

# STANDARDS OF EXCELLENCE FOR IECA CONSULTANTS



## PURPOSE OF THE CONSULTANT COMPETENCIES

These competencies serve as a guide for both new and experienced consultants. Our profession is complex. In addition to an ever-changing body of knowledge, consultants must be empathetic individuals who have the ability to work effectively with children, their families, and with other professionals.

For new consultants, the competencies begin to define standards of excellence that an IECA consultant strives to meet. They can guide work with a mentor, the choice of courses taken at a university, and the identification of other professional training the new consultant needs in order to meet the needs of students and their families. For experienced consultants, they can serve as a tool for self-assessment, as individuals think about areas they might identify for the ongoing professional development that separates IECA consultants from others.

IECA is an organization which has always placed a great deal of trust in the hands of its members. Reflecting IECA's focus on excellence, this document serves as a guide for both new and experienced consultants. The use of the word guide here is intentional; the Education & Training Committee does not suggest that IECA begin to police or evaluate its members. As leaders in the profession, IECA members should continually assess their own skills to be sure they are offering the highest level of service to students and their families and seek ongoing professional development towards that end.

## DEVELOPMENT OF THE COMPETENCIES

The development of the competencies began with a question: What skill set does a highly qualified consultant possess? IECA is recognized as the nation's leading professional organization for those educational consultants working in private practice, yet no widely accepted standard existed which defined those skills. IECA consultants serving on IECA's Standing Committees (School, College, Special Needs, and Learning Disabilities) worked over the course of a year to seek input from all IECA members and develop the standards for each particular specialty area. The IECA Education and Training Committee facilitated this process and compiled the final document in June of 2009.

## **BEST PRACTICES: COLLEGE CONSULTING**

### **Assessing a Student**

1. Obtain and evaluate relevant records and data such as transcripts, test scores, high school profile, and psychoeducational reports.
2. Use intake procedures that insure the consultant gets to know and understand the unique characteristics of each client.
3. Use interest inventories and assessment tools, i.e., "Do What You Are" and/or "Strong Interest Inventory," as appropriate.
4. Consult with other professionals, i.e. teachers, school counselor, therapist, to gain a greater understanding of the student's records and needs as indicated.
5. Understand standardized tests and measurements, in particular, the design and use of the SAT and ACT.
6. Understand the stages of adolescent development as they relate to the college process.
7. Understand the scope and sequence of the curriculum in the high schools clients attend.

### **Working with a Family**

1. Remain cognizant of the fact that the child is the client and that all actions must reflect the best interest of the child.
2. Seek to empower the student to take charge of the college application process.
3. Strive to present the college application process as one which seeks the best matches for the student, not on "getting in."
4. Strive always to bring clarity and objective advice to the process and to minimize the stress.
5. Help parents understand their role in the process.
6. Use parents as a resource to get to know the child and respect the insights they provide.
7. Respect parents' and families' experience, history, values, religion, goals, and financial parameters in order to factor them into the college application and decision-making process.
8. Be clear in explaining that the ultimate decision for college admission rests outside of the consultant's scope of influence and that results cannot be guaranteed.
9. Clarify mutual expectations, delineating what the consultant will do and what the student and family are expected to do, either in preliminary discussions and/or in the contract.
10. Help parents and students understand the scope and sequence of the college admissions process.
11. Help students and families build a realistic college list.
12. Explain that each college formulates its own admissions process and that there can be substantial differences from school to school.
13. Educate families and students about college ranking systems and media coverage in order to bring balance to decision-making and to put this information in perspective.
14. Help students evaluate all appropriate options, including alternatives such as a gap year, post-graduate year or deferred admission when making their final college decision.



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**COLLEGE  
CONSULTING**

*College Consulting, continued*

15. Within the boundaries of the consultant's ability and experience, help families understand the financial aid process, scholarships, and the factors included in the cost of attendance.
16. Discuss the process of transition from high school to college with students and parents.

**Working with Colleges**

1. Work as individuals and as an association to build collaborative relationships with colleges.
2. Respect the preferences of each college admission office and other administrative officers concerning the level of direct contact the administrators welcome from independent consultants.
3. Be knowledgeable about the academic programs and social climate at a broad range of colleges and universities.
4. Be familiar with and adhere to the IECA College Bus Tour guidelines.
5. Be familiar with the guidelines and policies that colleges and universities abide by regarding applications, testing, admissions practices, and other elements of the process, i.e. NACAC Statement of Principles of Good Practice.

**Professional Ethics**

1. Be familiar with and adhere to the Ethics Guidelines stated in the IECA Principles of Good Practice.
2. Maintain respectful and professional standards while safeguarding the confidentiality of clients at all times, including in use of the IECA TalkList
3. Remain objective and avoid allowing personal biases to affect advice.
4. Do not accept offers of commissions for referrals to tutors, test preparation, and other services.
5. Although there is no legal requirement to do so, consultants should be familiar with the ethics and procedures for reporting child abuse in their legal jurisdiction.
6. Do not discriminate against clients and potential clients with respect to race, nationality, religious affiliation, or sexual orientation.
7. Refer all clients whose needs are beyond the limits of one's professional expertise to other professionals.
8. Develop and use a client contract or letter of agreement with full delineation of services, clear disclosure and disclaimers, including a release if consultation with other professionals is indicated.
9. Consultants do not write students' college essays.
10. Do not use negative, derogatory, or demeaning comments or language when speaking of or to another consultant, school counselor, or college admissions officer.

**Establishing a Professional Office**

1. Establish an effective system of ongoing communication with parents and, if appropriate, colleges and programs.
2. Maintain a professional office setting.
3. Maintain thorough, accurate and confidential records that document the consultant's work.
4. Establish an efficient and professional system for gathering, maintaining and distributing information.
5. Develop a marketing plan that reflects the highest level of professional ethics.

**Professional Development**

1. Be aware of issues and trends in college admissions and higher education.
2. Maintain contact with, and/or membership in, other professional associations involved with higher education.
3. Maintain and share with clients accurate information for a range of colleges and universities about: accreditation status; standardized test requirements; admission plans (RD, EA, ED, REA, rolling, open); sports, sports divisions, recruitment, and NCAA regulations; academic programs; social climate; financial aid; learning support, among other criteria.
4. Develop criteria for assessing and recommending colleges.
5. Conduct visits to a broad range of colleges on an ongoing basis. IECA Guidelines suggest that 20% of a consultant's time should be spent visiting colleges.
6. Develop a network of specialists in other fields, e.g. psychologists, social workers, advocates, financial advisors, in order to make appropriate referrals.
7. Work to continuously expand or update knowledge in areas such as (but not limited to) learning disabilities, adolescent development, higher education legislation and policies, student life, college financing.
8. Maintain current reference materials to use as a resource in making informed recommendations.
9. Seek advice from other consultants who have had recent experience with a particular college or university.
10. Understand the limits of one's expertise and competence, and seek professional input or assistance when necessary.

## **BEST PRACTICES: SCHOOL CONSULTING**

### **Assessing a Student**

1. Develop an understanding of the unique characteristics of each client, i.e. character, academic learning style, and multiple attributes.
2. Possess a working knowledge of psychological tests and batteries, particularly when dealing with specialized schools and programs.
3. Review a minimum of three years of academic records, all psychoeducational testing over the student's career, and all standardized testing.
4. Possess a working knowledge of standardized testing.
5. Speak with psychological and educational professionals involved with the students' current level of performance.

### **Working with a Family**

1. Develop an understanding of the unique characteristics of each client, i.e., personal characteristics (values, attitudes, feelings and interests, personal strengths and weaknesses), long- and short-term goals, academic learning style, and ability.
2. Recognize and understand the client's learning style and the settings in which the child can be served. Recommendations should be made according to the child's strengths and needs.
3. Respect parents' and families' experience, history, values, goals, and resources and factor them into the placement process.
4. Help parents understand their role in the advising process.
5. Make a thorough review of relevant record data for the given individual (school transcripts, psychoeducational reports, standardized testing).
6. Meet and properly interview the children they place.
7. Consult with appropriate individuals/professionals who know the client to gather information before making school recommendations.
8. Maintain confidentiality and obtain waivers for sharing client information.
9. Provide stability, clarity, objective advice, and guidance based upon a client's needs and aspirations.
10. Be clear with the client and family that placement is not guaranteed.

### **Working with Schools and Programs**

1. Have a thorough understanding of the differing philosophy, culture, and attributes inherent in each recommended school.
2. Recommend only schools that the consultant has visited, except in highly unusual situations.
3. Develop a strong familiarity with a broad range of schools.
4. Make regular visits to schools and programs. Consultants should be aware of changes that have occurred at a given school since the last visit.
5. Seek advice from other consultants who have had experiences with a particular school or program, and consultants, experienced and new, should be open to sharing knowledge.
6. Develop and maintain open, respectful, collaborative relationships with admission offices.

*School Consulting, continued*

### **Professional Ethics**

1. Be familiar with and adhere to the IECA Principles of Good Practice
2. Maintain respectful and professional standards and adhere to the IECA TalkList guidelines while safeguarding the confidentiality of clients when using the IECA TalkList.
3. Remain objective when assessing options and formulating recommendations.
4. Make evaluations with proper diagnostics and assessment of facts.
5. Advise on the best alternatives for the child, regardless of parental desires or pressure. Consultants should seek to help parents understand why actions are recommended. Consultants should understand that what a family may want might, in fact, not be what is in the child's best interest.
6. Provide the client with a document listing services and accompanying fees, and have a contract with full delineation of services, disclosures, and disclaimers.
7. Do not discriminate against clients and potential clients with respect to race, nationality, religious affiliation, or sexual orientation.
8. Always be aware that the child is the client and all actions must reflect the best needs of the child.
9. Report suspected child abuse. Consultants should be familiar with their obligations and the procedures for reporting in their legal jurisdiction.
10. Refer all clients whose circumstances are beyond the limits of their professional expertise to another consultant who does possess the requisite experience and focus of practice.
11. Be alert to, and do not accept, the favors and even direct offers of commissions for referrals.

### **Establishing a Professional Office**

1. Establish an efficient and professional system for gathering, maintaining, and distributing information.
2. Establish an effective system of ongoing communication with parents and programs.
3. Maintain thorough, accurate, and confidential records that document their work.
4. Arrange for a backup support/point of contact with another qualified consultant when unavailable for more than 72 hours.
5. Maintain a professional office setting.

*School Consulting, continued*

### **Professional Development**

1. Participate regularly in professional development opportunities offered by IECA, such as, but not limited to, the Summer Training Institute, the mentoring program, professional conferences and school tours. This is especially important for new consultants.
2. Conduct site visits on an ongoing basis to a broad range of schools. As a guideline, the CEP designation requires 100 school and program visits over five years.
3. Possess an understanding of the developmental stages of children, adolescents and young adults.
4. Understand common educational philosophies, techniques, and practices.
5. Develop a structured method for assessing schools and programs.
6. Develop a network of professionals qualified to assist in all areas of generalized and specialized support (evaluators, tutors, therapists).
7. Posses a knowledge and understanding of special education laws dealing with "free and appropriate education" and be prepared to refer to an advocate when necessary.
8. Maintain current reference material to promote understanding and accurate use of terminology.

## **BEST PRACTICES: LEARNING DISABILITIES CONSULTING**

### **Assessing a Student**

1. Gain an introductory overview of what the student is looking for in a school, college, or program, and what the student hopes to gain from working with an educational consultant.
2. Use intake procedures that insure the consultant develops an in-depth understanding of the unique characteristics of each student, i.e. unique abilities, and academic learning style, personal characteristics, values, attitudes, feelings, interests, personal strengths and weaknesses, work ethic, aspirations, long-term and short-term goals.
3. Maintain focus on a student who happens to have a disability, not a disabled student.
4. Obtain and evaluate copies of relevant data for the student (school transcripts, high school profile, psychoeducational reports, I.E.P., 504 Plan, standardized testing).
5. Consult with parents and appropriate professionals to gain a greater understanding of the student's specific learning disability and its impact on academic/social placement needs after obtaining a signed release from the parent or legal guardian and student (dependent upon age).
6. Take a thorough educational history by interviewing parents/guardians and student.
7. Consult with the student to gauge his/her self-knowledge of his/her particular learning profile, disability, strengths, and competency with self-advocacy.
8. Understand and be empathetic to the impact of the student's learning disability on self-determination, self-esteem, and overall self-perspectives.
9. Understand how the student's strengths, weaknesses, and learning disability impact the academic record, GPA, standardized testing scores, essay writing, and subsequent learning support needs.

### **Working with a Family**

1. Use 'person-first' language when communicating with the family, i.e., use student with a learning disability, not learning disabled student.
2. Help parents understand the consultant's role in the advising process.
3. Understand that the K-12 system demands that parents of students with disabilities play an active role in all academic decision-making. Therefore, help parents understand how they can assist the consultant in the advising process while empowering the student to take charge of the process.
4. Be cognizant that the student is the client and all actions must be in the best interest of the client. Make this perspective clear to the family.
5. Respect parents' and families' experience, history, values, goals, and resources, and factor these into the advising process.
6. Bring stability, clarity, objective advice, and guidance to the process for both student and parents.
7. Clarify mutual expectations, delineating what the consultant will do and what the student and family are expected to do, either in preliminary discussions or in the contract for services.
8. Inform families of their financial obligation in the written contract or letter of agreement.
9. Help the student and parents understand the scope and sequence of the advising/selection process.

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**LEARNING  
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*Learning Disabilities Consulting, continued*

10. Consider providing a written overview of the consulting curriculum so that the student and parents understand the advising process and outcomes to be attained each step of that process.
11. De-emphasize the common question, “Who has the best LD program?” Instead, emphasize that consultants strive to present schools, colleges, and/or programs that are the best match for the student.
12. Emphasize that the ultimate decision for school/college/program admission rests with the institution, is outside the consultant’s scope of influence, and that the results cannot be guaranteed.
13. Help students build a realistic selection list.
14. Help students and families consider all appropriate educational options, including tutoring, counseling, summer programs, gap year, post-secondary learning alternative programs, and specialized schools/ colleges exclusively for students with learning disabilities.
15. Be cognizant that the school/college/program advising process is the same for all students, those with and without disabilities. Maintain relevant knowledge and share with parents and students all pertinent aspects of school/college selection, including but not limited to: accreditation status, standardized tests requirements, admission requirements, admission plans (RD, EA, ED, Rolling, and Open), campus climate, size, sports, fine and performing arts, academic programs, social opportunities, learning supports, and financial aid packages.
16. Help parents understand financial aid opportunities for college students with learning disabilities, specifically the impact of reduced course loads on financial aid packages, or refer the family to an appropriate financial expert.
17. Prepare students and families for issues surrounding the transition from high school to college, i.e. self-advocacy skills, when, where, and how to disclose a disability, working effectively with the college disability support office, rights and responsibilities as a student with a disability entering college.
18. Prepare families for the transition from middle to high school, including learning to self-advocate, working with the learning center, becoming more independent, organization, placement tests.
19. Help students and families understand how the education process for students with disabilities in college is different from K-12, i.e. there are no Individualized Education Plans (IEPs) in college.
20. Help families distinguish between IDEA and ADA in secondary and post-secondary settings.

**Working with Schools and Programs**

1. Possess a thorough understanding of the philosophy, culture, attributes inherent in each school/college/program recommended to the student and family.
2. Except in highly unusual situations, only recommend schools/colleges/programs you have visited.
3. Know and adhere to IECA’s requirements for the number of yearly visits to LD schools/colleges/programs.
4. Collaborate with and seek advice from other consultants who have experience with a particular school/college/program when necessary.
5. Maintain a strong familiarity with a broad range of schools/colleges/programs and the learning supports they offer.

*Learning Disabilities Consulting, continued*

6. Make regular visits to the schools/colleges/programs and their disability support services offices/learning centers.
7. Be cognizant of the changes that may have occurred at the school/college/program or its disability support services office since the last visit, and whether one's knowledge is current enough to make a recommendation.
8. Maintain an open, respectful, collaborative relationship with the admission office and disability support/learning center staff.
9. When visiting college disability support services offices/school learning center, make sure to educate the staff on the role of a consultant, if necessary, and delineate the limits of that role during a client's matriculation process.
10. Use only positive comments when speaking of another school/college/program or disability support office with either the admissions or support staff.
11. Know and adhere to the IECA College/School Tour Guidelines.

**Professional Ethics**

1. Know and adhere to the ethical guidelines stated in the IECA Principles of Good Practice.
2. Maintain respectful and professional standards while safeguarding the confidentiality of a student's name and sensitive disability information when communicating with colleagues on and off the IECA TalkList.
3. Recognize that some conditions which present as a learning disability may not be a learning disability at all, but rather a different issue such as an intellectual disability or a diagnosis on the autism spectrum; seek advice from a trained expert where necessary, remaining respectful and sensitive to parents who may be in denial or misinformed of their student's diagnosis.
4. Refer all students whose needs are well beyond your scope of professional expertise to other professionals.
5. Establish an effective system and keep records of ongoing communication with students and parents.
6. Develop and use written contracts or letters of agreement with full delineation of services, clear disclosures and disclaimers, including permissions forms to consult with other professionals where indicated.
7. Remain objective when assessing options and formulating recommendations.
8. Make recommendations based upon appropriate assessment, diagnostics, and assessment of facts.
9. Advise on the best alternative for the student, regardless of parental desires or pressure.
10. Provide students and families with a clear rationale behind each recommendation.
11. Do not ever accept favors or direct offers of commission for referrals.

**Establishing a Professional Office**

1. Establish a professional work environment for client meetings.
2. Maintain thorough, accurate, and confidential records.
3. Safeguard all psychoeducational records (disability information) within the office setting.
4. Develop a secure mechanism for the retention and ultimate disposal of students' files and disability information.

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**LEARNING  
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**Professional Development**

1. Work to continuously expand and update one's fund of knowledge of educational options for students with learning disabilities.
2. In addition to IECA conferences, seminars, and institutes, seek training from organizations that focus specifically on students with learning disabilities, such as but not limited to: LDA, IDA, AHEAD, CHADD. Have an understanding of the complexities and definition of a learning disability, learning disability characteristics, and how the disability may manifest itself in the academic and social setting.
3. Understand that it is not uncommon for learning disabilities to be co-morbid with other disabilities, such as ADHD, Cognitive Disorders not Otherwise Specified, Depression, Anxiety, or Asperger's Syndrome. Work to increase knowledge of disabilities that closely mirror or mask LD characteristics.
4. Remember that many students with specific learning disabilities are gifted in other areas. Look for schools/colleges/programs that can support these students while playing to their strengths.
5. Seek understanding of the types of learning strategies, compensatory techniques, and academic accommodations commonly utilized by colleges and schools for students with learning disabilities, how these vary from institution to institution, and which students would benefit from them.
6. Have an understanding of the developmental stages in children and how having an LD can have an impact on the child at each stage.
7. Learn how to effectively evaluate schools/colleges/programs on the manner and types of learning supports provided.
8. Understand the legal framework from which colleges and universities provide access to students with disabilities and how this framework may differ from K-12 education.
9. Understand the administration and interpretation of psychoeducational evaluations in the diagnosis of learning disabilities and in identifying appropriate learning support needs (Note: Psychoeducational assessments involve IQ testing and can only be administered by a trained professional, typically a Ph.D. level licensed psychologist in most states).
10. Have knowledge of several qualified psychoeducational evaluators.
11. Understand the limitations and appropriate uses of common assessment instruments, such as, but not limited to: the WISC, WAIS, WJ-III, WIAT, SATA, Nelson Denny, WRAT.
12. Explore schools/colleges/programs documentation of disability criteria (psychoeducational report or other required data) necessary for eligibility for school/college/programs disability support.
13. Gain a basic overview of psycho-education assessments from theory, to understanding, to practice, and know how to recognize a "bad" or insufficient report that may hamper a student's college/school access to support.
14. Have knowledge of state and federal laws pertaining to students with LD.
15. Learn how to navigate high stakes testing accommodations eligibility (SSAT/ ISEE for independent schools and SAT/ACT for colleges) in order to best assist the student.
16. Understand the role of assistive technology, i.e. text-to-speech software, in helping some students with learning disabilities succeed in school/college.

## **BEST PRACTICES: SPECIAL NEEDS CONSULTING**

### **Assessing a Student**

1. Understand unique characteristics of each client, i.e., values, attitudes, feelings, interests, long- and short-term goals, behavior manifestations, educational goals, learning style, philosophic point of view, ability, aspirations, and achievement.
2. Meet and properly interview the children they place, except in very rare circumstances (i.e. puts the child at risk).
3. Understand client's learning style and the settings in which the child can be best served.
4. Strive to identify the strengths and weaknesses of a child and make placement recommendations according to those strengths and the identified weaknesses.
5. Gather information and opinions from a variety of individuals/professionals who know a given adolescent prior to making a recommendation.
6. Take a thorough developmental history by interviewing parents/guardians and, when relevant, other appropriate family members.
7. Obtain copies of relevant record data for the given individual.

### **Working with a Family**

1. Help parents understand their role in the outcome of a placement process.
2. Inform family of potential financial obligations.
3. Inform family of expectations for their participation.
4. Understand when a locked vs. unlocked treatment setting is appropriate.
5. Understand when it is appropriate or not appropriate to use a transport service. Consultants should be familiar with the methods of the firms they use and to the extent possible, the transport employees themselves.
6. Respect parents' and families' experience, history, values, goals, and resources, and factor them into the placement process.

### **Working with Schools and Programs**

1. Understand philosophies, techniques and theories employed within the academic and residential components of individual programs.
2. Recommend programs the consultant has visited, except in highly unusual situations.
3. Be aware of accreditation, licensure and approval status of programs the consultant recommends.
4. Maintain knowledge of programs' safety records, number of students, maintenance of physical plant, future plans, administrative policies, education, therapy and emotional growth components, food service and quality, population description, duration, confidentiality, and communication schedules.
5. Be aware of various program models, e.g., see NATSAP. Common models include such terms as behavior modification, positive peer culture, medical model, individual therapy, wilderness treatment, group therapy, level system, cognitive therapy, reality therapy, emotional growth, creative therapies, etc.
6. Understand the difference and legal implications of voluntary vs. involuntary placements.
7. Understand the limitations of particular programs and their ability to deal with non-compliant behaviors.
8. Have strong familiarity with a broad range of programs.

*Special Needs Consulting, continued*

9. Consultants should make repeated visits to schools and programs. Consultants should be aware of changes occurring at a given program to determine whether the consultant's knowledge is up to date and whether another visit is required.
10. Consult with other consultants who have had experiences with a particular school or program.
11. Understand student profiles that are appropriate or inappropriate for a given school or program.
12. Understand policies and procedures designed to insure students' physical and emotional safety in a given program.

**Professional Ethics**

1. Be familiar with and adhere to the ethics guidelines stated in the IECA Principles of Good Practice brochure.
2. Consultants should, in using the IECA TalkList, maintain respectful and professional standards while safeguarding the confidentiality of their clients.
3. Remain objective and avoid allowing personal biases to affect recommendations.
4. Make evaluations with proper diagnostics and assessment of facts. Children in crisis deserve every consideration possible before placement.
5. Advise on the best alternatives for the child, regardless of parental desires or pressure. Consultants should seek to help parents understand why actions are recommended. Consultants should understand that what a family may want might, in fact, not be what the child needs.
6. Be aware that the child is the client and all actions must reflect the best needs of the child.
7. Be alert to, and do not accept, the favors and even direct offers of commissions for referrals.
8. Contract with full delineation of services, disclosures, and disclaimers.
9. Discuss the price range of potential recommendations prior to accepting fees for service.
10. Consultants must report child abuse and be familiar with obligations and procedures for reporting in their legal jurisdiction.
11. Do not discriminate against clients and potential clients with respect to race, nationality, religious affiliation, or sexual orientation.
12. Refer all clients whose circumstances are beyond the limits of their professional expertise to another consultant who does possess the requisite experience and focus of practice.
13. Avoid, whenever possible, deceiving the child in order to affect placement.

**Establishing a Professional Office**

1. Establish an effective system of ongoing communication with parents and programs.
2. Maintain a professional office setting.
3. Maintain thorough, accurate, and confidential records that document their work.
4. Arrange backup support/point of contact with another qualified consultant when unavailable for more than 72 hours.
5. Establish an efficient and professional system for gathering, maintaining and distributing information.

**Professional Development**

1. Conduct visits on an ongoing basis, to a broad range of programs. As a guideline, the CEP designation requires 100 school and program visits in five years.
2. Develop a network of local therapeutic, academic, and chemical dependency resources and psychoeducational evaluators.
3. Develop a network of special education experts, e.g. advocates and attorneys.
4. Develop a structured method for assessing schools and programs.
5. Have knowledge of qualified psychoeducational evaluators.
6. Develop a solid understanding of common clinical and developmental issues and their implications for treatment outcomes.
7. Understand chemical dependency, including its course of development and treatment.
8. Understand common educational philosophies, techniques and practices.
9. Understand common therapeutic modalities and methods.
10. Understand test batteries and specific instruments relevant to assessing the educational and therapeutic needs of a client.
11. Understand the developmental stages of children, adolescents and young adults.
12. Understand special education laws dealing with “free and appropriate education” and refer to an advocate when necessary.
13. Maintain current reference material to promote an understanding and accurate use of terminology.
14. Participate in professional development opportunities offered by IECA such as the Summer Training Institute and mentoring program, and attend professional conferences.
15. Understand the limitations and appropriate uses of common assessment techniques.