

## DANIELSON FRAMEWORK: OCCUPATIONAL THERAPISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: ENVIRONMENT
<p><b>1a. Demonstrating Knowledge of the Discipline and of District, State, and Federal Guidelines and Regulations</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Therapist education to school team, parents/ caregiver</li><li><input type="checkbox"/> Ongoing Assessment skills</li></ul> <p><b>1b. Uses Knowledge of His/hers Specialty Area to Plan Programs that Meet Students' Needs</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Appropriate intervention, accommodations and recommendations</li><li><input type="checkbox"/></li></ul> <p><b>1c. Establishes Clear Therapeutic Goals to Address the Needs of the Students</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> by writing individualized and measurable goals and objectives</li><li><input type="checkbox"/> review and revise IEP goals and objectives</li></ul> <p><b>1d. Identifies Resources Both Within and Outside the School District</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> consult, communicate, collaborate with Community based programs within the schools</li><li><input type="checkbox"/></li></ul> <p><b>1e. Ensures the Therapeutic Program is Coherent and Integrated with the School Programs to Meet Student Needs.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> IEP goals and objectives are aligned with student's academic program</li><li><input type="checkbox"/></li></ul> <p><b>1f. Develops Plans to Assess and Improve the Therapeutic Services Offered to Students</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Therapist's plans demonstrate knowledge of theory and instructional practice</li><li><input type="checkbox"/> Obtain feedback from general education teacher &amp; implement changes as appropriate</li></ul>	<p><b>2a. Knows and Develops Positive and Respectful Interactions with Students</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Student and therapist collaborate to ensure a positive learning environment</li><li><input type="checkbox"/> Therapist acknowledges cultural and linguistic differences of the student</li><li><input type="checkbox"/></li></ul> <p><b>2b. Sets Priorities and Organizes Time</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Effective and efficient time management</li><li><input type="checkbox"/> Students and team are aware of scheduled services</li></ul> <p><b>2c. Develops and Promotes Referral Processes and Procedures</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Referral process/ procedures are well defined</li><li><input type="checkbox"/> Referral process/ procedures are well communicated &amp; understood by all staff</li></ul> <p><b>2d. Develops and Enforces Standards for Student Conduct</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Students are involved in the process of determining appropriate conduct</li><li><input type="checkbox"/> Students take pride in their behavior and are motivated to behave appropriately</li></ul> <p><b>2e. Organizes Physical Space to Support Program Goals and Activities</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> The space is safe, well organized and inviting to students</li><li><input type="checkbox"/> Allows access to materials, equipment and space as appropriate.</li></ul>
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICES
<p><b>4a. Reviews and Reflects on Practice to Inform Recommendations for Improvement</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> continued and ongoing department meetings with supervisor</li><li><input type="checkbox"/> Collaborate with other OT's to coordinate &amp; create assessments, treatment &amp; equip.</li></ul> <p><b>4b. Keeps Accurate Records and Writes Timely and Appropriate Reports</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Logging services in a timely manner</li><li><input type="checkbox"/> Meeting state guidelines &amp; timelines for all documentation</li></ul> <p><b>4c. Communicates Effectively with Families/Caregivers</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Team meetings/ families/caregiver conferences in lay terms.</li><li><input type="checkbox"/></li></ul> <p><b>4d. Engages with the Larger School and District Community</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Presents staff training/ in services for staff development on OT related topics</li><li><input type="checkbox"/> Active involvement in district wide / community support ( fundraising events, holiday gifts)</li></ul> <p><b>4e. Enhances Professional Capacity Through Ongoing Professional Learning</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Maintaining CEU's to comply with State license requirements; research topics</li><li><input type="checkbox"/> Peer review and consultation with other professionals</li></ul> <p><b>4f. Demonstrates High Standards of Professionalism</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Provide ethical treatment under state guidelines, ADA and IDEA</li><li><input type="checkbox"/> Follow HIPPA guidelines for student privacy</li></ul>	<p><b>3a. Assesses Referred Students</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> respond to referrals in a timely manner</li><li><input type="checkbox"/> Assess needs of students based on teams concerns</li></ul> <p><b>3b. Implements Treatment Aligned with Students' Needs and Goals</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Aligned with service delivery on the IEP</li><li><input type="checkbox"/> Treatment sessions are planned to address specific goals.</li></ul> <p><b>3c. Ensures the Use of Therapeutic Techniques and Strategies in Sessions and in Classrooms</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Embed therapeutic programs in classroom setting &amp; document in IEP</li><li><input type="checkbox"/> Data collection and progress monitoring are consistent</li></ul> <p><b>3d. Uses Data to Adjust Treatment During Delivery of Services</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Keep ongoing data on goals and objectives</li><li><input type="checkbox"/> analyze progress based on data collected and adjust goals as needed</li></ul> <p><b>3e. Demonstrates Responsiveness to Students' Needs</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Ongoing adjustment of treatment session</li><li><input type="checkbox"/> Develop and implement student specific program to be embedded into student's day. Make changes as appropriate. Ongoing progress monitoring.</li></ul>

**DOMAIN 1: PLANNING AND PREPARATION**

	<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
1a. Demonstrates Knowledge of the Discipline and of District, State and Federal Guidelines and Regulations	<p><b>1a.</b> ♦ Therapist’s plans and practices demonstrate little to no knowledge of or proficiency in the specialized area.</p> <p>♦ Therapist does not demonstrate knowledge of applicable guidelines, laws and regulations.</p>	<p><b>1a.</b> ♦ Therapist’s plans and practices evidence some knowledge of the theory and practice of the discipline.</p> <p>♦ Therapist demonstrates limited knowledge of applicable guidelines, laws, and regulations.</p>	<p><b>1a.</b> ♦ Therapist’s plans and practices demonstrate knowledge of the theories and instructional practices of the discipline.</p> <p>♦ Therapist demonstrates appropriate knowledge of applicable guidelines, laws, and regulations.</p>	<p><b>1a.</b> ♦ Therapist’s plans and practices demonstrate deep knowledge of the theories of the practice and a high degree of skill in his/her intentional and creative application to the planned work.</p> <p>♦ Therapist participates in framing and revising district policies and procedures and provides professional learning to help ensure colleagues and also understand these.</p>
1b. Uses Knowledge of his/her Specialty Area to Plan Programs That Meet Students’ Needs	<p><b>1b.</b> ♦ Therapist’s plans and practices display minimal knowledge of typical developmental characteristics, skills, and needs of students in his/her specialty.</p> <p>♦ Therapist’s plans and practices display minimal knowledge of disabilities of students.</p>	<p><b>1b.</b> ♦ Therapist’s plans and practices display general knowledge of developmental characteristics, skills, and needs of students as a whole group in his/her specialty.</p> <p>♦ Therapist’s plans and practices display general understanding of disabilities of students.</p>	<p><b>1b.</b> ♦ Therapist’s plans and practices display solid understanding of developmental characteristics, skills, and needs of each individual student in his/her specialty.</p> <p>♦ Therapist’s plans and practices display solid understanding of how disabilities impact students’ attitudes, behaviors, and performances.</p>	<p><b>1b.</b> ♦ Therapist’s plans and practices take into account characteristics, skills, and needs of each individual student.</p> <p>♦ Therapist uses this knowledge to create meaningful and realistic opportunities and to differentiate instruction.</p>
1c. Established Clear Therapeutic Goals to Address the needs of the Students Served	<p><b>1c.</b> ♦ Therapeutic goals are somewhat clear and appropriate for the ages and needs of some of the students.</p>	<p><b>1c.</b> ♦ Therapeutic goals are clearly defined and appropriately designed for the ages and needs of the students served.</p>	<p><b>1c.</b> ♦ Therapeutic goals are crisply defined and highly appropriate for informing a wide range of aligned program activities that address the needs and ages of the students served.</p>	<p><b>1c.</b> ♦ Therapist has deep and extensive knowledge of available resources within and external to the school and district.</p> <p>♦ Therapist works closely with key stakeholders to identify additional resources.</p>
1d. Identifies Resources Both Within and Outside the School and District	<p><b>1d.</b> ♦ Therapist does not demonstrate knowledge of school or district resources to support the program and students and makes no attempts to gain this knowledge.</p>	<p><b>1d.</b> ♦ Therapist demonstrates limited knowledge of school or district resources available to support the program and students.</p> <p>♦ Therapist makes limited attempts to develop this knowledge.</p>	<p><b>1d.</b> ♦ Therapist is knowledgeable of resources available to support the program and students within the school and district and has some understanding of resources beyond these.</p> <p>♦ Therapist continually seeks additional resources to support the program and students.</p>	<p><b>1d.</b> ♦ Therapist has deep and extensive knowledge of available resources within and external to the school and district.</p> <p>♦ Therapist works closely with key stakeholders to identify additional resources.</p>
1e. Ensures the Therapeutic Program is Coherent and Integrated with the School Programs to Meet Student needs.	<p><b>1e.</b> ♦ Planned therapeutic program is incoherent, made up of a series of activities and experiences that are poorly aligned with the goals of both the therapeutic program and the school programs.</p>	<p><b>1e.</b> ♦ Planned therapeutic program includes activities that are somewhat coherent and not well aligned and integrated with the program goals and the school programs.</p>	<p><b>1e.</b> ♦ The planned therapeutic program is both coherent and well integrated with the school programs.</p>	<p><b>1e.</b> ♦ The therapeutic program aligns and integrates program activities, program goals, and school goals to ensure a coherent and flexible approach that addresses the needs of most of the students served.</p>
1f. Develops Plans to Assess and Improve the Therapeutic Services Offered to Students	<p><b>1f.</b> ♦ No plans have been developed to assess and improve the therapeutic services offered to individuals or groups of students.</p>	<p><b>1f.</b> ♦ Therapist has developed a limited approach to assessing and improving the therapeutic services offered to individuals or groups of students.</p>	<p><b>1f.</b> ♦ Therapist has developed a clear plan to assess the processes and impact of the services offered to individuals or groups of students and to use the evidence of impact to frame improvements.</p>	<p><b>1f.</b> ♦ Therapist has developed a plan for ongoing review and refinement of the services offered to individuals or groups of students, incorporating the recommendations of students and other stakeholders.</p>

## DOMAIN 2: ENVIRONMENT

	<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
2a. Knows and Develops Positive and Respectful Interactions with Students	<p><b>2a.</b> ♦ Therapist does not know the students served and does not exhibit respectful and caring interactions with them.</p> <p>♦ Students do not appear comfortable in the therapeutic setting.</p>	<p><b>2a.</b> ♦ Therapist’s interactions with students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters.</p> <p>♦ Therapist typically respects the cultural and linguistic diversity of the students, but there are some indicators of insensitivity. Levels of rapport vary.</p>	<p><b>2a.</b> ♦ Therapist models and promotes respectful and supportive interactions with each student, actively encouraging students to interact with each other in respectful and caring ways.</p> <p>♦ Therapist respects and celebrates the cultural and linguistic differences among the students. Adult/student rapport is high.</p>	<p><b>2a.</b> ♦ Students and Therapist collaborate to maintain the positive climate promoted by the Therapist.</p> <p>♦ Students monitor their own interactions to ensure they are both respectful and supportive.</p> <p>♦ Therapist continues to model respectful and supportive interactions, continuously promoting and supporting respect for diversity.</p>
2b. Sets Priorities and Organizes Time	<p><b>2b.</b> ♦ Priorities are not clearly defined and time is not well managed, causing negative impact on scheduling and the timely completion of reports.</p>	<p><b>2b.</b> ♦ Time is somewhat organized, ensuring that required activities are completed, although not necessarily efficiently.</p>	<p><b>2b.</b> ♦ Priorities are well ordered, ensuring that the therapeutic work proceeds on time and efficiently.</p> <p>♦ Schedules are defined and communicated to students and teachers.</p>	<p><b>2b.</b> ♦ Effective and efficient time management skills help ensure that therapeutic activities run smoothly and on schedule.</p> <p>♦ Students, teachers, and families/caregivers know and understand the schedule of services.</p>
2c. Develops and Promotes Referral Processes and Procedures	<p><b>2c.</b> ♦ There is no evidence of processes and procedures to guide referrals to the therapeutic program.</p>	<p><b>2c.</b> ♦ Therapist has developed a rudimentary set of processes and procedures to guide referrals, but families/caregivers and teachers do not understand them.</p>	<p><b>2c.</b> ♦ Referral processes and procedures are well defined.</p> <p>♦ All stakeholders know and understand what to do to refer a student.</p>	<p><b>2c.</b> ♦ Therapist develops referral processes and procedures in collaboration with school staff.</p> <p>♦ Referral processes and procedures are effectively communicated and understood by all.</p>
2d. Develop and Enforces Standards for Student Conduct	<p><b>2d.</b> ♦ Standards for student conduct have been established and there is little or no attention paid to managing student behavior.</p> <p>♦ Misbehaviors are addressed in ways that are harsh or inappropriate.</p>	<p><b>2d.</b> ♦ Standards of conduct are posted, but these are inconsistently reinforced by the Therapist and inconsistently followed by the students.</p> <p>♦ Misbehaviors are addressed inconsistently.</p>	<p><b>2d.</b> ♦ Standards of conduct are evident and referenced by the Therapist and students.</p> <p>♦ Student behavior is monitored relative to the standards.</p> <p>♦ Students understand that there are consequences for misbehaviors, and misbehaviors are addressed appropriately.</p>	<p><b>2d.</b> ♦ Students help define the standards of behavior and hold themselves and their classmates accountable for honoring these.</p> <p>♦ Therapist helps promote the standards beyond the therapeutic space, framing a culture of expectations for student behaviors throughout the school.</p>
2e. Organizes Physical Space to Support Program Goals and Activities	<p><b>2e.</b> ♦ The physical space is disorganized and not arranged to support program activities, compromising the achievement of program goals.</p> <p>♦ Access to program resources and equipment is constrained.</p>	<p><b>2e.</b> ♦ The physical space is safe and reasonably organized to support some program activities, but it is not flexible enough to support the various learning experiences that take place as part of the program.</p> <p>♦ Students can usually locate and access resources and equipment, although time is wasted in looking for these.</p>	<p><b>2e.</b> ♦ The physical space is safe and well organized to support the program activities and goals.</p> <p>♦ Students can readily and independently access resources and equipment they need.</p>	<p><b>2e.</b> ♦ The physical space is safe and organized in a flexible and inviting manner, fully supporting program activities.</p> <p>♦ The students collaborate with the Therapist to maintain the physical space and reorganize as necessary to support emerging needs.</p>

**DOMAIN 3: DELIVERY OF SERVICES**

	<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>3a. Assesses Referred Students</b>	<b>3a.</b> ♦ Therapist ignores referrals and does not see the students, or sees referred students but makes an inadequate assessment of their needs.	<b>3a.</b> ♦ Therapist reluctantly responds to referrals and makes an adequate assessment of the needs of students.	<b>3a.</b> ♦ Therapist responds to referrals in a timely and professional manner, making a complete and thorough assessment of the needs of each student.	<b>3a.</b> ♦ Therapist responds quickly and professionally to referrals and helps teachers and administrators understand how to identify students for referrals. ♦ Assessments are comprehensive and competent.
<b>3b. Implements Treatment Aligned with Students' Needs and Goals</b>	<b>3b.</b> ♦ Treatment is not aligned with the needs and goals identified through the referral and assessment process.	<b>3b.</b> ♦ Treatment is only somewhat aligned with the needs and goals identified through the referral and assessment process, and so treatment is not entirely appropriate to address student needs.	<b>3b.</b> ♦ Treatment is effectively aligned with the identified needs and goals, and is appropriate to address student needs	<b>3b.</b> ♦ Treatment is comprehensive in scope, inventive, and tightly aligned with the needs and goals identified through the referral and assessment process.
<b>3c. Ensues the Use of Therapeutic Techniques and Strategies in Sessions and in Classrooms</b>	<b>3c.</b> ♦ Therapeutic treatment is either undefined or insufficiently defined to promote full implementation in one-on-one sessions or small group sessions with students. ♦ No effort is made to work with teachers to support these students in the classroom setting.	<b>3c.</b> ♦ A limited number of therapeutic strategies and techniques are fully implemented in sessions. ♦ Minimal effort is made to work with teachers to implement strategies in classrooms that would support student needs.	<b>3c.</b> ♦ A range of therapeutic strategies and techniques are fully implemented in sessions. ♦ Sufficient effort is made to work with teachers to implement strategies in classrooms that support student needs.	<b>3c.</b> ♦ A wide range of therapeutic strategies and techniques are fully implemented in sessions. ♦ Therapist works closely with teachers to help them adjust their instructional strategies, lesson goals, and physical space to best meet the needs of the students served.
<b>3d. Uses Data to Adjust Treatment During Delivery of Services</b>	<b>3d.</b> ♦ Therapist does not use a defined system to monitor impact of treatment during delivery. ♦ Data is not used to adjust treatment during delivery.	<b>3d.</b> ♦ Therapist uses a somewhat defined system to monitor impact of treatment during delivery. ♦ Data is used minimally to adjust treatment during delivery.	<b>3d.</b> ♦ Therapist uses a clearly defined system for monitoring impact of treatment during delivery. ♦ Data is used regularly to adjust treatment during delivery.	<b>3d.</b> ♦ Therapist has a sophisticated system for monitoring impact of treatment during delivery, and this system is shared with critical stakeholders. ♦ Data is used regularly to adjust treatment during delivery, and these adjustments are frequently reported to stakeholders.
<b>3e. Demonstrates Responsiveness to Students' Needs</b>	<b>3e.</b> ♦ Therapist follows the planned program for service delivery, regardless of whether or not it continues to adequately address students' needs. ♦ Developmental levels, cultural proficiency, and linguistic levels are not taken into consideration.	<b>3e.</b> ♦ Moderate changes are made to the treatment plan when emerging needs foster a new view of the treatment. ♦ Developmental levels, cultural proficiency, and linguistic levels are taken into consideration in a limited way.	<b>3e.</b> ♦ Therapist uses existing and emerging evidence to guide appropriate changes to the planned services in order to better meet students' needs. ♦ Developmental levels, cultural proficiency, and linguistic levels are taken into consideration.	<b>3e.</b> ♦ Therapist regularly reviews the implementation and impact of the planned treatment, integrating this analysis with input from critical stakeholders, to inform ongoing revisions to the treatment plan. ♦ Developmental levels, cultural proficiency, and linguistic levels are critical factors in shaping revised plans.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

	<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>4a. Reviews and Reflects on Practice to Inform Recommendations for Improvement</b>	<b>4a.</b> ♦ Therapist either does not reflect on practice or provides inaccurate recommendations for improvement.	<b>4a.</b> ♦ Therapist’s reflections are generally accurate and focused on the effectiveness of services delivery. ♦ Recommendations are often too global to inform any meaningful recommendations for improvement.	<b>4a.</b> ♦ Therapist accurately reflects on the implementation and impact of the therapeutic services, providing concrete and specific examples of challenges and successes. ♦ Recommendations are specific and focused on program improvement.	<b>4a.</b> ♦ Therapist’s reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met. ♦ Recommendations are specific and focused on ongoing program improvement.
<b>4b. Keeps Accurate Records and Writes Timely and Appropriate Reports</b>	<b>4b.</b> ♦ Therapist keeps minimal or no records of services provided. ♦ Program reports are inadequate or inappropriate for the intended audience.	<b>4b.</b> ♦ Therapist keeps some records of services provided. ♦ Reports are often inappropriate for the intended audience but usually accurate.	<b>4b.</b> ♦ Therapist keeps records of student growth and needs from each of the services provided. ♦ Treatment reports are timely, accurate, and appropriate for the intended audience.	<b>4b.</b> ♦ Therapist keeps records of student growth and needs from all services provided and incorporates data from other sources to inform next steps. ♦ Treatment reports are timely, accurate, comprehensive, and specifically developed for the intended audience.
<b>4c. Communicates effectively with Families/Caregivers</b>	<b>4c.</b> ♦ Therapist does not effectively explain the goals, processes, and procedures of the therapeutic program in ways that are clear and appropriate for the students and their families/caregivers.	<b>4c.</b> ♦ The goals processes and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are only partially successful. ♦ Necessary permissions are obtained but the reasons for the identified services are not always made clear.	<b>4c.</b> ♦ The goals processes and procedures of the therapeutic program are presented to students and their families/caregivers in ways that are both appropriate and culturally and linguistically sensitive. Consent for the services is provided.	<b>4c.</b> ♦ Therapist provides oral and written information to families/caregivers in ways that are appropriate and culturally and linguistically sensitive, and reaches out to ensure the information is understood. ♦ Families/caregivers provide informed consent for the services.
<b>4d. Engages with the Larger School and District Community</b>	<b>4d.</b> ♦ Therapist does not participate in school or district committees, projects, and/or events. ♦ Professional relationships with peers are distant or negative.	<b>4d.</b> ♦ Therapist selectively engages with school and district committees, projects, and/or events, typically when asked. ♦ Professional relationships with colleagues are courteous.	<b>4d.</b> ♦ Therapist actively participates in, supports, and contributes to school and district committees, projects, and/or events. ♦ Professional relationships are positive, cooperative, and productive.	<b>4d.</b> ♦ Therapist seeks opportunities to engage in school and district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
<b>4e. Enhances Professional Capacity through Ongoing Professional Learning</b>	<b>4e.</b> ♦ Therapist does not participate in professional learning.	<b>4e.</b> ♦ Therapist participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.	<b>4e.</b> ♦ Therapist seeks and engages in professional learning opportunities and schedules opportunities to share the professional learning with colleagues.	<b>4e.</b> ♦ Therapist seeks out formal and informal professional learning opportunities, including feedback from colleagues, and applies this learning to improve service delivery and to increase the professional knowledge and skills of colleagues.
<b>4f. Demonstrates High Standards of Professionalism</b>	<b>4f.</b> ♦ Therapist’s professional interactions are marked by lack of honesty and questionable integrity. ♦ Basic principles of confidentiality and school/district regulations and and/or requirements are violated.	<b>4f.</b> ♦ Therapist is generally honest with stakeholders and typically acts with integrity. ♦ Confidentiality is honored, but school/district regulations are inconsistently addressed.	<b>4f.</b> ♦ Therapist’s interactions are marked by honesty and integrity in the service of all clients. ♦ School/district regulations and confidentiality are observed.	<b>4f.</b> ♦ Therapist displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery. ♦ School/district regulations and confidentiality are consistently observed.