

CERTIFIED ORIENTATION AND MOBILITY SPECIALIST

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full-Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Certified Orientation and Mobility Specialist	Full-Time 5 days/week (M-F) 8:00 a.m. to 4:00 p.m.	Until Filled	8/1/2023	West Central and Northwest Ohio area – locations vary by caseload	Must hold, or have the ability to obtain, a valid ODE Pupil Services License for Orientation and Mobility Specialist and a certification of Orientation and Mobility Specialist through AER/ACVRE.

If you have questions regarding the position and/or building assignment, please contact Shawn McElroy, Assistant Superintendent at:

smcelroy@mresc.org

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

MRESC Application

Please read below for a full job description for this position.

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER BELLEFONTAINE * OHIO

Title: Orientation and Mobility Specialist/Teacher

File 427

Qualifications:

- A bachelor's degree from an accredited college or university.
- Ohio Department of Education, Pupil Services License for Orientation and Mobility Specialist
- AER/Academy (ACVRE) certification as a COMS
- A valid driver's license
- The ability and appropriate means to travel between sites

Job Summary: This position requires a bachelor's or master's degree in Orientation and Mobility for visually impaired and preferably also have a valid license or endorsement for education of the visually impaired. The applicant must have or qualify for AER/Academy certification (ACVREP). The applicant must have or qualify for, an Orientation and Mobility Specialist, Pupil Services License issued by the state of Ohio to provide OM instructional services for students with visual impairments. This is an instructional or a related service position, and our Orientation and Mobility Specialist/Teacher may instruct and/or consult not only with students but with educational staff, parents and appropriate community resources as well.

Orientation and mobility is that part of the educational process which prepares the blind student to travel independently. The itinerant O&M specialist/teacher travels to the students' assigned schools and/or home to provide direct and/or consultative special education services relating to the vision loss. The O&M specialist/teacher is prepared to provide service to an array of students including infants, students with low vision and/or multiple impairments. These services enable the students to travel safely and independently in their home, school, and community environments. The students range in age from birth thru age 21. The students may have singular or multiple impairments. The cognitive levels of the students range from severely impaired to gifted and talented. Many students with visual impairments are totally mainstreamed in their home schools. Others are in special programs in their home schools or at various campuses throughout a district. Community-based instruction is a critical component of the O&M program.

Major Responsibilities and Duties

Assessment and Evaluation:

- A. 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
- B. 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
- C. Contribute to other appropriate portions of the IEP, such as goals and recommendations
- D. Provide consultation and support services to parents, regular and special education teachers, other school personnel, and students' sighted peers
- E. Confer 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
- F. Work with the teacher of students with visual impairments when conducting a functional vision assessment as it relates to independent travel
- G. Evaluate the student's progress on an ongoing basis and keep progress notes on each student

Appropriate Learning Environments:

- A. Instruct students with visual impairments in skills and knowledge that enable them to travel independently in the appropriate environment based on the students IEP

- B. Teach visually impaired students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments based on the students IEP
- C. Prepare sequential and meaningful instruction geared to the students' assessed needs, IEP/IFSP goals and objectives, functioning level, and motivation level
- D. Be responsible for the student's safety during O&M instruction and in other environments while fostering maximum independence during O&M lessons
- E. 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
- H. Provide orientation to new or unfamiliar academic environments as needed to students with visual impairments. i.e.: new school buildings and new class schedules

Guided or Direct Instruction in a Unique Curriculum:

The following is list of skills or skill areas which may require the guidance of a Orientation and Mobility Specialist/Teacher or direct instruction by a certified Orientation and Mobility Specialist/Teacher in our OM program:

- A. Concept development, which includes body image, spatial, temporal, positional, directional and environmental concepts.
- B. Motor Development, including motor skills needed for balance, posture, and gait, as well as the use of adapted devices and techniques to assist those with multiple disabilities.
- C. Sensory development, which includes visual, auditory, vestibular, kinesthetic, tactile, olfactory, and proprioceptive senses, and the interrelationships of these systems
- D. Residual vision stimulation and training
- E. Human guide techniques
- F. Upper and lower protective techniques
- G. Locating dropped objects
- H. Trailing
- I. Squaring off
- J. Pre-cane devices and techniques
- K. Cane techniques
- L. Soliciting / declining assistance
- M. Following directions
- N. Understanding and utilizing cues, clues and landmarks
- O. Search patterns
- P. Compass directions
- Q. Route planning

- R. Locating, analyzing and identifying intersections, traffic patterns and traffic control devices
- S. Understanding and use of traffic control devices
- T. Techniques for crossing streets
- U. Techniques for travel in indoor environments and outdoor environments... including; residential settings, small and large business travel, rural travel,
- V. Techniques for travel at school, home, work, college
- W. Travel techniques necessary for specific independent daily living needs (i.e.. grocery shopping, banking)
- X. Problem Solving Skills
- Y. The use of Public Transportation and Mass Transportation
- Z. Evaluation with Sun Filters
- AA. Instructional use of Low Vision Devices
- BB. Night Travel

Support Services:

- A. Provide assistance to students with visual impairments in understanding their attitudes and those of others concerning their visual impairment

- B. Facilitate social integration and interaction with peers
- C. Provide training and support to parents of students with visual impairments to enhance their children's travel independence
- D. Provide the teachers, staff, and family of students with visual impairment with information regarding their individual needs, methodology, and strategies for promoting optimal travel independence
- E. Participate with other school personnel and agencies to secure travel related experiences for students
- F. Participate in transition planning.

Administrative/Record Keeping Duties:

- A. Submit requests for instructional materials, conferences and reference materials
- B. Be knowledgeable of community-based resources that may be available to the VI student.
- C. Provide in-service training as needed 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
- D. Participate in parent conferences and meetings as well as teacher staffing's regarding the VI student
- E. Maintain adequate records on all assessment, IEPs, and progress reports
- A. Provide progress reports as indicated by school policy on students with visual impairment in regular education classes and follow up with teacher and/or parent conferences as appropriate
- F. Arrange and prepare paperwork as appropriate and attend all IEPs and MFEs for students on your caseload if there is a current related O&M need.
- G. Communicate with specialists in low vision, ophthalmologists, and optometrists concerning exams, and attend exams when appropriate.

Liaison Between Community and School:

- A. Provide information about district and/or regional mobility related services to IEP team
- B. Provide information concerning recreational and summer programs to parents and students and assist with application forms and procedures.

Professional Standards

- A. Will maintain and keep current their professional knowledge base by acquiring information about current research, development, and technology by attending conferences, workshops, and area meetings and by reading journals in the field of visual impairment.

Other Duties As Assigned – This job description is not intended as an exclusive list of all duties and responsibilities. Other duties may be assigned at the discretion of the Superintendent or his or her designee.

Working Conditions

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens and communicable diseases.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.

