NTACT THE COLLABORATIVE

Students with Disabilities: Service Delivery Solutions with NTACT:C

Peer Network Meeting
April 1, 2021

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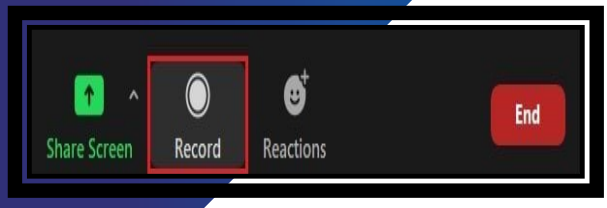
Recording Meeting



- Today's session is being recorded and will be available upon request to ntact-collab@uncc.edu
- Recording will not be posted or distributed
- The PowerPoint and the notes will be available at: https://transitionta.org/events-details

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Agenda

- Welcome
- Brief NTACT:C Updates
- Ethical Service Delivery Considerations for Student Engagement with Q and A Discussion – *Rob Froehlich*
- Wrap-Up

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Welcome and NTACT:C Update

1. Type in the "Chat box" your Name, Title, Agency, and State
2. Brief NTACT:C Update
   - New NTACT:C website
   - Upcoming events

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NTACT:C Upcoming Events

Peer Networks and Communities of Practices

- SpEd-CTE-VR – Peer Network Meeting: Friday, April 16, 2021 – 2:00 PM – 3:00 PM EST
  (email coordination from Jacki Hyatt – jhyatt8@uncc.edu)
- Indicator B14 – COP: Friday, April 16, 2021 – 4:00 PM – 5:00 PM EST
  (email coordination from Charlotte Alverson - calverso@uncc.edu)
- Students & Youth with Complex Support Needs COP: Wednesday, April 21, 2021 – 2:00 PM – 3:30 PM EST
  (email coordination from Michael Stoehr – mstoehr@uncc.edu)

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NTACT:C Upcoming Events

Watch Party:

- Unpacking Assumptions: Equitable Approaches to Re-engaging Students and Youth in Education and Vocational Rehabilitation Service
  - Tuesday, April 27, 2021- 1:00 PM – 2:00 PM EST Register in advance for this meeting:
    https://zoom.us/meeting/register/tJEucuutqjssGtIYr4zzEst4fcxx5bjngOuc
  - After registering, you will receive a confirmation email containing information about joining the meeting

NTACT:C Capacity Building Virtual Institute (CBVI)

- Monday, May 3 – Thursday, May 6, 2021 – 1:00 PM – 4:00 PM Eastern (each day)
- Team leaders should have received an email (letter) from ntact-collab@uncc.edu – 10 days ago
  - Contact Alayna Parker - asmith4@uncc.edu if you have questions regarding this event

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Today's Presentation

Ethical Service Delivery Considerations for Student Engagement

- Appropriate social media and virtual technology usage/access
- Parental consent/family engagement
- Age of majority

Presenter: Robert J. Froehlich, Ed.D., LPC, CRC

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Code of Ethics

- **Code of Ethics for Educators -** https://www.nea.org/resource-library/code-ethics-educators
- **Code of Professional Ethics for Rehabilitation Counselors -** https://www.crccertification.com/filebin/Ethics_Resources/CRCC_Code_Eff_20170101.pdf
- **ASCA Ethical Standards for School Counselors -** https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf

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Principles

- **Autonomy:** To respect the rights of clients to be self-governing within their social and cultural framework.
- **Beneficence:** To do good to others; to promote the well-being of clients.
- **Fidelity:** To be faithful; to keep promises and honor the trust placed in rehabilitation counselors.
- **Justice:** To be fair in the treatment of all clients; to provide appropriate services to all.
- **Nonmaleficence:** To do no harm to others.
- **Veracity:** To be honest.

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Appropriate social media and virtual technology usage/access

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Evolution

- Codes and materials focused more on protection of the professional early on.
- Our training message was, 'Just say no.'
- As the world has evolved, so has some of this guidance, but this is a topic of great importance relative to boundaries in the professional relationship.
- What is the purpose of using social media in this setting?
- What will it allow you to do that you can't accomplish via other means?

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ASCA Ethical Standards for School Counselors

A.5.d.

- Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district.
- School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff.
- The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

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CRCC Professional Ethics for Rehabilitation Counselors

J.4.c. SOCIAL MEDIA AND INFORMED CONSENT.

- Rehabilitation counselors clearly explain to their clients, as part of the informed consent procedure, the benefits, limitations, and boundaries of the use of social media in the provision of services.
- Additionally, rehabilitation counselors work within their organizations to develop and clearly communicate a social media policy so the social media practice is transparent, consistent, and easily understood by clients.

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CRCC Professional Ethics for Rehabilitation Counselors

J.4.d. PRIVACY IN SOCIAL MEDIA.

- Rehabilitation counselors respect the privacy of their client's presence on social media and avoid searching a client's virtual presence unless relevant to the rehabilitation counseling process.
- If a rehabilitation counselor may search a client's virtual presence, this is disclosed in advance.
- Rehabilitation counselors caution clients of the potential impact that social media use may have on the counseling relationship and discuss the benefits and risks of using social media within the rehabilitation counseling process.

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Technology: Know your platform – Know your students

- Spend time with the platform outside of class time
- Know what it can do, what it can't do, and try it out in advance
- Know how to mute people
- Set behavioral expectations
- Equity
  - ✓ Ensure students can access the platform
  - ✓ Make alternate arrangements if necessary to access curricula/content
  - ✓ Arrange for an IT buddy if appropriate

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CRCC and Technology

Bottom Line – J1A - a. COMPETENCE.

- When technology is used in the counseling relationship, rehabilitation counselors are held to the same level of expected behavior and competence as defined by the Code regardless of the technology used or its application.

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American Counseling Association and Technology

- When providing technology-assisted services, counselors make reasonable efforts to determine that clients are intellectually, emotionally, physically, linguistically, and functionally capable of using the application and that the application is appropriate for the needs of the client.
- Counselors verify that clients understand the purpose and operation of technology applications and follow up with clients to correct possible misconceptions, discover appropriate use, and assess subsequent steps.

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Confidentiality

- Discuss with Students
- Confidentiality has a more limited meaning in our world, and talk about both sides of this.
- They have always lived in a world with tools that are very public, but sometimes they'd do well to have instruction on what is public and what is private.
- Zoom/GoogleMeet/Google Classroom Platforms – All public
- Platform "Chats" - even when it says 'send privately' there may be exceptions, and typically the "host" can see.

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Accessibility

Accessibility encompasses a lot of different dimensions:

- Disability Related
- Socio-Economic Status (SES) related
- Geography related

With all these considerations in mind, is the approach you have selected meeting your students needs?

- ➢ Is there a simple alternative?

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Accessibility - It is not our 'choice'

- It's the right thing to do.
- Federal law requires accommodation.
- Typically, it does not require much more effort; sometimes just flexibility, and pre-planning if guest speakers, activities with employers, etc.
- Universal Design… better for everyone.
- Extra time to complete activities or untimed activities
- Visual appearance of slides or websites
- Is information accessible for a student using a screen reader

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Accessibility

- Rule #1 – Talk with the student.
- Work with your supports.
- Could be discussing a whole range of needs, but the student is the best expert relative to their needs.
- Accessible books can take some time.

Interpreter

- Does the student use an interpreter and prefer that over transcriptions?
- 'Pinning' the interpreter… generated from the student.
- Spotlight on interpreter, but then you can't see others…
- Transcription – Best resource!!!
- Google slides, cc option, must use chrome; can use with Zoom meetings.

Tips on Connectivity with Students Online

- Send the student reminder texts before virtual learning sessions
- Make sure to grade or review assignments/activities, provide students an opportunity for self-reflection, and give substantive feedback as soon as possible
- Be available for Zoom/Webex meetings with students outside of the actual lesson or activity (i.e. virtual office hours)
- Find ways to connect other students with one another (breakout rooms or contact lists)
- Be realistic about the amount of time for your assignments or activities

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Ensuring Meaningful Services

- Find ways for students to feel good about their experiences with your class, services, or program
- Help guide, or counsel the student or group of students in a meaningful way through these services – don't just direct them to a website
- Be ready for discussions about the world around your students – a lot has happened in the past year
- Engage the student in self-care practices and create a confidential way to conduct a safety check-in
- Talk to them about who they are, what they want to do, their future and their career paths to help ensure these on-line activities are more meaningful and strengthen overall student engagement

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General Thoughts

- Remember your school/program is going to exist in a non-pandemic manner at some point, education is already developing recovery plans for re-opening in-person instruction completely or a hybrid of on-line and in-person learning.
- Work on managing your own anxieties so that students aren't impacted by them.

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Scenarios – Social Media and Virtual Technology

- A student finds your personal Facebook account and messages you. How do you handle this situation?
- You are engaging with a student on an online platform, and you notice a situation of abuse occurring in the background. How do you handle this situation?

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State-to-State Dialogue

What is a challenge you have faced regarding using appropriate social media and/or virtual technology usage/access with a student?

(type in the chat or raise hand and unmute)

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Parental consent/family engagement

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Lead off with…

- Empathy
- Parenting is **TOUGH!**
- ASCA A1.d. Acknowledge the vital role of parents/guardians and families.
- Delivery of the Message AND the Message
- Parental Involvement in School Counseling Services: Challenges and Experience of Counselor
  - Psychological Studies (Vaishnavi and Aneesh, 2018)

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CRCC A.3.d

- Inability to give consent - When counseling minors or persons who lack the capacity to give voluntary informed consent… recognize the need to balance the:

  (1) ethical rights of clients to make choices;

  (2) cognitive or legal capacity of clients to give consent or assent; and

  (3) legal rights and responsibilities of legal guardians, including parents who are legal guardians, or families (e.g., "next of kin" notification situations) to protect clients and make decisions on their behalf.

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What are some of the issues you all face relative to Parent Engagement

- Under involved?
- Over involved? (Issues of Confidentiality)
- Uninformed?
- Generational patterns?
- Diverse cultural backgrounds?

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Family Interventions and the Codes

Challenges, dilemmas, and areas of focus relative to working with families tend to frequently fall into:

- Responsibility to clients
- Confidentiality issues
  - And sometimes even social media considerations: CRCC J.3 **d. CLIENT VERIFICATION.** Rehabilitation counselors who engage in the use of technology-based distance counseling to interact with clients take steps to verify the client's identity at the beginning and throughout the rehabilitation counseling process. Verification can include, but is not limited to, using code words, numbers, graphics, or other nondescript identifiers.

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B.5.

b. RESPONSIBILITY TO LEGAL GUARDIANS AND PARENTS. Rehabilitation counselors inform legal guardians, including parents who are legal guardians, about the role of rehabilitation counselors and the confidential nature of the services provided.

Rehabilitation counselors are sensitive to the cultural diversity of families and work to establish, as appropriate, collaborative relationships with legal guardians to best serve clients.

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Scenario – Family Engagement

- A graduating student's parent, who has refused to engage with VR services for the past four years of high school as documented in the IEP, is now upset that there are no supports in place for after high school. How do you handle this situation?

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State-to-State Dialogue

What is a challenge you have faced regarding parental consent/family involvement?

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Age of Majority

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Age of Majority

Age of majority is the age when children legally become adults. At this time, they gain the rights of adults, which include the right to vote, marry, apply for a credit card, make medical and financial decisions for themselves, sign contracts, live independently, and much more.

In most states the age of majority is age 18.

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Age of Majority

- Know your state laws
- Understand issues regarding Competency, Guardianship, and Supported Decision Making
- Start Early: Building confidence and decision-making skills takes time and practice.
- Lay the foundation for the coming age of majority with the student and family
- Help the student develop self-knowledge by discussing his or her disability
- Discuss with the student and family disability rights and responsibilities under IDEA, Section 504, and the ADA
- Prepare the student for the future by discussing adult options and choices

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Scenario – Age of Majority

- A student who has reached the age of majority in the state wants to go directly into a job after graduation and the family member wants them to go to college instead. How do you handle this situation?
- A student has reached age of majority after they have initiated services with VR, how does the VR counselor know when they need to share/discuss information with the parent/guardian vs when they need to ask student permission to share information?

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State-to-State Dialogue

What is a challenge you have faced regarding age of majority?

(type in the chat or raise hand and unmute)

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2021 Meeting Schedule

1. **June 3, 2021**
   2:00pm – 3:30pm EST
2. **August 5, 2021**
   2:00pm – 3:00pm EST
3. **October 7, 2021**
   2:00pm – 3:30pm EST
4. **December 2, 2021**
   2:00pm – 3:00pm EST

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