

Orientation and Mobility Teacher

DEFINITION

Under the direction of the Director of SELPA and Student Support Services or designee. The Orientation and Mobility Teacher plans and provides instruction for visually impaired students which enable them to orient to their environment. Plans and provides mobility training for students which enable them to travel safely from one point to another. Provides consultation to teachers, parents, and support staff regarding orientation and mobility needs.

QUALIFICATIONS:

Credential:

- Possession of a valid California Teaching Credential, authorizing service as an Orientation and Mobility Instructor. (Prefer dual certification including authorizing service as a teacher of exceptional students, visually handicapped).

Experience:

- A minimum of three years credentialed experience preferably with emphasis on working with the visually handicapped population

Certifications:

- CPR and First Aide certification required

Other:

- Must possess a valid California Driver's License

DISTINGUISHING CHARACTERISTICS:

Knowledge of:

- assessment methods, techniques and tools for student with visual impairment
- alternative means of communication for nonverbal students

The ability to:

- apply principles and methods of developing an instructional and behavioral management system
- teach total communication to nonverbal student
- design and implement Individual Education Plans for individuals with disabilities
- work with and/or learn about AV equipment and computers
- obtain sufficient strength to assist/lift nonambulatory students
- lift/move adaptive equipment

TYPICAL DUTIES AND RESPONSIBILITIES:

- conducts assessments/evaluation of students' orientation and mobility needs
- attends and serves as a member of the IEP Team
- assists in the development of IEP instructional goals/objections
- assists in identifying other related services for the student
- reassesses/evaluate student progress and submit reports in a timely manner
- provides instruction in basic concepts such as direction, distance, and time
- instructs in use of remaining senses including vision
- instructs in orientation skills such as landmarks or number systems
- provides mobility device training such as canes or walkers
- provides training in use of low vision distance aides, 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
- provides student instruction
- establishes/maintains behavioral management system for students
- established a varied environment which accommodates the differing ways students learn
- maintains records and reports regarding pupil progress
- maintains cooperative working relationships with parents, staff, other school district personnel, and other community service agencies
- maintains effective and timely written and oral communication with parents, staff, other school personnel, and community agencies
- attends various school related meetings
- provides parent education related to students' needs
- consults with teachers and paraprofessionals assigned to class
- provides inservice training and consultation to staff, school district personnel, volunteers, and agency personnel
- works with general education staff to foster integration of special education students
- participates in professional development activities
- Performs related duties as assigned.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, lifting nonambulatory students, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and/or classroom or outdoors and come in direct contact with district staff and the public.