



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
July 2016

This position is:

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

Agency: Oregon Commission for the Blind

Location: Portland

New Revised

SECTION 1. POSITION INFORMATION

Form with fields: a. Classification Title, b. Classification No, c. Effective Date, d. Position No, e. Working Title, f. Agency No, g. Section Title, h. Budget Auth No, i. Employee Name, j. Repr. Code, k. Work Location, l. Supervisor Name, m. Position, n. FLSA, o. Eligible for Overtime.

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 Oregon Commission for the Blind is a state agency which provides rehabilitation training and counseling to Oregon's blind and visually impaired adults statewide. The Commission currently has 58 employees. The agency's mission is to "Empower Oregonians who are blind to fully engage in life."

The Independent Living Program within the Oregon Commission for the Blind has 10 FTE: One Independent Living Director and nine Rehabilitation Instructors for the Visually Impaired. The instructors travel to adult clients' homes and communities to deliver training in order to help them live as independently and safely as possible.

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:

The purpose of this job/position is to provide visually impaired and blind individuals with skills training including: low vision assessments, orientation and mobility instruction, communication skills, reading and writing skills, techniques of daily living, technology training and adjustment to blindness counseling in their home or community environments. Clients will primarily be over the age of 55 and in the Independent Living Older Blind program. Some of the clients move back and forth between the Independent Living program and the Vocational Rehabilitation program as their goals, skills and needs change.

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
12%	R	E	<p>Assessment</p> <ul style="list-style-type: none"> Review medical, psychological, audiological, and ophthalmological reports to learn the extent of visual and secondary disabilities. Review any previous case history information. 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. personal, daily living, technology, leisure, communication, travel.) Assess client’s 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, only if with a VR client) situations. Identify client’s most important goals then collaborate with client to develop a comprehensive list of goals based on assessment observations and utilizing pre-post tool. 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 needs to the Independent Living Director (or to Vocational Rehabilitation Counselor (VRC) if working with a VR client.) Continually assess whether training program is meeting clients’ goals and revise as needed.
62%	R	E	<p>Direct Instruction</p> <ul style="list-style-type: none"> Deliver specialized rehabilitation instruction on adaptive skills for independent living. Administer and interpret low vision assessments for near and far distance. Develop and teach both visual efficiency (utilizing eccentric viewing, optical aids such

			<p>as magnifiers, monoculars, CCTVs, contrast, lighting) and non-visual strategies (utilizing tactile, proprioception, auditory, and olfactory senses). Identify aids, such as signature guides, bump dots, talking devices, etc., that would serve in meeting the client's goals.</p> <ul style="list-style-type: none"> • Identify safety hazards in the home and recommend or resolve those factors. • Recommend adaptive techniques for personal care, eating, clothing maintenance, health care, medication and secondary disability management, bill paying , record keeping, money management, shopping, cooking, cleaning, Teach techniques to access and record written information including the use of magnifiers, large print, Braille, electronic digital devices. • Instruct client in the use of their mobile devices e.g. cell phones, smart devices and other flat screen devices. Goals may include reading and sending emails, making and receiving calls, using transit or GPS applications, operating KNFB reading application, texting, accessing contacts, Siri, Voice Over, etc. • Teach orientation and mobility skills to satisfy client's goals and safety. Along with client choose an appropriate cane, tip and size. O&M training skills may range from human guide to independent travel in complex environments. Common cane techniques include: trailing, diagonal technique, constant contact, two point touch, touch and drag, three point touch, tap and glide, pencil grip, open palm grip, general problem solving strategies, walking in step, cane courtesy, and cane storage. Environments may include outdoor residential, commercial, downtown, rural, various indoor environments as well as night travel. Goals may include teaching the use of public, private and alternative methods of transportation, orientation to familiar and unfamiliar surroundings, simple to complex intersection analysis, safe timings to cross and problem solving in all environments. • Listen to clients and offer thoughtful counseling and advising to help them make a positive psychological adjustment to vision loss. Establish techniques for clients to express their fears and concerns, facilitate methods for dealing with their anxiety and potential judgment or discrimination by family, friends or the general public. • Maintain up to date records on each client using OCB's electronic and paper file systems. Write high quality, professional assessments, training plans, case notes, narratives and correspondence. Close cases when completed.
8%	R	E	<p>Case Management</p> <ul style="list-style-type: none"> • Each Rehabilitation Instructor territory has a pre-generated caseload list found in the case management system. Itinerant Rehabilitation Instructors may receive referrals from other Rehabilitation Instructors. The Rehabilitation Instructor is responsible for monitoring this list for the following purposes:

			<p>1. Track new applicants who need contact; 2. Schedule initial meetings with new applicants; 3. Monitor clients actively receiving instruction; 4. Close cases when instruction is completed; 5. Look for clients who may be mis-categorized.</p> <ul style="list-style-type: none"> • Deliver specialized rehabilitation instruction on adaptive skills for independent living. Interview prospective clients and assess functional limitations. Determine eligibility for programs. Meet with client to develop an individualized training plan. Maintain 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. • Provide client with information on available vendors, and procure equipment according to agency, state, and federal policy. Coordinate services with other instructors, and Vocational Rehabilitation as needed. Clients may move from Independent Living Program to Vocational Rehabilitation as skills improve and vice versa as client goals change.
10%	R	NE	<p>Education/ Training</p> <ul style="list-style-type: none"> • Present in-service training, educational lectures, and demonstrations at hospitals, schools, health care facilities, government agencies, and other service organizations. • Consult with medical providers, city, county, and state government agencies to provide specific information about laws, techniques, and adaptive systems available to modify environments for vision loss. Consult with other agencies concerning clients who may be in need of services (e.g. discrimination, elder abuse.) • Train and mentor OCB interns and new hires. • Represent agency at public information activities to promote awareness of agency services. Participate in seminars and recreational programs.
8%	R	NE	<p>Miscellaneous</p> <ul style="list-style-type: none"> • 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, attending conferences and community events. See that state vehicle is maintained such that it is safe to drive and receives required maintenance. The employee will maintain client and staff confidentiality. The employee will protect the security of agency property. • Client's home area should be mapped and drive times approximated in order to schedule appointments with ample drive time. Attempts should be made to schedule lessons in outlying areas in an efficient manner. State care availability needs to be checked or reserved.

			<ul style="list-style-type: none"> Any of the above tasks in all of the categories may intermittently be delivered to VR (employment bound) clients.
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.

The employee will have in-person contact for most of the working day while doing evaluations and instructing a diverse group of visually impaired clients who may have secondary disabilities. This also includes the willingness to work closely with clients who may be anxious, angry, resistant, or difficult. The employee will also have in-person and telephone contact with families to reinforce and explain training. Consultation, instruction and coordinating services with other community agencies and community professionals is not unusual.

This job requires providing instruction and training in client’s home, classroom, itinerant settings and workplace. Many environments are outdoors in a variety of weather conditions and on uneven terrain, stairs and roadsides.

Reports of field visits, emails and phone call instruction will be completed on the computer after the client visit either in an office environment, or out of the office. The employee will enter information into databases.

As an itinerant Rehabilitation Instructor for the Blind there will be more travel (versus having a fixed region) to backfill other Instructors when they are unable to serve their regions, or additional training for their clients is needed.

Position may require overnight travel and a flexible work schedule to meet the needs of clients.

This position requires you to possess and maintain a current valid license to drive issued by the state of residence or to be able to provide an acceptable alternate method of transportation to go to the client.

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.

- Laws and regulations based on the Federal Rehabilitation Act and,
- Agency policies and guidelines provide legal and procedural guidance for this job.

b. How are these guidelines used?

These guidelines are used in all areas of the job duties outlined in order to make appropriate decisions in accordance with law, regulations and agency and state policy.

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?
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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".

Other Agency Employees	In Person/E-mail/Phone	Collaborating/ meetings	Daily
Agency Clients	In Person/E-mail/Phone	Assessing, training, socializing	Daily
General Public	In Person/E-mail/Phone	General education, answering questions.	Daily
Other Para Professionals	In Person/E-mail/Phone	Collaborating	Daily
Client's Family and Support Staff	In Person/E-mail/Phone	Training and answering questions	Daily

SECTION 7. POSITION RELATED DECISION MAKING

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

Determine regarding an individualized teaching schedule, decide with client, type, amount, and frequency of instruction. Determine any client concerns and use judgment to address any potential safety issues (balancing client's desires with State and Federal requirements e.g. elder abuse reporting requirements.) Make decisions regarding teaching equipment, methods, and sequences. Determine what equipment can be supplied to client through agency versus client purchasing themselves. Must be flexible and determine work schedule to accommodate current clients, prospective clients, and public requests for education.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
PEM C	0031003	In Person/E-Mail/Phone	Weekly or monthly	Review of work
PEM C	0031003	Written/in person	Annual	Performance Evaluation

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

- a. How many employees are directly supervised by this position? _____ N/A
 How many employees are supervised through a subordinate supervisor? _____
- 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:

This position is subject to a criminal records check, which may require fingerprints. If you are offered employment, the offer will be contingent upon the outcome of a criminal records check (FBI). Any history of criminal activity will be reviewed and could result in the withdrawal of the offer or termination of employment.

You are responsible to promote and foster a diverse and discrimination/harassment-free workplace; establish and maintain professional and collaborative working relationships with all contacts; contribute to a positive,

respectful and productive work environment; maintain regular and punctual attendance; perform all duties in a safe manner; and comply with all policies and procedures. Working in a team oriented environment requires participative decision making and cooperative interactions among staff and management. You are to be aware of Affirmative Action and the department's Diversity strategies and goals.

Additional skills, abilities and requirements:

- Experience working with individuals who have disabilities;
- Outstanding verbal and written communication skills;
- Demonstrated teaching skills;
- Able to work independently and be part of a team.
- Direct instruction in adaptive techniques;
- Direct instruction in orientation and mobility techniques for safe travel within a building or within the community;
- Analyzing barriers and developing solutions;
- Assessment of adaptive skill level;
- Case management and documentation;
- Counseling in adjustment to blindness;
- Using and/ or instructing use of adaptive equipment (including mobile devices) specific to people who are visually-impaired.
- Comfortable using technology and able to learn new technology as devices develop.
- Good organizational and detail skills

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

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

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

Appointing Authority Signature

Date