

**Module: Family-Centered Practices
for Infants and Toddlers With Visual Impairments**

Session 1: Building Reliable Alliances

Handout D

DEC Code of Ethics

Division for Early Childhood, Council for Exceptional Children. (1999). *Code of ethics*.
Position paper. Retrieved December 11, 2002, from
<http://www.dec-sped.org/positions/ethics.html>

The Division for Early Childhood, Council for Exceptional Children

Adopted: September 1996 Reaffirmed: April 1999

As members of the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), we recognize that in our professional conduct we are faced with choices that call on us to determine right from wrong. Other choices, however, are not nearly as clear, forcing us to choose between competing priorities and to acknowledge the moral ambiguity of life. The following code of ethics is based on the Division's recognition of the critical role of conscience, not merely in preventing wrong, but in choosing among courses of action in order to act in the best interests of young children with special needs and their families and to support our professional colleagues.

As members of DEC, we acknowledge our responsibility to abide by high standards of performance and ethical conduct and we commit to:

1. Demonstrate the highest standards of personal integrity, truthfulness, and honesty in all our professional activities in order to inspire the confidence and trust of the public and those with whom we work;
2. Demonstrate our respect and concern for children and families, colleagues, and others with whom we work, honoring their beliefs, values, customs, and culture;
3. Demonstrate our respect for families in their task of nurturing their children and support them in achieving the outcomes they desire for themselves and their children;
4. Demonstrate, in our behavior and language, that we respect and appreciate the unique value and human potential of each child;
5. Strive for personal professional excellence, seeking new information, using new information and ideas, and responding openly to the suggestions of others;
6. Encourage the professional development of our colleagues and those seeking to enter fields related to early childhood special education, early intervention, and personnel

preparation, offering guidance, assistance, support, and mentorship to others without the burden of professional competition;

7. Ensure that programs and services we provide are based on law as well as current knowledge of and recommended practice in early childhood special education, early intervention, and personnel preparation;
8. Serve as an advocate for children with special needs and their families and for the professionals who serve them in our communities working with those who make the policy and programmatic decisions that enhance or depreciate the quality of their lives;
9. Oppose any discrimination because of race, color, religion, sex, sexual orientation, national origin, political affiliation, disability, age, or marital status in all aspects of personnel action and service delivery;
10. Protect the privacy and confidentiality of information regarding children and families, colleagues, and students; and
11. Reflect our commitment to the Division for Early Childhood and to its adopted policies and positions.

The Division for Early Childhood acknowledges with appreciation the National Association for the Education of Young Children, the American Society for Public Administration, and the Council for Exceptional Children, whose codes of conduct were helpful as we developed our own.

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