

Occupational Therapist Assistant (COTA)

Chileda's mission is to improve the quality of life for individuals with cognitive and behavior challenges. Chileda's goal is to help students increase their appropriate social behaviors and develop independent living skills, through an enriched learning environment and individualized behavior programming. Chileda's population includes children and young adults with special needs including Autism, Traumatic Brain Injury, Attachment Challenges, related developmental delays, and intensive behavioral needs.

CLASSIFICATION:

Non-Exempt

WORKERS SUPERVISED:

None

CHILED A VALUES:

SAFETY

COMPASSION

LEARNING

COLLABORATION

RESPECT

SUMMARY: The Occupational Therapist Assistant (COTA) treats individuals with disabilities, developmental delays, and extraordinary behavior needs under the supervision of an OTR (Occupational Therapist Registered). The COTA uses assistive technology, interventions, and treatment techniques according to Wisconsin OT Standards of Practices. The COTA provides elements of evaluation under the supervision of the OTR. The COTA works collaboratively with the multidisciplinary team to meet treatment needs.

REQUIRED EDUCATION & EXPERIENCE:

- Must possess state license as a Certified Occupational Therapist Assistant (COTA)
- Associate's Degree in Occupational Therapist Assistant
- DPI certification preferred
- Ability to work collaboratively with internal and external teams
- Ability to facilitate meetings and communicate effectively
- Ability to apply knowledge of special education, data collection, and occupational therapy treatment

GENERAL HOURS OF DUTY: This position is full time, Monday through Friday, generally 8 AM – 4 PM with the ability to flex to provide training and support to residential staff.

REPORTS TO:

Primary: Occupational Therapist

Secondary: Director of Special Education

JOB DUTIES:

- Provide direct therapy to students in both individual and group sessions as outlined in the Individual Education Plan (IEP) and under the direction of the OTR
- Facilitate social skills, sensory skills, fine/motor skills, executive functioning through classroom-based groups in collaboration with teachers, behavior specialists, speech therapist, and music therapist.
- Communicate regularly with the OTR, providing input and recommendations on individualized treatment goals and plans
- Provide consultation to staff, families, social workers, and case managers

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- With guidance of the OTR determine treatment priorities and select appropriate treatment materials
- Collaborate with the internal treatment team (Case Managers, Teacher, House Managers, Behavior Specialists, etc.) to support student's occupational therapy needs
- Evaluate, document, and report progress on individual student goals on a quarterly basis.
- Maintain daily therapy notes, treatment plans, enrollments, discharge summaries, and progress notes
- Coordinate therapy schedules to ensure adequate coverage, minimal impact/disruption to the school day, and in collaboration with other therapies
- Work collaboratively with the other therapists (Behavior Specialists, Speech Therapist, Music Therapist) to meet treatment needs
- Serve as a consult of adaptive feeding/eating concerns for students
- Ensure that supportive therapy tools are available to students who need them, including sensory supports (chewies, weighted blankets, vests, etc.) and adaptive feeding equipment (specialized plates, silverware, etc.)
- Supervision, general maintenance, upkeep, and training on use of the Motor Room, Snoezelen room and other sensory spaces on campus
- Order and maintain inventory of necessary therapy supplies and supports across campus
- Assess students need for use of sensory areas on campus and create support for students to ensure successful use of the sensory spaces
- Work with treatment teams to ensure staff are trained on building functional Activities of Daily Living Skills (ADLs)
- Serve as a resource and active member of committees and teams to provide occupational therapy expertise
- Facilitate meetings and/or present information in a group setting
- All other duties as assigned.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the Job Duties of this position. While performing the duties of this job, there is frequent physical interaction with students in fulfilling self-care, behavioral interventions, and educational and recreational programs. Position involves implementing all aspects of Nonviolent Physical Crisis Intervention (CPI) including blocking, grab releases, physical transport, and physical restraint. Must be able to talk and hear to communicate with and exchange information with co-workers. Employee must be able to perform all essential functions without direct risk of harm to others or themselves. Please see Essential Functions document for specific position physical demands.

WORK ENVIRONMENT: The COTA will perform work with students in a school setting of classrooms, motor room, Snoezelen room, or an office. A shared office area is provided to complete office and clerical duties on a computer.

DISCLAIMER: The statements of this Job Description are intended to describe the general nature of the work being performed and are not assumed to be a complete list of tasks. This Job Description does not establish a contract and are subject to change at Chileda's discretion at any time. Employment at Chileda is at-will.

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Employment at-will means that Chileda may terminate or change the status or your employment at any time, with or without reason, and with or without notice.

RECEIVED BY:

Employee Signature

Date

Employee Name (Please Print)

Supervisor Signature

Date

Supervisor Name (Please Print)