behavior, in conjunction with other members of the multi-disciplinary team.

Activity 3: Instructional Support	30%
<ul style="list-style-type: none"> • Generalize intervention strategies to all natural environments, which include programming for generalization in the classroom, home and new environments. • Develop and recommend activities to target individual goals of children/students as outlined in Instructional Support Plans. • Direct and assist children/students in performing daily classroom routines. • Lead instruction and activities with large and small groups of children/students. • Collaborate to develop programming adaptations and strategies as required. • Participate in Instructional Support Plan (ISP) meetings with other professionals and families. • Direct and assist teachers in transitioning of children/students to other grades/programs/schools. 	

Activity 4: Professional Development / Professional Activities	20 %
<ul style="list-style-type: none"> • Facilitate professional development for parents, teachers and educational assistants that model effective strategies to support children's/students' learning needs. • Facilitate Family-Oriented Programming Sessions (FOPS) for children and families in early intervention sites. • Attend and participate in department meetings, school staff meetings and Supports for Students staff meetings, when appropriate. • Activities to maintain professional accreditation as per ACOT guidelines. • Participate in development of department resources and initiatives as directed by the OT supervisor. 	

EDUCATION AND EXPERIENCE

- a) Education:
- i) Master or Bachelor of Science in Occupational Therapy or equivalent, with course work in assessment and treatment of fine-motor, visual-motor and perceptual difficulties.
 - ii) Registration with the Alberta College of Occupational Therapist (ACOT) is mandatory; continuing professional development as per ACOT guidelines; professional liability as per ACOT guidelines.
- b) Experience:
- i. Three years of experience in an educational setting is preferred; experience in pediatrics is strongly recommended.

KNOWLEDGE, SKILLS AND ATTITUDES

- Ability to work as a member of a multi-disciplinary team.
- Effective decision making and leadership qualities.
- Strong written and verbal communication skills.
- Demonstration and oral presentation abilities.
- Ability to translate and convey highly technical/medical information to parents/guardians and professional staff is essential.
- In this multi-disciplinary setting, it is essential to be well informed in all disciplines (speech and language, physical therapy and behavioral interventions) to meet the diverse learning needs of the child/student.
- Strong assessment and problem-solving skills are required to identify and address developmental delays.
- Ability to work independently while under the general direction of principal and/or teacher.
- Commitment to ongoing professional learning

DECISION MAKING

The Occupational Therapist makes regular decisions regarding assessment procedures, caseload management and intervention procedures. Program guidelines are in place but individual occupational therapists are constantly required to modify or make changes to established methods and procedures as needed. Changes to the program or policies are directed to the supervisor.

WORKING WITH OTHERS

The occupational therapist must be able to work well with others as he/she is not only part of a team of other occupational therapists, but also is part of a team within Early Learning, Inclusive Learning, Supports for Students, and Central Services. The Occupational Therapist must also be able to relate well to all school personnel and families.

Some of the usual contacts in this position may be:

- Principals, teachers, educational assistants and therapeutic specialists
 - To provide information, guidance and direction in area of expertise.
 - To resolve problems.
 - To collaborate on educational teams.
- Parents/guardians
 - To provide feedback, guidance, follow-up and to explain therapeutic routines and expected results.
- Children/students
 - To provide services, conduct assessment, support and guide development.
- Doctors, medical personnel and therapeutic specialist in other organizations
 - To obtain and provide information and resolve problems.
 - To collaborate on multi-disciplinary teams.
- To address child/student treatment concerns or needs.
- To coordinate authorization of specialized equipment.
- Agencies and community resources
- Liaison with Alberta Health Services and other professionals.
- Vendors and suppliers
 - To obtain appropriate equipment and materials.

PHYSICAL DEMANDS

The Occupational Therapist may be required to routinely lift items weighting up to 10 kilograms. Sometimes, heavier lifting will be required to help children/students move into and out of wheelchairs and specialized equipment.

WORKING CONDITIONS

Office space at central office is comfortable but can be crowded (shared telephone lines and computer). Within the office environment, there may be long periods of intense concentration and long periods of time spent sitting and working at a computer.

Working conditions within the schools vary from school to school. Bending and physical movement is required throughout the day: sitting at small chairs and tables, assisting children/students with self-help activities and transfers, supporting students in gross motor and self-regulation spaces.

Usually at a different school every day (may be required to travel between schools during the day). There may be frequent interruptions throughout the day.

Within school environments, there may be exposure to the following: contact with infectious diseases; body odours; aggressive behaviour; noise level; dealing with uncooperative or difficult child/student.

May be required to drive up to 2 hours per day.

Occupational Therapists follow the EIPS Divisional Calendar, beginning on the first operational day of the school year, until the end of June. Ten months of wages are distributed over a twelve month period. Travel, and the use of a personal vehicle, is required.

The scheduled hours to be worked will be determined by each specific position. The position is based on an 8 hour work day (expectation to participate in some meetings or in-services outside of school hours) and a minimum of 197 operational days.

ADDITIONAL INFORMATION

Occupational Therapists must agree to respect the confidentiality and personal integrity of children/students, parents, teachers and other staff; must have a valid driver's license and own a reliable vehicle; and, must have successfully completed a criminal record check.