



OCCUPATIONAL THERAPIST PRAIRIE ROSE SCHOOL DIVISION

Approved: April 26, 2021

Position: Occupational Therapy

Reports to: Director of Student Services

Policy:

The Board of Trustees of Prairie Rose School Division provides occupational therapy services to students within the educational setting and to work collaboratively and consultatively with school administration and staff to help all students succeed.

Statement of Occupational Therapy Principles and Values:

The College of Occupational Therapists of Manitoba (COTM) sets standards of practice that registered occupational therapists are required to meet. The COTM Code of Ethics guides professional practice. Occupational Therapists will conduct themselves in accordance with the duties, obligations and responsibilities described therein.

Occupational Therapists hired by school divisions to work within the schools of Manitoba are professionals certified by Manitoba Education. They respect both the ethics, standards, and guidelines set forth by the College of Occupational Therapists of Manitoba and those set forth by Manitoba Education Professional Certification Unit, which includes those of the Manitoba Teachers Society.

Position Summary:

Occupational Therapists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise to help children and youth develop social skills, handwriting, fine motor, self-regulation & organizational skills. They work with teachers, make changes to the school environment, and introduce assistive technology to make school a better place for learning.

Occupational Therapists collaborate with students, parents/guardians, families, the In-School Support Team (ISST) and the School Support Team to create safe, healthy and supportive learning environments that strengthen connections between home, school and the community.

Responsibilities:

Student-Focused Direct Interventions involve assessment and/or intervention with an individual student. This may include:

- Assess areas of difficulties – including physical/motor, cognitive and sensory.
- Intervention programs for physical, cognitive, behavioural, or mental health challenges.
- Adapt and introduce new ways to do things.
- Design an accessible environment.
- Prescribe assistive devices.
- Consult with families or caregivers.
- Connect with community supports, services and resources.

Student-Focused Indirect Interventions occurs when the occupational therapist works with the Core Team, ISST and/or School Support Team in planning interventions for individual students. This may include:

- Providing consultation to the team to determine the most appropriate educational plan, which could include adapted, modified and/or individualized student specific outcomes.
- Facilitating and coordinating ongoing treatment through referral services and the involvement of community resources.
- Providing ongoing consultation with the team in order to adjust interventions based on student progress.

School and Division-Wide Interventions help systems improve their abilities to meet student and staff needs. This may include:

- Collaborating with systems to support inclusion of exceptional students.
- Providing training or professional development based on current research regarding mental health, learning and behaviour.
- Advising on evidence based prevention and intervention programs.
- Participating in planning and implementing system-wide screening and assessment programs.

Knowledge and Skills:

- Commitment to success for all students
- Ability to conduct and report on relevant physical, cognitive and behavioral assessments
- Proactive approach to addressing issues with sensitivity and sophistication
- Ability to manage confidential and sensitive information with professional discretion
- Thorough knowledge of academic, learning, and behaviour interventions
- Capacity to nurture strong and trusting relationships with students, staff and families
- Demonstrates empathy, excellent listening skills
- Capacity to build strong and lasting relationships with internal and external stakeholders

Education and Experience:

- Hold a School Clinician's permanent or provisional certificate as defined in M.R. 515/88, or equivalent.
- Have successfully completed an accredited Occupational Therapy Professional Program recognized by the Bachelor of Occupational Therapy or Clinical Masters of Occupational Therapy or approved equivalent.
- Must be a current member of the College of Occupational Therapists of Manitoba in good standing.