

Class Specifications  
for the

REHABILITATION TEACHER FOR THE BLIND SERIES

Positions in this series perform or supervise the performance of professional work involving the instruction of blind and visually impaired individuals to assist them in achieving personal adjustment and maximum independence in daily living. Positions provide individual or group instruction in various topics; such as personal care, home orientation and management, food management and budgeting, child care and development, family relationships and recreational or leisure activities; or they may provide instruction on a specific topic or skill, such as Braille, assistive technology for the blind, adjustment to blindness, etc. Rehabilitation instruction services may be provided at a variety of locations, such as the blind individual's home, care homes, boarding or nursing facilities, or at a rehabilitation center.

Rehabilitation Teachers for the Blind may serve as members of rehabilitation teams consisting of vocational rehabilitation specialists, social workers, orientation and mobility therapists, manual arts instructors, and others concerned with the personal and vocational adjustment of blind and visually impaired individuals. They participate in the review and evaluation of clients, and the development and integration of plans and activities for improving the physical, emotional, social and economic condition of the blind and visually impaired. Consultation and assistance is also provided to other team members regarding services, skills, and techniques (e.g., personal care, home management, Braille, assistive technology for the blind, etc.).

Rehabilitation Teachers may also perform work outside of the team setting and manage a caseload of blind or visually impaired individuals who require instruction in personal and home management skills and techniques. Work activities include assessment of the clients' abilities and needs, development of individualized service plans, and caseload management.

Class levels are distinguished on the basis of the purpose and scope of work, the nature and extent of supervision received; the nature and scope of recommendations, commitments and decisions made; and knowledge and abilities required.

**Class Distinctions**

Level II      Receives formal and on-the-job training in the principles, methods and techniques of rehabilitation instruction of blind and visually impaired individuals and the effect of blindness on the behavior and personality of

individuals. At this level, positions conduct rehabilitation instruction under close supervision in order to gain knowledge and experience to perform work at the fully independent professional level. As experience is gained, work is performed under more relaxed supervision.

Level III Independently plans and conducts the full range of rehabilitation instruction services. At this level, positions independently assess the clients' needs and abilities and develop a plan of services based on assessment results. Positions may provide individualized instruction in one or more topics in the home or community setting, or positions may teach a specialized class at a rehabilitation center for the blind and visually impaired. Work is performed independently in accordance with standard and specialized techniques, and under the general supervision of a higher level rehabilitation specialist, teacher, or other supervisor.

Level IV Plans, coordinates, and supervises the provision of rehabilitation instruction services. At this level, positions supervise a small staff of rehabilitation teachers and volunteers in providing rehabilitation instruction services to visually impaired clients. The work includes the assignment of cases to subordinate staff, reviewing case progress, advising on techniques, etc.; monitoring and evaluating the provision of services to ensure effectiveness and efficiency; and making recommendations on program goals, needs and activities.

### **EXAMPLES OF DUTIES:**

*(Positions may not be assigned all of the duties listed, nor do the examples necessarily include all of the duties that may be assigned. This does not preclude the assignment of duties which are not listed.)*

1. Assesses the needs and abilities of individuals referred for rehabilitation services through interviews with the individual and, as appropriate, family members; observes actual performance; reviews available records, including medical records, etc., to determine special skills, interests, strengths, limitations, learning styles and rate, manipulative skills, inter-personal relationships, attitudes, work habits, emotional tolerance, physical sensitivity, etc.
2. Participates as a member of a professional rehabilitation team in a day rehabilitation center setting, and assesses the personal and home management needs and abilities of individuals referred for individual and/or group instruction as a necessary pre-requisite to employment and/or independent living in the home or community.

3. Develops individualized service and instructional plans with each individual referred, in consultation with team members and others.
4. Provides individual or group instruction, guidance and training in personal care, home management, communication skills, socialization, child care and development, and other topics.
5. Encourages and provides support to individuals in developing appropriate attitudes and behaviors; counsels them on the psychological aspects of vision loss, self image and anxieties; and advises their family in assisting with their adjustment to blindness or partial vision.
6. Encourages and promotes family and community relationships through counseling, group activities, etc.
7. Instructs clients in the use of low vision aids and appliances for near point and distant visual tasks.
8. Initiates referrals to social work services and other resources.
9. Evaluates client progress and makes appropriate changes to rehabilitation training plans.
10. Prepares and maintains reports and records, and participates in evaluation team meetings.
11. Provides orientation to other staff members in personal care, home management, Braille, assistive technology for the blind, and other training topics.
12. Promotes public understanding of blindness and awareness of available rehabilitation services through demonstrations of aides and appliances, informational talks, etc., to interested individuals and community groups.
13. Keeps abreast of rehabilitation instruction trends and developments; attends workshops to maintain and learn new skills.

In addition, positions in the class Rehabilitation Teacher for the Blind IV:

1. Plan, perform and supervise the provision of services for training blind and visually impaired persons in personal and home management techniques, communication and other skills.

2. Participate in the evaluation and revision of program goals, policies and procedures.
3. Advise and/or instruct subordinates, volunteers and other staff on new or revised techniques and procedures.
4. Assign, review, and evaluate the work of subordinates; approve/disapprove leave requests and personnel actions; and provide counseling and discipline as necessary.
5. Interview and recommend selection of new employees; provide orientation and staff development.

**KNOWLEDGE AND ABILITIES REQUIRED:** *(The knowledge and abilities required in order to effectively perform the key duties for each of these classes are indicated in the following table. The degree of each knowledge and ability required is commensurate with the scope and level of complexity of the duties and responsibilities that are reflected in each class.)*

*“P” Indicates prerequisite knowledge and abilities, which must be brought to the job. “A” indicates knowledge and abilities that are required for full performance but may be acquired on the job, within the probationary period.*

|    | KNOWLEDGE OF:  | Rehabilitation Teacher for the Blind |     |    |
|----|--|--------------------------------------|-----|----|
|    |  | II                                   | III | IV |
| 1. | Anatomy of the eye; common diseases of the eye and their functional implications.                          | A                                    | P   | P  |
| 2. | Effect of blindness on the behavior and personality of individuals.  | A                                    | P   | P  |
| 3. | Social and economic issues and secondary disability conditions of blind and visually impaired individuals. | A                                    | P   | P  |
| 4. | Principles, practices, methods and techniques of rehabilitation instruction.                               | A                                    | P   | P  |
| 5. | Methods and techniques used in communicating with and teaching skills to the blind and visually impaired.  | A                                    | P   | P  |
| 6. | Techniques in the use of low vision aids and appliances, and other assistive technology and devices.       | A                                    | P   | P  |

|     |   | Rehabilitation Teacher for the Blind |     |    |
|-----|---|--------------------------------------|-----|----|
|     |   | II                                   | III | IV |
|     | <b>KNOWLEDGE OF:</b>  |                                      |     |    |
| 7.  | Personal and home management.   | A                                    | P   | P  |
| 8.  | Community and social welfare resources.   | A                                    | P   | P  |
| 9.  | Dynamics of family relationships, and child care and development.   | A                                    | P   | P  |
| 10. | Principles and practices of supervision.  | N/A                                  | N/A | A  |
|     | <b>ABILITY TO:</b>  |                                      |     |    |
| 1.  | Assess the abilities and needs of blind or visually impaired individuals.   | A                                    | P   | P  |
| 2.  | Develop teaching plans and conduct rehabilitation training in personal and home management skills and techniques. | A                                    | P   | P  |
| 3.  | Teach specialized communication and blind work techniques.  | A                                    | P   | P  |
| 4.  | Deal effectively with clients and work well with staff members and others.  | P                                    | P   | P  |
| 5.  | Communicate effectively, orally and in writing; speak clearly with individuals and before groups.                 | P                                    | P   | P  |
| 6.  | Maintain written records such as teaching plans and progress of clients.  | P                                    | P   | P  |
| 7.  | Read and comprehend medical reports and other complex material.   | P                                    | P   | P  |
| 8.  | Prepare written reports and correspondence.   | P                                    | P   | P  |
| 9.  | Organize and plan work effectively.   | P                                    | P   | P  |
| 10. | Keep abreast of/learn new rehabilitation teaching trends, developments, methods, and techniques.                  | A                                    | P   | P  |
| 11. | Assign, review and evaluate the work of subordinates.   | N/A                                  | N/A | A  |

### **MINIMUM QUALIFICATION REQUIREMENTS**

#### **Basic Education Requirement:**

Graduation from an accredited four (4) year college or university with a bachelor's degree.

Excess work experience as described under General or Specialized Experience, below, or any other responsible administrative, professional or analytical work experience which provided knowledge, skills and abilities comparable to those acquired in four (4) years of successful study while completing a college or university curriculum leading to a baccalaureate degree may be substituted on a year-for-year basis. To be acceptable, the experience must have been of such scope, level and quality as to assure the possession of comparable knowledge, skills and abilities.

The education or experience background must also demonstrate the ability to write clear and comprehensive reports and other documents; read and interpret complex written material; and solve complex problems logically and systematically.

**Experience Requirements:**

Except for the substitutions provided for in this specification, applicants must have had progressively responsible experience of the kind and quality described in the statements below and in the amounts shown in the following table, or any equivalent combination of training and experience:

| Class Title                              | General Exper | Specialized Exper | Supervisory Exper | Total Exper |
|--|---------------|-------------------|-------------------|-------------|
| Rehabilitation Teacher for the Blind II  | 1             | 0                 | 0                 | 1           |
| Rehabilitation Teacher for the Blind III | 1             | 1                 | 0                 | 2           |
| Rehabilitation Teacher for the Blind IV  | 1             | 2                 | *                 | 3           |

**General Experience:** Progressively responsible professional work experience providing direct services to individuals with disabilities which provided knowledge and understanding of the implications of disabling conditions and the effect of disability on the behavior and personality of individuals.

**Specialized Experience:** Progressively responsible professional work experience providing rehabilitation instruction to blind or visually impaired individuals in one or more subject areas or topics such as, communication, personal management, home management, activities of daily living, recreation or leisure activities, etc.

For Levels III and IV, at least one (1) year of this experience must have been comparable in difficulty, depth, and scope of work experience at the next lower level in the State service.

**Supervisory Experience:** \*Supervisory aptitude rather than experience may be accepted. Supervisory aptitude is the demonstration of aptitude or potential for the

performance of supervisory duties through successful completion of regular or special assignments which involve some supervisory responsibilities or aspects; by serving as a group or team leader, or in similar work in which opportunities for demonstrating supervisory capabilities exist; by completion of training courses in supervision accompanied by application of supervisory skills to work assignments; or by favorable appraisals by a supervisor indicating the possession of supervisory potential.

**Substitution Allowed:**

- (1) A bachelor's degree from an accredited college or university in Special Education may be substituted for all of the General Experience.
- (2) A master's degree from an accredited college or university in teaching the blind may be substituted for all of the General Experience and one (1) year of the Specialized Experience.
- (3) Excess Specialized Experience may be substituted for the General Experience on a month-for-month basis.

**Quality of Experience:**

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate that he/she has the ability to perform the duties of the position for which he/she is being considered.

**Selective Certification:**

Specialized knowledge, skills and abilities may be required to perform the duties of some positions. For such positions, Selective Certification Requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Agencies requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

**Tests:**

Applicants may be required to qualify on an appropriate examination.

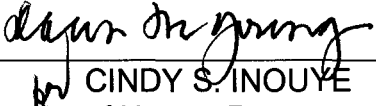
**Physical and Medical Requirements:**

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is an amendment to the class specifications and minimum qualification specifications for the classes REHABILITATION TEACHER FOR THE BLIND II, III, AND IV, which were approved on March 13, 1968 and April 15, 1968, respectively.

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