

DEPARTMENT OF EDUCATION
STATE OF HAWAII
CIVIL SERVICE

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Specifications for the:

OCCUPATIONAL THERAPY SERIES

Series Definition:

This series includes positions whose duties are to perform, consult, supervise, assess and/or manage professional occupational therapy services. The ultimate objective of school-based occupational therapy services is to provide an array of therapeutic services that facilitate student performance in an educational setting. Services are provided to help students improve, develop or restore functions impaired or lost through illness, injury or deprivation.

The occupational therapist (OT) works in collaboration with various school personnel which includes but are not limited to school administrators, teachers, student services coordinators, speech-language pathologists, physical therapists, school psychologists, behavioral health specialists and parents. As a member of the school team, the OT participates in the evaluation process for the purpose of (1) determining a student's eligibility for special education; (2) program planning ; and (3) gathering data for progress reporting.

Assessments completed by the OT should address student's areas of strengths and weaknesses in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure and social participation. Student performance skills, patterns, environment, activity demands and student factors are analyzed in the context of education related areas. In collaboration with the multi-disciplinary team, the OT helps to develop individualized education programs (IEPs) which address student needs, appropriate teaching strategies, accommodations, modifications and adaptations to support student performance in the educational setting.

As a member of a multi-disciplinary educational team, the occupational therapist works with students with disabilities under the following eligibility categories: autism spectrum disorder, deaf, deaf-blindness, developmental delay, emotional disability,

hard of hearing, intellectual disability, multiple disabilities, orthopedic disability, other health disability, specific learning disability, speech or language disability, traumatic brain injury or visual disability including blindness.

Occupational therapy services are governed by federal and state regulations mandating occupational therapy as a related service to assist children to benefit from their special education program.

OCCUPATIONAL THERAPIST III

8F.286

Duties Summary:

As a first level independent worker under the general supervision of a *higher level* OT and administratively supervised by a District Educational Specialist, performs occupational therapy assessments, prepares and provides an array of professional occupational therapy services so students may benefit from their education; and performs other related duties as assigned.

Distinguishing Characteristics:

This class reflects the first level independent worker that performs an array of professional occupational therapy services in a school setting to individual students and/or groups of students. Assessments and interventions should focus on addressing the student's areas of strengths and weaknesses in the school environment with focus on activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, leisure, and social participation. Incumbents of positions in this class are required to plan and organize their own workload to meet the needs of assigned students. Work performance is limited to planning for and assessing student performance, providing interventions and/or consulting with school personnel. Incumbents in this class receive general supervision from the District Educational Specialist, or professional consultation from other technically qualified professionals through conferences and review of written reports. Recommendations and decisions pertaining to interventions, assessments, etc., involving the more difficult aspects of complex cases are made in accordance with departmental policies. Decisions on routine aspects of assessments and treatment services, scheduling of services and service delivery are made as part of the regular assignment. Positions may work as a responsible, discipline representative, member of a multi-disciplinary team.

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Under the general supervision of the District Educational Specialist, selects the specific methods or measures to assess student performance; conducts activity and environmental analysis to determine barriers that limit student participation in the school environment; analyzes, interprets, documents and communicates findings; collaborates with other school team members to plan educational goals and interventions, within specified time frames; and provides occupational therapy services to address the unique educational needs of individual students and/or groups of students; consults and collaborates with, parents and para-professionals to assist with the generalization of skills and instructs students in use of strategies to gain independence; develops efficient schedules and workload; attends staff meetings and conferences, assists with in-service training programs for occupational therapy aides, other educational personnel, confers with student's families and/or outside agencies when indicated, assists with budget preparation by supplying data on services to students, workload and student progress.

Knowledge and Abilities Required:

Knowledge of: Domain and process of the occupational therapy; functional anatomy, kinesiology, neuroanatomy, physiology, neurophysiology, abnormal and educational psychology and related sciences; assistive technology, research and evidence based practices regarding current interventions techniques, including use and modifications of appropriate therapy equipment and appliances, methods of instructing students with disabilities; federal and state regulations impacting school based occupational therapy practices; and available occupational resources in the community.

Ability to: Apply the principles, methods, and techniques of occupational therapy; use the problem-solving process when focusing on student performance and student outcomes; analyze and apply clinical reasoning skills to address problems that arise in the student's engagement in occupations (i.e. activities needed for being a student and participating in a learning environment); work collaboratively with team members; deal effectively with students; recognize when adaptive equipment need to be used and where available resources are obtained; operate standard occupational therapy equipment and make minor adjustments and repairs; keep records and prepare reports; and collaborate with para-professionals to assist with the generalization of skills and/or implementation of strategies.

OCCUPATIONAL THERAPIST IV

8F.287

Duties Summary:

As a highly independent and competent worker, provides an array of occupational therapy services to identify physical and learning problems that impact progress and participation in the educational environment. Integrates scientifically based evidence into decision making occupational therapy practices. Completes assessments, analyzes evidence, draws conclusions, and implements interventions. Monitors student response to interventions and modifies as needed. Focuses on student outcomes and performance in connection with educational standards, policies and procedures. Develops efficient schedules and workload; attends staff meetings and conferences, provides training to educational team members which may be child specific or generalized to support all students in accessing the curriculum; gathers workload data; provides mentorship to lower-level occupational therapy personnel, occupational therapy students, occupational therapy assistants, students and newly hired employees.

Distinguishing Characteristics:

Positions in this class reflect highly competent and experienced workers who are under the non-technical, administrative supervision of the District Educational Specialist, and whose assignments involve a high degree of independence in their performance and decision making. Positions are fully responsible to select, administer and analyze test results to assess student strengths and needs in terms of academic, functional or developmental activities. Positions also work collaboratively with educational team members to determine the impact of student performance on progress in general education; plan and determine educationally relevant goals and objectives; prepare evidence based treatment plans by providing appropriate interventions to attain goals in an appropriate time frame; utilize an array of services that meets the student's educational needs; monitor student progress and work with school teams to determine the need for services.

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Attends meetings for collaborative planning of educational programs or provision of services; prepares information to teacher and other school personnel on preventive activities to help struggling learners, participates in whole school and/or student specific screenings; prepares reports, treatment plans and other material; may supervise a small group of lower-level OTs and para-professionals; may assign schedule and review work of subordinates and provide them with guidance and assistance; may provide technical assistance to school and/or district staff (resource teachers, district educational specialists, principals, other specialized personnel, etc.); provides advisory and consultative services and program information to parents, family members and volunteer personnel; modifies and designs therapeutic equipment; estimates equipment and therapy supplies, requisitions and maintains inventory of adequate supplies, equipment and materials for program operation; and provides fieldwork training experience for occupational therapy students.

Independently prepares and plans an occupational therapy program that consists of an array of services. Attends student focused team meetings to identify curricular expectations, current performance, other relevant information, and determine the areas in which information is needed for a particular student's evaluation. Plans, selects and uses a variety of occupational therapy methods and measures to identify the student's performance skills, patterns, contexts, activity demands and student factors in relation to the identified education-related areas. Analyzes and interprets results with the IEP team; assists with the determination of goals and objectives, implements treatment plans and monitors progress.

Knowledge and Abilities Required:

Knowledge of: Domain and process of the occupational therapy; functional anatomy, kinesiology, neuroanatomy, physiology, neurophysiology, abnormal and educational psychology and related sciences; assistive technology, research and evidence based practices regarding current interventions techniques, including use and modifications of appropriate therapy equipment and appliances, methods of instructing students with disabilities; federal and state regulations impacting school based occupational therapy practices; available occupational resources in the community; and principles and practices of supervision.

Ability to: In addition to that specified for the lower levels, interpret and implement operating policies and procedures; plan and conduct a student's occupational therapy program; advise and counsel staff effectively; explain array of services offered to students.

OCCUPATIONAL THERAPIST V

8F.298

Duties Summary:

Plans, organizes, coordinates and provides technical assistance to school and district personnel, OTs and occupational therapy assistants; serves as staff specialist in the field of occupational therapy and the role of occupational therapy services in the educational environment. Prepares program plans, develops, revises and evaluates policies, procedures, standards and guidelines; evaluates effectiveness of the program; and performs other related duties as assigned.

Distinguishing Characteristics:

Incumbents in this class receive general supervision from the District Educational Specialist or professional consultation from other technically qualified professionals. The primary purpose of this class is to provide support and guidance to the District Educational Specialist in the coordination of personnel and providing technical assistance on issues relating to the implementation of educationally relevant occupational services within the district.

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

Supports the District Educational Specialist with equitable workload distribution by: collecting and analyzing caseloads to ensure equitable workload amongst staff; coordinating and assigning personnel to complex areas; monitoring staff shortages and adjusting personnel assignments during the regular and extended school year; and communicating with the state office (OCISS) on district needs both in number of personnel and skills and knowledge required when dealing with staffing shortages. May supervise and/or mentor a small group of OTs and para-professionals by providing subject matter expertise (SME) as it relates to the educational setting; assists the DES with the SME by conducting on-site observations, reviewing reports and IEPs, coaching and mentoring of OT IIIs and OT IVs with particularly complex cases; places and assigns university graduate school externs for externship placements; and coordinates with other district staff to conduct professional development activities for district and school staff.

Knowledge and Abilities Required:

Knowledge of: Principles, theories and evidence based practices regarding prevention, identification and intervention for occupational therapy services in the schools; federal and state laws and regulations that influence occupational therapy services for students with disabilities; current research and evidence based practices that affect the need and provision of occupational therapy in the schools, connections between occupational therapy and learning and behavior.

Ability to: In addition to that specified for the lower levels, mentor staff on the appropriate provision and documentation of educationally relevant occupational therapy services in the context of education and the natural environment.

Minimum Qualification Requirements:

Basic Education Requirements:

Applicants for all levels must be graduates from an occupational therapy education program approved at the time of graduation by the Accreditation Council for Occupational Therapy Education (ACOTE). In addition, applicants must have successfully completed the field work requirements prescribed by the degree-awarding school.

Experience Requirements:

Applicants must have progressively responsible work experience of the types and quantities described in the table below:

Class Title	Occupational Therapy Experience (Years)
Occupational Therapist III	0
Occupational Therapist IV	1
Occupational Therapist V	2

Occupational Therapy Experience: Professional experience as an OT must have equipped the applicant with a full professional understanding of the theories, prevention and treatment of disabilities by occupational therapy and their proper application by the use of activities which are appropriate to the patient's physical and psychological condition and utilizing appropriate manual and other physical skills.

For levels IV and above, at least one (1) year of experience must have been comparable to the next lower level in this series.

For some positions at the OTs IV and V levels, the applicant may be required to show evidence of ability to supervise others.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to demonstrate conclusively, the ability to perform the duties of the position for which applicant is being considered.

Certification & License Requirement:

1. Applicants must have passed the OT national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT); and
2. Applicants must be licensed with the State of Hawaii as an OT at the time of appointment.

Selective Certification:

Specialized knowledge, skills and abilities may be required to perform the duties of some positions. In such positions, certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Agencies requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

Tests:

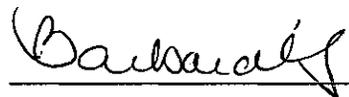
Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements:

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

This is an amendment to the minimum qualification specifications for the classes, OCCUPATIONAL THERAPISTS II, III, IV and V that was approved on July 1, 2005.

SIGNED DATE: 12/30/16



Barbara A. Krieg
Assistant Superintendent
Office of Human Resources

EFFECTIVE DATE: 12/30/16