

STATE OF SOUTH DAKOTA CLASS SPECIFICATION

Class Title: Rehabilitation Teacher

Class Code: 31052

Pay Grade: GH

A. Purpose:

Teaches, trains, assesses, and evaluates skills of clients with mental, physical or sensory disabilities to gain appropriate work skills, work habits, and social skills for work placement and independent living.

B. Distinguishing Feature:

Rehabilitation Teacher teaches academic, social, independent living and vocational skills to clients with mental, physical or sensory disabilities. The position is typically located in the Rehabilitation Center for the Blind, the Human Services Center or travels to clients' homes. Rehabilitation Counselors maintain a caseload of clients who possess a vocational disability and develop a total rehabilitation plan, which will result in obtaining or retaining gainful employment.

C. Functions:

(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions which may be found in positions of this class.)

1. Provides services at a rehabilitation center for the blind to ensure needed services are provided and beneficial to the clients served.
 - a. Develops a rehabilitation plan for each client based on diagnostic data, the client's expressed needs, and availability of agency and community resources to provide needed services.
 - b. Teaches blind and visually impaired clients in an assigned area such as homemaking, communication, low vision, recreation, finances, or independent living.
 - c. Evaluates and documents vocational potential, skills, interest, aptitude, academic, and related information by administering work sample tasks or achievement tests to clients.
 - d. Provides pre-vocational counseling to simulate real work situations including applying for jobs, choosing a career, decision making, budgeting, and on-the-job work behavior.
 - e. Teaches blind and visually impaired clients with diabetes current methods for maintaining good diabetic control including such areas as insulin reactions, regular blood glucose monitoring, diet, nutrition, and exercise.
 - f. Provides client progress reports and narratives based on basic skill progress, teacher observation, and attendance related to vocational goals.
 - g. Develops job sites for the provision of on-the-job training and supported employment.
 - h. Provides individual instruction to clients in the use of low vision devices, adaptive computers, and technological devices for the blind.
 - i. Maintains and orders supplies needed for instructional area.
2. Provides individualized instruction and training to patients at the Human Services Center to ensure needed services are provided to physical, mental, and emotional disabled patients in the areas of pre-vocational, vocational, academic, or independent living skills.
 - a. Evaluates and documents vocational potential, skills, interest, and aptitude by administering standardized assessment instruments and work samples and situational assessments on actual work tasks.

- b. Develops individualized training plans with patients to aide them in overcoming disability-related problems, improving work habits, and developing social work skills.
 - c. Participates on a rehabilitation team to provide coordinated services and professional consultation and cooperation.
 - d. Develops teaching strategies and materials to meet specific patient training needs.
 - e. Maintains professional growth and/or teacher certification by attending in-services, workshops, seminars, and classes.
 - f. Provides patient progress reports, narratives, and other related reports based on basic skill progress, teacher observation, and attendance related to patient goals.
 - g. Provides adjustment counseling, pre-vocational information, and job-seeking skills training to individual patients.
 - h. Develops job sites for the provision of on-the-job training for patients.
3. Provides services for in-home assignment to ensure needed services are provided and beneficial to the clients served.
- a. Provides Instructs blind or severely visually impaired clients in the areas of mobility, communication skills, home management, financial management, low vision, leisure time activities, and other daily living skills.
 - b. Determines eligibility of clients for services in compliance with rules and regulations.
 - c. Evaluates clients' functional limitations and develops individualized teaching plans.
 - d. Demonstrates and instructs clients on the use of aids or adaptive techniques.
 - e. Provides support and encouragement to clients and their families.
 - f. Authorizes expenditures of funds to purchase aides, instructional materials, or services for clients.
 - g. Provides in-service training to public and private groups regarding available services and aides.
 - h. Assists clients to obtain services such as state library services, radio talking book, homemaker services, and vocational rehabilitation services.
 - i. Determines clients' needs for medical and diagnostic services and arranges for services.
 - j. Maintains complete field notes and updated progress reports of client training along with monthly reports of client progress and submits caseload reports to supervisor.
 - k. Seeks new referrals by contacting Community Action Programs, Department of Social Services, county health nurses, and other community resources.
4. Performs other work as assigned.

D. Reporting Relationships:

Typically the incumbent does not supervise.

E. Challenges and Problems:

Challenges include developing and selecting appropriate curriculum according to the various abilities, limitations, emotional fluctuations, and needs of each individual client. This is difficult because the incumbent must work with several clients at one time who have varying abilities, disabilities and emotional levels.

Typical problems include modifying inappropriate ability; working as a team in reaching a common goal which best suits the clients' needs, wants and capabilities; resolving problems of over-protective families, clients' lack of self-confidence, and unproductive attitudes toward the disability; and developing adequate medical, social and service resources for the client.

F. Decision-making Authority:

Decisions include determining what tests to administer to evaluate a client's achievement potential; deciding which teaching materials and methods are appropriate for the client's physical, emotional or sensory impairment; determining when to refer a client for counseling or medical assistance; determining the amount of time a client spends in class or on a task according to the needs, abilities and emotional stress of the client; making vocational recommendations based on evaluation results and observations; determining specific evaluation procedures for clients assigned to the area; determining client's eligibility for services; developing a suitable training plan; and authorizing the purchase of necessary aids.

Decisions referred include those requiring a change in interpretation of agency policy.

G. Contact with Others:

The incumbent has constant contact with clients and their families during the provision of services to the client; with vocational rehabilitation and the Human Services Center personnel to consult about clients' progress and evaluation; and weekly contact with medical personnel and various public and private agencies to coordinate services for mutual clients, obtain referrals or information and provide in-service training.

H. Working Conditions:

The incumbent works with clients who possess physical, mental and/or behavioral disabilities. Clients may become agitated or hostile.

Rehabilitation Teachers working the in-home area encounter extensive, overnight and year-round travel in the performance of their duties. Physical stamina is required to transport teaching aids. Incumbents work with clients and their families who are under stress arising from the disability.

I. Knowledge, Skills and Abilities:

Knowledge of:

- teaching, instructional, and counseling techniques;
- the principles and methods of vocational instruction;
- community based resources;
- the limitations of people with physical, mental, or emotional disabilities;
- medical, psychiatric, and psychological terminology;
- the adaptive skills necessary to compensate for the loss of physical, mental, or sensory functioning.

Ability to:

- establish and maintain effective working relationships with clients;
- understand, interpret, and follow instructions, policies, and regulations;
- teach in a classroom or home situation;
- evaluate clients' progress;
- communicate effectively and demonstrate specific vocational skills and techniques.