

## ETHICAL PRINCIPLES: MATRIX OF PROFESSIONAL ORGANIZATIONS

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**APTA:** American Physical Therapy Association  
**AOTA:** American Occupational Therapy Association  
**ASHA:** American Speech-Language Hearing Association  
**CEC:** Council for Exceptional Children

**DEC:** Division of Early Childhood  
**NAEYC:** National Association for the Education of Young Children  
**NASW:** National Association of Social Workers

<b><i>Family as Foundation – Recognizing that the family is the core unit of society and typically the first, most enduring, and most important entity to which children with disabilities relate.</i></b>
<p>AOTA</p> <ul style="list-style-type: none"> <li>• Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision-making.</li> </ul>
<p>CEC</p> <ul style="list-style-type: none"> <li>• Professional seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person.</li> </ul>
<p>DEC</p> <ul style="list-style-type: none"> <li>• We shall demonstrate our respect and concern for children, families, colleagues, and others with whom we work, honoring their beliefs, values, customs, languages, and culture.</li> <li>• We shall demonstrate our respect and appreciation for all families’ beliefs, values, customs, languages, and culture relative to their nurturance and support of their children toward achieving meaningful and relevant priorities and outcomes families’ desire for themselves and their children.</li> <li>• We shall provide services and supports to children and families in a fair and equitable manner while respecting families’ culture, race, language, socioeconomic status, marital status, and sexual orientation.</li> <li>• We shall empower families with information and resources so that they are informed consumers of services for their children.</li> <li>• We shall collaborate with families and colleagues in setting meaningful and relevant goals and priorities throughout the intervention process including the full disclosure of the nature, risks, and potential outcomes of any interventions.</li> <li>• We shall respect families’ rights to choose or refuse early childhood special education or related services.</li> <li>• We shall demonstrate the highest standards of personal integrity, truthfulness, and honesty in all our professional activities in order to inspire the trust and confidence of the children and families and of those with whom we work.</li> </ul>
<p>NAEYC</p> <ul style="list-style-type: none"> <li>• Families are of primary importance in children’s development. Because the family and the early childhood practitioner have a common interest in the child’s well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and the early childhood program in ways that enhance the child’s development.</li> <li>• To develop relationships of mutual trust and create partnerships with the families we serve.</li> </ul>

NASW

- Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Dignity – Being worthy, honored, and esteemed with entitlement to respect and justice due without regard to disability or to cultural/linguistic diversity.**

AOTA

- Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.
- Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

APTA

- Physical therapists shall respect the inherent dignity and rights of all individuals.
  - Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
  - Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.
- Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
- Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

ASHA

- Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.
- Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age religion, national origin, sexual orientation, or disability.

CEC

- Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities

DEC

- We shall demonstrate in our behavior and language respect and appreciation for the unique value and human potential of each child.
- We shall serve as advocates for children with disabilities and their families and for the professionals who serve them by supporting both policy and programmatic decisions that enhance the quality of their lives.

<ul style="list-style-type: none"> <li>• We shall recognize and respect the dignity, diversity, and autonomy of the families and children we serve.</li> <li>• We shall honor and respect our responsibilities to colleagues while upholding the dignity and autonomy of colleagues and maintaining collegial inter-professional and intra-professional relationships.</li> <li>• We shall be responsible for protecting the confidentiality of the children and families we serve by protecting all forms of verbal, written, and electronic communication.</li> <li>• We shall serve as advocates for children with disabilities and their families and for the professionals who serve them by supporting both policy and programmatic decisions that enhance the quality of their lives.</li> </ul>
<p>NAEYC</p> <ul style="list-style-type: none"> <li>• To recognize and respect the unique qualities, abilities, and the potential of each child.</li> <li>• To create and maintain safe and healthy settings that foster children’s social, emotional, cognitive, and physical development and that respect their dignity and contributions.</li> <li>• To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.</li> </ul>
<p>NASW</p> <ul style="list-style-type: none"> <li>• Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.</li> </ul>

<p><b>Community – Being part of a greater social whole with recognition of being a full citizen of society at all levels.</b></p>	
<p>AOTA</p> <ul style="list-style-type: none"> <li>• Address barriers and access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.</li> <li>• Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.</li> </ul>	
<p>APTA</p> <ul style="list-style-type: none"> <li>• Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. <ul style="list-style-type: none"> <li>○ Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and under-insured.</li> <li>○ Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.</li> </ul>
<p>ASHA</p> <ul style="list-style-type: none"> <li>● Individuals shall honor their responsibility to the public when advocating for the unmet communication and dishallowing needs of the public and shall provide accurate information involving any aspect of the professions.</li> </ul>
<p>CEC</p> <ul style="list-style-type: none"> <li>● Special education professionals seek to uphold and approve where necessary the laws, regulations and policies governing the delivery of special education and related services and the practice of their profession.</li> </ul>
<p>NAEYC</p> <ul style="list-style-type: none"> <li>● To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.</li> <li>● To participate in building the support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.</li> <li>● We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow-up to ensure that services have been appropriately provided.</li> <li>● To provide the community with high-quality early childhood care and education programs and services.</li> </ul>
<p>NASW</p> <ul style="list-style-type: none"> <li>● Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).</li> <li>● Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.</li> </ul>