First, let's consider several sayings that explains “Ethics” well

“Until he extends the circle of his compassion to all living things, man will not himself find peace”

By Albert Schweitzer

“Ethics is knowing the difference between what you have a right to do and what is right to do”

By Peter Stewart
Ethics Involves Many Facets:

Session Goals and Objectives
(a) Examine the School Neuropsychological Forensic considerations within the child & youth assessment process.
(b) Learn to apply and solve various ethical codes from the National Association of School Psychologists and the American Psychological Association to sample School Neuropsychological Forensic case dilemmas.
(c) Gain knowledge of ten rules to survive pressures from school officials, parents/guardians, community, attorneys and the courts.
(d) How to avoid malpractice when involved in a child or youth (student) School Neuropsychological Forensic case.

Presentation Description
School Neuropsychological Assessment referrals usually result from parents and/or school professionals wanting to know the results in order to consider brain and behavior intervention and services within the context of making important educational decisions.

However, there are times when a School Neuropsychological Assessment will have a forensic flair, in which the child or youth in question is involved in the context of a legal issue, resulting in high stakes testing.

The purpose of this session is to examine a variety of ethical issues and potential pitfalls that may be encountered by school neuropsychologists working within a school forensic context especially if the child or youth may be involved in the judicial system.

By providing structured guidance for avoiding ethical and legal challenges, the School Neuropsychologist can pursue a high standard of ethical conduct with a clear, guilt-free conscious.
a.) Let’s Examine the School Neuropsychological Forensic considerations within the child & youth assessment process.

Definition of School (Forensic) Neuropsychology

SCHOOL (FORENSIC) NEUROPSYCHOLOGY IS THE STUDY OF THE APPLICATION OF SCHOOL NEUROPSYCHOLOGY AND EDUCATION IMPACTED BY THE CHILD AND/OR ADOLESCENT’S BEHAVIOR INVOLVING THE LEGAL SETTING OR RELEVANT LEGAL ENVIRONMENT THAT IMPACTS NOT ONLY THE SCHOOL AND HOME BUT COMMUNITY AT LARGE.

SCHOOL (FORENSIC) NEUROPSYCHOLOGY FOCUSES ON THE BASIC PSYCHOLOGICAL AND NEUROPSYCHOLOGICAL PRINCIPLES RELATED TO FORENSIC CASES AND ASSIST PROFESSIONALS TO CREATE ENVIRONMENTS IN WHICH CHILDREN AND/OR YOUTH ARE LESS LIKELY TO BECOME INVOLVED IN HIGH LEVEL CRIMINAL BEHAVIOR.

THE GOAL IS TO PROVIDE ALL COLLABORATORS (LEGAL SYSTEM, SCHOOLS, FAMILIES, AND TREATING PROFESSIONALS) A COMPREHENSIVE UNDERSTANDING OF THE CHILD OR YOUTH’S ATYPICAL LACK OF RULE GOVERNED BEHAVIOR.

An Overview of the Juvenile Court Case Process

- Indictment
- Public prosecutor
- Referral
- Family court
- Decision to hold hearing
- Hearing
- Suspension of adjudication
- Probation
- Alternate training school
- The public defender
- Education, administrative, or designated appropriate

LeonardZabel 2016 (Juvenile Court)
Juvenile Age Transfer to Adult Court Laws

Juvenile Age of Jurisdiction and Transfer to Adult Court Laws

Common Ethical Challenges and Source of Conflict

- School Neuropsychologists who work in a forensic context with children or youth are likely to confront a unique blend of ethical issues.

- School Neuropsychologists specializing in the forensic context will face many of the same ethical issues that are faced by all facets of psychology with a twist involving the court-involved student. The following ethical issues are likely to be considerable importance in most school (forensic) neuropsychology practice contents.

(Pope & Vetter, 1992; Leonard-Zabel, 2016)

Common Ethical Challenges and Source of Conflict

- School Neuropsychologists who provide services to children or youth in forensic contexts need to have education, training, and experience in:
  - (a) School Neuropsychology Theory and Practice
  - (b) Development of typical vs. atypical children or youth
  - (c) Neuropathology and Psychopathology
  - (d) Forensic court systems, state, federal, and case laws connected to low level vs. high level criminal behavior, enforcement, and programming of services provided via school and community resources
  - (e) and the integration of the above four aspects of professional knowledge so not to have limited value and cause harm in the presence of a legal case.

(Sherman & Brooks, 2012; Leonard-Zabel, 2016)
Common Ethical Challenges and Source of Conflict

The intersection of School Neuropsychology and Forensics affords clinicians the opportunity to inform attorneys, courts, triers of fact, and administrative decision makers about brain-behavior relationships of children or youth involved in adjudicative proceedings. Even though the term *Forensic* is typically applied when School (Forensic) Neuropsychologists are retained by parties other than the child's or youth's parents or guardian(s), some of these children or youth are brought forward for School Neuropsychological treatment by their parent(s) or guardian(s) prior to the initiation of litigation, bringing the clinician into the forensic context despite not having been (knowingly) retained for the purpose at the outset.

Regardless of how School Neuropsychologists who work with children and youth come to be involved in forensic matters, they are likely to encounter ethical issues and challenges that differ from those frequently encountered within a strict school and/or clinical context. ([Bush & Max, 2010]; [Leonard-Zabel, 2016])

Common Ethical Challenges and Source of Conflict

- **Professional competence is the foundation of ethical practice.**

  Such competence is established through appropriate education, training and/or professional experience. ([APA, 2002, Ethical Standard 2.01, Boundaries of Competence subsections a & b; Association of State and Provincial Psychology Boards (ASPPB), 2005, Section III A1, Limits of Practice.]

- **Professional competence is the foundation needed for practitioners to provide beneficial services without harming the individuals or institutions with whom the practitioners work.** ([NASP-PPE II, APA General Principle A, Beneficence and Nonmaleficence; APA Ethical Standard 3.04, Avoiding Harm.]

  ([Bush, McKintee & Goldberg, 2012])

Common Ethical Challenges and Source of Conflict

Without being competent to undertake the requested professional services, practitioners may very well do a disservice to the child or youth, referral source, legal system, and reputation of School (Forensic) Neuropsychology.

Despite what may be well-intentional efforts, practitioners who lack the necessary education, training, or professional experience to perform their work competently will likely be of limited value in the litigation process and may be a harmful presence in the legal case. ([Beauchamp & Childress; 2001]; [APA, 2010]; [Leonard-Zabel, 2016])
Common Ethical Challenges and Source of Conflict

According to the Specialty Guidelines for Forensic Psychology 6th Edition draft (AGFP6; Committee on the Revision of the Specialty Guidelines for Forensics Psychology, 2011), even practitioners who have achieved expertise in a particular area of practice may be well served by consulting with colleagues (AGFP6 4.01 Scope of Competence).

Additionally, “Forensic practitioners adequately and accurately inform all recipients of their services (e.g., attorneys, tribunals) about relevant aspects of the nature and extent of their experience, training, credentials, and qualifications, and how they were obtained” (Committee on the Revision of the Specialty Guidelines for Forensic Psychology, 2011, Section 2.03, Representing Competence, P.5).

Common Ethical Challenges and Source of Conflict

- The adversarial litigation process often allows practitioners who provide substandard services to be identified and challenged.
- With School Neuropsychology forensic work, practitioners identify the student at the outset of their involvement in the case because ethical and practical considerations are directly related to the relationship of the student.

Informed Consent

The School Neuropsychologist is better served by determining what ethical obligations are owed to each of the parties involved in the case(s).

For example, for obligations owed to the retaining party, the School (Forensic) Neuropsychologist has ethical obligations to the examinee, the examinee’s parents or guardians, the judicial system, the school system, society at large, and to the practitioner him/herself to perform his/her work competently to his/her best ability and effort.
Common Ethical Challenges and Source of Conflict

Informed Consent

In addition to ethical obligations owed to the retaining party, the School (Forensic) Neuropsychologist has ethical obligations to the “examinee.” For example, the “examinee” has the right to be treated with courtesy (APA 2010 General Principle E, Respect for People’s Rights and Dignity; Ethical Standard 3, Human Relations) and to receive services of adequate quality (APA Ethical Standard 2.01, Boundaries of Competence; NASP-PPE 111.4 and NASP-PPE 111.4.4).

(Fisher, 2009; Lunnard-Zabel, 2016)

Common Ethical Challenges and Source of Conflict

Informed Consent

The School (Forensic) Neuropsychologist needs to determine and clarify the nature of the relationships among all parties and the implications for the services and the information and data obtained (SGFP6 Ethical Standard, 3.07; Third Party Requests for Services, APA 1.21; NASP Principle 1.2.3).

Common Ethical Challenges and Source of Conflict

Informed Consent

In forensic contexts in which examinees are ordered by the court or otherwise mandated to undergo a School (Forensic) Neuropsychological Evaluation, practitioners must provide notification of purpose, which details the purpose, nature, and parameters of the evaluation (Ethical Standards 3.10, Informed Consent, subsection c and Informed Consent in Assessments, SGFP6,6. Notification, Assent, Consent and Informed Consent; NASP Principle 1.2.2. & 1.2.3).
Common Ethical Challenges and Source of Conflict
Informed Consent & Assent

When providing a School (Forensic) Neuropsychological service to children or youth, the minor examinee, with some exceptions, does not have the legal right to provide consent for services.

As a result, the consent must be given by parents or guardians. If the parents are divorced or separated, it is preferable to obtain consent from both parents rather than from the custodial parent whenever possible.

(Bush, MacAllister, Goldberg, 2012; Leonard-Zabel, 2016)

Common Ethical Challenges and Source of Conflict
Informed Consent & Assent

In most jurisdictions, parental consent is not required once the examinee has reached age 18 (varies by state to state). In the cases in which the examinee has not reach “age of majority”, it is recommended that “assent” be obtained from him or her whenever possible. “Assent” refers to the examinee’s agreement to participate in the evaluation.

(Bush, MacAllister and Goldberg, 2012; Leonard-Zabel, 2016)

Common Ethical Challenges and Source of Conflict
Informed Consent & “Assent”

The process of obtaining “Assent” from the examinee involves, at a minimum, a description of the nature and purpose of the evaluation, the role of the people involved, the expectations placed on the examinee, and the advantages and disadvantages of undergoing such an evaluation, allowing for discussion as needed.

(Bush & MacAllister 2010; Leonard-Zabel, 2016)
Common Ethical Challenges and Source of Conflict

Informed Consent & “Assent”

Eliciting the examinee’s (minor’s) assent to undergo the evaluation can help foster rapport and improve cooperation, thereby increasing the likelihood that the results are a reliable and valid representation of the examinee’s optimal functioning.

(Bush & MacAllister 2010; Leonard-Zabel, 2016)

All consent must be obtained in writing, with informal assent from a minor obtained in writing. Appropriate documentation is vital for credibility of the evaluative process.

(Bush & MacAllister 2010; Leonard-Zabel, 2016)

Please Note: Due to Confidentiality, session participants will also be provided a document(s) to review with regards to legal consent requirements under IDEA and Section 504 when applied to typical cases and atypical forensic cases. You will receive an electronic copy at the conference session.
Common Ethical Challenges and Source of Conflict

“Limits to Confidentiality”

In the Forensic contexts, the expectations for privacy and confidentiality are much different than in most educational and clinical settings.

When a child or youth is under court wardship, at issue in a litigate matter is that the child or youth does not have the same rights to privacy as they would in typical educational and clinical contexts (Federal Rule of Evidence, 1987).

In fact, information obtained may be considered to be protected by lawyer-client privilege rather than School Neuropsychologist-client/patient confidentiality.

Persons (students/clients) undergoing Psychological Evaluation (including Neuropsychological) in a forensic context do not have the same right to review and amend records as is affordable by the Health Insurance Portability and Accountability Act (HIPPA; Department of Health and Human Services, 2003) for clinical contexts.


Common Ethical Challenges and Source of Conflict

“Limits to Confidentiality”

According to HIPPA, information compiled in anticipation of use in civil, criminal, and administrative proceedings is not subject to the same right of review and amendment as is health care information obtained in clinical contexts (SS 164.252(a)(1)(ii)-U.S.-Department of Health and Human Services, 2003).

Please Note: At the conference session we will go over a FEPRA & HIPPA document to review with regards to ethical and legal responsibilities. A copy will be provided to you electronically at the session.

Additionally, according to HIPPA’s Privacy Rule, covered practitioners can and must disclose protected Health information in response to a court order, with such disclosures limited to the information explicitly covered by court order (SS164.524).

Examine and/or their legal representatives are informed of the anticipated recipients of the School (Forensic) Neuropsychological Report and other documentation, as well as the possible exposure of such materials if they become part of the public record.
(School Forensic) Neuropsychologists have an ethical and legal responsibility to protect test materials, whether under copyright/fair trade use law or, as test publishers, under contractual duty to the test publishers. However, Law supersedes Ethics (subpoenas rule). 34 C.F.R. SS99.31(a)(9).

The APA Insurance Trust and the National Academy of Neuropsychologists offer on their respective websites http://www.apait.org/apait/resources/riskmanagement/FINF.htm and http://nanonline.org/NAN/Files/PAIC/PDFs/NANIMEpaper.pdf Consent form templates for forensic contexts that help clarify (a) the nature of the relationships between the involved parties, (b) confidentiality exceptions, (c) which party maintains control of the results, and (d) the fact that although the examinee, and more often parents or guardians acting as decision makers, can decline to participate in the evaluation process, there may be legal consequences for doing so.

FERPA and Education Records

Sources of Law:
FERPA-Family Educational Rights and Privacy Act (20 U.S.C. SS1232g.)
FERPA regulations, 34 C.F.R. part 300.
State Law
District Policies
Case Law.
Common Ethical Challenges and Source of Conflict

**“Limits to Confidentiality”**

<table>
<thead>
<tr>
<th>When Records May Be Disclosed without Parent Consent</th>
<th>Disclosure to Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Directory Information</td>
<td>FERPA does not have a specific provision authorizing disclosure to law enforcement. However, disclosure may be permitted under certain circumstances such as Health or Safety, subpoena(s), records generated and maintained by law enforcement units, assisting the juvenile justice system in serving a student (child or adolescent), and opinions and observations.</td>
</tr>
<tr>
<td>• Disclosure to School Officials</td>
<td></td>
</tr>
<tr>
<td>• Disclosures to other Schools</td>
<td></td>
</tr>
<tr>
<td>• Social Services Workers</td>
<td></td>
</tr>
<tr>
<td>• Court Orders &amp; Subpoenas</td>
<td></td>
</tr>
<tr>
<td>• Disclosure to Law Enforcement &amp; Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>• Disclosures - Financial aid, audits, studies</td>
<td></td>
</tr>
</tbody>
</table>

(Osher, 2013)

Common Ethical Challenges and Source of Conflict

**“Limits to Confidentiality”**

Disclosure to the Juvenile Justice System

Educational records may be disclosed without consent to state and local authorities if the disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student.

Records may be released only if authorized by state law.

(34 C.F.R. §§99.31(5)(i)).

(Osher, 2013)

Common Ethical Challenges and Source of Conflict

**“Limits to Confidentiality”**

Disclosure to the Juvenile Justice System

If the state law authorizing disclosure to juvenile officials was adopted after November 19, 1974, then:

Records may be disclosed if the disclosure concerns the juvenile justice system’s ability to effectively serve the student prior to adjudication.

AND

(Osher, 2013)
Common Ethical Challenges and Source of Conflict

“Limits to Confidentiality”

Disclosure to the Juvenile Justice System

The officials to whom the records are disclosed must certify in writing to the district that the information will not be disclosed to anyone else, except as permitted by state law, without parental consent. (34.D.F.R. SS 99.38)

(Osher, 2013)

Please Note: Will provide session participants a document to review with regards to FERPA and Educational Records. The document will be provided electronically.

b.) Let’s learn to apply and solve various ethical codes from the National Association of School Psychologists, the American Psychological Association, and the Specialty Guidelines for Forensic 6th Ed. to samples of School (Forensic) Neuropsychological case dilemmas.
Common Ethical Challenges and Source of Conflict

But first, let’s discuss an efficient, time oriented process, you can use anywhere you are practicing which is
The Ethical Decision-Making Model Approach for School (Forensic) Neuropsychology Contexts:
• A 12-Question Case Approach

1. What is the ethical problem(s)?
2. What is the significance of the context and purpose of the service?
3. What are the needs and roles of the client/student and family?
4. What obligations are owed to involved parties (e.g., student, parents, guardians, retaining party, trier of fact)?
5. Which ethical and legal resources have been used, and which are still needed?
6. How are the practitioner’s personal beliefs and values affecting the decision-making process?
7. What are the possible solutions to the ethical problems?
8. What are the likely consequences of each possible solution?
9. Which course of action is best?
10. What was the outcome(s)?
11. Is a different solution(s) or modification(s) of the previous solution(s) needed?
12. Has the ethical decision-making process been well-documented?

• Most of all, do not let anyone push you into decisions that are not ethical and/or lawful!
Resolving Conflicts between Ethical and Legal Obligations

School (Forensic) Neuropsychologists must comply with the law. However, laws often do not reflect ethical ideals, leaving one to determine what course(s) of action should be taken to resolve the conflict in a manner that satisfies ethical ideals but does not violate the law.

For example, some jurisdictions examinees are legally allowed to be accompanied by a third party of their choice during some independent neuropsychological evaluations. However, as we know, the presence of third parties affects the validity of the test results, rendering the findings of questionable value.

(Bush & MacAllister, 2010; Sweet et al, 2012; Leonard-Zabel, 2016)

Resolving Conflicts between Ethical and Legal Obligations

According to sections of the APA (2010) Code of Ethics Introduction and Applicability section; Ethical Standard 1.02 Ethics Code, Introduction and Applicability section; Ethical Standard 1.02 Conflicts Between Ethics and Law, Regulations or Other Governing Legal Authority); and NASP Principal IV.2; psychologists address conflicts between ethics and laws by striving to meet the higher ethical standard.

However, the Code also states, “If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists make known their commitment to this Ethical Code and take steps to resolve the conflict in a reasonable manner in keeping with basic principles of human rights.” (APA Introduction and Applicability section)

(Bush & MacAllister, 2010; Sweet et al, 2012; Leonard-Zabel, 2016)

Resolving Conflicts between Ethical and Legal Obligations

By employing an Ethical Decision-Making Model, practitioners can discover approaches to resolve problems, such as by educating the involved parties, which may result in withdrawal of the request to have a third party present.

This is where the Ethical Decision Making-Model utilizes your expertise, experience, and how to strategically apply the NASP (2010), APA (2010), and/or the Specialty Guidelines for Forensic Psychology (SGFP6, 2011).
Resolving Conflicts between Ethical and Legal Obligations

- Of course, such attempts at education are not always successful, leaving practitioners to determine whether to proceed with the evaluation.

Resolving Conflicts between Ethical and Legal Obligations

- Most practitioners, follow their good clinical judgment, and elect not to perform evaluations rather than allow a third party to be present, despite the possibility that the evaluations will be performed anyway, and often by a colleague who appears to be less qualified.

Please Note: Will provide a confidential case study at the conference session to apply the 12-Step Ethical & Legal Model using NASP, APA, and SGFP guidelines. If time permits, we will have another to ponder and solve.
(c) Gain knowledge of ten rules to survive pressures from school officials, parents, guardians, courts, and the community.

Common Ethical Challenges and Source of Conflict to Survive Pressures from Others

- **Rule #1**
  When dealing with all parties, be sure to "tell the truth." This is imperative despite how others will feel about your findings. Your integrity depends on it. Your ethical training points this with regards to Honesty and Integrity in Professional Relationships (NASP, PRINCIPLE 111) (APA, 7.04, and APA 1.14) (Gardner, 1995; Lang & Leonard-Zabel, 2010)

- **Rule #2**
  Your credentials. Be proud of your credentials and "stay in your lane(s)" of expertise(s). Keep your resume or vitae current with background biographical material with copies of licenses, certifications, certificates, etc. Make sure to not only have a detailed resume or vitae but also narrow one page summary of your credentials-hard to do-but worth the effort. This is for a quick review for those requesting the information initially. (Gardner, 1995; Lang & Leonard-Zabel, 2010)
Common Ethical Challenges and Source of Conflict to Survive Pressures from Others

• Rule #3
Know your “Best Practices” in the general areas of Child and Adolescent development. Once a month perform a literature search on hot topics in our area of expertise. Look for credible authors and their research. Look for information within the last 10 years, preferably 5 years. Keep the articles and archive into a binder for ease of application when needed. This builds credibility.

(Gardner, 1995; Lang & Leonard-Zabel, 2010)

• Rule #4
Responses to Questions from Attorneys at Team Meetings, Mediations, Hearings, or Court consists of three possible responses “Yes”, “No”, or “I cannot answer yes or no.”

One should be comfortable with stating “I cannot answer yes or no”. This allows you not to fall into a trap to discredit your work and if you are not 100 percent certain of the answer.

(Gardner, 1995; Lang & Leonard-Zabel, 2016)

• Rule #5
“I have No Recollection”:
This is a far safer answer than a flat “no” and sometimes should be used. It is especially useful if one is suspicious that a “no” answer might get one into difficulty. This is especially true if there is a time gap between the evaluation and the time to attend a hearing or a jury trial. Of course you have your report and protocols, etc., but one’s memory is not perfect when under a stressful event.

(Gardner, 1995; Lang & Leonard-Zabel, 2010)
Many Lawyers and Professional Advocates us this ploy with the hopes you will answer differently and in their favor. Do not fall for this ploy. Ask him or her to break the questions down. Your student/client depends on your good knowledge.

(Gardner, 1995; Lang & Leonard-Zabel, 2010)

It implies no room for speculation meaning they get what they want despite your honest intentions. Please Remember: Most things in life are not absolute.

(Gardner, 1995; Leonard-Zabel, 2010)

contained in my file were available to all, who need to know, for scrutiny. There is nothing in the file that I intentionally withheld from you.”
Common Ethical Challenges and Source of Conflict to Survive Pressures from Others

• Rule #9
  “The Open File”

Stop to think before you answer these questions:

"Is it possible, that…"
"If you were to learn that your student…"
"Did you not Write That…"
"With All Due respect…"

(Gardner, 1995; Leonard-Zabel, 2010)

Common Ethical Challenges and Source of Conflict to Survive Pressures from Others

• Rule #10
  “Refusal to Answer a Question(s)”

One situation is when you are asked divulge information on a previous case or case(s). This is where, if in a hearing or court jury situation, you state the following:

“Sir, Madam, Your Honor, I would appreciate your ordering me directly to answer that questions, a question that involves divulging confidential material about clients in another case.”

You do well to protect yourself from a legal and ethical charge by obtaining the court order. This is rare in most cases to happen. However, be prepared.

(Gardner, 1995; Leonard-Zabel, 2010)

How to avoid malpractice when involved in a child or youth School (Forensic) Neuropsychological case.
**How to avoid Malpractice: 4 steps to “watch” for and question yourself if you performed “Due Care” with a Case.**

1.) Was the professional relationship formed between the School (Forensic) Neuropsychologist S(F)NP and plaintiff so that the S(F)NP owed a legal duty of care to the plaintiff (student/client)?

2.) Was the Duty of Care breached?

3.) Did the student/client suffered injury?

4.) Was S(F)NP’s breach of duty to practice within the standard of care the proximate cause of the student/client’s injury; that is, the injury was a reasonably foreseeable consequence of the breach?

*(Jacobs, Decker, & Hartshorne, 2011)*

---

**Can you relate the following three words to your own definition of appropriate standard of care without having a potential lawsuit turn you and your world upside-down?**

**Three words are “Ordinary”, “Reasonable” and “Prudent”**

**Ordinary** pertains to what is accepted or customary practice.

**Reasonable** relates to the appropriate and adequate use of professional knowledge and care. *(Jacobs, Decker, & Hartshorne, 2011)*

**Prudent** means the exercise of caution, not the sense of being traditional or conservative, but rather maintaining adequate safeguards.

It is important to note that the court does not expect any psychologist in their subspecialty to be all-knowing and perform without error.

*(Jacobs, Decker, & Hartshorne, 2011)*

---

**Another Point:** Please make sure you reach out to your colleagues who you trust and value their opinions. Make sure they will give you the “good, the bad, and the ugly” truth about your case predicament.

If you do so, you will come away with a clear mind and conscious.

As a result, you will think better in the cortex and will stay from the limbic system fire storm.
Please do not walk a tight rope alone. If you think you might be in a sticky situation, contact your Professional Liability Insurer (PLI) first to get some guidance of how to proceed with the case scenario you are presenting. Remember to preserve confidentiality. Talk in general about the case with no identifying information.

Some Thoughtful Quotes to Take With You

- The most difficult thing is the decision to act, the rest is merely tenacity.
  Amelia Earhart

- Life is 10% what happens to me and 90% of how I react to it. Charles Swindoll

- The two most important days in your life are the day you are born and the day you find out why.
  Mark Twain

Closing Summative Materials Provided
REFERENCES


Thank you for Attending

Solving Ethical Issues from a School Neuropsychological Forensic Perspective

Welcomed Contact Information
dramiz@yahoo.com or leonard0905@curry.edu