



## REHABILITATION INSTRUCTOR FOR THE BLIND

2333

### GENERAL DESCRIPTION OF CLASS

The REHABILITATION INSTRUCTOR FOR THE BLIND assesses adult clients referred for services, develops individualized training programs, and instructs and counsels clients on adapting to sight loss. Some positions specialize in teaching specific skills such as Braille, daily living skills, orientation and mobility or low vision.

### DISTINGUISHING FEATURES

This is the second of a two-level series. Responsibility for providing fully proficient, journey-level rehabilitation teaching services to clients distinguishes this class from the lower level. Employees may train and mentor Rehabilitation Instructors for the Blind (Entry).

### DUTIES AND RESPONSIBILITIES

The duties listed below are not inclusive but characteristic of the type and level of work associated with this class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

#### 1. Assessment

Review medical, psychological, audiological, and ophthalmological reports to learn the extent of visual and secondary disabilities. Assess physical ability, learning ability, tactual perception, memory, conceptual development, attitude, and motivation to develop teaching strategy.

Help clients identify goals for instruction (e.g., vocational, personal, daily living, leisure, communication, travel). Assess clients' existing abilities in using their vision, traveling, participating in leisure activities, accomplishing daily living tasks, and accessing written information. Assess how clients function within their personal, social, and employment situations.

Design and administer an individualized learning program based on the assessment results and identify techniques and equipment needed to achieve the client's goals. Recommend equipment or additional training needs to the Vocational Rehabilitation Counselor (VRC). Continually assess whether training program is meeting client's goals and revise as needed.

#### 2. Direct Instruction

Deliver specialized rehabilitation instruction on adaptive skills for employment and independent living. Administer and interpret low vision assessments for near and far distance. Develop and teach visual efficiency. Decide on appropriate types of optical aids (e.g., magnifiers, monoculars, closed circuit TV) and teach the use of optical and non-optical aids (visor, white cane, writing aids) to enhance vision and improve mobility.

Identify factors affecting physical safety in the home and work environment and recommend adaptive techniques for personal care, eating, clothing maintenance, health care, medication and secondary disability management, bill paying, record keeping, money management, shopping, cooking, and cleaning. Teach techniques to access and record written information including the use of magnifiers, large print, alternative tactile alphabets, Braille, electronic and digital devices.

Teach orientation and mobility including fitting a white cane, cane handling, sighted guide technique, and spatial concept development in situations such as indoor or outdoor, residential, commercial, downtown, rural, and night travel. Teach the use of public, private, and alternative methods of transportation, orientation to surroundings, traffic interpretation, and problem solving to travel independently in familiar and unfamiliar settings in a safe and efficient manner.

Counsel clients and family members to help them make a positive psychological adjustment to vision loss. Demonstrate techniques for clients to express their fears and deal with the anxieties and prejudices of their individual support system and the public.

### **3. Case Management**

Deliver specialized rehabilitation instruction on adaptive skills for employment and independent living. Interview prospective clients and assess functional limitations. Determine eligibility for programs and write eligibility statement. Meet with the client to develop an individualized training plan. Keep records of client's progress. Write monthly progress reports, update status changes and close cases when completed. Evaluate client's progress toward goals and objectives and attend staffings.

Provide client with information on available vendors and may procure equipment according to agency, state, and federal policy. Coordinate services with other instructors, Vocational Rehabilitation Counselors, outside professionals, volunteers, and family members to meet clients goals. Provide information on community resources to help clients transfer back into their home community from intensive residential training.

### **4. Education/Training**

Provide in-service training, educational lectures, and demonstrations at hospitals, schools, health care facilities, government agencies, and other service organizations. Consult with medical providers and city, county, and state governmental agencies about laws, techniques, and adaptive systems available to modify environments for vision loss.

Organize seminars for clients and their families to address psychological impact of vision loss. Train, mentor, and supervise students and interns new to the profession. Represent agency at public information activities to promote awareness of agency services and the capabilities of blind people.

## **MISCELLANEOUS**

Keep required case file documentation and prepare monthly reports. Maintain educational materials and teaching supplies, including ordering, inventorying, and accounting for sales. Develop and use community resources to expand and strengthen services to clients. Represent the agency and clients to the community, public, and private agencies by serving on boards or committees and attending conferences and community events.

## **RELATIONSHIPS WITH OTHERS**

The Rehabilitation Instructor for the Blind has in-person contact for most of the workday evaluating and instructing a diverse group of clients who are visually impaired and who may have secondary disabilities. The employee also has in-person and telephone contact with families to reinforce and explain training and with other community agencies, community professionals, and other government agencies to provide consultation and instruction or to coordinate services.

**SUPERVISION RECEIVED**

The Rehabilitation Instructor for the Blind receives general supervision from an on-site or off-site supervisor who reviews the job through staff meetings, case memoranda, informal discussion of specific cases, and progress of client's instruction.

Policies of the agency, client input (individualized plan) and state and federal laws, policies, and regulations pertaining to disabled clients provide guidelines to do the work.

**GENERAL INFORMATION**

The Rehabilitation Instructor for the Blind provides instruction and training in classroom and itinerant settings, and may include working outdoors in a variety of weather conditions and environments, including uneven terrain, stairs, roadsides, rural or heavily congested areas, and a client's workplace and home. This also includes working closely with clients who may be angry or resistant. Some positions may require overnight travel and a flexible work schedule to meet the needs of clients.

**KNOWLEDGE AND SKILLS (KS)****General knowledge of:**

Social and psychological impact of vision loss.
Optic principles, eye pathologies, and its functional implications.
Physical, mental, emotional, and learning impairments.
Adaptive techniques and devices for secondary disabilities.

**Basic knowledge of:**

Theories, principles, and practices associated with rehabilitation counseling and federal laws pertaining to the vocational rehabilitation program.
Anatomy, kinesiology, and physiology.
Case management techniques.
Functional limitations resulting from disabling conditions in addition to vision loss.

**Skill:**

Observing, assessing, and evaluating client's functional abilities and development of individual goals.
Developing an individualized training program.
Instructing blind clients in specialized adaptive techniques.
Evaluating functional near and distance vision.
Communicating with and teaching people from a variety of backgrounds.
Reading and analyzing medical and psychiatric reports.

**Some positions in this class may require one or more the following:****General knowledge of:**

Orientation and mobility instruction methods, principles, and techniques.
Alternative communication systems, such as Braille and large print.
Non-optical aids, illumination and its effect on functional vision.
Low vision aids, evaluation, and training.
Accepted instructional methods, principles, and techniques for adaptive daily living skills.

**Special qualifications:**

Some positions may require certification from an outside accrediting organization such as the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER).
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**NOTE:** The KNOWLEDGE and SKILLS are required for initial consideration. Some duties performed by positions in this class may require different KS's. No attempt is made to describe every KS required for **all** positions in this class. Additional KS requirements will be explained on the recruiting announcement.

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