Ethics & Technology in School Psychology

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SCHOOL PSYCHOLOGY TECHNOLOGY ETHICS

Rapid Growth in Technology Use/Availability

- We have experienced rapid growth in the creative use of technology for the practice of school psychology. Formerly concentrated on assessment and record keeping - currently moving to full service opportunities.
- Very few studies have examined practitioner ethics perspectives regarding technology.
- Previous literature focuses on general school psychology ethics/dilemmas rather than technology specific.
  - Dailor & Jacob (2011); Asked concern level and prepared level to deal with violations by colleagues
  - Tryon (2001): Incorporated some tech questions (e.g. computerized test interpretation, clients taking test at home)
- Jacob, Decker, Lugg, & Diamond (2022) and other endorse the needs for more research in the effectiveness of formal ethics training (Tryon, 2001; Welfel, 1992) and the types of ethics training that are most effective in developing ethical sensitivity and reasoning and in encouraging appropriate professional conduct (Handelsman & Gottlieb, 2005; Nagle, 1987; Tymchuk, 1985; Welfel, 1992). Page 7-8.
- Categories of dilemmas need more research specific to technology areas of ethics in school psychology.

NASP Principles of Professional Ethics (2020): Technology

- NASP's PPE (2020) specifically lists the following eight standards of practice in the "Technology" links (actual page 78 of 81).
- This may be misleading, as many others apply to technology that are not listed (e.g. access to records).
- This may be incomplete as many others may leave technology applications out while practitioners look for answers (e.g. virtual supervision).

II.2.1 Accuracy of Documents	II.3.2 Assessment Techniques	II.3.5 Digital Administration & Scoring	II.4.1 Notification of Rights & Responsibilities Regarding Records
II.4.7 Electronic Record Keeping	II.4.9 Retention of Records	III.5.1 Private Versus Professional Conduct	IV.2.4 Participation in Public Discourse

Mendez, Nascimento, Abreu-Lima, & Almeida's Six Category System of Ethical Dilemmas (2016) – Based in Portugal (link)

- 274 of 447 respondents to an ethical dilemma in school psychology study indicated 441 ethically troubling or challenging situations.
- Coded responses developed six categories.
- Most concerned privacy and confidentiality (53%).

METHODS

Survey:

- Qualtrics based with snowball recruitment of known school psychology groups, individuals, programs (e.g. email, social media)
- All technology based ethical questions developed from Mendez, Nascimento, Abreu-Lima, & Almeida's 2016 established categories of ethical dilemmas
- Participants rate 3 areas of each category: amount of training, comfort/confidence, & frequency
- Demographics and participant info

Analysis:

- Due to limited participants at this time, descriptive analysis is the focus

PARTICIPANTS

- *37 total*: school psychologists (26), grad students (6), other (1), trainers (4)
- *Credentials*: NCSP (17), state dept of edu (28), state board (10), other (4), none (5)
- *Region*: NE (4), South (26), West (6), North America (1)
- *Identify*: Man (4), Non-binary (1), Woman (29)
- *Age*: <31 (9), 30s (8), 40s (9), 50s (7), 60s (4)
- *Attend(ed) a NASP approved/accredited program*: Yes (33), No (4)
- *Tech Use in the Past Year for Assessment/Intervention*:
  - Phone: 20.65%
  - Computer Assessment: 5.43%
  - Video Meetings: 26.09%
  - Closed Captioning Phone: 1.09%
  - Assessment Proctor: 1.09%
  - Electronic Encryption: 2.36%
  - iPad/Tablet Assessment: 17.39%
  - Electronic rating scales sent to outside email: 20.65%
  - Other: 4.45%
    - Google Sheets, Drive & Forms, Q-Interactive, G-Global, & iPAR Connect, iPad Apps for Behavior Observation, Computer Scoring, Online Scoring, Zoom, Presence Learning, CCTV, Databases, Electronic Rating Scales Sent Inside Org

– *Do you know what a BAA Agreement is for electronic storage of confidential information?* Yes (4), Somewhat (1), No (30)

– *Does your organization have a BAA Agreement for their electronic storage of confidential information?* Yes, for all confidential documents (3), No (2), I don't know (30)

RESULTS

PRIVACY & CONFIDENTIALITY

Questions	Amount of Training			Comfort/Confidence			Frequency		
	Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1. Sharing confidential or sensitive electronic documents within the organization services are provided	3.11	1.02	1.04	3.88	0.84	0.71	3.88	1.2	1.44
2. Sharing confidential or sensitive electronic documents outside of the organization services are provided (e.g. to caregivers or outside service providers)	3.03	1.01	1.03	3.67	0.94	0.89	3.22	1.17	1.36
3. Sharing confidential or sensitive video meeting information (e.g. Zoom, Google Meeting, etc.) within the organization services are provided	2.42	1.32	1.74	3.48	0.96	0.92	3.1	1.42	2.02
4. Sharing confidential or sensitive video meeting information (e.g. Zoom, Google Meeting, etc.) outside the organization services are provided (e.g. to caregivers or outside service providers)	2.14	1.25	1.56	3.16	1.2	1.44	2.79	1.45	2.11

PSYCHOLOGICAL PRACTICE & INTERVENTION

Questions	Amount of Training			Comfort/Confidence			Frequency		
	Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1. Examining intervention research for evidence of acceptable standards for virtual / electronic implementation	1.83	1.04	1.08	2.74	0.97	0.93	1.86	1.05	1.09
2. Examining local evidence of access to high-speed internet	1.47	0.73	0.53	1.97	0.97	0.94	1.46	0.91	0.82
3. Examining local evidence of access to equipment needed for virtual interventions / education (e.g. computer, tablet, chargers, etc.)	1.5	0.69	0.47	2.06	0.89	0.8	1.57	0.93	0.87
4. Gaining proficiency in new technological aspects of school psychology / education	2.64	1.06	1.12	3.29	0.88	0.78	2.89	1.19	1.42
5. Gaining proficiency in technology access considerations for accommodations and modifications for diverse learners	1.94	0.91	0.83	2.57	0.96	0.93	2.11	1.14	1.3
6. Use of computer-generated psychological report with individualized interpretations of the results	2.5	1.3	1.69	3.31	1.26	1.59	3.03	1.58	2.48
7. Assessing technology training needs related to school psychology / education with self	1.97	1.17	1.36	2.91	1	0.99	2.34	1.22	1.48
8. Addressing the technological training needs related to school psychology / education of self	2	1.15	1.33	2.86	1.05	1.09	2.4	1.34	1.78

RELATIONSHIPS WITH PROFESSIONALS

Questions	Amount of Training			Comfort/Confidence			Frequency		
	Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1. Assessing technology deficits related to school psychology / education with other professionals including school psychologists	1.71	0.94	0.89	2.5	0.98	0.96	1.94	1.03	1.06
2. Addressing the technological needs of other professionals including school psychologists	1.74	0.97	0.93	2.26	0.95	0.9	1.94	1.11	1.23
3. Addressing pressure to use one type of assessment primarily or exclusively	2.43	1.36	1.84	3.15	1.35	1.83	2.12	1.11	1.22
4. Addressing lack of electronic assessment or intervention resources	1.97	1.23	1.51	2.65	1.3	1.7	2.15	1.4	1.95

PSYCHOLOGICAL ASSESSMENT

Questions	Amount of Training			Comfort/Confidence			Frequency		
	Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1. Examining assessment research for evidence of acceptable standards for virtual / electronic assessment	1.97	1.06	1.11	2.7	0.94	0.88	1.91	0.93	0.87
2. Selecting assessment instruments/techniques for acceptable standards for virtual / electronic implementation given the referral concern	1.86	1.1	1.21	2.32	1.18	1.4	1.65	0.87	0.76
3. Maintaining electronic assessment software updates	1.91	1.23	1.51	3.36	1.39	1.93	2.67	1.65	2.71
4. Selecting appropriate electronic assessment hardware (e.g. computer, tablet, speakers, headphones, etc.)	2	1.2	1.43	3.38	1.28	1.65	2.68	1.47	2.16
5. Using assessment instruments remotely with a trained proctor to be present with the student	1.31	0.75	0.56	1.59	0.84	0.71	1.15	0.43	0.18
6. Using assessment instruments remotely that do not require a trained proctor to be present with the student	1.29	0.61	0.38	1.74	0.92	0.84	1.26	0.56	0.31
7. Using assessment instruments in-person with acceptable standards for virtual / electronic implementation	1.91	1.23	1.51	2.53	1.24	1.54	2.21	1.41	1.99
8. Using technology for classroom-based observation in online settings (e.g. Zoom classrooms)	1.4	0.8	0.64	2.18	1.1	1.2	1.41	0.73	0.54
9. Using technology for classroom-based observation in in-person classrooms with you virtual (synchronously or asynchronously)	1.46	0.77	0.59	2.09	1.04	1.08	1.38	0.59	0.35

INFORMED CONSENT & SELF-DETERMINATION

Questions	Amount of Training			Comfort/Confidence			Frequency		
	Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1. Assessing technology deficits with the caregivers/guardians of students related to consent, involvement, and client autonomy and self-determination	1.4	0.76	0.58	2.29	1.07	1.15	1.71	1.02	1.03
2. Addressing technology needs of caregivers/guardians of students to related to consent, involvement, and client autonomy and self-determination	1.43	0.69	0.47	2.3	1.14	1.3	1.71	0.99	0.97
3. Assessing caregiver/guardian barriers to related to service delivery model for intervention (e.g. face-to-face, hybrid, remote, etc.)	1.51	1.08	1.16	2.35	1.08	1.17	1.82	1.17	1.38
4. Assessing caregivers/guardian preference related to service delivery model for intervention (e.g. face-to-face, hybrid, remote, etc.)	1.54	1.02	1.05	2.44	1.14	1.31	1.82	1.2	1.44
5. Assessing student barriers to related to service delivery model for intervention (e.g. face-to-face, hybrid, remote, etc.)	1.63	1.02	1.03	2.32	1.13	1.28	1.76	1.24	1.53
6. Assessing student preference related to service delivery model for intervention (e.g. face-to-face, hybrid, remote, etc.)	1.5	1.06	1.13	2.29	1.07	1.15	1.68	1.18	1.4
7. Assessing teacher barriers to related to service delivery model for intervention (e.g. face-to-face, hybrid, remote, etc.)	1.6	1.07	1.15	2.26	1.17	1.37	1.76	1.14	1.3
8. Assessing teacher preference to related to service delivery model for intervention (e.g. face-to-face, hybrid, remote, etc.)	1.54	1	0.99	2.21	1.11	1.22	1.71	1.15	1.33
9. Providing caregivers/guardians with alternate options to virtual assessment when they are the completer (e.g. oral presentation of rating scale questions, print options, etc.)	1.8	1.12	1.25	2.73	1.4	1.96	2.26	1.48	2.19

REPORTS & RECORDS

Questions	Amount of Training			Comfort/Confidence			Frequency		
	Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1. Creating electronic confidential or sensitive documents within the organization services are provided	2.69	1.41	1.99	3.59	1.17	1.36	3.26	1.44	2.08
2. Maintaining electronic confidential or sensitive documents within the organization services are provided	2.74	1.34	1.79	3.62	1.11	1.24	3.47	1.38	1.9
3. Destroying electronic confidential or sensitive documents within the organization services are provided	2.09	1.13	1.28	2.71	1.32	1.74	2.44	1.48	2.19
4. Removing electronic confidential or sensitive documents when hardware is updated/changed	1.66	1.01	1.03	2.15	1.26	1.6	1.79	1.35	1.81

DISCUSSION

- Limitations: Participants (region, number, etc.), More info needed on Ethical Categories, Many Other Tech Questions Could be Asked
- Highest Means are in these categories: Privacy & Confidentiality and Reports & Records

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