



Functional Job Description

Identification

Position Number: 22100478	Revision Date: 02/15/2022
Internal Title: Rehabilitation Counselor	OPM Title: Rehabilitation Counselor
Division: DWS-Services for the Blind	Grade: GS06
Senior/Hiring Manager: LaTasha Mays	Class Code: L051C
Funding Source: (78.7%) Federal (21.3%) State	Cost Center: B520419400

Position Summary

The Vocational Rehabilitation Counselor for Transition students works under general supervision and is responsible for developing and administering Individualized Plans for Employment (IPEs) and providing counseling, training and/or placement services, and referral services for eligible individuals within state and federal law, departmental and divisional policies and procedures, and administrative direction.

Education and Professional Work Experience

Minimum Qualifications

The formal education equivalent of a bachelor's degree in psychology, social work, counseling, sociology, or a related field; plus, one year of experience in rehabilitation counseling or a related field. Additional requirements determined by the agency for recruiting purposes require review and approval by the Office of Personnel Management.

Preferred Qualifications

Proficiency in Word, Outlook and Excel. Occasional overnight travel in-state and/or out of state is required for training or other assignments. May be required to work nights and weekends in support of board meetings and other agency initiatives.

Knowledge, Skills, and Abilities

- Knowledge of principles and practices of counseling, rehabilitation, and case management.
- Knowledge of agency, community, and state human service resources.
- Ability to interview, obtain, evaluate, and diagnose information related to problems and services needed.
- Ability to provide treatment, guidance, and counseling to clients.



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- Ability to serve as a social advocate for clients by providing information and evaluating and monitoring treatment plans.

Job Responsibilities and Expected Results

Case Development -

Pre-Employment Transition Services:

1. Makes routine visits to all schools and Local Education Area (LEA) supervisors within the assigned coverage area twice a year; Attends Individualized Education Plan (IEP) meetings of all identified students within assigned coverage area; Completes the Individualized Plan for Employment (IPE) using the 5 core services of Pre-employment Transition Services: job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, workplace readiness training, and instruction in self-advocacy.
2. Maintains case files in AWARE and in hard copy. Summarizes the meeting results on all IEPs attended, including the outcomes and next steps for all pre-employment consumers.
3. Explains services and distributes all available resource information to the school system and the families upon request and at IEP meetings; makes appropriate referrals, provides information and technical assistance; arranges for or provides all needed assessments and evaluations! facilitates the development of adjustment to blindness, travel skills, skills of daily living, communication skills, support systems, vocational training, and securing/maintaining employment.
4. Moves clients through Vocational Rehabilitation (VR) process: application, eligibility, plans to determine employment, and closure phases.

Vocational Duties:

1. Completes applications for vocational services, explains services, rights and responsibilities for all consumers and their families; completes the eligibility process for vocational rehabilitation services in accordance with policy and with parent/guardian signed consent for those under 18; Provides vocational counseling and guidance; Documents actions using narratives at least every 90 days; Maintains confidential records and files; Maintains a minimum caseload of no less than 25 cases at all times. Provides



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core services to consumers in a group setting for job exploration counseling, work-based learning experiences, counseling opportunities for enrollment in transition or post-secondary educational programs, workplace readiness, and instruction in self-advocacy.

2. To achieve at least 10 internships paid or unpaid per year, 20 new vocational applications per year and the Development of 15 new IPEs per year. The services on the IPEs must include the 5 core services of Pre-employment Transition Services: job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, workplace readiness training, and instruction in self-advocacy. The above services are to be provided in a developing sequence throughout the transition years to develop a strong goal and job experiences. Five (5) internships paid or unpaid are required at the end of each individual employee's Performance, Goal and Compensation System (PGCS) rating year to be considered satisfactory. Additionally, 40% or at least two (2) of these internships must occur by the employee's mid-point evaluation each year.
3. This duty area will be measured using the following percentages: 30% applications, 30% plans, and 40% interns.

Case Quality:

1. Moves the case through the Rehabilitation Process and gathers clear, detailed information for application, documentation for eligibility, counsels the client and shows documentation on the following: CAP, Library for the Blind, NFB and ACB, SSI/SSDI and all required forms are completed and signed. The determination of the career goal is based on sound comprehensive assessments and/or vocational assessments. Substantial services were provided to overcome the functional limitations that are noted in the eligibility and the comprehensive assessment.
2. Documentation of High School GPA, ACT or WAIS score supports the 2-to-4-year training (if applicable). O&M, VRT, Rehabilitation Teaching and low vision needs are assessed and provided. Narratives explain the progression of the case. The IPE outlines the services needed and the case record indicates that those services were provided. Goals are measurable and documentation supports progress towards the goal. Timelines are observed. The individual's responsibilities are clear, relevant to the employment goal.
3. This duty area will be measured using the case review form and the case review score card. The mean score of all cases reviewed will determine the final duty area score. For each case reviewed 24 points can be earned for cases still active and 26 points for closed cases.



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Caseload Management:

1. Plans and manages case service funds, prepares and submits proper documentation, authorizes services, completes agency reports, complies with all applicable federal, state and agency policies and procedures, develops and maintains referral sources, demonstrates collaborative activities including but not limited to Workforce and Centers for Independent Living, and other community resources in order to maximize utilization of similar benefits for VR consumers. Administers assessment tools to identify vocational interests and career goals, conduct career exploration using an array of available job market tools (Department of Labor, Arkansas Workforce); Assist with vocational/technical or college preparations, including applying for and obtaining financial aid and reasonable accommodations.

Consumer Assistance in Employment Outcome:

1. Arrange for volunteer, internship, or job shadowing opportunities; Completes applicable vocational and functional skills assessments; provides rehabilitation teaching to enhance the employment outcome; provides rehab teaching instruction in activities of daily independent living, use of adaptive equipment and assistive technology, software and devices, arranges for purchase and delivery of instructional and/or adaptive aids and appliances; arranges for Low Vision assessments and trainings, provides basic instruction in Sighted Guide Skills and Orientation to surroundings as needed; Provides assistance in obtaining employment, provides counseling and guidance, evaluates job sites, obtains and utilizes current labor market information, obtains rehab engineering for job sites, establishes and maintains rapport with the business community to facilitate job placement.

Public Awareness & Training Activities:

1. Conducts in-service trainings, represents agency on task forces, committees, and on local Workforce Boards as assigned, attends training sessions, including those designed to maintain certification, engages in public speaking activities, and both facilitates and participates in the award and recognition process, provides mentoring to new non-certified staff and/or interns upon supervisory request.

Performs other duties as assigned.