

National Association of School Psychologists

Principles for Professional Ethics

2020

TABLE OF CONTENTS

INTRODUCTION

DEFINITION OF TERMS

BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

GUIDING PRINCIPLE I.1. AUTONOMY AND SELF-DETERMINATION

Standard I.1.1 When Consent is/is not Required

Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship

Standard I.1.3 Seeking Informed Consent

Standard I.1.4 Assent

Standard I.1.5 Right to Refuse or Withdraw Consent

GUIDING PRINCIPLE I.2. PRIVACY AND CONFIDENTIALITY

Standard I.2.1 Sensitive Information

Standard I.2.2 Boundaries of Confidentiality

Standard I.2.3 Consent for Release of Information

Standard I.2.4 Need to Know

Standard I.2.5 Privacy Related To Sexual Orientation And Gender Identity And Expression

Standard I.2.6 Privacy of Health Information

GUIDING PRINCIPLE I.3. FAIRNESS AND JUSTICE . . .

Standard I.3.1 Discrimination

Standard I.3.2 Correcting Discriminatory Practice

BROAD THEME II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

GUIDING PRINCIPLE II.1. COMPETENCE

Standard II.1.1 Practice in Area of Competence

Standard II.1.2 Personal Problems

Standard II.1.3 Continuing Professional Development

GUIDING PRINCIPLE II.2. ACCEPTING RESPONSIBILITY FOR ACTIONS

Standard II.2.1 Accuracy of Documents

Standard II.2.2 Progress Monitoring

Standard II.2.3 Appropriateness of Recommendations

Standard II.2.4 Responsibility for Graduate Students' Work

GUIDING PRINCIPLE II.3. RESPONSIBLE ASSESSMENT AND INTERVENTION

PRACTICES

Standard II.3.1 Considerations Prior to Disability Determination

Standard II.3.2 Assessment Techniques

Standard II.3.3 Instrument Selection

Standard II.3.4 Normative Data

Standard II.3.5 Digital Administration and Scoring

Standard II.3.6 Variety of Sources of Data

Standard II.3.7 Comprehensive Assessment

Standard II.3.8 Validity and Fairness

Standard II.3.9 Interpreters

Standard II.3.10 Recommendations Based on Existing Records

Standard II.3.11 Interpretation of Results

Standard II.3.12 Intervention Selection

Standard II.3.13 Parental Involvement in Intervention Planning

Standard II.3.14 Student Assent for Assistance

GUIDING PRINCIPLE II.4. RESPONSIBLE SCHOOL-BASED RECORD KEEPING

Standard II.4.1 Notification of Rights and Responsibilities Regarding Records

Standard II.4.2 Comprehensive Records

Standard II.4.3 Inclusion of Sensitive Information in Records

Standard II.4.4 Right to Inspect Records

Standard II.4.5 Test Protocols

Standard II.4.6 Access to Records by School Personnel

Standard II.4.7 Electronic Record Keeping

Standard II.4.8 Sole Possession Records

Standard II.4.9 Retention of Records

GUIDING PRINCIPLE II.5. RESPONSIBLE USE OF MATERIALS

Standard II.5.1 Test Security

Standard II.5.2 Use of Restricted Materials

Standard II.5.3 Intellectual Property

**BROAD THEME III: HONESTY AND INTEGRITY IN PROFESSIONAL
RELATIONSHIPS**

**GUIDING PRINCIPLE III.1. ACCURATE PRESENTATION OF PROFESSIONAL
QUALIFICATIONS**

Standard III.1.1 Accurate Presentation of Professional Qualifications

Standard III.1.2 Correcting Misperceptions

Standard III.1.3 Affiliation and Experience

Standard III.1.4 Graduate Programs

Standard III.1.5 Accuracy of Marketing Information

**GUIDING PRINCIPLE III.2. FORTHRIGHT EXPLANATION OF PROFESSIONAL
SERVICES, ROLES, AND PRIORITIES**

Standard III.2.1 Explanation of Services to Clients

Standard III.2.2 Role Definition in Collaborative Work

Standard III.2.3 Priority of Child Welfare

Standard III.2.4 Conflicts of Loyalties

GUIDING PRINCIPLE III.3. RESPECTING OTHER PROFESSIONALS

Standard III.3.1 Cooperation with Other Professionals

Standard III.3.2 Referrals to Other Professionals

Standard III.3.3 Altering Reports

GUIDING PRINCIPLE III.4. INTEGRITY IN RELATIONSHIPS

Standard III.4.1 Relationship Impact on Professional Effectiveness

Standards III.4.2 Multiple Relationships and Limited Alternative Services

Standard III.4.3 Harassment and Exploitation

Standard III.4.4 Sexual Relationships

GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST

Standard III.5.1 Private vs Professional Conduct

Standard III.5.2 Separation of Personal Beliefs

Standard III.5.3 Personal Beliefs and Service Provision

Standard III.5.4 NASP Leadership

Standard III.5.5 Disclosure of Financial Interest

Standard III.5.6 Referrals and Remuneration

Standard III.5.7 Remuneration for Data Sharing

Standard III.5.8 Practice in Both Public and Private Settings

BROAD THEME IV: RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

GUIDING PRINCIPLE IV.1. PROMOTING HEALTHY SCHOOL, FAMILY, AND COMMUNITY ENVIRONMENTS

Standard IV.1.1 Effective Participation in Systems

Standard IV.1.2 Promoting Systems Change

GUIDING PRINCIPLE IV.2. RESPECT FOR LAW AND THE RELATIONSHIP OF LAW AND ETHICS

Standard IV.2.1 Understanding Systems Parameters

Standard IV.2.2 Intersection of Law and Ethics

Standard IV.2.3 Conflicts between Law and Ethics

Standard IV.2.4 Participation in Public Discourse

GUIDING PRINCIPLE IV.3. MAINTAINING PUBLIC TRUST BY SELF-MONITORING AND PEER MONITORING

Standard IV.3.1 Application of Ethical Principles

Standard IV.3.2 Resolution of Concerns with Colleagues

Standard IV.3.3- Cooperation with the Ethics and Professional Practices Board

GUIDING PRINCIPLE IV.4. CONTRIBUTING TO THE PROFESSION BY MENTORING, TEACHING, AND SUPERVISION

Standard IV.4.1 Graduate Program Directors

Standard IV.4.2 Graduate Student Supervisors

Standard IV.4.3 Supervisor Responsibility

Standard IV.4.4 Graduate Faculty

GUIDING PRINCIPLE IV.5. CONTRIBUTING TO THE SCHOOL PSYCHOLOGY KNOWLEDGE BASE

Standard IV.5.1 Conducting Research

Standard IV.5.2 Protecting the Rights of Research Participants

Standard IV.5.3 Anonymity of Data

Standard IV.5.4 Accuracy of Data

Standard IV.5.5 Replicability of Data

- 1 Standard IV.5.6 Correction of Errors
- 2 Standard IV.5.7 Integrity of Publications
- 3 Standard IV.5.8 Plagiarism
- 4 Standard IV.5.9 Acknowledging Contributors
- 5 Standard IV.5.10 Review of Manuscripts and Proposals

6

7 **INTRODUCTION**

8 The National Association of School Psychologists' (NASP) vision is that all children and youth
9 access the learning, behavior, and mental health support needed to thrive in school, at home, and
10 throughout life. The core purpose of NASP is to empower school psychologists to promote the
11 learning, behavior, and mental health of all children and youth. This purpose is accomplished
12 through the values of integrity, diversity, a focus on children and youth, advocacy, collaborative
13 relationships, continuous improvement, and visionary leadership.

14 School psychologists are uniquely qualified members of school teams that support students'
15 ability to learn and teachers' ability to teach. They receive specialized advanced graduate
16 preparation that includes coursework and practical experiences relevant to both psychology and
17 education. School psychologists partner with families, teachers, school administrators, and other
18 professionals to create safe, healthy, and supportive learning environments that strengthen
19 connections among home, school, and the community. School psychologists support children,
20 youth, families, and schools through the identification of appropriate evidence-based education
21 and mental and behavioral health services for all children and youth; implementation of
22 professional practices that are data driven and culturally competent; delivery of a continuum of
23 services for children, youth, families, and schools from prevention to intervention and

24 evaluation; and advocacy for the value of school psychological services. School psychologists
25 typically work in public or private schools, universities, or other educational settings that may
26 include hospitals, clinics, or residential facilities.

27 NASP's Professional Standards, including the Standards for Graduate Preparation of
28 School Psychologists, the Standards for the Credentialing of School Psychologists, the
29 Model for Comprehensive and Integrated School Psychological Services (also known as the
30 NASP Practice Model), and the Principles for Professional Ethics, provide a unified set of
31 national principles that guide graduate education, credentialing, professional practice and
32 services, and ethical behavior of school psychologists. NASP's professional standards undergo
33 review and revision approximately every 10 years, following a multi-year process including
34 input from internal and external stakeholders, and eventual review and approval by NASP's
35 leadership.

36 The NASP Principles for Professional Ethics is designed to be used in conjunction with
37 the NASP Standards for Graduate Preparation of School Psychologists, Standards for the
38 Credentialing of School Psychologists, and Model for Comprehensive and Integrated School
39 Psychological Services to provide a unified set of national principles that guide graduate
40 education, credentialing, professional practices, and ethical behavior of effective school
41 psychologists. These NASP policy documents are intended to define contemporary school
42 psychology; promote school psychologists' services for children, families, and schools; and
43 provide a foundation for the future of school psychology. These NASP policy documents are
44 used to communicate NASP's positions and advocate for qualifications and practices of school
45 psychologists with stakeholders, policy makers, and other professional groups at the national,
46 state, and local levels.

47 The formal principles that elucidate the proper conduct of a professional school
48 psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the Principles
49 for Professional Ethics (Principles), and revisions were made in 1984, 1992, 1997, 2000, and
50 2010. The purpose of the Principles is to protect the public and those who receive school
51 psychological services by sensitizing school psychologists to the ethical aspects of their work,
52 educating them about appropriate conduct, helping them monitor their own behavior, and
53 providing standards to be used in the resolution of complaints of unethical conduct. NASP
54 members and school psychologists who are certified by the National School Psychologist
55 Certification System (NCSP) are bound to abide by NASP's code of ethics.

56 The NASP Principles for Professional Ethics were developed to address the unique
57 circumstances associated with providing school psychological services. The duty to educate
58 children and the legal authority to do so rests with state governments. When school psychologists
59 employed by a school board make decisions in their official roles, such acts are seen as actions
60 by state government. As state actors, school-based practitioners have special obligations to all
61 students. They must know and respect the rights of students under the U.S. Constitution and
62 federal and state statutory law. They must balance the authority of parents to make decisions
63 about their children with the needs and rights of those children, and the purposes and authority of
64 schools. Furthermore, as school employees, school psychologists have a legal as well as an
65 ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm.
66 Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem
67 solving and intervention. For these reasons, psychologists employed by the schools may have
68 less control over aspects of service delivery than practitioners in private practice. However,
69 within this framework, it is expected that school psychologists will make careful, reasoned, and

70 principled ethical choices based on knowledge of this code, recognizing that responsibility for
71 ethical conduct rests with the individual practitioner.

72 School psychologists are committed to the application of their professional expertise for
73 the purpose of promoting improvement in the quality of life for students, families, and school
74 communities. This objective is pursued in ways that protect the dignity and rights of those
75 involved. School psychologists consider the interests and rights of children and youth to be their
76 highest priority in decision making, and act as advocates for all students. These assumptions
77 necessitate that school psychologists “speak up” for the needs and rights of students even when
78 it may be difficult to do so.

79 The Principles for Professional Ethics, like all codes of ethics, provide only limited guidance
80 in making ethical choices. Individual judgment is necessary to apply the code to situations that
81 arise in professional practice. Ethical dilemmas may be created by situations involving
82 competing ethical principles, conflicts between ethics and law, the conflicting interests of
83 multiple parties, the dual roles of employee and pupil advocate, or because it is difficult to decide
84 how statements in the ethics code apply to a particular situation. Such situations are often
85 complicated and may require a nuanced application of these Principles to effect a resolution that
86 results in the greatest benefit for the student and concerned others. When difficult situations
87 arise, school psychologists are advised to use a systematic problem-solving process to identify
88 the best course of action. This process should include identifying the ethical issues involved,
89 consulting these Principles, consulting colleagues with greater expertise, evaluating the rights
90 and welfare of all affected parties, considering alternative solutions and their consequences, and
91 accepting responsibility for the decisions made.

92 The NASP Principles for Professional Ethics may require a more stringent standard
93 of conduct than law, and in those situations in which both apply, school psychologists are
94 expected to adhere to the Principles. For example, education law generally requires parent
95 notice of their legal rights in the school setting, a signed consent form to establish a school
96 psychologist-client relationship, and an invitation to parents to participate in meetings when
97 important school decisions are being made about their child. In contrast, school
98 psychologists have more comprehensive ethical requirements when working with parents.
99 School psychologists are ethically obligated to ensure that parents understand their legal
100 rights; understand what it is they are consenting, or refusing to consent, to and understand
101 the implications of that decision. In addition, school psychologists are ethically required to
102 ensure that parents are afforded the opportunity to meaningfully participate in important
103 decisions affecting their own child.

104 When conflicts between ethics and law occur, school psychologists are expected to
105 take steps to resolve conflicts by problem solving with others and through positive,
106 respected, and legal channels. If not able to resolve the conflict in this manner, they may
107 abide by the law, as long as the resulting actions do not violate basic human rights.
108 Subsequently, school psychologists work to facilitate change in policies and practices to
109 those that better align with ethical standards.

110 The Principles for Professional Ethics provide standards for professional conduct.
111 School psychologists, in their private lives, are free to pursue their personal interests, except
112 to the degree that those interests compromise trust in the profession or professional
113 effectiveness. The boundary between professional and personal behaviors is not clear-cut,
114 however, particularly in venues such as social media. Furthermore, school professionals are

115 held to a higher standard of “good character” and conduct than others because they serve as
116 role models for children. For these reasons, school psychologists are encouraged to avoid
117 actions that are disrespectful of the dignity of others and that could negatively impact their
118 credibility and diminish trust in school psychologists.

119 School psychologists practice in a variety of settings including public and private
120 schools, juvenile justice institutions, colleges and universities, mental health clinics,
121 hospitals, and private practice. In addition, school psychologists may be employed as
122 practitioners or in a variety of roles including administrative and supervisory.. The
123 principles in this code should be considered by school psychologists in their ethical decision
124 making regardless of role and employment setting. However, this revision of the code, like
125 its precursors, focuses on the special challenges associated with providing school
126 psychological services in schools and to students. School psychologists who provide
127 services directly to children, parents, and other clients as private practitioners, and those
128 who work in health and mental health settings, are encouraged to be knowledgeable of
129 federal and state law regulating mental health providers, and to consult the American
130 Psychological Association’s (2017) Ethical Principles of Psychologists and Code of Conduct
131 for guidance on issues not directly addressed in this code.

132 Four broad ethical themes provide the organizational framework for the 2020
133 Principles for Professional Ethics. The four broad ethical themes subsume ethical guiding
134 principles. Each guiding principle is then further articulated by multiple specific standards
135 of conduct. The broad themes, corollary guiding principles, and enforceable standards are to
136 be considered in decision making. NASP will seek to enforce the ethical standards for
137 specific professional conduct that appear in the Principles for Professional Ethics with its

138 members and school psychologists who hold the Nationally Certified School Psychologist
139 (NCSP) credential in accordance with NASP’s Ethical and Professional Practices Board
140 Procedures (2018). Regardless of role, clientele, or setting, school psychologists should
141 reflect on the theme and intent of each ethical principle and standard to determine its
142 application to his or her individual situation.

143 School psychologists are helping professionals. Their decisions, including to act or the
144 failure to act, affect the welfare of children and families. In their professional roles, school
145 psychologists thus have a duty to not only avoid ethics code violations, but to take affirmative
146 steps to benefit clients, schools, families, and the community. For this reason, school
147 psychologists are encouraged to strive for excellence rather than simply meeting the minimum
148 obligations outlined in the NASP Principles for Professional Ethics, and to engage in the lifelong
149 learning that is necessary to achieve and maintain expertise in applied professional ethics.

150

151 DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

152 *Client:* The client is the person or persons with whom the school psychologist establishes a
153 professional relationship for the purpose of providing school psychological services. A school
154 psychologist–client professional relationship is established by an informed agreement with
155 client(s) about the school psychologist’s ethical and other duties to each party. While not clients
156 per se, classrooms, schools, school systems, families and communities also may be recipients of
157 school psychological services and often are parties with an interest in the actions of school
158 psychologists.

159 *Child:* A child, as defined in law, generally refers to a minor, a person younger than the age of
160 majority. Although this term may be regarded as demeaning when applied to teenagers, it is used

161 in this document when necessary to denote minor status. The term student is used when a less
162 precise term is adequate.

163 *Informed Consent:* Informed consent means that the person giving consent has the legal authority
164 to make a consent decision, a clear understanding of what it is he or she is consenting to, and that
165 his or her consent is freely given and may be withdrawn without prejudice.

166 *Assent:* The term assent refers to a minor's affirmative agreement to participate in psychological
167 services or research.

168 *Parent:* The term parent may be defined in law or district policy, and can include the birth or
169 adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or
170 other relative, stepparent, or domestic partner), and/or an individual who is legally responsible
171 for the child's welfare.

172 *Advocacy:* School psychologists have a special obligation to speak up for the rights and welfare
173 of students and families, and to provide a voice to clients who cannot or do not wish to speak for
174 themselves. Advocacy also occurs when school psychologists use their expertise in psychology
175 and education to promote changes in schools, systems, and laws that will benefit schoolchildren,
176 other students, and families. Nothing in this code of ethics, however, should be construed as
177 requiring school psychologists to engage in insubordination (defined as the willful disregard of
178 an employer's lawful instructions) or to file a complaint about school district practices with a
179 federal or state regulatory agency as part of their advocacy efforts.

180 *School-Based Vs. Private Practice:* For the purposes of this document, school-based practice
181 refers to the provision of school psychological services under the authority of a state, regional, or
182 local educational agency. School-based practice occurs if the school psychologist is an employee
183 of the schools or contracted by the schools on a per case or consultative basis. Private practice

184 occurs when a school psychologist enters into an agreement with a client(s) rather than an
185 educational agency to provide school psychological services and the school psychologist's fee
186 for services is the responsibility of the client or his or her representative.

187

188 BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

189 School psychologists engage only in professional practices that maintain the dignity of all with
190 whom they work. In their words and actions, school psychologists demonstrate respect for the
191 autonomy of persons and their right to self-determination, respect for privacy, and a commitment
192 to just, equitable and fair treatment of all persons.

193

194 GUIDING PRINCIPLE I.1. AUTONOMY AND SELF-DETERMINATION

195 School psychologists respect the right of persons to participate in decisions affecting their own
196 welfare. They recognize that informed consent is an ongoing process and they reopen discussion
197 of consent when appropriate, such as when there is a significant change in previously agreed
198 upon goals and services, or when decisions must be made regarding the sharing of sensitive
199 information with others.

200

201 Standard I.1.1 When Consent is/is not Required

202 School psychologists encourage and promote parental participation in school decisions affecting
203 their children. However, where school psychologists are members of the school's educational
204 support staff, not all of their services require informed parent consent. It is ethically permissible
205 to provide school-based consultation services regarding a child or adolescent to a student
206 assistance team or teacher without informed parent consent as long as the resulting interventions

207 are under the authority of the teacher and within the scope of typical classroom interventions.
208 Parent consent is not ethically required for a school-based school psychologist to review a
209 student's educational records, conduct classroom observations, assist in within-classroom
210 interventions and progress monitoring, or to participate in educational screenings conducted as
211 part of a regular program of instruction. Parent consent is required if the consultation about a
212 particular child or adolescent is likely to be extensive and ongoing and/or if school actions may
213 result in a significant intrusion on student or family privacy beyond what might be expected in
214 the course of ordinary school activities. Parents must be notified when the school or school
215 psychologist intends to administer to students a survey that screens for mental health problems
216 and those parents must be given the opportunity to remove their child or adolescent from
217 participation in such screenings.

218

219 Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship

220 Except for urgent situations or self-referrals by a minor student, school psychologists seek parent
221 consent (or the consent of an adult student) prior to establishing a school psychologist-client
222 relationship for the purpose of psychological diagnosis, assessment of eligibility for special
223 education or disability accommodations, or to provide ongoing individual or group counseling or
224 other non-classroom therapeutic intervention. (See definition of Informed Consent in
225 Definitions)

226 I.1.2a. It is ethically permissible to provide psychological assistance without parent notice
227 or consent in emergency situations or if there is reason to believe a student may pose a danger to
228 others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.

229 I.1.2b. When a student who is a minor self-refers for assistance, it is ethically permissible
230 to provide psychological assistance without parent notice or consent for one or several meetings to
231 establish the nature and degree of the need for services and assure the child is safe and not in danger.
232 It is ethically permissible to provide services to mature minors without parent consent where allowed
233 by state law and school district policy. However, if the student is not old enough to receive school
234 psychological assistance independent of parent consent, the school psychologist obtains parent
235 consent to provide continuing assistance to the student beyond the preliminary meetings or refers the
236 student to alternative sources of assistance that do not require parent notice or consent.

237

238 Standard I.1.3 Seeking Informed Consent

239 School psychologists ensure that an individual providing consent for school psychological
240 services is fully informed about the nature and scope of services offered,
241 assessment/intervention goals and procedures, any foreseeable risks, the cost of services to
242 the parent or student (if any), and the benefits that reasonably can be expected. The
243 explanation includes discussion of the limits of confidentiality, who will receive information
244 about assessment or intervention outcomes, and the possible consequences of the
245 assessment/intervention services being offered. Available alternative services are identified,
246 if appropriate. This explanation takes into account language and cultural differences,
247 cognitive capabilities, developmental level, age, and other relevant factors so that it may be
248 understood by the individual providing consent. School psychologists appropriately
249 document written or oral consent. Any service provision by interns, practicum students, or

250 other trainees is explained and agreed to in advance, and the identity and responsibilities of
251 the supervising school psychologist are explained prior to the provision of services.

252 Standard I.1.4 Assent

253 School psychologists encourage a minor student's voluntary participation in decision
254 making about school psychological services as much as feasible. Ordinarily, school
255 psychologists seek the student's assent to services; however, it is ethically permissible to
256 bypass student assent to services if the service is considered to be of direct benefit to the
257 student and/or is required by law.

258 I.1.4a. If a student's assent for services is not solicited, school psychologists nevertheless
259 honor the student's right to be informed about the services provided.

260 I.1.4b. When a student is given a choice regarding whether to accept or refuse services,
261 the school psychologist ensures the student understands what is being offered, honors the student's
262 stated choice, and guards against overwhelming the student with choices he or she does not wish or
263 is not able to make.

264

265 Standard I.1.5 Right to Refuse or Withdraw Consent

266 School psychologists respect the wishes of parents who object to school psychological services
267 and attempt to guide parents to alternative resources. School psychologists allow parents to
268 withdraw consent at any time without negative repercussions.

269

270 GUIDING PRINCIPLE I.2. PRIVACY AND CONFIDENTIALITY

271 School psychologists respect the right of persons to choose for themselves whether to disclose
272 their private thoughts, feelings, beliefs, and behaviors.

273

274 Standard I.2.1 Sensitive Information

275 School psychologists minimize intrusions on privacy. They do not seek or store private
276 information about clients that is not needed in the provision of services. School psychologists
277 recognize that client–school psychologist communications intended only for the school
278 psychologist are privileged in most jurisdictions. They do not disclose or store in education
279 records any privileged information except as permitted by the mental health provider–client
280 privilege laws in their state. School psychologists use a problem solving model to consider
281 carefully whether to share with third parties information that could put the student, family, or
282 others at legal, social, or other risk if shared with third parties, When school psychologists
283 receive a report from a non-school professional that includes information intrusive of family
284 privacy and not necessary for school decision making, the school psychologist considers whether
285 returning the report to the maker with a request for redaction of the problematic information is
286 the best course of action.

287 Standard I.2.2 Boundaries of Confidentiality

288 School psychologists inform students and other clients of the boundaries of confidentiality at the
289 outset of establishing a professional relationship. They seek a shared understanding with clients
290 regarding the types of information that will and will not be shared with third parties. However, if
291 a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion
292 of confidentiality until the immediate crisis is resolved. School psychologists recognize that it

293 may be necessary to discuss confidentiality at multiple points in a professional relationship to
294 ensure client understanding and agreement regarding how sensitive disclosures will be handled.

295

296 Standard I.2.3 Consent for Disclosure of Information

297 School psychologists respect the confidentiality of information obtained during their professional
298 work. Information is not revealed to third parties without the agreement of a minor child's parent
299 or legal guardian (or an adult student), except in those situations in which failure to release
300 information could result in danger to the student or others, or where otherwise required by law.
301 Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third
302 parties, including disclosures to the student's parents.

303

304 Standard I.2.4 Need to Know

305 School psychologists discuss and/or release confidential information only for professional
306 purposes and only with persons who have a legitimate need to know. They do so within the strict
307 boundaries of relevant privacy statutes.

308

309 Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression

310 School psychologists respect the right of privacy of students, parents, and colleagues with regard
311 to sexual orientation, gender identity, or transgender status. They do not share information about
312 the sexual orientation, gender identity, or transgender status of a student (including minors),
313 parent, or school employee with anyone without that individual's permission.

314 Standard I.2.6 Privacy of Health Information

315 School psychologists respect the right of privacy of students, their parents and other family
316 members, and colleagues with regard to sensitive health information (e.g., presence of a
317 communicable disease). They do not share sensitive health information about a student, parent,
318 or school employee with others without that individual's permission (or the permission of a
319 parent or guardian in the case of a minor). School psychologists consult their state laws and
320 department of public health for guidance if they believe a client poses a health risk to others.

321 GUIDING PRINCIPLE I.3. FAIRNESS, EQUITY AND JUSTICE

322 In their words and actions, school psychologists promote fairness and social justice. They use
323 their expertise to cultivate school climates that are safe, welcoming and equitable to all persons
324 regardless of actual or perceived characteristics, including race, ethnicity, color, religion,
325 ancestry, national origin, immigration status, socioeconomic status, primary language, gender,
326 sexual orientation, gender identity, gender expression, disability, or any other distinguishing
327 characteristics.

328

329 Standard I.3.1 Discrimination

330 School psychologists do not engage in or condone actions or policies that discriminate against
331 persons, including students and their families, other recipients of service, supervisees, and
332 colleagues based on actual or perceived characteristics

333

334 Standard I.3.2 Correcting Discriminatory Practices

335 School psychologists strive to ensure that all children have equal opportunity to participate in
336 and benefit from school programs and that all students and families have access to and can

337 benefit from school psychological services. They work to correct school practices that are
338 unjustly discriminatory or that deny students or others their legal rights. School psychologists
339 take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful
340 toward all persons.

341

342

343 BROAD THEME II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

344 Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To
345 do this, school psychologists must practice within the boundaries of their competence, use
346 scientific knowledge from psychology and education to help clients and others make informed
347 choices, and accept responsibility for their work.

348

349 GUIDING PRINCIPLE II.1. COMPETENCE

350 To benefit clients, school psychologists engage only in practices for which they are qualified
351 and competent. To maintain competence, they engage in continuing education. They
352 understand that professional skill development beyond that of the novice practitioner
353 requires a well-planned program of continuing professional development and professional
354 supervision.

355 In addition, within their work setting, they advocate for the resources and support necessary
356 to maintain professional effectiveness and personal wellness.

357

358 Standard II.1.1 Practice in Area of Competence

359 School psychologists recognize the strengths and limitations of their training and
360 experience, engaging only in practices for which they are qualified. They enlist the
361 assistance of other specialists in supervisory, consultative, or referral roles as appropriate in
362 providing effective services. When no appropriate provider is available, school
363 psychologists explain the limitations of their experience to parents and seek consultation,
364 training and supervision as appropriate and necessary to ensure that students do not go
365 without assistance.

366

367 Standard II.1.2 Personal Problems

368 School psychologists refrain from any work-related activity in which their personal
369 problems may interfere with professional effectiveness. They seek consultation or other
370 assistance when personal problems arise that threaten to compromise their professional
371 effectiveness. **School psychologists understand that self-care is an important component of**
372 **professional effectiveness and engage in activities that promote professional effectiveness through**
373 **personal wellness.**

374

375 Standard II.1.3 Continuing Professional Development

376 School psychologists engage in continuing professional development. They remain current
377 regarding developments in research, training, and professional practices that benefit
378 children, families, and schools.

379

380 GUIDING PRINCIPLE II.2. ACCEPTING RESPONSIBILITY FOR ACTIONS

381 School psychologists accept responsibility for their professional work, monitor the
382 effectiveness of their services, and work to correct ineffective recommendations.

383

384 Standard II.2.1 Accuracy of Documents

385 School psychologists review all of their written documents for accuracy, signing them only when
386 correct. They may add an addendum, dated and signed, to a previously submitted document if
387 information is found to be inaccurate or incomplete. In multi-disciplinary reports or documents,
388 school psychologists are ethically responsible only for the accuracy of their own contributions.

389

390 Standard II.2.2 Progress Monitoring

391 School psychologists ensure that the effects of their recommendations and intervention plans are
392 monitored, either personally or by others. They revise a recommendation, or modify or terminate
393 an intervention plan, when data indicate the desired outcomes are not being attained. School
394 psychologists seek the assistance of others in supervisory, consultative, or referral roles when
395 progress monitoring indicates that their recommendations and interventions are not effective in
396 assisting a client.

397

398 Standard II.2.3 Appropriateness of Recommendations

399 School psychologists accept responsibility for the appropriateness of their professional practices,
400 decisions, and recommendations. They correct misunderstandings resulting from their
401 recommendations, advice, or information and take affirmative steps to offset any harmful
402 consequences of ineffective or inappropriate recommendations.

403

404 Standard II.2.4 Responsibility for Graduate Students' Work

405 When supervising graduate students' field experiences or internships, school psychologists are
406 responsible for the work of their supervisees.

407

408 GUIDING PRINCIPLE II.3. RESPONSIBLE ASSESSMENT AND INTERVENTION

409 PRACTICES

410 School psychologists maintain the highest standard for responsible professional practices in
411 educational and psychological assessment and direct and indirect interventions. This guiding
412 principle and its subsumed enforceable standards apply to school psychology assessment and
413 intervention practices, including those that utilize technology such as computer- assisted and
414 digital formats for assessment and interpretation, virtual reality assessment and intervention,
415 distance assessment and telehealth intervention, or any other assessment or intervention
416 modality.

417

418 Standard II.3.1 Considerations Prior to Disability Determination

419 Prior to the consideration of a disability label or category, the effects of current behavior
420 management and/or instructional practices on the student's school performance are considered.

421

422 Standard II.3.2 Assessment Techniques

423 School psychologists use assessment techniques and practices that the profession considers to be
424 responsible, research-based practice.

425

426 Standard II.3.3 Instrument Selection

427 School psychologists select assessment instruments and strategies that are reliable and valid for
428 the child and the purpose of the assessment. When using standardized measures, school
429 psychologists adhere to the procedures for administration of the instrument that are provided by
430 the author or publisher or the instrument. If modifications are made in the administration
431 procedures for standardized tests or other instruments, such modifications are identified and
432 discussed in the interpretation of the results.

433

434 Standard II.3.4 Normative Data

435 If using norm-referenced measures, school psychologists choose instruments with norms that are
436 representative, recent and appropriate for the child being evaluated. School psychologists ensure
437 that their supervisors are informed about the importance of utilizing the most currently available
438 version of published instruments.

439

440 Standard II.3.5 Digital Administration and Scoring

441 When using digitally-administered assessments (e.g., computers, tablets, virtual reality),
442 computer-assisted scoring and/or interpretation programs, school psychologists choose programs
443 that meet professional standards for accuracy and validity. School psychologists use professional
444 judgment in evaluating the accuracy of digitally-assisted assessment findings for the examinee.

445

446 Standard II.3.6- Variety of Sources of Data

447 A psychological or psychoeducational assessment is based on a variety of different types of
448 information from different sources.

449

450 Standard II.3.7 Comprehensive Assessment

451 Consistent with education law and sound professional practice, school psychologists ensure that
452 children with suspected disabilities are assessed in all areas related to the suspected disability

453

454 Standard II.3.8 Validity and Fairness

455 School psychologists conduct valid and fair assessments. They actively pursue knowledge of the
456 student's disabilities and developmental, cultural, linguistic, and experiential background and
457 then select, administer, and interpret assessment instruments and procedures in light of those
458 characteristics. School psychologists ensure that assessment results are used to enhance learning
459 opportunities for students.

460

461 Standard II.3.9 Interpreters

462 When interpreters are used to facilitate the provision of assessment and intervention services,
463 school psychologists request the assignment of interpreters who are qualified and are acceptable
464 to clients.

465

466 Standard II.3.10 Recommendations Based on Existing Records

467 It is permissible for school psychologists to make recommendations based solely on a review of
468 existing records. However, they should utilize a representative sample of records and explain the
469 basis for, and the limitations of, their recommendations.

470 Standard II.3.11 Interpretation of Results

471 School psychologists adequately interpret findings and present results in clear terms. They
472 ensure recipients understand assessment results so they can make informed choices.

473

474 Standard II.3.12 Intervention Selection

475 School psychologists use intervention, counseling and therapy procedures, consultation
476 techniques, and other direct and indirect service methods that the profession considers to be
477 responsible, evidence-based practice. They do so by using a problem-solving process to develop
478 interventions appropriate to the presenting problems and that are consistent with data collected.
479 Furthermore, preference is given to interventions described in the peer-reviewed professional
480 research literature and found to be efficacious.

481

482 Standard II.3.13 Parental Involvement in Intervention Planning

483○ School psychologists encourage and promote parental participation in designing interventions
484 including discussing with parents the recommendations and plans for assisting their children.
485 When appropriate, this includes linking interventions between the school and the home, tailoring
486 parental involvement to the skills of the family and taking into account the ethnic/cultural values
487 of the family, and helping parents gain the skills needed to help their children. Parents are
488 informed of alternative sources of support available at school and in the community.

489

490 Standard II.3.14 Student Assent for Assistance

491 School psychologists discuss with students the recommendations and plans for assisting them.
492 To the maximum extent appropriate, students are invited to participate in selecting and planning
493 interventions.

494 GUIDING PRINCIPLE II.4 RESPONSIBLE SCHOOL-BASED RECORD KEEPING

495 School psychologists safeguard the privacy of school psychological records and ensure parent
496 access to the records of their own children.

497

498 Standard II.4.1 Notification of rights and responsibilities regarding records

499 School psychologists ensure parents and adult students are notified of their rights regarding
500 creation, modification, storage, and disposal of psychological and educational records that
501 result from the provision of services. Parents and adult students are notified of the electronic
502 storage and transmission of personally identifiable school psychological records and the
503 associated risks to privacy.

504 Standard II.4.2 Comprehensive Records

505 School psychologists create and/or maintain school-based psychological and educational
506 records with sufficient detail to be useful in decision making by another professional and
507 with sufficient detail to withstand scrutiny if challenged in a due process or other legal
508 procedure.

509 Standard II.4.3 Inclusion of Sensitive Information in Records

510 School psychologists include only documented information from reliable sources in school
511 psychological records. They do not store private information about students or their families
512 that is not needed for the provision of services.

513

514 Standard II.4.4 Right to Inspect Records

515 School psychologists ensure that parents have appropriate access to the psychological and
516 educational records of their child. Parents have a right to access any and all information that
517 is used to make educational decisions about their child.

518

519 Standard II.4.5 Test Protocols

520 School psychologists respect the right of parents to inspect, but not necessarily to copy, their
521 child's answers to school psychological test questions, even if those answers are recorded on
522 a test protocol. School psychologists understand that parents' rights to examine their child's
523 test answers may supersede the interests of test publishers.

524

525 Standard II.4.6 Access to Records by School Personnel

526 To the extent that school psychological records are under their control, school psychologists
527 ensure that only those school personnel who have a legitimate educational interest in a
528 student are given access to that student's school psychological records without prior parent
529 permission or the permission of an adult student. This standard applies to access to physical
530 and electronic records.

531

532 Standard II.4.7 Electronic Record Keeping

533 To the extent that school psychological records are under their control, school psychologists
534 protect electronic files from unauthorized release or modification (e.g., by using passwords and
535 encryption), and they take reasonable steps to ensure that school psychological records are not
536 lost due to equipment failure.

537

538 Standard II.4.8 Sole Possession Records

539 It is ethically permissible for school psychologists to keep private notes (i.e., sole possession
540 records) to use as a memory aid that are not accessible to others. However, any and all
541 information that is used to make educational decisions about a student is part of the student's
542 educational record and must be accessible to parents and adult students.

543

544 Standard II.4.9 Retention of Records

545 School psychologists, in collaboration with administrators and other school staff, work to
546 establish district policies regarding the storage and disposal of school psychological records that
547 are consistent with law and sound professional practice. They advocate for school district
548 policies and practices that: safeguard the security of school psychological records while
549 facilitating appropriate parent access to those records; identify time lines for the periodic review
550 and disposal of outdated school psychological records that are consistent with law and sound
551 professional practice; seek parent or other appropriate permission prior to the destruction or
552 deletion of obsolete school psychological records of current students; and, ensure that obsolete
553 school psychology records are destroyed or deleted in a way that the information cannot be
554 recovered. In addition, they advocate for a school service delivery system in which working (not
555 final) drafts of documents are not stored as student educational records.

556

557 GUIDING PRINCIPLE II.5 RESPONSIBLE USE OF MATERIALS

558 School psychologists respect the intellectual property rights of those who produce tests,
559 intervention materials, scholarly works, and other materials. They do not condone the use of
560 restricted materials by unqualified persons.

561

562 Standard II.5.1 Test Security

563 School psychologists maintain test security, preventing the release of underlying principles and
564 specific content that would undermine or invalidate the use of the instrument. Unless otherwise
565 required by law or district policy, school psychologists provide parents with the opportunity to
566 inspect and review their child's test answers rather than providing them with copies of their
567 child's test protocols. On parent request, it is permissible to provide copies of a child's test
568 protocols to a professional who is qualified to interpret them.

569

570 Standard II.5.2 Use of Restricted Materials

571 School psychologists do not promote nor condone the use of restricted psychological and
572 educational tests or other assessment tools or procedures by individuals who are not qualified to
573 use them.

574

575 Standard II.5.3 Intellectual Property

576 School psychologists recognize the effort and expense involved in the development and
577 publication of psychological and educational tests, intervention materials, and scholarly works.
578 They respect the intellectual property rights and copyright interests of the producers of such
579 materials, whether the materials are published in print or digital formats. They do not duplicate
580 copyright-protected test manuals, testing materials, or unused test protocols without the
581 permission of the producer.

582 BROAD THEME III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

583 To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their
584 professional promises. School psychologists demonstrate integrity in professional relationships.

585

586 GUIDING PRINCIPLE III.1 ACCURATE REPRESENTATION

587 School psychologists are forthright about their qualifications, competencies, and roles.

588

589 Standard III.1.1 Accurate Presentation of Professional Qualifications

590 School psychologists accurately identify their professional qualifications to others.

591 Competency levels, education, training, experience, and certification and licensing credentials
592 are accurately represented to clients, recipients of services, and others.

593

594 Standard III.1.2 Correcting Misperceptions

595 School psychologists correct any misperceptions of their qualifications. School psychologists do
596 not represent themselves as specialists in a particular domain without verifiable training and
597 supervised experience in the specialty.

598

599 Standard III.1.3 Affiliation and Experience

600 School psychologists do not use affiliations with persons, associations, or institutions to imply a
601 level of professional competence that exceeds that which has actually been achieved. When
602 submitting application to credentialing, licensing or certification boards (e.g., National School
603 Psychology Certification Board), school psychologists accurately report their training and
604 experience.

605

606 Standard III.1.4 Graduate Programs

607 Graduate program directors are responsible for ensuring that the descriptions of their programs
608 accurately represent the nature of accreditation and/or approval by various bodies. If a program
609 has not been awarded NASP approval, directors ensure that descriptions of the program do not
610 imply that it meets NASP's Standards for Graduate Preparation of School Psychologists.

611

612 Standard III.1.5 Accuracy of Marketing Information

613 School psychologists ensure that announcements and advertisements of the availability of their
614 publications, products, and services for sale are factual and professional.

615

616 GUIDING PRINCIPLE III.2. FORTHRIGHT EXPLANATION OF PROFESSIONAL
617 SERVICES, ROLES, AND PRIORITIES

618 School psychologists are candid about the nature and scope of their services.

619

620 Standard III.2.1 Explanation of Services to Clients

621 School psychologists explain their professional competencies, roles, assignments, and working
622 relationships to recipients of services and others in their work setting in a forthright and
623 understandable manner. School psychologists explain all professional services to clients in a
624 clear, understandable manner.

625

626 Standard III.2.2 Role Definition in Collaborative Work

627 School psychologists make reasonable efforts to become integral members of the client service
628 systems (e.g., school-based teams) to which they are assigned. They establish clear roles for
629 themselves within those systems while respecting the various roles of colleagues in other
630 professions.

631

632 Standard III.2.3 Priority of Child Welfare

633 The school psychologist's commitment to protecting the rights and welfare of children is
634 communicated to the school administration, staff, and others as their highest priority in
635 providing services. School psychologists are ethically obligated to speak up for the interests and
636 rights of students and families even when it may be difficult to do so.

637

638 Standard III.2.4 Conflicts of Loyalties

639 School psychologists who provide services to several different groups (e.g., families, teachers,
640 classrooms) may encounter situations in which loyalties are conflicted. As much as possible,
641 school psychologists make known their priorities and commitments in advance to all parties to
642 prevent misunderstandings. This is particularly important when the school psychologist is
643 functioning in a non-clinical role, such as administrator, supervisor or director.

644

645 GUIDING PRINCIPLE III.3. RESPECTING OTHER PROFESSIONALS

646 To best meet the needs of children, school psychologists cooperate with other professionals in
647 relationships based on mutual respect.

648

649 Standard III.3.1 Cooperation with Other Professionals

650 To meet the needs of children and other clients most effectively, school psychologists cooperate
651 with other psychologists and professionals from other disciplines in relationships based on
652 mutual respect. They genuinely consider input from non-school professionals regarding student
653 classification, diagnosis, and appropriate school-based interventions. They encourage and
654 support the use of all resources to serve the interests of students. If a child or other client is
655 receiving similar services from another professional, school psychologists promote coordination
656 of services.

657

658 Standard III.3.2 Referrals to Other Professionals

659 If a child or other client is referred to another professional for services, school psychologists
660 ensure that all relevant and appropriate individuals, including the client, are notified of the
661 change and reasons for the change. When referring clients to community-based
662 professionals, school psychologists provide clients with lists of suitable practitioners from
663 whom the client may seek services.

664

665 Standard III.3.3 Altering Reports

666 Except when supervising graduate students, school psychologists do not alter reports
667 completed by another professional without their permission to do so.

668

669 GUIDING PRINCIPLE III.4. INTEGRITY IN RELATIONSHIPS

670 School psychologists avoid multiple relationships that diminish their professional
671 effectiveness.

672

673 Standard III.4.1 Multiple Relationships and Professional Effectiveness

674 School psychologists refrain from any activity in which multiple relationships with a client
675 or a client's family could reasonably be expected to interfere with professional
676 effectiveness. School psychologists are cautious about business and other relationships with
677 clients that could interfere with professional judgment and decision making or potentially
678 result in exploitation of a client. When multiple relationships threaten to diminish
679 professional effectiveness or would be viewed by the public as inappropriate, school
680 psychologists ask their supervisor for reassignment of responsibilities, or they direct the
681 client to alternative services.

682 Standard III.4.2 Multiple Relationships and Limited Alternative Services

683 School psychologists practicing in rural and remote communities may find it difficult to avoid
684 multiple relationships. In situations in which multiple relationships are unavoidable, such as
685 when there is a lack of alternative service providers, school psychologists take the necessary
686 steps to anticipate and prevent conditions that might compromise their objectivity,
687 professionalism, or ability to render services. They establish and maintain clear professional
688 boundaries, clarify role expectations, and rectify any misunderstandings that might adversely
689 affect the well-being of a client or a client's family. In all cases, school psychologists prioritize
690 the needs of the client and attempt to resolve any conflicts that emerge in a manner that provides
691 the greatest benefit to the client.

692

693 Standard III.4.3 Harassment and exploitation

694 School psychologists do not exploit clients, supervisees, or graduate students through
695 professional relationships or condone these actions by their colleagues. They do not participate in

696 or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees,
697 supervisees, or research participants.

698

699 Standard III.4.4 Sexual Relationships

700 School psychologists do not engage in sexual relationships with individuals over whom they
701 have evaluation authority, including college students in their classes or program, or any other
702 trainees, or supervisees. School psychologists do not engage in sexual relationships with their
703 current or former pupil-clients; the parents, siblings, or other close family members of current
704 pupil-clients; or current consultees. Because they have an obligation to consider the well-being
705 of all family members and to safeguard trust in psychologists, school psychologists are cautious
706 about entering into sexual relationships with parents, siblings, or other close family members of
707 the former client after the conclusion of the professional relationship.

708

709 GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST

710 School psychologists are forthright in describing any potential conflicts of interest that may
711 interfere in professional effectiveness, whether these conflicts are financial or personal belief
712 systems.

713

714 Standard III.5.1 Private vs. Professional Conduct

715 The Principles for Professional Ethics provide standards for professional conduct. School
716 psychologists, in their private lives, are free to pursue their personal interests, except to the
717 degree that those interests compromise trust in the profession or professional effectiveness.

718

719 Standard III.5.2 Separation of Personal Beliefs

720 School psychologists are aware of their own values, attitudes, and beliefs and how these impact
721 upon their work with clients, families, school administration, staff, and the community. School
722 psychologists' professional decisions, recommendations, and activities are guided by the
723 evidence base and best practices.

724

725 Standard III.5.3 Personal Beliefs and Service Provision

726 School psychologists recognize when their own beliefs, attitudes, or experiences pose a barrier to
727 providing competent services to a particular client or family. In such situations, the school
728 psychologist obtains supervision that would allow them to provide quality services, if feasible. If
729 not, they ask for reassignment of the case to a different school psychologist or direct the client to
730 alternative services and facilitates the transition of the services.

731

732 Standard III.5.4 NASP Leadership

733 NASP requires that any action taken by its officers, members of the Board of Directors or
734 Leadership Assembly, or other committee members be free from the appearance of impropriety
735 and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding
736 proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

737

738 Standard III.5.5 Disclosure of Financial Interests

739 A school psychologist's financial interests in a product (e.g., tests, computer software,
740 professional materials) or service can influence his or her objectivity or the perception of his or
741 her objectivity regarding that product or service. For this reason, school psychologists are

742 obligated to disclose any significant financial interest in the products or services they discuss in
743 their presentations or writings if that interest is not obvious in the authorship/ownership citations
744 provided.

745

746 Standard III.5.6 Referrals and Remuneration

747 School psychologists neither give nor receive any remuneration for referring children and other
748 clients for professional services.

749

750 Standard III.5.7 Remuneration for Data Sharing

751 School psychologists do not accept any remuneration in exchange for data from their client
752 database without the permission of their employer and a determination of whether the data
753 release ethically requires informed client consent.

754

755 Standard III.5.8 Practice in Both Public School and Private Settings

756 School psychologists who provide school-based services and also engage in the provision of
757 private practice services (dual setting practitioners) recognize the potential for conflicts of
758 interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

759 III.5.8a. are obligated to inform parents or other potential clients of any psychological and
760 educational services available at no cost from the schools prior to offering such services for
761 remuneration

762 III.5.8b. may not offer or provide private practice services to a student of a school or special
763 school program where the practitioner is currently assigned unless these services are not available in
764 the school setting

765 III.5.8c. may not offer or provide private practice services to the parents or family members of a
766 student eligible to attend a school or special school program where the practitioner is currently
767 assigned unless these services are not available in the school setting

768 III.5.8d. may not offer or provide an independent evaluation as defined in special education law
769 for a student who attends a local or cooperative school district where the practitioner is employed

770 III.5.8e. do not use tests, materials, equipment, facilities, secretarial assistance, or other services
771 belonging to the public sector employer for private practice purposes unless approved in advance by
772 the employer

773 III.5.8f. conduct all private practice outside of the hours of contracted public employment

774 III.5.8g. hold appropriate credentials for practice in both the public and private sectors

775

776 BROAD THEME IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE
777 PROFESSION, AND SOCIETY

778 School psychologists promote healthy school, family, and community environments. They

779 assume a proactive role in identifying social injustices that affect children and schools and

780 strive to reform systems-level patterns of injustice. School psychologists who participate in

781 public discussion forums, both in person and electronic, adhere to ethical responsibilities

782 regarding respecting the dignity of all persons and maintaining public trust in the profession.

783 School psychologists also maintain the public trust by respecting law and encouraging ethical

784 conduct. School psychologists advance professional excellence by mentoring less experienced

785 practitioners and contributing to the school psychology knowledge base.

786

787 GUIDING PRINCIPLE IV.1. PROMOTING HEALTHY SCHOOL, FAMILY, AND
788 COMMUNITY ENVIRONMENTS

789 School psychologists use their expertise in psychology and education to promote school, family,
790 and community environments that are safe and healthy for children.

791

792 Standard IV.1.1 Effective Participation in Systems

793 To provide effective services and systems consultation, school psychologists are knowledgeable
794 about the organization, philosophy, goals, objectives, culture, and methodologies of the settings
795 in which they provide services. In addition, school psychologists develop partnerships and
796 networks with community service providers and agencies to provide seamless services to
797 children and families.

798

799 Standard IV.1.2 Promoting Systems Change

800 School psychologists use their professional expertise to promote changes in schools and
801 community service systems that will benefit children and other clients. They advocate for school
802 policies and practices that are in the best interests of children and that respect and protect the
803 legal rights of students and parents.

804

805 GUIDING PRINCIPLE IV.2. RESPECT FOR LAW AND THE RELATIONSHIP OF LAW
806 AND ETHICS

807 School psychologists are knowledgeable of and respect laws pertinent to the practice of school
808 psychology. In choosing an appropriate course of action, they consider the relationship between
809 law and the Principles for Professional Ethics.

810

811 Standard IV.2.1 Understanding Systems Parameters

812 School psychologists recognize that awareness of the goals, policies, climate, procedures, and
813 legal requirements of their particular workplace is essential for effective functioning within that
814 setting.

815

816 Standard IV.2.2 Intersection of Law and Ethics

817 School psychologists respect the law and the civil and legal rights of students and other
818 clients. The Principles for Professional Ethics may require a more stringent standard of
819 conduct than law, and in those situations school psychologists are expected to adhere to the
820 Principles.

821

822 Standard IV.2.3 Conflicts between Law and Ethical Principles

823 When conflicts between ethics and law occur, school psychologists take steps to resolve the
824 conflict through positive, respected, and legal channels. If not able to resolve the conflict in
825 this manner, they may abide by the law, as long as the resulting actions do not violate basic
826 human rights.

827 Standard IV.2.4 Participation in Public Discourse

828 School psychologists may act as individual citizens to bring about change in a lawful
829 manner. They identify when they are speaking as private citizens rather than as employees
830 and when speaking as individual professionals rather than as representatives of a
831 professional association. They also identify statements that are personal beliefs rather than evidence-
832 based professional opinions.

833

834 GUIDING PRINCIPLE IV.3. MAINTAINING PUBLIC TRUST BY SELF-MONITORING
835 AND PEER MONITORING

836 School psychologists accept responsibility to monitor their own conduct and the conduct of
837 other school psychologists to ensure it conforms to ethical standards.

838

839 Standard IV.3.1 Application of Principles

840 School psychologists consult the Principles for Professional Ethics and thoughtfully apply
841 them to situations within their employment role and context. In difficult situations, school
842 psychologists use a systematic problem solving approach to decision making including
843 consulting experienced school psychologists, state associations, or NASP.

844

845 Standard IV.3.2 Resolution of Concerns with Colleagues

846 When a school psychologist suspects that another school psychologist has engaged in
847 unethical practices, they attempt to resolve the suspected problem through a collegial
848 problem-solving process, if feasible. If a collegial problem-solving process is not possible or
849 productive, school psychologists take further action appropriate to the situation, including
850 discussing the situation with a supervisor in the employment setting, consulting state
851 association ethics committees, and, if necessary, filing a formal ethical violation complaint
852 with state associations, state credentialing bodies, or the NASP Ethical and Professional
853 Practices Board in accordance with their procedures.

854

855 Standard IV.3.3 Cooperation with the Ethics and Professional Practices Board

856 NASP members and NCSPs cooperate with formal investigations of their conduct by
857 NASP's Ethics and Professional Practices Board (EPPB). Consistent with the ethical
858 guiding principle of accepting responsibility for actions, school psychologists respond to
859 ethical complaints personally during the investigation phase unless the EPPB Chair waives
860 this requirement. School psychologists comply with the final disposition requirements
861 imposed by the EPPB, if any.

862

863 GUIDING PRINCIPLE IV.4. CONTRIBUTING TO THE PROFESSION BY MENTORING,
864 TEACHING, AND SUPERVISION

865 As part of their obligation to students, schools, society, and their profession, school
866 psychologists mentor less experienced practitioners and graduate students to assure high quality
867 services, and they serve as role models for sound ethical and professional practices and decision
868 making.

869

870 Standard IV.4.1 Graduate Program Directors

871 School psychologists who serve as directors of graduate education programs provide current and
872 prospective graduate students with accurate information regarding program accreditation, goals
873 and objectives, graduate program policies and requirements, and likely outcomes and benefits.

874

875 Standard IV.4.2 Graduate Student Supervisors

876 School psychologists who provide direct supervision to practicum students and interns during
877 field experiences are responsible for all professional practices of the supervisees. The field-based
878 supervisor ensures that practicum students and interns are adequately supervised as outlined in

879 the NASP's Standards for Graduate Preparation of School Psychologists. Interns and graduate
880 students are identified as such, and their work is cosigned by the supervising school
881 psychologist.

882

883 Standard IV.4.3 Supervisor Responsibility

884 School psychologists provide fair and timely evaluation and constructive supervision for their
885 supervisees. In addition, they advocate for optimal working conditions and continuing
886 professional development opportunities for their supervisees.

887

888 Standard IV.4.4 Graduate Faculty and Field Supervisors

889 School psychologists who are faculty members at universities or who supervise graduate
890 education field experiences apply these ethical principles in all work with school psychology
891 graduate students. In addition, they promote the ethical practice of graduate students by
892 providing specific and comprehensive instruction, feedback, and mentoring.

893

894 GUIDING PRINCIPLE IV.5. CONTRIBUTING TO THE SCHOOL PSYCHOLOGY

895 KNOWLEDGE BASE

896 To improve services to children, families, and schools, and to promote the welfare of children,
897 school psychologists are encouraged to contribute to the school psychology knowledge base by
898 participating in, assisting in, or conducting and disseminating research.

899

900 Standard IV.5.1 Conducting Research

901 When designing and conducting research in schools, school psychologists choose topics and
902 employ research methodology, research participant selection procedures, data-gathering
903 methods, and analysis and reporting techniques that are grounded in sound research practice.
904 School psychologists identify their level of training and graduate degree to potential research
905 participants.

906

907 Standard IV.5.2 Protecting the Rights of Research Participants

908 School psychologists respect the rights, and protect the well-being, of research participants.

909 School psychologists obtain appropriate review and approval of proposed research prior to
910 beginning their data collection.

911 IV.5.2a. Prior to initiating research, school psychologists and graduate students affiliated with a
912 university, hospital, or other agency subject to the U.S. Department of Health and Human Services
913 (DHHS) regulation of research first obtain approval for their research from their Institutional Review
914 Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which
915 the research will be conducted. Research proposals that have not been subject to IRB approval
916 should be reviewed by individuals knowledgeable about research methodology and ethics and
917 approved by the school administration or other appropriate authority.

918 IV.5.2b. In planning research, school psychologists are ethically obligated to consider carefully
919 whether the informed consent of research participants is needed for their study, recognizing that
920 research involving more than minimum risk requires informed consent, and that research with
921 students involving activities that are not part of ordinary, typical schooling requires informed
922 consent. Consent and assent protocols provide the information necessary for potential research
923 participants to make an informed and voluntary choice about participation. School psychologists

924 evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy,
925 breach of confidentiality) and benefits of their research and only conduct studies in which the risks
926 to participants are minimized and acceptable.

927

928 Standard IV.5.3 Anonymity of Data

929

930 School psychologists may only use identifying case information in lectures, presentations, or
931 publications when written consent to do so has been obtained from the client. Otherwise, they
932 remove and disguise identifying case information when discussing assessment, consultation or
933 intervention cases.

934

935 Standard IV.5.4 Accuracy of Data

936 School psychologists do not publish or present fabricated or falsified data or results in their
937 publications, presentations, and professional reports.

938

939 Standard IV.5.5 Replicability of Data

940 School psychologists make available their data or other information that provided the basis for
941 findings and conclusions reported in publications and presentations, if such data are needed to
942 address a legitimate concern or need and under the condition that the confidentiality and other
943 rights of research participants are protected.

944

945 Standard IV.5.6 Correction of Errors

946 If errors are discovered after the publication or presentation of research or other information,
947 school psychologists make efforts to correct errors by publishing errata, retractions, or
948 corrections.

949

950 Standard IV.5.7 Integrity of Publications

951 School psychologists only publish data or other information that make original contributions
952 to the professional literature. They do not report the same study in a second publication
953 without acknowledging previous publication of the same data. They do not duplicate
954 significant portions of their own or others' previous publications without permission of
955 copyright holders.

956 Standard IV.5.8 Plagiarism

957 When publishing or presenting research or other work, school psychologists do not
958 plagiarize the works or ideas of others. They appropriately cite and reference all sources,
959 print or digital, and assign credit to those whose ideas are reflected. In in-service or
960 conference presentations, school psychologists give credit to others whose ideas have been
961 used or adapted.

962 Standard IV.5.9 Acknowledging Contributors

963 School psychologists accurately reflect the contributions of authors and other individuals
964 who contributed to presentations and publications. Authorship credit is given only to
965 individuals who have made a substantial professional contribution to the research,
966 publication, or presentation. Authors discuss and resolve issues related to publication credit
967 as early as feasible in the research and publication process.

968 Standard IV.5.10 Review of Manuscripts and Proposals
969 School psychologists who participate in reviews of manuscripts, proposals, and other
970 materials respect the confidentiality and proprietary rights of the authors. They limit their
971 use of the materials to the activities relevant to the purposes of the professional review.
972 School psychologists who review professional materials do not communicate the identity of
973 the author, quote from the materials, or duplicate or circulate copies of the materials without
974 the author's permission.

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acknowledge prior work by the American Psychological Association
and the Canadian Psychological Association as sources for some of
these themes, principles and standards.

And they lived ethically ever after.

975 **TOPIC INDEX**

976 **Accreditation/approval**

977 Standard III.1.4 Graduate Programs
978 Standard IV.4.1 Graduate Program Directors

979 980 **Advertising**

981 Standard III.1.4 Graduate Programs
982 Standard III.1.5 Accuracy of Public Information
983 Standard III.5.2 Disclosure of Financial Interests

984 985 **Advocacy**

986 Standard I.3.1 Discrimination
987 Standard I.3.1 Correcting Discriminatory Practices
988 Standard II.3.4 Normative data
989 Standard III.2.3 Priority of Child Welfare

- 990 Standard IV.1.1 Effective Participation in Systems
991 Standard IV.1.2 Promoting Systems Change
992 Standard IV.2.4 Participation in Public Discourse
993
994 **Assent**
995 Standard I.1.4 Assent
996 Standard I.2.3 Consent for Release of Information
997 Standard II.3.14 Student Assent for Assistance
998 Standard IV.5.2 Protecting the Rights of Research Participants
999
1000 **Assessment**
1001 Standard II.2.1 Accuracy of Documents
1002 Standard II.3.1 Considerations Prior to Disability Determination
1003 Standard II.3.2 Assessment Techniques
1004 Standard II.3.3 Instrument Selection
1005 Standard II.3.4 Normative data
1006 Standard II.3.5 Digital Administration and Scoring
1007 Standard II.3.6 Variety of Sources of Data
1008 Standard II.3.7 Comprehensive Assessment
1009 Standard II.3.8 Validity and Fairness
1010 Standard II.3.9 Interpreters
1011 Standard II.3.11 Interpretation of Results
1012 Standard II.5.2 Use of Restricted Materials
1013 Standard III.3.3 Altering Reports
1014
1015 **Classification**
1016 Standard II.3.1 Considerations Prior to Disability Determination
1017 Standard II.3.7 Comprehensive Assessment
1018 Standard II.3.8 Validity and Fairness
1019 Standard III.3.1 Cooperation with Other Professionals
1020
1021
1022 **Competence**
1023 Standard II.1.1 Practice in Area of Competence
1024 Standard II.1.3 Continuing Professional Development
1025 Standard II.5.2 Use of Restricted Materials
1026 Standard III.1.1 Accurate Presentation of Professional Qualifications
1027 Standard III.1.2 Correcting Misperceptions
1028 Standard III.1.1 Affiliation and Experience
1029 Standard III.2.1 Explanation of Services to Clients
1030
1031 **Confidentiality**
1032 Standard I.1.3 Seeking Informed Consent
1033 Standard I.2.2 Boundaries of Confidentiality
1034 Standard I.2.3 Consent for Release of Information
1035 Standard I.2.4 Need to Know

- 1036 Standard II.4.3 Inclusion of Sensitive Information in Records
1037 Standard II.4.6 Access to Records by School Personnel
1038 Standard II.4.7 Electronic Record Keeping
1039 Standard II.4.9 Retention of Records
1040 Standard IV.5.2 Protecting the Rights of Research Participants
1041 Standard IV.5.3 Anonymity of Data
1042 Standard IV.5.4 Accuracy of Data
1043 Standard IV.5.5 Replicability of Data
1044
1045 Conflicts of interest
1046 Standard III.4.2 Multiple Relationships Impact on Professional Effectiveness
1047 Standard III.4.3 Multiple Relationships and Limited Alternative Services
1048 Standard III.5.1 NASP Leadership
1049 Standard III.5.2 Disclosure of Financial Interests
1050 Standard III.5.3 Referrals and Remuneration
1051 Standard III.5.4 Remuneration for Data Sharing
1052 Standard III.5.5 Practice in Both Public School and Private Settings
1053
1054 Conflicting loyalties
1055 Standard III.2.4 Conflicts of Loyalties
1056 Standard III.4.3 Multiple Relationships and Limited Alternative Services
1057
1058 Consent
1059 Standard I.1.1 When Consent is/is not Required
1060 Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
1061 Standard I.1.3 Seeking Informed Consent
1062 Standard I.1.5 Right to Refuse or Withdraw Consent
1063 Standard III.5.4 Remuneration for Data Sharing
1064 Standard IV.5.2 Protecting the Rights of Research Participants
1065
1066 Consultation
1067 Standard I.1.1 When Consent is/is not Required
1068 Standard II.3.12 Intervention Selection
1069
1070 Continuing professional development
1071 Standard II.1.3 Continuing Professional Development
1072
1073 Cooperation/coordination
1074 Standard III.2.2 Role Definition in Collaborative Work
1075 Standard III.3.1 Cooperation with Other Professionals
1076 Standard IV.1.1 Effective Participation in Systems
1077
1078 Counseling
1079 Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
1080 Standard II.3.12 Intervention Selection
1081 Standard III.3.1 Cooperation with Other Professionals

- 1082
- 1083 **Crises**
- 1084 Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
- 1085 Standard I.2.2 Boundaries of Confidentiality
- 1086
- 1087 **Cultural and Linguistic Diversity (CLD)**
- 1088 Standard II.3.8 Validity and Fairness
- 1089 Standard II.3.9 Interpreters
- 1090
- 1091 **Discrimination**
- 1092 Standard I.3.1 Discrimination
- 1093 Standard I.3.1 Correcting Discriminatory Practices
- 1094 Standard I.3.3 Access and Benefit
- 1095
- 1096 **Diversity**
- 1097 Standard I.3.1 Discrimination
- 1098 Standard I.3.1 Correcting Discriminatory Practices
- 1099 Standard II.3.8 Validity and Fairness
- 1100 Standard II.3.9 Interpreters
- 1101 Standard II.3.13 Parental Involvement in Intervention Planning
- 1102
- 1103 **Dual-setting practitioners**
- 1104 Standard III.5.5 Practice in Both Public School and Private Settings
- 1105
- 1106 **Ethical complaints**
- 1107 Standard IV.3.2 Resolution of Concerns with Colleagues
- 1108 Standard IV.3.3 Cooperation with the Ethics and Professional Practices Board
- 1109
- 1110 **Evidence-based practice**
- 1111 Standard II.1.3 Continuing Professional Development
- 1112 Standard II.3.2 Assessment Techniques
- 1113 Standard II.3.12 Intervention Selection
- 1114 Standard III.4.4 Separation of Personal Beliefs
- 1115 Standard IV.5.1 Conducting Research
- 1116
- 1117 **Exploitation**
- 1118 Standard III.4.6 Harassment and exploitation
- 1119
- 1120 **Fairness**
- 1121 Standard I.3.1 Discrimination
- 1122 Standard I.3.1 Correcting Discriminatory Practices
- 1123 Standard II.3.8 Validity and Fairness
- 1124
- 1125 **FERPA**
- 1126 Standard I.2.1 Sensitive Information
- 1127 Standard I.2.3 Consent for Release of Information

- 1128 Standard I.2.4 Need to Know
- 1129 Standard II.4.2 Comprehensive Records
- 1130 Standard II.4.3 Inclusion of Sensitive Information in Records
- 1131 Standard II.4.4 Right to Inspect Records
- 1132 Standard II.4.5 Test Protocols
- 1133 Standard II.4.6 Access to Records by School Personnel
- 1134 Standard II.4.8 Sole Possession Records
- 1135 Standard II.4.9 Retention of Records
- 1136
- 1137 **Graduate students**
- 1138 Standard I.1.3 Seeking Informed Consent
- 1139 Standard II.2.4 Responsibility for Graduate Students' Work
- 1140 Standard III.1.1 Accurate Presentation of Professional Qualifications
- 1141 Standard III.1.2 Correcting Misperceptions
- 1142 Standard III.1.1 Affiliation and Experience
- 1143 Standard III.1.4 Graduate Programs
- 1144 Standard III.3.3 Altering Reports
- 1145 Standard III.4.6 Harassment and exploitation
- 1146 Standard III.4.7 Sexual Relationships
- 1147 Standard IV.4.1 Graduate Program Directors
- 1148 Standard IV.4.2 Graduate Student Supervisors
- 1149 Standard IV.4.3 Supervisor Responsibility
- 1150 Standard IV.4.4 Graduate Faculty
- 1151
- 1152 **HIPAA**
- 1153 Standard I.2.6 Privacy of Health Information
- 1154 Standard II.4.7 Electronic Record Keeping
- 1155
- 1156 **Informed choices**
- 1157 Standard I.1.3 Seeking Informed Consent
- 1158 Standard II.3.11 Interpretation of Results
- 1159 Standard III.2.1 Explanation of Services to Clients
- 1160 Standard III.4.3 Multiple Relationships and Limited Alternative Services
- 1161
- 1162 **Instruments/tests**
- 1163 Standard II.3.3 Instrument Selection
- 1164 Standard II.3.4 Normative data
- 1165 Standard II.3.5 Digital Administration and Scoring
- 1166 Standard II.3.8 Validity and Fairness
- 1167 Standard II.4.5 Test Protocols
- 1168 Standard II.5.1 Test Security
- 1169 Standard II.5.2 Use of Restricted Materials
- 1170 Standard II.5.3 Intellectual Property
- 1171
- 1172 **Interns**
- 1173 Standard I.1.3 Seeking Informed Consent

- 1174 Standard II.2.4 Responsibility for Graduate Students' Work
 1175 Standard III.1.1 Accurate Presentation of Professional Qualifications
 1176 Standard III.1.2 Correcting Misperceptions
 1177 Standard III.1.1 Affiliation and Experience
 1178 Standard III.4.6 Harassment and exploitation
 1179 Standard III.4.7 Sexual Relationships
 1180 Standard IV.4.2 Graduate Student Supervisors
 1181 Standard IV.4.3 Supervisor Responsibility
 1182 Standard IV.4.4 Graduate Faculty
 1183
 1184 **Interpretation of results**
 1185 Standard II.3.3 Instrument Selection
 1186 Standard II.3.5 Digital Administration and Scoring
 1187 Standard II.3.6 Variety of Sources of Data
 1188 Standard II.3.8 Validity and Fairness
 1189 Standard II.3.11 Interpretation of Results
 1190
 1191 **Interpreters**
 1192 Standard II.3.9 Interpreters
 1193
 1194 **Intervention**
 1195 Standard I.1.1 When Consent is/is not Required
 1196 Standard II.2.2 Progress Monitoring
 1197 Standard II.3.12 Intervention Selection
 1198 Standard II.3.13 Parental Involvement in Intervention Planning
 1199 Standard II.3.14 Student Assent for Assistance
 1200 Standard III.3.1 Cooperation with Other Professionals
 1201
 1202 **Laws vs. ethical principles**
 1203 Standard IV.2.2 Intersection of Law and Ethics
 1204 Standard IV.2.3 Conflicts between Law and Ethical Principles
 1205
 1206 **LGBTQ**
 1207 Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
 1208 Standard I.3.1 Discrimination
 1209 Standard I.3.1 Correcting Discriminatory Practices
 1210
 1211 **MTSS**
 1212 Standard II.3.1 Considerations Prior to Disability Determination
 1213
 1214 **Multiple relationships**
 1215 Standard III.4.2 Multiple Relationships Impact on Professional Effectiveness
 1216 Standard III.4.3 Multiple Relationships and Limited Alternative Services
 1217 Standard III.4.5 Personal Beliefs and Service Provision
 1218 Standard III.5.5 Practice in Both Public School and Private Settings
 1219

- 1220 **Multiple roles**
- 1221 Standard III.2.4 Conflicts of Loyalties
- 1222 Standard III.4.3 Multiple Relationships and Limited Alternative Services
- 1223 Standard III.5.5 Practice in Both Public School and Private Settings
- 1224
- 1225 **NCSP**
- 1226 Standard III.1.1 Affiliation and Experience
- 1227
- 1228 **Need to know**
- 1229 Standard I.2.4 Need to Know
- 1230 Standard II.4.6 Access to Records by School Personnel
- 1231
- 1232 **Parental involvement**
- 1233 Standard I.1.1 When Consent is/is not Required
- 1234 Standard I.1.3 Seeking Informed Consent
- 1235 Standard I.1.5 Right to Refuse or Withdraw Consent
- 1236 Standard II.3.11 Interpretation of Results
- 1237 Standard II.3.13 Parental Involvement in Intervention Planning
- 1238
- 1239 **Parental notification**
- 1240 Standard I.1.1 When Consent is/is not Required
- 1241 Standard III.4.3 Multiple Relationships and Limited Alternative Services
- 1242
- 1243 **Peer monitoring**
- 1244 Standard IV.3.1 Application of Principles
- 1245 Standard IV.3.2 Resolution of Concerns with Colleagues
- 1246
- 1247 **Plagiarism**
- 1248 Standard IV.5.8 Plagiarism
- 1249 Standard IV.5.9 Acknowledging Contributors
- 1250 Standard IV.5.10 Review of Manuscripts and Proposals
- 1251
- 1252 **Practicum students**
- 1253 Standard I.1.3 Seeking Informed Consent
- 1254 Standard II.2.4 Responsibility for Graduate Students' Work
- 1255 Standard III.1.1 Accurate Presentation of Professional Qualifications
- 1256 Standard III.1.1 Affiliation and Experience
- 1257 Standard III.1.2 Correcting Misperceptions
- 1258 Standard III.4.6 Harassment and exploitation
- 1259 Standard III.4.7 Sexual Relationships
- 1260 Standard IV.4.2 Graduate Student Supervisors
- 1261 Standard IV.4.3 Supervisor Responsibility
- 1262 Standard IV.4.4 Graduate Faculty
- 1263
- 1264 **Presentations**
- 1265 Standard III.5.2 Disclosure of Financial Interests

- 1266 Standard IV.5.3 Anonymity of Data
 1267 Standard IV.5.4 Accuracy of Data
 1268 Standard IV.5.5 Replicability of Data
 1269 Standard IV.5.6 Correction of Errors
 1270 Standard IV.5.7 Integrity of Publications
 1271 Standard IV.5.8 Plagiarism
 1272 Standard IV.5.9 Acknowledging Contributors
 1273 Standard IV.5.10 Review of Manuscripts and Proposals
 1274
 1275 **Privacy**
 1276 Standard I.2.1 Sensitive Information
 1277 Standard I.1.1 When Consent is/is not Required
 1278 Standard I.2.4 Need to Know
 1279 Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression
 1280 Standard I.2.6 Privacy of Health Information
 1281 Standard II.4.1 Notification of rights and responsibilities regarding records
 1282 Standard II.4.3 Inclusion of Sensitive Information in Records
 1283 Standard II.4.6 Access to Records by School Personnel
 1284 Standard II.4.8 Sole Possession Records
 1285 Standard II.4.9 Retention of Records
 1286 Standard IV.5.2 Protecting the Rights of Research Participants
 1287 Standard IV.5.3 Anonymity of Data
 1288 Standard IV.5.4 Accuracy of Data
 1289 Standard IV.5.5 Replicability of Data
 1290
 1291 **Privileged communications**
 1292 Standard I.2.1 Sensitive Information
 1293
 1294 **Problem solving**
 1295 Standard II.3.1 Considerations Prior to Disability Determination
 1296 Standard II.3.12 Intervention Selection
 1297 Standard III.2.2 Role Definition in Collaborative Work
 1298 Standard IV.2.3 Conflicts between Law and Ethical Principles
 1299 Standard IV.3.1 Application of Principles
 1300 Standard IV.3.2 Resolution of Concerns with Colleagues
 1301 Standard IV.3.3 Formal Resolution of Concerns
 1302
 1303 **Products**
 1304 Standard III.1.5 Accuracy of Marketing
 1305 Standard III.5.2 Disclosure of Financial Interests
 1306 Standard IV.5.9 Acknowledging Contributors
 1307
 1308 **Professional conduct**
 1309 Standard II.1.2 Personal Problems
 1310 Standard III.4.1 Private vs. Professional Conduct
 1311 Standard III.4.3 Multiple Relationships and Limited Alternative Services

- 1312 Standard III.4.4 Separation of Personal Beliefs
- 1313 Standard III.4.5 Personal Beliefs and Service Provision
- 1314 Standard III.4.6 Harassment and exploitation
- 1315 Standard III.4.7 Sexual Relationships
- 1316 Standard IV.2.2 Intersection of Law and Ethics
- 1317 Standard IV.2.3 Conflicts between Law and Ethical Principles
- 1318 Standard IV.2.4 Participation in Public Discourse
- 1319 Standard IV.3.1 Application of Principles
- 1320
- 1321 **Progress monitoring**
- 1322 Standard I.1.1 When Consent is/is not Required
- 1323 Standard II.2.2 Progress Monitoring
- 1324
- 1325 **Protocols**
- 1326 Standard II.4.5 Test Protocols
- 1327 Standard II.4.9 Retention of Records
- 1328 Standard II.5.1 Test Security
- 1329 Standard II.5.3 Intellectual Property
- 1330 Standard III.5.5 Practice in Both Public School and Private Settings
- 1331
- 1332 **Psychological reports**
- 1333 Standard II.2.1 Accuracy of Documents
- 1334 Standard II.2.2 Progress Monitoring
- 1335 Standard II.2.3 Appropriateness of Recommendations
- 1336 Standard II.3.3 Instrument Selection
- 1337 Standard II.3.5 Digital Administration and Scoring
- 1338 Standard II.3.6 Variety of Sources of Data
- 1339 Standard II.3.8 Validity and Fairness
- 1340 Standard II.3.11 Interpretation of Results
- 1341 Standard II.4.6 Access to Records by School Personnel
- 1342 Standard II.4.9 Retention of Records
- 1343 Standard III.3.3 Altering Reports
- 1344 Standard IV.4.2 Graduate Student Supervisors
- 1345
- 1346 **Publications**
- 1347 Standard III.1.5 Accuracy of Marketing
- 1348 Standard III.5.2 Disclosure of Financial Interests
- 1349 Standard IV.5.1 Conducting Research
- 1350 Standard IV.5.3 Anonymity of Data
- 1351 Standard IV.5.4 Accuracy of Data
- 1352 Standard IV.5.5 Replicability of Data
- 1353 Standard IV.5.6 Correction of Errors
- 1354 Standard IV.5.7 Integrity of Publications
- 1355 Standard IV.5.8 Plagiarism
- 1356 Standard IV.5.9 Acknowledging Contributors
- 1357 Standard IV.5.10 Review of Manuscripts and Proposals

- 1358
- 1359 **Qualifications**
- 1360 Standard II.5.2 Use of Restricted Materials
- 1361 Standard III.1.1 Accurate Presentation of Professional Qualifications
- 1362 Standard III.1.2 Correcting Misperceptions
- 1363 Standard III.1.5 Accuracy of Marketing
- 1364 Standard III.2.1 Explanation of Services to Clients
- 1365
- 1366 **Recommendations**
- 1367 Standard II.2.3 Appropriateness of Recommendations
- 1368 Standard II.3.8 Validity and Fairness
- 1369 Standard II.3.10 Recommendations Based on Existing Records
- 1370 Standard II.3.12 Intervention Selection
- 1371 Standard II.3.13 Parental Involvement in Intervention Planning
- 1372 Standard II.3.14 Student Assent for Assistance
- 1373 Standard III.4.4 Separation of Personal Beliefs
- 1374
- 1375 **Reevaluations**
- 1376 Standard II.3.10 Recommendations Based on Existing Records
- 1377
- 1378 **Referrals to outside agencies**
- 1379 Standard I.1.2 Consent to Establish a School Psychologist-Client Relationship
- 1380 Standard I.1.5 Right to Refuse or Withdraw Consent
- 1381 Standard II.1.1 Practice in Area of Competence
- 1382 Standard II.2.2 Progress Monitoring
- 1383 Standard II.3.13 Parental Involvement in Intervention Planning
- 1384 Standard III.3.2 Referrals to Other Professionals
- 1385 Standard III.4.2 Multiple Relationships Impact on Professional Effectiveness
- 1386 Standard III.4.5 Personal Beliefs and Service Provision
- 1387 Standard III.5.3 Referrals and Remuneration
- 1388 Standard III.5.5 Practice in Both Public School and Private Settings
- 1389
- 1390 **Release of information**
- 1391 Standard I.2.3 Consent for Release of Information
- 1392
- 1393 **Research**
- 1394 Standard IV.5.1 Conducting Research
- 1395 Standard IV.5.2 Protecting the Rights of Research Participants
- 1396 Standard IV.5.3 Anonymity of Data
- 1397 Standard IV.5.4 Accuracy of Data
- 1398 Standard IV.5.5 Replicability of Data
- 1399 Standard IV.5.6 Correction of Errors
- 1400 Standard IV.5.7 Integrity of Publications
- 1401 Standard IV.5.8 Plagiarism
- 1402 Standard IV.5.9 Acknowledging Contributors
- 1403 Standard IV.5.10 Review of Manuscripts and Proposals

- 1404
- 1405 **Responsibility**
- 1406 Standard II.2.1 Accuracy of Documents
- 1407 Standard II.2.3 Appropriateness of Recommendations
- 1408 Standard II.2.4 Responsibility for Graduate Students' Work
- 1409 Standard III.1.5 Accuracy of Marketing
- 1410 Standard III.4.3 Multiple Relationships and Limited Alternative Services
- 1411 Standard IV.3.1 Application of Principles
- 1412 Standard IV.3.2 Resolution of Concerns with Colleagues
- 1413 Standard IV.3.3 Formal Resolution of Concerns
- 1414 Standard IV.3.4 Resolution of Concerns with Other Professionals
- 1415
- 1416 **Right to refuse**
- 1417 Standard I.1.4 Assent
- 1418 Standard I.1.5 Right to Refuse or Withdraw Consent
- 1419
- 1420 **School climate**
- 1421 Standard I.3.1 Discrimination
- 1422 Standard IV.1.1 Effective Participation in Systems
- 1423 Standard IV.2.1 Understanding Systems Parameters
- 1424
- 1425 **Self-care**
- 1426 Standard II.1.2 Personal Problems
- 1427 Standard III.4.1 Private vs. Professional Conduct
- 1428
- 1429 **Sensitive health information**
- 1430 Standard I.2.6 Privacy of Health Information
- 1431 Standard II.4.3 Inclusion of Sensitive Information in Records
- 1432
- 1433 **Sexual harassment**
- 1434 Standard III.4.6 Harassment and exploitation
- 1435 Standard III.4.7 Sexual Relationships
- 1436
- 1437 **Sexual relationships**
- 1438 Standard III.4.6 Harassment and exploitation
- 1439 Standard III.4.7 Sexual Relationships
- 1440
- 1441 **Social justice**
- 1442 Standard I.3.1 Discrimination
- 1443 Standard I.3.1 Correcting Discriminatory Practices
- 1444 Standard I.3.3 Access and Benefit
- 1445 Standard II.3.8 Validity and Fairness
- 1446
- 1447 **Social media**
- 1448 Standard III.4.1 Private vs. Professional Conduct
- 1449 Standard III.4.4 Separation of Personal Beliefs

- 1450 Standard III.4.5 Personal Beliefs and Service Provision
 1451 Standard III.4.6 Harassment and exploitation
 1452 Standard IV.2.4 Participation in Public Discourse
 1453
 1454 **Sole possession/private notes**
 1455 Standard II.4.8 Sole Possession Records
 1456
 1457 **Student records**
 1458 General
 1459 Standard I.1.1 When Consent is/is not Required
 1460 Standard I.2.1 Sensitive Information
 1461 Standard II.2.1 Accuracy of Documents
 1462 Standard II.3.10 Recommendations Based on Existing Records
 1463 Standard II.4.1 Notification of rights and responsibilities regarding records
 1464 Standard II.4.2 Comprehensive Records
 1465 Standard II.4.8 Sole Possession Records
 1466 Standard III.3.3 Altering Reports
 1467 - Access to
 1468 o Standard II.4.4 Right to Inspect Records
 1469 o Standard II.4.5 Test Protocols
 1470 o Standard II.4.6 Access to Records by School Personnel
 1471 o Standard II.5.1 Test Security
 1472 - Disposal/Destruction of
 1473 o Standard II.4.9 Retention of Records
 1474
 1475 - Storage of
 1476 o Standard II.4.3 Inclusion of Sensitive Information in Records
 1477 o Standard II.4.7 Electronic Record Keeping
 1478
 1479
 1480 **Supervision**
 1481 Standard I.1.3 Seeking Informed Consent
 1482 Standard II.1.1 Practice in Area of Competence
 1483 Standard II.2.2 Progress Monitoring
 1484 Standard II.2.4 Responsibility for Graduate Students' Work
 1485 Standard III.1.1 Accurate Presentation of Professional Qualifications
 1486 Standard III.1.2 Correcting Misperceptions
 1487 Standard III.3.3 Altering Reports
 1488 Standard III.4.5 Personal Beliefs and Service Provision
 1489 Standard III.4.7 Sexual Relationships
 1490 Standard IV.4.2 Graduate Student Supervisors
 1491 Standard IV.4.3 Supervisor Responsibility
 1492 Standard IV.4.4 Graduate Faculty
 1493
 1494 **Systems-level reform**
 1495 Standard I.3.1 Discrimination

1496	Standard I.3.1 Correcting Discriminatory Practices
1497	Standard I.3.3 Access and Benefit
1498	Standard IV.1.1 Effective Participation in Systems
1499	Standard IV.1.2 Promoting Systems Change
1500	Standard IV.2.1 Understanding Systems Parameters
1501	
1502	Technology
1503	Standard II.2.1 Accuracy of Documents
1504	Standard II.3.2 Assessment Techniques
1505	Standard II.3.5 Digital Administration and Scoring
1506	Standard II.4.1 Notification of rights and responsibilities regarding records
1507	Standard II.4.7 Electronic Record Keeping
1508	Standard II.4.9 Retention of Records
1509	Standard III.4.1 Private vs. Professional Conduct
1510	Standard IV.2.4 Participation in Public Discourse
1511	
1512	Test security
1513	Standard II.4.5 Test Protocols
1514	Standard II.5.1 Test Security
1515	Standard II.5.3 Intellectual Property
1516	
1517	
1518	
1519	