

## STATE OF SOUTH DAKOTA CLASS SPECIFICATION

**Class Title: Senior Rehabilitation Teacher**

**Class Code: 31054**  
**Pay Grade: GI**

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### **A. Purpose:**

Serves as a certified rehabilitation teacher providing and overseeing the provision of training for blind or severely visually impaired clients, or individualized instruction and training to physically, mentally, and emotionally disabled patients in the areas of pre-vocational, vocational, academic, or independent living skills.

### **B. Distinguishing Feature:**

The Senior Rehabilitation Teacher independently determines consumer eligibility for services and conducts training as well as directing the work of Rehabilitation Teachers as they develop rehabilitation plans, provide independent living training services and monitor their consumer goal accomplishment.

The Rehabilitation Teacher teaches academic, social, independent living and vocation 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.

The Rehabilitation Counselor determines eligibility for services and provides vocational counseling by determining scope, type, and extent of services in consultation with a Senior Rehabilitation Counselor or a supervisor; develops referral and placement plans; and recommends Individual Plans for Employment (IPE) and expenditure of case service funds.

### **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 and/or monitors and reviews the provision of case services by rehabilitation teachers to ensure clients receive appropriate and effective rehabilitation training and services.
  - a. Develops or helps rehabilitation teachers develop training plans that include appropriate goals, sequential order of services, task analysis, and overall evaluation of individual progress.
  - b. Approves training plans and expenditure of training funds.
  - c. Trains rehabilitation teachers, as necessary, on training plan development and case management techniques.
  - d. Provides teachers consultation on counseling techniques and training plan revisions.
  - e. Maintains a list of community organizations which can respond to consumers blindness training and independent living services needs.
  - f. Approves eligibility determinations and provision of independent living services made by rehabilitation teachers on probation.
  - g. Ensures that the consumer receives coordinated services, and a professional consultation.
2. Provides to clients or oversees rehabilitation teachers providing clients independent living skills training and counseling to ensure opportunities for success are made available to them.
  - a. Develops individualized rehabilitation teaching plans.
  - b. Provides consumers instruction in the use of low vision devices and compensatory skills techniques needed for independent living including personal management, household

- management, communication, education, leisure activities, and orientation and mobility.
- c. Provides vision loss consumers with vocational, independent living, and educational opportunity enhancement training.
  - d. Provides personal counseling to consumers and their family members to facilitate the psychosocial adjustment to vision loss.
  - e. Refers consumers and their family members to peer support group opportunities.
  - f. Maintains accurate case notes and supporting documentation of services provided.
  - g. Provides in-service training to public and private groups.
3. Reviews client functional limitations assessments and medical and psychological data to determine eligibility for services.
    - a. Conducts assessments and evaluations of clients.
    - b. Evaluates assessment information on client's functional limitations and their home, community, educational, and vocational environment requirements.
    - c. Verifies the presence and scope of a disability.
    - d. Analyzes functional information to determine training strategies.
    - e. Compares diagnostic information to training services resources.
    - f. Determines level of training application needed for client success.
    - g. Documents findings and initial training plan concept.
  4. May direct the work of rehabilitation teachers to ensure that the work unit objectives are met.
    - a. Interviews and assists with selection of staff.
    - b. Provides training and work direction.
    - c. Monitors rehabilitation teacher education and training taken for certification.
    - d. Approves leave requests.
    - e. Addresses staff problems and recommends disciplinary actions.
    - f. Assists with performance reviews and completion of performance documents.
  5. Performs other work as assigned.

#### **D. Reporting Relationships:**

Reports to a Program Manager. May provide work direction to Rehabilitation Teachers.

#### **E. Challenges and Problems:**

Challenged to ensure training provided is meeting visually impaired consumer needs in a variety of training settings including home, educational and vocational environments. Also challenged to ensure that training planned and provided responds to the complex situations which arise from consumer individual circumstances and the level of training and experience of the rehabilitation teachers. This is challenging because of the myriad of settings and environments that must be anticipated and covered in plan preparation and training execution.

Typical problems resolved include ensuring consistent participation of clients in activities leading to a common goal which best suits the consumer's needs, wants and capabilities; and resolving rehabilitation teacher referred problems posed by over-protective families, the consumer's lack of self-confidence and unproductive attitudes toward the disability.

## **F. Decision-making Authority:**

Decisions made include deciding consumer eligibility for services; identifying or developing medical, social, and service resources to meet consumer needs; scheduling delivery of services or professional demonstrations; instructional supplies to order and individual services expenditures less than \$300.00; the amount of time a consumer spends in training; prioritizing client caseloads; the content of training for clients and for rehabilitation teachers; approval of the education and training taken by Rehabilitation Teachers for certification; and approval of their client training techniques and procedures.

Decisions referred include individual services expenditures of \$300.00 and higher, contracting for training, final approval and clarification of agency policies, and requests for overtime and disciplinary issues.

## **G. Contact with Others:**

Daily contact with the Services to the Blind and Visually Impaired (SBVI) field Rehabilitation Teachers and Counselors to discuss identification of consumer services, coordinate training, and explain policies and procedures and with South Dakota Rehabilitation Center for the Blind and Visually Impaired (SDRC) personal adjustment staff for service coordination and discuss training and policies and procedures. Weekly with the SBVI Assistant Director to discuss fee schedules, coordination with vocational services, and policies and procedures; with the Manager, SDRC for low vision services consultation and training offered at the SD Rehabilitation Center for the Blind and Visually Impaired; with the Diabetic Specialist and Deaf/Blind Specialist about consumer referrals, consultations, and service coordination. Monthly with consumer organizations to solicit input and respond to concerns regarding services provision and with Out of State referral sources to promote services, arrange scheduling, and to provide progress reports.

## **H. Working Conditions:**

The incumbent will meet with rehabilitation teachers and rehabilitation counselors statewide and staff at the rehabilitation center and may also attend consumer-staffing meetings as appropriate. The remainder of their time is spent in a typical training environment at a facility or in the client's home. Moderate to extensive travel is required within the assigned territory. The incumbent may be exposed to hostile clients or family members.

## **I. Knowledge, Skills and Abilities:**

Knowledge of:

- social, economic, vocational, physical and emotional issues impacting persons with vision and other disabilities;
- advanced counseling theories and techniques useful in preparing training plans for facilitating the rehabilitation of individuals with vision and other disabilities;
- alternative modes of communication for individuals who are blind or have vision problems;
- individual assessment instruments and their applications;
- technology, including assistive technology, and accommodations for individuals with vision disabilities in employment and independent living settings;
- the principles and methods of vocational instruction;
- blindness system for services and 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;
- the techniques of organizing, scheduling and directing the work or others.

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;
- monitor the activities of rehabilitation teachers and provide them technical assistance;
- oversee and assist rehabilitation teachers making complex eligibility decisions, coordinating services and counseling consumers.

#### **J. Licenses and Certification:**

Must have national rehabilitation teachers certification by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).