

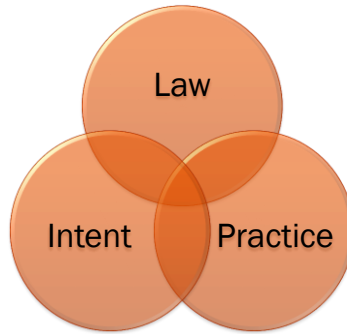
ETHICS IN PRACTICE

**HOW HELPING
FAMILIES TO
EXERCISE THEIR
PROCEDURAL
SAFEGUARDS
REFLECTS ETHICAL
PRACTICE.**

IDEA

**PROCEDURAL
SAFEGUARDS**

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)



PRACTICE AND ETHICS



THINKING ABOUT YOUR ROLE

- Procedural safeguards provide the legal authority for families' role as partners and decision-makers in services.



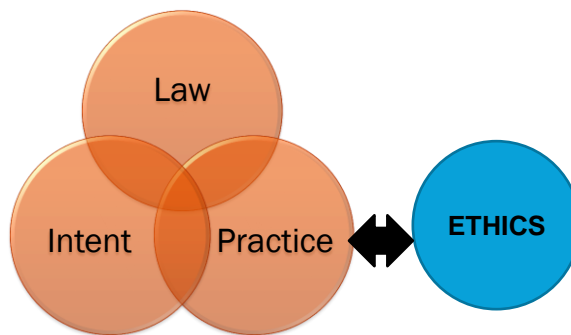
THINKING ABOUT YOUR ROLE



THINKING ABOUT YOUR ROLE



INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)



PRACTICE AND ETHICS



Decision Making Rubric
R – Recognize a dilemma
A – Analyze the options
D – Develop a plan
A – Act according to plan
R – Reflect on decision



SCENARIO #1

You are the Service Coordinator for the Gomez family. Their son Sebastian is receiving OT and Speech services. When you talk with the therapists about how services are going, you find that the OT is very positive about the course of treatment and happy with the family's response and participation. You see progress in this area as well. In your conversations with the SLP, you notice there are a lot of complaints and negative comments about parent participation. When you talk with the parents they do not indicate any issues with speech services but you note they have lots of positive things to say about their work with the OT and the progress their son is making in this area. The speech therapist is a friend. **What do you do?**

SCENARIO #2

You are the Service Coordinator and the EIS for the Hernandez family. Mrs. Hernandez is deaf and her primary language is ASL. Your program usually has two interpreters available but both are on maternity leave. Your supervisor tells you to use an administrative staff who knows sign language. When you go together to the home, it is apparent to you that the staff person has some skills in using sign language but it does not seem to be enough for clear communication to occur. You talk with your supervisor who tells you that she is not able to find another interpreter and in six weeks one of the interpreters they have on contract will be back. **What do you do?**

SCENARIO #3

You are a SLP working with the Tate family and their son Frankie. Frankie is also receiving PT Services. The Tate family needs to be connected to a number of resources for Frankie. While they are satisfied with the work you are doing, they begin to express to you their dissatisfaction with their Service Coordinator and the PT. The SC has not followed up on any of the resources that they identified as important and the PT has missed several scheduled visits. You talked with the family about their talking with the Program Director which they did. According to them, there was some improvement but they generally feel that services are inconsistent and lacking. They feel they have done all they can and express concern to you that they don't want to "rock the boat." **What do you do?**

RESOURCES

Video -Parent to Parent: Knowing Your Rights

<http://www.dars.state.tx.us/ecis/videos/index.shtml>

[ECI Parent Handbook](#)

<http://www.dars.state.tx.us/ecis/publications/index.shtml>



RESOURCES

Frequently Asked Questions: IDEA Early Childhood
Disclosure Avoidance

<http://www.dars.state.tx.us/ecis/publications/index.shtml>

“Assuring the Family’s Role on the Early Intervention Team:
Explaining Rights and Safeguards. “

Jocicy Hurth and Paula Goff NECTAC

<http://www.nectac.org/~pdfs/pubs/assuring.pdf>

