

## **COLONIAL INTERMEDIATE UNIT 20**

### **POSITION DESCRIPTION**

- TITLE:** Orientation and Mobility Instructor
- QUALIFICATIONS:** Pennsylvania Department of Education certification as Teacher of the Visually Impaired; minimum of a bachelor's degree; additional Orientation and Mobility Instructor certification from an accredited Orientation and Mobility Instructor program
- REPORTS TO:** Supervisor of Special Education
- LOCATION:** Position is itinerant, serving schools assigned by Supervisor, according to needs
- JOB GOAL:** Assist students within Early Intervention and grades K through 12 with vision acuity losses to the degree that their orientation and/or mobility skills in their educational environment are adversely affected. Orientation and Mobility Instruction encompasses the art and science of presenting to the blind or visually impaired students those aids, methods, services and skills which enable them to move from one place to another with confidence, safety, dignity and purpose.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

1. Evaluate vision referrals, inventory and investigate the student's orientation and mobility skills.
2. Actively participate on Multi-Disciplinary Teams (MDT's) in the Multi-Disciplinary Evaluations (MDE's).
3. Provide input for Evaluation Reports (ER's).
4. Complete Individual Educational Plan (IEP's) with parents. Keep records, including data on the instructional program, progress and attendance in accordance with Federal and State Regulations and local policies.
5. Provide instruction and assistance to the visually impaired students as needed through avenues including:
  - a. Suggestions to the classroom teacher and counselors regarding how the student may be better served.
  - b. Assist the student in subject areas where additional help is needed.
  - c. Teach the student skills which, because of his visual impaired, will be useful to him.
  - d. Review/revise the students' individual IEP at least once a year.

- e. Cooperate with the reevaluation team assigned to update the students' IEP's.
- 6. To be totally committed to the highest degree of ethics and standards expected of a professional in Orientation and Mobility.
- 7. To repeat the evaluation procedure at realistic points in the student's orientation and mobility program.
- 8. To locate and secure those particular areas which lend themselves specifically to the teaching of orientation and mobility.
- 9. To systematically plan and develop, in a sequential order, a set of relevant and carefully designed lesson plans for each particular area secured for the purposes of orientation and mobility instruction.
- 10. To design lessons which are in a definite sequential order, which emphasizes a simple to complex learning order, which promote a pattern of success, which gradually increases the visually impaired student's confidence and desire for independence and which clearly considers the individual needs and wants of each visually impaired student receiving instruction.
- 11. To correspondingly plan and develop a sensory training program that emphasizes the use of the remaining senses for the purposes of orientation and mobility.
- 12. To ensure that an ongoing process of evaluation and analysis of the student's abilities lead into current lesson and teaching methods, and that new ideas and techniques in the field of Orientation and Mobility are implemented, when considered highly beneficial to the visually impaired student receiving services.
- 13. To promote the consistent use of terminology and techniques by all visually impaired students receiving orientation and mobility instruction.
- 14. To consider the safety of the student at all times during the course of instruction.
- 15. To promote the beneficial aspects of independent mobility with a low vision aid, cane, dog or electronic devise.
- 16. To counsel, in relation to professional and personal standards, all students, relatives, friends and/or professionals who submit questions or desire information concerning orientation and mobility.
- 17. To ensure that all students who receive instruction conform to the highest caliber of standards possible in relation to their total knowledge and skills as independent travelers.

18. To implement and consistently reassess the individual programs of instruction for each student receiving services so that each may meet his unique needs.
19. To secure a realistic time period of instruction for each student receiving training in terms of needs and accompanying problems.
20. To use the process of self-evaluation and outside constructive criticism to ensure teaching techniques and overall ability of the orientation and mobility specialist meet defined professional standards.
21. To present to each blind student the possibilities of using a dog guide or electronic device in conjunction with the cane so they may decide which mobility tool they wish to use for independent travel. (Demonstrations, meeting with guide dog representatives and referrals as applicable.)
22. To conduct in-service training sessions when needed.
23. To communicate directly with professional peers in relation to new ideas and service in the field of blindness and rehabilitation.
24. To recognize the uniqueness of each student instructed and individualize the particular mobility program to the student's own special needs.
25. To remain up-to-date, well versed and totally informed in all aspects of the field of blindness, rehabilitation and related fields. (Medical, sociological, psychological, educational and vocational areas.)
26. To promote professional standards and services in the areas of orientation and mobility instruction.
27. To play an active role in helping to formulate and implement the Colonial Intermediate Unit 20 policies relating to the field of orientation and mobility.
28. To contribute new and beneficial ideas and techniques to the field of orientation and mobility.
29. To see to it that each student who received this orientation and mobility instruction leaves with the highest possible level of skills, which will enable them to function more efficiently in society.
30. Complete periodic reports on pupils and program status.
31. Attend staff meetings and serves on staff committees as required.
32. Assume responsibility for materials, equipment and facilities.
33. Respond positively to supervision and suggestions for improvement.

34. Work to stay current in subject and/or content area, as well as instructional techniques.
35. Ability to stand, walk and sit continuously.
36. Ability to commute between buildings/districts throughout the day and week.
37. Ability to push, pull and lift items occasionally.

**OTHER MAJOR DUTIES AND RESPONSIBILITIES:**

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job related instructions and to perform any other job related duties requested by their supervisor.

**TERMS OF EMPLOYMENT:**

1. Salary and work year to be established by the board.

In accordance with state and federal law, reasonable accommodations will be considered upon employee request.