

Certified Occupational Therapy Assistant (COTA)

NEW

DEFINITION

Under the supervision and direction of an assigned administrator, assist in providing occupational therapy to students; assist School Occupational Therapists (OT) with assessment, intervention, and treatment to enhance fine and gross motor function, visual motor and perceptual skills, sensory processing and modulation, and activities of daily living; and perform other duties and related work as required.

ESSENTIAL FUNCTIONS

Assist OT staff in identifying and assessing students' skills and abilities in fine motor function, gross motor function, oral motor, sensory registration and processing, motor planning, activities of daily living, and postural stability; assist with the development of the occupational therapy intervention plan as part of the IEP process; assist with data collection and assessments with established service competency documented; attend IEP meetings as directed to report findings and recommendations; maintain regular contact with supervising OT to review caseloads and services to students; attend staff meetings and assist with staff development; travel to schools as required; provide direct individual or group therapy; provide assistance and training to school staff through consultation; document therapy received and records progress; maintain a variety of service-related logs; prepare reports in collaboration with the supervising OT; organize materials needed for therapeutic interventions; participate in professional growth activities in special education as appropriate; work cooperatively with personnel from other agencies providing services to students or families as directed; operate a variety of classroom and office equipment including a computer and assigned software; attend and participate in 504s and ISTs as assigned; perform other related duties as assigned.

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES

Knowledge of:

Occupational therapy materials, procedures, and methodologies;
Typical child development;
Disorders and conditions that may impact occupational performance;
Appropriate data collection procedures;
Working with students individually and in a group setting;
Behavior management strategies and techniques;
Theory and practice of occupational therapy as it relates to children and adolescents;
Special education law relative to occupational therapy services;
Screening and assessment tools to create, implement, and grade task for student's skills and abilities in the areas of fine and gross motor function, oral motor, sensory regulation and processing, motor planning, activities of daily living and postural stability.

Ability to:

Maintain student performance records, operate standard office equipment, and efficiently use and manage time;
Effectively and tactfully communicate in both oral and written forms;
Establish and maintain effective working relationships with those contacted in the performance of required duties;
Make independent decisions to respond to student requests and needs and to select appropriate techniques to be used with students and deal effectively with behaviors of students;
Relate effectively with racially and ethnically diverse staff, students, and community.

EDUCATION AND EXPERIENCE

Education:

Associates degree or higher from an accredited college or university with an educational program approved by the California Board of Occupational Therapy (CBOT) and accredited by the American Occupational Therapy Association.

REQUIRED LICENSES/CERTIFICATES/REGISTRATION

Valid Occupational Therapy Assistant License from CBOT or valid certification issued by the National Board for Certification of Occupational Therapy (NBCOT). Possession of a valid California driver's license; qualify for insurability with the District's insurance carrier. Valid First Aid and CPR Certificate issued by an authorized agency.

Experience:

One year of experience implementing occupational therapy intervention plans; experience working or volunteering in a school or related organization activity.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:

Ability to lift, carry, push, or pull students or items weighing up to 50 pounds; other significant physical abilities include standing and walking for extended periods, lifting/carrying, crouching, reaching/handling/feeling, talking/hearing, near and far visual acuity/depth, perception/accommodation; dexterity of hands and fingers to operate a computer keyboard.

Pre-placement Physical: Class I