



ORIENTATION AND MOBILITY SPECIALIST

Department/Division:	SELPA
Reports To:	SELPA Executive Director / Designee
Provides Support To:	Designated students
Classification Status:	Certificated
Date Prepared:	January 2018
Board Adopted:	Revised 3/20/2018

POSITION DESCRIPTION

Orientation and Mobility Specialists provide orientation and mobility to individuals with exceptional needs between the ages of birth to twenty-two years, who are identified as having a visual impairment.

BASIC FUNCTION

Under the direction of SELPA Executive Director or designee provides instruction for visually impaired students which enables them to orient to their environment. Plans and provides mobility training for students which enables them to travel safely from one point to another. Provides consultation to teachers, parents, and support staff regarding orientation and mobility needs. Performs related duties as assigned.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Provides mobility device training such as canes or walkers; provides training in use of low vision distance aids, if appropriate; provides environmental skills training such as crossing streets, using public transportation, and getting around in educational, residential, or community environments.
- Develops, adapts/modifies, and sequences a variety of instructional activities to meet the students' individual goals/objectives which are based on the student's IEP.
- Provides student instruction; establishes/maintains behavioral management system for students; establishes a varied environment which accommodates the differing ways students learn; maintains records and reports regarding pupil progress in a timely manner.

ADDITIONAL DUTIES MAY INCLUDE:

- Teach visually impaired pupils the skills commensurate with their intellectual, physical and emotional needs, as determined by assessment and utilizing Southwest SELPA approved orientation and mobility techniques.
- Observe, provide and monitor an appropriate physical and psychological environment to establish and reinforce appropriate pupil behavior and compliance with instruction.
- Assess pupils to determine their mobility and orientation needs.
- Develop and implement clear and coherent orientation and mobility plans appropriate for IEP goals and objectives to address pupil needs.
- Maintain a variety of pupil records, including attendance and progress reports.
- Participate in professional development activities and implement strategies as appropriate to meet pupil needs.
- Provide access to various specialized equipment/materials for the visually impaired.
- Travel to multiple sites within Los Angeles County may be required.

QUALIFICATIONS:

- Must hold a valid CA credential as an Orientation and Mobility Specialist, authorizing service to individuals who have a physical impairment.
- Successful teaching experience, or successful remedial teaching experience, or student teaching or internship in a program that serves pupils with a visual impairment.
- Knowledge of current educational trends, technology, techniques and strategies for orientation and orientation implementation.
- Possession of a valid California driver's license, and be able to provide own transportation in the performance of work assignments (mileage reimbursed).

EDUCATION / CERTIFICATION:

- Bachelor's Degree from an accredited college or university
- Valid California Clinical or Rehabilitative Services Credential as Orientation and Mobility credential that authorizes instruction for orthopedically impaired students
- English Learner authorization (CLAD)

WORK ENVIRONMENT

Working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Variations in conditions may occur under certain circumstances.

Employees in this position will be required to work indoors in a classroom environment consisting of tables, chairs, orthopedic devices, and playground toys and equipment; supervise student activities outdoors in varying degrees of temperatures; travel by motor vehicle; and come in direct contact with students, parents, agency staff, district staff and the public.

PHYSICAL AND MENTAL DEMANDS

PHYSICAL DEMANDS:

The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- While performing the duties of this job, constantly exposed to risk of trip and fall (over wheelchairs, walkers, IV stands, Hoyer lifts, crutches, etc.) as well as risk of physical outbursts from students.
- Sufficient vision to read printed material, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 5 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, or reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate office equipment, and move about the work area.

MENTAL DEMANDS

While performing the duties of this classification, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with district and program personnel, managers, staff, parents, school administrators, the public, and others encountered in the course of work.

Board Policy 4030: *The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.*