

Hobbs Municipal Schools Job Description

Position: Orientation and Mobility Instructor

Supervisor: Director of Special Education

General Job Description: Provide both direct instruction and consultation for orientation & mobility to students with visual impairments. Direct instruction would include classroom orientation, school and neighborhood travel, cane techniques, travel options and experiences, transition and technology when appropriate. Evaluates travel skills, plans and provides individualized O & M programs. Knowledge of and ability to apply current techniques in the teaching of Orientation and Mobility skills.

Job Goal: Provide individualized orientation and mobility evaluation and instruction for blind or vision impaired students, ages 3-21. Assist students with visual impairments to achieve maximum independence through instruction in safe, efficient travel within the home, school, and community. Provide both direct instruction and consultation to students with visual impairments. Monitoring the students' progress in academic subjects and provide instruction in compensatory skills as needed in the areas the students may have difficulty with as a result of the visual impairment. Conduct functional vision evaluations, learning media assessments and produce written reports. Attend IEP meetings and required staff meetings. Collaborate with both special and general education staff.

Qualifications: Certified/Licensed by the New Mexico Public Education Department to teach the Visually Impaired.

Essential Duties and Responsibilities:

1. Knowledge of Expanded Core Curriculum for students with visual impairments, including those with multiple disabilities.
2. Perform work associated with development of body image, spatial and environmental concepts; sensory training; and basic mobility skills.
3. Instruction is provided on campus (indoors and outdoors), and in the surrounding community, including the student's residential area, during school hours and at night as needed.
4. Provide instruction in human guide techniques, direction-taking, squaring off, self familiarization, upper and lower forearm techniques, cane skills, use of numbering systems, use of public transportation and use of optical aids will be provided based on each student's individual needs.
5. Develop short and long-term goals and objectives for each student and plan specific learning tasks to help students achieve the goals and objectives.
6. Evaluate O&M students to assess current levels.
7. Work with instructional staff to integrate classroom and O&M instruction.
8. Participate in and request staffings on students as necessary.
9. Maintain accurate and up to date records on students; and initiate and maintain contact with parents or guardians, including quarterly progress reports.
10. Serve as an IEP team member.
11. Keeps abreast of and evaluates new trends in teaching methods, mobility techniques and mobility aids.
12. If appropriate, recommends or implements these methods or techniques into student programs and services.
13. Participate in activities related to staff development and training or workshops, as appropriate, to include leading in-service trainings for other staff.
14. Complete other tasks as deemed appropriate by the immediate supervisor and/or the superintendent.

Additional Duties and Responsibilities:

1. Perform orientation and mobility evaluations that focus on long- and short-term needs of the student on new referrals and on three-year re-evaluations.
2. Include in the assessment report the needs and strengths of the student and an estimate of the length and frequency of service necessary to meet identified needs.

3. Contribute to other appropriate portions of the IEP, such as goals and recommendations.
4. Provide consultation and support services to parents, regular and special education teachers, other school personnel, and students' sighted peers.
5. Confer regularly with parents, classroom teachers, physical education teachers, physical therapists, and other school personnel to assist in home and classroom modifications to ensure reinforcement of appropriate O&M skills that will encourage the visually impaired student to travel independently in these settings.
6. Work with the teacher of visually impaired students to conduct the functional vision assessment as it relates to independent travel.
7. Evaluate the student's progress on an ongoing basis and keep progress notes on each student.
8. Appropriate Learning Environments; instruct students with visual impairments in skills and knowledge that enable them to travel independently based on the IEP.
9. Teach visually impaired students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments.
10. Prepare sequential and meaningful instruction geared to the students' assessed needs, IEP/IFSP goals and objectives, functioning level, and motivation level.
11. Be responsible for the student's safety during O&M instruction and in other environments while fostering maximum independence during O&M lessons.
12. Prepare and use equipment and materials such as tactile maps, models, distance low vision devices, adaptive mobility devices, and long canes for the development of O&M skills.
13. Provide orientation of new school buildings and new class schedules to students with visual impairments as needed.
14. Direct Instruction in the Unique Curriculum including concept development, gross motor skills, visual efficiency skills (with and without low vision devices), pre-cane skills, cane skills, map skills, outdoor, residential, semi-business, and business.
25. Arrange and prepare paperwork as appropriate and attend all IEPs on students with visual impairments as they relate to O&M.
26. Communicate with specialists in low vision, ophthalmologists, and optometrists concerning exams, and attend exams when appropriate.
27. Provide information about the vision and O&M programs to the schools and community.
28. Maintain a reference library of current professional materials.
29. Acquire information about current research, development, and technology by attending conferences and workshops and by reading journals in the field of visual impairment.
30. Support Services:
 1. Provide assistance to the students with visual impairments in understanding their attitudes and those of others concerning their visual impairments.
 2. Emphasize social integration with peers and provide opportunities for interaction.
 3. Submit requests for instructional materials, conferences and reference materials.
 4. Be knowledgeable of community-based resources that may be available to the VI student.
 5. Provide in-service training to regular and special education personnel, administrative personnel, sighted peers, and parents concerning the O&M needs of the student and appropriate methods for interacting with the VI student so as to foster maximum independence and safety.
 6. Participate in parent conferences and meetings as well as teacher staffing regarding the VI student.
 7. Maintain adequate records on all assessment, IEPs, and progress reports.
 8. Provide progress reports to parents.

Work Environment:

Must be able to work within various degrees of noise, temperature and air quality. Job responsibilities require both inside and outside assignments. Interruptions of work are routine. Flexibility and patience are required. Must be self-motivated and able to complete job assignments without direct supervision. Occasional after hour work may be required. Must be able to work under stressful conditions.

Physical Requirements:

Sitting, standing, lifting, and carrying (up to 50 pounds), reaching, climbing, squatting, kneeling, and moving light furniture may be required

Safety and Health Requirements:

Bloodborne Pathogens Standard Training

Equipment/Material handled:

Must know how to properly operate or be willing to learn to operate all multimedia equipment including current technology.

Terms of Employment:

Salary and work year to be established by the Board.