

The Howard County Public School System

Job Analysis

JOB TITLE: Occupational Therapist, Regional Early Childhood Center (RECC)

DOT/O*NET Code: 076.121-010/29-1122.00

POSITION INFORMATION

Summary of Duties:

The Occupational Therapist, Regional Early Childhood Center (RECC) is responsible for comprehensive evaluation, assessment, consultation, planning and implementation of integrated services to enable eligible students to benefit from instruction in the RECC environment. The Occupational Therapist collaborates with members of the interdisciplinary team to develop an Individual Education Plan (IEP), outlining goals to support access to, participation in, and progress with the student's curriculum. The Occupational Therapist develops, demonstrates, trains and monitors the effectiveness of strategies and intervention activities. The Occupational Therapist complies with all federal, state, and local guidelines in preparing documentation for students receiving assessment and intervention services. The Occupational Therapist may be assigned to multiple schools. This is a 10-month position.

Essential Job Functions:

- Provide occupational therapy services and occupational therapy consultation to RECC students, ages three to five (3-5)
- Implement interventions and strategies to support a student's learning and participation in educational activities, routines and environments when occupational therapy is required
- Explore, recommend, develop and implement student strategies and modifications to support access, participation, progress and success in the post-secondary setting
- Plan, develop, and organize curriculum based on student needs, as determined by interdisciplinary team
- Assess for needs, train classroom support personnel and conduct occupational therapy services, as outlined by the student's IEP
- Provide occupational therapy strategies, recommendations and direct intervention to maximize a student's gross and fine motor skills, functional independence in self-care activities, organizational skills/strategies in the learning environment, utilization of assistive technology, development of appropriate oral motor/feeding skills and behaviors, development of appropriate responses to sensory information, and development of appropriate motor/sensory skills needed to efficiently use written communication tools
- Observe and provide interventional services to students in a variety of settings such as classrooms, hallways, physical education areas, cafeteria, motor room, outside the building and other settings to assess functioning and determine if modifications are needed

- Collaborate and consult with interdisciplinary team to include School Administration, Teachers, Building Services Staff, Behavioral and School Psychologists, Physical Therapists, Speech-Language Pathologists, Adaptive Physical Education Teachers, Cluster Nurses and Health Room Assistants
- Observe students to identify needs and necessary accommodations, to include those in Multiple Intense Needs Classes (MINC)
- Train staff to provide necessary assistance, while fostering independence
- Evaluate each student at the required intervals; perform assessments as indicated in the student's IEP
- Continuously assess occupational therapy plans, and update as goals develop and change
- Accurately record and maintain progress notes regarding occupational therapy plans and goals; collaborate with Teachers and other professional service providers to accurately collect data to address IEP goals
- Prepare progress reports for students with goals and objectives; prepare end of year summaries
- Attend regular staff and professional development meetings, team conferences, and instructional review meetings
- Participate in 504 meetings
- Comply with all federal, state, and local documentation requirements for documenting students' background and progress; submit monthly billing for Medical Assistance
- May participate in progress report conferences with parents/caregivers, as requested
- May communicate with Physician(s) if a student has had medical procedures and information is needed to assure safety; with parent/caregiver permission, may provide updates to Physician(s)
- May conduct a home visit or meeting in other County school setting to observe or consult
- May act as Team Leader
- May supervise or train a Student Intern or Certified Occupational Therapy Assistant (COTA)
- May conduct assessments during the summer months
- Maintain regular on-time attendance

Machinery, Tools, Equipment, Work Aids Used:

- Splints
- Adapted holders
- Specialized paper and pens
- Sensory items (tactile, auditory, olfactory, visual, taste)
- Specialized seating in toilets
- Vibrators
- Chewy tubes
- Adapted utensils
- Scooters
- Bikes
- Ramp
- Straps
- Positioning devices

- Rope
- Putty
- Swings
- Ball pit
- Wedges
- Pillows
- Mats
- Books
- Pressure/weighted vest
- Puzzles
- Therapy ball
- Personal vehicle
- Cards with words and pictures
- Google Apps for Educators (GAPE)
- Software programs (Boardmaker, WorkPredict, Text to Speech, Kurzweil)
- iPad
- Pens
- Pencils
- Binders
- Text books
- Laptop computer
- Scissors
- White board
- Printer
- Copier
- File cabinets/folders
- Papers
- Calendar

Products/Materials Handled:

- All items listed above under Machinery, Tools, Equipment, Work Aids Used

EDUCATIONAL/VOCATIONAL PREPARATION

- Master's Degree in Occupational Therapy

REQUIRED CERTIFICATES/LICENSES

- Licensed by the State of Maryland Department of Health and Mental Hygiene
- Blood Borne Pathogen Training
- Sensory Integration and Praxis Tests (SIPT) Certification, preferred
- Certified by the American Occupational Therapy Association, preferred
- Certification from the National Certified Occupational Therapy (registered or licensed), preferred
- Fulfill requirements to maintain certification

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and skills generally acquired from the completion of the educational requirements of the position
- Knowledge necessary to obtain and maintain required licenses
- Knowledge of federal, state, and local laws, regulations, and procedures related to school health services
- Knowledge of related resources in the community
- Ability to communicate effectively both orally and in writing, to student, parents and staff members
- Strong documentation/record keeping skills
- Ability to identify and develop resources needed to implement special education programs
- Ability to relate well to students, parents, staff, and community-based service providers
- Knowledge of computers and software

JOB SITE ENVIRONMENT

Work Site

- 95% inside
- 5% outside

Temperature Factors

- Exposed to weather conditions when outside of the school building

Noise Factors

- Occasional noise from large groups of students, bells, or alarm systems

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine or copier/printer

Working Surface

- Carpet
- Tile floors
- Wooden gymnasium floor
- Stairs
- Blacktop and cement surfaces outside
- Natural ground and playground surfaces

PHYSICAL REQUIREMENTS – Occupational Therapist, RECC

Non-Material Handling:							
	Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>
Bend				X			Needed daily, usually for brief periods at a time. Alternatives to bending may include sitting on a stool or floor, squatting, and kneeling. Varies by location and caseload.
Squat				X			Usually partial squatting for brief periods at a time. Alternatives to squatting may include sitting, bending, and kneeling. Varies by location and caseload.
Kneel			X				Needed usually for brief periods when working with some children and when adjusting equipment.
Crawl	X						Not required.
Balance					X		To negotiate walks, parking lots, playground, and children activity rooms with floor mats.
Reach Above Shoulder			X				May be needed to retrieve and store equipment, therapy aids and supplies.
Sit				X			Usually for less than 5 minutes at a time; often on the floor with children; sustained sitting is usually limited to 15 to 30 minutes at a time but can be several hours for meetings. Also needed to drive between schools.
Stand				X			Standing may be combined with walking. Often variable.
Walk					X		Required to walk throughout school.
Running	X						Not required.
Alternate Sit/Stand		X					Alternating sitting and standing is required when working with students who rise from the floor to sitting in a chair.
Hand Dexterity						X	Needed with fingering for turning pages, handwriting, keyboarding, use of tools and office or school equipment; and for manipulating small and medium size objects.
Hand Controls				X			Needed to operate and adjust equipment and assistance devices.
Foot Controls			X				Needed for operating a vehicle to travel between schools.
Stair Climb		X					Needed at some schools that have 2 or 3 floors.
Ladder Climb	X						Not required.
Driving				X			Occasionally travels to other schools or various other locations for meetings.
Material Handling:							
	Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	Repetitions per day		1-10	<25	<100	100-500	500+ per day
	N	R	I	O	F	C	In pounds
Lift Floor to Knuckle		20	15	10	--	--	Often participated with others for handling children that need assistance as part of the Lifting Team. Mechanical lifts are available and use is required for heavier children. Needed to handle equipment and devices sometimes from the floor level. May involve overhead reaching to changing swing in the OT room.
10 in. to Knuckle		40	30	10	3	2	
Knuckle to Shoulder		20	15	10	3	2	Needed to assist in transfer and operate equipment and to store and retrieve toys, supplies, and equipment.
Shoulder to Overhead		15	10	--	--	--	May be needed to retrieve and shelf books and supplies; place posters or displays; and store supplies and equipment.
Push		40	30	25	15	--	Needed to open doors and to move therapeutic and adaptive equipment while working with students and training staff.
Pull		40	30	25	10	--	Needed to move therapeutic and adaptive equipment while working with students and training staff.
Carry		--	20	15	--	--	Needed to carry laptop, equipment and supplies. Carts may be available.

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

The Howard County Public School System
Company

Date

JOB ANALYSIS PREPARATION

Nicole M. Crawford, MA, CRC, CEES
Printed Name

Signature

Senior Vocational Case Manager/
Certified Ergonomic Evaluation Specialist
Title

First Rehabilitation Resources, Inc.
Company

Date