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## **Benjamin Turner, M.A., CAGS**

### **Professional Disclosure**

#### **Formal Education & Licensure / Certification:**

Castleton State College 8/09 - 5/13

Castleton, VT

**Bachelor of Arts – Forensic Psychology**

Castleton University 8/16 – 5/19

Castleton, VT

**Master of Arts – School Psychology**

**Certificate of Advanced Graduate Studies**

Vermont State Board of Education, since 2019

Licensed as a School Psychologist in the State of Vermont

Professional Educator License (Level 1) expires 6/30/2022\*

\*License renewal in process

Nationally Certified School Psychologist, application in process

#### **Professional Experience:**

**Vermont State Licensed School Psychologist – Maple Leaf Clinic**

Wallingford, Vermont, 2019 – Present

- Individual Therapy, psychological, and neuropsychological assessment of children and adults.

**Non-certified, Non-licensed Psychotherapist – Maple Leaf Clinic**

Wallingford, Vermont, 2018 – Present

- Individual Therapy, psychological, and neuropsychological assessment of children and adults.

**School Psychologist Intern – Mount Holly Elementary School**

Mount Holly, Vermont, 2018-2019

- Therapy, psycho-educational assessment of children, and behavior management plan development.

**Training and Continuing Education:**

**Date(s):** 02/18/2022

**Title:** Autism and Mental Health: Comorbid Crossroads

**Location:** Boston, Massachusetts

**Trainer(s)/training institution:** National Association of School Psychologists (NASP)

**Subject/content:** The 2020 pandemic has brought about increased challenges for mental health. Research indicates that individuals with ASD have significant risk for co-occurring conditions. Comorbid disorders often exacerbate core ASD symptoms. With an outcome focus, participants will discuss emerging trends and use resources to develop an understanding of the impact.

This session will help participants 1. Create a kinder, more inclusive world. 2. Locate new and free resources for future professional development, 3. Understand the diversity within autism to help improve students' and families' lives.

**Completed:** Yes

**Credentials awarded (if any):** None (1 contact hour)

**Date(s):** 02/17/2022

**Title:** A Strengths-Based Approach to Supervision

**Location:** Boston, Massachusetts

**Trainer(s)/training institution:** National Association of School Psychologists (NASP)

**Subject/content:** This session will provide practical strategies for incorporating the principles of positive psychology into a strengths -based approach to the supervision of school psychologists. Lecture, case examples, and discussion will be used.

This session will help participants... 1. Recognize that a strengths-based approach to supervision can support all supervisees, including those who are struggling to demonstrate competency and advanced trainees, 2. Understand specific actions they can take and questions they can ask to incorporate a strengths-based approach into their supervision practice, 3. Use a strengths-based approach to practice culturally responsive supervision.

**Completed:** Yes

**Credentials awarded (if any):** None (1 contact hour)

**Date(s):** 02/16/2022

**Title:** Ethics Problem-Solving Framework

**Location:** Boston, Massachusetts

**Trainer(s)/training institution:** National Association of School Psychologists (NASP)

**Subject/content:** This session will discuss recent ethical challenges, on topics such as confidentiality and professional competency, as well as review NASP's professional ethics, the ethical problem -solving worksheet, and strategies for responding in an ethically appropriate manner.

This session will help participants 1. Practice using a problem-solving model to address ethical issues, 2. Discuss accepted and evolving standards and principles pertaining to different scenarios and develop strategies for responding to these issues in an ethically appropriate manner, 3. Become familiar with the 2020 Professional Ethics standards, including roles of the NASP Ethics and Professional Practices Board (EPPB), complaint resolution, advisory opinions on emerging ethical issues, and responding to queries about the parameters of ethical practice.

**Completed:** Yes

**Credentials awarded (if any):** None (1 contact hour)

**Date(s):** 02/15/2022

**Title:** Current Issues in Special Education Law Affecting the Practice of School Psychology

**Location:** Boston, Massachusetts

**Trainer(s)/training institution:** National Association of School Psychologists (NASP)

**Subject/content:** This workshop will explain how to access and incorporate the laws, regulations, and legal decisions associated with the Individuals with Disabilities Education Act (IDEA) in your daily practice of school psychology and to develop strategies to minimize litigation while meeting the needs of students. The workshop will be delivered through PowerPoint presentation with supplemental materials that include excerpts from legal decisions.

This session will help participants 1. Learn to access, review, and incorporate legal decisions affecting culturally responsive special education services within the public school setting; 2. Discuss recent and relevant legal decisions affecting special education within the school setting; and 3. Develop strategies to minimize the risk of exposure to litigation associated with a special education program within the public school setting.

**Completed:** Yes

**Credentials awarded (if any):** None (3 contact hours)

**Date(s):** 09/16/2021 – 09/17/2021

**Title:** ADOS-2 Clinical Workshop

**Location:** Live Webinar

**Trainer(s)/training institution:** (WPS) Somer Bishop, Ph.D.; So Hyun “Sophy” Kim, Ph.D.

**Subject/content:** Training in the administration and interpretation of the ADOS-2. Allows the use of the ADOS-2 in assessment of the presence of Autism and Autism Spectrum Disorders.

**Completed:** Yes

**Credentials awarded (if any):** None (12 contact hours)

**Date(s):** 9/9/2019 – 9/11/2019

**Title:** Halstead-Reitan Neuropsychological Test Battery Introductory Seminar

**Location:** Plano, Texas

**Trainer(s)/training institution:** The Neuropsychology Center, Jim Hom, Ph.D. & Janice Nici, Ph.D.

**Subject/content:** After completing this seminar, participants will be able to describe the historical development and scientific validation of the Halstead-Reitan Neuropsychological Test Battery. They will be able to explain its usefulness in the understanding of their patients’ brain-related function; they will be able to apply this knowledge to improve their understanding of the nature and degree of their patients’ difficulties in daily and occupational function.

They will be able to demonstrate the correct administration and scoring procedures for each of the subtests within the battery. They will be able to identify which HRB test procedures are most sensitive to brain impairment, which are particularly useful in differentiating chronic from progressive neurological disorders, and which are most useful in predicting rehabilitation success.

They will be able to demonstrate the correct data plotting procedure in order to organize and summarize the test results from the full HRB test battery. They will be able to describe how to organize their test data according to the cerebral hemisphere involved. They will be able to explain the principles of brain organization that lead to interpretive decisions about the significance of motor and sensory-perceptual data (hemisphere-specific) as compared to data from measures of higher cognitive (generalized, non-lateralized) function. They will be able to explain the importance of non-impaired test results in the construction of an overall pattern of neuropsychological function for their patients.

Seminar participants will be able to recognize important patterns of test results that indicate, for example significant brain-related disorders, mild brain-related disorders, lateralized brain-related disorders (e.g., stroke, tumor), or no disorder (e.g. normal function or normal variation). After reviewing case examples and plotting test data, the attendees will be able to describe the patterns of test results expected in traumatic brain injury, stroke, and Alzheimer's disease.

**Completed:** Yes

**Credentials awarded (if any):** None (18 contact hours)

**Date(s):** 8/7/2019 – 8/8/2019

**Title:** Child and Adolescent Complex Trauma Conference: Helping Generations Heal

**Location:** Manchester, Vermont

**Trainer(s)/training institution:** Pat Ogden, Ph.D.; Ana Gomez MC, LPC; Vermont Permanency Initiative (VPI)

**Subject/content:** The Child Adolescent Complex Trauma Conference is devoted to creating a space for connection that stimulates our growth in understanding and servicing children, adolescents and families affected by complex trauma. The conference was founded to create an ongoing community for learning and sharing.

**Completed:** Yes

**Credentials awarded (if any):** None (12 contact hours)

**Date(s):** 3/19/2019

**Title:** VASP 2019 Spring Conference: Advancing School Safety

**Location:** South Burlington, Vermont

**Trainer(s)/training institution:** Amanda Nickerson, Ph.D.; Vermont Association of School Psychologists (VASP)

**Subject/content:** School safety is a key priority for educators, parents, and the general public. This presentation overviewed creating a safe school climate and balancing physical and psychological safety. NASP's PREPaRE School Crisis Prevention and Intervention Model will be highlighted to guide the work of multidisciplinary safety teams and crisis teams in preventing, preparing for, and responding to crises. Participants will learn the principles and processes of threat assessment. Managing and intervening with various levels of threats will be reviewed.

**Completed:** Yes

**Credentials awarded (if any):** None

**Date(s):** 3/15/19

**Title:** Disconnected: Addressing Socially Based Trauma

**Location:** Rutland, Vermont

**Trainer(s)/training institution:** Mark Nickerson, LICSW; Vermont Psychological Association (VPA)

**Subject/content:** This workshop will explore concepts including social information processing, ingroup/outgroup effects, social identity formation, internalized social messages, the impact of “isms” and a range of cultural factors. Clinical methods outlined for a trauma-informed treatment approach will integrate best practices in cultural competence and include a topic-related description of useful EMDR therapy strategies.

**Completed:** Yes

**Credentials awarded (if any):** None (13 contact hours)

**Date(s):** 2/26/2019 – 3/1/2019

**Title:** NASP 2019 Annual Convention: Unlock Potential: Prevention is Key

**Location:** Atlanta, Georgia

**Trainer(s)/training institution:** Michael Bonner; National Association of School Psychologists (NASP)

**Subject/content:** Michael Bonner is an inspiring second-grade teacher at North Carolina’s South Greenville Elementary, where the majority of students have strenuous familial dynamics and many are homeless. The school is a 100% recipient of free and reduced lunch and is located in an impoverished neighborhood in Eastern North Carolina. In early 2017, Ellen DeGeneres honored Bonner in recognition of his positive and innovative educational approaches for children coping with the challenges of poverty. Additional sessions focused on working Military families were also attended.

**Completed:** Yes

**Credentials awarded (if any):** None

**Date(s):** 5/18/2018

**Title:** VASP 2018

**Location:** Castleton University, Castleton, Vermont

**Trainer(s)/training institution:** David Shribera, Ph.D.; Vermont Association of School Psychologists (VASP)

**Subject/content:** Social justice has gained momentum in the field of education and many believe that promoting practices that demonstrate a social justice framework are essential to inequalities in education. Learning how to get comfortable with being uncomfortable is essential to being a leader in the field of social justice. Participants will develop an understanding of current research in the field of social justice within education as well as learn new skills to allow them to be agents of social justice within their educational practice.

**Completed:** Yes

**Credentials awarded (if any):** None

**Date(s):** 2/13/2018 – 2/16/2018

**Title:** NASP 2018 Annual Convention: Power of One: Creating Connections

**Location:** Chicago, Illinois

**Trainer(s)/training institution:** Steve Robbins; National Association of School Psychologists (NASP)

**Subject/content:** A powerful storyteller, Dr. Steve L. Robbins has an uncanny ability to inspire people even as he is challenging the way they think about the world. Born in Vietnam, Dr. Robbins immigrated with his mother to the United States, where they faced many challenges during a time when there was much antiwar and anti-Vietnamese sentiment. In this address, Dr. Robbins builds on his life experiences, working through and rising out of the challenges of poverty, discrimination, and tough streets of Los

Angeles to bring insightful perspectives on issues of inclusion, privilege, tolerance, and the power of caring.

**Completed:** Yes

**Credentials awarded (if any):** None

**Scope of Practice:**

**Therapeutic Operation:** Holistic, client centered approach that combines Humanistic, Cognitive, Developmental and Behavioral theories and techniques.

**Area of Specialization:** None

**Treatment Methods:** Cognitive Behavioral Therapy & Solution Focused Brief Therapy

**Areas of Interest:**

Working with Service members and military families

**Information concerning unprofessional conduct for the profession follows.**

## Office of Professional Regulation Notice

The Office of Professional Regulation provides Vermont licenses, certifications, and registrations for over 56,000 practitioners and businesses. Forty-six professions and occupations are supported and managed by this office. A list of professions regulated is found below.

Each profession or occupation is governed by laws defining professional conduct. Consumers who have inquiries or wish to obtain a form to register a complaint may do so by calling (802) 828-1505, or by writing to the Director of the Office, Secretary, VT 05620-3402.

Upon receipt of a complaint, an administrative review determines if the issues raised are covered by the applicable professional conduct statute. If so, a committee is assigned to investigate, collect information, and recommend action or closure to the appropriate governing body.

All complaint investigations are confidential. Should the investigation conclude with a decision for disciplinary action against a professional's license and ability to practice, the name of the license holder will then be made public.

Complaint investigations focus on licensure and fitness of the licensee to practice. Disciplinary action, when warranted, ranges from warning to revocation of license, based on the circumstances. You should not expect a return of fees paid or additional unpaid services as part of the results of this process. If you seek restitution of this nature, consider consulting with the Consumer Protection Division of the Office of the Attorney General, retaining an attorney, or filing a case in Small Claims Court.

Accountancy Acupuncture  
Architects  
Athletic Trainers Auctioneers  
Audiologists  
Barbers & Cosmetologists Boxing Control Chiropractic  
Dental Examiners  
Dietitians  
Drug and Alcohol Counselor Electrolysis  
Professional Engineering  
Funeral Service  
Hearing Aid Dispensers  
Land Surveyors  
Landscape Architects  
Marriage & Family Therapists Clinical Mental Health Counselors Midwives, Licensed  
Motor Vehicle Racing  
Naturopaths  
Nursing  
Nursing Home Administrators  
Occupational Therapists Opticians  
Optometry  
Osteopathic Physicians and Surgeons  
Pharmacy  
Physical Therapists  
Private Investigative & Security Services  
Property Inspectors Psychoanalyst Psychology  
Psychotherapist, Non-licensed Radiologic Technology  
Real Estate Appraisers Real Estate  
Respiratory Care  
Social Workers, Clinical  
Tattooists  
Veterinary

The board shall adopt rules requiring persons entered on the roster to disclose to each client the psychotherapist's professional qualifications and experience, those actions that constitute unprofessional conduct, and the method for filing a complaint or making a consumer inquiry, and provisions relating to the manner in which the information shall be displayed and signed by both the rostered psychotherapist and the client. The rules may include provisions for applying or modifying these requirements in cases involving institutionalized clients, minors and adults under the supervision of a guardian.

[The Vermont Statutes Online](#)

### **Title 3: Executive**

#### ***Chapter 5: SECRETARY OF STATE Sub-Chapter 3: Professional Regulation 3 V.S.A. § 129a. Unprofessional conduct***

(a) In addition to any other provision of law, the following conduct by a licensee constitutes unprofessional conduct. When that conduct is by an applicant or person who later becomes an applicant, it may constitute grounds for denial of a license or other disciplinary action. Any one of the following items, or any combination of items, whether or not the conduct at issue was committed within or outside the State, shall constitute unprofessional conduct:

- (1) Fraudulent or deceptive procurement or use of a license.
- (2) Advertising that is intended or has a tendency to deceive.
- (3) Failing to comply with provisions of federal or state statutes or rules governing the practice of the profession.
- (4) Failing to comply with an order of the board or violating any term or condition of a license restricted by the board.
- (5) Practicing the profession when medically or psychologically unfit to do so.
- (6) Delegating professional responsibilities to a person whom the licensed professional knows, or has reason to know, is not qualified by training, experience, education, or licensing credentials to perform them, or knowingly providing professional supervision or serving as a preceptor to a person who has not been licensed or registered as required by the laws of that person's profession.
- (7) Willfully making or filing false reports or records in the practice of the profession; willfully impeding or obstructing the proper making or filing of reports or records or willfully failing to file the proper reports or records.
- (8) Failing to make available promptly to a person using professional health care services, that person's representative, or succeeding health care professionals or institutions, upon written request and direction of the person using professional health care services, copies of that person's records in the possession or under the control of the licensed practitioner, or failing to notify patients or clients how to obtain their records when a practice closes.
- (9) Failing to retain client records for a period of seven years, unless laws specific to the profession allow for a shorter retention period. When other laws or agency rules require retention for a longer period of time, the longer retention period shall apply.
- (10) Conviction of a crime related to the practice of the profession or conviction of a felony, whether or not related to the practice of the profession.
- (11) Failing to report to the office a conviction of any felony or any offense related to the practice of the profession in a Vermont District Court, a Vermont Superior Court, a federal court, or a court outside Vermont within 30 days.
- (12) Exercising undue influence on or taking improper advantage of a person using professional services, or promoting the sale of services or goods in a manner which exploits a person for the financial gain of the practitioner or a third party.
- (13) Performing treatments or providing services which the licensee is not qualified to perform or which are beyond the scope of the licensee's education, training, capabilities, experience, or scope of practice.
- (14) Failing to report to the office within 30 days a change of name or address.



(15) Failing to exercise independent professional judgment in the performance of licensed activities when that judgment is necessary to avoid action repugnant to the obligations of the profession.

(b) Failure to practice competently by reason of any cause on a single occasion or on multiple occasions may constitute unprofessional conduct, whether actual injury to a client, patient, or customer has occurred. Failure to practice competently includes:

(1) performance of unsafe or unacceptable patient or client care; or

(2) failure to conform to the essential standards of acceptable and prevailing practice.

(c) The burden of proof in a disciplinary action shall be on the State to show by a preponderance of the evidence that the person has engaged in unprofessional conduct.

(d) After hearing, and upon a finding of unprofessional conduct, a board or an administrative law officer may take disciplinary action against a licensee or applicant, including imposing an administrative penalty not to exceed \$1,000.00 for each unprofessional conduct violation. Any money received under this subsection shall be deposited in the Professional Regulatory Fee Fund established in section 124 of this title for the purpose of providing education and training for board members and advisor appointees. The Director shall detail in the annual report receipts and expenses from money received under this subsection.

(e) In the case where a standard of unprofessional conduct as set forth in this section conflicts with a standard set forth in a specific board's statute or rule, the standard that is most protective of the public shall govern. (Added 1997, No. 40, § 5; amended 2001, No. 151 (Adj. Sess.), § 2, eff. June 27, 2002; 2003, No. 60, § 2; 2005, No. 27, § 5; 2005, No. 148 (Adj. Sess.), § 4; 2009, No. 35, § 2; 2011, No. 66, § 3, eff. June 1, 2011; 2011, No. 116 (Adj. Sess.), § 5.)

#### **§ 4093. Unprofessional conduct**

(a) Unprofessional conduct means the following conduct and conduct set forth in section 129a of Title 3: (1) Providing fraudulent or deceptive information in an application for entry on the roster.

(2) Conviction of a crime that evinces an unfitness to practice psychotherapy.

(3) Unauthorized use of a protected title in professional activity.

(4) Conduct which evidences moral unfitness to practice psychotherapy.

(5) Engaging in any sexual conduct with a client, or with the immediate family member of a client, with whom the psychotherapist has had a professional relationship within the previous two years.

(6) Harassing, intimidating or abusing a client.

(7) Entering into an additional relationship with a client, supervisee, research participant or student that might impair the psychotherapist's objectivity or otherwise interfere with his or her professional obligations.

(8) Practicing outside or beyond a psychotherapist's area of training, experience or competence without appropriate supervision.

(b) After hearing, and upon a finding of unprofessional conduct, the board may take disciplinary action against a rostered psychotherapist or an applicant. (Added 1993, No. 222 (Adj. Sess.), § 17; amended 1997, No. 40, § 71; 1997, No. 145 (Adj. Sess.), § 61; 1999, No. 52, § 37.)

**CLIENT'S DISCLOSURE INFORMATION**

My signature acknowledges that I have been given the professional qualifications and experience of Benjamin Turner, M.A., CAGS, a listing of actions that constitutes unprofessional conduct according to Vermont Statutes, and the method for making a consumer inquiry or filing a complaint with the Office of Professional Regulation.

My practice is also governed by the Rules of the Board of Allied Mental Health Practitioners. It is unprofessional conduct to violate these rules. A copy of the rules may be obtained from the Board or online at <http://vtprofessionals.org/>.

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Client Signature

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Date

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Guardian Signature

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Date

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Practitioner's Signature

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Date