
ROLE OF THE OCCUPATIONAL THERAPIST

Background

Occupational therapists (OT) are licensed health care professionals with expertise in the foundational skills needed for learning and everyday activities. Foundational skills are considered fine motor skills, gross motor skills, visual-perceptual skills, sensory skills, social-emotional skills and cognitive skills.

School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. Students may have difficulty in the following areas:

Procedures

1. The Occupational Therapist is directly responsible and accountable to the Director of Inclusive Learning. The Occupational will have specific responsibilities for:
 - 1.1. providing supervision for GYPSD Therapy Aides;
 - 1.2. mentoring, supporting and providing professional development for GYPSD Therapy Aides;
 - 1.3. providing information regarding referrals to appropriate outside agencies when needed, and will work as part of both the medical and educational team;
 - 1.4. collaborating with other Registered Occupational Therapists;
 - 1.5. maintaining a Professional Growth Plan as per Division Administrative Procedures; and
 - 1.6. providing on-site occupational therapy services to students.
2. Collaborative Consultative services and Case Management includes:
 - 2.1. working actively and collaboratively as a member of the Inclusive Education Team to provide support to schools, while ensuring the services provided are integrated and complementary;
 - 2.2. working with Inclusive Education Team to organize training and resources;
 - 2.3. assisting teachers in supporting goals in Individual Support Plan for students;
 - 2.4. communicating with families, schools, communities and external agencies to increase understanding of student needs and appropriate interventions;
 - 2.5. communicating with teachers and parents with updates on student progress, as appropriate.
3. Program Development and Instruction

The Occupational Therapist, in collaboration with classroom teachers, is responsible for:

- 3.1. development of intervention strategies for individual and small group programs to meet student needs. Intervention may involve; individual/group therapy, classroom-based intervention, adaptations, modifications and consultation/collaboration with schools teams, parents and/or outside agencies;
 - 3.2. building the capacity of school and division staff in the area of age appropriate daily foundational skills by providing targeted professional development.
4. Assessment, Evaluation and Reporting:
- 4.1. screening of Kindergarten students to identify a need for further assessment and/or intervention;
 - 4.2. assessment of a student's functional strengths and challenges in the learning environment;
 - 4.3. providing assessments, written reports, recommendations and debriefs, as required, within eight weeks from the date of the written referral;
 - 4.4. recommending appropriate adaptation tools and materials;
 - 4.5. ensuring timely submission of statistical and narrative reports as required;

Reference: Section 11,33,52,53,68,196,197,204,222,225 Education Act

Approved: June 4, 2020
Amended: