

MENDOCINO COUNTY OFFICE OF EDUCATION

<b>Job Title:</b>	<b>Orientation and Mobility Specialist</b>	<b>Reports To:</b>	<b>Director of Special Education</b>
<b>Division:</b>	<b>Educational Services</b>	<b>Employee Unit:</b>	<b>Certificated</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>Work Year:</b>	<b>10 Months</b>
<b>Supt. Approval:</b>	<b>May 10, 2011</b>	<b>Salary:</b>	<b>Column I-V</b>

**BASIC FUNCTION:**

An Orientation and Mobility Specialist is responsible to the County Superintendent and works under the supervision of the Special Education Director. The Orientation and Mobility Specialist teaches individuals with vision disabilities, providing a program and instruction to promote cognitive, academic; communication and language, behavioral and social, and physical development.

The Orientation and Mobility Specialist will provide instruction to orient blind students to their environment (class, school, home, neighborhood and city) to ensure safe, confident, efficient and independent mobility.

**REPRESENTATIVE DUTIES AND RESPONSIBILITIES:**

- Collaborate with Individual Education Plan (IEP) team members in regards to the students’ progress and participate in IEPs and Transition Plans for all students on caseload;
- Notify case manager, complete and send appropriate forms to parent or case manager, prepare report and provide copies to case manager, draft goals, update present levels and progress when assessment or IEP is required;
- Observe students and conduct functional vision, orientation and mobility assessments to identify short and long-term students needs; develop, implement and modify instructional, training and remedial plans, strategies, goals, objectives and activities in accordance with student needs and progress;
- Provide orientation and mobility instruction, where appropriate, in the following areas: body imagery, laterality, environmental concepts, gross and fine motor skills related to independent travel, sensory awareness, stimulation and training, spatial concepts, human guide procedures, basic protective and information gathering techniques, orientation skills, map skills, cane skills, use of residual vision, low vision aids related to travel skills, residential travel, travel in business districts, procedures for crossing streets, including traffic control signals, use of public transportation systems, procedures for the use of the telephone for information gathering and application of community address systems, procedures for travel and independent functioning in places of public accommodation, skills of daily living, sensory/ motor skills, advocacy and age-appropriate social skills;
- Prepare and use equipment and materials for the development of orientation and mobility skills, e.g., tactual maps, modes, distance low vision aids and long canes;
- Instructs students and significant adults in the use of technological aids appropriate to the student’s disability;
- Transports students to various community locations as necessary to provide meaningful instruction in realistic learning environments;
- Responsible for students’ safety at all times and in all teaching environments while fostering maximum independence;
- Confer regularly with parents, classroom teachers, physical education teachers and/or other special education personnel to assist in home and classroom environmental modifications, adaptations and considerations, and to ensure reinforcement of appropriate orientation and mobility skills that will encourage the visually impaired student to travel independently in these settings;

- Work cooperatively with personnel from the student's district of residence and outside agencies providing services to the student and family;
- Coordinate, schedule and arrange doctor appointments, meetings and other functions in support of assigned student's orientation and mobility services;
- Participate in professional growth activities such as conferences, classes, staff meetings and visitations;
- Provide training, direction and supervision for assigned ancillary staff;
- Provide instruction and services as indicated on IEP for assigned pupils;
- Requisition materials and supplies in a timely manner;
- Maintain attendance accounting, submitting this and other required reports in a timely fashion; and,
- Perform related duties as assigned.

#### **MINIMUM QUALIFICATIONS:**

- A Restricted Special Education Credential in visually-handicapped in mobility; **or**
- A valid California Clinical Rehabilitative Services Credential authorizing service for Orientation and Mobility; **or**
- Be eligible to enroll in a university intern program by meeting the following requirements:
  - A Bachelor of Arts Degree from an accredited college or university
  - Satisfaction of the Basic Skills Requirement (i.e., California Basic Educational Skills Exam)
  - Passing scores on a CSET subject-matter exam\*
  - Pre-service conditions as required by selected university
  - A Master of Arts Degree with an emphasis in special education preferred;
- Possess or obtain upon employment, a valid California Driver License;
- Provide proof of automobile insurability;
- Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting fifty (50) pounds on an occasional basis and in excess of fifty (50) pounds with assistance.

*\* Candidates who have only a BA and the basic skills requirement may be employed on a Provisional Internship Permit to allow time to pass a subject-matter exam in order to enroll in a university intern program.*

#### **DESIRED QUALIFICATIONS:**

- Classroom experience teaching orientation and mobility skills;
- Knowledge of agencies providing services for the blind and visually impaired;
- One (1) year of successful experience in a California school district or County Schools Office;
- Skill in providing training in concept development, gross motor development, posture, kinesthetic perception, sensory discrimination, pre-cane skills, basic mobility skills and techniques;
- Skill in preparing and maintaining reports and records;
- Knowledge of the development of skills related to self-help strategies and reinforcement procedures to encourage students to move independently throughout their environment.

#### **WORK ENVIRONMENT:**

- Work is performed in an office, school or community environment and involves continuous contact with staff, representatives of other agencies and members of the public

**PHYSICAL ABILITIES:**

- Dexterity of hands and fingers to operate various equipment;
- Working at the computer, sitting at a desk, and driving a vehicle from site to site;
- Hearing and speaking to exchange information and make presentations;
- Operate instructional and office equipment;
- Sitting or standing for extended periods of time;
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts;
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone;
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings;
- Walking, twisting, stooping, crouching, kneeling, bending over, grasping, reaching overhead, pushing, pulling and moving, lifting and/or carrying 0-50 pounds to waist height. Specifically, be able to meet the physical needs of the physically handicapped students, when applicable, by providing them assistance with adaptive devices and equipment for their individual needs;
- Ability to work independently with little direction.

*Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.*

**HAZARDS:**

- Potential for contact with bodily fluids, blood borne pathogens, and communicable diseases;
- Exposure to anti-social behavior;
- Driving a vehicle during adverse weather conditions.