



**Santa Maria-Bonita
School District**

New Related Provider Academy

Professional Standards for Related Providers

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Ethics & Professional Standards



What are Ethics?



System of principles of conduct that guide behavior



Specific to context



Defines acceptable and unacceptable behaviors



Guides professional behavior

Why are Ethics Important?



Impacts lives



Quality Control



Professional
Standards



Assists professionals
in solving dilemmas
that may arise in the
workplace

Competing Challenges

- Law
- Best Practice
- District Policy
- SELPA Policy
- Clients Requests
- Co-workers
- Students



Professional Boundaries

Role of some related providers can present challenging situations

- ❖ Why are boundaries essential?
- ❖ Boundaries for Parents?
- ❖ Boundaries for Students?
- ❖ Boundaries for Staff?



Professional Behavior

- Professional versus private conduct
- Community standards
- Peer standards
 - Peer Conflict



Ethical Principles (by Job Group)



- ASHA (SLP)
[Code of Ethics](#): Ethics I-IV
- CASP (School Psych)
[Code of Ethics](#)
- BACB (BCBA)
[Code of Ethics](#)
- AMHCA (MHS)
[Code of Ethics](#)
- AOTA (OT)
[Code of Ethics](#)
- NASN (School Nurses)
[Code of Ethics](#)



Shared Ethical Principles

What It Looks Like in Schools

Student-Centered Practice (Beneficence)

Make decisions that promote students' well-being, learning, health, and development.

Do No Harm (Nonmaleficence)

Prevent physical, emotional, educational, or psychological harm.

Respect for Dignity and Individual Rights

Honor each student's individuality, culture, identity, values, and rights.

Confidentiality & Privacy

Protect confidential student information while following legal reporting requirements.

Practice Within Scope of Competence

Provide only services for which you are trained, credentialed, and qualified.

Integrity & Honesty

Be truthful, transparent, and accurate in communication and documentation.

Professional Responsibility & Accountability

Accept responsibility for professional decisions and maintain ethical conduct.

Evidence-Based Practice

Base assessment, intervention, and recommendations on current research and best practices.

Collaboration

Partner with families, educators, administrators, and community providers to support students.

Equity & Advocacy

Promote equitable access, remove barriers, and advocate for students' needs.

Professional Boundaries

Maintain appropriate professional relationships and avoid conflicts of interest.

Legal & Ethical Compliance

Follow federal and state laws, professional standards, and district policies.

Continuous Professional Growth

Engage in lifelong learning and ongoing professional development.

Our Shared Commitment to Students



We put students' best interests first.



We advocate for equity and meaningful access.



We provide competent, evidence-based services.



We collaborate with families and colleagues.



We protect dignity, rights, and confidentiality.



We maintain integrity and professionalism.

School Psychologists (NASP)

Primary Ethical Focus: Student-centered decision making through assessment, consultation, and systems-level support.

Unique responsibilities:

- Ethical psychoeducational assessment
- Protecting students' educational rights
- Balancing responsibilities to students, families, and schools
- Using assessment data responsibly
- Systems-level consultation and prevention
- Promoting equitable educational opportunities



Behavior Analysts (BACB)

Primary Ethical Focus: Data-driven behavior change.

Unique responsibilities:

- Objective data collection
- Continuous progress monitoring
- Function-based assessment
- Least restrictive behavior interventions
- Treatment fidelity
- Ethical supervision of behavior technicians
- Environmental modifications based on behavioral principles



Occupational Therapists (AOTA)

Primary Ethical Focus: Participation in meaningful daily occupations.

Unique responsibilities:

- Occupational justice
- Functional independence
- Environmental adaptation
- Assistive technology recommendations
- Safe therapeutic interventions
- Client-centered participation
- Promoting independence in school routines



Mental Health Specialists (ASCA)

Primary Ethical Focus: Social-emotional development.

Unique responsibilities:

- Individual and group counseling
- Student advocacy
- Crisis counseling
- Confidentiality within school counseling
- Equity in educational opportunity
- Comprehensive school counseling programming

Speech-Language Pathologists (ASHA)

Primary Ethical Focus: Communication access.

Unique responsibilities:

- Ethical communication assessment
- AAC implementation
- Cultural and linguistic responsiveness
- Ethical supervision of assistants
- Communication access across educational settings
- Prevention of communication disorders
- Appropriate service delivery models

School Nurses (NASN / ANA)

Primary Ethical Focus: Student health, safety, and access to education through nursing care.

Unique responsibilities:

- Protecting student health and safety
- Medication administration and delegation
- Emergency and crisis medical response
- Health assessment and monitoring
- Infection prevention and public health practices
- Care coordination with healthcare providers
- Health education and promotion
- Ethical management of medical information
- Advocacy for students with chronic health conditions
- Safe delegation of nursing tasks

Our Professional Expertise

Each discipline contributes a unique lens:

School Psychologist

Learning, assessment, and systems consultation



BCBA

Behavior assessment and intervention



Occupational Therapist

Functional participation and independence



Speech-Language Pathologist

Communication and language



Mental Health Specialist

Social-emotional wellness and school success



School Nurse

Health, safety, and medical access



Our Collective Goal

Common Outcome

Although each profession has a distinct scope of practice, the ethical codes consistently point toward the same outcome:

working collaboratively to ensure every student has equitable access to learning, participation, safety, and opportunities to thrive.

Shared Foundation

ethical practice is the common foundation that unites the team, while each discipline's specialized expertise strengthens the collective support provided to students.

Common Ethical Dilemmas

Past Experience

What are some situations you have encountered?

Future Role

What type of dilemmas do you think you might encounter in your role?

Common Ethical Dilemmas

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



Ethical Practice for all Providers

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



Common Ethical Code Violations

- Unaware of parameters for conduct/outside scope
- Training
- Emotional stressors
- Lack of sensitivity
- Self-serving



Problem Solving

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.

Dilemma

Your administrator asks you to do something unethical related to assessment and the IEP....what do you do?

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.
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Confidentiality



The Importance:

- It establishes trust
- To create an environment where students feel comfortable addressing a problem
- Helps parents, educators, school staff, and students understand what to expect in various situations and provides reassurance that student information is being handled appropriately

EXAMPLES

- ❖ Student files kept in a locked area
- ❖ Student information stored on a computer needs to be password protected
- ❖ Naming students' peers in an IEP meeting
- ❖ Handling personal information that a student has chosen to disclose
- ❖ Family Educational Rights and Privacy Act (FERPA)
 - Parents have the right to receive the records that the school keeps for the student
 - Parents have the right to request that the school make corrections on the information provided

School Psychs



SLPs

→ [California Association of School Psychologists Code of Ethics](#)

→ School Psychs “respect the confidentiality of information collected from other professional sources and make all attempts to maintain the security and confidentiality of this information” (CASP Code of Ethics, p. 6)

→ https://www.speechandhearing.ca.gov/board_activity/meetings/materials_20200220.pdf

→ Principle 3: “Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law” (CSHA Code of Ethics, p.4).

Scenarios

- Substitute teacher requests to view a student's IEP in the classroom they are subbing for
- Parent stops student from eloping from the school and requests information on the child "to make sure I handled it properly"
- During lunch, you overhear a group of teachers talking about a student from a neighboring campus
- The principal asks you to share what you know about an incident your student reported to you

Any comments or
questions?!





Thank you!

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