42nd Annual National AET Conference
Brought to You Virtually

THE NEW NORMAL: SUPPORTING OUR CLIENTS AND OURSELVES
Streaming live online
October 23-24, 2020

CONFERENCE PROGRAM
Landmark College specializes in college-level studies for students with learning and attention challenges. Our online programs leverage more than 30 years of expertise supporting educators and students.

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What is Educational Therapy?

Educational therapy is the practice of providing personalized remedial instruction to children and adults with learning challenges, including, but not limited to, dyslexia, ADHD, executive function deficits, and language, visual and auditory processing issues. The ultimate goal of educational therapy is to foster development of self-confident, independent individuals who feel positively about themselves and their potential as lifelong learners.

Educational therapists understand the social, behavioral, and emotional factors that can impact learning. They have extensive training and experience in administering academic assessments, developing intervention plans, and implementing strategies to address challenges with reading, writing, spelling, math, organization, and study skills. A vital role of the educational therapist is to serve as case manager, working in collaboration with family, teachers, and other professionals involved in the client’s life.

What is AET?

The Association of Educational Therapists (AET) is the national professional organization for educational therapists. Founded in 1979, AET is dedicated to:

- Setting standards for the ethical practice of educational therapists.
- Promoting the field of educational therapy.
- Providing information to the public about educational therapy.
- Facilitating access to educational therapy services.
- Developing graduate-level academic programs in educational therapy.
- Coordinating collaboration between all professionals involved in a student’s treatment plan.
- Furthering the professional development of members.

Why Should You Join AET?

AET members receive the following benefits:

- Obtain referrals by posting a personalized description of your practice on AET’s online “Find an ET” search.
- List your practice in a membership directory that reaches over 1,000 professionals nationally.
- Receive a free subscription to The Educational Therapist, a professional journal containing articles about current research, best business practices, book reviews, interventions, materials, and products.
- Access valuable resources and information from the Members Only section of the AET website.
- Participate in free regional and virtual study groups that provide professional support, opportunities for exchange of ideas, and exposure to new research and methodologies.
- Earn continuing education hours through a variety of professional development opportunities.
- Get discounted rates for the annual AET conference, and regional workshops.
- Acquire low-cost professional liability insurance for ET/ Professional and Board Certified members.
- Network with other professionals in the field at an annual conference and regional workshops.
- Receive current policy and research updates through AET’s collaboration with the National Joint Committee on Learning Disabilities (NJCLD).
- Promote an organization that supports individuals of all ages with learning differences and disabilities.
- Support the efforts to expand accessibility to educational therapy services.
SCHEDULE AT A GLANCE

Schedule subject to change.

Friday, October 23, 2020

7:30AM – 8:00AM  President’s Welcome
                   Kaye Ragland, EdD, LMFT, BCET

8:00AM – 9:30AM  Keynote Address - Part #1:
                   Reaction, response, resilience in
                   unprecedented times. Strategies
                   for living and learning after
                   major life change.
                   Jane Holmes Bernstein, PhD

9:30AM – 9:45AM  AM Break

9:45AM – 11:15AM Keynote Address - Part #2:
                   Reaction, response, resilience in
                   unprecedented times. Strategies
                   for living and learning after
                   major life change.
                   Jane Holmes Bernstein, PhD

11:15AM – 12:00PM Lunch Break

12:00PM – 1:30PM  The Empathy Solution – Part #1:
                   Diana Kennedy, MA, BCET

1:30PM – 1:45PM  PM Break

1:45PM – 3:15PM  The Empathy Solution – Part #2:
                   Diana Kennedy, MA, BCET

3:15PM – 4:30PM  Virtual Happy Hour Chat
                   Jane Holmes Bernstein, PhD

Saturday, October 24, 2020

7:30AM – 9:00AM  School – In, Out, With and Now
                   Laura Doto, MA, ET/P

9:00AM – 9:15AM  AM Break

9:15AM – 10:45AM Impetus for Change:
                   How to Present Your
                   Assessment Results
                   Marion Marshall, MS, BCET, FAET

10:45AM – 11:45AM Lunch Break

11:45AM – 1:15PM  How to Conduct an
                   Online Practice
                   Kara Scanlon, MEd, ET/P

1:15PM – 1:30PM  PM Break

1:30PM – 3:00PM  Have You Ever Tried?
                   – Brought to You Live!
                   Alberta James, ET/P

Sunday, October 25, 2020

9:00AM – 12:15PM  The Susan Fogelson Ethics Panel
                   Facilitated by:
                   Judith Brennan, MEd, BCET, FAET
                   Panelists:
                   Jone Bycel, MS, BCET
                   Marion Marshall, MS, BCET, FAET
                   Pamm Scribner, MEd, BCET
                   Ashley Shapiro, MA, BCET

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* deceased
WELCOME FROM THE PRESIDENT

It is with great excitement and anticipation that I welcome you to AET’s 42nd Annual Conference, The New Normal: Supporting Our Clients and Ourselves. As with many things in 2020, our conference was originally planned to be quite different than it is today. The plan was for us to be together in Southern California. As is typical of AET conferences, we were looking forward to opportunities for networking, meeting new colleagues, and learning from each other at every turn, and we were going to be exploring a different topic. Our plans were solidified, our speakers were selected, and we were ready to go. Enter Covid-19 and, like our personal and professional lives, our organizational life was thrown, suddenly and without fanfare, into a new reality. Our conference plans became infeasible, and it was completely out of our control.

Educational therapists, as a group, are flexible, creative thinkers, who approach challenges from a strength based perspective. During a session with a student, when things do not go as planned, we know how to change directions in the moment to ensure that the session continues to have value for the student. Needless to say, as we prepared for our conference, things did not go as planned. We realized we could either cancel the event altogether, or switch directions mid-stream to create a new conference that would be relevant and valuable to our attendees during these changing and unpredictable times. As we would in a session, we mustered our educational therapy skills, and used our strengths to face the challenge. We changed our direction. We adjusted our topics, our speakers, and our format, but we did not lose sight of our goal of providing a valuable, high quality experience for our attendees. This, our first virtual conference, is the result of those efforts.

The speakers on our program have created sessions for you that are directly relevant to the opportunities and demands of virtual practice, as well as the skills needed to be successful in this new environment. In addition, our featured speaker, Dr. Jane Holmes Bernstein, will address the stresses created by the pandemic and provide us with strategies for living, learning, and thriving in these unprecedented times. Remember to take time to attend both the streaming and pre-recorded sessions. There is so much to learn from these exceptional professionals. Try not to miss a minute of what is available to you. I have no doubt that you will leave the conference with many new ideas, insights, and skills that you can use immediately in your practices.

An AET conference wouldn’t be an AET conference without opportunities for collegial interaction and support, and this conference is no exception. Thursday afternoon, we are holding our annual members’ meeting. At this meeting, you will learn more about how AET functions by observing a short board meeting. There will also be a question and answer period, where you can let your curiosity about AET run wild. Many people find that attending the members’ meeting inspires them to become more involved in AET. My hope is that this will be true for you. On Friday afternoon, following the presentations, I encourage you to attend our virtual happy hour and chat with Dr. Bernstein. This is an excellent opportunity to see old friends, and make new ones. On Saturday, during the lunch break, you will have the chance to choose between multiple breakout rooms, where you can learn more about AET, become involved in a committee, or just hang out and chat. Please take advantage of these casual, open meetings just as you would if we were together, in person. Learning is wonderful, but at every conference we should also have a little fun!

Before closing, I want to express my gratitude to the many people whose efforts have made this conference possible. I particularly want to thank our conference chair, Kara Scanlon for her exemplary leadership during this difficult time. Kara is a visionary thinker and tireless worker, who never skipped a beat when the pandemic stopped us in our tracks. Her indefatigable okay-no problem-what’s next attitude kept us focused on our goals, and ensured that this conference would be exceptional. I also want to thank our dedicated conference committee- Alice Pulliam, Nan Freund, Mary Beth Burns, Risa Graff, Susan Grama, Karen Lerner, Katie Young Eagle, and Nancy Short for their creativity, commitment, and tireless ability to see an opportunity in every obstacle. Special thanks to each and every one of you who volunteered to help during, and leading up to the conference. Your dedication and willingness to give freely of your time in service of your profession is appreciated immeasurably. This event would not be possible without you!

I am so glad that all of you have decided to join us for AET’s 42nd annual conference. Even in a virtual environment, it is the exchange of ideas that makes our minds reach and our hearts soar. Without you, there would be no exchange. Your presence makes the conference complete. I hope you enjoy your time with us, and that what you learn here will be of great value to you.

Warmly,

Kaye Ragland Ed.D, LMFT, BCET
AET President
Welcome to the 42nd Annual National Association of Educational Therapists Conference! We are excited to share with you an impressive line-up of virtual speakers intended to enhance your professional growth and development. As COVID has become a global pandemic, we are learning new ways to support our students virtually or with social distancing measures. Learning is a struggle for most of our clients before school and home pressures. Adding the stress from COVID can exacerbate an already overworked brain. In turn, educational therapists and allied professionals need to find ways to support and empower learners while experiencing their own stresses with the current pandemic. As we strive to broaden our understanding of our clients and their brains, we can always improve and modernize our “toolboxes” with technology including virtual conferencing, online games, and other novel technologies. Our conference theme, The New Normal: Supporting Our Clients and Ourselves, offers educational therapists and allied professionals a chance to expand their understanding of practical, evidence-based strategies to empower their students in a virtual landscape.

The 42nd Annual National Conference program was guided by your expressed interest in a more diversified, yet relevant, learning experiences, along with your request for multiple opportunities to network with colleagues from all over the country. We cannot complete our welcome address without expressing a heartfelt thank you to our conference committee members and proposal evaluation team who dedicated themselves to make this conference a success. In particular, we would like to thank Nancy Short, Katie Young Eagle, and the other members of the AEG management team for their time, effort, and abundant energy to bring this conference to fruition. We would like to give special thanks to Nan Freund for filming and editing the prerecorded sessions as well as creating our meditation videos for the breaks. We are eternally grateful. Please feel free to leave messages of appreciation in the session chats this weekend to thank each of them for their dedication and support of AET and this conference.

Our most important goal is that you return home informed, energized, and ready to incorporate your expanded understanding into your practices, sessions with clients, or classrooms. Happy learning!

Kara Scanlon, MEd, ET/P

To our very own
Kaye Ragland
Incoming President of AET

- From the San Gabriel Valley Study Group -
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The nation’s first virtual transition-to-college program for neurodiverse students — and their parents!

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Save the Dates in 2021

EAST COAST / REGIONAL WORKSHOP
VIRTUAL EDITION
SATURDAY, JAN 23, 2021 • 10:00AM-4:15PM

Morning Session:
The Cognitive Effects of Threat and Anxiety in Math Learning and Strategies for Remediation
Presented by: Cristina Post, Ed.M

Afternoon Session:
Collecting Diagnostic Assessment/Clinical Interview Data To Individualize Targeted Mathematics Instruction
Presented by: Mindy Eichhorn

MIDWEST / REGIONAL WORKSHOP
VIRTUAL EDITION
SATURDAY, FEB 12, 2021 • 9:00AM-3:15PM

Morning Session:
Embracing Language Samples—The Most Effective Tool You Aren’t Using
Presented by: Stacey Buck, MA, CCC/SLP/L

Afternoon Session:
Dysgraphia Solutions For 2nd Grade and Above
Presented by: Jan McCleskey, MA, OTR

WEST COAST / REGIONAL WORKSHOP
VIRTUAL EDITION
SATURDAY, MAR 13, 2021 • 9:00AM-3:15PM

Morning Session:
Screenertime Management In the Age of COVID-19
Presented by: Dr. Joe Dilley

Afternoon Session:
Technology Tools, Tips and Tricks
Presented by: Dr. Joy Lopez

Workshop speakers, titles and dates subject to change.
THANK YOU TO OUR SUPPORTERS!

The Association of Educational Therapists wishes to thank all the supporters of the 2020 Virtual 42nd Annual Conference. We are grateful to you for sharing your time, enthusiasm and hard work.

A SPECIAL RECOGNITION
Please join AET in thanking those who have so generously assisted in the planning and preparation of our first ever virtual conference. Your commitment and dedication to this program were essential to its success, and you are all sincerely appreciated.

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Patricia O’Connor
In honor of Kara Scanlon
Natalia Zuppardi
Wilma Scott
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Kara Scanlon
Sandra Clifton
Janet Venable
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Mary Marthe
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Maralyn Soifer
Marcy Dann
Pamm Scribner
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Nancy White
Kerstin Goldsmith
Susan Gonzales
Ann Bussard
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Westmark School
Westmark School transforms the lives of students in grades 2-12 with dyslexia, dysgraphia, dyscalculia and other language-based learning differences. Westmark’s multi-modal, research-based pedagogy provides individualized instruction based on student need and allows children to discover not only their personal academic style but their strengths and areas of need as well. Because our students learn differently, we teach differently. For more information click here.

Beacon College
Beacon College is America’s leading baccalaureate college for students who learn differently, boasting a remarkable 70% four-year graduation rate. Beacon’s Navigator PREP Program is attracting national attention as the first virtual transition-to-college program, open to all neurodiverse college-bound high school students and their parents. Click here to learn more.

Bridges Education Group
The Bridges Graduate School for Cognitive Diversity in Education offers doctoral and master’s degrees, as well as a certificate program in twice-exceptional education. This program, which is primarily online with a summer residency, embraces the philosophy of celebrating human potential and the belief that education should be strength-based and talent-focused.

Fusion Academy
Fusion Academy is a private middle and high school that offers a completely personalized education. Classes are one-to-one: one student and one teacher per classroom. Through this customized approach, students thrive academically, socially, and emotionally. Learn more about Fusion and how they partner with therapists like you at: FusionAcademy.com/partners
Charles Armstrong School
Now accepting applications for the 2021 – 2022 school year for grades 2 through 8. For more information, please visit Charles Armstrong School.

Educational Services Associates

Brainspring Orton Gillingham

Bartlett Labs
CODE OF ETHICS

Virtual practice (e-practice) among AET’s membership has suddenly become the norm, and while everyone has been working hard to develop their online working skills, there are also new ethical questions that we need to consider.

The Ethics Committee, along with a revision work group, looked deeply into the issues raised by working in a digital format, including examining the standards of virtual practice developed by other professions. As a result, we incorporated some rather extensive revisions into the AET Code of Ethics to address these new challenges. We urge all members to carefully review the Code of Ethics Fifth Revision on the next four pages and to use these standards to guide their e-practices.
CODE OF ETHICS

Code of Ethics and Standards for the Professional Practice of Educational Therapy

The main goal and purpose of educational therapy is to optimize learning and school adjustment, with recognition that emotional, behavioral, and learning are intertwined. The Association of Educational Therapists has defined the role of the Educational Therapist as follows:

An Educational Therapist works in the educational domain with persons who exhibit learning concerns.

An Educational Therapist is skilled in:

• formal and informal educational assessment;
• synthesis of information from other specialists, and from parents/guardians;
• development and implementation of appropriate intervention programs;
• strategies for addressing social and emotional aspects of learning;
• formation of supportive relationships with the individual and with those involved in his or her educational development;
• facilitation of communication between the individual, the family, the school, and involved professionals.

CODE OF ETHICS

The Code of Ethics of a profession states the basis for all professional conduct of its members. Guiding Principles encourage continued development of the profession and assist in advancing professionalism, promoting discussion, and encouraging research. The following Guiding Principles and standards for professional practice comprise the Code of Ethics for Educational Therapists. Members of the Association of Educational Therapists are responsible for upholding and advancing these principles.

GUIDING PRINCIPLES

Educational Therapists are dedicated to protecting and enhancing the fundamental dignity of every person seeking their services and are committed to developing the highest educational potential of their clients.

1. Educational Therapists discharge their responsibilities in the field of special and rehabilitative education by exemplifying the highest standards of competence, excellence, and integrity.

2. Educational Therapists are committed to the development of professional skills appropriate to the special needs of clients and devoid of false claims or guarantees.

3. Educational Therapists serve the profession of educational therapy by validating ethical practice, discouraging misconduct, and working to expand the body of professional knowledge.

4. Educational Therapists understand that technology is a rapidly evolving field and those conducting an e-practice must stay current.

5. Educational Therapists accord due recognition to and collaboration with colleagues and allied professionals.

STANDARDS FOR PROFESSIONAL PRACTICE

SECTION ONE: PROFESSIONAL PRACTICES

1. REPRESENTATION

Educational Therapists:

1. accurately represent in an ethical and legal manner their competence, education, training, and experience.

2. provide professional services only within the boundaries of their competence based on their education, training, supervised and professional experience while operating within the scope of practice and ethics of the Association of Educational Therapy. Those engaged in e-practice operate within the scope of practice and ethics of the Association of Educational Therapists, as when providing services to clients in-person.

3. claim as evidence of professional qualifications, in accord with the requirements described in the Bylaws of the Association of Educational Therapists, only those transcripts, documents, and training experiences which they have duly earned.

4. adhere to the Association of Educational Therapist’s ethical guidelines as well as all applicable laws of the state(s) in which they practice when deciding which services they are qualified to provide.
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5. follow specialized standards when engaged in e-practice.
   E-practice is defined as services using telecommunication technologies which include the preparation, transmission, communication, or related processing of information (writing, images, sounds, or other data) by electrical, electromagnetic, electromechanical, electro-optical, or electronic means.*

   Telecommunication technologies include but are not limited to telephone, mobile devices, interactive videoconferencing, e-mail, chat, text, and Internet (e.g., self-help websites, blogs, and social media). Services may be synchronous or asynchronous (e.g., e-mail, online bulletin boards, storing and forwarding of information). Technologies may augment traditional in-person services or be used as a standalone service model.*

2. RESPONSIBILITIES

   Educational Therapists:

   1. provide only those professional services for which they have been adequately trained. Those engaged in e-practice strive to take reasonable steps to ensure their competence with both the technologies used and the potential impact of the technologies on clients, their families, supervisees, or other professionals.

   2. clearly state, describe, present, and adhere to the conditions of a contract or terms of an agreement prior to the initiation of services, and give notice of fee and policy revisions in advance of their implementation. As part of this informed consent contractual process, Educational Therapists shall explain to clients whether and how they intend to use electronic devices or communication technologies to gather, manage, and store client information.

   3. understand that educational therapy services are based on the unique needs of each individual client and conduct an initial assessment/screening to inform their treatment plan.

   4. use published materials ethically and only for the purposes intended.

   5. seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.

6. recognize and resolve situations involving potential conflict of interest in their practice.

7. do not discriminate in hiring on the basis of race, color, creed, gender identity, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
   a. strive for objectivity in evaluating prospective employees.
   b. adhere to the policies and procedures established in their places of employment when in the employment of others.

3. PROFESSIONAL DEVELOPMENT

   1. strive toward self-evaluation and continuous improvement of professional performance.

   2. systematically advance their knowledge and skills by pursuing a program of continuing education including but not limited to participation in such activities as professional conferences / workshops, professional meetings, continuing education courses, and the reading of professional literature.

   3. support and facilitate professional development and encourage research efforts among colleagues.

SECTION TWO: PROFESSIONALS IN RELATION TO CLIENTS AND THEIR FAMILIES

1. INSTRUCTION AND ASSESSMENT RESPONSIBILITIES AND COMPETENCIES

   Educational Therapists shall apply professional expertise to ensure the provision of quality education for all clients in keeping with clients’ legal, civil, and educational rights.

   Educational Therapists strive to:

   1. develop and interpret individual goals and objectives for educational therapy, based upon appropriate assessment procedures and/or local school mandates, in cooperation with clients, their parents/guardians, and allied professionals.

   2. select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity, and bias.

   3. use only those assessment instruments for which they have been adequately trained.
4. seek interpretation of assessment data from professionals in related fields (e.g. medical, psychological, speech/language, neuropsychological).

5. select and use appropriate instructional methods, curricula, materials, and other resources to meet the unique needs of each client.

6. assess and continuously evaluate their technological competencies, training, consultation, experience, and risk management practices to assure competency when engaging in e-practice.

7. create safe and effective learning environments which contribute to the fulfillment of needs, motivation to learn, and enhancement of self-concept.

8. recognize that additional factors must be examined when considering providing services via e-practice, including consideration of:
   a. The appropriateness, benefits, and limitations of e-practice and whether or not it is appropriate for the client before initiating e-services.
   b. The client’s culture, education level, age, and other relevant characteristics including the individual’s familiarity, comfort with technology, and access to the internet.
   c. The client’s remote environment where e-services would take place, including regular monitoring of such environment as it might change.

9. maintain confidentiality of information except where information is released under specific conditions of written consent and/or statutory requirements.

10. establish and maintain confidentiality policies and procedures consistent with relevant statutes, regulations, rules, and ethical standards.

11. provide adequate security and security controls for client information and data within information systems when engaging in e-practice.
    Adequate security is defined as security commensurate with the risk and magnitude of harm resulting from the loss, misuse, or unauthorized access to or modification of information. * Security controls are defined as “the management, operational, and technical controls (i.e. safeguards or countermeasures) prescribed for an information system to protect the confidentiality, integrity, and availability of the system and its information.” *

12. recognize the possibility that any electronic communication can have a high risk of public discovery.

13. educate themselves about the potential risks to privacy and confidentiality and consider utilizing all available privacy settings to reduce these risks.
   a. periodically review the types of precautions they use to ensure that they are appropriate and strive to be aware of malware, cookies, and so forth and to dispose of them routinely on an ongoing basis.
   b. adhere to privacy and security standards in compliance with HIPAA regulations and other relevant federal and state laws when using cloud storage.
   c. notify clients and other appropriate individuals/organization as soon as possible in the event of a breach of unencrypted electronically communicated or maintained data.
   d. follow current environmental protection guidelines and relevant statutes and regulations related to record retention and disposal of records and electronics and take steps to prevent data leaks and unauthorized access to confidential information when disposing of electronic devices.

14. establish base-line data about the skills and needs of new clients and maintain accurate data for the purpose of decision making and consultation.
   a. establish ways to measure and determine client progress towards those goals at regular intervals.
   b. be especially cognizant about determining whether e-practice is achieving those goals.

15. terminate services based on criteria mutually agreed upon by the client/parent and Educational Therapist.
    It is recommended that the final termination session(s) be held in the manner in which sessions have typically been conducted throughout the educational therapy process to allow time for any final assessments and for closure between student/client and educational therapist.

16. participate with allied professionals and parents/guardians in an interdisciplinary effort in the
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management of behavior and take adequate measures to discourage, prevent, and intervene when a colleague’s behavior is perceived as being detrimental to clients.

2. PARENT/GUARDIAN/FAMILY RELATIONSHIPS

Educational Therapists seek to develop relationships with parents/guardians based on mutual respect for their roles in achieving benefits for the client.

Educational Therapists:

1. seek and use parents/guardians’ perspective and expertise in planning, conducting, and evaluating services, as well as determining optimum time for termination of services to clients.

2. develop effective communication with parents/guardians, avoiding or interpreting technical terminology, using the primary language of the home and other modes of communication when appropriate.

3. inform parents/guardians of the educational rights of their children, and of any proposed or actual practices which violate those rights.

4. recognize and respect cultural diversities in the implementation of professional practices.

5. recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the client.

6. facilitate the understanding among parents/guardians, school personnel, and other professionals regarding the realistic limitations of each one’s function and role.

7. facilitate referral to other appropriate professionals for services as needed.

8. maintain communication between parents/guardians and professionals with appropriate respect for privacy and confidentiality.

9. take extra care to avoid breaches in confidentiality when using electronic media.

3. ADVOCACY

Educational Therapists who serve as advocates for clients by speaking, writing, and acting in a variety of situations may, on their client’s behalf:

1. inform themselves, counsel, and (when called upon) represent client and family regarding current local, state/provincial, and federal laws and regulations.

2. consult with the family in evaluating the appropriateness, initiation, continuation and/or termination of related services.

3. work cooperatively with and encourage other professionals to improve the provision of educational and related services to clients.

4. promote corrective action by school administrators and colleagues when educational resources and placements appear to be inadequate or inappropriate for clients.

SECTION THREE: PROFESSIONALS IN RELATION TO THE PROFESSION AND TO OTHER PROFESSIONALS

1. IN RELATION TO THE PROFESSION

Educational Therapists:

1. take an active position in the regulation of the profession through the use of appropriate corrective action for misrepresentation and violations of ethics and standards of practice herein defined.

2. provide varied and exemplary field experiences for persons in training programs when acting in supervisory roles.

3. refrain from using professional relationships with clients and/or their families for personal advantage or exploitation.

4. initiate, support, and/or participate in research related to the enhancement and quality of educational services.

   a. adopt procedures that protect the rights and welfare of subjects participating in research.

   b. interpret and publish research results with accuracy and a high quality of scholarship.

   c. support a cessation of the use of any research procedure which may result in undesirable consequences for the participant.

   d. exercise all possible precautions to prevent misapplication or misuse of a research effort, by oneself or others.
2. IN RELATION TO OTHER PROFESSIONALS

Educational Therapists function as members of interdisciplinary teams and recognize that the reputation of the profession resides with them.

Educational Therapists:

1. recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those members of their own discipline.

2. strive to develop positive attitudes among other professionals toward clients, representing them with an objective regard for the client’s possibilities and limitations.

3. communicate, with client/guardian consent, with other agencies involved in serving clients in information exchanges related to planning, coordination, evaluation, and training, to achieve and maintain effective services.

4. provide consultation and assistance, where appropriate, to both regular and special education as well as other school personnel serving clients.

5. provide consultation and assistance, where appropriate, to professionals in non-school settings serving clients.

6. maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the profession of educational therapy.

7. abide by ethical standards and communicate respectfully with and about colleagues and allied professionals.

8. develop policies for using online social media for educational purposes and share those policies with clients to provide them with guidance about ethical considerations.

9. respect the standards and codes of ethics of other professional organizations.

This CODE OF ETHICS AND STANDARDS FOR THE PROFESSIONAL PRACTICE OF EDUCATIONAL THERAPY, adopted by the AET Executive Committee, February 1985, has been developed through an adaptation of the CODE OF ETHICS AND STANDARDS FOR PROFESSIONAL PRACTICE of the Council for Exceptional Children (CEC). Permission was granted by CEC for such adaptation.

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2. Reissued August 1999
3. Reissued March 2015
4. Reissued September 2016
5. Reissued August 2020

*Security Controls are defined by the Committee on National Security Systems, NSA/CSS in Manual Number 3-16 (COMSEC) dated 2015.

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