

Community Based and/or Fee-for-Service Occupational Therapist

GENERAL PURPOSE OF POSITION

Provide therapeutic services, as per the guidelines set forth by the American Occupational Therapy Association, as well as the New York State Department of Health and/or Department of Education to a diverse population of birth to 5 year olds with identified medical and/or suspected developmental disabilities. Assess, plan, organize and participate in therapy programs that improve mobility, relieve pain, increase strength and endurance, and decrease or prevent deformity and increase or improve functional fine motor, self care, or life skill abilities. Maintain records of children progress and communicate effectively with families and other professionals.

Provide evaluation services, as per the guidelines set forth by the American Occupational Therapy Association, as well as the New York State Department of Health and/or Department of Education to a diverse population of birth to 5 year olds with identified medical and/or suspected developmental disabilities. Participate in the planning, goal writing or creation of Positive family outcomes that improve mobility, relieve pain, increase strength and endurance, and decrease or prevent deformity and increase or improve functional fine motor, self care, or life skill abilities. Provide a comprehensive written evaluation report and communicate effectively with families and other professionals.

REPORTING RELATIONSHIP

Reports to the Community Services Supervisor

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Implement plans of care and activities for children in accordance with Early Intervention or New York State Education Law requirements, Cantalician practices and policies, and the principles and practices of occupational therapy.
- Assure that Individual Family Service Plan (IFSP) outcomes or Individual Educational Plan (IEP) mandates are fulfilled.
- Document progress toward goals on the IEP and/or document progress towards IFSP outcomes at specified intervals.
- Within scope of practice, implement plans of care that are chronologically and developmentally appropriate; reflect differentiated instruction techniques; incorporate technology, and are creative.
- Establish an effective data collection and charting system to monitor child's progress.
- Make appropriate service recommendations (e.g., increase/decrease therapy) as a result of informal evaluation, clinical judgment and child's needs.
- Review clinical records and case histories.
- Evaluate effects of treatment at various stages and adjust treatment to achieve maximum benefit.
- Engage children in activities that are interesting, meaningful and individualized to reflect each child's physical and developmental level.
- Administer therapeutic exercises and/or massage to assist in relieving pain, increasing range of motion and strength, or to prevent/minimize deformity.
- Obtain family's informed consent to proposed interventions.
- Devise appropriate annual goals and short-term objectives (PreSchool), and/or assist families in creating Positive Outcomes (Early Intervention)
- Ensure that intervention strategies are evidence based.
- Attend Committee on Preschool Special Education (CPSE) meetings - or - 6-month/Annual Reviews for children on your caseload.*
- Develop and write required reports, according to specified formats, which may include collaborating with other treating professionals to determine child's current level of functioning.
- Organize and maintain required daily treatment notes and records for each child.

- Maintain required signature verification forms.
- Provide therapeutic feeding intervention as needed.
- Make recommendations regarding the use and/or adjustment of orthotics, prosthetics, and other appliances used to support and assist the mobility of the child.
- Request the procurement of prescriptions from physicians through the Community Services Program Supervisor or Administrative Assistant(s) when occupational therapy services or durable medical equipment items are indicated.
- Foster child's independence ensuring that child achieves the greatest level of independence possible and appropriate for that particular child.
- Ensure that verbal and written communications including tone, demeanor, and content with child and parents are professional, appropriate and respectful.
- Model and demonstrate expected child behavior.
- Instruct family in treatment and procedures to be continued at home.
- Provide educational information about occupational therapy, injury prevention, ergonomics, typical developmental milestones, and ways to promote health.
- Refer children and their families to community resources and services.
- Provide care and services to promote a safe environment for children and families.
- Demonstrate the ability to work independently as well as in conjunction with other staff members and members of the agency team.
- Consistently comply with all agency policies and procedures.
- Constantly maintain high professional standards at work with regard to personal behavior and interactions with other staff and families.
- Maintain PDUs as regulated by NBCOT.

**It may also be requested that you attend CPSE or IFSP meetings for children not on your caseload or that you did not personally evaluate. Child's reports will be made available to you prior to such meeting for your review.*

SKILLS AND ABILITIES

- Demonstrate a high level of knowledge of O.T. principles, especially those that apply to children with disabilities.
- Possess good time management skills.
- Show the ability and desire to work as part of an interdisciplinary team.
- Display a high level of written and oral communication skills.
- Display a high level of interpersonal skills.
- Demonstrate a high level of behavior management skills.
- Demonstrate knowledge of the information and techniques needed to treat injuries, disease and deformities. This includes the symptoms, treatment alternatives, drug properties and interactions and preventative health-care measures.
- Display knowledge of computer and ability to utilize word processing programs.
- Exhibit familiarity with applicable standardized/non-standardized tests and assessment tools.
- Demonstrate an ability to administer diagnostic tests with a high degree of efficiency and to accurately score tests.
- Exhibit the ability to interpret test results appropriately taking into account developmental norms, functional communication, children's progress or lack of progress and any other pertinent information helpful in determining service recommendations or changes.
- Display the ability to communicate children's current level of functioning or other pertinent information orally and in written reports.
- Demonstrate knowledge of current literature and trends relating to the profession.

EDUCATION AND/OR TRAINING

- **Minimal Education:** Masters degree in Occupational Therapy.
- Licensed to practice Occupational Therapy in the state of New York by NYSED

- All licensed and registered Occupational Therapists must complete thirty-six hours of continuing education during each three year recertification period and submit documentation of same to Human Resources.
- Must have a NYS drivers license, clean driving record and proof of insurance

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation(s).

PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Stand		X		
Walk		X		
Sit			X	
Talk or hear				X
Use hands or fingers, handle or feel				X
Push/Pull		X		
Stoop, kneel, crouch or crawl			X	
Reach with hands and arms		X		
Stair climbing		X		

This job requires that weight be lifted or force be exerted. Show how much and how often by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Up to 10 lbs.			X	
Up to 25 lbs.			X	
Up to 50 lbs.			X	

This job has special vision requirements. Check all that apply.

- Close Vision (clear vision at 20 inches or less)
- Distant Vision (clear vision at 20 inches or more)
- Color Vision (ability to identify and distinguish colors))
- Peripheral Vision (ability to observe an area that can be seen up and down or to the left and right while eyes
- Dept Perception (three dimensional vision; ability to judge distances and spatial relationship.
- Ability to Adjust Focus (ability to adjust eye to bring an object Into sharp focus)
- No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure. Multi-task

WORK ENVIRONMENT

This job requires exposure to the following environmental conditions. Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Outdoor weather conditions			X	
Work near moving mechanical equipment			X	

The typical noise level for the work environment is: Check all that apply.

- Very Quiet
- Quiet
- Moderate Noise
- Loud Noise
- Very Loud Noise

Hearing:

- Ability to hear alarms on equipment
- Ability to hear children/individual calls
- Ability to hear instructions from department staff

REPETITIVE MOTION ACTIONS

Number of Hours

Repetitive use of hands	0	1-2	3-4	5-6	7 +
A. Right only					
B. Left only					
C. Both					X

Grasping: simple/light:

A. Right only					
B. Left only					
C. Both					X

Grasping: Firm/heavy:

A. Right only					
B. Left only					
C. Both			X		

Fine Dexterity:

A. Right only					
B. Left only					
C. Both					X