



Job Title: Occupational Therapist

Department: Special Education
Reports To: Lead Speech Pathologist
Grade: BG-08
Number of Days: 190
Security Access: Education Service Center
Current Date: March 7, 2014
Overtime Status: Exempt

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day:

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community
- **Joy:** Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

Position Summary: Provides educationally necessary intervention in the area of motor skill development, focusing primarily on fine motor and sensorimotor development. Services are provided in a variety of school settings, ranging from preschool to high school.

Minimum Qualifications:

Education:

- Bachelor's Degree in Occupational Therapy from an accredited college or university

Specialized Knowledge, Licenses, etc:

- National certification by the American Occupational Therapy Certification Board
- State certification/licensure as a special service provider in the area of Occupational Therapy

Experience: Working with children who are disabled

Responsibilities and Essential Functions: The following duties are representative of performance expectations.

- Completes assessment of motor and sensorimotor skill development with a focus on educational functioning
- Participates as part of a multidisciplinary team, which develops educational plans for students with disabilities
- Provides direct and consultative instructional services to students regarding motor and sensorimotor skill development to assure reasonable educational benefit in the least restrictive environment.
- Collaborates/consults with school staff, parents and outside agencies to assure issues regarding motor and sensorimotor skill development are appropriately addressed in the school setting.
- Prepares reports and appropriate documentation to assure accountability.
- Implements District, State, and Federal special education regulations as they relate to motor and sensorimotor skill development.
- Supervise and evaluate Occupational Therapy Assistant(s).
- Performs related work as required.

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

- The work is mostly walking and standing with periods of sitting.
- Typical positions require workers to lift up to 100 pounds, climb stairs, ladders or scaffolding; bend and crouch; reach, hold, grasp and turn objects; use fingers to operate computer or typewriter keyboards; demonstrate an athletic activity or physical exercise; feel the shape, size and temperature of objects; and physically restrain students.
- The work requires the ability to speak normally, to use normal or aided vision or hearing and to detect odors.

Other:

- Knowledge of appropriate assessment tools and techniques in the area of motor and sensorimotor skill development
- Knowledge and understanding of how motor and sensorimotor skill development impacts educational success
- Knowledge of an educational model of motor and sensorimotor therapy services
- Knowledge of adaptive equipment and assistive technology which may be required to address access needs of children with disabilities.
- Ability to develop and implement instructional plans relating to motor and sensorimotor development in the school setting
- Ability to develop and implement a consultation based service delivery model
- Ability to prioritize and organize work load
- Ability to communicate effectively with other professionals

- Ability to be flexible and adapt to the changing needs of students
- Knowledge of District, State and Federal special education regulations as they relate to service for motor and sensorimotor development
- Knowledge of State and District standards and benchmarks in all curricular areas
- Ability to drive to various schools in order to provide occupational therapy services in the neighborhood schools of students on caseload

Supervisory Responsibility:

- None

Working Conditions: Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

- Standard office environment

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