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An Analysis of School Psychology Journal Articles and Annual Convenion Program Presentations

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AN ANALYSIS OF SCHOOL PSYCHOLOGY JOURNAL ARTICLES AND
ANNUAL CONVENTION PROGRAM PRESENTATIONS RELATED TO ETHICS

A Specialist Project
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Specialist in Education

By
Katrina Lynn Handschuh Plowman

May 2016

AN ANALYSIS OF SCHOOL PSYCHOLOGY JOURNAL ARTICLES AND
ANNUAL CONVENTION PROGRAM PRESENTATIONS RELATED TO ETHICS

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For Chris:
Thanks for keeping me sane.

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Thank you Dr. Myers for everything you have done for me. You encouraged me to enter into the program years before I had planned; you supported me as I moved through the courses, answering my endless questions without frustration; finally, you stepped in to be my specialist project chair after a number of unfortunate events blocked my path to success. Thank you for caring enough about my success to step in and be the guide I needed to complete this project.

CONTENTS

List of Figures	vi
List of Tables	vii
Abstract	viii
Introduction.....	1
Literature Review.....	6
Method	25
Results.....	31
Discussion.....	42
References.....	54
Appendix: Articles and Presentations Included in the Current Data Analyses	59

LIST OF FIGURES

Figure 1. Number of publications per year separated by source.....	34
Figure 2. Frequency of the number of themes represented in each publication or presentation.....	34
Figure 3. Number of articles and presentations over time for Theme I: Respecting the Dignity and Rights of All Persons	35
Figure 4. Number of articles and presentations over time for Theme II: Professional Competence and Responsibility.....	35
Figure 5. Number of articles and presentations over time for Theme III: Honest and Integrity in Professional Relationships	36
Figure 6. Number of articles and presentations over time for Theme IV: Responsibility to Schools, Families, Communities, the Profession, and Society.....	36
Figure 7. Number of publications per year related to Theme II separated by source...	39
Figure 8. Represented Theme II principles separated by year.....	40

LIST OF TABLES

Table 1: Content summary of the NASP ethical standards with organizational alignment across four revisions	10
Table 2: Sample classification grid of journal articles by year and theme	29
Table 3: Summary of obtained articles and presentations	31

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Katrina Lynn Handschuh Plowman

May 2016

70 Pages

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Ethics is a topic of great importance for professional school psychologists. The National Association of School Psychologists' (NASP) *Principles for Professional Ethics* is a document that originated in 1974 and was most recently revised in 2010. The function of this document is to guide school psychologists' conduct in their professional careers. This study examines the content of school psychology journals, the NASP school psychology newspaper, and NASP convention abstracts from the last 16 years to evaluate the ethical topics being discussed within the school psychology community. A search of the publications related to ethics provides answers to several questions while highlighting the contemporary concerns and interests of school psychologists. The findings of this study include the representation of ethical issues in four domains to varying degrees. The greatest topics of interest and concern for school psychologists were found to be related to assessments and interventions while issues related to professional behaviors seem underrepresented in the literature.

Introduction

Ethics is a branch of philosophy influenced by a number of civilizations over time answering the question of what to do in a particular situation. In their article providing a brief history of the development of ethics for mental health professionals, Callan and Callan (2005) described Western ethics as being particularly influenced by ancient Greece, medieval and renaissance periods, and the ideals of modern Western civilization. They proceed to detail the importance of the seventeenth and eighteenth centuries in the development of the philosophy of ethics. Immanuel Kant, an eighteenth century philosopher credited for developing a definition of ethics focused on what an individual should do, emphasized that knowing what is right is essential to choosing the right behavior. He believed that ethics should be universal, meeting the needs of all individuals. Other philosophers of that time period, specifically Jeremy Bentham and John Stewart Mill, suggested a metric for determining right behavior that focused on moral principles that would result in happiness for oneself and for others (Callan & Callan, 2005).

In general, ethics are defined as the principles of conduct that individuals follow to guide their decisions and behavior (Davis & Sandoval, 1982; Jacob, Decker, & Hartshorne, 2011). More than a determination of right and wrong or good and bad, ethics are derived from the whole of human experience (Davis & Sandoval, 1982), and from common and culturally accepted values (Bixler & Seeman, 1946). Applied professional ethics focuses these concepts on moral behavior that is appropriate in various domains of professional life (Callan & Callan, 2005). Thus, professional ethics may be used as a tool to evaluate decisions and determine an appropriate course of action (Davis & Sandoval,

1982). A code of ethics is established by an organization to summarize the ethical principles of the profession, to provide guidelines for solving common problems (Allen, 2011; Freeman, Engels, & Altekruise, 2004) and to provide guidelines for the training of new professionals (Callan & Callan, 2008). It is then the responsibility of each professional to conduct business in a manner consistent with the code of ethics (Allen, 2011).

Prior to 1953, a written code of ethics for psychologists did not exist. In 1940, the American Psychological Association (APA) created a committee to respond to ethical concerns. Proponents of a dedicated code of ethics for psychologists noted that the development of such a code would do many things for the field of psychology. Most significantly, it would provide guiding principles to inform the actions of psychologists (Hobbs, 1948). It would also signify social and professional responsibility and maturity for the field (Bixler & Seeman, 1946). A code of ethics would serve to outline rules for the profession, settle conflicts between ethical practice and the law, guide psychologists who were faced with the dilemma of dual loyalties (Bixler & Seeman, 1946; Golann, 1969), and guide the discipline in malpractice situations (Hobbs, 1948).

By 1948, the ethical concerns of members were so great that it was determined that the time was right for a dedicated code of ethics (Hobbs, 1948). After five years of development, the APA developed the *Ethical Standards of Psychologists* (referred to as *Ethical Standards* in this thesis). This specific and detailed code included 310 individual rules, or principles, for psychologists to follow. This was designed to be a working document to be revised as the needs of the field grew or changed (Hobbs, 1948). The

result has been nine published revisions with the most recent occurring in 2002 with minor amendments in 2010.

A review of the literature related to ethics from the time of the publication of the first *Ethical Standards* to the most recent revision in 2002 found six specific areas of concern that are now addressed by the code: counseling (Berdie, 1959; Golann, 1969; Russell 1974), research (Golann, 1969; Russell, 1974; Smith 1967; Steiner, 1972), teaching (Haney, 2004; Keith-Spiegel, 1994), graduate preparation (Eyde & Quaintance, 1988; Fly, van Bark, Weinman, Kitchener, & Lang, 1997), separating professional from private behavior (Eyde & Quaintance, 1988; Fly et al. 1997; Mills, 1984; Pipes, Holstein, & Aguirre, 2005), and informed consent, privacy and confidentiality (Burke, 1995; Fly et al., 1997; Golann, 1969; Haney 2004; Smith, 1967).

Though the *Ethical Standards* evolved to meet the needs of psychologists in a variety of situations, they were inadequate when applied to the practice of school psychology. Specific and unique concerns faced by school psychologists included determining and protecting parental and student rights, determining the client (Ackley, 1972; Bersoff, 1974; Corsini, 1973; McDermott, 1974; Tractman, 1974), coercion (Ackley, 1972), privileged communication (McDermott, 1974), special education testing and classroom placement (Abeson & Weintraub, 1974; Bersoff, 1974; McDermott, 1974; Tractman, 1974), and defining the role of the school psychologist (Tractman, 1974). The National Association of School Psychologists (NASP) responded to these needs with the development of the *Principles for Professional Ethics* (referred to as *Professional Ethics* in this thesis) in 1974 to expand on the APA *Ethical Standards*.

Both the APA and NASP codes of ethics have been periodically revised over time in accordance with the association's policies (Hobbs, 1948; NASP, 2000) and as a result of concerns voiced by the associations' members and by the public (Joyce & Rankin, 2010; NASP, 2000). The concerns of the school psychology community may be addressed or reflected in literature of the profession such as journals, the association newspaper (i.e., *NASP Communiqué*), and conference presentations.

This specialist project conducts an analysis of published school psychology journal articles, *NASP Communiqué* articles, and NASP convention presentation abstracts related to ethics since the second-to-last revision in 2000. Initially, the history of the development of a code of ethics for school psychologists is reviewed. Following this history, the *Professional Ethics* are described beginning with the first publication in 1974. This historical information will form a foundation for the content of the 2010 *Professional Ethics*. It is this current ethics code that will be used in the present analysis of articles related to ethics published in school psychology journals, *NASP Communiqué*, and presentations from the NASP annual conferences.

It is likely that all school psychologists will find themselves in need of ethical guidance throughout their careers. For that reason, the *NASP Principles for Professional Ethics* is available to school psychologists. Unfortunately, there are many factors that result in this code providing insufficient guidance to school psychologists, such as rapid growth in the knowledge base and technology, changes in legislation, changes in recommended practices, and changes in systems that employ school psychologists. In an effort to understand the current ethical concerns of school psychologists, it is important to analyze published articles and abstracts from NASP annual convention presentations

related to ethics. The outcome of this study includes the analysis of the topics and trends prevalent in the field of school psychology as they relate to ethical concerns and dilemmas.

Literature Review

The Need for a Code of Ethics for School Psychologists

School psychology is one of four applied practice areas within the APA and as such, early school psychologists were guided by the APA *Ethical Standards*. As practitioners within the schools, school psychologists were also guided by the National Education Association's *Code of Ethics* (Ramage, 1981). In addition, scholarly publications and state guidelines were considered for other area specific issues. However, the absence of a specific code of ethics for school psychologists left a gap when confronting the unique challenges faced in the schools that were not addressed by the combination of these documents (Trachtman, 1974). Prior to the publication of the *Professional Ethics* in 1974, these concerns specific to school psychologists included determining the client and their rights, special education assessment and placement, and identifying the role of the school psychologist.

One of the specific concerns not addressed for school psychologists is determining the extent of parental rights, student rights and who the client is are interwoven complicated issues in which existing codes of ethics were insufficient. Ackley (1972) advocated for the rights of parents, stating that they had the right to give and refuse consent for services, to know what materials were used to make decisions, to be informed of the results of psychological tests in language that is accessible to them, and to know how their child was being disciplined. Additionally, parents had the right to be free of coercion when obtaining consent or providing services (Ackley, 1972). Corsini (1973) disagreed with Ackley's assertion that the parents were in control of these services for their children, contending that only the student could consent to services and had the

right to information obtained on him or her. These disagreements occurred due to lack of understanding of who the school psychologist is servicing and, therefore, who could make decisions for the student (Corsini, 1973). Trachtman (1974) argued the parent was the client since they are the individuals responsible for the welfare of the child, discussing the importance of informing parents of any actions that may lead to special education classification labels, special class placement, and encouraged parents to make the final decision for their children. McDermott (1974) agreed that parents must have access to all educationally relevant information about their child because they are primarily responsible for their child's well-being. Bersoff (1974) proposed a model attempting to resolve these points of view in which parents and students shared rights to consent to assessments, to be advised of and understand the testing process, to understand results, and to provide feedback.

Another issue related to the rights of the client(s) concerned privileged communication. McDermott (1974) proposed that privileged communication was not a right extended to school psychologists, who were licensed by state boards of education, rather than this right was intended exclusively for "licensed, registered and certified by a state board of examiners" (p. 26). Additionally, the right to privileged communication was to be extended to those individuals declared legally competent to decide what information to disclose. Minors were not considered legally competent so this law did not apply (McDermott, 1974).

School psychologists also faced challenges when testing students for special education, determining labels and classroom placement, and resolving their role in the process with expectations of local boards of education. Bersoff (1974) noted that the

placement of students in self-contained special education classes was involuntary in many schools and that labels were imposed on students without regard to their lasting impact. Abeson and Weintraub (1974) and McDermott (1974) presented information regarding improper testing, referencing court cases that found IQ tests to be culturally biased and the need to retest students in their native language. McDermott (1974) also referenced a complaint filed against the Commonwealth of Massachusetts regarding the inappropriate classification of students as educable mentally retarded resulting from the employment of school psychologists that had received little training and therefore performed the job unsatisfactorily (McDermott, 1974).

Another difficulty faced by school psychologists was defining their role within the educational institution. Trachtman suggested that the school psychologist develop guidelines, identifying his/her role in a number of situations, to be provided to and approved by administrators within the school and district. In this way, everyone working with the school psychologist could know the role of the professional in a number of likely situations (Trachtman, 1974).

As these issues emerged in school psychology, practitioners found current codes of ethics insufficient to meet their needs. Issues unique to the field included determining the client within the school system, respecting the rights of parents and students, conducting assessments for special education placement and identifying the role of school psychologists. If school psychologists were to behave ethically, they required an ethics code dedicated to their needs.

The NASP Principles for Professional Ethics

In 1974, NASP adopted the first *Professional Ethics* for school psychologists. The original *Professional Ethics* document was developed to meet the specific needs of school psychologists that were not addressed in the *APA Ethical Standards* (NASP, 1974). Unlike other psychologists, school psychologists worked within the education legal system, meeting legal requirements such as those for special education due process and equal access to educational opportunities.

The first code contained seven sections and 27 principles that provided basic guidelines for professional conduct (NASP, 1974) which is the foundation for the code of ethics currently followed by school psychologists. Following the 1984, 1992, 1997 and 2000 revisions, the 2010 *Professional Ethics* is a more sophisticated and streamlined document based on the Canadian code of ethics for school psychologists (Jacob et al., 2011) with four general ethical themes, 17 ethical principles, and 90 supporting standards (NASP, 2010). An organizational outline for the 1974, 1984, 2000 and 2010 versions is presented in Table 1 with revisions conducted in 1992 and 1997 omitted due to extensive similarities between these and the 1984 *Professional Ethics*. This table may serve as an organizational aide throughout the discussion of initial ethics code and subsequent revisions. The organizational structure for 1974, 1984 and 2000 is a Roman numeral for the section and letters for subsections. The organizational structure for 2010 consists of Roman numerals for the Themes and Arabic numerals for the Principles.

Table 1

Content Summary of the NASP Ethical Standards with Organizational Alignment Across Four Revisions

1974	1984	2000	2010
I. Professional Competency	I. Introduction	I. Introduction	I. Respecting the Dignity and Rights of All Persons I.1. Autonomy and Self-Determination (Consent and Assent) I.2. Privacy and Confidentiality I.3. Fairness and Justice
II. Professional Responsibility	II. Professional Competency A. General	II. Professional Competency A. General	II. Professional Competence and Responsibility II.1. Competence II.2. Accepting Responsibility for Actions II.3. Responsible Assessment and Intervention Practices II.4. Responsible School-Based Record Keeping II.5. Responsible Use of Materials
III. Professional Relationships with Students	III. Professional Relationships and Responsibilities A. General B. Students C. Parents D. School/Organizational E. Community	III. Professional Relationships and Responsibilities A. General B. Students C. Parents, Legal Guardians and Appointed Surrogates D. Community	III. Honesty and Integrity in Professional Relationships III.1. Accurate Presentation of Professional Qualifications

(continued)

1974	1984	2000	2010
	F. Related Professions G. Other School Psychologists	E. Other Professionals F. School Psychologist Trainees and Interns	III.2. Forthright Explanation of Professional Services, Roles and Priorities III.3. Respecting Other Professionals III.4. Multiple Relationships and Conflicts of Interest
IV. Professional Relationships with the School	IV. Professional Practices – Public Settings A. Advocacy B. Assessment and Intervention C. Use of Materials and Computers D. School-Based Research and Evaluation E. Reporting Data and Conferencing Results	IV. Professional Practices – General Principles A. Advocacy B. Service Delivery C. Assessment and Intervention D. Reporting Data and Conference Results E. Use of Materials and Technology F. Research, Publication and Presentation	IV. Responsibility to Schools, Families, Communities, The Profession and Society IV.1. Promoting Healthy School, Family and Community Environments IV.2. Respect for Law and the Relationship of Law and Ethics IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring IV.4. Contributing to the Profession by Mentoring, Teaching and Supervision IV.5. Contributing to the School Psychology Knowledge Base

(continued)

1974	1984	2000	2010
V. Professional Relationships with Parents	V. Professional Practices – Private Settings A. Relationships with School Districts B. Service Delivery C. Announcements/ Advertising	V. Professional Practice Settings – Independent Practice A. Relationship with Employers B. Service Delivery C. Announcements/ Advertising	
VI. Principles Governing Relationships with Other Professions			
VII. Principles Pertaining to Relationships with the Community			

1974 Principles for Professional Ethics

Prior to discussing the current 2010 *Professional Ethics* on which this thesis is based, earlier codes must be explored. The initial code published in 1974 is discussed at length to provide the foundation for all subsequent codes. This is followed by revisions made in 1984 and 2000. Finally, the structure and content of the 2010 revision are explained.

The first section of the 1974 NASP *Professional Ethics* covered issues of *Professional Competency*. This section outlined expectations for the preparation of school psychologists to include knowledge of the workings of the school system including structure, goals and organization. They were to collect sensitive information about a student, while being aware of the impact of their own biases and limitations. It

was the responsibility of the school psychologist to maintain high levels of privacy and confidentiality (NASP, 1974).

The second section of the NASP *Professional Ethics* (1974) outlined the requirements for *Professional Responsibility*. This section encouraged school psychologists to improve the quality of life for everyone with whom they worked. Responsibilities included accurately describing themselves, including abilities, goals and loyalties, and objectively describing the student. The final principle in this standard indicated that when there is a conflict of interest, it is the responsibility of the school psychologist to protect the rights and needs of all parties (NASP, 1974).

The third section focused on *Professional Relationships with Students*. Obligations included in this section were: obtaining informed consent from a student to enter into the relationship, providing an explanation of the job of the school psychologist, informing the student of how results will be used, and discussing changes to be implemented as a result of the assessment. The responsibility of the school psychologist to refer a student to an outside source when the problem was outside the competency or purview of the school psychologist was also described (NASP, 1974).

The fourth section outlined *Professional Relationships with the School*. This section focused on the responsibility of the school psychologist to understand educational services and school systems. It was the responsibility of the school psychologist to describe their services and to express their professional obligation to protect the student (NASP, 1974).

The fifth section described *Professional Relationships with Parents*. School psychologists were advised of their obligation to obtain and maintain parental support.

The parent was to be approached prior to contact with the student and the relationship was to be maintained by providing prompt reports of psychological findings. All recommendations and possible consequences of interventions were to be clearly explained to the parents. Parents were also to be advised of how records would be shared and what information was contained in the records. If the parent refused services for their child, the school psychologist was required to continue working with the parent for the benefit of the child (NASP, 1974).

The sixth section discussed *Professional Ethics Governing Relationships with Other Professions*. When working with other professionals, the school psychologist was required to know the competency and qualifications of the other professionals before collaborating with them. School psychologists were to continue to work within their professional competency levels and within the NASP *Professional Ethics* guidelines when working with outside agencies and to recognize that there are similarities in techniques and methods used by various groups (NASP, 1974).

The final section addressed principles pertaining *Relationships with the Community*. This section addressed concerns related to the dual roles of being a citizen and a school psychologist. When attempting to change society, school psychologists were required to represent themselves and their actions as their own, rather than representative of the field of school psychology. If faced with an individual suspected of engaging in damaging or unethical practices, the school psychologist must consult with the appropriate representative professional organization (NASP, 1974).

1984 and 2000 *Principles for Professional Ethics* Revisions

The *Professional Ethics* are reviewed every five years and revised as necessary (NASP, 2000). As stated in the 2000 *Professional Ethics*, revisions required three levels of strategic planning prior to implementing proposed changes to the code. The first level of planning occurred with the Professional Standards Revision Committee, also known as the writing group. The 15 members solicited concerns and recommendations and deliberated these to propose revisions to be integrated into the current document. The draft was then submitted to the second level of planning in which the Development Group, a committee of 43, reviewed the document and provided feedback. The Writing Group used this feedback to further revise the code. The new revised document was submitted to the third level of development to the Reaction Group which included the NASP leadership, members of the leadership of associated agencies (e.g., Division of School Psychology of APA) and faculty of school psychology training programs. Additionally, NASP members were invited to review and respond to the document through the *Communiqué* (NASP, 2000).

By the time of its second major revision in 2000, the *Professional Ethics* had undergone a number of changes to its structure, organization, terminology and content. One significant item the code addressed was answering the question of who the school psychologist should perceive to be the client. In 1974, the original NASP *Professional Ethics* identified the school psychologist has having responsibility to the parent, school, and the student without clearly defining the primary client (NASP, 1974). The primary responsibility of the school psychologist was specified in 1984 with the clear indication of the student as the client with the term pupil/client used throughout the document

(NASP, 1984). By the 2000 revision, the terminology was changed to student/client, once again emphasizing the client as any individual or group with which the school psychologist works, while distinguishing the child as the primary client (NASP, 2000).

Changes over time also occurred in the areas of competency, the training of school psychologists, and the management of ethical violations. As stated in 1984, school psychologists were advised to not use affiliations with other professionals or with institutions to imply a level of competence that is not possessed. Instead, developing competency should occur through professional development opportunities (NASP, 1984). The 2000 *Professional Ethics* provided guidelines for the training of school psychologists stating that supervisors should facilitate enriching experiences, provide fair and timely evaluations and make productive comments and recommendations. This latter code also stated that if school psychologists were concerned about ethical violations, they were advised to document their concerns and steps were provided for resolving the concerns (NASP, 2000).

Regulations related to technology were introduced and evolved as the use of computer generated data and materials and computer maintained records became more prevalent. In 1984, the *Professional Ethics* placed the burden of responsibility for assuring the accuracy, reliability and validity of computer generated data on school psychologist. In addition to properly utilizing computerized assessment results, school psychologists must maintain the confidentiality of records sent electronically (NASP, 1984). In 2000 the provision was added that it was the responsibility of the school psychologist to obtain proper training on all assessment instruments and to use reports

generated by computerized scoring software in the context of the individual student (NASP, 2000).

In the sections discussing service delivery, a number of issues were clarified. The 1984 *Professional Ethics* stated that all assessments and intervention techniques were required to be reliable, valid and current (NASP, 1984). The 2000 *Professional Ethics* added that students had the right to voluntarily initiate or discontinue services and the school psychologist was provided with leniency when contacting the parents in such cases. Additionally, the term, limits of confidentiality, was introduced as a concept to share with clients prior to initiating services (NASP, 2000).

New to the 2000 *Professional Ethics* was the *Professional Practices–Research, Publication and Presentation* section, which provided extensive research guidelines. School psychologists were to accurately represent themselves on research documents and identify their work as their own and not representing the field of school psychology or NASP. They were expected to use methods with a sound research base with consideration for the law and respect for the participants. Their research design was subject to applicable review boards prior to initiating the research. When publishing results, school psychologists were expected to demonstrate integrity, making all relevant data available, and to correct errors when they emerged. They were to be mindful that all published work was original and made a contribution to the field while ensuring that all individuals contributing to the project were to be given credit. When participating in reviewing manuscripts for publication or reviewing research proposals, school psychologists were to protect the intellectual property of others (NASP, 2000).

2010 *Principles for Professional Ethics* Revision

The most recent revision to the *Professional Ethics* came about in 2010. However, the *Professional Ethics* was not simply a revision of the previous edition, but was a new document modeled after the Canadian code of ethics for school psychologists (Jacob et al., 2011). The new format was streamlined to provide a concise organization in which four broad ethical themes contain 17 ethical principles, each with their own set of specific enforceable standards for ethical conduct.

The process for the revision of the *Profession Ethics* required three levels of development similar to what was described for the 2000 document (Williams & Adams, 2008). Level I was the Writing Group, a team of NASP members that reviewed scholarly publications and other relevant documents. Additional information about ethical concerns was gathered from focus groups at the 2008 NASP annual convention and web-based surveys sent to NASP members.

Level II of the revision process, the Development Group, included representatives of NASP as well as representatives of several other professional school psychology and counseling organizations. Members of the Development Group responded to the draft proposed by the Writing Group. The Writing Group then revised the document and posted it on NASP's website for school psychology professionals to review and make comments (Williams & Adams, 2008). As with the 2000 revision, the final draft of this document was posted for review by the NASP membership and general public prior to the publication of the document. All information in the next section describing themes and principles is from the *Professional Ethics* (NASP, 2010).

Theme I. Respecting the Dignity and Rights of All Persons

Theme I. Respecting the Dignity and Rights of All Persons. This theme generally focuses on how students and other clients should be treated.

Principle I.1. Autonomy and Self-Determination (Consent and Assent) made these concepts a priority rather than being imbedded in other sections as they had been prior to 2010. Standards within this principle discuss parental participation and consent, providing services without parental consent, explanation of services to the individual providing consent, and seeking voluntary participation from a minor before beginning services.

Principle I.2. Privacy and Confidentiality expands the rights of the individual receiving services to include the right to provide or withhold information and the right of that information to be privileged to the greatest extent legally possible.

Principle I.3. Fairness and Justice requires school psychologists to implement culturally responsive interventions and to advocate for students by correcting discriminatory school practices and ensuring that all students have equal access to all school services (NASP, 2010).

Theme II. Professional Competence and Responsibility

Theme II. Professional Competence and Responsibility, focuses on the professional activities of the school psychologist including working and behaving responsibly. Many additional standards were added throughout this section, further clarifying the ethical principles for school psychologists.

Principle II.1. Competence requires school psychologists to work within their level of skills obtained through training and supervised experiences.

Principle II.2. Accepting Responsibility for Actions requires school psychologists to accept responsibility for the accuracy of their reports, recommendations, and interventions advised for students; for their professional decisions and behaviors; and, in the event of advising a graduate student, for the work of their advisees.

Principle II.3. Responsible Assessment and Intervention Practices once again addresses diversity with the expectation of school psychologists to pursue knowledge of the unique characteristics of the individuals with which they work. This principle also states that when implementing interventions, school psychologists must collect progress-monitoring data and attempt to coordinate interventions between school and home.

Principle II.4. Responsible School-Based Record Keeping provides guidance for the creation, maintenance, storage and disposal of student documents.

Principle II.5. Responsible Use of Materials outlines expectations for maintaining the confidentiality of testing materials.

Theme III. Honesty and Integrity and Professional Relationships

Theme III. Honesty and Integrity and Professional Relationships focuses on the professional actions of the school psychologist with regard to self-representation and interactions with others.

Principle III.1. Accurate Presentation of Professional Qualifications requires school psychologists to be mindful of their training and experience when representing themselves and to correct any erroneous perceptions of their competencies.

Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities contains standards for school psychologists to clearly establish their roles and to explain their competencies, priorities, and loyalties.

Principle III.3. Respecting Other Professionals requires that school psychologists cooperate with other professionals and require that if a student is referred to another professional, the school psychologist must explain the reason for the referral and provide a list of appropriately trained professionals.

Principle III.4. Multiple Relationships and Conflicts of Interest provides guidelines for the conduct of school psychologists in their private lives, admonishes exploitation of individuals with whom school psychologists work, imposes requirements for dual setting practitioners, and provides guidelines for publishing.

Theme IV. Responsibility to Schools, Families, Communities, the Profession and Society

Theme IV. Responsibility to Schools, Families, Communities, the Profession and Society focuses on the interactions of school psychologists with society and their responsibilities to the field.

Principle IV.1. Promoting Healthy School, Family and Community Environments requires school psychologists to be knowledgeable of the setting and community in which they work and to develop working relationships with community professionals and applicable agencies to provide the greatest range of services to families.

Principle IV.2. Respect for Law and the Relationship of Law and Ethics provides guidelines for practicing within the law and ethics code and provides advice when the two conflict.

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring requires school psychologists to monitor their own behaviors and those of others to ensure adherence to the *Professional Ethics*. This is a significant change from the 2000

code that cautioned school psychologists against filing an ethical complaint as doing so could be damaging to the profession. The 2010 *Professional Ethics* instead focused on the problem solving process for resolving ethical concerns.

Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision encourages school psychologists to mentor others.

Principle IV.5. Contributing to the School Psychology Knowledge base provides standards for conducting and participating in research, including informed consent and the importance of protecting the identity of participants when data are published or presented.

Summary of Changes

Over time, the *Professional Ethics* have become more specific and enforceable. Changes have been made regarding the determination of the client and the client's rights. With the implementation of the 2010 revision, the concepts of Autonomy and Self-Determination were made priorities and communication was considered privileged where allowed by state law. Parental rights were also more clearly defined in the most recent document, as well as the circumstances under which services could be provided without parental consent. Each revision experienced an evolution of the diversity factors that must be considered for individuals, with the most recent document emphasizing the necessity to recognize diversity issues within assessment and intervention practices as well as the importance of obtaining continuing education on the topic. Additionally, topics such as progress monitoring became essential in evaluating individualized services to students and have been emphasized more in the most current revision.

Purpose

The preceding literature review summarized the evolution of the code of ethics for the National Association of School Psychologists. The NASP *Professional Ethics* are reviewed every five years and updated as deemed necessary by the association (NASP, 2000). The revisions to the NASP *Professional Ethics* have been brought about, in part, in response to comments concerns voiced by the association's members in published documents (Williams & Adams, 2008).

In an effort to understand the contemporary concerns of school psychologists as they relate to the topic of ethics, an analysis of the literature and convention presentations from 2000 to 2015 was conducted. School psychology journals, the NASP *Communiqué*, and NASP annual convention abstracts were searched for articles focusing on the broad topic of ethics. Data regarding the number of publications as well as of themes within the publications were collected and analyzed for trends in the data. Based on the analysis, one theme was chosen for further investigation based on an irregularity in the data when compared among all themes. The publications in which that theme was present were further analyzed to identify purpose and other trends within these publications.

The specific outcome of this specialist project was to answer the following questions for the initial analysis:

Research Question 1: How many references appear annually in the school psychology literature and presentations related to the search terms ethic, ethics, and ethical?

Research Question 2: How many references appear annually in the school psychology literature and presentations related to each of the themes of the 2010 Ethical Standards?

Research Question 3: What trends can be identified in the data for the ethical themes?

A follow-up analysis was conducted to provide an in-depth analysis of one of those themes, chosen based on the results of the initial analysis. The follow-up analysis was to answer two additional questions:

Research Question 4: How many references appear annually in the school psychology literature and presentations related to each of the principles within the theme chosen for follow-up analysis?

Research Question 5: What trends can be identified in the data for the principles represented within the theme chosen for follow-up analysis?

The combination of information as a result of these analysis provides a picture for understanding the contemporary ethical concerns of school psychologists. The results of this study could impact future researchers studying ethics in the sense of identifying topics that need more attention or research. Trends in themes may also influence future revisions of the *Professional Ethics* by identifying areas of need or by determining topics heavily discussed within the school psychology community.

Method

Article and Presentation Sources

This specialist project required the identification and classification of articles related to ethics published in school psychology journals, the NASP *Communiqué*, and NASP conference presentation abstracts. The included publications were chosen for this project due to the accessibility of this organization for all school psychologists. The newsletter of the APA Division 16, *The School Psychologist*, and APA conference abstracts relating to school psychology were not included in this study due to their membership focus on doctoral level school psychologists.

Articles were obtained from the following four school psychology journals using the EBSCOhost Databases and print journals accessed at the University of Utah and Western Kentucky University between January, 2012 and November, 2015. These journals were chosen based on their top 100 Core Psychology Journal (2010) ranking within the domain of Educational Psychology as well as the availability of the journals in the EBSCOhost databases:

1. *Journal of School Psychology*, published beginning in 1963 by the Society for the Study of School Psychology (PsycINFO).
2. *School Psychology Quarterly* (formerly *Professional School Psychology*), published beginning in 1986 by APA (Academic Search Complete, ERIC and PsycINFO).
3. *School Psychology Review* (formerly *School Psychology Digest*), published beginning in 1972 by NASP (Academic Search Complete, Education Full

Text/H.W. Wilson, ERIC, MasterFILE Premier, Psychology and Behavioral Sciences Collection and PsycINFO).

4. *Psychology in the Schools*, published beginning in 1964 by Wiley-Blackwell (Academic Search Complete, Education Full Text/H.W. Wilson, ERIC, MEDLINE and PsycINFO).

Articles were also obtained from NASP's *Communiqué: The Newspaper of the National Association of School Psychologists*. This newspaper includes research-based and informational articles, and provides an opportunity for members of the community to share information and voice concerns. The *Communiqué* is included in this study to provide a well-rounded picture of the concerns of school psychologists. Due to the nature of this document, it is inaccessible from any local university libraries; therefore, only the volumes published at nasponline.org were used for this specialist project.

Additional data were retrieved from NASP's *Annual Convention Program and Presentation* catalogs. Although most of the catalogs contain an index, this alone does not provide an accurate measure of the number of presentations related to ethics, so a page-by-page review of presentation titles was conducted. Presentation sessions searched for this analysis were Featured Sessions, Special Sessions, Documented Sessions, Workshops, Symposia, Papers, Mini-Skills Sessions, Networking Sessions, and Posters. Only Meetings were omitted from this search due to their focus toward members of specific groups or committees.

Article and Presentation Selection

All journal articles and conference presentations were read and analyzed over the 16-year period of 2000 to 2015. This time span encompasses the beginning of the second-

to-last revision of the NASP *Professional Ethics* up to the present day. Articles found in the *Communiqué* were reviewed starting September, 2006, as that is the earliest date that NASP includes that publication on its website.

Journal articles included in this analysis were identified through EBSCO Host using the following search criteria:

Databases: All

Search Terms: Ethic or Ethics or Ethical (chosen because they yielded the greatest number of results)

Field: None chosen, “Select a Field (Optional)”

Publication: (journal name inserted here)

Published Date: January, 2000 – November, 2015

Conference presentation abstracts and *Communiqué* articles to be included in this analysis were identified with the words *ethic, ethics, or ethical* in the title due to the unavailability of a search option similar to that offered by EBSCO Host. Presentation titles were reviewed for the search terms to determine inclusion in the study. Articles from the *Communiqué* were found by reviewing the article titles listed in the table of contents for each volume accessible to members on the archive page found at <http://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx>.

Inclusion and Exclusion Criteria

A total of 166 articles and presentation abstracts were found with the EBSCO Host search and review of *Communiqué* and NASP presentation titles. Of these, 30 were omitted as not meeting the search criteria described above. The remaining 136 articles and presentation abstracts (see Appendix) were reviewed with results reported in the

following categories: (a) Number of references appearing annually in the school psychology literature and presentation abstracts related the terms ethic, ethics, or ethical, and (b) Number of references appearing annually in the school psychology literature and presentation abstracts related to each of the four themes of the *Professional Ethics*. These results were then analyzed for trends occurring throughout the data and among the themes.

Articles and presentations were selected based on their content relating to ethical limitations, complications, implications, or to a specific NASP Principle. Articles containing book reviews, special issue/mini-series/series introductions, publication of the *Professional Ethics* or those publications unrelated to the topic of this study were omitted. Additionally, EBSCO Host searches returned unrelated results that occurred because of ethics listed as one of the “subjects” of the article, because of the term(s) being in the article in a use unrelated to this thesis and/or because of the term(s) not being in the article. *Communiqué* articles that were inaccessible online were also omitted.

When articles related to more than one ethical theme or principle, they were classified under each heading, resulting in a calculation of how many articles each year contained a specific theme rather than how many articles were written in the year. The 2010 ethical themes were used because this is the current working document in the school psychology community. Graphs were produced of this information and trends in the data were reviewed.

Raw Data Organization

Table 2 illustrates how the journal articles and conference abstracts were classified by year and theme for preliminary data collection. Each article and conference

abstract was identified by an abbreviated and unique title and the year of publication. An “X” was placed beneath the corresponding theme addressed. Once all articles and conference abstracts were classified in this way, the raw data were compiled and the trends in the data were demonstrated graphically.

Table 2

Sample Classification Grid of Journal Articles by Year and Theme

Title	Source	Year	Theme 1	Theme II	Theme III	Theme IV
Legal and ethical issues in conducting research...	JSP	1995	X			X
Imaginal flooding of traumatized children and adolescents...	JSP	1996			X	
Stereotype threat and test performance...	JSP	2006		X		
Early identification of mental health problems...	JSP	2007		X		
Ethical and legal issues associated with using RTI...	JSP	2007	X	X		

Determining the Follow-up Analysis

Once the graphs were made and trend lines applied, the data were inspected to discover trends in the data. Specifically considered for the follow-up analysis were trends in the themes represented by the articles and presentation abstracts. Theme II was chosen for the follow-up analysis because of the unique trend in the data. Not only was Theme II present in 63% of all publications, it was frequently represented within individual years at similar rates as the whole of the data for specified years, such as being represented in four

out of five total publications for a given year. Additionally, 40% of all publications related to Theme II occurred in 2011, 2012 and 2013.

Once Theme II was chosen for the follow-up analysis, the 86 articles meeting the search criteria and identified as being representative of the theme were again analyzed with results reported by the number of references appearing annually in the school psychology literature and presentation abstracts related to each of the five principles within Theme II. These results were then analyzed for trends within the theme and principles.

Results

The search for articles and presentation abstracts matching the essential criteria of containing ethic, ethics, or ethical within the article or in the title as specified for each source was 166. After omission criteria were applied, 136 results remained. The specific number of articles from each source is as follows and as summarized in Table 3.

When the search criteria were applied for *Psychology in the Schools*, 35 results were returned. These were then searched for omission criteria. The omitted articles included two special issue introductions, three articles with ethics not in the article, three

Table 3

Summary of Obtained Articles and Presentations

	Results Returned	Accepted Results	Omitted Results	Omission Reasons
Psychology in the Schools	35	22	13	Ethics not in the article; book reviews; not about ethics in school psychology
School Psychology Review	12	7	5	Mini-series introduction; series introduction; ethics not in the article; not about ethics in school psychology; publications of the <i>Professional Ethics</i>
Journal of School Psychology	3	3	0	n/a
School Psychology Quarterly	7	5	2	Special issue introduction; ethics not in the article
Communiqué	11	6	5	Inaccessible articles; unrelated to topic; book review
NASP presentations	98	95	3	Book reviews

book reviews and five articles not about ethics in school psychology practice. A total of 22 articles matched admission criteria for this study.

When the search criteria were applied for *School Psychology Review*, 12 results were returned. These were then searched for omission criteria. The omitted articles included one mini-series introduction, one series introduction, two articles with ethics not in the article, one article not about ethics in school psychology practice and two publications of the *Professional Ethics*. A total of five articles met admission criteria for this study.

When the search criteria were applied for the *Journal of School Psychology*, three results were returned. These were then searched for omission criteria. No articles were omitted. However, when reviewing the articles it was found that two of the abstracts returned contained incorrect year information. This was accounted for in the annual review.

When the search criteria were applied for *School Psychology Quarterly*, seven results were returned. These were then searched for omission criteria. The omitted articles included one special issue introduction and one article with ethics not in the article. A total of five articles met admission criteria for this study

When the search criteria were applied for *Communiqué*, 11 results were found. These were then searched for omission criteria. The omitted articles included two that were inaccessible from nasponline.org, two that were unrelated to the practice of ethics in school psychology and one book review. A total of six articles met admission criteria for this study.

When the search criteria were applied for the NASP Presentation Abstracts, 98 were found. These were then searched for omission criteria. The omitted abstracts included three book reviews. A total of 95 presentations met admission criteria.

Initial Analyses

Research questions 1-3 guided the initial analysis for this study. The first research question addressed was, how many references appear annually in the school psychology literature and presentations related to the search terms ethic, ethics, and ethical? Figure 1 displays the total number of publications annually matching the admission criteria for this study separated by publication source. The majority of the publications are from NASP presentation abstracts ($n = 95$) with the second most articles published in *Psychology in the Schools* ($n = 22$). A total of 32% of all publications occurred in the three years following the implementation of the 2010 *Professional Ethics*.

The second research question was, how many references appear annually in the school psychology literature and presentation abstracts related to each of the themes of the 2010 *Professional Ethics*? After the publications were found and admitted into the study, they were read for relationship to the themes of the *Professional Ethics*. Many of the publications and presentations related to multiple themes as shown in Figure 2. For the purposes of answering the second research question, the number of times each theme was represented was graphed to provide an overall picture of the representation of themes across time. The result was that the 136 accepted publications represented 267 incidences of the themes. The frequency of the themes occurring in the publications is visually demonstrated in Figures 3, 4, 5, and 6. A linear Microsoft Excel trend line was added to each graph to illustrate the trend over time that each theme was included in a publication

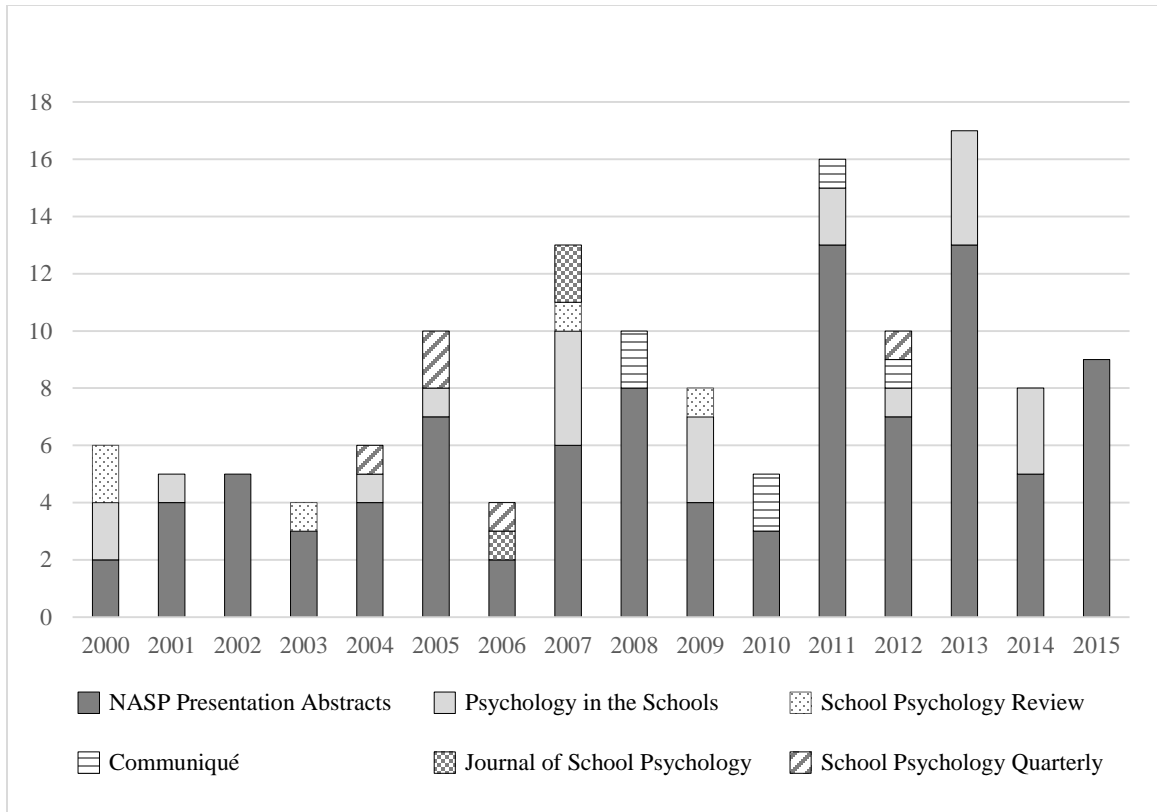


Figure 1. Number of publications per year separated by source.

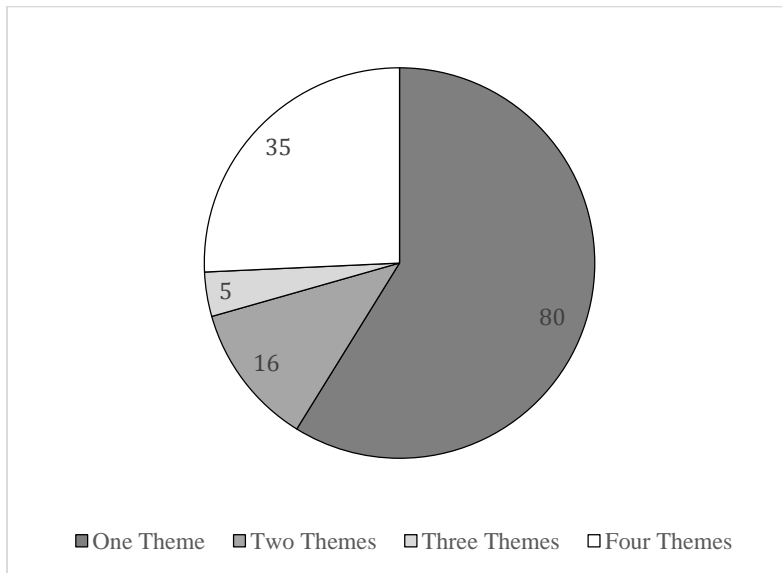


Figure 2. Frequency of the number of themes represented in each publication or presentation.

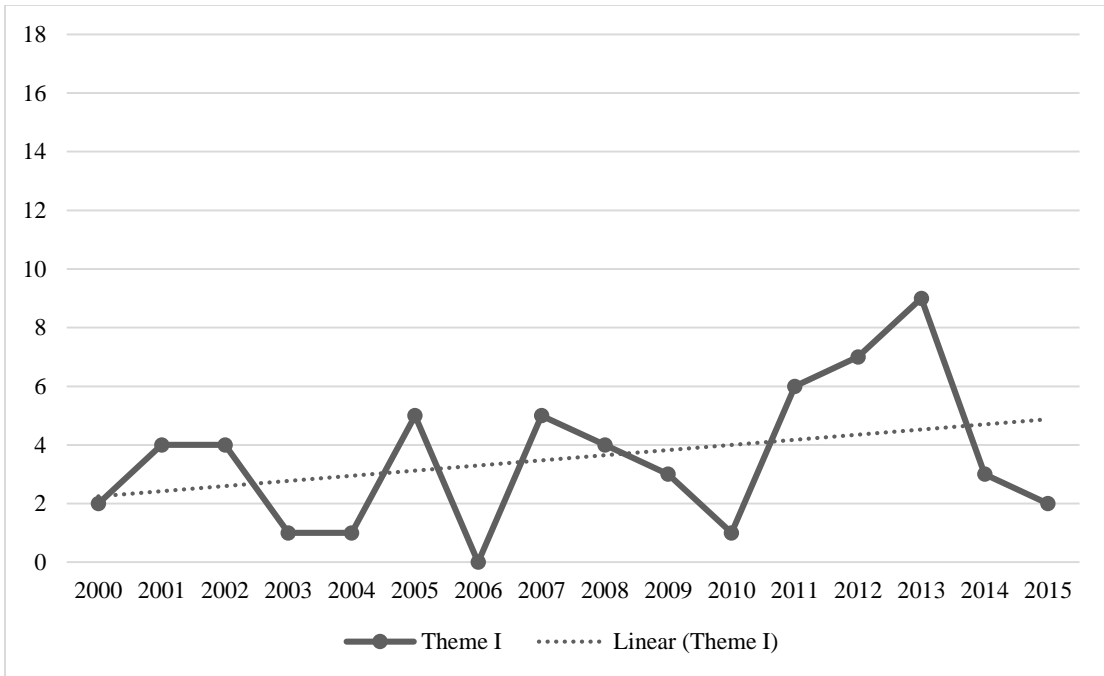


Figure 3. Number of articles and presentations over time for Theme I: Respecting the Dignity and Rights of All Persons.

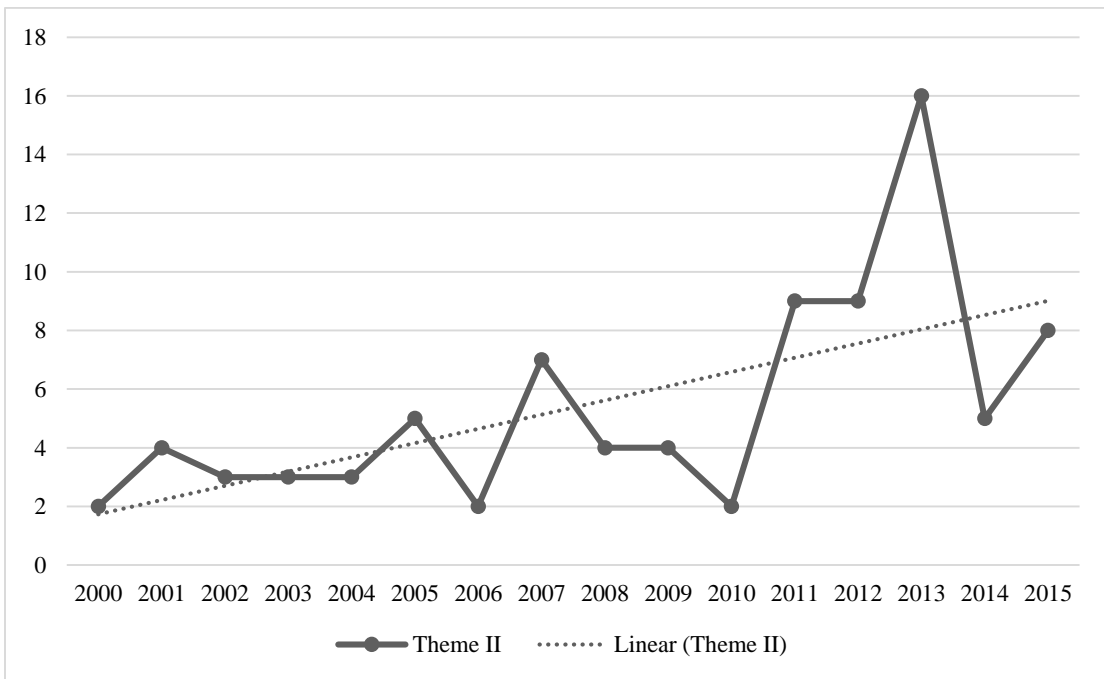


Figure 4. Number of articles and presentations over time for Theme II: Professional Competence and Responsibility.

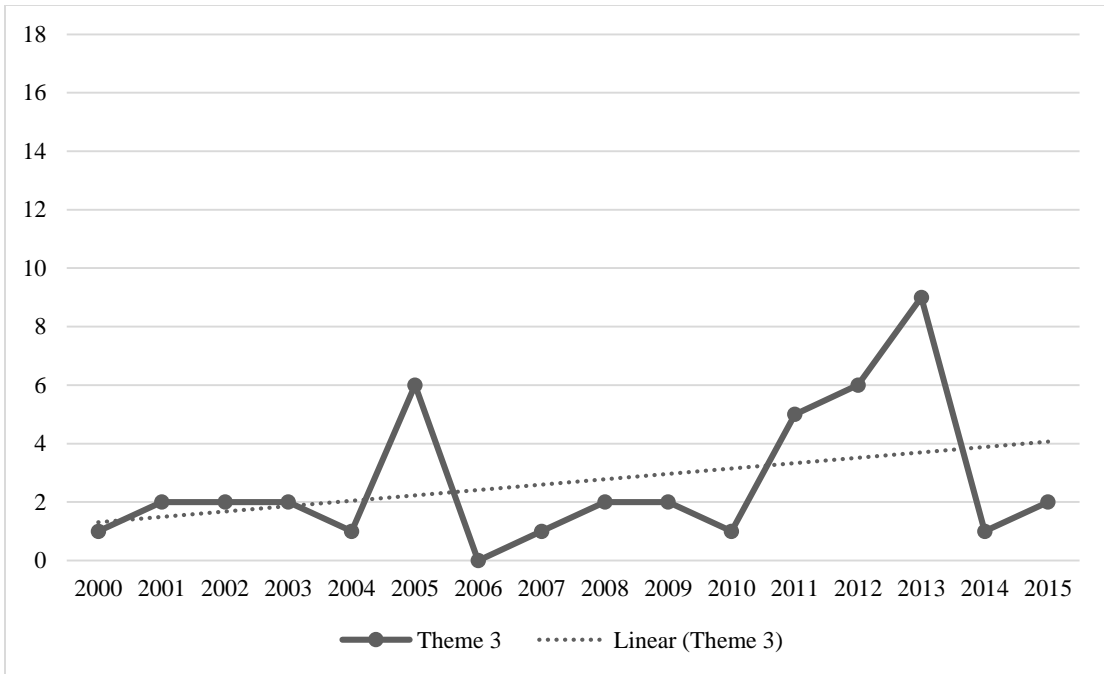


Figure 5. Number of articles and presentations over time for Theme III: Honesty and Integrity in Professional Relationships.

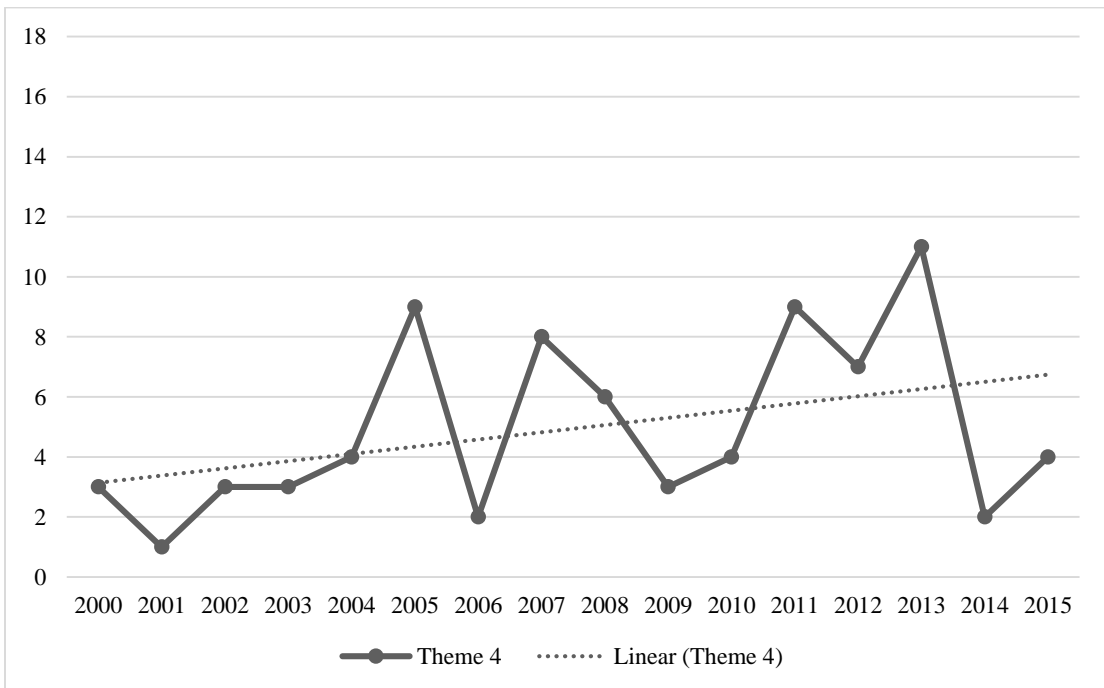


Figure 6. Number of articles and presentations over time for Theme IV: Responsibility to Schools, Families, Communities, the Profession, and Society.

or presentation. It is important to note that a sizable increase in the representation of the themes occurred in the articles and presentations in the three years following the publication of the 2010 *Professional Ethics*. Across all themes, every data point during these three years occurred above the trend line. The positive slope of all of the trend lines may be due, in large part, to this three-year increase.

Theme I, Respecting the Dignity and Rights of All Persons (see Figure 3), was represented with a total of 59 articles and presentations. The theme occurred on an annual basis between zero and nine times, with a mean of 3.7 and median of 3.5 times. A total of 36% of the articles and presentations occurred between 2011 and 2013.

Theme II, Professional Competence and Responsibility (see Figure 4), was represented with a total of 86 articles and presentations. The theme occurred on an annual basis between two and 16 times, with a mean of 5.4 and median of 4.0 times. A total of 40% of articles and presentations occurred between 2011 and 2013.

Theme III, Honesty and Integrity in Professional Relationships (see Figure 5), was represented with a total of 43 articles and presentations. The theme occurred on an annual basis between zero and nine times, with a mean of 2.7 and median of 2.0 times. A total of 48% of the articles and presentations occurred between 2011 and 2013.

Theme IV, Responsibility to Schools, Families, Communities, The Profession, and Society (see Figure 6) was represented with a total of 79 articles and presentations. The theme occurred on an annual basis between one and 11 times, with a mean of 4.9 and median of 3.0 times. A total of 34% of all articles and presentations occurred between 2011 and 2013.

The third research question was, what trends can be identified in the data for the ethical themes? As previously noted, there is an upward slope in articles and presentations for each theme over time. A common trend of each theme was the burst in the frequency of presentations and articles for the three years following the implementation of the 2010 *Professional Ethics*. Data points for each theme for those three years were above the trend lines. This time period accounted for 32% of all publications and presentations and 34% to 48% of representations within each theme during the 2000 to 2015 time period.

Follow-Up Analyses

Theme II was chosen for the follow-up analyses due to it being represented the greatest number of times in publications and presentations. Theme II is *Professional Competency and Responsibility*, and includes the ethical principles of *Competence, Accepting Responsibility for Actions, Responsible Assessment and Intervention Practices, Responsible School-Based Record Keeping* and *Responsible Use of Materials*. This theme occurs in 86 of the 137 (63%) publications and presentations. Furthermore, in five years of the 16-year time span, Theme II occurs in all but one of the publications and presentations. As with the other themes, the greatest volume of publications occurred between 2011 and 2013 representing 40% of all Theme II articles and presentations. This high level of representation suggests the importance of this topic in the school psychology community. Theme II was represented a total of 86 times in the articles and presentations and Figure 7 shows the frequency classified by year and source. As evident in the graph, the greatest number of publications (40%) occurred in 2011, 2012 and 2013.

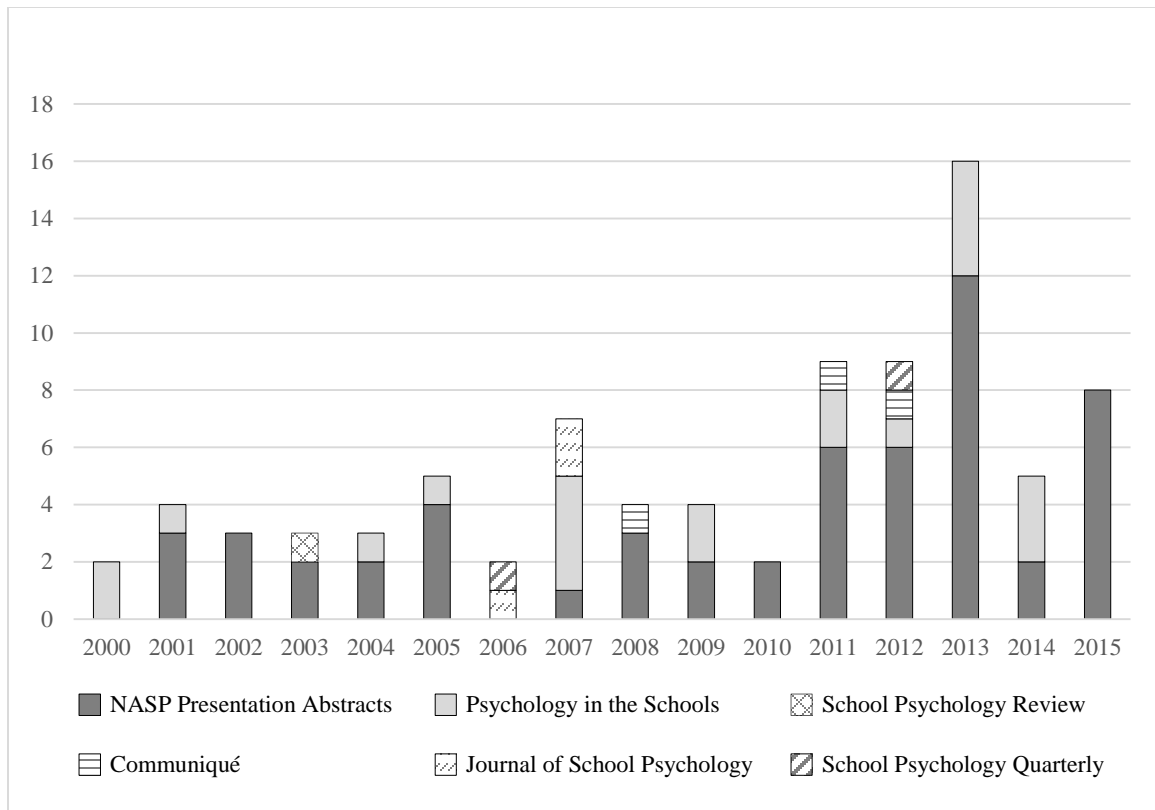


Figure 7. Number of publications per year related to Theme II separated by source.

The fourth research question was, when one theme is chosen for follow-up analysis, how many references appear annually in the school psychology literature and presentations related to each of the principles within that theme? Of the 86 publications, 36 (41.8%) fall into the “General” category, meaning that they are part of a general discussion of the theme and could not be classified under specific principles. The largest number of those (47%) occurred between 2011 and 2013. The remaining 50 publications represent one, two, or three of the Principles of Theme II resulting in 57 total specific representations of the principles. The number of general and specific principles per year is shown in the graph in Figure 8. Principle 1 is represented six times (12.3%), Principle 2 is represented three times (5.3%), Principle 3 is represented 46 times (7), and Principle

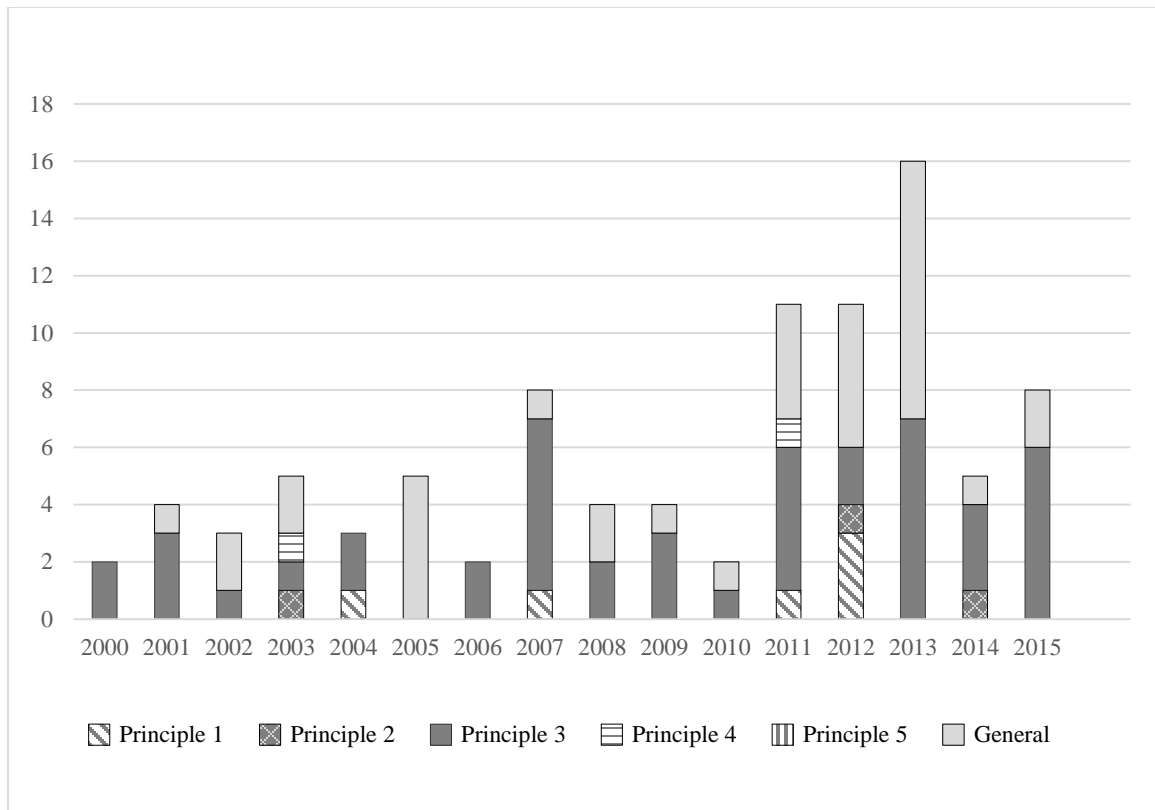


Figure 8. Represented Theme II Principles separated by year.

4 is represented two times (3.5%). Principle 5 is not directly represented in any of the publications or presentations.

The fifth research question was, what trends can be identified in the data for the principles represented within the theme chosen for follow-up analysis? A trend evident in the initial data analyses was the increase in publications and presentation in the years between 2011 and 2013. The follow-up analysis of the specific principles also reflects the large increase between 2011 and 2013.

Publications related to Theme II can be classified into two primary categories: those in which Theme II is part of a general discussion of ethics and those related to the specific principles in Theme II. The general category includes articles, workshops, mini-

skills sessions, special sessions, featured sessions, documented sessions, symposia, papers and posters all with content focused toward ethical issues for school psychologists in professional practice. A large percentage of the articles and presentations (41.8%) of the publications are classified into the general category.

When specific principles were discussed in the publications, Principle 3, *Responsible Assessment and Intervention Practices*, was the most frequently addressed, representing over half (53.5%) of the total number of times an article or presentation addressed Theme II, and represented 81% of the times a specific Principle was addressed (i.e., when the General publications were omitted).

Discussion

Initial Analysis

The purpose of the initial analysis was to identify the prevalence of the topic of ethics in articles and NASP presentations and to document the representation of the four themes from the 2010 *Professional Ethics*. This was accomplished by analyzing the last 16 years of published articles and NASP convention abstracts within the framework of the NASP *Professional Ethics*. In the process of developing the search parameters and research questions, the search was narrowed to the terms ethic, ethics, or ethical. These search terms were used in a Boolean search on Ebsco Host within the four scholarly journals. They were also used when reviewing the table of contents for each *Communiqué* article and each title in the NASP annual convention catalogues. When reviewing the data to answer these research questions, it is important to recognize the limitations of using only search terms specifically related to *ethic*. Had key words from each of the principles been used as search terms, many more results would have been found. For example, a search for *assessment* conducted in February, 2016 for the identical search period of the study beginning January, 2000 through November, 2015 yielded 288 unfiltered results.

The initial research question of this study was: How many references appear annually in the school psychology literature and presentations related to the search terms ethic, ethics and ethical? A review of the articles and NASP presentation abstracts identified 136 publications meeting the admission criteria for this study. The results of this first analysis indicate that there is a disparity between representation in the journals and at the NASP annual convention. In reviewing the raw data it may be noted that there are relatively few articles published each year (e.g., 30 total journal articles in *School*

Psychology Review in 2014) compared to hundreds of presentations each year at the annual conference. To illustrate the difference, over 350 presentations were made at the NASP conference on a single day (i.e., February 21, 2014).

An additional observation may be made regarding the large number of representations of the search terms in *Psychology in the Schools* when compared to the other journals. A search of *Psychology in the Schools* found 22 accepted results where the other scholarly journals ranged from three to seven results. It is possible this result is simply related to a difference in the number of issues published each year with *Psychology in the Schools* having 10 issues and the others having between four and six published issues. This does not account for the lack of *Communiqué* articles; however, this may be attributed to the nature of the newsletter, having named columns with subtitles for the current article that are not available when looking at the *Contents* portion of the website for article titles. It is also likely that more *Communiqué* articles would have been included had issues prior to September 2006 been readily available for review.

The compiled data indicate that the years of 2011, 2012, and 2013 saw a large burst of articles and presentations. Indeed, 32% of all publications and presentations on ethics within the 16-year time period occurred between 2011 and 2013. Such an increase can reasonably be attributed to the 2010 revision of NASP's *Professional Ethics*. This revision was a drastic change from the 2000 version both in format and content, with new ethical expectations, including the change in which best practices became enforceable standards. These changes seem to have resulted in many questions by the community as a whole requiring answers or guidance. These topics were often answered at NASP conferences in general presentations in which the ethics code was addressed.

The years with the next highest levels of publications and presentations on ethics were in the years 2005, 2007, and 2008. The federal *Individuals with Disabilities Education Act* was reauthorized in 2004, which may have contributed to the increase in publications in those years. A comparison between the changes in this law and the 2000 *Professional Ethics*, as well as the content of the articles and presentations, would be necessary to determine the extent to which ethical concerns were influenced by this law.

The second research question addresses the number of references that appear annually in the school psychology literature and presentations related to each of the themes of the 2010 *Professional Ethics*. This was answered by the classification of each of the 136 articles into one or more of the four themes of the code. Theme I was represented by 59 publications, Theme II by 86 publications, Theme III by 43 publications, and Theme IV by 79 publications.

These results suggest the greatest theme of interest indicated by school psychologists is Theme II, Professional Competence and Responsibility. Theme II includes the areas of competence, accepting responsibility for actions, responsible assessment and intervention practices, responsible school-based record keeping and responsible use of materials. Much of the job of school psychologists is to assess students and recommend or implement academic and behavioral interventions. This is likely the reason for the emphasis on Theme II.

Closely following Theme II in the number of publications is Theme IV, Responsibility to Schools, Families, Communities, the Profession and Society. This Theme covers promoting healthy school, family, and community environments; respect for law and the relationship of law and ethics; maintaining public trust by self-monitoring

and peer monitoring; contributing to the profession by mentoring, teaching and supervision; and contributing to the school psychology knowledge base. Since this study was specifically focused on ethics, it is not surprising that this theme was significantly represented with its focus on the relationship of law and ethics.

The Theme least represented was Theme III, Honesty and Integrity in Professional Relationships. Areas of ethical concern addressed in this Theme are accurate presentation of professional qualifications, forthright explanation of professional services, roles and priorities, respecting other professionals, multiple relationships, and conflicts of interest. There is some ambiguity about the roles of school psychologists, especially when working in a rural area where multiple relationships are likely to occur which is likely the reason it was represented as much as it was. However, most of the content of this Theme is focused on being honest, professional, and working in collaboration with others. The reason this Theme may be underrepresented in publications and presentations may be a result of the basic expectations of the job, which require that school psychologists act in honest, professional, and collaborative ways. Additionally, one section is devoted to conflicts of interest focuses on financial gain from, or financial interests in, a product, being paid for referrals, sharing client lists, and working in dual settings of schools and private practice. These things are seldom of concern for masters or specialist level school psychologists and are more likely to be addressed at the doctoral level (e.g., APA Division 16 presentations).

The final research question in this initial analysis was: What trends can be identified in the data for the ethical themes? This was answered using frequency counts,

percentages and trend lines derived from the data resulting from classifications conducted in the second research question.

Of the four themes from the *Professional Ethics*, the one represented most frequently in the literature with 86 articles and conference abstracts was Theme II, *Professional Competence and Responsibility*. This result may be attributed to the fact that the bulk of what school psychologists do in school settings is encompassed by this theme, particularly Principle 3, *Responsible Assessment and Intervention Practices*. Further supporting this interpretation is an interesting subset of the data in which similarities may be seen between the overall and Theme II data in the years of 2001, 2003, 2012, 2013 and 2015. In these years, all but one of the articles or presentations was classified as representing Theme II.

The theme with the fewest articles and presentations ($n = 43$) was Theme III, *Honesty and Integrity in Professional Relationships*. When looking at the Principles of Theme III, they require *accurate presentation of professional qualifications, forthright explanation of professional services, roles and priorities, respect for other professionals, and provide guidance for managing multiple relationships and conflicts of interest* (NASP, 2010). The essential tone of the theme to be honest, be professional, and work well with others. While these are prevalent topics in the daily professional lives of school psychologists, they may be considered topics that require less explanation. Another possibility for the infrequency of this theme in the publications is that the principles do not apply to a broad enough professional base to warrant representation in this literature. Two of the topics covered in Principle 4 are financial interests in projects or products and

private practice and dual setting practitioners. Again, these issues may be more likely to be addressed by doctoral level school psychologists, perhaps at APA conferences.

The trend lines in the graphs had a positive slope, which may be attributed, in part, to the high number of articles and presentation abstracts published during the years following the 2010 *Professional Ethics* revision. It is important to note that this same sharp increase of articles and presentations did not occur after the 2000 revision of the *Professional Ethics*. As expressed in the literature review, the 2000 version was very similar to the 1984 version, which may account for the lack of increase in publications after the implementation of the 2000 *Professional Ethics*. A comprehensive analysis of each article and presentation, beyond the limited information included in the abstracts, would be required to determine whether the publications were expressing concern, asking for clarification about or speaking positively of the themes.

As these data demonstrate, the most commonly occurring theme from the *Professional Ethics* is Theme II. In addition to being the topic most frequently written and spoken about by school psychologists, this data set is interesting due to 40% of articles and presentations occurring between 2011 and 2013. As previously noted, Theme II occurred frequently in 2001, 2003, 2012, 2013, and 2015, indicating an immense interest in the principles of Theme II.

Follow-up Analysis

The purpose of this follow-up analysis was to analyze the articles and NASP presentations related to a chosen Theme from the *Professional Ethics*. Theme II was chosen for this analysis because of the frequency with which it occurred throughout the publications. This theme occurred in the greatest number of publications and is therefore representative of the primary concerns and considerations of school psychologists. The

specific data within this Theme supports this statement with the evidence that in five of the 16 years of this study, all but one of the publications included representations of Theme II. For example, in 2001, four of five total publications included Theme II in their content.

Upon analysis of the 136 publications meeting admission criteria for this study, 86 were found to be representative of Theme II. As with the initial analysis, the majority of these (65%) were presentation abstracts from NASP annual conventions. The remaining 30 publications were from *Psychology in the Schools* (21), *Journal of School Psychology* (3), *Communiqué* (3), *School Psychology Quarterly* (2), and *School Psychology Review* (1).

The initial follow-up question was: When one theme is chosen for follow-up analysis, how many references appear annually in the school psychology literature and presentations related to each of the principles within that theme? The answer to this question was derived from the classification of the 86 articles and presentations in to one or more of five principles of Theme II. During the classification process, it was discovered that a sixth, *general* category was necessary to properly present all of the articles and presentations.

Of the five principles within Theme II, only four were represented in the publications. Principle 1, *Competence*, was represented in six publications; Principle 2, *Accepting Responsibility for Actions*, was represented in three publications; Principle 3, *Responsible Assessment and Intervention Practices*, was represented in 46 publications; and Principle 4, *Responsible School-Based Record Keeping*, was represented by two

publications. Principle 5, *Responsible Use of Materials*, was not represented specifically in any of these publications.

The prevalence of Principle 3, *Responsible Assessment and Intervention Practices*, in the publications is not surprising, due to the demands on school psychologists in this area. Standards within this principle focus the school psychologists' attention on choosing a disability label with consideration for the individuals' unique personal characteristics, developing and implementing interventions, conducting multi-dimensional assessments, utilizing reliable, valid and fair assessment measures, involving parents and students in the implementation of plans, and clearly explaining plans and implications to parents, using an interpreter as necessary. The volume of publications related to Principle 3 suggests that this is an area of interest or importance for school psychologists and one in which guidance is sought.

The final research question was: What trends can be identified in the data for the principles represented within the theme chosen for follow-up analysis? As with the third research question, frequency counts and percentages of the data from question four was reviewed. An analysis of the data found that 36 publications representing Theme II were of a General nature in articles or presentations representing all of the themes of the *Professional Ethics*. The majority of these occurred at the NASP annual convention. Many of these were workshops about ethics in school psychology practice without a specific ethical focus listed in the abstract, so an inference was made that all of the themes would be represented in the discussions. These 36 General publications represent 42% of the total publications related to Theme II.

The trend in the number of publications within Theme II is similar when compared to the other data sets because a large portion of the articles and abstracts, 40%, occurred between 2011 and 2013. During this period, 18 publications fell into the General category. The remaining 19 were distributed among Principles 1 through 4 as follows: Principle 1 was represented by 4 publications, Principle 2 by 1 publication, Principle 3 by 13 publications, and Principle 4 by 1 publication. This distribution demonstrates that the pattern of Principles represented in these three years is similar to the pattern throughout the remaining 13 years of the study period. The most significant difference is the increased volume of the articles and presentations. This seems to indicate the same as the initial study, that the introduction of the 2010 *Professional Ethics* increased discussions regarding following the ethics code.

As these data and analyses indicate, Theme II is paid great attention in the school psychology journals and NASP presentations when compared to the other three Themes. The majority of the publications related to specific principles of Theme II are related to Principle 3, *Responsible Assessment and Intervention Practices*, occurring in 81% of all representations. This is the area in which much of the time of school psychologists is spent so, therefore, is an area of great concern and interest. The second most represented Principle of Theme II is Principle 1, *Competence*. The articles representing this principle focused on appropriately gaining qualifications and working within these. As noted in the articles, this is a concern especially for school psychologists working in rural areas.

Limitations

When analyzing and interpreting these data, it is important to make note of some limitations of this study. Perhaps the greatest limitation is the restricted search parameters used. Articles were chosen for admission to this study based on keyword searches for

ethic, ethics, or ethical rather than a comprehensive review of every published article in every issue. This returned results that were identified using the computer algorithm searching for those terms anywhere in the post including the subjects, abstract and text. As shown in Table 3, several articles that were returned in the search results that did not meet the criteria for the study so were omitted, demonstrating an error in this search method.

While computer error was possible when using Ebsco Host, human error was also a possibility in evaluating the NASP presentation abstracts. Each title for every presentation was carefully reviewed for admission to the study; however, it is possible that some abstracts were overlooked.

An additional limitation involving the narrow search parameters is that there are many articles that relate to the Themes and Principles that were not included in the search results because they were not specifically searched. However, this type of comprehensive search was not feasible for this study due to the large number of search terms required to address the entire 2010 *Professional Ethics*.

Another limitation to this study results from the availability of *Communiqué* for research purposes. This publication was not available in an online format prior to September of 2006. Since it is a newsletter rather than a journal, it is also unavailable through traditional libraries or online databases. Additionally, there is concern about the ability to replicate the *Communiqué* portion of this research as conducted for this study due to changes made to NASPonline.org. The number of issues currently available online is fewer than it was prior to 10/19/2015 when the search was conducted. When an attempt was made to find a link for retrieval of these documents they were found; however, a

search of articles within the *Communiqué* pages is no longer as comprehensive as it was when the search was conducted for this research.

Even with these limitations in mind, it is unlikely that any overlooked articles based on the outlined search parameters would have significantly impacted the results considering the large gap in number of publications between Themes II and III, the themes most and least frequently represented, and within the principles of Theme II.

Summary

The interest of the topic of ethics in the school psychology community is evident by the NASP *Professional Ethics*. This document was created in 1974 and has been revised five times since then with the most recent revision in 2010. The *Professional Ethics* developed from a need to address the specific concerns faced by school psychologists and each revision has served to continue addressing those needs.

Unfortunately, a working document such as the *Professional Ethics* cannot address every ethically questionable situation school psychologists face. For that reason, forums such as *Communiqué* and NASP annual conventions, as well as school psychology scholarly journals, exist to provide answers to these questions or guidance in these situations.

The initial purpose of this project was to search these publications for articles related to ethics and to analyze these for representation of the ethical Themes using the organization of the 2010 *Professional Ethics*. Due to the focus on ethics as a concept rather than the individual components of ethics in school psychology, the search terms chosen were ethic, ethics, and ethical. This narrow focus potentially omitted a number of publications related to the specific principles of the 2010 *Professional Ethics*. The search of these terms found that the topic of ethics is most frequently discussed at NASP

conventions rather than in scholarly journals or *Communiqué*; however, this may be the result of the large number of presentations each year when compared to the small number of articles published.

Of the themes in the *Professional Ethics*, the one most represented in the literature was Theme II, in which assessment and intervention practices are discussed. This theme is explored in more detail in the follow-up analysis. The theme least represented in the literature was Theme III, in which professional behaviors are discussed. This is likely a result of the content with its focus on professional behaviors and topics of interest to doctoral level of school psychologists. A large increase in the number of articles occurred the three years (i.e., 2011, 2012, 2013) after the publication of the most recent NASP *Professional Ethics* in 2010.

It is suggested that further studies be conducted within the themes for the occurrence of the principles in the publications. Based on this initial study, it is predicted that a study of Theme II would result in the greatest number of publications related to Principle 3. Such studies might provide information about the specific assessments school psychologists are demonstrating interest in as well as the types of interventions explored. The relationship between current practices, such as the implementation of Response to Intervention and Curriculum Based Measurement, and ethics needs to be more thoroughly evaluated in the future as well. The importance of these topics makes future analyses important for the continuing development of ethical school psychologists. Continued study may reveal specific areas of concern or interest within these principles as well as provide guidance for school psychologists when questions arise.

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APPENDIX: ARTICLES AND PRESENTATIONS INCLUDED IN THE CURRENT
DATA ANALYSES

Communiqué

Goforth, A. N., & Hayter, C. A. (2010). Ethical dilemmas during training: Students' perspectives. *Communiqué*, 38(7). Retrieved from <http://www.nasponline.org/publications/periodicals/Communiqué/issues/volume-38-issue-7/ethical-dilemmas-during-training-students%E2%80%99-perspectives>

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Journal of School Psychology

Burns, M. K., Jacob, S., & Wagner, A. R. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46, 263-279. doi: 10.1016/j.jsp.2007.06.001

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NASP Annual Convention Presentation Abstracts

Alpert, J. L., Andrews, E. Jacobs, E., & Rosenfield, S. (2007, March). *Ethics and school-based consultation: Ethics code needed*. Symposium 01 presented at the meeting of the National Association of School Psychologists, New York, NY.

Armistead, L. (2011, February). *Ethical decision making for school psychologists*. Workshop 14 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.

Armistead, L. (2012, February). *Emerging ethical challenges in the 21st century*. Workshop 25 presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.

Armistead, L., Jacob, S., Klose, S., Madigan, J., Pearrow, M., & Provenzano, F. (2012, February). *From the NASP Ethics Committee's in-box*. Documented Session 04 presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.

Armistead, L., Jacob, S., Pearrow, M., Madigan, J., Klose, L., Jones, N., Klien, E. S., Boccio, D. E., & Garruto, J. (2015, February). *From the ethics committee's inbox*. Documented Session 004 presented at the meeting of the National Association of School Psychologists, Orlando, FL.

Armistead, L., Jacob, S., Provenzano, F., Pearrow, M., Madigen, J., & Klose, L. (2013, February). *The ethics committee's dilemmas: Responding to questions from the field*. Documented Session 06 presented at the meeting of the National Association of School Psychologists, Seattle, WA.

Armistead, L., & Provenzano, F. (2013, February). *Emerging ethical challenges in the 21st century*. Workshop 01 presented at the meeting of the National Association of School Psychologists, Seattle, WA.

Armistead, L., & Provanzano, F. (2014, February). *Ethical and professional practices in the digital age*. Workshop 02 presented at the meeting of the National Association of School Psychologists, Washington, DC.

Armistead, L., & Williams, B. B. (2011, February). *Advanced workshop on ethical decision making for school psychologists*. Workshop 25 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.

- Armistead, L., Williams, B. B., & Jacob, S. (2008, February). *Ethical principles for school psychologists: A problem solving approach*. Workshop 11 presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Armistead, L., Williams, B. B., & Jacob, S. (2009, February). *Ethics for school psychologists: A problem-solving approach*. Workshop 18 presented at the meeting of the National Association of School Psychologists, Boston MA.
- Armistead, L., Williams, B. B., & Jacob, S. (2010, March). *Ethical decision-making for school psychologists*. Workshop 16 presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- Atwater, S. A. C. (2013, February). *Top 10 ethical lessons framework for school psychologists*. Mini-Skills Session 024 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Berghauer, D., Cash, R., Valley-Gray, S., Basile, B., & Mansur, S. (2012, February). *Ethical standards: Dogmas, discrepancies, and decisions*. Mini-Skills Session 056 presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- Blank, D., & Prothman, C. (2013, February). *An analysis of international codes of ethics for school psychologists*. Paper 134 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Bowser, P. P. (2000, March). *Model for analyzing ethical dilemmas*. Workshop 05 presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Brink, J. S. (2015, February). *Ethical considerations for assessment and therapy in an online age*. Poster 643 presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- Brown, K., Ward, C., Prothman, C., & Blank, D. (2013, February). *A comparison of the ethical standards of NASP and ISPA*. Poster 139 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Brunner, S. (2015, February). *Ethics and law for practitioners serving early childhood education programs*. Poster 546 presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- Chittooran, M. (2005, April). *The ethics of power: Issues and implications for school psychologists*. Mini-Skills Session 069 presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Chittooran, M. (2007, March). *Ethics in action: A systematic approach to solving ethical dilemmas*. Mini-Skills Session 11 presented at the meeting of the National Association of School Psychologists, New York, NY.

- Chittooran, M. (2009, February). *Research in the schools: Ethical implications of investigations with children*. Mini Skills Session 065 presented at the meeting of the National Association of School Psychologists, Boston MA
- Chittorran, R. (2003, April). *Ethical decision making for school psychologists: Use of the case resolution model*. Mini-Skills Session 058 presented at the meeting of the National Association of School Psychologists, Toronto, ON.
- Christofferson, D. M. (2014, February). *Ethical and legal issues in school-based threat assessment*. Paper 417 presented at the meeting of the National Association of School Psychologists, Washington, DC.
- Crespi, T. D. (2015, February). *Legal and ethical challenges: From court to the schools*. Workshop 15 presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- Crespi, T. D., & Politikos, N. N. (2005, March). *Ethical and legal challenges for supervisors: Clinical and administrative considerations*. Workshop 19 presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Crespi, T. D., & Politikos, N. N. (2009, February). *Legal and ethical considerations for practice and supervision*. Workshop 19 presented at the meeting of the National Association of School Psychologists, Boston MA.
- Dailor, N. A., & Jacob, S. (2007, March). *National study of ethical issues reported by practicing school psychologists*. Poster 276 presented at the meeting of the National Association of School Psychologists, New York, NY.
- Davis, A. S. (2004, April). *Treatment effectiveness and ethical issues of hypnosis for school psychologists*. Poster 164 presented at the meeting of the National Association of School Psychologists, Dallas, TX.
- DiMartino, C., Jacob, S., Williams, B. B., McNamara, K., Delaney, T., & Feinberg, T. (2005, April). *Ethical issues for school psychologists*. Special Session 25 presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Fisher, E. S., & Kennedy, K. S. (2013, February). *Individual counseling with LGBTQ students: Ethical and affirmative practices*. Documented Session 08 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Gast, G., Hanchon, T. A., & Allen, R. (2008, February). *Assessing school psychology students' knowledge of ethical/legal principles*. Poster 264 presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Hawthorn, M. L., & Foster, L. (2009, February). *Ethical issues in the implementation of response to intervention*. Poster 272 presented at the meeting of the National Association of School Psychologists, Boston MA.

- Helton, G. B., & Ray, B. A. (2005, March). *Errors in making ethical decisions: Examples from a national survey*. Paper 234 presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Huberty, T. J. (2007, March). *Comparison of ethical, legal, and practice issues in assessment of children*. Paper 416 presented at the meeting of the National Association of School Psychologists, New York, NY.
- Huberty, T. J. (2008, February). *Ethical dilemmas and special education law: Considerations for school psychologists*. Mini-Skills Session 113 presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Jacob, S. (2003, April). *Ethical practice: The interplay of changing, beliefs, code of ethics, and law*. Featured Session 14 presented at the meeting of the National Association of School Psychologists, Toronto, ON.
- Jacob, S. (2008, February). Ethics update: *Continuing challenges, emerging issues, and future directions*. Featured Session 07 presented at the meeting of the National Association of School Psychologists, Boston MA.
- Jacob, S., Armistead, L. D., Hill, R., & Williams, B. B. (2007, March). *Ethical principles for school psychologists: A problem-solving approach*. Workshop 12 presented at the meeting of the National Association of School Psychologists, New York, NY.
- Jacob, S., Armistead, L., & Williams, B. B. (2011, February). *NASP's 2010 Principles for professional ethics: Development, rationale, and overview*. Paper 089 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Jacob, S., Williams, B. B., & NASP Ethics Committee. (2005, March). *Ethical and professional practices*. Special Session 05 presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Jacob-Timm, S. (April, 2001). *Legal and ethical issues in school violence prevention and response*. Mini Skills Session 062 presented at the meeting of the National Association of School Psychologists, Washington, DC.
- Jacob-Timm, S., & Hartshorne, T. (2001, April). *Practice in ethical decision making*. Workshop 14 presented at the meeting of the National Association of School Psychologists, Washington, DC.
- Kincaid, A. (2015, February). *Ethical and legal issues of serving incarcerated youth with disabilities*. Poster 383 presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- Klose, L., & Lasser, J. (2011, February). *Context-sensitive ethics in school psychology*. Poster 787 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.

- Krach, S. K., & McCreery, M. (2012, February). *Professional tips for school psychologists: Efficient and ethical technology use*. Mini-Skills Session 066 presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- Kruger, L. J., Gotthelf, D., Price, W. L., Struzziero, J. A., & Briesch, J. (2013, February). *Proactive coping with organization-level pressures on professional ethics*. Symposium 009 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Leibling-Boccio, D., Jennings, H., & Cortes, J. (2012, February). *Do decision-making models improve the quality of ethical decisions?* Paper 342 presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- Mahoney, E., & Morris, R. (2011, February). *Practicing school psychology while impaired: Ethical, professional and legal issues*. Poster 026 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Massarelli, T., & Yankouski, B. M. (2015, February). *Education of violent and dangerous students: Ethical and legal considerations*. Poster 317 presented at the meeting of the National Association of School Psychologists, Orlando, FL.
- Mayworm, A., & Sharkey, J. D. (2013, February). *Ethical considerations in school discipline*. Paper 713 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- McFarland, T. (2007, March). *Nebraska school psychologists' preparation and concern with ethical issues*. Poster 093 presented at the meeting of the National Association of School Psychologists, New York, NY.
- McFarland, T., & Burmeister, P. (2002, March). *Professional ethics during the assessment process: School psychologist values and student perceptions*. Poster 039 presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- McNamara, K. (2008, February). *Learning to think ethically: A guide to decision-making*. Mini-Skills Session 027 presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- McNamara, K. (2014, February). *The ethics of scientific thinking: Avoiding errors in RTI decision making*. Documented Session 006 presented at the meeting of the National Association of School Psychologists, Washington, DC.
- McNamara, K. (2015, February). *The ethics of scientific thinking: Avoiding errors in RTI/MTSS decision making*. Workshop 02 presented at the meeting of the National Association of School Psychologists, Orlando, FL.

- Mitra-Itle, N. (2010, March). *Ethical considerations for gifted assessment and identification of diverse children*. Poster 560 presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- Mitra-Itle, N. (2011, February). *Ethical considerations for gifted assessment and identification of diverse children*. Paper 030 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Morera, C. C., & Van Divner, B. R. (2008, February). *Ethical DECISIONS model for school psychologists*. Mini-Skills Session 034 presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Morris, R., & Perfect, M. M. (2011, February). *Ethical issues in school psychologists delivering school-based mental health services*. Paper 376 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- National Association of School Psychologists Ethical and Professional Principles Committee. (2006, March). *What every state association needs to know about ethics committees*. Special Session 21 presented at the meeting of the National Association of School Psychologists, Anaheim, CA.
- National Association of School Psychologists Ethical and Professional Practices Committee (2010, March). *From the ethics committee inbox*. Special Session 34 presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- National Association of School Psychologists Graduate Education Workgroup (2011, February). *Ethical and supervision issues in school psychology internships*. Special Session 17 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Oakland, T. (2002, March). *Ethics in school psychology practice*. Mini-Skills Session 002 presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- Oakland, T. (2003, April). *Current status of ethical and legal standards governing school practice*. Workshop 28 presented at the meeting of the National Association of School Psychologists, Toronto, ON.
- Oakland, T. (2004, April). *Advanced workshop on ethical standards governing school practice*. Workshop 58 presented at the meeting of the National Association of School Psychologists, Dallas, TX.
- Oakland, T. (2004, April). *Introductory workshop on ethical standards governing school psychology practice*. Workshop 52 presented at the meeting of the National Association of School Psychologists, Dallas, TX.

- Oakland, T. (2006, March). *Ethics for school psychologists: An advanced workshop*. Workshop 10 presented at the meeting of the National Association of School Psychologists, Anaheim, CA.
- Oehler-Stinnett, J. J. (2005, March). *Ethical decision making in practice: A user-friendly model*. Mini Skills Session 022 presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Perez, B. (2013, February). *Using ethical principles and policy in evaluations of ELL students*. Paper 383 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Politikos, N. N., Crespi, T., Segool, N., Fischetti, B., & Cooke, D. T. (2012, February). *Legal and ethical challenges in everyday practice*. Symposium 014 presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- Politikos, N. N., Segool, N. K., Cooke, D. T., Fischetti, B., & Crespi, T. D. (2014, February). *New legal and ethical challenges in contemporary school psychology practice*. Symposium 004 presented at the meeting of the National Association of School Psychologists, Washington, DC.
- Priesmeyer, J., & Rogers, J. (2011, February). *Age effect: A national sample of school psychologists' ethical decisions*. Poster 808 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Prothman, C., Brown, K. M., & Blank, D. M. (2013, February). *A comparison of ethical guidelines: NASP, ISAP, and LPA*. Poster 686 presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Provenzano, F. (2011, February). *Ethics: There's no app for that (yet)*. Documented Session 04 presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
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