



Braillist

GENERAL PURPOSE

Under general supervision, utilizes specialized software programs and equipment to convert textbooks, classroom materials, tests, and other educational print materials into alternate formats, including Braille, large print, and tactile graphics formats; orders Braille, large print materials, auditory materials, and adaptive equipment to meet student IEP requirements; provides technical support and assistance to students and teachers in classroom settings; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Braillists provide a variety of technical and assistive services to ensure that blind and visually impaired students are served in accordance with requirements of their Individual Education Plans (IEPs). Incumbents make technical assessments and order appropriate adaptive equipment and software to meet specific student needs. Incumbents order and/or convert educational materials, including math operations, pictures, maps, and illustrations, into large print, Braille, and tactile graphic formats. Incumbents assist and work with teachers and students in the classroom to ensure that student learning needs are met.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Utilizing specialized software and hardware technologies and craft supplies, translates or converts a variety of instructional materials, including textbooks, recreational books, tests, and other print materials to alternate forms, including Braille and large print formats; determines the most effective methods for modifying and converting materials; converts Braille materials into standard print format for teachers; utilizes specialized equipment to convert math operations, formulas, pictures, graphics, illustrations, and maps into tactile graphic format; proofreads all materials translated into Braille.
2. Identifies needs and orders large print and Braille books, as well as adaptive equipment, computers, and software to meet student IEP requirements; installs and configures specialized software; researches and obtains price quotes on materials and adaptive technologies; checks equipment and materials out to students; learns the uses and operations of new adaptive technologies and provides instruction to students and teachers; troubleshoots and resolves equipment and software problems and refers more complex problems to vendors for resolution.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

3. Provides one-on-one instructional assistance to blind and visually impaired students in the classroom; suggests methods to teachers for providing appropriate assistance to students.
4. Observes students and monitors progress in meeting IEP goals; makes notes and meets with teachers to discuss progress and determine appropriate methods, tools, teaching strategies, and special accommodations to assist students; develops special tools, manipulatives, and materials for student use; instructs students in the use of Braille.

OTHER DUTIES

1. May perform general clerical duties in support of classroom or office.

QUALIFICATIONS

Knowledge of:

1. Methods and practices of child guidance, especially as they relate to moderately to severely emotionally, mentally, and/or physically disabled special education students.
2. The appropriate application of media forms, including Braille, large print and tactile graphic forms, to address specific needs of blind and visually impaired students.
3. Advanced techniques, uses, and operations of software and hardware packages that produce alternate texts and print.
4. Advanced uses and operations of personal computer and other adaptive technologies.
5. Craft methods and techniques applicable to the preparation of tactile graphic materials for blind and visually impaired students.
6. Federal, state, and local laws, regulations, and court decisions applicable to assigned areas of responsibility.
7. Modern office procedures, methods, and equipment.
8. Principles and practices of sound business communication; correct English usage, including spelling, grammar, and punctuation.
9. CPR and first aid.

Ability to:

1. Install, operate and maintain use a variety of technical software and hardware packages that produce alternate text and educational print materials.
2. Train and provide technical assistance and instructional support to students and faculty on uses of Braille, large print, other tactile materials, and manipulatives and operations and maintenance of applicable software and hardware packages and other materials.
3. Understand, apply, and reach sound decisions in accordance with OCDE policies and procedures.
4. Communicate clearly and concisely, both orally and in writing.
5. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
6. Deal with sensitive and difficult situations.

Ability to (cont.):

7. Establish and maintain effective working relationships with OCDE management, faculty, staff, students, the public, and others encountered in the course of work.
8. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is graduation from high school high school equivalency test, an Associate's Degree; and two years of progressively responsible experience working with Braille transcribing and other assistive technologies, preferably in an educational setting; or an equivalent combination of training and experience

Licenses; Certificates; Special Requirements:

Obtain valid CPR and First Aid certifications within six months of employment.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers, adaptive technology, and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 25 pounds from ground, waist, and chest level Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision and the ability to distinguish basic colors and/or shade and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use oral communication skills; read and interpret data, information and documents; analyze and solve problems; learn and apply new information or skills; observe and interpret people and situations; perform work under changing, intensive deadlines on multiple concurrent tasks; work with constant interruptions, and interact with OCDE management, faculty, staff, students, and others encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Employees typically work in a classroom or office setting, and the noise level is moderately quiet. While operating Braille embossing equipment, the employee is exposed to loud noise.