

Job Title: Itinerant Teacher-Orthopedic Impairment Specialist

Definition:

Under the supervision of the Coordinator and Director of Student Services, the Itinerant Teacher – Orthopedic Impairment Specialist is a member of the special education instructional team and is directly involved with teaching children with special needs. Teachers who hold the Physical and Health Impairments Credential, or a valid Education Specialist credential with an Orthopedic Impairment Added Authorization, provide instruction and related services to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, or traumatic brain injury, from birth through grade 12, 0-22 years old, who are in a special education placement in the Antelope Valley SELPA.

Training and Experience:

Minimum requirements:

- Valid CA Physical and Health Impairments Specialist Credential
OR
- Valid CA Education Specialist Credential with Orthopedic Impairment Added Authorization

Other requirements:

- Current CPR and First Aid certification, which may be provided by the school district
- NCI certification is required within 6 months of employment, and will be provided by the district or SELPA

Essential Job Duties

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Conducts assessments to determine eligibility for OI services, goals, and equipment needed for students to show progress toward their goals.
2. Consults and/or develops the specialized instructional sections of the Individualized Education Program (IEP) for their students.
3. Provides direct services to students who are eligible for services as students with orthopedic impairment as indicated on the IEP.
4. Keeps written documentation based on IEP goals/objectives.
5. Attends IEP meetings, makes recommendations, and acts as a member of the IEP team.
6. Provides collaborative consultation to other service providers (public and non-public), regular classroom staff, and special education staff, regarding orthopedic impairments such as: nature of the handicapping condition, learning patterns, integration and/or mainstreaming activities, equipment, preparation of lessons, emergency measures, etc.
7. Provides limited direct specialized instruction or support to students during regular classroom activities regarding strategies that allow students to participate more fully in these activities.
8. Demonstrates the use of equipment or specialized methods necessary for the student to participate in classroom activities. Provides technical assistance in the area of specialized equipment.
9. Develops academic adaptations or equipment adaptations.
10. Provides inservice training and consultation to staff, parents and students regarding reasonable expectations, educational standards, transitions, etc.
11. Utilizes time management skills in arranging students' programs and coordinating other services.

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12. Provides curriculum guidance to staff in determining which material is critical for the student to complete when he/she cannot keep pace with the class.
13. Assesses, recommends, and implements assistive technology as appropriate for students.
14. Provides information on materials that may be needed for specific lessons.
15. Provides transition planning when students move from one level of programs to another or changes in placement are necessary. Transition includes collaborating on movement from school program to adult services.
16. Confers with parents and school personnel.
17. Works cooperatively with the Occupational, Physical, and Speech Therapists in developing classroom activities and coordinating educational access to materials.
18. Informs all service providers about, and monitors, the implementation of instructional accommodations and physical accessibility.
19. Communicates with parents in a timely manner.
20. Provides ongoing evaluation that may include formal or informal methods.
21. Assists in modifying the IEP and/or providing adapted materials.
22. Assists in the collection and submission of data for students who are eligible for alternate state assessments.
23. Performs other duties within the scope of Itinerant Teacher Orthopedic Impairment Specialist.
24. Performs other duties as necessary for the effectiveness of the organization.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Human development and characteristics of students with orthopedic impairments and other disabilities
- Appropriate techniques in interacting successfully with children needing various academic and/or behavior supports, including communication, self-care/independent living, motor skills, vocational, social-emotional, and recreation/leisure
- Specific techniques for the teaching of orthopedically impaired students
- Adaptive equipment and materials for orthopedically impaired students
- Current effective, research-based teaching strategies; educational theories; and assessment tools related to students with orthopedic impairments
- Positive behavior support theory
- CA Standards for the Teaching Profession
- Federal and state laws regarding Special Education, including the IEP process
- Electronic communication and computer keyboarding
- Child abuse laws and procedures

Skill and Ability to:

- Relate effectively to and demonstrate receptive attitude toward children with severe disabilities, and toward students and parents of diverse cultural and socioeconomic backgrounds.
- Work amicably with and communicate effectively with all staff members, including administration, psychologists, health care professionals, designated service providers, general/special education teachers, and para-educators.
- Understand and follow both oral and written directions.

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- Work within an established schedule, meeting necessary timelines.
- Analyze and use data to develop goals and plan instruction.
- Exercise good judgment in emergency situations.
- Maintain flexibility, such as changes in staff or individual student programs.
- Maintain professional confidentiality.

Physical Requirements and Working Conditions

- Requires vision (which may be corrected) to read small print
- Requires hearing within normal range (which may be aided) (approximately 60 db)
- Requires the mobility to stand, stoop, reach and bend. Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Performs work which may require standing or walking for prolonged periods
- Is subject to environmental conditions indoors and outdoors (wind, dust, and extreme temperatures), including walking on uneven ground
- Is subject to excessive noise
- May be required to take and pass a physical examination
- Will be required to have Live Scan fingerprinting completed and cleared prior to beginning work
- Must have a valid CA drivers license and be insured
- Utilizes own vehicle for transportation as needed
- Regular attendance to work, punctuality in meeting deadlines, attending required and suggested meetings and following schedules

Physical Demands: HPD = Hrs. Per Day			
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3)	Frequently (3 – 6 HPD)
Sitting			X
Standing			X
Walking			X
Bending (neck)			X
Bending (waist)			X
Kneeling			X
Reaching			X
Stooping			X
Crawling	X		
Twisting (back & neck)			X
Climbing	X		
Pushing/Pulling		X	

		Lifting			Carrying	
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.			X			X

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11 – 25 lbs.			X			X
26 – 50 lbs.			X		X	
51 – 75 lbs.		X			X	

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write			X
Plan			X
Multi-Task			X

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone		X	
Copier		X	
Computer			X
FAX Machine		X	