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The Illinois Developmental Therapy Association (IDTA) Code of Ethics is a public statement of principles and practice guidelines supported by the mission of IDTA.

The foundation of this Code is based on sound ethical reasoning related to professional practice with young children with disabilities and delays and their families. We respect the autonomy of families as they make decisions for their children with disabilities or delays. We practice with a mutual respect for our colleagues in the field.

As members of the Illinois Developmental Therapy Association, we abide by the following Code of Ethics in order to act in the best interest of children with disabilities and delays and their families.

The primary purposes of the Illinois Developmental Therapy Association Code of Ethics are to:

1. Identify and describe the principles supported by the Illinois Developmental Therapy Association.
2. Educate the public and our colleagues of the principles to which we subscribe.
3. Educate our members of the standards of conduct expected of all Developmental Therapists.
4. Assist Developmental Therapists to recognize and resolve ethical issues.

I. Welfare of Clients

Developmental Therapists shall:

- A. Demonstrate a primary responsibility to support families in the development of their child in the seven recognized areas of development (cognitive, receptive language, expressive language, gross motor, fine motor, social emotional and self-help);
- B. Protect the privacy of families by following the HIPAA Privacy Rule and HIPAA Security Rule, and keeping all documents in a secure location;
- C. Inform, educate and train parents so they may implement the therapeutic strategies in their daily routine.
- D. Oppose any discrimination because of race, color, religion, sex, sexual orientation, national origin, political affiliation, disability, age or marital status;
- E. Serve as an advocate for children with disabilities and delays and their families;
- F. Respond to requests for services in a timely manner (or as required by law);

- G. Use a valid and current evaluation/assessment tool;
- H. Develop an intervention plan that meets the individual needs of the family;
- I. Reassess the child as per Early Intervention protocol;
- J. Show a level of competency and understanding of scope of practice;
- K. End services when no longer needed, give appropriate notice when ending services, help families transition from Early Intervention to school;
- L. Demonstrate cultural competence and knowledge of social diversity;
- M. Respect the family's right to self determination;
- N. Protect the privacy and confidentiality of the family;
- O. Protect children from neglect and abuse as a mandated reporter.

II. Professional Competence and Performance

Developmental Therapists shall:

- A. Demonstrate an understanding of typical and atypical development in all domains during the early years (birth through age 5);
- B. Demonstrate a family-centered philosophy that encourages the family to actively participate in the therapy sessions with their child. Design therapy sessions to follow the outcomes developed by the family at the IFSP;
- C. Demonstrate an understanding of local, state and federal Early Intervention systems, regulations and procedures;
- D. Strive to keep pace with rapid advances in research impacting child well being and development;
- E. Rely upon evidence based research and interventions to inform our practice with the children and families in our care;
- F. Collaborate with other service providers to obtain the best possible outcomes for the child and family;
- G. Maintain professional ethics, as they relate to standards of practice and codes of ethics in Early Intervention.

III. Professional Relationships

Developmental Therapists shall:

- A. Honor and respect our responsibilities to colleagues while upholding the dignity and autonomy of colleagues and maintaining collegial inter-professional and intra-professional relationships;
- B. Encourage the development of our colleagues and those seeking to enter the field of Developmental Therapy, offering guidance, assistance, support and mentorship.

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