

UtahStateUniversity

CENTER FOR PERSONS WITH DISABILITIES

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MEMO

To: Up to 3 staff Code of Ethics
From: Marla & Sue
Date: Oct 24, 2018
Subject: Up to 3 ethics and code of conduct

This memo is given to all new employees at orientation and to all exempt and hourly employees annually for review. It is also shared with all students observing or training with Up to 3.

Employees and students involved in the Up to 3 Early Intervention Program should act with the highest ethical and professional code and conduct. To this end, this memo and the attached documents offer guidelines for responsible behavior and decision-making and conduct when ethical issues arise concerning early intervention. It does not provide an exhaustive list of rules providers and students should apply in all situations. Ethical decision-making is a process and there are many instances in early intervention where simple answers are not available to resolve complex ethical issues. The information and expectations contained in this memo of guidance come from the Division of Early childhood Code of Ethics (2009) and the code of Ethics for Early Intervention Specialists in Texas Health and Human Services. Please review these documents as they contain valuable information on core beliefs and professional behavior for early intervention specialists. Links to access them online are at the bottom of this memo.

Expectations and core values of Early Intervention

Up to 3 employees respect the dignity and worth of all people and the rights of individuals to privacy, confidentiality, and self-determination.

Professional and Interpersonal Behavior

- A) We demonstrate the highest standards of personal integrity, truthfulness, and honesty in all our professional activities in order to inspire the trust and confidence of the children and families and of those with whom we work.
- B) We serve as advocates for children with disabilities and their families and for the professionals who serve them by supporting both policy and programmatic decisions that enhance the quality of their lives.

Professional Collaboration

- A) We honor and respect our responsibilities to colleagues while upholding the dignity and autonomy of colleagues and maintaining collegial interprofessional and intraprofessional relationships.

- B) We honor and respect the rights, knowledge, and skills of the multidisciplinary colleagues with whom we work recognizing their unique contributions to children, families, and the field of early childhood special education.
- C) We identify and disclose to the appropriate persons using proper communication channels errors or acts of incompetence that compromise children's and families' safety and well-being when individual attempts to address concerns are unsuccessful.

Professional Development

- A) We engage in ongoing and systematic reflective inquiry and self-assessment for the purpose of continuous improvement of professional performance and services to young children with disabilities and their families.
- B) We are responsible for maintaining the appropriate national, state, or other credential or licensure requirements for the services we provide while maintaining our competence in practice and research by ongoing participation in professional development and education activities.

Family Centered Practice

- A) We demonstrate our respect and concern for children, families, colleagues, and others with whom we work, honoring their beliefs, values, customs, languages, and culture.
- B) We recognize our responsibility to improve the developmental outcomes of children and to provide services and supports in a fair and equitable manner to all families and children.
- C) We recognize and respect the dignity, diversity, and autonomy of the families and children we serve.
- D) We advocate for equal access to high quality services and supports for all children and families to enhance their quality of lives.

Responsive Family Centered Practices

- A) We demonstrate our respect and appreciation for all families' beliefs, values, customs, languages, and culture relative to their nurturance and support of their children toward achieving meaningful and relevant priorities and outcomes families' desire for themselves and their children.
- B) We provide services and supports to children and families in a fair and equitable manner while respecting families' culture, race, language, socioeconomic status, marital status, and sexual orientation.
- C) We respect, value, promote, and encourage the active participation of ALL families by engaging families in meaningful ways in the assessment and intervention processes.
- D) We empower families with information and resources so that they are informed consumers of services for their children.
- E) We collaborate with families and colleagues in setting meaningful and relevant goals and priorities throughout the intervention process including the full disclosure of the nature, risk, and potential outcomes of any interventions.
- F) We respect families' rights to choose or refuse early childhood special education or related services.
- G) We are responsible for protecting the confidentiality of the children and families we serve by protecting all forms of verbal, written, and electronic communication.

Honesty and Integrity

- A) We recommend services based upon the child and/or family's individual needs.
- B) We know and comply with both Up to 3's policies and Utah Baby Watch Early Intervention policies.
- C) We operate within the boundaries of education and professional training and licensure.
- D) We take measures to avoid imposing or inflicting harm.

- E) We truthfully represent our services, credentials and qualifications and inform families of the scope and limitations of our credentials.
- F) We strive to maintain and improve our professional knowledge, skills and abilities.
- G) We maintain confidentiality of families served by UP to 3 in accordance with BWEI and Up to 3 policy.
- H) We establish professional boundaries and avoid establishing dual relationships or conflicts of interest with families. Any prior relationships with a family member should be reported to supervisors.
- I) Sexual or intimate relationships are prohibited between the EI provider and family members of children enrolled in the Up to 3 program for three years after the child exits the program.
- J) Financial relationships between the EI provider and family members of children enrolled in Up to 3 are prohibited until the child exits EI.
- K) We must not exploit our position of trust and influence with a family by benefitting from relationships established as an EI provider.
- L) We must not provide direct service while impaired, including impairments due to the use of medication, illicit drugs or alcohol.
- M) We must not falsify documentation.
- N) We must not refuse to provide services our licensure and credentials allow us to provide based solely on a child's and/or family is gender, race, socioeconomic status, ethnicity, color, religion, national origin, disability, sexual orientation, or political affiliation.
- O) We must take reasonable efforts to ensure families receive appropriate services when we are unavailable or anticipate we will no longer be employed with the Up to 3 program.
- P) We have a professional obligation to report unethical behavior demonstrated by other colleagues throughout the Up to 3 system to the program director and to the appropriate state board or agency.

Taken from the Division of Early Childhood Code of Ethics (2009) and Code of Ethics for Early Intervention Specialists for Texas health and Human Services (as posted on Utah Baby Watch Early Intervention UEN Canvas site)

[Division of Early Childhood Code of Ethics](#)

[Code of Ethics for Early Intervention Specialists Texas Health and Human Services](#)

Please sign that you've reviewed the Up to 3 memo and the date

Name: _____ date: _____

Please also sign that you've reviewed the Baby Watch Early Intervention (BWEI) Parents Rights and the date

<https://health.utah.gov/cshcn/pdf/BabyWatch/Parent%20Rights%20Handbook%20EN.pdf>

Name _____ date: _____

Please see state licensure requirements for your specific license (slp, pt, ot, lcsw, etc)

Name: _____ Date reviewed _____

Please be aware we follow IDEA and our records fall under FERPA. See below for more https://studentprivacy.ed.gov/sites/default/files/resource_document/file/idea-confidentiality-requirements-faq_0.pdf