

Scenarios for NJASP Spring Conference Workshop May 2021  
*Introduction to the 2020 NASP Principles for Profession Ethics (PPE)*  
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Scenario #1.Charlie

Karly Gerswin, school psychologist, scheduled a meeting with Mr. and Mrs. McNair, parents of an 8-year-old boy named Charlie, to discuss findings from an evaluation to determine his eligibility for special education as a student with a specific learning disability in reading. After two years of Tier II services, Charlie has mastered only a few letter-sound associations and sight words. When Ms. Gerswin suggested that it was likely that Charlie is eligible for special education services, Mr. McNair unexpectedly reacted with, “Hell, no, not my boy. ALL THIS stops now.” He stormed out of the room, slamming the door behind him. Mrs. McNair then apologized for her husband’s behavior and explained that he had been in special education until he dropped out of school, and that, even today, he cannot read. How should Ms. Gerswin handle this situation? (Jacobs, Williams & Armistead, in preparation)

Scenario #2 Evaluation of Valeria

Luis Sabina, school psychologist, was asked to evaluate Valeria Baca, a third-grade girl, for a suspected emotional disability. Valeria’s teacher reports that she is an anxious child and a worrier, that she avoids participating in class and interacting with peers, is distractible and fails to complete tasks, has not mastered basic addition and subtraction facts, and tests below the 6th percentile in reading. In a meeting with Valeria’s father, Mr. Baca revealed that Valeria’s mother died when Valeria was 5 years old, and that they had subsequently seen a pastoral counselor at their church for guidance and help during their bereavement. Mr. Baca offers to have the counselor send a report summarizing her impressions of Valeria and any recommendations she has for the school. When the report arrives, Mr. Sabina finds many of the counselor’s insights to be helpful. However, it also reveals that Valeria’s mother died of an opioid overdose. Valeria was only told that her mother got very sick, and the doctors were not able to save her. (Jacobs, Williams & Armistead, in preparation)

Scenario #3 George

A school psychologist wrote: “A seventeen-year-old student I’ve known for several years, approached me regarding a situation with his mother. I’m aware that he comes from a dysfunctional family in which there is much yelling and arguing at home. I repeated my traditional confidentiality speech that discusses situations I need to report. He then told me that he does not want his situation reported to our child protective services unit but simply needs someone to talk to. He said his mother hit him with a bat the night before during an argument they had and he showed me the bruise. The situation is this: He will be 18 in a few months and has saved enough money to move out following graduation. He plans to attend a local trade

school. He is well groomed, well fed, and does not want an investigation or to be removed from the home. This is the first time an argument has ended in such physical violence. His mother has pushed him around and spanked him when younger. I know that she has some mental health issues. The student stressed that he simply needed to ‘get it off his chest’ and that he would deny the situation if I reported it to anyone else. I’m not sure how to proceed. What should I do?” (Adapted from Williams, Armistead & Jacob, 2008)

#### Scenario #4 The Waitress

Anonymous email: “Recently, a new school psychologist was hired in our district in rural Beegap County, SC. She was recently divorced and undergoing some financial challenges so she took a part-time evening job as a server in a bar. Word got around to male employees that the attractive school psychologist was working in the bar, and some began to frequent the place after work. The Director of Special Services, her supervisor, has become very uncomfortable with the situation. Questioning her judgment, he’s considered terminating her employment. I’m her mentor and I don’t know what to tell her to do!” (Adapted from Williams, Armistead & Jacob, 2008)

#### Scenario #5 Kelly Anne’s Mother

Mrs. Mitchell, well known within the school district as a vocal and demanding parent, made an appointment with me to discuss her daughter, Kelly Anne, who is 16 years old. Mrs. Mitchell is concerned because Kelly Anne has become increasingly distant and defiant at home and her grades declined from all A’s to mostly B’s last marking period. She fears Kelly Anne may have gotten involved with a group of students who are “losers.” Mrs. Mitchell insists that I meet with Kelly Anne to discover “what her problems are” and the names of the students she is hanging out with, and then report my findings back to her. (Jacobs, Williams & Armistead, in preparation)

#### Scenario #6 The Note

Mrs. French, an 8<sup>th</sup> grade English teacher, stops by to see you, the school psychologist. Mrs. French is upset about a love note she intercepted between two students in one of her classes. The note was written by a 14-year-old boy named Derek to another boy in the class. Derek knows that Mrs. French has read and kept the note, but she has not spoken with him about the matter. Mrs. French wants *you* to confront Derek with the note and talk with his parents so that they will get help to cure him of this “sick stuff” before it’s too late. How will you handle this situation? (Adapted from Armistead, Williams, & Jacob, 2011)

#### Scenario #7 Confidentiality

I’m really struggling with maintaining confidentiality regarding my work with students. I’m assigned to a single school and interact with the staff members frequently. I usually have my morning coffee break in the staff lounge with one group of teachers and support staff and eat lunch with another group. Occasionally I join some of them after work for an adult beverage.

Many of my colleagues talk casually about their students—about problems and successes, disabilities, inappropriate behavior, parent failings, and so forth. I try not to join in when they're talking about students and parents. However, I'm often asked questions about students with whom I work that I'm not comfortable answering. I want to be part of the team, but I am constantly aware of the narrow line I need to walk. (Adapted from Armistead, Williams, & Jacob, 2011)