Current Ethical Practices in School Psychology

Kristin Makena, Ph.D.(c), N.C.S.P., L.E.P. #3575
Objectives

- Examine the nature of various ethical issues in school psychology.
- Provide an overview of ethical codes, practices, and models in school psychology.
- Examine current ethical dilemmas in the field including legal, social media, professional competency, research, health, and safety issues.
- Utilize ethical model for problem solving with current educational scenarios with application of ethical standards.
- Develop strategies to address various challenging ethical dilemmas.
- Share experiences with other school psychologists to promote peer problem solving.
Introduction

- Credentialed School Psychologist
- Licensed Educational Psychologist #3575
- Special Education Administrator
- Ph.D. Candidate – Integrated Mental Health
- CASP Ethics Specialist
Ethics
What are ethics?

- System of principals of conduct that guide behavior
- Context
- Defines acceptable and unacceptable behaviors
- Guides professional conduct
Why do we care about ethics?

- Impacts lives
- Quality Control
- Professional Standards
Competing challenges

- Law
- Ethics
- Best Practice
- District Policy
- Clients
- Co-workers
- Students
Professional Organizations

- APA
- NASP
- CASP
- CTC/CDE
- BBS
NASP Ethical Principals

- Respect for the dignity of persons
- Responsible caring
- Honesty and integrity
- Responsibility in community
APA Ethical Principals

- Beneficence and non-maleficence
- Fidelity and responsibility
- Integrity
- Justice
- Respect for people rights and dignity
CASP Ethical Principals

- Professional competency
- Professional relationships and responsibilities
- Professional Practice – Public and Private settings
Credentials and Licensing

- Credentials – school based practice
- Licensure – private practice
- Non-practice credentials – NCSP, BCBA
- Malpractice and risk management
Professional Behavior

- Professional versus private conduct
- Community standards
- Peer standards
Ethical Psychological Practice

- Invasion of Privacy
- Assessment conditions
- Security
- Classification
- Bias
- Competence
- Responsibility
- Professional Autonomy
Ethical Training

- Sensitive to ethical components
- Code of ethics
- Commitment to ethical thinking
- Analyze situations
- Cultural competence
- Self-awareness
- Personal responsibility
Common Ethical Dilemmas

- Unwise decisions
- Competence
- Confidentiality
- Client goals
- Community resources
- Peer violation
- Decisions in isolation
- Intervention monitoring
Common Ethical Code Violations

- Unaware of parameters for conduct
- Training
- Emotional stressors
- Lack of sensitivity
- Self-serving
Ethical Problem Solving
Problem Solving Model 1

- Describe the parameters of the situation
- Define Ethical-legal issue
- Consult applicable guidelines that apply
- Evaluate the rights, responsibilities and welfare of all affected parties,
- Generate a list of alternative decisions for each issue
- Enumerate the consequence of making each decision
- Consider evidence (risk-benefit analysis)
- Make the decision and accept the consequences
Problem Solving Model 2

1. Identify the problem.
2. Apply the Code of Ethics.
3. Determine the nature and dimensions of the dilemma.
4. Generate courses of action.
5. Consider the consequences of all options and choose
6. Evaluate the selected course of action.
7. Implement the course of action.
Ethical Assessment
Assessment

- Multi-faceted
- Comprehensive
- Fair
- Valid
- Useful
Assessment

- Assessment procedures
- Test selection and administration
- Bias
- Training
- Purpose
- Screening
- Consent
QUALIFICATION LEVEL A:
There are no special qualifications to purchase these products.

QUALIFICATION LEVEL B:
Tests may be purchased by individuals with:

- A master's degree in psychology, education, speech language pathology, occupational therapy, social work, counseling, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

  OR

- Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC) that requires training and experience in the relevant area of assessment.

  OR

- A degree or license to practice in the healthcare or allied healthcare field.

  OR

- Formal, supervised mental health, speech/language, occupational therapy, social work, counseling, and/or educational training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

QUALIFICATION LEVEL C:
Tests with a C qualification require a high level of expertise in test interpretation, and can be purchased by individuals with:

- A doctorate degree in psychology, education, or closely related field with formal training in the ethical administration, scoring, and interpretation of clinical assessments related to the intended use of the assessment.

  OR

- Licensure or certification to practice in your state in a field related to the purchase.

  OR

- Certification by or full active membership in a professional organization (such as APA, NASP, NAN, INS) that requires training and experience in the relevant area of assessment.
Personality Assessment

- Privacy
- Test validity
- Training
Privacy
Privacy

- Dignity
- Value of autonomy
- Informed consent
- Non-disclosure
Evidentiary Privilege

- Rights of a person in a special relationships to prevent the disclosure in court of information given in confidence within that relationship.
- Subpoenas and Court Orders
Confidentiality

- Five keys to dealing with confidentiality
  - Candid discussion of confidentiality
  - Rapport
  - Legal requirements
  - Community resources
  - Open and honest conversation
Records

- FERPA & HIPAA
Law and Ethics
Law and Ethics

- U.S. Constitution
- Statutes
- Regulations
- Case law
- IDEA & IDEIA
- FERPA & HIPPA
Case law

- Due process
- Brown v. Board of Education
- Hobson v. Hansen
- Diana v. State Board of Education
- Guadalupe Organization Inc v. Tempe Elementary School
- CASP v. Superintendent of Public Instruction
- Parents in Action in Special Education v. Hannon
Special Education
History

- Title VI
- Multi-Tiered Systems of Support (MTSS)
  - Response to Intervention (RtI)
  - Positive behavior supports (PBS)
    - Data driven use of evidence-based interventions to assist students who are struggling academically or behaviorally
Zero Reject Principal

- Child find
IEP Team

1. Parents
2. General Education Teacher
3. Special Education Teacher
4. LEA representative
5. Individual who can interpret the instructional implications of evaluation results
6. Other individuals who have knowledge or special expertise regarding the child
7. Student
Least Restrictive Environment

- Service versus placement
- Foundation of the deinstitutionalization movement
- Four factors
  - Educational benefit
  - Non-academic benefits
  - Effect of the students presence in the classroom
  - Cost
Intervention
Behavioral Interventions

- Systematic collection of data of the function of the behavior and PBS supports
- Develop interventions appropriate to presenting problems consistent with data collection.
- Levels of intervention
Counseling

- Alleviate student distress by improving psychological functioning and/or facilitating change in the environment
- Consent
- Self-referral
Culturally Competent Counseling

- Cultural background
- Student’s worldview
- Services
- Best practices
- Assistance
Duty to Protect

- Child abuse
- Self-harm
- Threat to other
- Substance abuse
- Criminal Acts
- Pregnancy/STD’s
Psychopharmacologic Interventions

- Drug trials
- Influence
- Collaboration
Technology
Technology

• Positives
  • Improves education
  • Improves assessment

• Considerations
  • Validity
  • Security
Digital Storage

- District policies
- Storage
- Risks
- Disclosure
Social Media and Cyberspace

- Boundaries
- Trust
- Consequences
- Modeling
Consultation
Consultation

- Student welfare
- Parent collaboration
- Teacher/Consultee Relationship
- Informed consent
- Confidentiality
- Fairness and non-discrimination
Supervision

- Professional standards
- Professional disclosure statement
- Respect for the dignity of person
- Training
- Autonomy
- Confidentiality
- Responsible caring
- Supervision
- Integrity
- Liability
Resources

- APA Ethics Page
  - https://www.apa.org/ethics/
- CASP Code of Ethics
  - https://casponline.org/about-casp/publications/#ethics
- California Department of Education – Prof. Standards
  - https://www.cde.ca.gov/pd/ps/
- Ethics and Law for School Psychologists (Decker)
- NASP Ethics Page
  - https://www.nasponline.org/standards-and-certification/professional-ethics