Subject Index

Acronyms, 373–374
Activities:
on education of students with disabilities, 150, 166
on ethics in school psychology, 32
on law and school psychology, 55
on psychoeducational assessments, 198
on research in the schools, 294
on school-based interventions, 229–230
on systems-level consultation issues, 275
Advocacy:
complex legal landscape for, 310–314
definition of, 309, 323
ethical and legal issues with, 20–21, 309–316, 323
ethical practice development including, 315–316
overview of, 309–310, 316
proactive survival strategies for advocates, 314–315
record keeping of, 315
social power influencing, 315
Agostini v. Felton (1997), 39
AIDS/HIV, 118, 221–222
Alcohol use. See Substance use/abuse
Altman v. Bedford Central School District (1999), 60
Ambach v. Norwich (1979), 11
American Psychological Association (APA):
Division 16/Division of School Psychology of, 8
ethics committee of, 26–27
record keeping guidelines of, 92
training standards by, 4, 26, 296
unethical conduct response of, 26–29
Web site of, 32
Americans with Disabilities Act (ADA/1990) and amendments (ADAA/2008):
accommodations under, 162–164
ADD/ADHD under, 157
communicable diseases under, 159
disability terms defined under, 155–158, 165
education of students with disabilities under, 44, 51, 153, 155–161, 162–167
eligibility under, 159–161
evaluation procedures under, 159–161
federal antidiscrimination legislation including, 44
harassment/bullying avoidance under, 155
lawsuits against schools and school psychologists under, 51
major life activities under, 156–158
overview of, 164–165
physical or mental impairments under, 155–156, 158
procedural safeguards under, 164
study and discussion of, 166–167
substance dependency under, 157, 158
whistle-blower protection under, 165–166
A. P. v. Woodstock Board of Education (2008), 201
Armijo v. Wagon Mound Public Schools (1998), 215, 261
Arnold v. Board of Education of Escambia (1990), 220, 221
Assessments. See Psychoeducational assessments
Assistive technology, 135–136
Attention deficit [hyperactivity] disorder (AD[H]D), 118, 153, 157, 225–226, 285
Autism, 110
Autonomy. See Self-determination and autonomy
A.W. v. Northwest R-1 School District (1987), 133

Baird v. Rose (1999), 154
Baker v. Owen (1975), 258
Behavior Analysis Certification Board, “Guidelines for Responsible Conduct for Behavior Analysts,” 204–208
The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Biomedical and Behavioral Research, 277
Beneficence. See Responsible behavior: responsible caring as
Bethel School District No. 403 v. Fraser (1986), 38
Bilingual Education Act (1968), 256
Birth control, 221
Blindness and deaf-blindness, 110, 111
Breuning, Stephen, 292
Brown v. Board of Education (1954), 36, 100, 119, 253
Bullying, 30, 43, 136–137, 155, 226, 243, 266, 269, 270, 272
Burnside v. Byars (1966), 257
Bush, George H. W./Bush administration I, 41
Bush, George W./Bush administration II, 41
California Association of School Psychologists v. Superintendent of Public Instruction (1994), 121
Canadian Code of Ethics for Psychologists (CPA), 10, 12, 23, 63, 65
Case law/common law. See also specific cases by name
corporal punishment under, 45, 258–259
education of students with disabilities under, 99–101, 120–122
law based on, 45–46

lawsuits against schools and school psychologists creating, 49–54, 266–267
privacy under, 57–59
privilege determined by, 74
table of cases on, 365–369
Case studies, by name:
Adam and Mrs. Barbos with James Lewis, 241, 242
Amy and Mrs. Farwell with Carrie Johnson, 70–71
Ana with David Kim, 185
Anthony Zeno, 271
Ben Pennington with Carrie Johnson, 299
Brian, 213–214
Carrie Johnson, 288–289
David Kim, 239
Dillon and Mrs. Rupert with Pearl Meadows, 80
Donita Mason with James Lewis, 301
Jack Western with Pearl Meadows, 305
James Lewis, 20–21
James Lewis and Mrs. Dolan, 235
Jamie Nabozny, 267
Jane Doe, 220
Jane with Pearl Meadows, 238
Jason and George with Carrie Johnson, 243, 244
J. N. and A. B., 76
Joanne and Samantha with Carrie Johnson, 14
Joseph McNulty, 175
Madeleine Fine with Maria Delgado, 18
Maria Delgado, 93–94, 223, 241
Michael and Sylvia Merriken, 279–280
Morgan LaLone with Wanda Rose, 298
Mr. Anthony, 86
Mrs. Drew, 154
Nina, 214
Prosenjit Poddar and Tatiana Tarasoff, 68, 69
Roberto Otero with Pearl Meadows, 301
Seo-yeon with David Kim, 16–17
Tamika with Carrie Johnson, 223, 224
Vincent Moreno, 75
Wanda Rose, 65
Case studies, by topic. See also Vignettes on confidentiality, 68, 69, 70–71, 73, 75–76
on discrimination, harassment, and bullying, 267, 271
on education of students with disabilities, 154
on ethics in school psychology, 14, 16–17, 18, 20–21
on informed consent, 65
on parent consultations, 238–239, 241, 242, 243, 244
on privilege, 75–76
on psychoeducational assessments, 175, 185
on record keeping, 80, 86–87, 93–94
on research in the schools, 279–280, 288–289
on school discipline, 260
on supervision, 298–299, 301, 304–305
on teacher consultations, 235
Child abuse and neglect, duty to protect from, 211–213
Child Abuse Prevention and Treatment Act (CAPTA), 211
Child find requirements, 107–108, 146, 202
Children's Online Privacy Protection Act (COPPA/1998), 195
Civil Rights Act (1964), Title VI, 101, 152, 255, 271
Clayton v. Tate County School District, 260
Clevenger v. Oak Ridge School Board (1984), 135
Clinton, Bill/Clinton administration, 41
Code of Federal Regulations (CFR), 44, 78, 103–104
Codes of ethics:
advocacy addressed in, 309–310, 323
Canadian Code of Ethics for Psychologists as, 10, 12, 23, 63, 65
ethical conduct vs., 3–4
law-ethics conflicts addressed in, 22–23
law or legal references in, 47
professional associations ascribing to, 3, 4 (see also specific organizations)
professional models of service delivery vs., 12
professional vs. private behavior governed by, 11
psychoeducational assessment standards in, 170, 176, 184, 187, 195, 359–362
research standards in, 277, 279, 287, 289–290, 292, 355–359
revisions or amendments to, 4
school-based interventions addressed in, 201, 203, 209, 210
supervision standards in, 296
unethical conduct and violation of, 26, 27, 28
Common law. See Case law/common law
Communicable diseases, 159
Competence. See Legal competence;
Professional competence
Concealment and deception, in research, 287–290
Confidentiality. See also Privacy; Privilege
collaboration and, 70–71
definition and description of, 66
direct services to students and, 66–69
duty to protect/warn related to, 67, 68–69, 73, 210, 211–222
exceptions to, 67, 68–69, 73
nondisclosure laws on, 72–73, 76
parent consultations and, 15, 239
record keeping and maintenance of, 76–96
research in the schools respect for, 289–290
respect for the dignity of persons via, 13–15, 233–234, 239, 300, 325–326
school-based intervention consideration of, 210, 211–222
study and discussion of, 96–98
substance abuse treatment protection of, 14, 218
Confidentiality (Continued)
supervision respect for, 300
teacher consultations and, 71, 232, 233–234
Conflicts of interest, 19, 237–239, 240, 332–334
Connick v. Myers (1983), 311
Consent, informed. See Informed consent
Constitution. See U.S. Constitution
Consultations. See Parent consultations;
Systems-level consultations; Teacher consultations
Copyright law, 86–87
Cordrey v. Euckert (1990), 134, 135
Corporal punishment, 45, 257–260, 313
Council of Directors of School Psychology Programs, 296
Court orders, 76–77
Crawford v. Honig (1994), 121
Credentials and licensing, 26, 48–49, 76, 296
Criminal act disclosure, 218–220
Cultural and language issues:
acculturation as, 188
competence in relation to, 16–17, 243, 301–302
discrimination as (see Discrimination avoidance)
education of students with disabilities
English Language Learners programs
consideration of, 255–256
fairness and justice related to, 15
federal antidiscrimination legislation in relation to, 42–44
parent consultation consideration of, 239–240, 241–243, 244
psychoeducational assessment
consideration of, 173, 177–178, 182, 187–191, 193, 249
research in the schools consideration of, 291
school-based intervention consideration of, 210–211, 223, 224
supervision consideration of, 300, 301–302
systems-level consultation consideration of, 249, 253–256, 261, 270, 271
teacher consultation consideration of, 234–235

Davis v. Monroe County Board of Education (1999), 268
Deaf-blindness and deafness, 110
Debra P. v. Turlington (1984), 251
Deception and concealment, in research, 287–290
Decision making, ethical and legal, 22–26, 30–31
Delayed school entry, 253
Denita Harris v. District of Columbia (2008), 205
Departments, U.S. See under U.S. Department entries
Detsel v. Board of Education of the Auburn Enlarged City School District (1987), 137
Devries v. Fairfax County School Board (1989), 132
Diagnostic and Statistical Manual of Mental Disorders (DSM-5), 112, 117, 160, 174, 184–185
Diana v. State Board of Education (1970), 120
Dickens by Dickens v. Johnson County Board of Education (1987), 206–207
Digital communication. See Online communication
Disabilities, students with. See Education of students with disabilities
Discipline. See School discipline
Discrimination avoidance:
competence in relation to, 17
education for students with disabilities
fairness and justice for, 15, 234–235
federal antidiscrimination legislation for, 42–44, 51, 52, 268–270
psychoeducational assessment
nondiscrimination standard for, 187–191
supervision respect for, 300, 301
systems-level consultations for, 253–256, 266–272
in teacher consultations, 234–235

*D. J. M.* v. *Hannibal Public School District*
#60 (2011), 38, 227

*Doe v. Belleville Public School District*
No. 118 (1987), 118, 159

*Donohue v. Copiague Union Free School District* (1979), 51

Doug C. *v. Hawaii Department of Education*
(2013), 126

Drug use. See Medication; Substance use/abuse

Dual relationships. See Multiple relationships

Due process:
constitutio nal law on, 36–37, 119
due process hearings on, 143–144, 204
education of students with disabilities consideration of, 119, 129–130, 142–144, 204
procedural, 37
school disciplinary action requirements of, 261
substantive, 36–37

Due to protect/duty to warn, 67, 68–69, 73, 210, 211–222

Early intervening services, 42, 118–119, 149, 200


Education for All Handicapped Children Act (1975/1990), 102, 152

Education for the Handicapped Act (EHA), 41, 145

Education of students with disabilities:
accommodations for, 162–164
age of majority and transfer of rights for, 142
Americans with Disabilities Act on, 44, 51, 153, 155–161, 162–167
assistive technology for, 135–136
case law on, 99–101, 120–122
child find requirement for, 107–108, 146, 202
constitutional law protecting, 36, 37
disability terms defined for, 109–118, 146–147, 155–159, 165
dispute resolution for, 142–144, 149, 164, 204
eyearly intervening services for, 42, 118–119, 149, 200
eyearly legislation on, 101–102
Education for All Handicapped Children Act on, 102, 152
Education for the Handicapped Act on, 41, 145
eligibility for, 109–119, 123–124, 146–147, 159–161
evaluation procedures for, 119–124, 140–141, 147, 159–161, 169–198, 202, 249, 251 (see also Psychoeducational assessments for details)
extended school year for, 135
federal antidiscrimination legislation on, 43–44, 51
federal education legislation on, 41–42, 51–52, 102
free and appropriate education in, 102, 103, 104, 109, 133–137, 161–162, 203–204
funding for, 103, 104, 106–107, 139–140, 152, 153, 255
harassment/bullying avoidance in, 136–137, 154–155
historical perspective on, 99–102, 152–153
individualized education programs (IEPs) for, 41, 124–130, 205
individualized family service plan for, 147–149
Individuals with Disabilities Education Act on, 41, 84, 102–103, 237
infants and toddlers receiving, 42, 145–149
large-scale assessments in, 249, 251
Education of students with disabilities

(Continued)

least restrictive environment for, 41–42, 130–133
meaning of appropriate for, 133–137, 161–162
Medicaid and private health insurance coordination with, 139–140
misclassification problems for, 119–122
overview of, 99, 149, 151, 166
placements for, 124, 141
private school requirements for, 105–107, 125
procedural safeguards for, 140–144, 149, 164, 255
racial and ethnic disproportionality in, 255
related services for, 129, 137–140
right to private action related to, 144–145, 164
Section 504 of Rehabilitation Act on, 43, 51, 101–102, 118, 151–164, 166–167, 170, 200, 202
severity of disability not a deterrent for, 108
state plans and single-agency responsibility for, 104–109, 146
study and discussion of, 150, 166–167
suspension or expulsion from, 262–265
whistle-blower protection related to, 165–166
zero reject principle for, 107–109

_Eisel v. Board of Education of Montgomery County_ (1991), 213, 214

Electronic Code of Federal Regulations (e-CFR), 44, 78, 104

Electronic communication. See Online communication

Elementary and Secondary Education Act (ESEA/1965) and amendments (1974/1978), 40–41, 42, 78, 102, 256

_Elizabeth S. v. Thomas K. Gilhool_ (1987), 153, 163


Emotional disturbance, 116–117

English Language Learners programs, 255–256

_Epperson v. State of Arkansas_ (1968), 36

Ethical and legal issues:

advocacy and, 20–21, 309–316, 323
case or common law on (see Case law/common law)
case studies of (see Case studies, by name; Case studies, by topic; Vignettes)
codes of ethics and conduct on (see Codes of ethics)
confidentiality as (see Confidentiality)
constitutional (see U.S. Constitution)
cultural and language issues as
(see Cultural and language issues; Race and ethnicity; Religion; Sexual/gender orientation; Socioeconomic status)
due process as (see Due process)
education of students with disabilities as
(see Education of students with disabilities)
ethical and legal decision making as, 22–26, 30–31
ethical conduct vs. ethical codes in, 3–4
ethical principles in, 9–10, 12–21
(see also Fairness and justice; Honesty and integrity; Professional competence; Respect for the dignity of persons; Responsible behavior)
ethics and law, defined, 2, 22
ethics-law relationship, 22–23
in indirect services, 14, 18, 71, 231–246, 247–275
informed consent as (see Informed consent) legislation on (see Legislation; specific laws by title)
morality vs. ethics in, 2
overview of, 1, 29, 33, 46, 54
privacy as (see Privacy)
privilege as, 73–77, 80
professional behavior and qualifications as
(see Credentials and licensing; Professionalism; Training for school psychologists)
in psychoeducational assessments
(see Psychoeducational assessments)
record keeping as (see Record keeping)
in research in the schools, 277–294, 355–359
in school-based interventions, 199–230
in supervision, 7, 295–307
unethical conduct and, 21, 26–29
Ethical Principles of Psychologists and Code of Conduct (APA):
confidentiality in, 68–69, 350, 351
ethical principles and standards in, 10–11, 343–364
history and effective date of, 364
Introduction and applicability of, 341–343
law-ethics conflicts addressed in, 22, 23
law or legal references in, 47
Preamble to, 343
professionalism and adherence to, 3, 8, 11
psychoeducational assessment standards in, 170, 184, 187, 195, 359–362
research standards in, 277, 287, 292, 355–359
supervision standards in, 296
text of, 341–364
unethical conduct and violation of, 27
Ethics committees, 21, 26–28
Evaluations. See Psychoeducational assessments
Every Student Succeeds Act (ESSA/2015):
bullying avoidance under, 270
English Language Learners programs under, 256
federal education legislation including, 41
large-scale assessment programs under, 248–249
record keeping under, 81, 94
school-based interventions under, 202–203, 208
school discipline under, 261
Evidentiary privilege, 74–77
Extended school year, 135

Fairness and justice:
psychoeducational assessment fairness standard for, 177–178, 190
research standards on, 277
respect for the dignity of persons via, 15, 234–235, 300, 301, 326–327, 344
supervision respect for, 300, 301
teacher consultations including, 234–235
Family Educational Rights and Privacy Act (FERPA/1974):
complaints filed for violations of, 83
federal education legislation including, 40, 42
informed consent under, 140, 195
privacy under, 39, 59, 282–283
psychoeducational assessments under, 195, 196
record keeping under, 77, 78–83, 84–85, 88–89, 92, 93–96, 210
research in the schools under, 282–283
Fay v. South Colonic Central School District (1986), 80
Federal Register, 44
Forest Grove School District v. T.A. (2009), 107
Fort Osage R-I School District v. Sims (2011), 144
Free and appropriate education (FAPE), 102, 103, 104, 109, 133–137, 161–162, 203–204
Freedom of information laws, 85
Freedom of religion, 39–40
Freedom of speech and assembly, 38
Functional analysis, 205
Functional assessment, 205

Gallimore v. Henrico County School District (2014), 58
Garcetti v. Ceballos (2006), 311–312, 313
Garcia by Garcia v. Miera (1987), 259
Gender orientation. See Sexual/gender orientation
Georgia State Conference of Branches of NAACP v. State of Georgia (1985), 254
Gifted and talented students programs, 256–257
G. J. v. Muscogee County School District (2012), 173
GLBT orientation. See Sexual/gender orientation
Gonzaga University v. John Doe (2002), 83
Goss v. Lopez (1975), 37, 207, 261
Grade retention, 253
Greer v. Rome City School District (1991), 131
Guadalupe Organization, Inc. v. Tempe Elementary School District No. 3 (1972), 120
Guns. See Weapons

Hall v. Tawney (1980), 259
Handicapped Children’s Protection Act (1986), 145, 164
Harlow v. Fitzgerald (1982), 52
Harris v. Forklift Systems (1993), 269
Health Insurance Portability and Accountability Act (HIPAA/1996), 87–91, 94, 196
Hensley v. Eckerhart (1983), 145
Honesty and integrity: ethical principle of, 17–19, 331–334, 344
parent consultations based on, 240–241
supervision relationship including, 303–305
teacher consultations based on, 18, 231–232
Honig v. Doe (1988), 206

Indirect services:
ethical and legal issues in, 14, 18, 71, 231–246, 247–275
parent consultations as, 14, 236–246
systems-level consultations as, 247–275
teacher consultations as, 18, 71, 231–236, 244–246

Individualized education programs (IEPs):
content of, 127–129
development of, 126–127
federal education legislation and IDEIA on, 41, 124–130, 205
implementation of, 129–130
meeting to discuss, 125
related services in, 129
school-based interventions addressed in, 205
team involved in, 125–126

Individualized family service plans (IFSPs), 147–149

Individuals with Disabilities Education Improvement Act (IDEIA/2004):
ADD/ADHD under, 118
age of majority and transfer of rights under, 142
AIDS under, 118
assistive technology under, 135–136
autism under, 110
child find requirement of, 107–108, 146, 202
deaf-blindness under, 110
defeasibility under, 110
disability terms defined under, 109–118, 146–147
dispute resolution under, 142–144, 149, 204
eyearly intervening services under, 42, 118–119, 149, 200
eligibility under, 109–119, 123–124, 146–147
emotional disturbance under, 116–117
extended school year under, 135
federal education legislation including, 41–42, 51–52, 102
free and appropriate education under, 102, 103, 104, 109, 133–137
funding under, 103, 104, 106–107, 139–140, 255
harassment/bullying avoidance under, 136–137
hearing impairment under, 110
individualized education program under, 41, 124–130, 205
individualized family service plan under, 147–149
infants and toddlers under, 42, 145–149
intellectual disability/mental retardation under, 112–113
lawsuits against schools and school psychologists under, 51–52
least restrictive environment under, 41–42, 130–133
meaning of appropriate under, 133–137
Medicaid and private health insurance coordination with, 139–140
misclassification problems under, 119–122
multiple disabilities under, 110
orthopedic impairment under, 111
other health impairment under, 117–118
overview of, 102–104, 149
parental consent and involvement under, 108–109, 122, 125–126, 139–144, 147–149, 172–174, 204, 237
placements under, 124, 141
privacy under, 59
private school requirements under, 105–107, 125
procedural safeguards under, 140–144, 149, 255
record keeping under, 78, 81, 83, 84, 91–92, 94
related services under, 129, 137–140
right to private action under, 144–145
school-based interventions consistency with, 200–201, 204
severity of disability not a deterrent in, 108
specific learning disability under, 113–115
speech or language impairment under, 111
state plans and single-agency responsibility for implementing, 104–109, 146
study and discussion of, 150
substance dependency under, 118
suspension or expulsion under, 262–265
traumatic brain injury under, 111
visual impairment including blindness under, 111
zero reject principle of, 107–109
Infants and toddlers, disability services for, 42, 145–149
Informed consent:
competence element of, 62, 63–65, 281
definition and description of, 61–62
federal education legislation on, 42, 282–283
IDEA on, 59, 108–109, 122, 139–141, 170, 172–174
knowing element of, 61–62, 280–281
minors’, 63–65, 281
notice vs., 65, 141
privacy in relation to, 59, 60, 282–284
psychoeducational assessment need for, 170, 172–174, 191, 195, 251–252
record keeping requirements for, 82–83, 87, 88, 89, 90
research in the schools need for, 279–286, 290
respect for the dignity of persons via, 13, 63, 299–300
right to consent vs. right to be informed, 65
school-based intervention need for, 201, 209–210
school psychologist-client relationship established with, 61–65
supervision need for, 296–297, 299–300
systems-level consultation need for, 251–252
teacher consultations including, 233
voluntary element of, 62, 281–282
Ingraham v. Wright (1977), 258–259, 260
Institutional review boards (IRBs), 278, 279, 282
Instructional grouping or tracking, 254–255
Insurance:
health, 139–140
professional liability, 53–54
Integrity. See Honesty and integrity
Intellectual disability/mental retardation, 112–113
Internet-based communication. See Online communication
Jacob K. Javits Gifted and Talented Students Education Act (1988), 256
Jaffee v. Redmond (1996), 74
James v. Board of Education of Aptakisic-Tripp Community Consolidated School District No. 102 (2009), 123
Subject Index

John Doe v. Regional School Unit 26 (2014), 273
John K. and Mary K. v. Board of Education for School District #65, Cook County (1987), 84
Johnson v. Independent School District No. 4 of Bixby, Tulsa County, Oklahoma (1990), 135
Justice. See Fairness and justice

Kelson v. The City of Springfield (1985), 213–214
Kok v. Tacoma School District No. 10 (2013), 50, 217
Kruelle v. New Castle County School District (1981), 139

Landstrom v. Illinois Department of Children and Family Services (1990), 52
Lane v. Franks (2014), 312–313
Language issues. See Cultural and language issues; Speech or language impairment
Large-scale assessment programs, 248–252
Larry P. v. Riles (1984), 121, 122
Law and school psychology. See Ethical and legal issues
Lawsuits. See also Case law/common law under federal laws, 51–52
professional liability insurance as protection against, 53–54
for professional malpractice, 52–53
risk management to avoid, 53
for sexual/gender orientation-based discrimination, 266–267
under state laws, 49–51
Least restrictive environment (LRE), 41–42, 130–133
Lee v. Lee County Bd. of Education (2007), 200
Legal competence, 62, 63–65, 174, 281
Legislation. See also specific acts by name
federal antidiscrimination legislation as, 42–44, 51, 52, 268–270
federal education legislation as, 40–42, 51–52, 102, 282–283
table of federal legislation, 371–372
LGBT orientation. See Sexual/gender orientation
Liability issues, 53–54, 306
Licensing. See Credentials and licensing
Lyons by Alexander v. Smith (1993), 162

Major life activities, 156–158
Malpractice, professional, 52–53, 76, 219, 244–245
Massey v. Banning (2003), 266
Max M. v. Thompson (1984), 138
McDuff v. Tamborlane (1999), 73, 76, 219
Mediation, 143, 164
Medicaid, 139–140
Medication, 215, 224–226, 285, 292
Milligen et al. v. City of Slidell (2000), 216
Mills v. Board of Education of District of Columbus (1972), 36, 100, 101, 122, 140
Mirand v. Board of Education of the City of New York (1994), 216
Morales v. Turman (1974), 205, 206
Morality, 2
Morse v. Frederick (2007), 38
Multiple disabilities, 110
Multiple relationships, 19, 240–241, 303–304, 332–334
Multitiered systems of support (MTSS), 199–208, 231
Munir v. Pottsville Area School District (2013), 139

Nabozny v. Podlesny (1996), 267, 270
National Association of School Psychologists (NASP):
bilingual school psychologist directory of, 178
credentialing standards by, 49, 296
Ethical and Professional Practices Committee of, 26, 27–28
Model of Comprehensive and Integrated Services by School Psychologists, 12, 296
Online communication:
- APA Web site for, 32
- computer-assisted psychoeducational assessments as, 193–196
- Electronic Code of Federal Regulations as, 44, 78, 104
- NASP Web site for, 32
- record keeping issues related to, 78, 81, 83, 89, 93–96
- social networking sites for, 11, 30
- U.S. DOE Web site for, 44

Orthopedic impairments, 111

Owasso Independent School District v Falvo (2002), 79, 95

Parent consultations:
- conflicts of interest management in, 237–239, 240
- cultural and diversity considerations with, 239–240, 241–243, 244
- ethical and legal issues with, 14, 236–246
- family, community, and societal benefits of, 243
- integrity in, 240–241
- multiple relationships as concern in, 240–241
- overview of, 236, 244–245
- privacy and confidentiality considerations in, 14, 239
- professional competence and responsibility and, 239–240, 243
- respect for the dignity of persons in, 236–239
- self-determination and autonomy considered in, 236–237
- study and discussion of, 245–246

Parents:
- access to student records by, 77, 80–81
- confidentiality issues with, 67, 70, 77, 80–81, 83, 84–87, 214–215, 217–222, 239
- consultation with, 14, 236–246
- criminal act disclosure to/by, 219–220
- definition of, 62, 80
- individualized family service plan involving, 147–149
Parents (Continued)
  pregnancy, birth control, and STD disclosure to, 220–222
  record amendment requests from, 83
  substance abuse disclosure to, 218
  suicide ideation awareness of, 214, 215
  surrogate, 142
  threat to others awareness of, 217
Parents Against Abuse in Schools v. Williamsport Area School District (1991), 80
Parham v. J. R. (1979), 63
Peer monitoring, 21, 28–29
Pena v. New York State Division for Youth (1976), 205
People v. Vincent Moreno (2005), 75, 219
Pesce v. J. Sterling Morton High School (1987), 212
Peter W. v. San Francisco Unified School District (1976), 51
Phillis P. v. Claremont Unified School District (1986), 275
Physical or mental impairments, 155–156, 158
Pickering v. Board of Education of Township High School District 205, Will County (1968), 310–311, 313
Positive behavior supports (PBS), 200, 265–266, 313
Positive ethics, 24
Pregnancy, 220–221
Principles for Professional Ethics (NASP): advocacy addressed in, 309, 323
  confidentiality in, 66, 68, 325–326
  conflicts of interest management in, 238, 332–334
  definition of terms in, 62, 322–323
  ethical principles in, 9–10, 12–21, 323–338
  honesty and integrity in professional relationships in, 17–19, 331–334
  Introduction of, 319–322
  law-ethics conflicts addressed in, 22, 23
  law or legal references in, 47
  parent consultations encouraged in, 237, 238
  privilege in, 76
  professionalism and adherence to, 3, 8, 11
  psychoeducational assessment standards in, 170, 184, 187, 195
  record keeping requirements in, 84–85, 92–93, 95, 329–330
  research standards in, 277, 279, 292
  respect for the dignity of persons in, 12–15, 323–327
  responsibility to schools, families, communities, the profession, and society in, 20–21, 334–338
  responsible caring in, 15–17, 327–331
  school-based practice and interventions addressed in, 8–9, 201, 203, 209, 210
  supervision standards in, 296
  text of, 317–339
  unethical conduct and violation of, 27, 28
Privacy. See also Confidentiality
case law on, 57–59
  constitutional law on, 38–39, 57–58
  definition of, 60
  informational, 38–39
  informed consent in relation to, 59, 60, 282–284
  parent consultations consideration of, 239
  psychoeducational assessment consideration of, 183, 191, 196
  record keeping issues related to, 87–91, 94
  research in the schools respect for, 280, 282–284, 286
respect for the dignity of persons via, 13–15, 60, 239, 300, 325–326
statutory law on, 59–60
study and discussion of, 96–98
supervision respect for, 300
Privilege. See also Confidentiality
as ethical and legal issue, 73–77, 80
evidentiary, 74–77
exceptions to, 75
record keeping issues with, 76–77, 80
subpoenas and court orders impacting, 76–77, 80
Problem-solving model, 24–26, 30–31
Professional competence:
cultural competence as, 16–17, 243, 301–302
honest appraisal of, 18–19
parent consultations including, 239–240, 243
psychoeducational assessment need for, 192
research in the schools using, 278
responsible caring including, 16–17, 236, 327
school-based intervention need for, 211, 223–224
supervision need for, 300–302, 305
teacher consultations including, 236
training for, 5–6, 47
Professionalism:
definition and description of, 2
ethics and, 2–3, 8, 11
professional codes of ethics (see Codes of ethics)
professional competence (see Professional competence)
professional ethical identity development, 6
professional malpractice violating, 52–53, 76, 219, 244–245
professional qualifications (see Credentials and licensing; Training for school psychologists)
professional vs. private behavior, 11
Professional liability insurance, 53–54
Professional models of service delivery, 12
Psychoeducational assessments:
“best practices” for, 191
classification based on, 184–185
comprehensiveness standard for, 176–177
computer-assisted, 193–196
conditions for administration of, 183
cultural and language considerations with, 173, 177–178, 182, 187–191, 193, 249
ecological model of, 169
education of students with disabilities including, 119–124, 140–141, 147, 159–161, 169–198, 202, 249, 251
fairness standard for, 177–178, 190
information gathering in, 183–184
interpretation of, 184–187
large-scale, 248–252
medical model of, 169
multifaceted standard for, 176
nondiscrimination standard for, 187–191
norm-referenced scores in, 182
overview of, 169, 196
personality assessment in, 191–192
planning for, 175–182
preassessment responsibilities in, 170, 172–175
privacy considerations with, 183, 191, 196
professional competence and autonomy with, 192–193
report writing and sharing for, 186–187
screening for risk of harm to self or others in, 251–252
student involvement and consent in, 174–175, 186–187, 251–252
study and discussion of, 196–198
usefulness standard for, 179
validity and reliability standards for, 178–179, 180–182, 183, 189, 192, 252
Psychopharmacologic interventions, 224–226, 285, 292
Qualifications. See Credentials and licensing; Professional competence; Training for school psychologists
Race and ethnicity:

- Competence in relation to, 16–17
- Discrimination and harassment based on, 270, 271
- Education of students with disabilities: Consideration of, 119–122, 255
- Equal legal protection regardless of, 36
- Fairness and justice related to, 15
- Federal antidiscrimination legislation in relation to, 42–44
- Research in the schools: Consideration of, 291
- School-based intervention: Consideration of, 211, 223, 224
- Systems-level consultation: Consideration of, 253–256, 261, 270, 271

Record keeping:

- Advocacy action, 315
- Amendments or revision of records in, 83
- Complaints filed about, 83
- Confidentiality and privilege issues with, 76–96
- Copyright law applied to, 86–87
- Digital records and communication, 78, 81, 83, 89, 93–96
- Education records, defined for, 78–80, 95–96
- Family Educational Rights and Privacy Act on, 77, 78–83, 84–85, 88–89, 92, 93–96, 210
- Federal education legislation on, 42
- Freedom of information laws on access to, 85
- Informed consent requirements for, 82–83, 87, 88, 89, 90
- Parent and student access to records in, 77, 80–81
- Penalties for violation of laws on, 89
- Privacy of sensitive health information challenges for, 87–91, 94
- Psychoeducational assessment reports as, 186–187
- School-based, 77–96
- School-based intervention, 203–204, 210
- Storage and disposal of records in, 78, 81, 83, 89, 91–93, 94, 95–96
- Study and discussion of, 96–98

Subpoenas and court orders for, 76–77, 80

Supervision including, 303

Rehabilitation Act (1973), Section 504. See Section 504 of Rehabilitation Act (1973)

Related services, 129, 137–140

Religion:

- Competence in relation to, 17
- Constitutional freedom of, 39–40
- Privacy issues related to, 60
- Systems-level consultations on discrimination and harassment based on, 270

Research in the schools:

- Concealment and deception in, 287–290
- Confidentiality of data in, 289–290
- Cultural and language considerations with, 291
- Ethical and legal issues in, 277–294, 355–359
- Exposure to stress or harm and denial of beneficial treatment in, 285–286
- Fairness and justice in, 277
- Informed consent for, 279–286, 290
- Institutional review boards for, 278, 279, 282
- Overview of, 277–278, 292–293
- Post-data-collection responsibilities in, 286–287
- Privacy issues with, 280, 282–284, 286
- Professional competence and responsibility in, 278
- Respect for the dignity of persons in, 277
- Responsible caring in, 277, 285–286
- Risk management in, 279, 282–284, 286
- Scientific misconduct in, 292
- Study and discussion of, 293–294
- Welfare of participants in, 279

Respect for the dignity of persons:

- Ethical principle of, 12–15, 60, 63, 232–239, 277, 298–300, 301, 323–327, 344
- Fairness and justice in, 15, 234–235, 300, 301, 326–327, 344
- Parent consultations based on, 236–239
- Privacy and confidentiality in, 13–15, 60, 233–234, 239, 300, 325–326
- Research standards on, 277
supervision including, 298–300
teacher consultations based on, 232–235
Response to intervention (RTI):
eligibility for disability services based on, 114
as school-based interventions, 200, 201–202, 203–204
teacher consultations impacted by, 231, 234
Responsible behavior:
competence in, 16–17, 236, 327 (see also Professional competence)
research in the schools including, 277, 278, 285–286
responsibility, generally in, 17
responsibility to schools, families, communities, the profession, and society as, 20–21, 243, 334–338
school-based intervention responsibility requirements for, 224
Rettig v. Kent City School District (1986), 133
Reusch v. Fountain (1994), 135
Richerson v. Beckon (2008), 11
Risk management, 53, 279, 282–284, 286
Ritalin, 225–226, 285, 292
Sacramento City Unified School District, Board of Education v. Holland (1992), 131, 132
Safford Unified School District No. 1 v. Redding (2009), 58
San Antonio Independent School District v. Rodriguez (1973), 34
Sandlin v. Johnson (1981), 253
S. A. v. Tulare County Office of Education (2009), 95
Schaffer v. Weast (2005), 144
School-based interventions:
behavioral interventions as, 204–208
child abuse and neglect protection in, 211–213
classroom interventions as, 200–208
competence and responsibility for, 211, 223–224
criminal act disclosure in, 218–220
cultural considerations with, 210–211, 223, 224
documenting interventions and monitoring progress of, 203–204
duty to protect with, 210, 211–222
ethical and legal issues in, 199–230
evaluation of integrity and effectiveness of, 207
goals for, 204, 209
individualized education programs supporting, 205
intensive or Tier III services in, 199
multitiered systems of academic and behavioral support in, 199–208
overview of, 199, 226–227
positive behavior supports as, 200
psychopharmacologic interventions as, 224–226
record keeping issues for, 203–204, 210
response to intervention as, 200, 201–202, 203–204
school psychologist-client relationship in, 208–211
seclusion and physical restraint in, 206, 207–208
selection of, 202–203, 205–207
self-referrals for, 209–211
sexual behavior and consequences response in, 220–222
student consent and involvement in, 209–211
study and discussion of, 227–230
substance abuse protection in, 218
targeted or Tier II services in, 199
therapeutic interventions as, 208–211
threat to others or targeted violence protection in, 216–217
threat to self or suicide protection in, 213–216
time-outs as, 205, 206–207
universal or Tier I services in, 199
School Board of Nassau County, Florida v. Arline (1987), 159
School discipline:
advocacy related to, 313
corporal punishment as, 45, 257–260, 313
schoolwide positive behavior support systems as, 265–266, 313
seclusion and physical restraint in, 206, 207–208
suspension and expulsion as, 260–265
systems-level consultations on, 257–266
time-outs as, 205, 206–207
School psychologists:
credentials and licensing of, 26, 48–49, 76, 296
definition and description of, 1
ethical and legal issues for (see Ethical and legal issues)
training for (see Training for school psychologists)
School Psychology: A Blueprint for Training and Practice, 4, 46, 199
Schoolwide positive behavior support systems, 265–266, 313
Seclusion and physical restraint, 206, 207–208
Section 504 of Rehabilitation Act (1973):
accommodations under, 162–164
ADD/ADHD under, 153, 157
communicable diseases under, 159
disability terms defined under, 155–159
dispute resolution under, 164
education of students with disabilities under, 43, 51, 101–102, 118, 151–164, 166–167, 170, 200, 202
eligibility under, 159–161
evaluation procedures under, 159–161, 170, 202
federal antidiscrimination legislation including, 43
free and appropriate education under, 161–162
funding under, 152, 153
harassment/bullying avoidance under, 154–155
historical perspective on, 152–153
lawsuits against schools and school psychologists under, 51
overview of, 151, 153, 166
parental consent and involvement under, 160
physical or mental impairments under, 155–156, 158
procedural safeguards under, 164
study and discussion of, 166–167
Section 1983 of Civil Rights Act (1871).
See Civil Rights Act (1871), Section 1983
Self-determination and autonomy:
parent consultations consideration of, 236–237
psychoeducational assessment need for professional, 192–193
respect for the dignity of persons via, 12–13, 60, 63, 232–233, 236–237, 299–300, 323–325
school-based intervention consideration of, 209
supervision respect for, 299–300
teacher consultations consideration of, 232–233
Settlegoode v. Portland Public Schools (2004), 166, 311
Sexual behavior and consequences, 19, 220–222, 304
Sexual/gender orientation:
advocacy for acceptance of, 20–21
competence in relation to, 17
eligibility for disability services related to, 158
fairness and justice related to, 15
federal antidiscrimination legislation in relation to, 43, 269–270
parent consultation and cultural awareness of, 243, 244
privacy issues related to, 59
school-based intervention consideration of, 211
systems-level consultations on discrimination and harassment based on, 266–270
Sexual harassment, 4, 19, 43, 267, 268–269, 304
Sexually transmitted diseases (STDs), 221–222
Shively v. Green Local School District (2014), 270
Shore Regional High School v. P. S. (2004), 136, 155
Simmons v. Hooks (1994), 254
Snyder v. Millerville University (2008), 11
Snyder v. Phelps (2011), 311
Social networking sites, professional vs. private behavior on, 11, 30
Society for Research in Child Development (SRCD) research standards, 277, 285
Socioeconomic status:
  competence in relation to, 17
  fairness and justice related to, 15
  privacy issues related to, 60
  school-based intervention consideration of, 211, 223
Spanierman v. Hughes (2008), 11
Specific learning disability, 113–115
Speech or language impairment, 111
State education laws, 44–45
State laws, lawsuits under, 49–51
State plans and single-agency responsibility, 104–109, 146
State v. Grover (1989), 212
Statutes and regulations, 40–45. See also specific statutes
Sterling v. Borough of Minersville (2000), 58, 59, 245
Students with disabilities. See Education of students with disabilities
Subpoenas, 76–77, 80
Substance use/abuse:
  confidentiality related to, 14, 218
  definition of, 218
  eligibility for disability services due to, 118, 157, 158
  privacy issues related to, 58
  research in the schools on, 279–280, 287, 289
  school-based intervention protection from, 218
  supervision issues with, 305
Suicide or threats to self, 213–216, 251–252
Supervision:
  cultural and diversity considerations with, 300, 301–302
  definition of clinical, 295
  errors encountered during, 302, 305
  ethical and legal issues in, 7, 295–307
  evaluation of supervisees in, 302–303
  fairness, nondiscrimination, and diversity issues in, 300, 301
  individualized learning plan in, 297
  integrity in supervisor-supervisee relationship during, 303–305
  liability issues in, 306
  overview of, 295, 306
  privacy and confidentiality in, 300
  professional disclosure statement in, 296–297
  professional standards for, 296
  record keeping of, 303
  respect for the dignity of persons in, 298–300
  responsible caring and competence in, 300–303, 305
  self-determination and autonomy in, 299–300
  study and discussion of, 307
  termination of, 303, 304
  training programs including, 7, 295–307
  welfare of client and supervisee in, 298–300, 305
Suspension and expulsion, 260–265
Sutton v. United Air Lines, Inc. (1999), 165
Systems-level consultations:
  on corporal punishment, 257–260
  cultural and language considerations with, 249, 253–256, 261, 270, 271
  on delayed school entry, 253
  discrimination, harassment, and bullying avoidance in, 253–256, 266–272
  on English Language Learners programs, 255–256
  ethical and legal issues with, 247–275
  on gifted and talented students programs, 256–257
  on grade retention, 253
  on instructional grouping or tracking, 254–255
  instructional programs, policies, and practices in, 253–257
  large-scale assessment programs in, 248–252
  overview of, 247, 272
  on racial and ethnic disproportionality, 253–255, 261
  school discipline in, 257–266
  on schoolwide positive behavior support systems, 265–266
  on screening for risk of harm to self or others, 251–252
  study and discussion of, 272–275
  on suspension and expulsion, 260–265
Table of cases, 365–369
Table of federal legislation, 371–372
Tarasoff v. Regents of California (Tarasoff I) (1974), 68, 69
Tarasoff v. Regents of California (Tarasoff II) (1976), 69
Teacher consultations:
  confidentiality and, 71, 232, 233–234
  ethical and legal issues with, 18, 71, 231–236, 244–246
  fairness and nondiscrimination in, 234–235
  honesty and integrity in, 18, 231–232
  informed consent in, 233
  multistep systems of support and response to intervention impacting, 231, 234
  overview of, 231, 244–245
  respect for the dignity of persons in, 232–235
  responsible caring in, 235–236
  study and discussion of, 245–246
Technology. See Assistive technology; Online communication
Tests and testing:
  assessment vs., 169–170 (see also Psychoeducational assessments)
  biases in, 188–190
  evaluation of, 179–182, 251
  minimum competency testing as, 250–251
  parent access to test protocols for, 84–87
  security of test materials for, 183–184, 249–250
  Standards for Educational and Psychological Testing for, 170, 173, 179–182, 189, 248
  state- and districtwide achievement testing as, 248–250
Therapeutic interventions, 208–211
Thomas v. Atascadero Unified School District (1987), 159
Time-outs, 205, 206–207
Title IX of Educational Amendment (1972), 268–270, 304
T. K. v. New York City Department of Education (2011), 137

Toyota Motor Manufacturing, Kentucky, Inc. v. Williams (2002), 165
Training for school psychologists:
  ethics training and competencies as, 4–8, 47
  legal training as, 46–48
  psychoeducational assessment training as, 192
  school-based intervention training as, 223
  School Psychology: A Blueprint for Training and Practice on, 4, 46, 199
  supervision in, 7, 295–307
  unethical conduct avoidance via, 26
Traumatic brain injury, 111
Tuskegee Study, 291
Tyler W. v. Upper Perkiomen School District (2013), 129

Unethical conduct:
  ethics committees addressing, 21, 26–28
  peer monitoring of, 21, 28–29
  reasons for, 28
  sanctions for, 26–27
  training to avoid, 26
Uniform Rules of Evidence, 74–75
United States Code (U.S.C.), 44
U.S. Constitution:
  1st Amendment to, 35, 37–40, 57, 270, 311–313
  4th Amendment to, 35, 37–40, 57–58
  5th Amendment to, 38, 57
  8th Amendment, 258
  9th Amendment to, 35, 38, 57
  10th Amendment to, 34, 35, 40
  11th Amendment to, 145
  14th Amendment to, 34–37, 99, 253, 254, 255, 258, 266–267, 270
  Bill of Rights, 34, 37, 38
  case law interpreting, 46
  law based on, 33–40, 46, 99, 119
U.S. Department of Education (DOE):
  Americans with Disabilities Act implementation oversight by, 165
  Family Policy Compliance Office of, 60, 83
  federal antidiscrimination legislation administration by, 268–270
  IDEIA implementation guidelines and oversight by, 103, 104–105, 118
Office for Civil Rights (OCR) of, 43, 84, 151, 153, 155, 160–162, 163, 164, 165, 202, 268–270
Office of Special Education Programs of, 84, 105, 118, 200, 201, 265–266
record keeping guidelines of, 78, 79, 84, 88
research funded by, 279
rules and regulations issued by, 44
school-based interventions role of, 200, 201–202
schoolwide positive behavior support system support from, 265–266
Section 504 implementation oversight by, 151, 153, 155, 160–162, 163, 164
surveys or evaluations funded by, 42, 60
Web site of, 44
U.S. Department of Health, Education, and Welfare (HEW), 152
U.S. Department of Health and Human Services (HHS):
Medicaid coverage under, 139
record keeping guidelines of, 88
research standards issued by, 278, 279, 281, 282, 284–286
U.S. Food and Drug Administration (FDA), 225
U.S. Government Accountability Office (GAO), 207–208
U.S. v. Farrar (1930), 219


Vignettes. See also Case studies, by topic
on education of students with disabilities, 167
on ethics in school psychology, 30–31
on parent and teacher consultations, 245–246
on psychoeducational assessments, 197–198
on record keeping and confidentiality issues, 97–98
on research in the schools, 293–294
on school-based interventions, 227–229
on systems-level consultation issues, 273–275
Violence, 20, 50, 69, 216–217, 252, 260, 261, 271. See also Bullying; Sexual harassment; Suicide or threats to self; Weapons

Weissburg v. Lancaster School District (2010), 144
Werth v. Board of Directors of the Public Schools of the City of Milwaukee (2007), 155
West Chester Area School Dist. v. Bruce C. (2002), 111
Whalen v. Roe (1977), 38
Whistle-blower protection, 165–166
Winkelman v. Parma City School District (2007), 144
Wisconsin v. Constantineau (1971), 37
Wolman v. Walter (1977), 39
Woods v. Northport Public Schools (2012), 84
Wyatt v. Stickney (1971), 130, 205
Wyke v. Polk County School Board (1997), 213

Zelman v. Simmons-Harris (2002), 39
Zero reject principle, 107–109