



STATE OF OREGON POSITION DESCRIPTION

Position Revised Date:
May 2022

Agency: Oregon Commission for the Blind

Facility:

New Revised

This position is:

- Classified
- Unclassified
- Executive Service
- Mgmt Svc – Supervisory
- Mgmt Svc – Managerial
- Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

Vocational Rehabilitation

a. Classification Title: <u>Specialist</u>	b. Classification No: <u>C6648</u>				
c. Effective Date: _____	d. Position No: _____				
e. Working Title: <u>Rehab Instructor f/t Blind Specialist</u>	f. Agency No: <u>585000</u>				
g. Section Title: _____	h. Budget Auth No: _____				
i. Employee Name: _____	j. Repr. Code: <u>OAS</u>				
k. Work Location (City – County): _____					
l. Supervisor Name: _____					
m. Position:	<input checked="" type="checkbox"/> Permanent	<input type="checkbox"/> Seasonal	<input type="checkbox"/> Limited Duration	<input type="checkbox"/> Academic Year	
	<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time	<input type="checkbox"/> Intermittent	<input type="checkbox"/> Job Share	
n. FLSA:	<input type="checkbox"/> Exempt	If Exempt:	<input type="checkbox"/> Executive	o. Eligible for Overtime:	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> Non-Exempt		<input type="checkbox"/> Professional		<input type="checkbox"/> No
			<input type="checkbox"/> Administrative		

SECTION 2. PROGRAM AND POSITION INFORMATION

a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.

The Commission for the Blind (OCB) provides vocational rehabilitation and independent living services to Oregonians who experience vision loss. The Commission is governed by a 7-member Commission that are Governor-appointed/Senate-confirmed.

The OCB mission is to empower Oregonians who are blind to fully engage in life. We fulfill this mission by administering federal- and state-funded vocational rehabilitation and independent living programs that support Oregonians who are blind or visually impaired in going to work and living independently in their homes and communities.

The Agency's core values include:

- Customer service – Dedication to meeting the needs of our clients and customers and to honoring our commitments;

- Leadership – Being open and authentic, and lifting others up while building consensus towards a common goal;
- Integrity – Meeting commitments, acting responsibly with public and personal trust and being accountable for words and actions;
- Professionalism – Embodying a commitment to quality and pride in our work;
- Operational excellence – Striving for the highest quality and for continuous improvement;
- Innovation – Developing creative solutions and putting them into action; and
- Collaboration – Demonstrating an ability to facilitate, negotiate, build consensus, develop strong teams and empower others.

We are committed to ensuring that people have access to options and opportunities and are equipped with the tools and resources they need in order to make meaningful choices for their lives.

The Commission for the Blind has six major program objectives in support of our mission:

1. Helping Oregonians who are blind get and keep jobs that allow them to support themselves and their families;
2. Training Oregonians in skills related to dealing with blindness such as adaptive technology, white cane travel, braille, and activities of daily living;
3. Supporting in-school youth who are blind as they transition from high school to further education, training and employment through the provision of pre-employment transition services;
4. Helping those senior citizens and individuals who experience vision loss acquire essential adaptive skills so that they may remain independent in their homes and active in their communities;
5. Licensing and supporting business owners who are blind who operate food service and vending operations in public buildings throughout the state; and
6. Assisting Oregon businesses to attract and retain qualified job seekers who are blind as part of their overall hiring and diversity initiatives.

b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:

Helping seniors and individuals who experience vision loss acquire essential adaptive skills so that they may remain independent in their homes and active in their communities is the core program this position serves (Section 2a #4). Supporting the other programs will be expected approximately 25% of the month. By providing in-home services the client does not have to travel to their lessons but instead receives them in their home environment where services are tailored to their specific needs.

This role serves as a consultant to field staff regarding services and resources for individuals who are blind and experience low vision and provides professional consultation and training as needed to support the rehabilitation process for individuals who are blind. This position provides consultation and training on rehabilitation matters to staff within their geographical area of OCB, other state agency staff, medical providers, referral sources and other partners. This role may also train and mentor new hire Rehabilitation Instructors for the Blind. This role is responsible for statewide consultation and training for agency staff and partners (including external state agency staff, medical providers and referral sources) and will train and mentor Rehabilitation Instructors for the Blind (Entry). This position will provide consultation, training and expertise on various rehabilitation techniques and skills, and will coordinate and administer training and education to staff and partners when necessary.

SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

% of Time	N/R/NC	E/NE	DUTIES
<p><i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.</i></p>			
60%	NC	E	<p>Direct Services— Direct Service is defined as instructing the client and travel time to/from the client’s home/work/destination.</p> <p>Instructing the Client:</p> <ul style="list-style-type: none"> • The employee will have in-person contact for most of the working day, assessing and instructing a diverse group of visually impaired clients who may have secondary disabilities. The employee will also have in-person and telephone contact with families, friends, care givers and others to reinforce and explain training. • During initial communication (phone or in-person), Rehabilitation Instructors (RI’s) observe and assess the client’s physical ability including fall risk, learning ability/cognition, tactual perception, conceptual development, attitude, environment, motivation, ability to travel, daily living skills, use of flat screen devices, use of phone, leisure activity participation, and access to print, etc. Client and teacher determine the plan goals after the client agrees to receive services and is open to instruction. As appropriate, the client will share their preferred learning styles. • Post assessment the RI uses the plan goals to deliver specialized rehabilitation instruction. These goals include but are not limited to: <ul style="list-style-type: none"> ○ Provide client with information on resources and procure or recommend equipment according to agency, state, and federal policy. Provide information on community resources to help clients integrate into their home community. ○ Listen to clients and offer thoughtful advice to make positive psychological adjustments to living with vision loss. Establish techniques for clients to express their fears and concerns, facilitate methods for dealing with anxiety and potential judgment by family, friends, and the general

public.

- Administer functional low vision assessments. Teach near vision techniques to access written print including the use of magnifiers, large print, braille, or electronic digital devices. Teach far vision techniques to access walk/don't walk signs, street name signs, and menu boards using monoculars. Develop and teach both visual efficiency (utilizing eccentric viewing, optical aids such as magnifiers, monoculars, CCTVs, contrast, lighting, and non-glare filters) and non-visual strategies (utilizing tactile, proprioceptive, auditory, and olfactory senses).
- Identify aids, such as signature guides, bump dots, talking devices, etc., that would serve in meeting client's goals. Identify safety hazards in the home and recommend or resolve those factors. Demonstrate adaptive techniques for personal care, eating, clothing maintenance, medication management, bill paying, record keeping, money management, shopping, cooking, cleaning, and other areas as needed.
- Instruct client in the use of technology devices including cell phones, smart phones, and tablets. Technology goals may include making and receiving calls, composing and reading emails, texting, operating text to speech apps, using transit, GPS, using intelligent assistants like Siri/Hey Google, screen readers such as Voice Over, etc.
- Teach orientation and mobility skills to satisfy client's goals and safe travel including; human guide, all cane techniques, all environments, familiar and unfamiliar routes, simple to complex intersection analysis, safe timings to cross, problem solving, and techniques to independently self-familiarize in unfamiliar environments. Use of transportation systems, night travel training, and inclement weather travel training may be appropriate plan goals.

- Consult with other professional staff (RIs and VRCs) to better assess the disabilities and work skills of individuals with disabilities. Provide consultation and education to staff in specific areas of expertise and training.

Apply areas of specialized knowledge and skills into regular interaction and planning with clients, staff and partners to advocate for client's needs. This includes but is not limited to:

			<p>knowledge of adaptive techniques to perform tasks, adjustment to vision loss, rehabilitation engineering, job site and home environment modifications and adaptive/medical equipment.</p> <ul style="list-style-type: none"> Provide statewide consultation and training for agency staff and community partners, mentor and train new staff. <p>Travel:</p> <ul style="list-style-type: none"> Drive to and from client's homes to provide training, instruction and teaching.
20%	R	E	<p>Case Management & Office Duties</p> <p>Monitor Caseload:</p> <ul style="list-style-type: none"> Each Rehabilitation Instructor has a caseload list found in the case management system. The Rehabilitation Instructor is responsible for monitoring this list for the following purposes: tracking new referrals, scheduling initial meetings with new applicants, monitoring clients actively receiving instruction, closing cases when instruction is completed, and looking for clients who may be mis-categorized. <p>Scheduling/Preparation:</p> <ul style="list-style-type: none"> Rehabilitation Instructor, along with Rehabilitation Assistant, will maintain an Outlook Calendar and schedule client lessons listing: name, program, address, and phone. Travel time to the client's home should be entered in Outlook and drive times approximated. Attempts should be made to schedule lessons in outlying areas in an efficient manner including conducting multiple lessons with the same client or clients clustered on route or in the same area. In preparation for the visit, all reports should be reviewed (prior agency reports, medical [psychological, audiology, ophthalmological], etc.). Research may need to be conducted (unfamiliar causes of blindness, requests for training on specific devices, route planning). <p>Reporting/Office Duties/Outreach:</p> <ul style="list-style-type: none"> Maintaining up-to-date records on each client using OCB's electronic and paper file systems is mandatory. Best practice is to have notes entered within 14 days of client contact. Expectations are to write high-quality, professional assessments, training plans, case notes, narratives and correspondence, and to close cases when completed. VR client notes should be entered within a week and by the last Friday of the month. Checking emails, attending meetings, filling out monthly statistics and time sheet, filling out expense reports, speaking to unscheduled office walk-ins, handling phone calls,

			<p>maintaining fleet vehicles, and maintaining teacher supplies fall under the RI's job description.</p> <ul style="list-style-type: none"> • Keep up to date with relevant career development and continuing education opportunities, which are provided, along with annual membership to the AER.
15%			<p>Consulting</p> <p>Serves as consultant to staff regarding services and resources for individuals with disabilities and provides professional consultation and training as needed to support the vocational rehabilitation process for individuals who are blind. Coordinates and administers training and education to staff and external partners when necessary. Serves as expert on vocational rehabilitation matters to OCB staff, other agencies, medical providers and partners; provides explanation and clarification on related issues.</p>
5%	R	E	<p>Other duties as may be assigned by the Director of Independent Living</p>
100%			

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

Working conditions include office, regular travel in Oregon, public places and transportation, client's homes and work environments and anywhere training is required to fulfill a client's goals. Driving and visiting clients in their homes is a daily activity. Overnight travel varies according to each Rehabilitation Instructor's territory. Most territories have some overnight travel to cover outlying areas in an efficient manner. Special activities such as conferences, all staff meetings, committee work, and covering for colleagues may also require overnight travel. The State of Oregon covers transportation, hotels, and meals on a per diem. Schedules can be made flexible in these specific situations.

SECTION 5. GUIDELINES

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

Procedures manual for Rehabilitative Services
 US Department of Education, 34 CFR Parts 361, 365 and 379
 Rehabilitation Act

b. How are these guidelines used?

These guidelines ensure compliance with program, agency, and federal procedures and regulations. They are used as a guide to establish scope and extent of duties. Procedures and reporting forms are designed to be consistent with these laws and regulations.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Who Contacted	How	Purpose	How Often?
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>			
Agency Staff	In-person, email, phone, etc.	Consult, educate, pass information	daily
Clients and applicants	In-person, email, phone, etc.	Consult, educate, train, pass information	daily
Referral Sources	In-person, email, phone, etc.	Pass information	daily
Client's support system	In-person, email, phone, etc.	Pass information	daily
General Public	In-person, phone, etc.	Representing OCB	daily
Partners and Other State Agency Employees	In-person, phone, email, etc.	Consult, educate, pass information, representing OCB	weekly

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

This position is responsible for providing fully proficient, professional-level rehabilitation teaching services to clients. The client's outcome is impacted by this role's decision making and planning. Decisions will include;

Determining viability in the program – are they open to services

Scheduling and prioritizing - lessons, meetings, reporting, career development, special projects

Determining best equipment - filling out authorizations, and tracking delivery

Reporting - writing plans, updating progress notes

Determining learning style – provide each client with the training they need in the best format and style

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>				
Program Director		In-person, email, staff meetings	Weekly/as needed	Provide general guidance
Program Director		Phone, in-person, virtually	One-on-one done	Provide general

Program Director	Phone, in-person, virtually	every two weeks 3 x/year	guidance Performance Review and updates
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Trial service evaluations will be completed three times during the first six months and then on an annual basis by the Director of Independent Living. Guidelines are provided by policies of the agency, state and federal laws, and regulations pertaining to employees who experience disabilities. The trial service review will determine whether an employee passes their probationary period and starts to earn certain benefits.

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

a. How many employees are directly supervised by this position? _____ 0

How many employees are supervised through a subordinate supervisor? _____ 0

b. Which of the following activities does this position do?

<input type="checkbox"/> Plan work	<input type="checkbox"/> Coordinates schedules
<input type="checkbox"/> Assigns work	<input type="checkbox"/> Hires and discharges
<input type="checkbox"/> Approves work	<input type="checkbox"/> Recommends hiring
<input type="checkbox"/> Responds to grievances	<input type="checkbox"/> Gives input for performance evaluations
<input type="checkbox"/> Disciplines and rewards	<input type="checkbox"/> Prepares & signs performance evaluations

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount (\$00000.00)	Fund Type
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Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

Employee Signature	Date	Supervisor Signature	Date
	6-1-2022		
Appointing Authority Signature	Date		

Section 13. Addendum

- (a) The employee will maintain client and staff confidentiality.
- (b) The employee will protect the security of agency property.

Employee Signature

Date