

Code of Ethics

Preamble - Statement of Purpose

The Code of Ethics of the North American Conductor Association (**NACA**) establishes principles and guidelines to enhance practice and inspire professional excellence. Members of NACA must recognize a responsibility to people (children and/or adults) with movement disorders of neurological origin, their parents/care givers, the community, to other professionals, and to their method: Conductive Education, in addition: to themselves.

NACA adheres to the idea that a commonly held set of principles can aid in the individual exercise of professional judgment. The Code of Ethics speaks to the core values of the profession.

NACA recognizes that Conductive Education can only be delivered by a Conductor-Teacher (CET). A CET is a professional who has completed an accredited educational program as recognized by ACENA.

The term "**NACA** Members" as used throughout, represents all members of NACA. The following 11 Principles adopted by NACA are standards of ethical behavior and conduct. Adherence to this Code of Ethics is a binding condition of membership in NACA.

This Code of Ethics is built upon the following:

- 1) the role of the CET; including, but not limited to, creating programs, management of students, administration, cooperation with colleagues/students' families;
- 2) the core values of the profession; and,
- 3) ethical action (individual, organizational, and societal).

CET practice is guided by a set of seven core values:

- 1) accountability;
- 2) altruism;
- 3) compassion/caring;
- 4) excellence;
- 5) integrity;
- 6) professional duty; and,
- 7) social responsibility.

The primary core values supporting specific principles are indicated in parentheses. Fundamental to the Code of Ethics is the special obligation of NACA Members to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life primarily through education, within the interdisciplinary learning system: Conductive Education.

Principle 1: NACA Members nurture the cognitive, volitional, physical, social-emotional, communicative, and adaptive (self-help) potential of children and/or adults with movement disorders of neurological origin (people with special needs) in accordance with the system of Conductive Education (CE).

1-A. NACA Members promote growth in all students through the application of Conductive Education, involving the integration of academic, psychological, physical, and social learning in accordance with the standards of CE.

1-B. NACA Members respect the inherent dignity and worth of the people with whom they work.

1-C. NACA Members help their students to value their own identity, learn more about their abilities, and help them reflect on their own learning and connect it to their life experience in accordance with the standards of CE.

Principle 2: NACA Members apply their professional knowledge to create a professional and supportive environment for people with neurological disorders.

2-A. NACA Members apply their professional knowledge to promote student success.

2-B. NACA Members develop and implement programs based upon a strong understanding of human development, learning theory, and the learning system of Conductive Education.

2-C. NACA Members are committed to collaborate with parents/caregivers/school personnel in order to ensure their students' active lifestyle is consistent with their goals in the CE classroom.

2-D. NACA Members advocate for necessary resources for students in order to achieve their highest level of success.

2-E. NACA Members strive to ensure access to needed information, services, and resources for people with special needs.

Principle 3: NACA Members commit to their own learning in order to develop their professional development.

3-A. NACA Members recognize professional knowledge and development are the foundations of their practice.

3-B. NACA Members know their subject matter and respect the reciprocal nature of learning between themselves and the people with whom they work.

3-C. NACA Members engage in a variety of individual and collaborative learning experiences essential to develop professionally, drawing on and contributing to various forms of educational research to improve their own practice.

3-D. NACA Members practice within their areas of competence and develop and enhance their professional expertise.

3-E. NACA Members pursue knowledge of new developments and maintain competence in their respective fields through education, training, or supervised experience.

Principle 4: NACA Members respect, support, and collaborate with colleagues and other professionals in the interest of people with special needs with whom they work.

4-A: NACA Members encourage and support their colleagues to build and maintain high standards.

4-B: NACA Members respect fellow professionals and work to maintain a collegiality with the individuals in their respective professions.

4-C: NACA Members shall not maliciously injure the professional reputation or practice of colleagues.

4-D: NACA Members shall not make false or malicious statements regarding a colleague's competence, performance, or professional capabilities.

Principle 5: NACA Members collaborate with the caregivers/family of people with special needs and community, building trust and respecting confidentiality.

5-A: NACA Members cooperate with community agencies in using resources and building comprehensive services in support of people with special needs.

5-B: NACA Members partner with caregivers/family member of people with special needs and other members of the community to enhance programs for people with special needs.

5-C: NACA Members understand how cultural diversity, family dynamics, gender, and community shape the lives of the individuals with whom they collaborate.

5-D: NACA Members understand relationships between and among people are an important vehicle for change.

5-E: NACA Members respect the private nature of the special knowledge they have about their students and their families and use that knowledge only in the students' best interests.

Principle 6: NACA Members shall be trustworthy and compassionate in addressing the rights and needs of their students.

6-A: NACA Members adhere to the core values of the profession and act in the best interests of students over the interests of the CETs/CE establishment.

6-B: NACA Members provide the information necessary to allow students and their caregivers to make informed decisions about their performance, developmental goals, and perspective within a CE program.

6-C: NACA Members should understand that there is zero tolerance for any unlawful treatment of any students (i.e. verbal/physical/emotional abuse, neglect, etc.). If any misconduct of students/ colleagues is suspected this must be reported to the appropriate authorities.

6-D: NACA Members provide CE services with compassionate and caring behaviors that incorporate the individual and cultural differences of students.

6-E: NACA Members cultivate practice environments that support professional development, lifelong learning, and excellence.

6-F: NACA Members protect confidential student information and may disclose confidential information according to the CE establishment or when consent has been given by student/family. Confidential information may be shared if requested by the court of law and in accordance with local law enforcement.

Principle 7: NACA Members are accountable for making sound professional judgments.

7-A: NACA Members demonstrate independent and objective professional judgment in the student's best interest in all practice settings.

7-B: NACA Members demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and student values.

7-C: NACA Members make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other professionals when necessary.

7-D: NACA Members will not engage in conflicts of interest that interfere with professional judgment.

7-E: NACA Members provide appropriate direction of and communication with Conductive Education Teacher Assistants and support personnel.

Principle 8: NACA Members fulfill their legal and professional obligations.

8-A: NACA Members comply with applicable local, state/provincial, and federal laws and regulations.

8-B: NACA Members have primary responsibility for supervision of CE classroom students; participating parents, CE teacher assistants, and support personnel.

8-C: NACA Members encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

8-D: NACA Members who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority (i.e. NACA when it becomes a licensing board).

8-E: NACA Members provide notice and information about alternatives for obtaining CE in the event s/he terminates the provider relationship while the student continues to need CE services.

Principle 9: NACA Members advance the intellectual and ethical foundation of the learning community.

9-A: NACA Members recognize the obligations of the trust placed in them.

9-B: NACA Members are confidantes, mentors and advocates for growth and development.

9-C: NACA Members recognize they are role models for their students.

9-D: NACA Members are continually aware of the mission, values, ethical principles, and ethical standards of NACA, and practice in a manner consistent with them.

Principle 10: NACA Members always seek to maintain the highest level of professionalism, integrity, and competence when working with their students, their parents, professionals, and all other members of society.

10-A: NACA Members should seek remuneration as is deserved and reasonable for CE services.

10-B: NACA Members should disclose all potential conflicts of interest, financial or otherwise (i.e. do not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment).

10-C: NACA Members fully disclose any financial interest they have in products or services that they recommend to students.

10-D: NACA Members are aware of charges and ensure that documentation accurately reflect the student's condition and the nature and extent of the services provided.

10-E: NACA Members refrain from employment arrangements, or other arrangements, that prevent CET's from fulfilling professional obligations to students.

Principle 11: NACA Members participate in efforts to meet the CE needs of people locally, nationally, or globally.

11-A: NACA Members advocate to 1) reduce the prevalence of dysfunctions, 2) improve access to CE services, and 3) address service needs of people.

11-B: NACA Members are responsible for the optimal utilization of CE services.

11-C: NACA Members educate members of the public about the benefits of CE and the unique role of the CET.

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